# Poli 680 Syllabus
## Social Change in Advanced Industrialized Democracies
## Political Culture, Political Attitudes and Political Participation in Comparative Perspective
## Winter 2018
## Prof. Dietlind Stolle
### Office: 3610 McTavish, room 24-2; Phone: 398 5820
### E-Mail: please use MyCourses mail
### Course Hours: Normally Tuesdays 11.35am until 2.25pm, Leacock 541
### Office Hours: after the course or by appointment

**Synopsis of the course content:** In recent years an exciting, diverse, and rapidly growing body of research has suggested that the norms and networks of civil society have powerful practical consequences in many disparate political and economic arenas. This research agenda centers on concepts such as social capital, civic engagement, political participation; and their implications for such fields as collective action, social welfare, economic progress, and the effectiveness of democratic government in modern societies are paramount. This seminar will focus on political culture, social capital, political attitudes and political participation in the broadest sense and it will link these phenomena to comparative concepts such as democracy, political inequality, and institutional performance. What is social capital and why is it important? How can we measure and observe it? How is social capital related to the concept of political culture? How do we study political attitudes and behavior? How can we distinguish different forms of political engagement that exist in a variety of cultures and across time? How has the engagement of citizens in public life changed and transformed over the last decades? And why? Which factors best explain political behavior and attitudes we observe in today's advanced industrialized societies? This course will explore this blossoming research agenda with a focus (although not exclusive) on the advanced industrialized democracies—many readings come from the US, however. Students with an interest in developing countries should come and talk to me and we can assign you some different readings at times.

**Seminar Goal:** The seminar is designed to introduce participants to an emerging and multifaceted research arena in political science and other related disciplines. It will enable students to evaluate and to contribute original research (theoretical, empirical, and/or applied) in this arena. In addition, students will be able to discuss, propose and examine public policy that might facilitate or hinder the development of social capital, political participation, political attitudes or civic engagement.

**Requirements:**
**Readings:** Everyone is expected to read and reflect on all required readings prior to class (additional resources are indicated if a certain section interests you in particular). It is clear that completing the lion's share of all assigned reading in a timely fashion is a necessary prerequisite for satisfactory completion of the course. I suggest reading the assigned pieces with four main questions in mind (take notes on them), as we will return to them constantly in class: 1) What is the author's argument or theory, and how does it compare to or improve alternative theories that might be proposed or have been proposed by others? It often helps to note down the definition of the "dependent variable," or what the author wants to explain and the definition of the main "independent variables" (causes, explanatory factors) the author thinks are important. In addition, I suggest thinking through the "story" that knits the independent variables together into a causal explanation. Such information on every article/book will help you to prepare for a successful class discussion and for a better understanding of the literature. 2) What evidence does the author provide, and how convincing is it? In particular, we will learn in this course to identify the research design of the authors, and we will learn how to examine the design critically. Often we will ask whether alternative

theories were tested, and how variables and hypotheses were operationalized and measured. Our concerns here include also issues of sampling, index construction, data gathering, analytical approaches, and other related questions. 3) How could the research be improved? A mere critique of the readings is only one side of useful criticism; learning how to improve one's and others' research is really the ultimate goal. And 4) Think about the public policy implications of the presented work. How can theoretical insights be transferred into useful policy? What are the complications in this process? Which type of research is necessary in order to give the best policy recommendations?

**Class participation**: is essential. There will be some lecturing in this class in the beginning of each seminar, but mostly we will have a discussion among all the students about the merits of the readings presented. Class participation will constitute a part of the grade, so your volunteered quality contributions to class discussion can only help, not hurt your grade. All students are expected to contribute to the discussion, and therefore you can be called upon at times. I strongly encourage all students to get in the habit of contributing early on. I will at times call on students to introduce selected reading.

**Reaction Papers**: You are expected to prepare three short reaction papers (750-max.1000 words, not longer please) that critically synthesize and analyze the required readings for a given week. (Suggested themes are given for each week, but other themes are acceptable and encouraged.) In the "reaction paper" students should analyze (**not summarize**) the readings of a selected week. The papers should include a discussion of at least **three or more** assigned readings for the particular week. You can also add readings from the **Additional Resources** section if you like. Since these papers will be short, you should not spend time on generalities or summaries, but should go quickly into the particulars, be **specific and concrete**. Papers should be well-structured, contain an argument about the readings, and should explore **one larger theme** rather than a collection of a number of smaller points. Papers will be graded on a simplified scheme.

There are three types of papers (academic, policy audience, general audience). Students are expected to complete two different types of their liking. So, a student can choose to write two academic and one policy paper; or one of each type etc. In *academic* papers, students should take issue with the author(s) on some particular question, discuss which potential problems arise from the research or arguments of the author(s), and/or propose research-related improvements. Paper themes could be various: e.g. an analysis of particular differences in findings or approaches amongst several authors, or a synthesis of how readings complement each other theoretically; a methodological, research-design or substantive critique of selected readings, even a proposition of new research ideas, etc. Papers for *policy audiences* should be written with a policy perspective in mind. Imagine yourself as a **policy advisor** in this moment, writing a report or policy brief for the government based on the literature for the particular week. The policy papers should discuss the public policies which could address the problems detailed in the readings in a country or region of your choice. In short, policy papers should show policy-makers in your chosen context how relevant the studied concepts of a given week are to policies in the realm of social issues, welfare, immigration, education, governance, etc. *General audience* papers are pieces that could be published in the *Globe and Mail* or *New York Times* on the issues relevant in a given week or as online blogs. Imagine them as Op-ed pieces or blogs for general audiences. You should really use a different type of writing for these papers than for academic papers, and get the story across as powerfully as possible.

**Discussion Questions:** Students who prepare papers should also submit discussion questions to all students prior to the seminar at the end of the reaction paper.

**Due Dates:** The paper and discussion questions are due on **Monday at 4pm** (on MyCourses) before the course session on Tuesday morning. No late papers are accepted. You may choose which weeks to skip the papers, but you should not keep them for the last three seminars. When you write a paper, you may be asked to quickly summarize the readings and to begin the discussion on problems and improvements of selected readings in the seminar. *However, timely completion of the reading and full class participation is expected even during the weeks in which you do not submit a reaction paper.*

**Research Design Report:** In addition, there will be one short summary of thoughts on Putnam's book *Making Democracy Work*. For this short paper, you can work in groups (up to three people), and you are asked to critically examine the research design in Putnam's *Making Democracy Work*, according to the research design language as well as to think about issues of internal and external validity. This short statement/report (2 pages) is due Monday before class on **January 22 at 4pm**. The report is also graded on a simplified scheme (in this case pass/fail). Further instructions will be given in class and in MyCourses.

