**Supplementary Appendix: Integrating research methods training into elective courses in an undergraduate curriculum**

Supplementary Appendix I. Course syllabus [Redacted to ensure anonymity]

Supplementary Appendix II. Tutorial reading list [Redacted to ensure anonymity]

Supplementary Appendix III. Guidelines for final assignment [Redacted to ensure anonymity]

Supplementary Appendix IV. Coding scheme for the final assignment assessment

# Supplementary Appendix I. Course Syllabus

**Description**

This module examines mass political behavior from a comparative perspective. We will discuss major issues in the study of political participation including defining and conceptualizing political participation, evaluating its impact, analyzing the dynamics of individual participation and mass mobilization from individual as well as from group-level perspectives.

The module also seeks to contribute to the development of students’ research methods skills by using an integrative approach. The module is NOT a research methods module, but it incorporates the basics of research design such as research questions, concepts, theories, hypotheses, logic of scientific reasoning, causality and correlation, and different research methods (qualitative and quantitative). Students will also gain hands-on experience by writing a research proposal on a topic of their own choosing in the final assignment.

**Learning aims**

Students will learn about the key issues in defining and conceptualizing political participation and recent trends in different forms of political participation across the world, understand the individual and contextual level factors explaining political participation, become familiar with current issues in political participation research, and be able to assess the relative influences of personal and societal factors in voting and other forms of political participation. They will also gain basic disciplinary skills such as defining and measuring concepts, conducting literature reviews, evaluating the major strengths and weaknesses in research designs.

**Learning outcomes**

On successful completion of this module, students will be able to:

1. Explain and summarise the current debates in political participation research.
2. Define and discuss the major trends in political participation across the world.
3. Analyse the effect of micro, meso, and macro level determinants of conventional and unconventional forms of political participation.
4. Formulate arguments, based on empirical evidence, about the factors influencing political participation around the world.
5. Identify the strengths and limitations of existing arguments and empirical evidence concerning the factors influencing different types of political participation.
6. Formulate research questions, develop hypotheses, and discuss the strengths and limitations of different types of research designs concerning political participation.

**Office hours**

In case you have any questions about course content, readings, or class discussions, please come to my office hours on Thursdays 2-4pm (online or in-person). Please email at least 24 hours in advance if you’d like to set up online office hours. In case you cannot make it to the office hours, please e-mail me to set up an appointment at a different date and time. I will try to respond to your e-mails within two days during the teaching term.

Please note that I or your TA will not answer substantive questions concerning course content via email. In case you have such questions, please see me during office hours or raise them during or after class meetings. Please bear in mind that office hours are not intended to replace lectures and neither the course instructor nor the TA is responsible for covering the lecture material for you outside the class or tutorials. Therefore, do not assume that you can make up for the classes or tutorials that you missed by coming to office hours or contacting the TA.

*I will be recording some parts of the lectures for students who need to self-isolate or who would like to go over the material after class. However, please note that, a large portion of some classes will rely on discussions and group activities, and I will not be recording these parts. So, you should not assume that the recordings will be substitute for all the material we cover in class. In addition, there will be no recordings of tutorial sessions.*

**Course organization**

The course will rely on both traditional lectures and active student participation. It is essential that students attend class having done the week’s readings and ready to discuss them and engage in some group work activities.

The module is currently organized as a face-to-face. If the mode of teaching will need to change in line with public health advice, I will let you know how the sessions will be organized.

The Blackboard will present detailed information of each week’s class organization, reading list, and response papers. Please keep in mind the following Covid-19 rules for our lectures and tutorials:

* Please make sure that you wear your mask properly and during all times.
* Both I and your TA will be wearing masks during the sessions. In case you have hearing problems and rely on lip-reading, please inform me and we will look into what accommodations we can make.
* If you need to self-isolate because you are diagnosed, have symptoms, or because you are a close contact of someone, or if you feel unwell and/or suspect that you might have Covid-19, please send me an email as soon as you can and do not come to lectures or tutorials. We will make the necessary accommodations for students who are unable to come to sessions for self-isolation, etc. reasons.
* If you feel like you start showing symptoms during class, please feel free to leave class immediately. Do not feel obliged to make an explanation on the spot. You can send me or the TA (if this happened during a tutorial session) an email later if you want to.

***Lectures***

We will have one 2 -hour lectures per week and 1 tutorial per fortnight. To facilitate class discussion, in some classes we may make use of internet searches or web tools such as Mentimeter or Blackboard. You do not need to download any applications. A phone or tablet (or laptop) with enough battery and is connected to the internet will suffice for these activities. You can contact the IT Services in case you have problems connecting your device to the university network.

