

Department of Politics

Module Handbook

POL3146/POC3004

Political Participation

30 credits - 2010/11



Module Details

Lecturer:	Professor Jack Vowles
Email:	j.vowles@exeter.ac.uk
Skype:	jvowlez
Course URL:	http://vle.exeter.ac.uk/course/view.php?id=1548
Time/Place:	Streatham Term 1 Harrison 106, Mondays 12-2 Term 2 Queens MR 1, Tuesdays 11-1
	Tremough Term 1 PL Seminar 5, Thursdays 2-4 pm Term 2 Tremough House Seminar W Thursdays 12-2
Office Hours:	Streatham Mondays 11-12 Tremough Thursdays 4-5pm

Aims

In many of the longest-established democracies, voter turnout and party membership are in decline, particularly among the young. Many people distrust and disdain politicians and the political process in general. With a focus on seeking explanations for such current problems of representative democracy, and investigating alternative forms of participation, the module provides an introduction to the international literature on political participation. Where appropriate, there is a focus on the British case. Among other things, this module explores the nature of 'social capital', the significance of political knowledge, generational differences in political participation, the motives for 'extreme' forms of political participation such as revolution and revolt, experiments in deliberative democracy, and the extent to which new forms of political participation may have taken the place of the old.

Learning/Teaching Methods

Teaching is conducted through two introductory lectures, followed by student-led seminars. The main emphasis is on weekly seminar presentations.

All students will be expected to have prepared for the seminar/tutorial by covering some of the reading scheduled for each topic and every student should expect to contribute to the debate and discussion.

As a reminder, the Politics Undergraduate Handbook says: '...students are expected to prepare for between 3 to 4 hours for each seminar. In addition, the Department would expect students to spend about an hour after lectures/seminars organizing their notes, researching appropriate seminar readings etc. With regard to the preparation for assessments, on average students should spend approximately 15 hours per 1,000 words of coursework.'

Total Student Study Time: 300 hours, including 20 x 2 hour seminars

Assignments: 2 summative seminar presentations, and 2 summative essays of 4000 words each. **Both will be aligned to the topics listed in the syllabus, and seminars will normally be on the same topics as the essays, as a 'work in progress'.** If they wish, students can hand in an essay on a different topic than that of the seminar.

Teaching Programme List of Seminar Topics

	Week beginning Part 1	Section 1
1	October 11	Introduction: Lecture
2	18	Participation Normative Issues: Lecture
3	25	Social Theories and Participation
4	November 1	Rational Choice Theories and Participation
5	8	Social Capital and Civic Engagement
	Part 2	
6	15	Voting Turnout
7	22	Parties: Organizational Control, Policy-Shaping
8	29	Parties: Elite Recruitment
9	December 6	Young People and Participation

Essay One Due 4pm January 13

	Part 3	Section 2
10	January 17	Protest, Revolutions and Revolts
11	24	The Internet
12	31	Civic Literacy
13	February 7	Referendums
14	14	Deliberative Democracy
15	21	Civic Education
16	28	Gender and Participation
17	March 7	Culture, Ethnicity, and Participation
18	14	How Does Participation Matter? Lecture
19	21	Review and Conclusions

Essay Two Due 4 pm March 31

Please note that this schedule may be subject to change but such changes are unlikely and will be notified as far in advance as possible.

Assessment:

Assessment

Two work in progress presentations within seminars, 10%.
You will be assessed out of 10% on the best of the two. If only one seminar is presented with no grounds for mitigation, it will be assessed out of 5%.

Seminar attendance and preparation, 10%.

You are expected to attend all seminars and a record of attendance will be

kept. You are also expected to read the basic readings assigned for each class.

Every student will need to be prepared to comment for 2-3 minutes on a seminar presentation at any seminar, and follow this up with an informed question. Performance of this requirement and availability to do so will be worth 10%.

Two analytical papers, 4000 words each, 40% each.

All absences that are legitimate and supported by a Doctor's certificate or are part of on-going mitigation will be taken into consideration. Attendance will be monitored by a Weekly Sign-In sheet at the seminar, cross referenced against your initial sign in signature taken on module sign up.

ALL ASSESSED WORK MUST BE SUBMITTED TO THE SCHOOL OFFICE AND MUST BE THERE BY 4.00 PM ON THE STATED DAY OR THE COMPUTER DOES NOT ACCEPT IT.

Turnitin

PLEASE READ THE SECTION ON PLAGIARISM TOWARDS THE END OF THIS MODULE SYLLABUS

The university provides a service, 'turnitin' that allows students to test their essays and module leaders to inspect them for evidence of plagiarism. This can be accessed through ELE. Click on the folder and follow the instructions to upload your essay in Word into the system. You, and your module lecturer, will be able to view a report. The system matches the text of your essay against all the text in its databases. These are extensive although not exhaustive, but it is very likely, for example, that they contain more or less all text available on the internet on the topic in question.

All reports indicate a degree of matching of references and quotations, which is expected. However, higher levels of matching obviously indicate an issue. The text in question is highlighted and its source is indicated.

The system retains all text submitted to it. Submission of the same text in two different essays will therefore be detected if both are uploaded to turnitin.

See

<http://as.exeter.ac.uk/support/staffdevelopment/e-learning/anti-plagiarismsoftwareturnitin/>

Reading

Core Texts for Readings (available Main library Ready Text, overnight loan Tremough):

- Norris, Pippa, (2002) *Democratic Phoenix. Reinventing Political Activism*, Cambridge. Cambridge University Press (323.042 NOR Streatham, 322.44 NOR Tremough).
- Milner, Henry, (2002) *Civic Literacy. How Informed Citizens Make Democracy Work*, University Press of New England (Streatham, Ready text Law library 306.2 MIL, Tremough)

Other Core Texts

- Franklin, Mark N., (2004). *Voter Turnout and the Dynamics of Electoral Competition in Established Democracies Since 1945*. Cambridge, Cambridge University Press (324.9045 FRA)
- Pattie, Charles, Patrick Seyd, and Paul Whitely, (2004) *Citizenship in Britain: Values, Participation, and Democracy*. Cambridge, Cambridge University Press (323.60942 PAT, available short and long loan Streatham, Tremough 323.60941 PAT)
- Putnam, R. (2002), *Bowling Alone. The Collapse and Revival of American Community*. New York, Simon and Schuster (306.0973 PUT)
- Webb, P., Holliday, I., and Farrell, D., eds. (2002) *Political Parties in Advanced Industrial Societies*. Oxford: Oxford University Press (324.2091713 WEB)
- Marsh, D., O'Toole, T., and Jones, S., *Young People and Politics in the UK: Apathy or Alienation?* Palgrave MacMillan 2006 (324.08350941 MAR): Streatham – Ready Text in Law library)
- Hansard Society and the Electoral Commission, *An Audit of Political Engagement, 2004-*.
http://www.hansardsociety.org.uk/blogs/parliament_and_government/pages/audit-of-political-engagement.aspx)

Please keep in mind that module reading lists are only indicators of some relevant reading materials and you should browse the library shelves to find alternative sources that may give you a different perspective.

A useful resource for conducting research is the Web of Science. This allows you to conduct searches of all the major academic journals.

If you have any further questions please consult the Library staff.

SEMINAR PROGRAMME AND ASSOCIATED READINGS

Please note: the sources below are those **all students** should be reading in preparation for the seminar: for each seminar a minimum of two, except where only one is listed. Those presenting seminars should have covered these readings and gone further into the sources listed below under 'FURTHER SUGGESTED READINGS'.

PART ONE: Setting the Scene

11 October (Streatham) **Introduction (Jack Vowles)**
14 October (Tremough)

- Milbrath, L., 'Conceptual Problems of Political Participation', Chapter 1 in *Political Participation* (Chicago, Rand McNally, 1965).
- Sidney Verba, Norman H. Nie, 'The Participation Input: A Summary', pp. 118-119 in *Participation in America: Political Democracy and Social Inequality* (New York, Harper and Row, 1972),
- Norris, P., 'Preface' and 'Introduction', *Democratic Phoenix*.

18 October (Streatham) **Participation: Normative Issues**
21 October (Tremough) **(Jack Vowles)**

Normative values of participation; the differences between political theorists on how important participation is. Essay 1 is the corresponding essay question.

- Schumpeter, J., 'Two Concepts of Democracy', in Quinton, A., ed., *Political Philosophy* (Oxford University Press, 1967).
- Pateman, C., 'Rousseau, John Stuart Mill, and G.D.H. Cole: a participatory theory of democracy', in *Participation and Democratic Theory*, (Cambridge University Press, 1970).
-

25 October (Streatham) **Social Theories of Participation**
28 October (Tremough)

More on theories of political participation and how they are operationalised. Micro and macro-level variables, and an introduction to the civic voluntarism model. Also see Essay 3.

