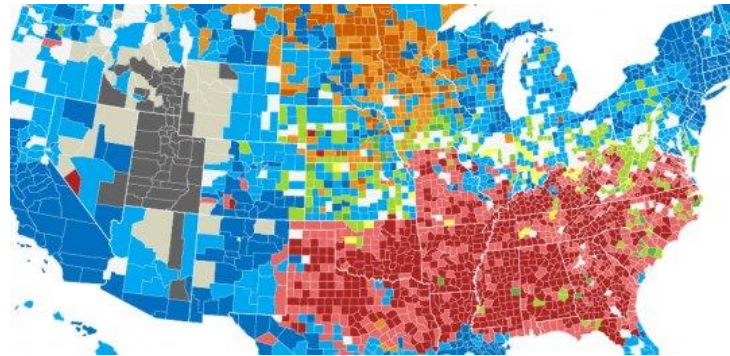


Course Manual

Political Attitudes and Behaviour in Context

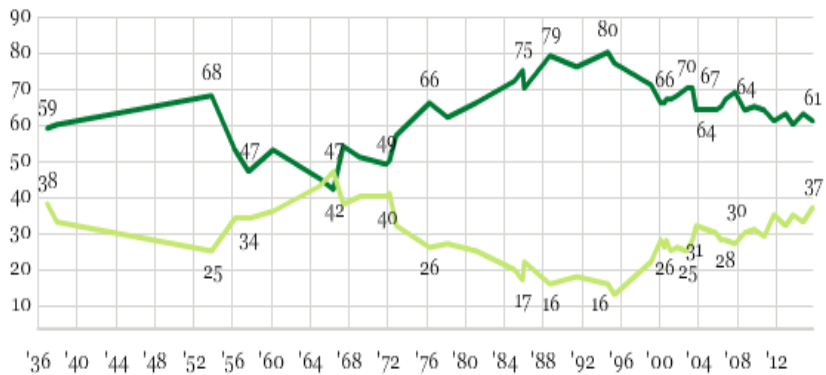
2017-2018

CONTEXT
MATTERS



Are you in favor of the death penalty for a person convicted of murder?

■ % In favor ■ % Opposed



GALLUP

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General information

Course description

The second course in the Politics & Society Master specialisation puts citizens' political attitudes and behaviours (shorthand: PAB) in context: it focuses on the various institutional and cultural conditions relevant for understanding why political attitudes and behaviours differ across and within countries and change over time. It does so by discussing both classic and recent theories and research in the fields of political sociology and political science. The main institutional conditions addressed are political institutions, party systems, welfare regimes, and national media, as these prove to be crucial for understanding trends and cross-national differences in political trust, public opinion, and voting behaviour. The same goes for the cultural conditions addressed in this course, which most notably include regional and urban cultures, cultural and ethnic diversity, and religion and secularisation.

Besides providing in-depth insights into the relevance of contextual phenomena for individuals' political attitudes and behaviour, this course stimulates sensitivity for recognizing unresolved and unexplored research puzzles. To this end, students write a research proposal focused on a theoretically relevant research question on how institutional or cultural conditions shape political attitudes and/or behaviour. As such, it equips students with key knowledge and skills needed for conducting their research for their Master's thesis. In addition, it stimulates students to analyse and critically reflect on the contents and implications of social-scientific theories and research findings.

Note: basic knowledge of quantitative social-scientific methods is needed in order to understand a substantial part of the mandatory literature.

Learning objectives

After successful completion of this course, students will be able to...

- Discuss cross-national similarities and differences in political institutions, party systems, welfare regimes, and policies relevant for changes and differences in citizens' political attitudes and behaviour;
- Explain theories that link these systems, welfare regimes, and policies to changes and differences in citizens' political attitudes and behaviour;
- Explain theories that link media consumption, regional and urban cultures, cultural and ethnic diversity, religion and secularisation to changes and differences in citizens' political attitudes and behaviour;
- Apply the above-mentioned social-scientific theories on the influence of contextual factors on citizens' political attitudes and behaviours to contemporary social phenomena;
- Analyse the similarities and differences between social-scientific theories on the influence of contextual factors on citizens' political attitudes and behaviours;
- Critically reflect on social-scientific theories on the influence of contextual factors on citizens' political attitudes and behaviours;

- Utilise social-scientific theories on the influence of contextual factors on citizens' political attitudes and behaviours in a systematic and analytical way, as to formulate theoretically relevant research questions, discriminating hypotheses, and sensitising concepts;
- Formulate a theoretically relevant research question on the influence of contextual factors on political , attitudes and/or behaviour;
- Critically reflect on social-scientific theories on the influence of contextual factors on citizens' political attitudes and behaviours on the basis of a written assignment
- Provide feedback on the work of fellow students.

