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### PSC 395.03: Political Participation in America

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**POLITICAL PARTICIPATION IN AMERICA - PSC 395, SECTION 3**

**Fall 2005**

M/W/F 3:10 -- 4:00, 337 Liberal Arts

Professor Christopher Muste  
Office: 158 Liberal Arts  
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**COURSE DESCRIPTION:** This course examines the ways people participate (or don't) in the American political system. Political participation is crucial in any democracy, providing the linchpin that links leaders and the public. We will examine both the individual-level factors that influence how much and what kinds of political activities people participate in, and the policies and institutions that inhibit, encourage, and channel individuals' participation. While we will concentrate on voting as the primary political act in a representative political system, we will also explore several other forms of participation. The subject of political participation is perhaps the most studied area in political science, so we will only scratch the surface of a rich pool of research on an important topic. But in exploring some of this research we will gain a better understanding of the political system and how it operates, and also learn how to become more politically engaged and effective ourselves.

The course will be divided into three sections. In the first section we will focus on who votes and who doesn't, one of the most fundamental political acts a citizen can engage in. In the second section we will explore how people decide who and what to vote for in a variety of electoral contexts. In the third section we will examine forms of participation beyond voting, such as contacting government officials and the news media, campaigning in elections, contributing money, participating in interest groups, engaging in protest and grassroots movements, and other less visible but nonetheless important forms of political participation.

In this course we will examine theories and concepts about political participation in a democratic society, as well as the empirical evidence used by social scientists to evaluate those theories and concepts. Students should understand the theories and concepts, understand how evidence relates to those theories, and learn to apply the theories and concepts to their own political participation.

To enhance your understanding of participation, there will be a short paper that will involve engaging in and analyzing one or more forms of participation, observing and analyzing others' participation in political activities, or analyzing a political event such as an election. Details on the paper will be provided later in the semester, but the goal of the paper in part is to better understand our own participation, its impact, and how the experience of participation helps us to understand the American political system.

**READINGS:**

There are four books for this course, available at the University Bookstore. They are:

Patterson, Thomas E. *The Vanishing Voter: Public Involvement in an Age of Uncertainty*. Vintage, 2003.  
ISBN: 0375713794

Teixeira, Ruy. *The Disappearing American Voter*. Brookings Institution Press, 1992. ISBN: 0815783035

Green, Donald P., and Alan S. Gerber, *Get Out the Vote: How to Increase Voter Turnout*. Brookings Institution Press, 2004. ISBN: 0815732694

Nelson, Michael (ed.). *The Elections of 2004*. CQ Press, 2005. ISBN: 1568028342

The other readings for the course will be available on Reserve in both electronic and traditional (paper) format at the Mansfield Library, and are listed in the "Course Topics and Readings" section below.

**GRADES AND COURSE REQUIREMENTS:** Some of the reading material on participation is complex or technical. Keeping up with the reading, daily attendance, and participation in discussion are therefore essential. The class lectures and discussions will cover material not in the course readings, and this material will be on the exams. To participate in discussion and do well in the course, you will need to keep up with the assigned readings. To encourage you to do so, there will be several days during the semester when I give pop quizzes about the readings. These pop readings quizzes cannot be made up, so it benefits you to attend class regularly and keep up with the readings. They will be worth a total of 5% of the course grade. Participating frequently and intelligently in class discussions is an important part of learning, so discussion participation is worth an additional 5% of the course grade. One of the most important forms of class participation is asking questions, so when there are things in the readings, lectures, or discussions you find baffling or unclear, ask them!

There will be two exams: a midterm and a final. The final will be comprehensive but weighted toward the material in the second half of the course. Both exams will have material from both lectures and readings.

There will be a research paper of 8-10 pages in length that will give you an opportunity to do an original research project focusing on one or more aspects of political participation. The specific paper options and requirements will be provided later in the semester.