- Norris, P., 'Theories of Political Activism', *chapter 2 in Democratic Phoenix*.
- Charles Pattie, Patrick Seyd, and Paul Whitely, 'Alternative Theories of Citizenship', chapter 5 in *Citizenship in Britain: Values, Participation, and Democracy*.
- Sidney Verba, Kay Lehman Schlozman, and Henry Brady, 'Introduction' in *Voice and Equality: Civic Voluntarism in American Politics*.

1 November (Streatham) **Rational Choice Theory and**
4 November (Tremough) **Participation**

Collective action problems, the economic theory of democracy, the turnout paradox, and other rational choice models. Also see Essay 2.

- Michael Laver, 'Public Goods and Market Failure', chapter 2 in *The Politics of Private Desires* (Penguin, 1981).
- Andre Blais, 'Is it Rational to Vote?' introduction in *To Vote or Not to Vote* (University of Pittsburgh Press, 2000).
-

8 November (Streatham) **Social Capital and Civic**
11 November (Tremough) **Engagement**

Robert Putnam's thesis on the decline of 'social capital' and its critics. Also see Essay 4.

- Putnam, R., 'Thinking About Social Change in America', Chapter 1 in *Bowling Alone* (Simon and Schuster, 2000)
- Norris, P., 'Social Capital and Civic Society', chapter 8 in *Democratic Phoenix*, pp. 137-146.
- Milner, H., 'Uses and Abuses of Social Capital', chapters 1-2 in *Civic Literacy* (University Press of New England, 2002)

PART TWO: 'CONVENTIONAL' PARTICIPATION

15 November (Streatham) **Turnout**
18 November (Tremough)

Attempts to theorise and explain turnout patterns within and between countries. Also see Essays 5 and 6.

PART THREE: THE DEMOCRATIC PHOENIX?

6 December (Streatham) **Young People and Participation**
 9 December (Tremough)

Are young people more or less likely to participate, and how? Also see essay 9.

- Zitkin and others, 'Coming of Age in a Post-Boomer World', chapter 2 in Zitlkin and others, *A New Engagement*.
- Antonio M. Jaime Castillo, 'Young people's trajectories of political participation in Europe: Cohort effects or life-cycle effects?' *Young People's Studies Magazine*, No. 81, June 2008.
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1282206
- Russ Dalton, 'The Two Faces of Citizenship', in his *The Good Citizen* (CQ Press, 2008).

17 January (Streatham) **Protest, Revolutions and Revolts**
 20 January (Tremough)

What disposes people to put their lives at risk in the most extreme and dangerous forms of political participation? See essay 10.

- Pippa Norris, 'New Social Movements, Protest Politics, and the Internet', chapter 10 in *Democratic Phoenix*
- Charles Tilly, 'Do Unto Others', in Marco Giugni and Florence Passy, ed., *Political Altruism: Solidarity Movements in International Perspective*, (Lanham, Rowman and Littlefield, 2001).
- Elizabeth Jean Wood, 'The Emotional Benefits of Insurgency in el Salvador', in Jeff Goodwin, James M Jasper, and Francesca Polletta, *Passionate Politics: Emotions and Social Movements* (Chicago, Chicago University Press, 2001).
- Samuel L. Popkin, 'Peasant Movements and Collective Action', chapter 6 in *The Rational Peasant* (Berkeley, University of California Press, 1979).
-

24 January (Streatham) **The Internet**
 27 January (Tremough)

Is the internet the harbinger of new and more effective participation in politics, or is it just a case of ‘the most connected get more connected’? See Essay 11.

- Pippa Norris, ‘The Digital Divide’, chapter 1 in *Digital Divide: Civic Engagement, Information Poverty, and the Internet Worldwide* (Cambridge, Cambridge University Press, 2001)
- Matthew Hindman, ‘The Internet and the Democratization of Politics’, in *The Myth of Digital Democracy*, Princeton UP, 2009.

Internet:

- <http://www.internetworldstats.com/>
- <http://www.pewinternet.org/>
- <http://www.politicsonline.com/>
- <http://www.ipdi.org/>
- i-pol:
<http://www.esri.salford.ac.uk/ESRCResearchproject/>
-

31 January (Streatham) **Civic Literacy**
3 February (Tremough)

Is the most fundamental explanation of the extent of political participation how much knowledge and understanding people have about politics? See Essay 12.

- Arthur Lupia and Matthew McCubbins, ‘Knowledge and the Foundations of Democracy’, chapter I in *The Democratic Dilemma: Can Citizens Learn What They Need to Know?* (Cambridge, University of Cambridge Press, 1998).
- Henry Milner, ‘Political Participation and Political Knowledge’, chapter 3 in *Civic Literacy*.
- Kuklinski, James H., and Paul J. Quirk, ‘Reconsidering the Rational Public: Cognition, Heuristics, and Mass Opinion’, in Arthur Lupia, Matthew D. McCubbins, and Samuel L. Popkin, *Elements of Reason: Cognition, Choice, and the Bounds of Rationality* (Cambridge, Cambridge University Press 2001).
- Popkin, Samuel and Michael Dimock, 1998. ‘Political Knowledge and Citizen Competence’ in Elkin, S, and Soltan, K., ed., *Citizen Competence and Democratic Institutions*, University of Pennsylvania Press

7 February (Streatham) **Referendums and Direct
10 February (Tremough) Democracy**

How do referendums work, and in particular, how effective are they in the political system that employs them to the greatest extent? See Essay 13.

- Richard Johnston, Andre Blais, Elizabeth Gidengill, and Neil Neviite, 'The Challenge of Direct Democracy', chapter 1 in *The Challenge of Direct Democracy* (Toronto, McGill-Queen's University Press, 1996).
- Wolf Linder, 'Direct Democracy and Power-Sharing', chapter 3 in *Swiss Democracy: Possible Solutions to Conflict in Multi-Cultural Societies*, 2nd ed. (Houndmills, Palgrave MacMillan, 1998).
- Kris Kobach, 'Switzerland', in David Butler and Austin Ranney, *Referendums Around the World* (Washington DC, AEI Press, 1994).

14 February (Streatham) **Deliberative Democracy**
17 February (Tremough)

Is it possible to generate decision-making processes that enhance consideration of public rather than private interests, in which ordinary people can be exposed to and assimilate information they would not otherwise obtain? See Essay 14.

- Bruce Ackermann and James Fishkin, 'Deliberation Day', in James S. Fishkin and Peter Laslett, ed., *Debating Deliberative Democracy* (Oxford, Blackwell).
- Adam Przeworski, 'Deliberation and Ideological Domination', in Jon Elster, ed., *Deliberative Democracy* (Cambridge, Cambridge University Press 1998).
- Internet: <http://cdd.stanford.edu/>

21 February (Streatham) **Civic Education**
24 February (Tremough)

Is 'civic education' the answer to the problem of declining participation? See Essay 15.

- Henry Milner, 'Promoting Civic Literacy through Adult Education', chapter 9 in *Civic Literacy*.
- Kisby, Ben and Sloan, James, 'Revitalising Politics: The Role Of Citizenship Education', *Representation*,

45, 3, 2009, 313-324

(<http://revitalisingpolitics.org/papers/>)

28 February (Streatham) **Gender and Participation**
3 March (Tremough)

How significant are gender differences in political participation and what are the reasons for them? See Essay 16.

- 'Introduction: Citizenship and Unequal Participation', chapter 1 in Burns, Nancy , Kay Lehman Schlozman, and Sidney Verba. *The Private Roots of Public Action: Gender, Equality, and Political Participation*. Cambridge, Mass: Harvard University Press, 2001
- Jeff Karp and Susan Banducci, 'When politics is not just a man's game: Women's representation and political engagement', *Electoral Studies* 27, 2008, 105-115

7 March (Streatham) **Culture, Ethnicity, and**
10 March (Tremough) **Participation**

To what extent and in what circumstances do culture and ethnicity shape the extent and character of political participation? See Essay 17.

- Leighley, Jan E. and Arnold Vedlitz, 'Race, Ethnicity, and Political Participation: Competing Models and Contrasting Explanations', *Journal of Politics* 61, 1999, 1092-1114.
- Bedolla, Lisa., 'Latino Political Engagement: the intersection of power, identity, and place', from Bedolla, Lisa Garcia, *Fluid Borders: Power, Identity and Politics in Los Angeles*. University of California Press, 2005.