Staff

For questions about this course, please contact Jeroen van der Waal: vanderwaal@essb.eur.nl

Dr. Jeroen van der Waal is Associate Professor of Sociology. His research contributes to a wide-range of subfields within sociology – cultural sociology, political sociology, urban sociology, sociology of religion, sociology of health – and adjacent fields as criminology, psychology, and political science. Yet, explaining the political ramifications of social stratification in Western societies is the bedrock of his research program. To do so, he applies the type of mechanism-based approach developed by scholars of the 'Columbia school', most notably Paul Lazarsfeld and Robert Merton.

His research in political sociology is inspired by classical readings such as Lipset's *Political Man: The Social Bases of Politics* and Lazarsfeld et al.'s *The People's Choice: How the Voter Makes up His Mind in a Presidential Campaign*. Informed by the Weberian distinction between class and status, he analyses the various ways in which both economic stratification (i.e. class hierarchies) and cultural stratification (i.e. status hierarchies) are salient for a wide range of political issues. He does so by uncovering the mechanism that underlie well-established relationships between stratification markers such as education and income on the one hand, and political attitudes, various forms of discontent and institutional distrust, party identification and voting on the other.

Understanding how context affects political attitudes and behaviour is also part and parcel of his research programme. In recent years he, e.g., studied how urban cultural atmospheres shape the link between education and ethnocentrism and between ethnic segregation and support for right-wing populist parties, how economic and institutional conditions shape fear of robot technology among European citizens, and how welfare regimes affect the welfare chauvinism of those citizens.

Doing theoretically informed empirical research is what makes him tick, and is inspired by Arthur Stinchcombe's adage that a researcher "who has difficulty thinking of at least three sensible explanations for any correlation that he is really interested in should probably choose another profession."

In addition to his research activities, Jeroen is programme director of the Master programme *Politics & Society*.

Email: vanderwaal@essb.eur.nl | Website: www.jeroenvanderwaal.com

Babs Broekema, MSc. is PhD candidate in the Department of Public Administration and Sociology. Previously, she studied Political Science and International Relations at Leiden University and Public Administration at Erasmus University. She graduated cum laude with a thesis investigating how the municipality of Rotterdam could increase efficiency and effectivity in assigning aid for the most vulnerable citizens by researching the possibility to categorize them at the intake. Currently, her research focuses on the impact of devolution of social policies on local politics, local governance and citizens' views of local governance in terms of trust and voting behaviour. Methodologically, her research ranges from qualitative to quantitative analyses, and from national to international case studies.

Email: broekema@essb.eur.nl

Sebastiaan van Rijswijk, MSc. is a lecturer and tutor in the Department of Public Administration and Sociology. He is involved in teaching political science and economics courses at both the bachelor and master level. Before coming to the EUR, he worked for various public and private organizations. Among these are the CPB Netherlands Bureau for Economic Policy Analysis, the Economic Development Bureau of the City of Rotterdam and multinational corporations like Unilever and Rabobank. He also gained teaching experience at Leiden University. There he taught courses in national politics and in statistics at the Political Science Department and various courses in economics and in research methods in the program International Studies.

He has a Master's degree in economics from the Erasmus University in Rotterdam and a Research Master's degree in Political Science from Leiden University. In addition, he obtained a degree (Cum Laude) in Economic History from Leiden University. Thematically, his research interest is in the globalization of financial markets and international trade policies. Specifically, he is interested in the effects of global financial liberalization on the macro-economic policies of national governments and on the political distribution process. His research until now has focused on Foreign Direct Investment flows to emerging markets, the effects of the European Union's Structural Funds on regional inequality, and the effects of political and fiscal decentralization on macroeconomic stability in Brazil and Canada. Furthermore, he did research neo-liberal reforms and modern water management in post-authoritarian Chile.