**Final Paper:** You are also required to write a longer research paper on a topic of your choice related to the course content. The purpose of the research paper is to enable each student to apply the approaches we learned during the seminar to some theoretical or practical problem of special concern to him or her. Topics for the longer paper will be discussed in class on February 20 (see below). An initial 1 paged prospectus for this paper is due on Sunday, February 18 at 4pm (no other major readings are assigned, all students read all the proposals submitted and prepare comments). Between the dates of February 6 - 27, every participant should meet with the instructor to discuss his or her research prospectus. A final proposal is due on March 8 (not graded, but needs to be submitted for pass). On **April 17**, every student will present their research in a mini-conference format (10 minutes or more depending on class size) in a 6-hour session. **A first draft** of the paper needs to be circulated **three days before the presentation**, on **April 14**, because we like to receive feedback from the class participants (peer review principle), and so each presentation will have assigned discussants from class. *The final research paper should be submitted on MyCourses no later than 4 pm on April 30.* If you work as a TA this semester or have other worthy reasons for extensions, we need to talk at the latest in March. If there are any special circumstances of which I should be aware, you should speak to me as soon as possible.

**Research Paper length:** If you choose to write a research paper, it must be **15-20 pages, double-spaced** (add references outside this page limit). However, students are encouraged to collaborate.

**Collaboration on Research Papers:** Students are permitted--indeed encouraged--to work on their research papers **in pairs** (21-25 pages required), or maximum in **groups of three** (26-30 pages). Students who work with others **must** undertake some element of **original research. This might include the collection of your own data, materials, participant observation, interviews, content coding, or original data analysis of existing data sets, etc.** Note that for your own data collection you must obtain an ethics certificate from the university, which takes in minimum about two weeks to process and you need to talk to me well in advance. In case of collaboration, each member of the group will receive the same grade. Groups work most smoothly when responsibilities are clearly assigned. Each group **must** submit a signed statement confirming that all group members participated equally in the project (signed by everyone). All group members must identify their specific responsibilities. If you collect original data, you MUST talk to me by early March at the latest.

**Research Paper Proposal:** As discussed above, you are required to write a short (1 paged) and a revised (2 pages plus references) research paper proposal for your research paper in this course. One session is

entirely dedicated to discussing your one paged proposals on **February 20**. This will give you an early start and good feedback from everyone in the class, as class members will be assigned as discussants.

**Role of Discussants:** Discussants of research paper proposals or research papers will give constructive feedback. You should read the paper/proposal, think about their merits, highlight the strengths and weaknesses, and discuss how to improve the proposal/paper. Make yourself written notes (even ppt is encouraged but not necessary).

**MyCourses:** If you're reading a hard copy of this syllabus, you should be aware that this course has its own website on MyCourses, which is updated several times per week. You are *required* to check our MyCourses course page regularly (several times per week). On the website, more information and materials are made available to you than we have time to cover in detail in class. The site is also used for posting of fellow-student papers and proposals, which will be shared in the class. You are also encouraged to post articles of interest to the course themes. It's also a good way for you to communicate with me and with each other.

**Grading:**
Reaction papers and discussion questions (3 @ 10% for each paper and question set)………..................30%
Putnam Research Design (Percent awarded for pass) ………………………………………………………………..3%
Proposals and Final Research Paper and Presentation at mini-conference………………………………………50%
Regular class participation, role of discussant, chair ………………………………………………………………..17%

**Contact:** Unless otherwise announced, I will hold office hours on Tuesdays after class or by appointment in my office 24-3 at 3610 McTavish.

**Readings**: Readings are online on MyCourses. Please try to buy Putnam 1993 as we read several chapters.

**Robert Putnam.** (1993). *Making Democracy Work*. Princeton University Press.
http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=79069

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see **www.mcgill.ca/students/srr/honest/** for more information).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

A the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

**NOTE: I reserve the right to modify the course timeline or specific readings as needed**.

**Short Course Outline**

Jan 9          Introduction & Brief Discussion on Research Methods

**Part I: Political Culture, Social Capital & Democracy**

Jan 16         Research Methods & The Study of Political Culture
Jan 23         Social Capital & Democracy
Jan 30         Trust, Solidarity and Social Networks

**Part II: Political Attitudes and Behaviors in Today's World**

Feb 6          Political Participation and its Transformation in an Era of Political Polarization
Feb 13         The Rise of Populism and Radical Right Parties
Feb 20         **In-class Discussion of research paper proposal**

**Part III: Sources of Political Attitudes and Behavior**
Feb 27         Biology and Politics
March 6        No class (reading week)
March 13       The Role of Family and Life Events
March 20       The Role of Social and Political Institutions
March 27       Diversity and Immigration: The Solution or the Problem?

April 3        No Cass (work on paper)
April 10       No Class (work on paper)

**Part III: Presentations and Conclusion**
April 17       Presentation of Papers and Discussion (6 hour session—mini conference)
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**SUMMARY OF IMPORTANT SEMINAR DATES**
Jan 15: First reaction paper due on Monday at 4pm. From now on every week.
Jan 22: Monday 4pm. Special assignment on Robert Putnam's book.
Sunday Feb 18: Submission of one paged Research paper proposal at 4pm (see module).
Feb 20: Discussion of all research paper proposals, reading of proposals of every student
         and discussion in class.
March 6: No class (reading week)
March 8: Revised Research Paper proposal due at 4pm (not graded but needed for pass)
April 14: Circulation of first draft of research paper on MyCourses
April 17: Research Paper Draft Presentations in class & Discussions (6 hour session)
April 30th: Final Research Paper Due on MyCourses at 8pm.

**Jan 9:  Introduction: Organizational Meeting and Brief Method Discussion (No readings)**

**Jan 16:  Research Methods and the Study of Political Culture**
Note: we will briefly revisit issues of social science research design and empirical analysis in the first half of this session. If you are unfamiliar with the topic, you can refresh your knowledge with the literature listed below under Notes.

→Clifford Geertz. "Thick Description: Towards an Interpretive Theory of Culture," In *The Interpretation of Culture*, (NY: Basic Books, 1973), Chapter 1. (MyCourses)

→Skim and get main ideas: Almond, Gabriel and Sidney Verba, "An Approach to Political Culture", ch. 1, p. 1-44. *The Civic Culture*, Princeton University Press, Princeton, NJ, 1963.   (MyCourses)

→Robert Putnam. 1993. *Making Democracy Work*. Chapters 1 & 4.