***Tutorials and Response Papers***

There will be five tutorial sessions that will meet fortnightly through the academic year.

Tutorials will include in-depth discussion and analysis of the topics covered in the lectures. **Please note that there will be a separate tutorial reading list on Blackboard as well as questions/prompts for response papers of the week.**

Students are required to submit response papers before the tutorials. Deadlines for the submission of response papers will also be announced.

Response papers should be between 300 and 350 words; must be properly cited and referenced. All response papers submitted must be student’s own work, and they must abide by the plagiarism policy of our university (please see below).

Response papers should be submitted via Blackboard. **Please note that late submissions will not be accepted.**

The tutorial reading list provides **discussion prompts** that you are asked to respond to. Your discussion should directly address the prompt, **should engage with the required reading(s) or sources assigned for that week.** For some weeks, we will also ask you to do some exercises and reflect on their implications in the response paper.

The prompts/questions will require you to critically approach and evaluate the materials assigned for the week along with your take on how these concepts or theories apply to real world issues and challenges. Response papers should **not** be mere summaries of the material or discussion or description of recent issues, but should be critical assessment of the readings and current issues that we ask you to evaluate. You should make sure to back your arguments with proper examples and evidence.

Response papers will be graded on a P/Partial Pass/Fail basis (1 points=Pass, 0.5 points=Partial pass, 0 points=Fail).

Tutorial attendance and response papers will count towards 5% of your final grade for this module. To be able to get the full grade from the tutorials, students must attend at least 4 tutorials AND get a total of 4 points from the response papers submitted.

Please note that tutorials are not substitute lectures where students who did not attend a lecture can expect to be filled in on what they missed. Tutorials will give you the opportunity to ask questions and put forward your views about the topic under discussion. Occasionally, some clarifying information may be provided but the tutorial moderator is not there to inform and instruct but, rather, to moderate discussion. Please do not ask the tutorial moderator to repeat or explain the material covered in the lectures.

Note that attendance in lectures and tutorials are essential to your success in this course. Lecture slides will not be sufficient to reconstruct the content of the lectures. You will need to be able to connect the readings, lectures and tutorial discussions to be able to write good essays and get a satisfactory grade in the essays and in the final exam.

Excused absence from tutorials is only possible with a note from the tutor of the student. Please note that you will still need to submit a response paper to be able to get course credit for tutorial attendance.

**Assessment**

***1) Tutorial attendance and response papers (5%).*** See above.

***2) Mid-term essay (35%)***  Students must write an academic essay chosen from the topics below:

Option 1: Discuss the following statement: “Even when the underclass isn't formally stripped of its ballot, a slew of barriers come between them and full participation.”

Option 2: “Democracies are at risk if young people continue to shun the ballot box.” Discuss.

This essay should not exceed 2,000 words in length. Please see the format guidelines and other requirements for the essay below.

***3) Final assignment (60%)*** Students will submit a research proposal, on a topic of their own choosing (3,000 words including all citations and references). I will post and discuss very detailed information about the requirements and expectations. In Week 12, you will get feedback from your peers and from me about your proposal ideas and plans.

***Essay and final assignment format and guidelines***

In line with departmental guidelines, all essays and final assignments must:

* be within 10% above or below the specified word limit, (Penalties will apply if the submitted work is under or exceeds this limit)
* state the final word count (EXCLUDING the references) at the beginning,
* be submitted in Word or PDF format via Blackboard,
* use double or 1.5 line spacing and leave a margin of at least one inch at the left-hand side,
* must be numbered,
* use proper citation and referencing, (You can use the referencing format of your choice as long as it is consistent across the essay.)
* abide by Trinity plagiarism policy,
* As per Trinity policy, all essays should begin with the **essay cover sheet**, affirming that the essay is all the student’s own work. The cover can be downloaded from the [department web site](https://www.tcd.ie/Political_Science/undergraduate/).

For the essays, you are required to (i) draw on academic literature (academic articles and/or books) and (ii) properly cite the academic literature you use to prepare your essay. You should cite coherently and attach an ALPHABETISED bibliography to your essay. Students should read beyond the reading list for the essays. If you require information on proper citation style, please refer to one of the following books:

* The University of Chicago Press. 2010. *The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers*. Chicago, Ill.: University of Chicago Press, 16th edition.
* APSA Committee on Publications. 2006. Style Manual for Political Science: <http://www.apsanet.org/media/PDFs/Publications/APSAStyleManual2006.pdf>.