Email: vanrijswijk@essb.eur.nl

Assessment

Your final grade will be determined by a) a closed-book examination (50%), b) an individual research proposal (40%), and c) feedback on a fellow student's draft version of the research proposal (10%).

- a) The **closed-book exam** (January 23 2018, 18.30-21.30h) will consist of open essay questions. These questions will not only test your knowledge of the literature and the information covered in the lectures, but will also test your ability to apply this knowledge to contemporary political phenomena, and to recognize and theoretically reflect on the impact of contextual factors on political attitudes and political behaviour. The skills required to succeed in the examination are listed in this course's learning objectives.
- b) The second assignment of this course is a **research proposal**. It offers you the possibility to practise the first stage of empirical research, in which you try to set up a theoretical and methodological framework to answer a political-sociological question. This trains you to systematically analyse the literature, as to formulate scientifically relevant research questions, and concomitant hypotheses or sensitizing concepts. You can choose any subject within the framework of this course. That means that any topic on the influence of context on political attitudes or behaviour will do. For some, the research proposal can serve as a first step for their master thesis. For all, this assignment aids in laying the groundwork for any empirical research.

The research proposal should follow the structure in Appendix A. The **introduction** should start with an appealing opening that makes the reader want to read the proposal, indicate the central research question and the scientific contribution (what the study adds to the literature). It can include societal relevance as well (not all research has a clear societal contribution, and merely focussing on the scientific contribution is just fine). The **theoretical framework** should discuss the central concepts of the proposal and the way they are discussed in the literature. Moreover, it should discuss the theories used to answer the research question and describe the hypotheses/sensitising concepts that are deduced from those theories. Note that a good theoretical framework is structured by theoretical arguments, and not by individual authors. The **method & data** section describes the research method and why that method suits the research question. It also describes the data and variables in the case of secondary data analysis, or the strategy/interview structure and questions in the case of qualitative analysis.

Note that there are *three deadlines* involved in this assignment:

- 1) As a first step, you should e-mail the **subject of your paper** on December 17 (before midnight) to PABC.eur@gmail.com. You will get feedback from your tutor on whether your subject is appropriate for the assignment. You have to indicate which puzzling social phenomenon you want to study and why. This means you have to upload a document of 200-400 words containing: a description of the 1) context condition, 2) individual-level relationship (e.g. between a socio-demographic characteristic such as gender or age on the one hand and a political attitude or behaviour such as gender egalitarianism or voting for a populist party on the other hand) you aim to address and, 3) theories you think are relevant for connecting 1 to 2.

As examples of adequate cases you can consider the ones practiced during the last two tutorials. Your topic should not be already discussed at length, nor be very broad since you only have about 1500 words for the final assignment.

- 2) A second step is to submit your **draft paper**, in order to receive personal feedback from your tutor on your line of argumentation and your academic writing. Please make sure to submit a well-developed draft version, as to get optimal feedback. You should send your draft paper to PABC.eur@gmail.com and also sign in on a time slot (Babs Broekema will make an inventory) to discuss your outline with your tutor in an individual meeting (deadline for both: January 7 at midnight).
- 3) The **deadline** for uploading the **final version** of your paper to SocWeb is February 4 at midnight.

Please note that all deadlines indicate the latest moment you should submit your work, and that it is of course allowed to submit your work at a moment of your convenience prior to this deadline.

- c) Each student provides elaborate feedback on one other student's draft proposal, which is the **feedback assignment** of this course mentioned in the learning objectives. You can find the elements that you should include in your feedback, as well as the evaluation criteria of the feedback in Appendix B. The student duos that will be composed during the course need to exchange their draft proposals before January 7 at midnight. The **deadline** for uploading the feedback to SocWeb is February 4 at midnight.

Attendance

- 1) Satisfactory participation in tutorials includes being well-prepared, i.e. having thoroughly read all readings for that week.
- 2) Prior to tutorials 1 and 8, you have to submit an assignment. If you do not properly and timely submit these assignments, you do not satisfactorily participate in the tutorial and the tutor will register you as absent.