**GRADES** will be assigned according to the following percentages:

A = 93-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	below 60=F
A- = 90-92.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	

Reading quizzes	10% of grade
Participation	10% of grade
Midterm exam	30% of grade
Research paper (8-10 pages)	20% of grade
Final exam	40% of grade

**THE NEWS**

Students should become regular and critically aware consumers of media coverage relating to participation. For this reason you should keep abreast of news coverage in a major newspaper on a daily basis. *The New York Times* and *The Washington Post* are two of the best in news coverage and have free websites. *The Wall Street Journal* has less political news but its news coverage is also very good. It is only available free on Factiva, through the Mansfield Library website. All three papers and many others are available daily (several days delayed) at the Mansfield Library. Other sources of news can provide a useful contrast with and supplement to newspaper reading, although many, for example CNN and FoxNews provide only superficial coverage of political news.

**ACADEMIC HONESTY:**

The University of Montana Student Conduct Code prohibits plagiarism, which is “representing another person’s words, ideas, data, or materials as one’s own.” This is a serious academic violation that can result in penalties up to suspension or expulsion from the University. I take academic honesty very seriously, and will do my utmost to prevent, uncover, and penalize any form of cheating in this course. See p. 22 in the *2005-2006 Catalog*, and the Student Conduct Code on the UM website at <http://www.umt.edu/sa/VPSA/index.cfm/page/1321> . Please contact me if you have any questions or concerns about academic honesty.

**CLASS COURTESY:**

In order to have a pleasant and effective learning environment in a class this size, we need to observe a few basic courtesies. This is a small campus, so it is possible to get to the classroom on time from all other campus buildings; arriving late or leaving early disrupts the class and disturbs other students and the instructor. Please turn off all cell phones before class begins. Please don't read a newspaper or other non-course material, or eat during class. If you have a question or comment about the material, please raise your hand instead of discussing it with your neighbor. We'll all benefit if we keep in mind the reason we're in the room together.

**DROP POLICY AND INCOMPLETES:**

You can drop on Cyberbear until September 19, and from then until October 10 using a drop slip signed by me. After October 10, you must go through the more formal and difficult "late drop" petition process. I will only sign late drop petitions under extraordinary circumstances. Incompletes will only be permitted when all the conditions set forth in the official University policy are met; the policy is on page 21 of the *University of Montana 2005-2006 Catalog*.

**DSS STUDENTS:**

Qualified students with disabilities will receive appropriate accommodations in this course. Students with disabilities requesting accommodations on exams, papers, or other course requirements should contact me as soon as possible, and must contact DSS in order to arrange for and provide me with a letter of approval for accommodations. DSS is in Lommasson Center 154.

**E-MAIL AND BLACKBOARD:**

In order to do some of the assignments for the course, for communication and course resources, and to access your grades and other course information, you will need to sign into the Blackboard website that has been created for this course. Information on how to access your account is at:

<http://www.umt.edu/ce/umonline/students/welcome.htm>

Blackboard also uses your official UM e-mail account to send my e-mails to the class, so you should check it frequently. If you use another e-mail account, go into CyberBear to have your official UM e-mail forwarded to your preferred e-mail account, and check that account frequently.

## COURSE TOPICS AND READINGS

### August 29 & 31      **Introduction: Political Participation and Democracy**

Gene Weingarten, "None of the Above", *The Washington Post*, 10/31/04. **Handout**

Carole Pateman, from *Participation and Democratic Theory*, pp. 1-5, 22-34. On Reserve

**September 2, Friday      NO CLASS TODAY DUE TO CONFERENCE**

**September 5, Monday      NO CLASS TODAY DUE TO LABOR DAY HOLIDAY**

### September 7 & 9      **The Basics of Electoral Participation: Who Votes? Who Doesn't? What's the Problem?**

Teixeira, Introduction and Chapter 1

Patterson, Chapter 1

McDonald, Michael P. "Every Eligible Vote Counts," *Brookings Institution*. On Reserve

### September 12-16      **Turnout Decline - The Problem with Voters**

Teixeira, Chapters 2 and 3

### September 19-23      **Turnout Decline - Parties and Media**

Patterson, Chapters 2, 3, and 4

### September 26-30      **Policy Solutions? Registration and Voting Laws**

Teixeira, Chapter 4

Patterson, Chapter 5

### October 3-5      **Possible Remedies: Utopian Elections**

Teixeira, Chapter 5

Patterson, Chapter 6

### October 7, 10-12      **Focus on Mobilization: What Works? Turnout 2004**

Green and Gerber, *Get Out the Vote* (entire book)

McDonald, "Up, Up and Away! Voter Participation in the 2004 Presidential Election," in *The Forum*, v2(4), 2004 - On Reserve.