The library also provides training sessions for properly citing sources as well as sessions on reference management software, Endnote. The library also has a lot of resources and training sessions on conducting literature reviews, essay writing, and avoiding plagiarism. Please visit [this link](http://www.tcd.ie/library/news/library-hits-how-to-get-the-best-from-the-library/) to see the updates on training topics and sessions taking place in the library:

Please read the [department’s undergraduate handbook](http://www.tcd.ie/Political_Science/undergraduate/module-outlines/UndergradHandbook.pdf), which contains a lot of useful information about submission of written assignments and guidelines on writing essays.

Finally, please read the University’s [plagiarism policy](http://tcd-ie.libguides.com/plagiarism/levels-and-consequences) to make sure that you are familiar with different types of plagiarism and avoid such situations in your submissions. Also see the links under Academic Integrity below for more resources.

***Late work***

All late work, unless excused **in advance** **by the module lecturer**, or justified by medical certificate or tutor’s note, will be penalised at a rate of 5 marks per day. Under no circumstances will work be accepted after the set work has been marked and handed back to other students, or after the end of the second lecture term.

Make sure to save and back-up your work. Computer crashes or failure to back up your work will count as acceptable excuses for late work!

**Course materials**

We will draw read a number of chapters from the following books. A number of copies are available at the library.

* Dalton, Russell J. 2013. *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*. Washington, D.C.: CQ Press, 6th edition. (hereafter referred as **Dalton 2013**)
* Dalton, Russell. 2017. *The Participation Gap: Social Status and Political Inequality.* Oxford University Press. (hereafter referred as **Dalton 2017**)
* Norris, Pippa. 2003. *Democratic Phoenix: Reinventing Political Activism*. Cambridge: Cambridge University Press. (hereafter referred as **Norris**)

There are also other readings, which are available electronically, through the TCD journal arrangements or on the web. I will also make some readings (such as chapters from books not listed above) available through **Blackboard.**  I will also post relevant blog posts, news stories, or videos to the Blackboard.

If you are not sure how to find the books in the stacks or use Library’s electronic services and databases, you may attend the Library training sessions, or get in touch with our subject librarian.

**Academic integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty, including, but not limited to, cheating on an exam or assignment, plagiarizing, representing someone else’s work as your own, submitting work previously used without the informing and taking the consent of the instructor, fabricating of information or citations, etc. will not be tolerated. Plagiarism will lead to automatic failure and the matter will be reported to the student’s tutor and the dean of the faculty; severe penalties are likely to ensue, including possible exclusion from the exam or even the College, in accordance with College policy.

**Disability policy**

Students with a disability are encouraged to register with the Disability Service to seek supports where the disability could affect their ability to participate fully in all aspects of the course.

**Lecture and reading schedule**

**Week 1: Introduction**

*Introduction to the module, information about module organization and assignments. Some introductory discussion of the concept of political participation.*

**Week 2: Conceptualizing political participation**

*What acts or actions count as political participation? How do we define political participation and distinguish it from other close concepts? What are the different forms of political participation?*

*Research design concepts: Descriptive questions, conceptualization*

Dalton 2013, chapter 3.

Teorell, Jan, Mariano Torcal, and Jose Ramon Montero. 2007. Political Participation: Mapping the Terrain. In J. van Deth, J.R. Montero, and A. Westholm (eds.) *Citizenship and Involvement in European Democracies*. London: Routledge. p 334-358.

*Optional:*

Van Deth, Jan. 2014. A Conceptual Map of Political Participation. A*cta Politica* 49(3): 349-367.

**Week 3: Why care about participation?**

*Is it really important that people participate in politics? Does voting ensure representation? Do protests or other non-voting activities make any impact?*

*Research design concepts: Explanatory questions, conceptualization and measurement*

Dassonneville, Ruth, Fernando Feitosa, Marc Hooghe, and Jennifer Oser. 2021. Policy Responsiveness to All Citizens or Only to voters? A Longitudinal Analysis of Policy Responsiveness in OECD Countries. *European Journal of Political Research* 60(3): 583-602.

Naim, Moises. 2014. Why Street Protests Don’t Work. *The Atlantic.*

Levitin, Michael. 2015. The Triumph of Occupy Wall Street. *The Atlantic.*

(SKIM) Wasow, Omar. 2017. Do Protests Matter? Evidence From the 1960s Black Insurgency." Unpublished manuscript, Princeton University, Princeton, NJ.

