

Political Science 4034: Political Participation (Political Behavior)

LSU, Spring 2014

Tuesdays and Thursdays 10:30 to 11:50 in Tureaud 215

Professor Rosanne Scholl

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Purpose of the course: This is a course in political behavior, which includes electoral and non-electoral political participation and the formation of citizen's ideologies and other political attitudes. It includes the history of participation in America, political psychology, and the roles of the media and other institutions in behavioral and attitudinal outcomes. Political Behavior is the area of political science that asks "What does democracy require of its citizens, and how do they respond?" We will investigate these topics from a social-scientific perspective. You will read classic and contemporary works in the field of political behavior and develop your own worldview about the meaning of civil society in our democracy. We will focus primarily on the present day in the U.S. This is a seminar course; almost all of our class meetings will use a discussion format. Please come to class ready to refine your ideas through discussion!

Readings: Please purchase the required text, "Political Behavior of the American Electorate" by William H. Flanagan and Nancy H. Zingale. It is under \$40 in paperback and under \$20 for the e-book. Further required readings will be made available on Moodle. Always bring the week's reading to class. You should either print out these other readings or bring a laptop or tablet with the file to class. I will borrow any screen showing anything other than the reading or notes, and perhaps stage a dramatic reading of what I find therein. By the end of the semester, you will have developed familiarity with reading and interpreting current empirical research in political science, including results of multivariate regression analyses.

Readings Quizzes: You should read and think about all of the day's articles before you come to class. Twenty short, unscheduled quizzes will help you check your comprehension of the readings. Your scores on the best fifteen of these quizzes will contribute to your final grade. In other words, if you are absent once and miss a quiz, don't worry.

Reflection papers: You will participate in politics at least twice this semester and write a reflection paper about each experience, one before the midterm and one after. Explain how your participation fit, or did not fit, with the concepts we have been exploring in class. You may choose the mode and place and goal of your participation. *Relate the experience to the readings and class discussion.* That means that you should cite the appropriate readings using APA style. These two papers will be evaluated for both quality of reflection and choice of participation opportunity. That means: don't pick something superficial just because it's easy! I expect that each experience should take at least an hour; experiences that require less involvement may not provide enough fodder for a meaningful paper. Papers should be at least one page, and no more than 2 pages, in length (double spaced, standard fonts and margins.) Turn in the papers on Moodle. Due dates for these short papers are on the course schedule on page 3.

Class participation: You will develop your understanding of political behavior with breadth, depth, speed and creativity most easily if you communicate with others as you proceed. Discussion in class is expected. Good questions are as valued as answers. Thoughtful work on response and reflection papers will prepare you to participate. Both the quantity and the quality of your in-class contributions contribute to your participation grade. Participation on the Moodle forum also counts.

These participation points are not “free.” Attending every class session earns only about 5 of the 15 participation points in your final grade. *You must contribute in class to earn an A in the course.* Seminar courses work only when students are willing and prepared to participate. You know those students who always have something useful (a question, an opinion, an example) to say about the reading? They’re the ones who will get 12 or more of the 15 points. If you’re shy, set yourself a quota to speak up two times a meeting.

Midterm and Final: Both the midterm and final will be a combination short answer and essay questions. The best way to study is to keep up with the readings and participate in class discussion all semester long and then review your notes and the readings prior to the exams.

Notice regarding academic misconduct: You are responsible for knowing the University's policies regarding academic misconduct, including plagiarism. Please be very careful to avoid appropriating the work of others without credit or otherwise violating the policies.

Grading: There are 100 possible points, allocated among assignments as noted below. 90 or more points equals an A in the class, 80 to 89.99 a B, and so on. I may ease this standard if the class as a whole is exceptional, but I will never make the standard harder. Grades will be posted on Moodle throughout the semester. Midterm grades will be calculated using one response and one reflection paper, a preliminary reading quizzes grade, and the midterm exam.