- 3) You can be absent in maximum 2 tutorials
- 4) If you are registered as absent from a tutorial, you are required to complete a catch-up assignment. You should summarise the key research puzzles, theories, and insights from the literature for the week in which you were absent at the tutorial. The minimum word count is 1,500.
- 5) Catch-up assignments can be uploaded through Mystudy on SocWeb, where the deadline is indicated as well.

Second chances

Students who's final average grade is lower than 5,5 need to resit either the exam, the research proposal or both. What they resit is their own decision. The resit of the exam will be on **April 13 (09.30-12.30h)**. The deadline for the resit of the paper will be on **April 13 (23.59h)**.

If your feedback assignment was graded lower than 4.5 you need to adapt and re-submit it (write a concise document detailing your feedback of no more than 1,000 words) by **April 13 (23.59h)**.

Course overview

Week	Topic lecture & staff member	Topic tutorial
1	Dissecting political context <i>(Sebastiaan van Rijswijk)</i>	Ranking countries on political institutions
2	Political context and political trust <i>(Jeroen van der Waal)</i>	Country assessments on impact of political context on PAB
3	Parties, policies and political attitudes <i>(Jeroen van der Waal)</i>	Theorising impact of political context on PAB
4	Cultural context and political attitudes and behaviour <i>(Jeroen van der Waal)</i>	Theorising impact of cultural context on PAB
5	Religious context, secularisation and political attitudes and behaviour <i>(Jeroen van der Waal)</i>	Conference presentations
6	Media and political attitudes and behaviour <i>(Jeroen van der Waal)</i>	Designing a political campaign
7	Neighbourhood context and political attitudes and behaviour <i>(Jeroen van der Waal)</i>	Individual feedback on paper outline
8	Context condition and political attitude or behaviour of choice <i>(Students conference presentations)</i>	Developing exam questions
9	Exam	
10	Deadline for research proposal and feedback on fellow student's draft	

Schedule Assignments, Deadlines, Tutorials, Exams

POLITICAL ATTITUDES AND BEHAVIOUR IN CONTEXT

Assignments (for details see schedule below + course manual)

- Paper assignment (timeslot + subject + draft deadlines)
- Feedback assignment (exchange + feedback deadlines)
- Exam question development
- Conference presentation (find article + prepare presentation)

Date	Assignment	Feedback
Wednesday November 15, 2017 17:00-18:45	LECTURE 1 Read all of this week's literature	
Friday November 17, 2017 15:00-17:45	TUTORIAL 1 Bring factsheet (see Nov 16) Bring laptop Be prepared as always	
Wednesday November 22, 2017 17:00-18:45	LECTURE 2 Read all of this week's literature	
Friday November 24, 2017 15:00-17:45	TUTORIAL 2 Bring laptop Be prepared as always	
Wednesday November 29, 2017 17:00-18:45	LECTURE 3 Read all of this week's literature	
Friday December 1, 2017 15:00-17:45	TUTORIAL 3 Bring laptop Be prepared as always	
Wednesday December 6, 2017 17:00-18:45	LECTURE 4 Read all of this week's literature	
Friday December 8, 2017 15:00-17:45	TUTORIAL 4 Bring laptop Be prepared as always	
Wednesday December 13, 2017 17:00-18:45	LECTURE 5 Read all of this week's literature	
Friday December 15, 2017 15:00-17:45	TUTORIAL 5 Bring laptop Be prepared as always	