## OCTOBER 14      **MIDTERM EXAM (TENTATIVE DATE)**

### October 17 & 19      **What Influences Vote Decisions? Lessons from the Past**

Flanigan and Zingale, "Vote Choice and Electoral Decisions," Chapter 8 in *Political Behavior of the American Electorate*, 10<sup>th</sup> ed. On Reserve

### October 21-26      **Election 2004: How It All Played Out** (1<sup>st</sup> three readings in Nelson book)

Burden, Chapter 2, "The Nominations: Technology, Money, and Transferable Momentum"

Pomper, Chapter 3, "The Presidential Election: The Ills of American Politics After 9/11"

Mellow, Chapter 4, "Voting Behavior: The 2004 Election and the Roots of Republican Success"

Burden, "An Alternative Account of the 2004 Presidential Election" in *The Forum*, v2(4), 2004, On Reserve

**Oct. 28 & 31 Congressional and State Elections**

Jacobson, Chapter 8, "The Congress: The Structural Basis of Success" in Nelson book.  
Ceaser and Busch, excerpt from "Congressional and State Elections" pp. 159-162. On Reserve.

**November 2 & 4 Information and Emotion in Voting Decisions**

Lupia, "Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections" *APSR* 1994 (68), pp. 63-76. On Reserve  
Rahn, "Affect as Information: The Role of Public Mood in Political Reasoning," pp 130-150 in *Elements of Reason*. On Reserve  
Just, et al., "Discourse and Decision" pp. 233-244 in *Crosstalk*. On Reserve

**November 7 & 9 Beyond Voting: Other Forms of Participation**

Rosenstone and Hansen, "Participation in American Politics, 1952-1990," and "Participation in Governmental Politics," chapters 3 and 4 in *Mobilization, Participation, and Democracy in America*. On Reserve

**November 11, FRIDAY NO CLASS - VETERANS' DAY HOLIDAY**

**November 14-18 Non-electoral Participation: Social Capital and Bowling**

Putnam, Tuning In, Tuning Out: The Strange Disappearance of Social Capital In America" *PS: Political Science and Politics*, 1995, pp 664-683. On Reserve  
Putnam, Chapter 15, "What Killed Civic Engagement? Summing Up" in *Bowling Alone*, pp. 277-284. On Reserve  
Schlozman, et al. "Civic Participation and the Equality Problem" chapter 12 in *Civic Engagement in American Democracy*, pp 427-461.

**November 21 Interest Groups and Grassroots Activism**

Berry, "The Rise of Citizen Groups," chapter 10 in *Civic Engagement in American Democracy*, pp 367-394.  
Teske, "Activism in Political Science," Chapter 1 in *Political Activists in America*. On Reserve

**November 23 & 25, WEDNESDAY & FRIDAY NO CLASS - THANKSGIVING**

**Nov. 28 - Dec. 2 Unconventional Participation: Protest**

Dalton, "Protest Politics" in *Citizen Politics*, pp. 67-85.  
Wolfsfeld, "Media, Protest, and Political Violence" in *Media Power in Politics*, pp. 263-275.  
On Reserve.

**RESEARCH PAPER: DUE MONDAY, DECEMBER 5 IN CLASS.**

**December 5-9 Good News?**

Putnam, "Against the Tide," Chapter 9 in *Bowling Alone*, pp. 148-180. On Reserve.  
Putnam, "Bowling Together; The United State of America," in *The American Prospect* 2/11/02.  
On Reserve.

**FINAL EXAM: THURSDAY, DECEMBER 15, 1:10 – 3:10**