*Optional:*

Podcast: BBC The Real Story: Do protests still work? <https://www.bbc.co.uk/sounds/play/w3cswkdc>

**Weeks 4-5: Civic voluntarism model and inequalities in participation**

*Who participates in politics and why? What drives people to engage in different forms of political acts? How are the resources and motivations distributed across different groups in society and what are their implications for political participation? Does social class matter in political participation? Do minorities engage more or less in politics? What are the broader implications of these trends for democratic politics and representation?*

*Research design concepts: Explanatory questions, theory and hypotheses; correlations and associations*

Dalton 2013, chapters 3-5.

Gallego, Aina. 2015. *Unequal Participation Worldwide.* Cambridge University Press. Chapter 1.

Just, Aida. 2017. Race, Ethnicity, and Political Behavior. *Oxford Research Encyclopedia of Politics*. DOI: 10.1093/acrefore/9780190228637.013.238.

*Optional:*

Norris, chapter 4.

Dalton, Russell, Alix van Sicle, and Steven Weldon. 2010. The Individual-Institutional Nexus of Protest Behavior. *British Journal of Political Science* 40(1): 51-73.

Van Heelsum, Anja. 2005. Political Participation and Civic Community of Ethnic Minorities in Four Cities in the Netherlands. *Politics* 25(1): 19-30

**Week 6: Trust, grievances, and political mobilization**

*Motivations and orientations beyond individual resources also matter in political participation. This week, we will look at how trust, distrust and grievances are related to different types of political participation.*

*Research design concepts: Surveys, moderation analysis*

Hooghe, Marc, and Sofie Marien. 2013. A Comparative Analysis of the Relation between Political Trust and Forms of Political Participation in Europe. *European Societies* 15(1): 131-152.

Anna Kern, Sofie Marien, and Marc Hooghe. 2015. Economic Crisis and Levels of Political Participation in Europe (2002–2010): The Role of Resources and Grievances. *West European Politics* 38(3): 465-49.

Kurer, Thomas, Silja Häusermann, Bruno Wüest, and Matthias Enggist. 2019. Economic Grievances and Political Protest. *European Journal of Political Research* 58(3): 866-892.

*Optional*

Kilavuz, M. Tahir. 2020. Determinants of Participation in Protests in the Arab Uprisings: Grievances and Opportunities in Egypt and Tunisia. *Uluslararasi Iliskiler* 17(67): 81-96.

Pellicer, Miquel, Ragui Assaad, Caroline Krafft, and Colette Salemi. 2020. Grievances or Skills? The Effect of Education on Youth Political Participation in Egypt and Tunisia. *International Political Science Review*. <https://doi.org/10.1177/0192512120927115>

**Week 7 – Reading Week, no class**

**Week 8: Social capital and resource mobilization**

*We will start discussing influences beyond individual-level resources. Individuals do not live and act in isolation, and our behavior is influenced by our networks and connections and the social environment we live in. We will be surveying some major approaches such as social capital and social influence in the study of political participation.*

*Research design concepts: Correlation and causation*

Dalton 2017, chapter 4.

Calhoun-Brown, Allison. 2000. Upon This Rock: The Black Church, Nonviolence, and the Civil Rights Movement. *PS: Political Science and Politics* 33(2): 168-174.

Anduiza, Eva, Camilo Cristancho, and José M. Sabucedo. 2014. Mobilization Through Online Social Networks: The Political Protest of the Indignados in Spain. *Information, Communication & Society*, 17:6: 750-764.

Breuer, Anita, Todd Landman, and Dorothea Farquhar. 2015. Social Media and Protest Mobilization: Evidence from the Tunisian Revolution. *Democratization* 22(4): 764-792.

*Optional*

Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community.* New York: Simon and Schuster. Chapters 3 and 8.

You can also watch Putnam’s talk on social capital: <https://www.youtube.com/watch?v=2ZHZc-kcyQQ&t=9s>

**Week 9: Social norms and social influence**

*How does our social environment influence our participation? Can we identify what aspects of social relations matter in affecting political mobilization?*

Research design concepts: *Causality, mechanisms, and experiments*

Bond, Robert M., et al. A 61-Million-Person Experiment in Social Influence and Political Mobilization. *Nature* 489.7415 (2012): 295.

Jones, Jason J. et al. 2017. Social Influence and Political Mobilization: Further Evidence from a Randomized Experiment in the 2012 U.S. Presidential Election. *PLOS ONE*. <https://doi.org/10.1371/journal.pone.0173851>

Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment. *American Political Science Review* 102(1): 33-48.