PART FOUR: CONCLUSIONS

14 March (Streatham) **How Does Participation Matter?**
17 March (Tremough) **(Jack Vowles)**

- Pippa Norris, 'Conclusions: the Reinvention of Political Activism', chapter 11 in *Democratic Phoenix*.

21 March (Streatham) **Review (if needed)**
24 March (Tremough)

ESSAY QUESTIONS

ESSAY ONE: Due January 13 2010.

1. What are the reasons for arguing that representative democracy works best with either MORE or LESS participation? Discuss the arguments both for and against your position.
2. With reference to empirical evidence, what do you see as the merits and demerits of engagement with rational choice theory as a starting-point for the understanding of political participation?
3. Does the Civic Voluntarism Model apply to Britain as well as the United States? Compare the approach of Verba, Scholzman, and Brady in the US with that of Pattie, Seyd, and Whitely in the UK.
4. Why is social capital so prominent in the literature on political participation? With reference to empirical research on social capital, do you think the reason is theoretical, empirical, or political?
5. Some argue that the lower the turnout, the more it is concentrated among those on lower incomes and less wealth. Is there evidence for this, and what is its theoretical basis?
6. 'Voting turnout is higher under proportional representation, but it is not entirely clear why'. Review this debate, and discuss this statement with reference to empirical evidence.
7. Discuss the importance of participation in political parties to the theory of responsible party government.
8. Discuss proposals to throw the selection of parliamentary candidates in the UK to the mass electorate. What do they potentially imply for the representative and participatory functions of political parties?
9. Compare evidence about the extent of youth political participation in the United States and the United Kingdom and if possible, elsewhere. If there are differences, what might account for them?

ESSAY TWO: Due March 31 2010

10. Is there any role for 'reason' in accounting for people risking their lives to achieve political goals in dangerous situations, revolutions and revolts?
11. Is 'digital democracy' just 'a myth'? With evidence, address this question.
12. Does it matter that many people who participate in politics know very little about it? If it matters, where, and with what implications?
13. Under what circumstances are voters in referendums likely to be 'deliberators, curmudgeons, or dupes'? Support your answer with empirical evidence about referendums in various countries.
14. Deliberative democracy has its advocates and its critics. Into which camp do you fall, and why? What lessons for the study of political participation can be taken from experiments in its application?

15. With reference to theory and practice elsewhere, discuss the debate about civics education in the UK, and the record so far. Is there evidence of success, or failure?
16. Examine explanations for the extent to which women and men differ in their levels of political engagement. Are there any grounds for emphasizing a biological or a cultural interpretation?
17. What are the implications and consequences of increasing multiculturalism in ethnicity and religion for political participation in the 'old democracies'?

FURTHER SUGGESTED READINGS

This list is not comprehensive and students are urged to seek out further relevant sources.

OTHER GENERAL

- Barnes, Marian, Newman, Janet, and Sullivan, Helen, *Power, Participation, and Democratic Renewal*. Bristol, Policy Press, 2007 (323.0420941 BAR).
- Cain, Bruce, Russell J. Dalton, and Susan Scarrow, ed., *Democracy transformed? Expanding political opportunities in advanced industrial democracies*. New York : Oxford University Press, 2003 (Streatham 321.809045, Tremough CAI 321.8 CAI)
- Clarke, Harold D., David Sanders, Marianne C. Stewart, Paul F. Whiteley, *Performance Politics and the British Voter*, Cambridge, Cambridge University Press 324.941 CLA
- Crossley, Nick, *Making Sense of Social Movements* Philadelphia, Open University Press. 303.48401 CRO
- Dalton, Russell J, 'Citizenship Norms and the Expansion of Political Participation', *Political Studies* 56, 76-98.
- Dalton, Russell J., 2004, *Democratic Challenges, Democratic Choices: the Erosion of Political Support in Advanced Industrial Democracies*. Oxford, Oxford University Press. 321.8 DAL, available online.
- Dalton, Russell J., and Martin P. Wattenberg, ed., 2001, *Parties Without Partisans*. Oxford, Oxford University Press 324.2 DAL
- DeBardeleben, Joan and Jon H. Pammett ed., *Activating the Citizen Dilemmas of Participation in Europe and Canada*, Palgrave Macmillan 2009
- Giugni, Marco, Doug McAdam and Tilly, Charles, *How Social Movements Matter*, 1999. 303.484 GIU
- Goodwin, Jeff, and James M. Jasper, ed., *The Social Movements Reader, Cases and Concepts*. Oxford, Blackwell 2003. 303.484 GOO
- Klingemann, Hans-Dieter, and Dieter Fuchs, ed., *Citizens and the State*. Oxford, Oxford University Press, 1995. Streatham 329.05 KLI, online
- Kriesi, Hans Peter, and Marco G Guigni, 1995, *New Social Movements in Western Europe. A Comparative Analysis*. Streatham 322.43094 KRI
- Leighly, Jan, 1995. 'Attitudes, Opportunities and Incentives: A Field Essay on Political Participation' *Political Research Quarterly* 48, 1, 181-209

- MacAdam, Doug, John D. McCarthy, and Mayer M Zald., ed., *Comparative Perspectives on Social Movements*. New York, Cambridge University Press.1996. Streatham 303.484 MACA, Tremough 303.484 COM
- Marcus, George E., W. Russell Newman, and Michael MacKuen, 2000. *Affective Intelligence and Political Judgment*. Chicago, University of Chicago Press. Streatham Streatham 320.019 MAR
- Marien, Sofie, Hooghe, Marc, Quintelier, Ellen 2010. 'Inequalities in Non-institutionalised Forms of Political Participation: A Multi-level Analysis of 25 countries', *Political Studies*, 58, 1, 187-213.
- Norris, Pippa, *Critical citizens: global support for democratic government* Oxford, Oxford University Press, 1999. Streatham 321.8 NOR
- Opp, Karl-Dieter, *The Rationality of Political Protest: A Comparative Analysis of Rational Choice Theory*. Boulder, Westview (interloan required).
- Rheingold, Howard, 2002. *Smart Mobs: the Next Social Revolution*. New York, Basic Books. Streatham 301.243 RHE, Tremough 303.483 RHE
- Smith, Graham, *Democratic Innovations: Designing Institutions for Citizen Participation*. Cambridge, Cambridge University Press. 323.042 SMI
- Stryker, S., Timothy J. Owens, Robert W. White, .ed., *Self, Identity, and Social Movements*. Minneapolis, University of Minnesota Press, 2000.
- Teske , Nathan *Political Activists in America: The Identity Construction Model of Political Participation*, Cambridge University Press, 1997 (322.44 TES, Tremough 322.40973 TES)
- Van Aelst. Peter and Stefan Walgrave', 2001. 'Who is that (Wo)man in the Steet? From the Normallisation of Protest to the Normalisation of the Protester', *European Journal of Political Research* 39, 4, 461-486.
- Whiteley, Paul, 'Government Effectiveness and Political Participation In Britain', *Representation*, 45, 3, 2009, 247-257.
- Zittel, Thomas, and Fuchs, Dieter, ed., *Participatory Democracy and Political Participation*, Routledge, 2006. Streatham 323.042 ZIT

Also see various papers at <http://revitalisingpolitics.org/papers/>, particularly relevant for current debates in the UK.

Normative Theory

- Barber, Benjamin R., 1984. *Strong Democracy: Participatory Politics for a New Age*. Berkely, University of California Press (Streatham 321.8 BAR).
- Crick, Bernard, 2002. *Democracy: A Very Short Introduction*. Oxford. Oxford University Press.
- Dunn, John, 2006. *Setting the People Free: The Story of Democracy*. Atlantic Books. Streatham 321.8 DUN
- Gould, Carol C., 1988. *Rethinking Democracy: Freedom and social cooperation in Politics, Economy, and Society*. Cambridge, Cambridge University Press.
- Held, David 2006, *Models of Democracy*, 3rd ed. Cambridge, Polity Press. 321.8 HEL
- Keane, John, 2010. *The Life and Death of Democracy*. London, Simon and Shuster.