→Sidney Verba. 2015. "The 50th Anniversary of The Civic Culture*," German Politics*, 24:3, 234-248

→ Jennings, M. Kent.  "Generation Units and the Student Protest Movement in the United States: An Intra-and Intergenerational Analysis," *Political Psychology* (2002).  p. 303-324. http://www.jstor.org/stable/3792292

→ Review: Trochim, William M. The Research Methods Knowledge Base, 2nd Edition. Internet WWW page, at URL: <http://www.socialresearchmethods.net/kb/> (version current as of 2006). Read everything under the heading DESIGN.

**Additional Resources:**
**Newspaper articles**: http://www.greenpeace.org/international/en/news/Blogs/makingwaves/how-does-social-change-happen/blog/55691/
**Methods:** If you are unfamiliar with Political Science Research Design, I suggest to read the following as background material:
→Manheim, Jarol B., Richard C. Rich, and Lars Willnat. 2002. Empirical Political Analysis: Research Methods in Political Science. 5th ed. New York, NY: Longman. Skim chapter 1 and read chapter 2. On MyCourses.
**Additional resources on political culture**: Russell J. Dalton and Christian Welzel, 2013. "Political Culture and Value Change," in Dalton and Welzel *The Civic Culture Transformed: From Allegiant to Assertive Citizenship*, chapter 1. Ebook.
→David J. Elkins and Richard Simeon. "A Cause in Search of its Effect, or What Does Political Culture Explain?" *Comparative Politics*. (January 1979).

**Potential Paper or Discussion Topics:**
   (1) Can social science research use the logic of experiments? If so, how? If not, why not?
   (2) How can we apply the logic of quasi-experiments to Kent Jennings' study on protest movements? Discuss threats to internal/external validity in the Jenning's article. Try to draw his research design.
   (3) Which different strands of political culture research can we distinguish and how do they build on each other (or not)?
   (4) Which questions in political culture research seem to change and which seem to be persistent? (What does the concept of civic community used in Putnam 1993 entail? And how does civic community in Italy's North differ from that in the South?

**Jan 23: Social Capital and Democracy**
*Assignment due: Examine Research Design in Robert Putnam's Book and use the notation by the quasi-experimental design literature.*

→Robert Putnam: *Making Democracy Work*, (add chapters 3, 5 and 6). Draw Research design of Putnam's study and critique his internal and external validity. See MyCourses for more details.

→ Sidney Tarrow. 1996. "Making Social Science Work Across Space and Time," *American Political Science Review*, 90 (June 1996): 389-97. http://www.jstor.org/stable/2082892

→Foa and Mounck. 2017. "Democratic Deconsolidation," *Journal of democracy*
http://www.journalofdemocracy.org/sites/default/files/Foa%26Mounk%20-%20JoD%2028.1%20-%20PRE-PRINT%20VERSION.pdf

→ Howe, P. "Eroding Norms and Democratic Deconsolidation." *Journal of Democracy*, vol. 28 no. 4, 2017, pp. 15-29. *Project MUSE*, doi:10.1353/jod.2017.0061
http://muse.jhu.edu.proxy3.library.mcgill.ca/article/671984

→Short newspaper article: Dalton and Welzel. 2016. The Secrets of Better Government: Citizens who complain. http://www.democraticaudit.com/2016/12/02/the-secret-of-better-government-citizens-who-complain/

**Additional resources**
**Newspaper articles:** →https://www.washingtonpost.com/news/wonk/wp/2016/12/02/this-extremely-scary-chart-about-the-future-of-democracy-is-pretty-misleading/?tid=a_inl&utm_term=.f8ea68d7f572
→https://www.washingtonpost.com/news/monkey-cage/wp/2016/12/05/that-viral-graph-about-millennials-declining-support-for-democracy-its-very-misleading/?utm_term=.b3d00390ccc4
→Inglehart, Ronald. 2017 Rebuttal "Should we be worried?" *Journal of Democracy.* http://muse.jhu.edu.proxy3.library.mcgill.ca/article/623603/pdf
→Berman, S. (2017). "The Pipe Dream of Undemocratic Liberalism." *Journal of Democracy;*28(3), pp. 29-38.
https://www.journalofdemocracy.org/sites/default/files/04_28.3_Berman%20%28web%29.pdf
→ **Highly recommended**: Causal mechanism: Nannicini, Tommaso, Andrea Stella, Guido Tabellini, and Ugo Troiano. 2013. "Social Capital and Political Accountability." *American Economic Journal: Economic Policy*, 5(2): 222-50.
→ Levi, M. 1996. "Social and Unsocial Capital: A Review Essay of Robert Putnam's Making Democracy Work." *Politics and Society* 24, 45-55. http://dx.doi.org/10.1177/0032329296024001005
→Sønderskov, K. M. (2011). "Explaining large-N cooperation: Generalized social trust and the social exchange heuristic." *Rationality and Society* 23(1): 51-74.
→Scholz, J. T. and M. Lubell (1998). "Trust and taxpaying: Testing the heuristic approach to collective action." *American Journal of Political Science*: 398-417.
→Ostrom, E. and T. K. Ahn (2008). "The meaning of social capital and its link to collective action." In Svendsen,
G. T. and G. L. H. Svendsen. *Handbook of social capital: The troika of sociology, political science and economics,* Northampton: Edward Elgar Publishing.
→Filippo Sabetti. 2000. *Search for Good Government: Understanding the Paradox of Italian Democracy*, McGill/Queens University press.
→Bo Rothstein. 2005. Social Traps and the Problem of Trust. Cambridge.
→ Arthur C. Brooks, Does Social Capital Make You Generous? *Social Science Quarterly*, Volume 86, Issue 1
→*Jens Rydgren, 2011. "A legacy of 'uncivicness'? Social capital and radical right-wing populist voting in Eastern Europe," Acta Politica (2011) 46, 132–157. doi:10.1057/ap.2011.4*
→*Feminist Critique of the Concept of Social Capital: Adkins. 2005."*Social capital The anatomy of a troubled concept," Feminist Theory, 2005 - fty.sagepub.com

**Potential Paper or Discussion Topics:**

1) In what ways does the concept of social capital illuminate or obscure?

2) How could we apply the theory of social capital to your region/country of interest?

3) What is social capital conceptually according to Putnam, and how does he measure it? Do the two match?

4) What is the value and contribution of Robert Putnam's *Making Democracy Work*?

5) What are the weaknesses of his study? Discuss the internal and external validity of his study and sketch his research design—is it indeed an experiment? Does he test counter-hypotheses?

6) Why do some authors take such a critical view of the social capital concept?

7) How important is social capital for institutional performance? Do we have a definite answer? How important is it for other political phenomena such as democracy and for solving collective action dilemma? What shall we keep in mind when studying the consequences of social capital?

8) How does the analysis of our current democratic strength compare to the analysis of social capital?

9) How can we evaluate democratic performance? What are some good indicators and measures?

