

PS 597.02
Comparative Political Participation and Behavior

Summer 2006- First session

MTWRF11:30-1:18

Instructor: Nanaho Hanada

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Office: Derby Hall Room 2043

Office Hour: MWF 1:30 – 2:30

And by appointment

Course Description

This class explores (1) how people in different countries, systems and social settings make claims about their governments; (2) why some people get involved in politics while others do not, and (3) related concepts and subjects. The course will be mostly theoretical, and the empirical readings will be on western industrialized democracies.

Course Objectives

The goal of this class is to make students familiar with terms and related concepts in political participation, political behaviors, and to apply these concepts and understand how and why people participate, and how these participations and behaviors differ between different countries. One of the shortcomings in our discipline (political science) in my eyes is that it focuses too much on particular type of participation- namely voting. Although it is beyond doubt that voting is a fundamental democratic function in modern democracies, we should not ignore other types of participation. Strongly believing that, I structured this class in such a way to introduce you to different types of participation. We will explore how different surroundings make one type of participation easier in some countries and more difficult in others, and what factors can explain why some people participate and others do not. This class is not based on region or particular countries. We focus more on theories of participation. However, I make effort to assign empirical readings as suggested readings for those who are interested in the topic.

Students' Responsibilities

This is a half-session course. It is obvious from this syllabus that the reading load is more than you expect from normal session class. All students are expected to come to class **prepared**. This means that you have to read all the materials assigned for the day before the class. This is necessary for two reasons. First, it enhances your understanding of lectures, and second, it enables class discussion go on smoothly. Since this is an intense half-session class, if you cannot make to classes, you are highly recommended to arrange time with me to go over materials or talk to your classmates. Feel free to contact me through email at hanada.2@polisci.osu.edu. This course can be challenging to some of you without background in social science, but I will do as much as possible to assist you for a success in this class.

Grades

Mid-term Examination	30%
Final Examination	30%
Quizzes	30%
Attendance & Participation	10%

Course Requirements

There will be a midterm and a final examination, each of which will worth 30% of the total grade of the course. There will be also **10** quizzes throughout the term, each of which worth 3 points, total 30% of the course grade. The quizzes will be given every other day, the date of which is noted on class schedules. This seems like a lot, but I am planning to take a lot of exam questions from these quizzes, so it gives you plenty of opportunity to get prepared for the exams. The purpose of the class is to let you familiarize with concepts, ideas and critical thinking, not to trick you. Therefore, these questions for quizzes are straight from **readings that are assigned for the day of the quizzes or/and lectures from the day before.**

Participation/ Attendance

I believe that exchanging ideas and discussing them with your fellow students will enhance your understanding of the materials. Therefore, as noted above, 10% of the course grade will be based on attendance and participation. To avoid any bias in grading, I set a standard so that you know how your participation and attendance will be graded. Half of the 10% will be solely based on your attendance. This is easy. There are 19 class sessions in this course. Each day, attendance will be taken and at the end of the course, the percentage of your attendance will be calculated and that will be your attendance points. For example, if you miss two sessions, your attendance points will be $(17/19)*5=4.47$.

Students are asked to bring questions from the reading or in general on the topic of the day. You are expected to bring up questions for the class to discuss. This is to encourage your critical thinking. I will grade at the end of the class how often you bring questions to the class and how well thought the questions were. Simply put, I will not grade them solely based on frequency. Moreover, I recognize that some students are more comfortable with public speaking than others. Those who feel uncomfortable talking in front of the class are encouraged to email me questions before classes. I will bring them on your behalf. Each student will be given 0 to 5 points based on their contribution to class discussion (bringing questions and actually participating in discussions).

Makeup exams and quizzes

Unless there are written documentations, there will be no makeup exams or quizzes allowed.

Required Readings

There is no book to purchase for this class. All of the journal articles are accessible through Carmen system and book chapters are accessible through the library's e-reserve system.

Academic Honesty

I expect all of the work you do in this course to be your own. I will tolerate absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation). I will report any cases of cheating or plagiarism to the university committee on academic misconduct, and they will be handled according to university policy.