- Katz, Richard, 1997, *Democracy and Elections*, Oxford, Oxford University Press. Streatham 324.2 KAT Tremough 324.63 GER
- Pateman, Carole, 1970. *Participation and Democratic Theory*. Cambridge, Cambridge University Press Streatham short loan, 321.8 PAT
- Schumpeter, Joseph, 1942. *Capitalism, Socialism, and Democracy*. New York, Harper and Row. Streatham 335 SCH
- Shapiro, Ian, 2002. *The Moral Foundations of Politics*. New Haven, Yale University Press. Streatham 172 SHA

Rational Choice Theory

- Aldrich, 1993, 'Rational Choice and Turnout', *American Journal of Political Science*, 37:246-278.
- Allingham, Michael, 2002. *Choice Theory: A Very Short Introduction*. Oxford: Oxford University Press. 330.0151 ALL
- Barry, Brian, 1978. *Sociologists, Economists, and Democracy*. Chicago, University of Chicago Press. Streatham 321.8 BAR
- Dunleavy, Patrick, 1991. *Democracy, bureaucracy and public choice: economic explanations in political science*. London, Harvester. Streatham 321.8 DUN, Tremough 320.019 DUN
- Friedman, J., ed., *The Rational Choice Controversy*, New Haven, Yale University Press 1996 Streatham Ready Text, Law Library 320.018 FRI.
- Green, Donald P and Ian Shapiro, *Pathologies of Rational Choice*. New Haven, Yale University Press 1994. Streatham Ready Text, Law Library 320.018 GRE, Tremough 320.011 GRE
- Hampsher-Monk, Iain and Andrew Hindmoor, 2009. 'Rational Choice and Interpretive Evidence: Caught between a Rock and a Hard Place?' *Political Studies* 58, 1, 47-65.
- McLean, Iain, 1987. *Public Choice: An Introduction*. Oxford, Basil Blackwell. Streatham 330.01 MCL Tremough 320.019 MCL
- Olson, Mancur, 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Harvard University Press. Streatham 331.88 OLS Tremough 302.14 MAN
- Ostrom, Elinor, 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge, Cambridge University Press. Streatham 333.7 OST
- Ward, Hugh, 2002. 'Rational Choice', in David Marsh and Gerry Stoker, *Theory and Methods in Political Science*. Basingstoke, Palgrave MacMillan. Streatham Ready Text Law Library 320.018 MAR, Tremough 320.01 MAR

Social and Cultural Theory

- Almond, Gabriel and Sidney Verba, 1965. *The Civic Culture*. Boston, Little Brown. Streatham 321.8 ALM
- Barnes, Samuel H, Max Kaase, and Kaluse Allerbeck 1979, *Political Action. Mass Participation in Five Western Democracies*. Beverly Hills, Sage Streatham 322.4 POL
- Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba, *The Private Roots of Public Action: Gender, Equality, and Political Participation*. Cambridge

- Mass, Harvard University Press, 2001. Streatham Short Loan 323.0420973 BUR, Tremough 323.0420973 BUR
- Kam, Cindy D., and Carl L. Palmer, 'Reconsidering the Effects of Education on Political Participation', *Journal of Politics*, 70, 3, July 2008, 612–631.
- Sidney Verba, Kay Lehman Schlozman, and Henry Brady, *Voice and Equality: Civic Voluntarism in American Politics*. Cambridge Mass., Harvard University Press. Streatham 321.80973 VER, Tremough 323.0420973 VER

Individual-level Turnout

- APSA Task Force on Inequality and American Democracy. (2004). American democracy in an age of rising inequality. *Perspectives on Politics*, 2(4), 651–670.
- Baek, Mijeong, 2009. 'A Comparative Analysis of Political Communication Systems and Voter Turnout' *American Journal of Political Science* 53, 3, 376-393.
- Bartels, L. M. (2006). Is the water rising? Reflections on inequality and American democracy. *PS: Political Science and Politics*, 39(1), 39–42.
- Bartels, L. M. (2008). *Unequal democracy: The political economy of the new gilded age*. Princeton, NJ: Russell Sage Foundation and Princeton University Press. Streatham 330.973 BAR
- Blais A, Gidengil E, Nevitte N, 2004. 'Where does turnout decline come from?' *European Journal of Political Research* 43, 221-23.
- Denver, David., 'Turnout: Why People Vote (or Don't)', chapter 2 in *Elections and Voters in Britain*, 2nd ed., Palgrave MacMillan 2007.
- Dettrey, Bryan J , Schwindt-Bayer, Leslie, 2009. 'Voter Turnout in Presidential Democracies', *Comparative Political Studies* 41, 10, 1317-1338
- Fowler, James H., and Christopher T. Dawes, 'Two Genes Predict Voter Turnout', *Journal of Politics*, 70, 3, July 2008, 579–594.
- Gallego, Aina, 2010. 'Understanding unequal turnout: Education and voting in comparative perspective', *Electoral Studies*, 29, 2 ,239-248.
- Gilens, M. (2005). Inequality and democratic responsiveness. *Public Opinion Quarterly*, 69(5), 778–796.
- Fowler, James H., Laura A. Baker And Christopher T. Dawes, 2008. 'Genetic Variation in Political Participation ' *American Political Science Review* 102, 233-248
- Hacker, J. S. (2006). Inequality, American democracy, and American political science: The need for cumulative research. *PS: Political Science and Politics*, 39(1), 47–49.
- Jackman, Robert and Ross Miller, 1995, 'Voter turnout in industrial democracies during the 1980s', *Comparative Political Studies*, 27:467-492.
- Karp, J.A., and Banducci, Susan. 'Electoral Systems, Efficacy, and Turnout', in Klingemann, Hans-Dieter, ed. *The Comparative Study of Electoral Systems*. New York, Oxford University Press 2009 (324.6 KLI).
- Lijphart, Arend, 1997, 'Unequal participation: democracies' unresolved dilemma', *American Political Science Review*, 91:1-14.

- Lyons W, Alexander R , 2000. 'A tale of two electorates: Generational replacement and the decline of voting in presidential elections', *Journal of Politics* 62 (4): 1014-1034
- McDonald M.P, Popkin S.L. 2001, 'The myth of the vanishing voter' *American Political Science Review* 95 (4): 963-974.
- Plutzer, Eric, 2002. 'Becoming a Habitual Voter: Inertia, Resources, and Growth in Young Adulthood', *American Political Science Review* 96: 41-56.
- Pontusson, Jonas, and Rueda, David, 2010. 'The Politics of Inequality: Voter Mobilization and Left Parties in Advanced Industrial States' *Comparative Political Studies*, 43, 6, 675-705.
- Prior, Marcus, *Post-Broadcast Democracy: How Media Choice Increases Inequality in Political Involvement and Polarizes Elections*. Cambridge, Cambridge University Press, 2007. Streatham Ready Text Law Library Tremough, 302.23 PRI
- Rosenstone, S. J, and John Mark Hansen, 1993. *Mobilization, Participation and Democracy in America*. New York, MacMillan Streatham 324.73 ROS, Tremough 323.0420973 ROS
- Solt, Frederick, 2008. 'Economic Inequality and Democratic Political Engagement', *American Journal of Political Science*, 52, 48–60.
- Solt, Frederick, 2010. 'Does Economic Inequality Depress Electoral Participation? Testing the Schattschneider Hypothesis'. *Political Behavior* 32, 285–301.
- Steiner, N.D., 2010. Economic globalization and voter turnout in established democracies, *Electoral Studies* 29, 3, 444-459.

Comparative Turnout

- Brockington, D., 2009. It's about the benefits: choice environments, ideological proximity and individual participation in 28 democracies. *Party Politics* 15 (4), 435–454.
- Blais, A., 2006. 'What Affects Voter Turnout?' *Annual Review of Political Science*, 9, 111-125.
- Blais, A., and Carty, R.K. 1990. 'Does Proportional Representation Foster Voter Turnout?' *European Journal of Political Research*, 18:167-182.
- Blais, A., and Dobrzynska, A. 1998. 'Turnout in Electoral Democracies', *European Journal of Political Research*, 33, 239-261.
- Massicotte, L., Andre Blais, Antoine Yoshinaka, *Establishing the Rules of the Game: Election Laws in Democracies*. Toronto, University of Toronto Press, 2004. Streatham 342.07 MAS
- Jackman, R., 1987. 'Political Institutions and Voter Turnout in the Industrial Democracies', *American Political Science Review*, 81, 405-23.
- Jackman, R., and Miller, R., 1995. 'Voter Turnout in the Industrial Democracies during the 1980s', *Comparative Political Studies* 27, 467-92.
- Nevitte, N., Andre Blais, Elisabeth Gidengil, and Richard Nadeau, 'Socio-Economic Status and Nonvoting: A Cross-National Comparative Analysis in Klingemann, Hans-Dieter, ed. *The Comparative Study of Electoral Systems*. New York, Oxford University Press 2009 (324.6 KLI)

Social Capital

- Brehm, John, and Wendy M Rahn., 1997. 'Individual-level Evidence for the causes and consequences of social capital', *American Journal of Political Science* 41.
- Coleman, James, 1988, 'Social capital in the creation of human capital', *American Journal of Sociology*, 94:95-120.
- Edwards, Bob, and Michael W Foley, 1998, 'Civil society and social capital beyond Putnam', *American Behavioural Scientist*, 42:124-139.
- Howard, Marc Morje and Leah Gilbert, 'A Cross-National Comparison of the Internal Effects of Participation in Voluntary Organizations', *Political Studies*, 56, 2008, 12–32
- Newton, 2001, 'Trust, social capital, civic society, and democracy', *International Political Science Review*, 22:201-214.
- Pharr, Susan and Robert Putnam, ed., 2000. *Disaffected Democracies: What's Troubling the Trilateral Countries?* Princeton, Princeton University Press. Streatham 320.91821 PHA, Tremough 320.91821 PHA
- Putnam, Robert (ed), 2002, *Democracies in Flux. The Evolution of Social Capital*. New York, Oxford University Press Streatham 321.8 PUT, online,
- Putnam, Robert, 1995, *Making Democracy Work*. Princeton, Princeton University Press Streatham Ready Text Law Library 352.045 PUT Tremough 321.80945 PUT
- Van Deth, Jan (ed), *Private Groups and Public Life. Social Participation, Voluntary Associations, and Political Involvement in Representative Democracies*. London, Routledge Streatham 322 DET
- Van Deth, Jan. 2000, 'Interesting but irrelevant: Social capital and the saliency of politics in Western Europe', *European Journal of Political Research*, 37:115-147.