10) Is democracy in decline in the Western world?

**Jan 30:  Trust, Solidarity and Social Networks**

→Uslaner, Ric. (2002). "Strategic Trust and Moralistic Trust," chapter 2 in *The Moral Foundations of Trust*. Cambridge University Press (MyCourses)

→ Delhey, Newton and Welzel. 2011. "How General Is Trust in "Most People"? Solving the Radius of Trust Problem," *American Sociological Review* 2011 76: 786
http://asr.sagepub.com/content/76/5/786.abstract

→Granovetter, M. S. 1973. The Strength of Weak Ties. *American Journal of Sociology* 78, 1360-1380.
http://www.jstor.org/stable/2776392

→Robert Putnam. 2000. *Bowling Alone*. Simon and Schuster: chapter 1, p. 15-28. (Focus on understanding the distinction between bonding and bridging ties and compare this distinction to strong and weak ties by Granovetter)

→Alan Zuckerman. 2005. "The social logic of politics: Personal networks as contexts for political behavior," in Zuckerman *The Social Logic of Politics*," pp. 3-20. (see online)

→Mutz, Diane, 2002. "The Consequences of Cross-Cutting Networks for Political Participation
Diana C. Mutz, *American Journal of Political Science*, Vol. 46, No. 4, pp. 838-855
https://www.sas.upenn.edu/polisci/sites/www.sas.upenn.edu.polisci/files/mutz%20ajps%202002.pdf

→Newspaper article related to our concepts: http://www.edelman.com/p/6-a-m/brexit-and-trust/

**Additional resources:**
Newspaper: http://www.nytimes.com/2016/12/22/upshot/how-social-isolation-is-killing-us.html
→James Fowler et al: Effect of Online Networks: http://ow.ly/JzOw
→Hardin, R. 1993. "The Street-Level Epistemology of Trust," in *Politics and Society*, 21 pp.505-529.
http://pas.sagepub.com/cgi/reprint/21/4/505
→Stolle, D. 2001. "Getting to Trust," in Dekker, P and Uslaner, E. M. 2001. *Social Capital and Participation in Everyday Life*.
N.Y.: Routledge. pp. 118-133 (MyCourses)  http://www.myilibrary.com?id=5583
→ Barbara Arneil. 2010. "Social Decline and Diversity: The Us versus the Us's," CJPS Special Issue on Diversity and Social Cohesion. http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=7787139

→Newman, Benjamin (2014). "My Poor Friend: Financial Distress in One's Network, the perceived Power of the Rich, and Support for Redistribution," *Journal of Politics*, 76(1), pp. 126‑‑‑138

**Potential Paper or Discussion Topics:**
1) Which types of trust can we distinguish, and why does this matter?
2) Why is trust so important, can society cope without trust? In short, what are the consequences of various types of trust? More specifically, which type of trust is most useful in dealing with strangers, for solving collective action problems, and to maintain a healthy democracy—and why?
3) How can we best measure generalized trust and what are some of the issues here?
4) What are the different types of social networks we can distinguish? Note that bridging (Putnam) and weak (Granovetter) ties are not necessarily the same (despite the use of "bridging" in Granovetter).
5) Do networks create trust and civic values? Why are networks and associations so important? How do they matter for democracy and other political outcomes?
6) What are the common methods to measure social networks? How could we improve them?
7) Policy: How should we measure social capital for policy purposes—how should we consider the concept for policy purposes?
8) How would you design a study on the consequences of social networks for political outcomes? (some thoughts about research design here). What are some of the common methodological pitfalls when examining the effects of social networks?

**Feb 6: Transforming Political Participation & Political Representation**
→Inglehart, Ronald F. 2008. "Changing Values among Western Publics from 1970-2006." *West European Politics* 31 (1-2): 130-146. http://dx.doi.org/10.1080/01402380701834747

→Stolle, Dietlind and Michele Micheletti. 2013. "Reconfiguring Political Participation:
The Rise of Individualized Political Responsibility Taking," chapter 2 in *Political Consumerism—Globalized Responsibility Taking*, by Dietlind Stolle and Michele Micheletti. Cambridge University Press. (MyCourses)

→ Russell J. Dalton. 2017. The Participation Gap: Social Status and Political Inequality, Chapter: Age, Generations, and Participation. Oxford University Press (ebook, 34pp).

→Armingeon, Klaus & Schädel. (2015). "Social Inequality in Political Participation: The Dark Sides of Individualisation," *West European Politics,* vol 38, issue 1: 1-27
http://www.tandfonline.com/doi/full/10.1080/01402382.2014.929341

→Broockman, David E. (2014). "Distorted Communication, Unequal Representation: Constituents Communicate Less to Representatives Not of Their Race," *American Journal of Political Science,* vol 58, issue 2: 307-321 http://onlinelibrary.wiley.com.proxy3.library.mcgill.ca/doi/10.1111/ajps.12068/abstract

→Jan van Deth. 2014. "A conceptual map of political participation," *Acta Politica* 49, 349–367.

→Short article: http://www.democraticaudit.com/2016/04/12/dont-knock-clickivism-it-represents-the-political-participation-aspirations-of-the-modern-citizen-2/

**Additional resources:**

→Online Petitions: http://www.nytimes.com/2016/12/28/us/online-petitions-activism.html?smid=fb-nytimes&smtyp=cur&mtrref=www.facebook.com

→Pentina, Iryna and Clinton Amos. 2011. "The Freegan phenomenon: anti-consumption or consumer resistance?" *European Journal of Marketing* 45, 11/12: 1768-1778.

→ Newspaper article: Mudde, Cas (2011) "Occupy Wall Street: lessons and opportunities" in *Open Democracy Online*, October 12, 2011. http://works.bepress.com/cas_mudde/47/.

→-"Clicktivism is ruining leftist activism" by Micah White http://www.clicktivism.org/

→ Bengü Hosch-Dayican, 2014. "Conceptualizing political participation,"Acta Politica

→Jan van Deth. 2009. "Is Creative Participation Creative Democracy?" In *Creative Participation: Responsibility-taking in the Political World*, edited by Michele Micheletti and Andrew McFarland. Bolder, Co: Paradigm Publishers. (posted on MyCourses).

