

PSCI 4107 (Section B)
Political Participation in Canada
Mondays 11:35 a.m. – 2:25 p.m.
Please confirm location on Carleton Central

Instructor: Steve White
Office: Loeb C677
Office Hours: Wednesdays, 9-11am (or by appointment)
Phone: 613-520-2600, ext. 2568
Email: steve.white@carleton.ca

Course Description

This course surveys the various ways in which Canadian citizens participate in the political process. It will examine contemporary theories and evidence in the study of citizens' political involvement through a variety of forms, and it will consider variations in political involvement between different groups (age, gender, birthplace). The questions addressed in the course include: What kinds of activities are "political"? Why has voter turnout declined in Canada? Have Canadians, especially, newer generations, turned to "new" forms of political activity, like online activism? What are the consequences of low/high levels of participation?

Course Objectives

The course has four primary objectives: to critically assess how theories of political participation are applied to Canada; to understand the distinctive causes of different forms of political action; to understand the distinctive causes of political action for different groups of Canadians; to identify "gaps" in research on citizen participation in Canada.

Format

Weekly seminars will focus on topics and readings identified in the schedule. The weekly assigned readings should be completed in advance of the class. Following the first seminar, the instructor will co-lead each seminar with 2-3 designated students. The final seminar will be centred on a discussion of students' take-home assignment responses.

Course Materials

Required Texts

All readings listed below under “Class Schedule are Readings” are required. They will be available to students electronically on cuLearn.

Evaluation

Overview

Assignment	% Final Grade	Due Date (if applicable)
Class participation	15%	Cumulative
Seminar leadership	5%	To be assigned
Questions for discussion	5%	To be assigned (submit by email)
Response paper	5%	To be assigned
Literature review	40%	March 6 (submit on cuLearn)
Take-home assignment	30%	April 3 (submit on cLearn before class)

Term Work

Seminar Leadership (5%): In the first seminar, students will select one of ten seminars in which they will take a role in leading the discussion about that seminar’s assigned readings. A maximum of three students will act as “leaders” in each of these seminars. The order of selection will be determined by random draw.

Questions for Discussion (5%): *Three days before* the seminar the student has selected to lead, the “leaders” will each submit via email three questions to the instructor related to that seminar’s assigned readings. These can be questions the readings have provoked but not answered, questions about the methods employed in studies, questions about how that seminar’s readings relate to theories of political participation, or to themes emerging in the course. The expectation is that leaders will be prepared to give their own response to these questions, but also the rest of the participants in the class will also be able to respond.

Response Paper (5%): *Three days after* the seminar the student selected to lead, the “leaders” will each submit a response paper of up to 500 words to the instructor related to one of that seminar’s assigned readings and the in-class discussion. Each paper must: 1. Identify the main argument, ideas, and evidence of the reading, and explain how those related to other readings from that week; 2. Explain what you believe are the most significant contributions of the reading, and/or areas where you think the reading is weak.

Participation (15%): Students are expected to attend class regularly and be prepared to participate in discussions of the assigned topics and readings.

Literature Review (40%): Students will craft a literature review on a topic related to the study of political participation in Canada. The purpose of this review is not to merely summarize research on the topic. The literature review should be used to:

- discover what has, or has not been investigated on that topic
- learn how others have defined key concepts

- learn how others have measured key concepts
- identify possible relationships between concepts
- identify sources of data (evidence) that other researchers have used
- identify research questions that have not yet been asked, or answered, as well as the (possible) reasons they have not yet been asked or answered

The review should be 15-18 pages double-spaced in 12-pt font with 1 ¼ inch margins (not including references).

The number of academic sources cited will vary considerably, depending on the topic. At a minimum, 10 sources should be cited. Students should use the Chicago author-date citation style. I will post a short style guide on cuLearn.

We will discuss the literature review in detail the first seminar (January 9).

Final take-home assignment (30%): The final assignment is an open-book, take-home assignment, ***due at the beginning of class on April 3***. It will cover all assigned readings and seminars. Students will be provided with the assignment questions on March 27. The final seminar will be devoted to a discussion of responses to the assignment questions.

Policies and Procedures

Late Penalties: Assignments are due on the dates specified in the course outline. ***All assignments not submitted by the due date will be considered late.*** Late assignments will be subject to a penalty of 3% per day thereafter. Assignments that are more than two weeks past the due date will not be accepted. Students must submit their final assignment before class on April 3. Students who do not submit the assignment prior to class will not be permitted to attend that class.

Extensions: No extensions on assignments will be granted after their due dates. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation. Students who are unable to attend the class in which they have been assigned to lead a seminar because of verifiable special circumstances will have the 5% value of the seminar leadership grade redistributed evenly between the questions for discussion and the response paper.

Sharing Course Materials: Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Schedule and Readings

January 9: Viewpoints

Schumpeter, J. 2003. *Capitalism, Socialism and Democracy*, Fifth Edition. New York: Routledge. pp. 269-283.

Pateman, Carole. 1970. *Participation and Democratic Theory*. Cambridge: Cambridge University Press. pp. 22-44.

January 16: Concepts

van Deth, J.W. 2014. A Conceptual Map of Political Participation. *Acta Politica* Vol. 49, No. 3, pp. 349–367.

Stolle, D., M. Hooge, & M. Micheletti. 2005. Politics in the Supermarket: Political Consumerism as a Form of Political Participation. *International Political Science Review* Vol. 26, No. 3, pp. 245-269.