Reading quizzes:	Best scores on 15 (out of at least 20) quizzes worth 1 point each= 15 points
Reflection papers:	2 papers worth 10 points each= 20 points
Class participation:	15 points
Midterm:	20 points
Final exam:	30 points
Total:	100 points

Course Schedule

Complete the day's readings before class. Bring a copy, with your notes about it, to class. Think about whether you agree, and how the reading relates to other topics in the course.

Dates	Unit	Tuesday's readings	Thursday's readings
Jan 16	Introduction		First day of class
Jan 21, 23		Reading 1	Flanigan 1
Jan 28, 30	Who?	Reading 2	Flanigan 2
Feb 4, 6		Reading 3	Reading 4, Reading 5
Feb 11, 13	Why?	Flanigan 5	Reading 6 (important)
Feb 18, 20		Reading 7	Reading 8, Reading 9 Reflection 1 due
Feb 25, 27	Parties and partisanship	Flanigan 3, Reading 10	Reading 11, Flanigan 4
Mar 4, 6		No class: Mardi Gras	Review for midterm exam
Mar 11, 13		Midterm exam in class	Flanigan 7
Mar 18, 20	Communication	Reading 12, Reading 13	Reading 14
Mar 25, 27		Reading 15, Reading 16	Reading 17
Apr 1, 3	Rationality	Reading 18, Reading 19	Reading 20 Reflection 2 due.
Apr 8, 10	Beyond turnout	Flanigan 8	Catch-up day
Apr 15, 17		Spring break: no class	Spring break: no class
		Reading 21, Reading 22	Reading 23, Reading 24
Apr 22, 24		Reading 25, Reading 26	Reading 27, Reading 28
Apr 29, May 1		Reading 29	Final exam review
May	Final exam		

When the reading is "Flanigan 2," that means you should read Chapter 2 in the Flanigan & Zingale book. When the reading is "Reading 7," that means you should read the paper or book chapter listed under 7 in the bibliography below. You can find an electronic copy of all the readings (except the Flanigan & Zingale book,

which you should purchase, and Lepore and deTouqueville, which are available online at the links given) in this course's Moodle page.

Course Readings

Course text: Flanigan, WH & Zingale, NH (2010) *Political Behavior of the American Electorate*, Washington, DC: CQ Press/Sage.

Introduction: The Meaning of participation in democracy

1. Lepore, J. (2008, October) Rock, paper, scissors: How we used to vote. *The New Yorker*, Retrieved from http://www.newyorker.com/reporting/2008/10/13/081013fa_fact_lepore (This reading has 5 pages. Don't stop reading when you get to the bottom of the first page of this link.)
2. De Tocqueville, A. (n.d.) *Democracy In America*. Retrieved from http://xroads.virginia.edu/~HYPER/DETOC/toc_indx.html . (Focus on Volume I, part 2 and Volume II, parts 1 and 2.)

Flanagan & Zingale chapter 1

Who? Demographics and political behavior

3. Coffe & Bolzendahl (2010) "Same Game, Different Rules?" *Sex Roles*, 62, 318-333.
4. Wattenberg, MP (2012) "Is Voting for Young People? New Jersey: Pearson (chapter 8)
5. Masuoka, N. (2008) Defining the group: Latino identity and political participation. *American Politics Research*, 36 (1) 33-61.

Flanagan & Zingale chapters 2 and 5

Why? Psychological determinants of political behavior

6. Brady, H.E.; Verba, S.; & Lehman Schlozman, K. (1995) Beyond SES: A resource model of political participation. *The American Political Science Review*, 89 (2) 271-294.
7. Berelson, B.R.; Lazarsfeld, P.F.; & McPhee, W.N. (1954) *Voting: A study of opinion formation in a presidential campaign*. Chicago, IL: The University of Chicago Press.
8. Gronke, P, Hicks, J & Cook, TE (2010.) "Trust but Verify: Three Lenses on American's Trust in Government" in Norrande, B & Wilcox, C. (eds) *Understanding Public Opinion*, Washington, DC: CQ Press. (chapter 10)
9. Conway, M. M. (2001) Women and political participation. *PS: Political Science and Politics*, 34 (2) 231-233.