→Kent Jennings. 2015. "The dynamics of good citizenship norms," Poguntke et *al Citizenship and Democracy in an Era of Crisis*, Routledge

→Putnam, R. 2002. Conclusion, pp. 393-415 in *Democracies in Flux*
http://www.oxfordscholarship.com/oso/public/content/politicalscience/0195150899/toc.html

→ Rothstein, Bo. 2001. "Social Capital in the Social Democratic Welfare State" *Politics & Society*, June 2001, vol. 29, no. 2, pp. 207-242. http://dx.doi.org/10.1177/0032329201029002003

→ Clark, April K. 2014. "Rethinking the Decline in Social Capital." *American Politics Research.*
http://apr.sagepub.com/content/early/2014/04/28/1532673X14531071.full.pdf+html

→ Whiteley, Paul F. 2011. "Is the party over? The decline of party activism and membership across the democratic world." *Party Politics.* 17(1): 21-44. http://ppq.sagepub.com/content/17/1/21.short

→Dietlind Stolle and Marc Hooghe. 2005. Inaccurate, Exceptional, One-Sided or Irrelevant? The Debate about the Alleged Decline of Social Capital and Civic Engagement in Western Societies, *British Journal of Political Science*
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=265433&fileId=S0007123405000074

→Lowndes. 2000.Women and social capital: a comment on Hall's 'Social capital in Britain'- *British Journal of Political Science,* 2000 - Cambridge Univ Press

→ Paul R. Abramson. 2013. "Value Change over a Third of a Century: The Evidence for Generational Replacement," in Dalton and Welzel *The Civic Culture Transformed: From Allegiant to Assertive Citizenship*, chapter 2

## Potential Paper or DiscussionTopics:

1) What are the important themes in political participation research? Which ones should be most dominant in the 21st century Western democracies?

2) What can you say about the different types of political action repertoires? Are all repertoires practiced in a similar way, are they equally affective, and are they taken up by the same groups of people?

3) Which biases in political participation and representation do we see? How are they related? Which action repertoires are particularly prone to biases?

4) Policy/General: Is there a need to address the equality of political participation, if so, why and how? Which studies might help us most to understand how to mobilize the disadvantaged?

5) Some people argue that political particiaption is in decline, others argue that we see a transformation. What do you think? How should we study decline? How can Inglehart's view be reconciled with the argument about the decline of political participation?

6) What are the so-called newer forms of political participation and how relevant are they? Can they achieve political goals? If so, how? If not, why not?

7) How should we define political participation? In a more narrow or broader way? What are the advantages of either approach? See van Deth for some inspiration here.

**February 13: The Rise of Populism, Trumpism and Radical Right Parties**
**(priority of this week's readings will be indicated in MyCourses)**
➔Cramer, Katherine. (2016). *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker,"* Chicago: University of Chicago Press (selected chapters)

➔Norris, Pippa & Inglehart, Ronald F. (2017). Trump and the Populist Authoritarian Parties: *The Silent Revolution* in Reverse. ***Perspectives on Politics*, 15 (2),** pp. 443-454
https://www.cambridge.org/core/journals/perspectives-on-politics/article/trump-and-the-populist-authoritarian-parties-the-silent-revolution-in-reverse/FE06E514F88A13C8DBFD41984D12D88D/core-reader

➔Elchardus, Mark & Spruyt, Bram. (2016). "Populism, Persistent Republicanism and Declinism: An Empirical Analysis of Populism as a Thin Ideology," *Government and Oppositions,* Vol. 51, No. 1: 111-133

➔Lucian Gideon Conway III et al. 2017. "Finding the Loch Ness Monster: Left-Wing Authoritarianism in the United States," *Political Psychology* 38(6).
http://onlinelibrary.wiley.com.proxy3.library.mcgill.ca/doi/10.1111/pops.12470/epdf

➔Kazin, Michael, (2016). "Trump and American Populism: Old Whine, New Bottles," *Foreign Affairs,* 95:17
http://www.heinonline.org.proxy3.library.mcgill.ca/HOL/Page?handle=hein.journals/fora95&id=1179&collection=journals

➔ John Sides, Michael Tesler, Lynn Vavreck. 2017. The 2016 U.S. Election: How Trump Lost and Won *Journal of Democracy* 28 (2), pp. 34-44. https://muse.jhu.edu/article/653374/pdf

➔Grzymala-Busse, A. (2017). "Global Populisms and Their Impact." *Slavic Review*; 76(1): pp. 3-8.
https://www.cambridge.org/core/services/aop-cambridge-core/content/view/3006DCDD2C4BBEA9E4E25176DDE71E24/S0037677917001528a.pdf/global_populisms_and_their_impact.pdf

**Additional Resources Highly Recommended**
➔https://ec.europa.eu/info/sites/info/files/20170424-164710_us_populism_final_no_notes_-_042417.pptx_.pdf
➔Norris and Inglehart. 2016. "Trump, Brexit, and the rise of Populism: Economic have-nots and cultural backlash," *Faculty Research Working Paper Series;* https://research.hks.harvard.edu/publications/getFile.aspx?Id=1401
➔ Cas Mudde. 2106. Europe's Populist Surge. *Foreign Affairs*.
https://www.researchgate.net/profile/Cas_Mudde/publication/309643775_Europe's_Populist_Surge_A_Long_Time_in_the_Making/links/581b55a308aea429b28fc39e.pdf
➔Taub, Amanda, 2016, "The rise of American authoritarianism," *Vox; http://www.vox.com/2016/3/1/11127424/trump-authoritarianism*
➔Election Review: https://www.dropbox.com/s/ijkb0759dumf5ah/nov16-election-slides.pdf?dl=0
➔http://andrewgelman.com/2016/12/08/19-things-learned-2016-election/
➔ https://populism.byu.edu/Pages/Home.aspx
➔PEW Research on 2016: *http://www.pewresearch.org/fact-tank/2016/12/21/16-striking-findings-from-2016/*
➔PRRI Research: *http://www.prri.org/spotlight/2016-prri-findings-will-shape-politics-2017/*
➔APSA 2016 Roundtable on Populism: http://www.politicalsciencenow.com/breaking-news-rage-against-the-machine-populist-politics-in-the-u-s-europe-and-latin-america/
-->Hochschild, Arlie Russell, (December 12, 2016), "The Left are Now Strangers in Their Own Land," *New Republic*
https://newrepublic.com/article/138910/left-now-strangers-land
➔ Spryut, Bram; Keppens, Gil & Van Droogenbroeck, Filip. (2016) "Who Supports Populism and What Attracts People to it?" *Political Research Quarterly,* Vol. 69(2): 335-346

→M Rooduijn, SL De Lange, W Van Der Brug. 2014. "A populist Zeitgeist? Programmatic contagion by populist parties in Western Europe." *Party Politics* 20/4: 563-575

→http://www.nytimes.com/2017/01/03/magazine/how-elites-became-one-of-the-nastiest-epithets-in-american-politics.html?smid=fb-nytimes&smtyp=cur

→https://www.theguardian.com/commentisfree/2016/aug/21/death-of-neoliberalism-crisis-in-western-politics

→http://fivethirtyeight.com/features/voters-really-did-switch-to-trump-at-the-last-minute/