**Weeks 10 and 11: Social psychology of protest: Collective identity, values, and emotions**

*Recently, scholars have gone beyond the discussions of resources, motivations, social networks and mobilizing agents and identified a number of social-psychological orientations such as collective identity, values and emotions that influence participation in politics.*

*Research design concepts: Qualitative and quantitative research designs; data collection*

For a good overview see: van Stekelenburg, Jacquelien and Bert Klandermans. 2013. The Social Psychology of Protest. Current Sociology Review 61(5-6): 886–905.

*Values*

Copeland, Lauren. 2014. Value Change and Political Action: Postmaterialism, Political Consumerism, and Political Participation. *American Politics Research* 42(2): 257-282.

Matt Henn, James Sloam, and Ana Nunes. 2021. Young Cosmopolitans and Environmental Politics: How Postmaterialist Values Inform and Shape Youth Engagement in Environmental Politics. *Journal of Youth Studies.* <https://doi.org/10.1080/13676261.2021.1994131>

*Identity and self-esteem*

McClendon, Gwyneth. 2014. Social Esteem and Participation in Contentious Politics: A Field Experiment at an LGBT Pride Rally. American Journal of Political Science 58(2): 279– 290.

Langer, Melanie, John T. Jost, Richard Bonneau, Megan MacDuffee Metzger, Sharareh Noorbaloochi, and Duncan Penfold-Brown. 2019. Digital Dissent: An Analysis of the Motivational Contents of Tweets from an Occupy Wall Street Demonstration. *Motivation Science* 5(1): 14-34.

Emotions

Pearlman, Wendy. 2013. Emotions and the Microfoundations of the Arab Uprisings. *Perspectives on Politics* 11(2): 387-409.

Aytac, Selim Erdem, Luis Schiumerini, and Susan Stokes. 2018. Why do People Join Backlash Protests? Lessons from Turkey. Journal of Conflict Resolution 62(6): 1205-1228.

**Week12: Discussion and feedback on final assignments**

# Supplementary Appendix II. Tutorial Information and Reading List

Tutorials will take place every other Wednesday between 11am and 12pm every other week (see below for details). Other detailed information about tutorial attendance, grading, and response papers are provided in pp. 3-4 of the module syllabus. Please make sure to read these sections as well.

*Below is a list of recommended sources on reading and writing scientific articles you are highly encouraged to read before the tutorial sessions start:*

Reading (social) science articles:

* Jordan, Christian H., and Mark P. Zanna. 2005. How to Read a Journal Article in Social Psychology. [Link](https://www.researchgate.net/publication/242614343_How_to_Read_a_Journal_Article_in_Social_Psychology)
* ICPSR. nd. How to Read (and Understand) a Social Science Journal Article. [Link](http://www.icpsr.umich.edu/files/instructors/How_to_Read_a_Journal_Article.pdf)
* Vox. What a nerdy debate about p-values shows about science – and how to fix it [Link](https://www.vox.com/science-and-health/2017/7/31/16021654/p-values-statistical-significance-redefine-0005)
* EGAP. Social Science Method Guides: 10 Things to Know About: [Link](http://egap.org/list-methods-guides).

Writing (social) science articles:

* Dunleavy, Patrick. nd. How to Write Paragraphs in Research Texts. [Link](https://medium.com/advice-and-help-in-authoring-a-phd-or-non-fiction/how-to-write-paragraphs-80781e2f3054.)
* Heard, Stephen B. 2016. The Scientist’s Guide to Writing: How to Write More Easily and Effectively throughout Your Scientific Career. Princeton: Princeton University Press.

# Tutorial 1

**Topic**: An introduction to political participation

**Prompt for response papers:** What impact does political participation have?   
(Some points to consider when answering the question: How does one define “impact” of political participation? Would different types of political participation have different types of impact?)

**Required Readings & Sources (need to be discussed in the response paper)**

* Flavin. Patrick. 2012. Does higher voter turnout among the poor lead to more equal policy representation? *The Social Science Journal* 49(4): 405-412.
* Hajlan, Zoltan, and Jessica Trounstine. 2005. Where Turnout Matters: The Consequences of Uneven Turnout in City Politics. *The Journal of Politics* 67(2): 515-535.