Disability

You must contact the Office of Disabilities in 150 Pomerene Hall (292-3307) to make arrangements for special consideration in this course. Students with documented disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner.

GEC Fulfillment

This class is acknowledged as one of GEC course. Fulfillment of this course will give you give credits of GEC requirement toward your graduation. GEC classes are defined classes such that fulfill following grounds.

Goals/ Rationale:

Diversity: International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

Learning Objectives:

Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Social Science

This class also fulfills one of your social science requirements toward your graduation. Social science classes are defined as classes such that fulfill following requirement:

Goals/Rationale:

Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning Objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Class Schedules and Reading Assignments

June 19th

First Day of class – Going over syllabus, introduction to class, administrative stuffs.

*** No Reading assignment**

June 20th (Quiz 1)

What is political participation? The relationship between political participation and democracy? Why should we care?

Reading Assignments:

(1) Dahl, Robert A. *On Democracy* (New Haven CT: Yale University Press, 1998), Chapter 4 & 5 (pp. 35-61 Relax ☺ get the main idea) (E)

June 21st

Are ordinary citizens too naïve to participate in politics?

Reading Assignments:

(1) Dalton, Russell J. *Citizen Politics: Public Opinion And Political Parties in Advanced Industrial Democracies*, (New York: Chatham House Publishers, 2002), Chapter 2. (E)

Suggested Readings:

(1) Almond, Gabriel A., and Sidney Verba, *The Civic Culture; Political Attitudes and Democracy in Five Nations*, Boston: Little, 1965)

June 22nd (Quiz 2)

Electoral Participation (Part I)

Why people vote the way they do? Sociological Explanation

Reading Assignments:

(1) Seymour Martin Lipset, *Political Man. The social bases of politics*. Baltimore, The Johns Hopkins University Press, 1981 (orig. ed. 1960), Ch. 7 (Elections: The Expression of the Democratic Class Struggle), only pp.220-232. McAllister. (E)

Suggested Readings:

(1) Ian, and Anthony Mughan, “Class, Attitudes and Electoral Politics in Britain, 1974-1983” *Comparative Political Studies*, Vol. 20 (1987), pp. 47-71 (Skim through the text and read abstract and conclusion.) (C)

(2) Russel J. Dalton, *Political Cleavages, Issues, and Electoral Change*, in Lawrence LeDuc, Richard Niemi, Pippa Norris (Eds.), *Comparing Democracies. Elections and Voting in Global Perspective*, Sage Publications, 1996, 319-342. (E)

(3) Mark Franklin, *The decline of cleavage politics*, in Mark Franklin et al. (eds.), *Electoral change. Responses to evolving social and attitudinal structures in western societies*, Cambridge, Cambridge University Press, 1992, pp. 383-405. (E)

June 23rd

Electoral Participation (Part II)

Why people vote the way they do? Social Psychological Explanation

Reading Assignments:

(1) Ian Budge, Ivor Crewe, Dennis Farlie, *Introduction. Party Identification and Beyond*, in Ian Budge, Ivor Crewe, Dennis Farlie (Eds.), *Party Identification and Beyond*, John Wiley and Sons, 1976, pp.3-20. (E)

June 26th (Quiz 3)

Electoral Participation (Part III)

Impact of institutions on voter turnout

Reading Assignments:

(1) Powell, Jr. G. Bingham, "American Voter Turnout in Comparative Perspective," *The American Political Science Review*, Vol. 80, No. 1 (Mar., 1986), pp. 17-43. (C)

Suggested Readings:

(1) Jackman, Robert W., "Political Institutions and Voter Turnout in the Industrial Democracies," *American Political Science Review*, Vol. 81 (1987), pp. 405-23. (Read the conclusion part). (C)

June 27th

Social Movement Participation (Part I)

What is a social movement? Why social movement? Classical and Resource Mobilization Theory

Reading Assignments:

(1) McAdam, Doug, *Political Process and the Development of Black Insurgency, 1930-1970*, (Chicago: The University of Chicago Press, 1982) Chapter 1 & 2 pp. 5-35. (Try to get the main idea) (E)

Suggested Readings:

- (1) Gurr, Ted, "A Causal Model of Civil Strife: A Comparative Analysis Using New Indices," *The American Political Science Review*, Vol. 62, No. 4 (Dec., 1968), pp. 1104-1124. (C)
- (2) Davies, James C. "The J-Curve and Power Struggle Theories of Collective Violence," *American Sociological Review*, Vol. 39, No. 4 (1974), pp. 607-613. (C)
- (3) Huntington, Samuel, *Political Order in Changing Societies*, (New Haven: Yale University Press, 1968).
- (4) Lichbach, Mark, "An Evaluation of 'Does Economic Inequality Breed Political Conflict?' Studies." *World Politics*, Vol. 41, No. 4 (1989), pp. 431-70. (C)
- (5) McCarthy, John D. and Mayer Zald, "Resource Mobilization and Social Movements: A Partial Theory," *American Journal of Sociology*, Vol. 82, No. 6 (1977), pp. 1212-41.

- (6) McCarthy, John and Zald, Mayer, *The Trend of Social Movements in America: Professionalization and Resource Mobilization*, (Morristown: General Learning Press, 1973).

June 28th (Quiz 4)

Social Movement Participation (Part II)

Why social movement? Political Opportunity Theory, Impact of institutions on strategies.

Reading Assignments:

(1) Tarrow, Sidney, *Power in Movement: Social Movements, Collective Action and Politics*, (New York: Cambridge University Press, 1994), Chapter 5 pp.81-100. (~ p90)

(E)

Suggested Readings:

(1) Almeida, Paul; Linda Brewster Stearns, "Political Opportunities and Local Grassroots Environmental Movements: The Case of Minamata," *Social Problems*, Vol. 45, No. 1 (Feb., 1998), pp. 37-60. (C)

(2) Kitschelt, Herbert P., "Political Opportunity Structures and Political Protests: Anti-Nuclear Movements in Four Democracies," *British Journal of Political Science*, Vol. 16, No. 1 (Jan., 1986), pp. 57-85 (C)

(3) Brockett, Charles D. "Structure of Political Opportunities and Peasant Mobilization in Central America," *Comparative Politics*, Vol. 23 (1991), pp. 253-274. (C)

(4) Jenkins, J. Craig and Charles Perrow, "Insurgency of the Powerless: Farm Worker Movements (1946-1972)", *American Sociological Review*, Vol. 42 (1977), pp. 249-268.

(C)

June 29th (Quiz 5)

Social Movement Participation (Part III)

Who participate?

Reading Assignments:

(1) Snow, David Luis Zurcher, Jr.; Sheldon Eklund-Olson, "Social Networks and Social Movements: A Microstructural Approach to Differential Recruitment," *American Sociological Review*, Vol. 45, No. 5 (Oct., 1980), pp. 787-801. (C)

Suggested Readings:

(1) Klandermans Bert, and Dirk Oegema, "Potentials, Networks, Motivations and Barriers: Steps toward Participation in Social Movements," *American Sociological Review*, Vol. 52 (1987), pp. 519-31. (C)

June 30th

TBA

July 3rd

Review on Midterm Examination

July 4th

INDEPENDENCE DAY

NO CLASS

July 5th

*******MIDTERM EXAMINATION*******

July 6th (Quiz 6)

Civic Engagement (Part I)

What is Civic voluntarism model? What is the role of resources on decision to participate?