Political Parties

- See the APSA Responsible Parties Project, 1950-2000
http://www.apsanet.org/~pop/APSA_Report.htm
- Katz, Richard and Peter Mair, ed., 1994, *How Parties Organize. Change and Adaptation in Party Organizations in Western Democracies*. London, Sage Streatham 324.2 KAT
- Katz, Richard and Peter Mair,, 'Changing models of party organization and party democracy: The emergence of the cartel party', *Party Politics*, 1:5-28.
- Karp, J.A, and Susan Banducci, 'Party Mobilization and Political Participation in New and Old Democracies', *Party Politics* 13, 2, 2007, 217–234
- Mair, Peter 2001, 'Party membership in twenty European democracies, 1980-2000', *Party Politics*, 7:5-22.
- Tan, Alex 1997, 'Party change and party membership decline: An exploratory analysis', *Party Politics*, 3:363-77.
- Tan, Alex 1998, 'The impact of party membership size: A cross-national analysis', *Journal of Politics*, 60:188-198.
- Wattenberg, 1996, *The Decline of American Political Parties 1952-1994*. Cambridge Mass, Harvard University Press Streatham 329.973 WAT
- Webb, Paul, 'The Failings of Political Parties: Reality or Perception?' *Representation*, 45, 3, 2009, 265-275

Younger People and Participation

- Zukin, Cliff, Scott Keeter, Molly Andolina, Krista Jenkins, and Michael X. Delli Carpini, *A New Engagement? Political Participation, American Life, and the Changing American Citizen*. New York, Oxford University Press 2006. Streatham 323.0420842 ZUK, Tremough 323.0420973 ZUK
- Russell Dalton, *The Good Citizen: How a Younger Generation is Reshaping American Politics*. Washington, CQ Press 2008 (Law library Ready text 324.973 DAL, Main library 324.08350973 DA, Tremough 324.08350973 DAL).
- David Marsh, Dr Therese O'Toole and Su Jones, *Young People and Politics in the UK: Apathy or Alienation?* Palgrave Macmillan 2006 (324.08350941 MAR): Streatham – Ready Text in Law library, Tremough)
- Saha, Lawrence J., Murray Print and Kathy Edwards, ed., *Youth and Political Participation*. Sense Publishers, 2007 Streatham 347.943 SAH.
- Tonge, Jon, 'Revitalising Politics: Engaging Young People', *Representation*, 45, 3, 2009, 237-246.
- Wattenberg, Martin P. *Is voting for young people?* New York and London, Pearson/Longman, 2007. Streatham 324.60842 WAT, Tremough 324.900842 WAT

Social Movements and Extreme Participation

- Bernhagen, Patrick, and Michael Marsh, 'Voting and Protesting: Explaining Citizen Participation in Old and New European Democracies' *Democratization*, 1, 1, 44-72.
- Goodwin, Jeff and Theda Skocpol, 'Explaining Revolutions in the Third World', *Politics and Society* 17, 489-509, 1989.
- Goodwin, Jeff, James M Jasper, and Francesca Polletta, *Passionate Politics: Emotions and Social Movements* (Chicago, Chicago University Press, 2001). Streatham and Tremough 303.484 GOO
- Petersen, Roger Dale, *Resistance and rebellion: Lessons from Eastern Europe* Cambridge, Cambridge University Press, 2001 Streatham 947.5 PET
- Sherkat, Darren E. and T. Jean Blocker 1994. 'The Political Development of Sixties' Activists: Identifying the Influence of Class, Gender, and Socialization on Protest Participation' *Social Forces*, 72.
- Taylor, Michael, ed., *Rationality and Revolution*. Cambridge, Cambridge University Press
- Wood, Elisabeth Jean *Insurgent Collective Action and Civil War in El Salvador*. Cambridge, Cambridge University Press, 2003. Streatham (two copies) and Tremough 972.84053 WOO

The Internet

- Anderson, David M., and Michael Cornfield, ed., *The Civic Web: Online Politics and Democratic Values*. Lanham: Rowman and Littlefield 2003
- Barber, Benjamin R., 'Three Scenarios for the Future of Technology and Strong Democracy', *Political Science Quarterly* 113, 4, 1998-1999.

- Coleman, Stephen, and Jay G. Blumler, *The Internet and Democratic Citizenship: Theory, Practice and Policy*. Cambridge, Cambridge University Press. Streatham 323.042 COL, Tremough 323.0420285 COL
- Cornfield, Michael, *Politics moves online: Campaigning and the internet*. New York : Century Foundation Press, 2004
- Davis, Steve, Larry Elin and Grant Reeher, 2002. *Click on Democracy: The Internet's Power to Change Political Apathy into Action*. Boulder, Westview
- Di Gennaro, C, and Dutton, W., 2006. 'The Internet and the Public: Online and Offline Political Participation in the United Kingdom', *Parliamentary Affairs* 59, 2, 299-313.
- Franda, 2002, *Launching into Cyberspace. Internet Development and Politics in Five World Regions*. Streatham 327 FRA
- Gibson, R., Nixon, P, and Ward, S., *Political Parties and the internet*. London, Routledge.
- Gibson, R., Lusoli, W., and War, S., 2005. 'Online Political Participation in the UK: Testing a "Contextualised" Model of Internet Effects', *British Journal of Politics and International Relations*, 7, 4, 561-583.
- Hindman, Matthew, 2009. *The Myth of Digital Democracy*. Princeton University Press. Streatham 320.97302854678 HIN, Tremough 320.9730285 HIN
- Jennings, M.K., and Zeitner, V., 'Internet use and Civic Engagement: A Longitudinal Analysis', *Public Opinion Quarterly* 67, 2003.
- Krueger BS, 2002. 'Assessing the potential of Internet political participation in the United States - A resource approach' *American Politics Research* 30 (5): 476-498
- Karen Mossberger, Caroline J. Tolbert, Mary Stansbury, *Virtual inequality: beyond the digital divide*. Washington, D.C. Georgetown University Press, 2003 Streatham and Tremough 303.4833 MOS
- Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty, and the Internet Worldwide* (Cambridge, Cambridge University Press, 2001) 322.44 NOR
- McCaughey, Martha and Michael D. Ayers, ed., *Cyberactivism: Online Activism in Theory and Practice*. New York, Routledge Streatham 322.4 MACC, Tremough 303.4833 CYB
- Shah, Kwak, and Holbert, R.L., 2001, "'Connecting" and "disconnecting" with civic life: Patterns of Internet use and the production of social capital', *Political Communications*, 18:141-162.
- Tolbert, Caroline and R.S. McNeal, 'Unraveling the effects of the Internet on Political Participation'. *Political Research Quarterly*, 56, 2, 2003.
- Williamson, Andy, 'Revitalising Politics From the Ground Up: The Role of Digital Media In Promoting Citizen-Led Democratic Renewal', *Representation*, 45, 3, 2009, 301-311.