Vissers, S. & D. Stolle. 2014. The Internet and New Modes of Political Participation: Online versus Offline Participation. *Information, Communication and Society* Vol. 17, No. 8, pp. 937-955.

January 23: Rationality

Olsen, M. 1971. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press, pp. 5-52.

Blais, A., R. Young, & M. Lapp. 2000. The Calculus of Voting: An Empirical Test. *European Journal of Political Research* Vol. 37, No. 2, pp. 181-201.

January 30: Resources

Brady, H.E., S. Verba, & K. Lehman Schlozman. 1995. Beyond SES: A Resources Model of Political Participation. *The American Political Science Review* Vol. 89, No. 2, pp. 271-294.

Kam, Cindy D., & C.L. Palmer. 2008. Reconsidering the Effects of Education on Political Participation. *The Journal of Politics* Vol. 70., No. 3, 612-631.

Stolle, D., A. Harell, E. Falk Pedersen, & P. Dufour. 2013. Maple Spring Up Close: The Role of Self-Interest and Socioeconomic Resources for Youth Protest. Paper prepared for presentation at the Canadian Political Science Association Annual Meeting in Victoria, BC, June 4-6, 2013.

February 6: Culture

Easton, D., & J. Dennis. 1967. The Child's Acquisition of Regime Norms: Political Efficacy. *The American Political Science Review* Vol. 61, No. 1, pp. 25-38.

Blais, A., & D. Rubenson. 2013. The Source of Turnout Decline: New Values or New Contexts? *Comparative Political Studies* Vol. 46, No. 1, pp. 95-117.

Dalton, R.J. 2008. Citizenship Norms and the Expansion of Political Participation. *Political Studies* Vol. 56, pp. 76-98.

February 13: Institutions

Bird, K. 2005. The Political Representation of Visible Minorities in Electoral Democracies: A Comparison of France, Denmark, and Canada. *Nationalism and Ethnic Politics*, Vol. 11, pp. 425-465.

Karp, J.A., & S.A. Banducci. 2008. Political Efficacy and Participation in Twenty-Seven Democracies: How Electoral Systems Shape Political Behaviour. *British Journal of Political Science* Vol. 38, pp. 311-334.

February 20: NO CLASS (Break)

February 27: Mobilization

Rosenstone, S.J., & J.M. Hansen. 2003. *Mobilization, Participation, and Democracy in America*. Toronto: Longman, pp. 10-37.

Ramos, H. 2006. What Causes Canadian Aboriginal Protest? Examining Resource, Opportunities and Identity, 1951-2000. *Canadian Journal of Sociology* Vol. 31, No. 2, pp. 211-234.

Kobayashi, A. 2014. Ethnocultural Political Mobilization, Multiculturalism, and Human Rights in Canada. In *Group Politics and Social Movements in Canada*, Second Edition, Ed. M. Smith. Toronto: University of Toronto Press, pp. 123-150.

March 6: Age

Rubenson, D., A. Blais, P. Fournier, E. Gidengil, & N. Nevitte. 2004. Accounting for the Age Gap in Turnout. *Acta Politica* Vol 39, No. 4, 407-21.

Howe, P. 2010. *Citizens Adrift: The Democratic Disengagement of Young Canadians*. Vancouver: UBC Press, pp. 233-260.

Bastedo, H. 2015. Not 'One of Us': Understanding How Non-engaged Youth Feel About Politics and Political Leadership. *Journal of Youth Studies* Vol. 18, No. 5, pp. 649-665.

March 13: Gender

Thomas, M. & L. Young. Women (Not) in Politics: Women's Electoral Participation. In *Canadian Politics*, Sixth Edition, eds. J. Bickerton & A.-G. Gagnon. Toronto: University of Toronto Press, pp. 373-394.

Gidengil, E., J. Giles, & M. Thomas. 2008. The Gender Gap in Self-Perceived Understanding of Politics in Canada and the United States. *Politics & Gender*, Vol. 4, pp. 535-561.

March 20: Birthplace and "Race"

Bilodeau, A. 2008. Immigrants' Voice through Protest Politics in Canada and Australia: Assessing the Impact of Pre-Migration Political Repression. *Journal of Ethnic and Migration Studies* Vol. 34, No. 6, pp. 975-1002.

Gidengil, E., & J. Roy. 2016. Is There a Racial Divide? Immigrants of Visible Minority Background in Canada. In *Just Ordinary Citizens? Towards A Comparative Portrait of the Political Immigrant*, Ed. A. Bilodeau. Toronto: University of Toronto Press, pp. 149-165.

Claes, E., M. Hooge, & D. Stolle. 2009. The Political Socialization of Adolescents in Canada: Differential Effects of Civic Education on Visible Minorities. *Canadian Journal of Political Science* Vol. 42, No. 3, pp. 613-636.

March 27: Distortion

Stolle, D., & M. Hooge. Shifting Inequalities: Patterns of Exclusion and Inclusion in Emerging Forms of Political Participation. *European Societies*, Vol. 13, No. 1, pp. 119-142.

Godbout, J.-F., & M. Turgeon. 2012. The Preferences of Voters and Non-Voters in Canada (1988-2008). Paper prepared for a conference in honor of Andre Blais, January 20-21, 2012.

April 3: Conclusion

No assigned readings

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental

office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.