→http://blog.oup.com/2017/01/partisanship-voting-presidential-election/

→https://fivethirtyeight.com/features/the-mythology-of-trumps-working-class-support/

→https://www.washingtonpost.com/news/monkey-cage/wp/2016/04/28/trump-and-sanders-arent-so-different-populism-has-run-through-u-s-politics-for-a-very-long-time/?utm_term=.9234b44dd757

→ https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/11/its-not-just-trump-authoritarian-populism-is-rising-across-the-west-heres-why/?utm_term=.303b7ea29e58

**Potential Paper or DiscussionTopics:**
   1) What are the sources of populism at the individual and societal levels?
   2) Why do we see the rise of populism, Trumpism and anti-establishment rhetoric and support now?
   3) What are the similarities and differences between Trumpism, Brexit, and Radical Right Support?
   4) Deprivation, Racism or something else?
   5) Which kind of scientific evidence do we still need to successfully explore the phenomenon of Trumpism and Trump's victory?
   6) Given the factors on the rise of populism, Trumpism and Brexit, what can we expect for the next few decades in Western democracies?
   7) Opinion piece: Could democrats have won the 2016 election if they had read more research?

**Feb 20: In class Discussion of research paper proposal**
Discussion of Paper proposals. Read all paper proposals submitted to MyCourses by Monday 6pm. Discussant roles will be assigned. Timing of presentations and discussions depends on class size (TBD). See on MyCourses.

**February 27: The Importance of Personality Traits and Biology**

→John R. Hibbing and Kevin B. Smith, "The Biology of Political Behavior: An Introduction," *The ANNALS of the American Academy of Political and Social Science* 2007; 614; 6
http://dx.doi.org/10.1177/0002716207305471

→Kanai, Ryota, Tom Feilden, Colin Firth, and Geraint Rees. 2011. "Political Orientations Are Correlated with Brain Structure in Young Adults." *Current Biology*: CB 21, no. 8: 677-680

→Genetic Variation in Political Participation," 2008. By Fowler, Baker and Dawes, in *American Political Science Review*. http://dx.doi.org/10.1017/S0003055408080209

→Oxley, Douglas R., Kevin B. Smith, John R. Alford, Matthew V. Hibbing, Jennifer L. Miller, Mario Scalora, Peter K. Hatemi, John R. Hibbing. 2008. "Political Attitudes Vary with Physiological Traits." *Science* 321:5896 (September 19, 2008): 1667–1670.
http://www.sciencemag.org/cgi/content/abstract/sci;321/5896/1667

→Dinesen, Peter Thisted; Klemmensen, Robert & Norgaard, Asbjorn Sonne. (2016). "Attitudes Toward Immigration: The Role of Personal Predispositions," *Political Psychology,* vol. 37, No. 1
url: http://onlinelibrary.wiley.com.proxy3.library.mcgill.ca/doi/10.1111/pops.12220/full

→Bakker, Bert N.; Rooduijn, Matthijs & Schumacher, Gijs. (2016). "The psychological roots of populist voting: Evidence from the United States, the Netherlands and Germany," *European Journal of Political Research,* 55: 302-320 url: http://onlinelibrary.wiley.com.proxy3.library.mcgill.ca/doi/10.1111/1475-6765.12121/abstract

**Additional Sources**
→Related to Trump: https://www.washingtonpost.com/news/monkey-cage/wp/2016/12/23/how-peoples-sensitivity-to-threats-illuminates-the-rise-of-donald-trump/?utm_term=.e3bb5d150b5f
→ https://www.theatlantic.com/science/archive/2016/12/genetics-race-ancestry-tests/510962/?utm_source=feed
→ http://blog.press.princeton.edu/2017/01/06/dalton-conley-jason-fletcher-on-how-genomics-is-transforming-the-social-sciences/
→Gerber, Alan S., Gregory A Huber, David Doherty, and Conor M. Dowling. "The Big Five Personality Traits in the Political Arena." *Annual Review of Political Science* 14, no. 1 (June 15, 2011): 265-287.
→Carney, Dana R., John T. Jost, Samuel D. Gosling, and Jeff Potter. 2009. "The Secret Lives of Liberals and Conservatives: Personality Profiles, Interaction Styles, and the Things They Leave Behind," *Political Psychology* 29 (6): pp. 807-840
→Suhay, E., and T. E. Jayaratne. 2013. "Does Biology Justify Ideology? The Politics of Genetic Attribution." *Public Opinion Quarterly* 77, no. 2: 497–521.
→Graham, Jesse, Jonathan Haidt, and Brian a Nosek. "Liberals and Conservatives Rely on Different Sets of Moral Foundations." *Journal of Personality and Social Psychology* 96, no. 5 (May 2009): 1029-46.
→Atkinson, Matthew A., Ryan D. Enos, and Seth J. Hill. 2009. "Candidate faces and election outcomes: Is the face vote correlation caused by candidate selection?" *Quarterly Journal of Political Science* 4. 229-249
→Lykken D. and Tellegen, A. 7: 1996. "Happiness is a Stochastic Phenomenon," in *Psychological Science*. pp.186-189. http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=8563006&site=ehost-live
→ Kaiser, Anelis and Dussauge, Isabelle. 2015. "Feminist and Queer Repoliticizations of the Brain," EspacesTemps.net, ISSN 1777-5477
→ Yoel Inbar and David Pizarro. 2014. "Disgust, politics, and responses to threat," *Behavioral and Brain Sciences* 37 (03) pp 315- 316 (Response to Oxley et al). → Christian Kandler et al. 2015. 'Genetic Foundations of Attitude Formation," in *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource*. http://onlinelibrary.wiley.com/doi/10.1002/9781118900772.etrds0144/pdf
→ DAVID CESARINI, MAGNUS JOHANNESSON, and SVEN OSKARSSON. 2014. "Pre-Birth Factors, Post-Birth Factors, and Voting: Evidence from Swedish Adoption Data," *American Political Science Review* 108 (1).
→ EVAN CHARNEY. 2013. Political Science and Behavior Genetics, American Political Science Review

## Potential Paper or Discussion Topics:
1) Are there genetic and biological sources of some political behavior and attitudes?
2) Why are political scientists so careful to touch the topic of biological and genetic sources?
3) How does the role of biology change our insights into the roots of social capital, political participation and political attitudes?
4) What is the logic of twin studies? What are their advantages and disadvantages?
5) Are there certain personality traits that foster social capital or civic behavior or certain political choices?
6) How can we integrate the study of biology into the framework of social science research?
7) If biological sources matter, what are the implications for social science models and social science research?