Direct Democracy

- Allswang, John M. 2000. *The Initiative and Referendum in California, 1898-1998*. Stanford, Stanford University Press .
- Bowler, Shaun , Todd Donovan, Caroline J. Tolbert, ed. *Citizens as legislators: direct democracy in the United States*. Columbus: Ohio State University Press, 1998 Streatham amd Tremough 328.273 BOW

- Fossedal Gregory A., 2005. *Direct Democracy in Switzerland*. New Brunswick, Transaction.
- International IDEA, *Direct Democracy: the International IDEA Handbook*. International IDEA, 2008 (www.idea.int).
- Kobach, Kris William, *Referendum: direct democracy in Switzerland*. Aldershot, Dartmouth
- Kriesi, H , 2002. 'Individual opinion formation in a direct democratic campaign' *British Journal of Political Science* 32, 1, 171-185.
- Kriesi, Hanspeter. 2005. *Direct Democratic Choice: the Swiss Experience*. Lanham, Lexington Books.
- LeDuc, Lawrence *Politics of direct democracy: referendums in global perspective* Peterborough, Ont., Broadview Press, 2003 Streatham and Tremough 328.23 LED
- Lupia, Arthur, 1994. 'Shortcuts versus Encyclopaedias: Information and Voting in California Insurance Reform Elections', *American Political Science Review* 88, 63-76.
- Mendelsohn, Matthew and Andrew Parkin, 2001. *Referendum Democracy: Citizens, Elites and Deliberation in Referendum Campaigns*. Basingstoke, Palgrave MacMillan Ready Text, Law library 328.23 MEN, Tremough 328.23 MEN
- Qvortrup, Mads *Comparative study of referendums: government by the people*. Manchester, Manchester University Press 2002 Streatham and Tremough 328.23 QVO
- Johnston, Richard, Andre Blais, Elizabeth Gidengill, and Neil Neviite, *The Challenge of Direct Democracy* (Toronto, McGill-Queen's University Press, 1996 Streatham and Tremough 328.271 CHA
- Semetko, Holli A. , Claes H. de Vreese, 2006. *Political Campaigning in Referendums*, London, Taylor and Francis. Tremough 328.23 VRE
- Lupia, A. and Matsusaka, J.G, 2004. 'Direct democracy: New approaches to old questions', *Annual Review of Political Science* 10, 7, 463-482 2004.
- Walker, Mark Clarence. *Strategic use of referendums: power, legitimacy, and democracy*, New York, Palgrave, 2003 328.23 W18
- Also see the website of the Initiative and Referendum Institute (University of Southern California) <http://www.npsnet.com/cdd/>

Civic Literacy

- Converse, Philip E., 1964. 'The Nature of Belief Systems in Mass Publics', in David E. Apter, ed., *Ideology and Discontent*. New York, Free Press, Streatham 320.1 APT.
- Delli Carpini, Michael X. and Scott Keeter. *What Americans know about politics and why it matters* New Haven: Yale University Press, 1996. Streatham and Tremough 323.0420973 DEL
- Marcus, George E., W. Russell Newman, Michael MacKuen, *Affective Intelligence and Political Judgement*. Chicago, University of Chicago Press, 2000, Streatham 320.019 MAR.
- Lupia, Arthur, Matthew D. McCubbins, and Samuel L. Popkin, *Elements of Reason: Cognition, Choice, and the Bounds of Rationality* (Cambridge, Cambridge University Press 2001). Streatham 320.019 LUP
- Popkin, Samuel L. *The reasoning voter: communication and persuasion in*

- presidential campaigns*. Chicago: University of Chicago Press, 1991
Strewatham and Tremough 324.973 POP.
- Popkin, Samuel and Michael Dimock, 1998. 'Political Knowledge and Citizen Competence' in Elkin, S, and Soltan, K., ed., *Citizen Competence and Democratic Institutions*, University of Pennsylvania Press. Streatham and Tremough 323.60973 ELK
- Zaller, John, 1992, *The Nature and Origins of Mass Opinion*. Cambridge, Cambridge University Press. Streatham and Tremough 303.38 ZAL

Effects of Participation

- Mahler, Vincent A, 2008. 'Electoral turnout and income redistribution by the state: A cross-national analysis of the developed democracies' *European Journal of Political Research*, 47, 2, 161-183.
- Bernhagen, Patrick, and Michael Marsh, 'The partisan effects of low turnout: Analyzing vote abstention as a missing data problem' *Electoral Studies* 26 (2007) 548-560.
- Brady D., 2003, 'The politics of poverty: Left political institutions, the welfare state, and poverty' *Social Forces* 82 (2): 557-588.
- Citrin J, Schickler E, Sides J 2003. 'What if everyone voted? Simulating the impact of increased turnout in senate elections' *American Journal of Political Science* 47 (1): 75-90
- Goldstein K.M., Ridout T.N., 2002. 'The politics of participation: Mobilization and turnout over time' *Political Behavior* 24 (1): 3-29.
- Grofman, Bernard, Guillermo Owen and Christian Collet, 1999. 'Rethinking the Partisan Effects of Higher Turnout: So What's the Question?' *Public Choice* 99 357-376.
- Husted TA, Kenny LW 1997. 'The effect of the expansion of the voting franchise on the size of government' *Journal of Political Economy* 105 (1): 54-82.
- Hill KQ, Leighley JE 1996. 'Political parties and class mobilization in contemporary United States elections', *American Journal Of Political Science* 40 (3): 787-804.
- Highton, Benjamin and Raymond E. Wolfinger, 2001. 'The Political Implications of Higher Turnout', *British Journal of Political Science* 31, 179-223.
- Martinez MD 1997. 'Don't tax you, don't tax me, tax the fella behind the tree: Partisan and turnout effects on tax policy', *Social Science Quarterly* 78 (4): 895-906.
- Mueller DC, Stratmann T 2003. 'The economic effects of democratic participation' *Journal of Public Economics* 87 (9-10): 2129-2155.
- Pacek, Alexander, and Benjamin Radcliffe, 'Turnout and Vote for Left-of-Centre Parties: A Cross-National Analysis', *British Journal of Political Science* 25, 1, 137-143.
- Quigley F 1995 'Social welfare and ideological attitudes of United States nonvoters: Assessing the potential impact of the national voter registration act of 1993' *Journal of Political & Military Sociology* 23 (2): 213-229.

Deliberative Democracy

- Jon Elster, ed., *Deliberative Democracy* (Cambridge, Cambridge University Press 1998). Streatham 321.8 ELS
- Fishkin, James S., *Democracy and deliberation: new directions for democratic reform*. New Haven, Yale University Press, 1991 Streatham 321.8 FIS
- Fishkin, James S., *When the People Speak: Deliberative Democracy and Public Consultation*. Oxford, Oxford University Press 2009. Streatham and Tremough 321.8 FIS
- Fishkin, J, and Laslett, P., *Debating Deliberative Democracy: Philosophy, Politics and Society*, vol 7. Oxford, Basil Blackwell. Streatham and Tremough 321.8 FIS
- Gastil, John, and Peter Levine, *The deliberative democracy handbook: strategies for effective civic engagement in the twenty-first century*. San Francisco, Jossey-Bass, 2005. Streatham 323.042097309051 GAS, Tremough 323.0420973 GAS
- Guttman, Amy, and Dennis Thompson, 2004. *Why Deliberative Democracy*. Cambridge Mass., Harvard University Press.
- Macedo, Stephen, ed., 2004. *Deliberative Politics: Essays on Democracy and Disagreement*. Oxford, Oxford University Press.
- Mutz, D., *Hearing the Other Side: Deliberative versus Participatory Democracy*. Cambridge, Cambridge University Press.
- Various articles in *Political Studies*, 58, 4 (October 2010)
- Warren, Mark E. and Hilary Pearse, ed., *Designing Deliberative Democracy: The British Columbia Citizens' Assembly*. Cambridge, 2008. Streatham Ready Text Law Library 324.6309711 WAR, Tremough 324.6309711 DES
- Various items available from <http://cdd.stanford.edu/research>

Civic Education

- Advisory Group on Citizenship, *Education for citizenship and the teaching of democracy in schools*, Qualifications and Curriculum Authority 1998 (www.teachingcitizenship.org.uk/downloads/crickreport1998.pdf)
- Dudley, Robert L., and Alan R. Gitelson, 2002. 'Political Literacy, Civic Education, and Civic Engagement: A Return to Political Socialisation?' *Applied Developmental Science* 6, 4, 175-182.
- Galston, William A., 'Political Knowledge, Political Engagement, and Civic Education', *Annual Review of Political Science* 2001:4:217-34
- Nie, Norman H., Jane Junn and Kenneth Stehlik-Barry. eds. *Education and Democratic Citizenship in America*, Chicago, University of Chicago Press, 1996. Streatham 306.20973 NIE, Tremough 306.2 NIE
- Niemi, Richard G., and Jane Junn 1998. *Civic Education: What Makes Students Learn?* New Haven, Yale University Press Streatham and Tremough 320.4071273 NIE
- Quintelier, Ellen, 'The effect of schools on political participation: a multilevel logistic analysis', *Research Papers in Education*, 1470-1146
- Rubin, Beth C., James M. Giarelli, ed., *Civic Education for Diverse Citizens in Global Times: Rethinking Theory and Practice*, Routledge, 2007
- Symposium: the Politics of Civic Education *PS: Political Science and Politics* XXXVII, 2, April 2004.

