

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
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Office Hours: Thursdays, 9:30-11:30 a.m. (or by appointment)
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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. Between January 28 and March 25, 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. Between January 28 and March 25, one additional reading (TBA) will be assigned in each seminar. Students will be provided with the bibliographic information for this reading, accessible online through MacOdrum library, one week prior to the seminar.

Evaluation

Overview

Assignment	% Final Grade	Due Date (if applicable)
Class participation	15%	Cumulative
Seminar leadership	20%	To be assigned
Literature review	30%	April 15 (submit on cuLearn)
Take-home assignment	35%	April 8 (submit on cLearn before class)

Term Work

Seminar Leadership (20%): In the first seminar, students will select one from a choice of eight seminars (between January 28 and March 25) 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 in which students select their seminar will be determined by random draw.

The leaders in each seminar will select as a group one additional reading for the seminar, to be assigned to all students in the class one week prior to the seminar. The seminar leaders will collectively prepare and deliver a short Powerpoint presentation (15 minutes) summarizing the additional reading. Each seminar leader will craft one discussion question for the seminar, to be assigned to all students three days before the seminar.

Participation (15%): Students are expected to attend class regularly and be prepared to participate in discussions of the assigned topics and readings. Participation will be assessed by the frequency of attendance, as well as the quality and frequency of interventions in seminar discussions.

Literature Review (30%): Students will select one of seven seminar topics and develop a literature review (between January 28 and March 25, excluding the seminar in which the student was a seminar leader). Students will craft a literature review on that topic. 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 3000-3500 words in length (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.

Three dimensions of the literature review will be evaluated. Generally, the first two dimensions are given the greatest, and nearly equal, weight:

- Your stated objectives, and the quality of the subsequent analysis in relation to those objectives
- The relevance, and breadth and depth, of evidence brought to bear in achieving the stated objectives
- Organization and writing

We will discuss the literature review in detail the first seminar (January 14). The April 1 seminar will be a workshop devoted to the literature review.

Final take-home assignment (35%): The final assignment is an open-book, take-home assignment, **due at the beginning of class on April 8**. Students will be It will cover all assigned readings and seminars. Students will be provided with the assignment questions on April 1. The April 8 seminar will be devoted to a discussion of responses to the assignment questions.

- You will be asked to answer any **TWO** questions from a choice of three.
- Responses should be in essay form, and should include a thesis and paragraphs. Introductions should be very short (essentially, to present the thesis. A concluding paragraph is unnecessary.
- Unless otherwise stated in the question, all course readings on the course outline assigned up to the due date of the assignment are pertinent to each answer. No materials other than those assigned in the course outline are required to answer the questions.
- Cite sources in text, using the parenthetical author, date system, e.g. (Bilodeau, 2008) or (Thomas et al., 2011). You do not need to provide page numbers in your citations. You do not need to provide a reference list. Do not use any direct quotations in your answers.
- Each answer should be between **1000-1250 words**. Answers shorter than the suggested range are unlikely to have sufficient breadth or depth. Answers significantly longer than the suggested range (e.g. 1300+ words) will probably be unnecessarily long. Be succinct.
- The expectation is that, for the typical student, the each response will require a total of three to four hours of writing. That expectation assumes that students have read and are familiar with the course material, and need only to refer to their readings for recall and clarification.

Answers will be assessed according to these criteria:

- Synthesis of course material (30%): how well are you able to bring together disparate research and identify relevant commonalities and differences?
- Comprehension of course material (50%): do you understand the *concepts*, *arguments*, and – broadly – the *empirical evidence* in the course readings?
- Writing and organization (20%): Given the writing and organization, is it possible to evaluate criteria 1 and 2? Or does disorganization and grammatical errors impair meaning?

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 7: 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 14: 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.

January 21: 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 28: 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.

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 4: Culture

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 11: 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 18: NO CLASS (Break)

February 25: 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.

March 4: Age

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 11: 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 18: 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.

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 25: 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 1: Literature Review Workshop

No assigned readings

April 8: 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.