## March 6: No class, reading week

**March 13: The Role of Family, Life Events and Using Natural Experiments**

→Eitan D. Hersh. 2014. "Long-term effect of September 11 on the political behavior of victims' families and neighbors," *PNAS*, 110 (52): pp. 20959–20963.

→Yotam Margalit. 2013. "Explaining Social Policy Preferences: Evidence from the Great Recession," American Political Science Review 107 (01) pp. 80 – 103.

→Healy, A. & Malhotra, N. (2013). "Childhood Socialization and Political Attitudes: Evidence from a Natural Experiment", *Journal of Politics*, 75(4*), pp. 1023*---1037.

→Eriksson, R.S. & Stoker, L. (2011). "Caught in The Draft: The Effects of Vietnam Draft Lottery Status on Political Attitudes", *American Political Science Review*, 105(2), pp. 221---237
*http://www.pnas.org/content/110/52/20959.full.pdf*

→Dunning, Thad. (2008). "Improving Causal Inference: Strengths and Limitations of Natural Experiments," *Political Research Quarterly,* Vol. 61, issue 2: 282-293

*Additional Resources on Natural Experiments*
http://journals.sagepub.com.proxy3.library.mcgill.ca/doi/abs/10.1177/1065912907306470?journalCode=prqb&volume=61&year=2008&issue=2
--Sekhon, Jasjeet S. & Titiunik, Rocio. (2012). "When Natural Experiments are Neither Natural nor Experiments," *American Political Science Review,* Vol 106, issue 1: 35-57
url: https://www-cambridge-org.proxy3.library.mcgill.ca/core/journals/american-political-science-review/article/div-classtitlewhen-natural-experiments-are-neither-natural-nor-experimentsdiv/E8A67829C2EEBC429CDD671B4C9313F9

*Additional Resources on* **Family and Life Events**
--Hedwig Lee, Lauren C. Porter and Megan Comfort. 2014. "Consequences of Family Member Incarceration
Impacts on Civic Participation and Perceptions of the Legitimacy and Fairness of Government,"
*The ANNALS of the American Academy of Political and Social Science*, 651 no. 1: pp. 44-73
-- Elias Dinas. 2014. "Why Does the Apple Fall Far from the Tree? How Early Political Socialization Prompts Parent-Child Dissimilarity," *British journal of Political Science*, 44 (4), pp 827-852
--Sears & Valentino (1999): "Politics Matters: Political Events as Catalysts for Pre-adult Socialization",
*American Political Science Review*, 91(1), 45---65.

**Potential Paper or Discussion Topics:**
1)  How does socialization work and when/under which conditions is it most successful?
2)  How can we integrate the insights of the research on socialization with our knowledge of the biological sources of political attitudes and behavior?
3)  How do life events affect political outcomes and why? What are important causal mechanisms?
4)  How should we best study the effect of life events? Develop some new research designs not discussed here?
5)  What are natural experiments and how can we distinguish them from other types of experiments? What are their advantages and pitfalls?
6)  Can you think about some other types of natural experiments in your area or your favorite theme of study? What is key here?

**March 20: The Role of Political and Social Institutions**

→ Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49.3: pp. 401-429 http://www.jstor.org/stable/25054008

→Bo Rothstein and Dietlind Stolle. "Political institutions and generalized trust," in D. Castiglione, J.W. Van Deth & G. Wolleb (eds.) *The Handbook of Social Capital*. Oxford: Oxford University Press, pp. 273-302. (MyCourses)

→ Peter Nannestad, Gert Tinggaard Svendsen, Peter Thisted Dinesen & Kim Mannemar Sønderskov. 2013. "Do Institutions or Culture Determine the Level of Social Trust? The Natural Experiment of Migration from Non-western to Western Countries, *Journal of Ethnic and Migration Studies,* 40, 4, 544-565

→Howard, Marc. 2002. "The Weakness of Post-Communist Civil Society," *Journal of Democracy* (Vol. 13, 1), pp.157-169 http://muse.jhu.edu/journals/journal_of_democracy/v013/13.1howard.html

→Vesla Weaver and Amy Lerman. 2010. "Political Consequences of the Carceral State*," American Political Science Review* Vol. 104, No. 4, pp. 817 - 833

→Patrick Flavin and and Michael T. Hartney. 2015. "When Government Subsidizes Its Own: Collective Bargaining Laws as Agents of Political Mobilization," American Journal of Political Science. http://onlinelibrary.wiley.com.proxy3.library.mcgill.ca/doi/10.1111/ajps.12163/epdf

**Additional Resources**
→ Christian R. Grose. 2014. "Field Experimental Work on Political Institutions," *Annual Review of Political Science* Vol. 17: 355-370 http://www.annualreviews.org.proxy3.library.mcgill.ca/doi/pdf/10.1146/annurev-polisci-072012-174350
→ Andrea Campbell. 2002. "Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens," *American Political Science Review,* pp. 565 ff.
→ Suzanne Mettler. 2002. "Bringing the State Back In to Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans," *American Political Science Review, pp* 351-365
→Kim Mannemar Sønderskov and Peter Thisted Dinesen, 2014. Danish Exceptionalism: Explaining the Unique Increase in Social Trust Over the Past 30 Years, European Sociological Review.
→ Kaariainen, J., and H Lehtonen. 2006. "The variety of social capital in welfare state regimes. A comparative study of 21 countries." *European Societies* 8 (1): 27-57. http://dx.doi.org/10.1080/14616690500491399
→ Traunmüller R./Freitag, M. 2011: State Support of Religion: Making or breaking Faith-Based Social Capital, in: *Comparative Politics*, 43: 253-269 http://www.ingentaconnect.com/content/cuny/cp/2011/00000043/00000003/art00002
→ Bo Rothstein and Dietlind Stolle, 2008, "The State and Social Capital: An Institutional Theory of Generalized Trust *Comparative Politics* 40 (4): pp. 441-459.
→Application to Montreal: http://www.cbc.ca/news/canada/montreal/quebec-government-wants-to-ban-camouflage-pants-for-police-1.3246957
→http://www.vox.com/the-big-idea/2017/1/3/14154300/fascist-populist-trump-democracy
→ Dr Tim Reddel, Dr Geoff Woolcock. 2004. „From consultation to participatory governance? A critical review of citizen engagement strategies in Queensland," Australian Journal of Public Administration.
→ Dennis Lindner. 2012. "From e-government to we-government: Defining a typology for citizen coproduction in the age of social media," *Government Information Quarterly* 29(4

**Potential Paper or Discussion Topics:**

1) Contrast the society-centered and the top-down approach to social capital and political participation. Can the two be reconciled? If not, for which argument is there more convincing evidence? Why?
2) Can political institutions only have a beneficial or also detrimental effect on social capital and participation?
3) Which institutional characteristics seem most beneficial to social capital and political engagement?
4) Which research design should be employed to disentangle the endogeneity in these models?
5) Can we use experiments to study the role of political institutions? How? (see additional resources here by Grose)
6) Policy: Can or should governments intentionally produce social capital? Can governments intentionally foster political engagement? Should they try? If so, how?
7) What is the role of the welfare state for social capital and political participation?
8)

**March 27: Diversity and Immigration: The Solution or the Problem? (might be updated)**

→ Robert D. Putnam, 2007. "*E Pluribus Unum*: Diversity and Community in the 21st Century: The 2006 Johan Skytte Prize Lecture" *Scandinavian Political Studies* 137-174. http://dx.doi.org/10.1111/j.1467-9477.2007.00176.x

→Enos, Ryan. 2014. Causal effect of intergroup contact on exclusionary attitudes, *PNAS* 111 (10) 3699–3704.