Torney-Purta, Judith, 2002. 'The School's Role in Developing Civic Engagement: A Study of Adolescents in 28 Countries', *Applied Development Science* 6, 4, 203-212.

<http://www.citizenshipfoundation.org.uk/> (where there is a great deal of material!!!)

Gender

Philips, Anne, 1995. *The Politics of Presence: The Political Representation of Gender, Ethnicity, and Race*. Oxford, Oxford University Press. Streatham 328.334 PHI and online

Bahati, Kuumba M. *Gender and Social Movements*. Walnut Creek, CA, Altamira Press. Streatham and Tremough 303.484 KUU

Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba. *The Private Roots of Public Action: Gender, Equality, and Political Participation*. Cambridge, Mass: Harvard University Press, 2001

Inglehart, R., and Norris, P., *Rising Tide: Gender Equality and Cultural Change Around the World*, Cambridge, Cambridge University Press 2003 (301.41 ING Streatham).

Jennings, W. Kent, 1983. 'Gender Roles and Inequalities in Political Participation: Results from an Eight-Nation Study' *The Western Political Quarterly* 36,3, 364-385

Lowndes, Vivien, 2004. 'Getting On or Getting By? Women, Social Capital and Political Participation' *The British Journal of Politics & International Relations* 6, 1, 45-64

McDonagh, Eileen L., 1982. 'To Work or Not to Work: The Differential Impact of Achieved and Derived Status upon the Political Participation of Women, 1956-1976', *American Journal of Political Science* 26, 2, 280-297.

Norris, Pippa, and Mona Lena Crook, 'One of Us: Multilevel models examining the impact of descriptive representation on civic engagement', Paper for presentation at the Annual Meeting of the American Political Science Association, Toronto, 2009

Pippa Norris and Joni Lovenduski, *Gender and Political Participation*. London, Electoral Commission, 2004

<http://www.electoralcommission.org.uk/document-summary?assetid=16129>

Culture and Ethnicity

Philips, Anne, 1995. *The Politics of Presence: The Political Representation of Gender, Ethnicity, and Race*. Oxford, Oxford University Press Streatham 328.334 PHI and online

Bedolla, Lisa Garcia, *Fluid Borders: Power, Identity and Politics in Los Angeles*. University of California Press, 2005 Streatham and Tremough 979.49400468 GAR

Cain, Bruce E., D. Roderick Kiewiet, and Carole J. Uhlaner. 1991. 'The Acquisition of Partisanship by Latinos and Asian Americans.' *American Political Science Review* 89,2, 271-294.

Fennema, Meindert and Jean Tillie, 1999. 'Political participation and political trust in Amsterdam: Civic communities and ethnic networks' *Journal of Ethnic and Migration Studies* 25, 4, 703 - 726.

- Freeman, A., *Political Participation and Ethnic Minorities: Chinese Overseas in Malaysia, Indonesia, and the United States of America*. New York, Routledge, 2000.
- Jones-Correa, Michael A. and David L. Leal, 2001. 'Political Participation: Does Religion Matter?' *Political Research Quarterly* 54, 4, 751-770
- Junn, Jane, 2000. 'Participation in Liberal Democracy: the Political Assimilation of Migrants and Ethnic Minorities in the United States', in *Immigration research for a new century: multidisciplinary perspectives*. Ed. Nancy Foner, Rubén G. Rumbaut, Steven James Gold. New York, Russell Sage Foundation, 187-214.
- Leighley, Jan E., 2001. *Strength in Numbers? The Political Mobilization of Racial and Ethnic Minorities*. Princeton, Princeton University Press
- Lien, Pei-te, 1994. 'Ethnicity and political participation: A comparison between Asian and Mexican Americans', *Political Behavior* 16, 2, 237-264.
- Lien, Pei-T, 1998. 'Does the Gender Gap in Political Attitudes and Behavior Vary Across Racial Groups?' *Political Research Quarterly* 51,4, 869–894.
- Lien, Pei-Te, 2001. *The Making of Asian America through Political Participation*. Philadelphia: Temple University Press. Streatham and Tremough 305.895073 LIE
- Lien, Pei-Te, M. Margaret Conway, and Janelle Wong. 2004. *The Politics of Asian-Americans: Diversity and Community*. New York: Routledge.
- Ramakrishnan, S. Karthick and Thomas J. Espenshade, 2001. 'Immigrant Incorporation and Political Participation in the United States', *International Migration Review* 35, 3 870–909.
- Tam Cho, W.K., 'Naturalisation, Socialisation, Participation: Immigrants and (Non-) Voting', *Journal of Politics* 61, 1999, 1140-1155.
- Odmalm, P., *Migration Policies and Political Participation: Inclusion or Intrusion in Western Europe?* Palgrave MacMillan 2005. Streatham 305.906912094 ODM
- Uhlener, C, Cain B.E., and Kiewet, D.R., 1989. 'Political Participation of Ethnic Minorities in the 1980s' *Political Behavior*, 3, 11, 195-231.
- Verba S, Schlozman K., Brady, H., 'Race, Ethnicity And Political Resources: Participation In The United States' *British Journal of Political Science* 23, 1993, 453-497.
- Electoral Commission, *Voter Engagement among black and minority ethnic communities*. London, Electoral Commission, 2002.
(<http://www.electoralcommission.org.uk/document-summary?assetid=16094>)

Important Advice

This is a seminar-based module. What you get from it will be directly proportional to how much you put in. You will be asked to sign up to two seminar/essay topics that can become the focus of your work in the module. Because a full coverage of topics is needed, and no more than three students can realistically present on the same topic, you will be asked to indicate three preferences for topics. If you are assigned a lower-order preference for the first term, all efforts will be made to give you a first preference in term 2. Those assigned lower-order seminar preferences may wish to do a more preferred topic as their essay.

The **best seminars presented** will address the topic, and the essay question associated with it, but in relation to general theoretical themes, and also make connections to other topics. **Each topic has assigned readings that ALL STUDENTS are expected to read and thus be in a position to discuss in class.** Some of these will be in the core books, and others downloadable from Web-CT or from electronic journals.

Ideally you should be aiming to read at least four items to prepare and deliver a seminar, and probably more. Those listed under each seminar topic (see below) will not normally be sufficient for a presentation: these are the books everyone attending the seminar is expected to read.

See the extended lists by topic for further sources, or consult your course lecturer.

For your essays you should be consulting a minimum of eight pieces. In many cases, more sources will be needed to do the seminar or essay justice.

If few students attend seminars, debate and discussion is greatly attenuated, and this is unfair to those delivering seminars. Low attenders will also find it difficult to score a pass mark in the seminar performance section of the assessment.

The **contents of your seminar** should be shaped both by the essay question and by the broader content of the topic. You should provide an introduction to the topic, and then move on to the essay question attached to it.

You should prepare a presentation of a minimum of 20 minutes and no more than 40 minutes. If more than one student is assigned to a topic, you must coordinate to share the presentation and presentation time on an equal basis. This will work best if, first, you each prepare material that covers the whole topic, and second, meet beforehand to divide up the presentation to minimise repetition and overlaps.

The presentation must be accompanied by a Powerpoint presentation that will be uploaded into the ELE system after your presentation. The quality of this will contribute to your seminar assessment mark. Again, if you are co-

presenting, you need to meet beforehand to combine your Powerpoint files into one presentation.

The rest of the seminar will be spent in **discussion and debate**. Seminar-givers may choose, if they like, to present over a longer period and invite discussion, questions, or reflections at various points during your presentation. They will get a small proportion of their marks from seminar delivery, but, most important, a successful seminar will put them in a good position to write a high-quality essay by generating comment and discussion at a higher-level than one that is less well prepared. Where presentations are multiple, if the contributions appear even I will be most likely to give the same mark to all who deliver. Students should be careful to take no more or no less of the time of the presentation, and should negotiate with each other to ensure equal time and coverage of the material. If there are obvious differences in performance and substance I will differentiate the marking.

Choosing your seminar topics

To ensure coverage of all the topics, or at least as many as possible, you are asked to choose three topics in each section of the module, and rank them in order of preference. Those making choices early will get their first choices, those delaying may find themselves assigned their second or third choice. I will try to make sure those not getting first choices for semester 1 will get their first choice in semester 2. An early submission of preferences will make that more likely. Please indicate your preferences to me for topics in the first half of the module – topics 1-10 as soon as possible. Email is the recommended means of doing so. I will call for choices for the second second topics in early December, but if you wish to state them earlier you are welcome to do so.