Parties and partisanship

10. Niemi, RG, Weisberg, HF & Kimball, DC (eds) (2011) “What are the Sources of Republican Realignment in the South?” *Controversies in Voting Behavior*, Washington, DC: CQ Press. (Chapter 18)
11. Hillygus, S & Shields, T (2011) “Racial and Moral Issues in the Evolution of the ‘Southern Strategy,’” in Niemi, RG, Weisberg, HF & Kimball, DC (eds) (2011) *Controversies in Voting Behavior*, Washington, DC: CQ Press. (Chapter 21)

Flanagan & Zingale chapters 3 and 4

Communication

12. Bennett, WL, Breunig, C & Givens, T. (2008) “Communication and Political Mobilization: Digital Media and the Organization of Anti-Iraq War Demonstrations in the U.S.” *Political Communication*, 25, 269-289.
13. Bennett, W. L., Wells, C. and Freelon, D. (2011), Communicating Civic Engagement: Contrasting Models of Citizenship in the Youth Web Sphere. *Journal of Communication*, 61: 835–856.
14. Nir, L. (2005) Ambivalent social networks and their consequences for participation. *International Journal of Public Opinion Research*, 17 (4) 422-442.
15. Watch at least 20 ads here: www.livingroomcandidate.org. Come to class ready to discuss the ones you found most interesting from the perspective of political participation.
16. Travis N. Ridout, Michael Franz, Kenneth M. Goldstein, William J. Feltus (2012) Separation by Television Program: Understanding the Targeting of Political Advertising in Presidential Elections, *Political Communication* 29.

Flanagan & Zingale chapter 7

Rational choice and the paradox of voting

17. Downs, A. (1957) An economic theory of political action in a democracy. *The Journal of Political Economy*, 65 (2) 135-150.
18. Feddersen, T.J. (2004) Rational choice theory and the paradox of not voting. *The Journal of Economic Perspectives*, 18 (1) 99-112.
19. Green, DP & Shapiro, I. *Pathologies of rational choice theory: a critique of applications in Political Science*. (Chapter 4)

20. Brady, H.E.; Schlozman, K.L.; & Verba, S. (1999) Prospecting for participants: Rational expectations and the recruitment of political activists. *The American Political Science Review*, (93) 153-168.

Beyond turnout: vote choice, civic engagement, and political consumerism

Flanagan & Zingale chapter 8

21. Dalton, RJ (2009.) *The Good Citizen: How a Younger Generation is Reshaping American Politics*. Washington, DC: CQ Press. (chapter 4)
22. Dalton, R.J. (2008) Citizenship norms and the expansion of political participation. *Political Studies*, (56) 1 76-98.
23. Your reading assignment is to explore two websites and related links regarding the concept of “social capital.” Start at this site: <http://www.hks.harvard.edu/saguaro/socialcapitalprimer.htm>, explore, and then go to this site and explore: <http://socialcapital.wordpress.com/>
24. Sander, TH & Putnam, RD. (2010) “Still Bowling Alone?: The Post-9/11 Split” *Journal of Democracy* 21 p. 9-16.
25. Galston, W.A. (2004) Civic education and political participation: The current condition of civic engagement. *PS: Political Science & Politics*, (April, 2008) 263-266.
26. Finkel, S. E. and Smith, A. E. (2011), Civic Education, Political Discussion, and the Social Transmission of Democratic Knowledge and Values in a New Democracy: Kenya 2002. *American Journal of Political Science*, 55: 417–435.
27. Stolle, D.; Hooghe, M.; & Micheletti, M. (2005) Politics in the supermarket: Political consumerism as a form of political participation. *International Political Science Review*, (26) 3 245-269.
28. Gotlieb, MR & Wells, C. (2012) “From Concerned Shopper to Dutiful Citizen: Implications of Individual and Collective Orientations toward Political Consumerism” *The ANNALS of the American Academy of Political and Social Science*. vol. 644 no. 1 207-219.
29. Schudson, M. (2000) Good citizens and bad history: Today’s political ideal in historical perspective. *The Communication Review*, (4)1 1-19.