***Optional Sources (these need not be discussed in the response papers)***

* Leighley, Jan E., and Jennifer Oser. 2018. Representation in an Era of Political and Economic Inequality: How and When Citizen Engagement Matters. *Perspectives on Politics* 16(2): 328-344.
* Perry, Andre M., and Carl Romer. 2020. Protesting is as important as voting. Brookings Institution. <https://www.brookings.edu/blog/the-avenue/2020/08/28/protesting-is-as-important-as-voting/>

# Tutorial 2

**Topic:** Youth political participation

**Prompt for response papers:** What are the implications of youth inequalities in political participation?   
(You can feel free to define the term “implication” in discussing this question. It can mean broad effects on political process or on society at large; or it can mean representation of group interests by policy-makers, or direct effects on policy. Just make it clear how you define implication for the purposes of your answer here.)

**Required Readings (need to be discussed in the response paper)**

* Dalton, Russell. 2009. *The Good Citizen: How a Younger Generation is Shaping American Politics*. Revised edition. Chapters 1, 3, and 4.   
  *(3 chapters look like a lot of readings, but the author has a very strong and clear message, and you can feel free to skim some parts.)*

***Optional Sources (these need not be discussed in the response papers)***

* Video: Edwards, Rick. 2014. How to Get Young People to Talk. TEDx Houses of Parliament. Available at <https://www.youtube.com/watch?v=nlYpMGI6iNQ&t=495s>
* Podcast: Talking Politics Podcast: Democracy for Young People <https://www.talkingpoliticspodcast.com/blog/2018/129-democracy-for-young-people>
* Article: The Partisan Gender Gap among Millennials is staggeringly large <https://www.vox.com/policy-and-politics/2018/3/22/17146534/millennial-gender-gap-partisan>

# Tutorial 3

**Topic:** The internet and political participation

**Prompt for response papers:** Do social media and [clicktivism](http://www.clicktivist.org/what-is-clicktivism) catalyze or impede political participation?  
(Some points that you may want to consider when answering this question: Is social media effective in promoting a cause and increasing participation under certain conditions? Does it depend on the issue, the groups promoting this issue, or perhaps other facilitating factors? How would political participation be different today without social media? What evidence/examples lead you to arrive at this conclusion?)

**Required Readings (need to be discussed in the response paper)**

* Howard, Philip N. and Duffy, Aiden and Freelon, Deen and Hussain, M.M. and Mari, Will and Maziad, Marwa. 2011. Opening Closed Regimes: What Was the Role of Social Media During the Arab Spring? Available at SSRN: <https://ssrn.com/abstract=2595096> or <http://dx.doi.org/10.2139/ssrn.2595096>
* Castle, Jeremiah J., Shannon Jenkins, Candice D. Ortbals, Lori Poloni-Staudinger, and J. Cherie Strachan. 2020. The Effect of the#MeToo Movement on Political Engagement and Ambition in 2018. *Political Research Quarterly* 73(4): 926-941.

***Optional Sources (these need not be discussed in the response papers)***

* Article: Changing Your Facebook Profile is Doing More Good than You might think <https://www.vox.com/2015/12/8/9873822/social-media-activism-science>
* Podcast: The Oxford Comment – Technology, Privacy and Politics <https://blog.oup.com/2018/10/technology-privacy-politics-podcast/>
* Theocharis, Yannis, and Will Lowe. 2016. Does Facebook Increase Political Participation? Evidence from a Field Experiment. *Information, Communication, and Society* 19(10): 1465-1486.
* Foster, Mindi D., Adrianna Tassone, and Kimberly Matheson. 2021. Tweeting about sexism motivates further activism: A social identity perspective. *British Journal of Social Psychology* 60(3): 741-764.

# Tutorial 4

**Topic:** The internet and civic engagement

**Prompt for response papers:** Does social media serve a bridging role that facilitates political and civic mobilization or do most ideas or actions get trapped in echo chambers?

**Required Readings (need to be discussed in the response paper)**

* Stone, Tobias. 2017. From Brexit to Climate Change: How Social Networks Lead to Echo Chambers. [Link](https://medium.com/s/social-network-theory/from-brexit-to-climate-change-how-social-networks-lead-to-echo-chambers-96aac48cbfd0)
* Article: The ‘Not-So-Social’ Media: Truth and Consequences. Huffington Post. [Link](http://www.huffingtonpost.com/entry/the-not-so-social-media-truth-and-consequences_us_5873dd7be4b0eb9e49bfbe0e)
* Robson, David. 2018. The Myth of the Online Echo Chamber. [Link](https://www.bbc.com/future/article/20180416-the-myth-of-the-online-echo-chamber)
* Barberá, Pablo, et al. 2015. Tweeting from left to right: Is online political communication more than an echo chamber?. *Psychological science* 26(10): 1531-1542.