→ Dinesen, Peter Thisted; Sønderskov, Kim. 2015. "Ethnic Diversity and Social Trust: Evidence from the Micro-Context, *American Sociological Review*

→DANIEL J. HOPKINS. 2010. Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition, *American Political Science Review* 104 (1), pp. 40-60.

→Hainmueller, Jens, and Michael J Hiscox. (2010) "Attitudes toward Highly Skilled and Low skilled Immigration: Evidence from a Survey Experiment." *American Political Science Review* 104(01): 61-84.

→ Norris, Pippa, and Ronald F Inglehart. 2012. "Muslim Integration into Western Cultures: Between Origins and Destinations." *Political Studies* 60(2): 228- 251. http://onlinelibrary.wiley.com/doi/10.1111/j.1467

→ Vincenzo Bove, University of Warwick Tobias Böhmelt. 2016. "Does Immigration Induce Terrorism?" The Journal of Politics. http://www.journals.uchicago.edu/doi/pdfplus/10.1086/684679

**Additional Resources**
→https://www.washingtonpost.com/news/wonk/wp/2017/01/06/if-someone-doesnt-like-immigrants-ask-them-this-question/?tid=sm_fb&utm_term=.a0c61aff347d
→Christ et al, 2014. Contextual effect of positive intergroup contact on outgroup prejudice, *PNAS* 111(11), 3996–400
→ Tom van der Meer and Jochem Tolsma. 2014. "Ethnic Diversity and Its Effects on Social Cohesion," *Annual Review of Sociology*, Vol. 40: 459-478
→ Ruud Koopmans, Bram Lancee, Merlin Schaeffer. 2014. *Social Cohesion and Immigration in Europe and North America: Mechanisms, Conditions, and Causality*, Routledge
→Schaeffer, Merlin. 2013. The Fragility of Social Cohesion in Ethnically Diverse Societies," in *Ethnic Diversity and Social Cohesion: Immigration, Ethnic Fractionalization and Potentials for Civic Action*, Ashgate

→Savelkoul, M., Gesthuizen, M. and Scheepers, P. (2011) "Explaining relationships between ethnic diversity and informal social capital across European countries and regions: Tests of constrict, conflict and contact theory" *Social Science Research* 40, no. 4, pp. 1091-1107. http://www.sciencedirect.com/science/article/pii/S0049089X11000378

→Ruud Koopmans. 2010."Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective," *Journal of Ethnic and Migration Studies* 36: 1, 1— 26 http://dx.doi.org/10.1080/13691830903250881

→ Ruud Koopmans and Susanne Veit. 2014. "Ethnic diversity, trust, and the mediating role of positive and negative interethnic contact: A priming experiment," *Social Science Research Volume 47*, Pages 91–107

→Dimitris Mavridis. 2015. Ethnic Diversity and Social Capital in Indonesia, *World Development* 67, pp. 376–395

→ Patrick Sturgis, Ian Brunton-Smith, Jouni Kuha & Jonathan Jackson. 2014. "Ethnic diversity, segregation and the social cohesion of neighbourhoods in London," *Ethnic and Racial Studies, 37, 8.*

→ ADE KEARNS, NICK BAILEY, MARIA GANNON, MARK LIVINGSTON and ALASTAIR LEYLAND. 2014. "All in it Together'? Social Cohesion in a Divided Society: Attitudes to Income*," Journal of Social Policy* 43 (03), pp 453-477

→ Stuart N. Soroka, Richard Johnston, and Keith Banting. 2007. "Ethnicity, Trust, and the Welfare State," in Social Capital, Diversity, and the Welfare State by Fiona Kay and Richard Johnston. UBC Press. http://site.ebrary.com/lib/mcgill/Doc?id=10203144

→Uslaner, E. M. "Trust, Diversity, and Segregation in the United States and the United Kingdom" *Comparative Sociology* 10, no. 2, pp. 221-247. http://www.ingentaconnect.com/content/brill/comps/2011/00000010/00000002/art00004

→ Dietlind Stolle and Allison Harell. 2012. Learning to trust in an Immigrant Society," *Political Studies*.

→Will Kymlicka. 2010. "Testing the Liberal Multiculturalist Hypothesis: Normative Theories and Social Science Evidence," CJPS Special Issue on Diversity and Social Cohesion. http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=7787136

→Portes, A. and E. Vickstrom (2011) "Diversity, Social Capital, and Cohesion" *Annual review of Sociology* 37, pp. 461-479. http://www.annualreviews.org/doi/abs/10.1146/annurev-soc-081309-150022

→Lancee, B. (2010) "The Economic Returns of Immigrants' Bonding and Bridging Social Capital: The Case of the Netherlands" *International Migration Review* 44, pp. 202–226. http://onlinelibrary.wiley.com/doi/10.1111/j.1747-7379.2009.00803.x/full

→Alejandro Portes. 2014. "Downsides of social capital," PNAS, vol. 111 no. 52, Commentary,

→ Vera Mironova and Sam Whitt. 2014. "Ethnicity and Altruism After Violence: The Contact Hypothesis in Kosovo," Journal of Experimental Political Science 1(2): pp 170-180.

**Potential Paper or Discussion topics:**

1) How do immigration and ethnic diversity affect social capital, collective action and patterns of engagement? What is the causal mechanism?
2) Are there any conditions that might modify or moderate this relationship?
3) When does the effect of diversity seem most negative and why? And does it seem most positive?
4) Which policies seem likely to solve the alleged negative consequences of diversity, and which policies might not contribute here?
5) What does the research imply for the future of social cohesion in multi-cultural societies?
6) How can we best study the phenomenon of diversity and the consequences of increasing immigration and asylum rates? What has the literature avoided so far, or where should research invest more?

**3/10: No class**

**April 17: Mini conference 6 hours. Paper presentations and feedback.**