Reading Assignments:

(1) Moyser, George and Geraint Parry, "Voluntary associations and democratic participation in Britain," in van Deth, Jan W (ed.), *Private groups and public life: Social participation, voluntary associations and political involvement in representative democracies* (New York: Routledge, 1997), only pp24- pp38. (E)

Suggested Readings:

(1) Knoke, David and Randall Thompson, "Voluntary Association Membership Trends and the Family Life Cycle," *Social Forces*, Vol. 56, No. 1 (Sep., 1977), pp. 48-65. (C)

(2) Cutler, Stephen, "Age Differences in Voluntary Association Memberships," *Social Forces*, Vol. 55, No. 1 (Sep., 1976), pp. 43-58. (C)

(3) Anderson, Christopher J., "Political Action and Social Integration," *American Politics Quarterly*, Vol. 24, No. 1 (Jan., 1996), pp. 105-124. (C)

(4) Olsen, Marvin E., "Social Participation and Voting Turnout: A Multivariate Analysis," *American Sociological Review*, Vol. 37, No. 3 (Jun., 1972), pp. 317-333. (C)

(5) Pollock III, Phillip H., "Organizations as Agents of Mobilization: How Does Group Activity Affect Political Participation?" *American Journal of Political Science*, Vol. 26, No. 3 (Aug., 1982), pp. 485-503. (C)

July 7th

Civic Engagement (Part II)

How can we explain the cross country differences?

Reading Assignments:

(1) Salamon, Lester M and Helmut K. Anheier, "Conclusions" in Salamon, Lester M. and Helmut K. Anheier (eds.) *Defining the Nonprofit Sector: A cross-national analysis* (New York: Manchester University Press, 1997) pp. 495-505. (E)

Suggested Readings:

(1) Wuthnow, Robert (ed.) *Between States and Markets: The Voluntary Sector in Comparative Perspective*, (Princeton, NJ: Princeton University Press, 1991).

July 10th (Quiz 7)

Value Change

Reading Assignments:

(1) Inglehart, Ronald, "The Silent Revolution in Europe: Intergenerational Change in Post-Industrial Societies," *The American Political Science Review*, Vol. 65, No. 4 (Dec., 1971), pp. 991-1017. (C)

Suggested Readings:

(1) Jenkins, J. Craig and Bert Klandermans (eds.), *The Politics of Social Protest: Comparative Perspectives on States and Social Movements*, (Minneapolis: University of Minnesota Press, 1995)

July 11th

Impact of Media on Participation

Short-time impact on electoral participation and social movement participation.

Reading Assignment:

(1) Iyengar, Shanto and Donald R. Kinder, *News That Matters*, (Chicago: The University of Chicago Press, 1987), Chapter 3. (pp. 16-34). (E)

Suggested Readings:

(1) Kielbowicz, Richard B. and Clifford Scherer, "The Role of the Press in the Dynamics of Social Movements," *Research in Social Movements, Conflicts and Change*, Vol. 9 (1986), pp. 71-96.

July 12th (Quiz 8)

Women and Politics (Part I) Why don't women participate in decision making more?

Reading Assignments:

(1) Conway, M. Margaret; Gertrude A. Steuernagel and David W. Ahern, *Women and Political Participation: Cultural Change in the Political Action*, (Washington, D.C.: Congressional Quarterly Press, 1997), Chapter 2 (pp.17-31). (E)

July 13th

Women and Politics (Part II) Why some variations among countries?

Reading Assignments:

(1) R.Darcy, Susan Welch, and Janet Clark, *Women, elections, and representation*, (Lincoln: University of Nebraska Press, 1994), Chapter 7 (pp. 138-168). (E)

July 14th

Class Cancelled

July 17th (Quiz 9)

Political Elites

Who are political elites? Structure vs. Agency. What types of constraints political leaders have to deal with?

Reading Assignments:

(1) Elgie, Robert, *Political Leadership in Liberal Democracies*, (New York: St. Martin's Press, 1995), Chapter 6 (pp.135-161 get the main idea) (E)

Suggested Readings:

(1) Other chapters in Elgie book.

July 18th (Quiz 10)

Political Apathy and Distrust of Government?

Reading Assignment:

(1) Dalton, Russell J. *Citizen Politics: Public Opinion And Political Parties in Advanced Industrial Democracies*, (New York: Chatham House Publishers, 2002), Chapter 12. (E)

July 19th

Review for Final Exam

July 20th

*******FINAL EXAMINATION*******

11:30 IN THE REGULAR CLASSROOM