Participating in Seminar Debate and Discussion

You are expected to read at least two of the recommended readings for each week's topic. At various times you may be asked in class to give a brief summary of some aspect of the reading, and your performance will be assessed on that basis. You should also prepare at least one pertinent and informed question to ask the seminar presenters, that clearly reflects your reading on the topic. This, again, will taken into account in assessment.

What you can expect from me

I am happy to give advice and assistance at any stage in the process, prior to the seminar, and after it before the final write-up. As it's important that the seminars are successful, prior consultation with me beforehand is highly recommended. As for the essays, **I will not read full drafts in advance of submission, but encourage you to discuss a one-page outline of the structure of your essay and will give feedback** on the basis of an email exchange or an oral discussion of its main arguments and/or findings. Email communication for this purpose is probably best, as there is less scope for misunderstanding or misperception of any advice I might provide. **Getting my feedback at this stage is very highly recommended.**

Intended Learning Outcomes

At the end of the module students should be able to demonstrate the following through seminar participation and in their essays.

Module-specific skills:

- List, describe and demonstrate an understanding of the key concepts associated with political participation
- Identify appropriate empirical evidence that can be used to test claims about political participation made by theorists, politicians, and political commentators.

Discipline-specific skills:

- Identify and discuss the major political concepts and deploy them in appropriate circumstances.
- Engage in sympathetic interpretation and reasoned criticism of theories.
- List, describe and evaluate different interpretations in the light of appropriate evidence.
- Use logic and reasoning to evaluate arguments.
- Apply abstract theoretical ideas and concepts to actual events and outcomes.
- Construct well-structured rigorous arguments based on logical deduction.

Personal and key skills:

- The ability to study independently and in groups
- deliver presentations to peers, communicate effectively in speech and writing
- communicate orally
- appropriately use ICT
- research & critically evaluate information
- apply techniques and theories in appropriate contexts
- design and run presentations.

Essay Writing Guide: You can find lots of advice relating to essay writing at:

<http://socialsciences.exeter.ac.uk/politics/undergrad/polEssayWriting.pdf>

<http://www.services.ex.ac.uk/cas/employability/askills/essay/index.htm>

You can also find other useful advice related to general study skills at:

<http://www.services.ex.ac.uk/edu/student-learning-skills/resources.shtml>

The College Undergraduate Handbook may also be a useful source of further advice at:

<http://intranet.exeter.ac.uk/socialsciences/ug/handbook/>

Overlap of assessed work

Students are reminded that they are not permitted to submit the same piece of work for assessment in two different modules, or substantially reproduce essay or exam answers within modules.

(This 'overlap' stipulation does not apply in the case of 'work-in-progress' seminars and essays in this module. These can be, and indeed are preferred to be, on the same topic.)

Essays or dissertations which are found to duplicate entirely, or in part, the work which a student has already submitted for assessment will be subject to a penalty depending on an assessment of the severity of the case. In extreme cases a mark of 0 might be awarded. Students who are concerned about possible overlap in their assessed work should seek advice from their Module Leaders. Students who are resitting modules where they are required to re-submit coursework in all modules (other than the dissertation) must ensure that the coursework is new work and has not previously formed part of any assignment assessed by the Department.

Penalties for over-length work

Different assessments have different word lengths specified for them; it is important that you keep to the word length specified for each assessment *at all times* on the following grounds:

- to encourage succinct and clear writing by students.
- to ensure equity between all the students doing that particular assessment

If you are found to have exceeded the specified word limit for an assessment, you will be subject to the following penalties:

Up to 10% over length	No deduction off final mark
Between 10% and 20% over length	Deduction of 5 marks off final mark
20% or more over length	Maximum mark of 40%

Word counts

You are responsible for including an accurate word count on the cover sheet for each piece of work you submit; failure to be honest in this respect will itself be penalized under 1.1.d of the University's [cheating and plagiarism regulations](#).

The word count specified for undergraduate assessments usually excludes the footnotes and bibliography, except in those cases where departmental guidance or the module handbook makes clear that footnotes and bibliography are to be included in the word limit for that particular piece of

work. Footnotes should always be used for references only; those containing large amounts of texts will be treated as if they were part of the text. Appendices should be confined to diagrams, tables, maps, and visual images, unless departmental guidance or module handbooks explicitly allow otherwise.

Academic staff will check the declared word count on the cover sheet against the word limit specified for that assessment; where the word count exceeds the specified word limit, the appropriate penalty will be applied. Where academic staff suspect that you have not declared the word count honestly, and that the piece of work is over the specified limit, staff will ask the School Office staff to check the word count in order to determine the appropriate penalty to be administered.

Essay marking

The following criteria will be used in assessing your essays:

1. Definition of the topic
 - Has the topic been clearly defined and directly addressed?

2. Structure of the essay
 - Does the introduction present a clear statement of the issues to be covered?
 - Does the essay have a clear structure or organisation in which a) the main points are developed logically; and b) the relevance of the material to the theme or argument is clear?
 - Is there an effective conclusion which draws together the main points?

3. Content
 - Is there evidence of adequate reading and research?
 - Has the question been answered?
 - Is the breadth of coverage adequate?
 - Are the issues and ideas analysed in sufficient depth?
 - Are arguments supported by evidence, examples, sources and quotations?

4. Analysis
 - Are the arguments logical and consistent?
 - Are opinions based on evidence and/or logic?
 - Does the essay show evidence of original or independent thought?

5. Presentation
 - Fluency and style of writing
 - Spelling, grammar, paragraphing
 - Presentation of data: effective use of figures and tables and correct use of units and quantities

- Neatness and legibility
- Sources: are sources acknowledged? Are references cited? Are references presented correctly?

Also, see the generic university marking criteria at:

http://services.exeter.ac.uk/cmit/student_documents/marketing_criteria.php

Plagiarism

Cheating (plagiarism) is defined as any illegitimate behaviour designed to deceive those setting, administering and marking the assessment.

Cheating may take various forms, including:

- 1.1. The use of unauthorized books, notes, electronic aids or other materials in an examination;
- 1.2 Obtaining an examination paper ahead of its authorized release;
- 1.3 Acting dishonestly in any way including the fabrication of data, whether before, during or after an examination or other assessment so as to either obtain or offer to others an unfair advantage in that examination or assessment;
- 1.4 Collusion i.e. the representation of another's work or ideas as one's own without appropriate acknowledgement or referencing, where the owner of the work knows of the situation and both parties work towards the deceit of marker. (In plagiarism the author of the work has not knowingly authorized the use of her or his work).
- 1.5 Plagiarism i.e. the act of representing another's work or idea as one's own without appropriate acknowledgement or referencing. There are three main types of plagiarism:
 - 1.5.1 Direct copying from a book, article, fellow student's essay, student or lecturer's handout, thesis, web page or other source without proper acknowledgement.
 - 1.5.2 Claiming individual ideas derived from a book, article, handout, thesis, web page or other source as one's own, and incorporating them into one's own work without acknowledging the source of these ideas.
 - 1.5.3 Overly depending on the work of one or more works (as outlined in 1.5.1 above) without proper acknowledgement of the source. By, for example, constructing a piece of written work based on extracting large sections of text from another source and merely linking these together with a few of one's own sentences.

How to avoid being accused of plagiarism:

In order to avoid being accused of the more inadvertent forms of plagiarism you need to ensure that you adopt the following aspects of good practice:

- 2.1 Adopt a good note-taking technique.
 - 2.1.1 You need to make sure while you are reading and taking notes that you keep accurate records of the author, title, and publication details of source, including page numbers (if relevant).
 - 2.1.2 You need to make clear in your own notes where you have copied a quote word for word from your source, so that when you come to write up your notes you know which parts are in your own words, and which are in the words of your source.
 - 2.1.3 Similarly you need to make clear in your own notes where you have taken an idea from your source.
- 2.2 Accurate referencing. Make sure that you have referenced your work in accordance with the referencing guide set out in your departmental handbook; remember referencing conventions do vary between disciplines.

Plagiarism consists of any form of passing off, or attempting to pass off, the knowledge or work of others as one's own. It is a form of cheating. Examples of plagiarism include unattributed quotes from a book, magazine or article; copying from the notes or essays of others; the submission of work actually written or dictated by others; and unattributed use of other peoples' ideas. Remember, plagiarism includes information from books, newspapers, journals **and** the Internet. All work will be checked against specialist plagiarism software. You should be aware that University rules on plagiarism are strict and can result in failing the course and, at times, expulsion.