***Optional Sources (these need not be discussed in the response papers)***

* Article: MIT – This is what filter bubbles actually look like <https://www.technologyreview.com/s/611807/this-is-what-filter-bubbles-actually-look-like/>
* Boutyline, Andrei, and Robb Willer. 2017. The Social Structure of Political Echo Chambers: Variation in Ideological Homophily in Online Networks. *Political Psychology* 38(3): 551-569.
* Barbero, Pablo. Social Media, Echo Chambers, and Political Polarization 2020. Persily, N. and Tucker J. (eds), Social Media and Democracy: The State of the Field, Cambridge University Press. [Link](http://pablobarbera.com/static/echo-chambers.pdf)

# Tutorial 5

**Topic:** Mobilization in an era of personalized politics

**Prompt for response papers:** Does the rise of social media, individualism and leaderless movements contribute to political mobilization and the success of these movements? Are traditional forms and types of political mobilization more effective in the long term?

**Required Readings (need to be discussed in the response paper)**

* Article: The Common Element Uniting Worldwide Protests. [Link](https://www.theatlantic.com/international/archive/2019/11/leaderless-protests-around-world/602194/)
* Article: Protest Movements without a Public Face. [Link](https://www.nytimes.com/2020/10/07/opinion/international-world/protest-movements-public-face.html)
* Watch: Tufekci, Zeynep. 2015. How the internet has made social change easy to organize hard to win. [Link](https://www.youtube.com/watch?v=Mo2Ai7ESNL8&t=319s&ab_channel=TED)
* Bennett, Lance. 2012. The Personalization of Politics: Political Identity, Social Media, and Changing Patterns of Participation. *The Annals of the American Academy of Political and Social Science* 644: 20-39.

***Optional Sources (these need not be discussed in the response papers)***

* Article: Why don’t the poor rise up? *The New York Times.* <https://www.nytimes.com/2015/06/24/opinion/why-dont-the-poor-rise-up.html>
* Armingeon, Klaus, and Lisa Schadel. 2015. Social Inequality in Political Participation: The Dark Sides of Individualisation. *West European Politics* 38(1): 1-27.
* Video: Can individualism and self-expression change the world? <https://www.youtube.com/watch?v=0Kbfs-C2zZk>

# Supplementary Appendix III. Guidelines for Final Assignment

The final assignment is a research proposal, on a topic of your own choosing. The proposal should have a clearly identified research question, provides the theoretical background and the hypotheses (tentative answers) to be tested, identifies the critical concepts and their definitions (if and where relevant), discusses the research design and sampling, and describes the method to be employed for data collection.

A research proposal is ideally composed of the following elements:

Research question: The proposal should present a clear research question that is explanatory. Explanatory research questions are about the relationships between at least two variables (e.g. ‘is age related to climate activism?’; ‘what are the effects of negative emotions on political participation?’) as opposed to descriptive questions (‘is turnout declining in the West?’).

A better way to phrase a descriptive question such as the one above would be: ‘What are the factors that contribute to declining turnout in the West?’ or ‘is value change the reason for declining turnout in the West?’

Literature review: The literature review discusses the key theoretical approaches, previous research, and/or arguments or perspectives that provide tentative answers to your questions. What are some of the theories/perspectives/arguments that potentially answer your question? (See perhaps the second lecture on March 15th on how some of the required readings do this.) In the light of these works, what are the hypotheses that you would be interested in testing.

The literature review should be well-organized, and divided into appropriate paragraphs and if necessary into subsections. You should organize the discussion so that it leads you to the hypotheses (tentative answers) that you would like to test.

Key terms and concepts need to be clearly defined, using references to past works. Depending on your topic you may or may not need to discuss some of the key concepts that you will use in your proposal. For example, you do not really need to define what turnout is, or if you are interested in the effect of education or income, you do not need to define these terms. But if you are working with some concepts that require some clarification or elaboration, you should include a brief discusson. E.g. if your proposal is on climate activism, you should discuss what types of actions count as climate activism (and perhaps what does not).

Hypotheses: There should at least be one hypothesis that states the expected relationships between at least two variables.

Data: Since this is not a research methods class, I do not expect to see too many details concerning your data and data collection plans, but I do expect to see some practical answers to the question of ‘How do you propose to test your hypotheses?’

We will talk more about available data sources, and some practical issues concerning qualitative or quantitative data collection in the upcoming lectures. You can propose to use some of the available data sources that are also cited a lot in the required and recommended readings (such as WVS, ESS, CSES, or election etc. data) or propose to collect your own data.

Data collection method should fit the purposes of the research question, and the hypotheses to be tested. You should also identify some of the potential strengths and weaknesses or limitations with the proposed data or the data collection method. Again, more on this in the upcoming lectures...

Conclusion should discuss the aims of the research and its potential strengths and limitations.

Ideally, your proposal should be composed of the following parts or sections:

*Introduction: Research Question and its motivation + Overview of your proposal*

1-2 paragraphs that clearly identify your research question. The motivation and background for research question should be explained here. What is the context of your study? Why is it important to study this question? Why does this research need to be conducted?

1 or 2 paragraphs that present an overview of the rest of the proposal: Describe the reader your approach or argument, your main hypotheses (you don’t have to spell them out each, but broadly tell the reader what kind of relationships that you propose to test) and your approach to data collection.

*Main body: Literature + (Key terms / Concepts / Case descriptions) + Hypotheses + Data Collection*

It is up to you to decide how to organize the subsections. Depending on your question, you may want to start by clarifying your key terms or concepts before presenting the theoretical debates in the literature and the hypotheses. If you are focusing on a single case or some cases, you may want to discuss them either at the outset, or when you discuss your data collection. Think in terms of what would make it easier for the reader to make sense of things and follow your line of thought.

If you are doing a case study (of one or multiple countries, movement/s, group/s, etc…) or covering a specific time period (or say, focusing on an election in a country), you may want to justify or explain why you are using this specific case or focusing on this time period, introduce some of the important aspects of the case (or cases) or the time period. Again, it is up to you where to discuss these in the main text.

*Conclusion*

1-3 paragraphs explaining what you expect to find, what contributions you expect to make to the existing body of knowledge (why would it be interesting or important for you to conduct this research? How would it inform people?) and discuss its strengths as well as its limitations.

# Supplementary Appendix IV. Coding Scheme for the Assessment of the Final Assignment

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| --- | --- |
| Description | Coding |
| Is the research question explanatory?  1 if the proposal has a question/purpose with an independent and dependent variable  0 if the proposal has no clear research question or the question is exploratory (e.g. why do people vote?) | Binary;  1= if yes  0=if no |
| Is the background/motivation behind the research question discussed?  1 if the proposal provides *background and/or motivation* for the suggested research. For example, if the proposal describes/gives some background information on the issue in forms of statistics, case descriptions and/or examples. Or if the proposal points out why the suggested research might be important (policy, important political issue, human rights, survival/quality of democracy etc.).  0 if the proposal does not provide any background or any motivation or if this is done poorly. | Binary;  1= if yes  0=if no |
| The quality of the literature review based on whether:     1. The literature review discusses the relevant research in the area. This means that the literature review should be well connected to the research question. 2. The literature review discusses existing theoretical perspectives. It must discuss the key elements of the proposed argument/hypothesis (present a theory) 3. provide some empirical evidence from the existing research and 4. Ideally, it should also discuss competing explanations. | Coded from 0 to 3;  0 = no relevant literature review  1 = poor quality  2 = good quality  3 = very good quality |
| Are the hypotheses clear, explicit, and consistent with theory and logical?    There should be at least one hypothesis, specified in a clear way so they are:   1. Consistent with the proposed theory and the literature review. 2. Explicitly stated in the proposal 3. Imply clearly the direction of the relationship between IV and DV     Note: In case of multiple hypothesis, consider the highest quality hypothesis to code this variable. | Coded from 0 to 3;  0 = no explicitly presented hypotheses  1 = hypotheses presented but not in line with the proposed theory and literature review and/or not clearly stating the direction of the relationship.  2 = hypotheses presented but with minor logical inconsistencies  3 = fully and well specified hypotheses. |
| Are the strengths and limitations of the research design discussed?  The proposal should explicitly mention the limitations of the research design or at least acknowledge some of its potential drawbacks. For example, bias in survey responses, potential difficulties in participant recruitment, generalizability of findings, etc. | Binary;  1= if yes  0=if no |
| Are the methods and data collection strategy appropriate for testing the hypotheses?    E.g. whether information on participants’ recruitment is presented when appropriate, whether collected/available secondary data operationalize the key variables appropriately, and whether strengths and weaknesses of data and methods are discussed. | Coded from 0 to 3;  0 - no data or methods strategy discussed  1 = some data and/or methods mentioned but they do not fit the purposes of the project / it is not possible to test the hypothesis/es with the proposed data  2 = data/methods proposed generally fit for testing the hypotheses, but there are some gaps in the discussion or some issues / potential problems with the proposed data or methods  3 = data/methods proposed are a good fit to test the hypotheses |