Date	Assignment	Feedback
Sunday December 17, 2017 23:59	Hand in (through PABC.eur@gmail.com) the first part of the assignment: the subject 200-400 words See course manual for instructions This assignment is <i>not</i> related to tutorial 6 (20 December). That tutorial still stands. Please be prepared as always.	You will receive personal feedback by e-mail
Wednesday December 20, 2017 17:00-18:45	LECTURE 6 Read all of this week's literature	
Friday December 22, 2017 15:00-17:45	TUTORIAL 6 Bring laptop Be prepared as always	
Sunday January 7, 2018 23:59	Hand in (through PABC.eur@gmail.com) the second part of the assignment: the draft (a well-developed draft version of your paper) This assignment has implications for the tutorial: on January 12 there is no regular tutorial, because this day will be devoted to personal feedback moments. See course manual for details.	You will receive personal feedback face-to-face during our feedback moment (Friday January 12)
23:59	SIGN UP for appointment for personal feedback.	
23:59	Signing up is not mandatory. If signed up you have to show up. Exchange draft proposal with fellow student	
Wednesday January 10, 2018 17:00-18:45	LECTURE 7 Read all of this week's literature	
Friday January 12, 2018 15:00-17:45	TUTORIAL 7 Personal feedback instead of regular tutorial 10 minute feedback moments, by appointment	Face-to-face feedback The feedback day is a <i>replacement</i> for the regular tutorial

Date	Assignment	Feedback
Wednesday January 17, 2018 17:00-18:45	LECTURE 8 Select a study that addresses the impact on political attitudes and/or behavior of context characteristic (See course manual) Prepare conference presentation for lecture (groups of 4 students) Read all of this week's literature 23:59 Hand in (through PABC.eur@gmail.com) the assignment for week 8's tutorial (Exam Question).	In class, tutorial 8
Friday January 19, 2018 15:00-17:45	TUTORIAL 8 Developing exam questions Bring a laptop	
Tuesday January 23, 2018 18:30-21:30	EXAM	
Sunday February 4, 2018	23:59 Final paper deadline (hand in through SOCweb) 23:59 Deadline feedback on fellow students draft version (hand in through SOCweb)	Within 1 week after deadline Within 1 week after deadline
Friday April 13, 2018 9:30-12:30	RE-SIT EXAM	
23:59 23:59	Deadline re-sit paper Deadline re-sit feedback assignment	

Weekly programme

Week 1

Preparation: thoroughly read all of this week's literature

Assignment deadlines: none

Bring: a laptop with PowerPoint installed

Lecture: Dissecting political context

The first lecture starts with an introduction into the course. We will then focus on the macro-political factors that potentially effect political attitudes and behaviour. We deal in particular with democratic political institutions, their origins, development over time and how they condition each other. We discuss the difference between: 1) presidential and parliamentarian systems 2) federal versus unitary states 3) bicameral versus unicameral systems 4) proportional electoral systems versus plurality and majority systems 5) two-party systems versus multi-party systems 6) single-party versus coalition government 7) the use of referenda. We will illustrate the working of these institutions for the United States, the United Kingdom, Germany and the Netherlands.

Tutorial: Ranking countries on institutional dimensions

During the tutorial, five groups (group = three students) will each be given a set of three countries. Each group prepares a fact sheet in which the abovementioned 7 political institutions are described for those countries. Subsequently, each group uses all five fact sheets to classify and/or rank the countries along the institutional dimensions described. Next, the rankings of will be compared and discussed collectively, and students are asked to reflect on the relationship between the institutional dimensions.

Week 2

Preparation: thoroughly read all of this week's literature

Assignment deadlines: none

Bring: a laptop with PowerPoint installed

Lecture: Political context and political trust

In this lecture we will discuss how we can understand country-level differences in political trust. To this end, we will first shortly discuss the concept political trust as elaborated in *The social Bases of Politics*. Second, we will discern low-trust countries from high-trust countries, revealing substantial country-level differences in trust in political institutions. Third, the various explanations for those differences are discussed. In doing so, various types of macro-political factors relevant for political trust will be scrutinised. The discussion will especially focus on the mechanisms that link those characteristics to political trust.

Tutorial: Country assessments on impact of political context on political trust, voter turnout and non-institutional political participation

For an in-depth analysis of the impact of political institutions on political attitudes and behaviour, four groups will each study one specific country. Each group will give a presentation on how social-scientific theory would predict their country's performance in terms of political trust, voter turnout and non-institutional political participation. To be clear: students do not make an inventory of those aspects of political performance. Instead, they 1) make an inventory of political-institutional make-up of the country they study, and 2) subsequently theorise how that make up will affect political trust, voter turnout and non-institutional political participation. To that end, theoretical insights gained during lectures 1 and 2, and from the readings of weeks 1 and 2, need to be utilised. The tutor will assign a specific country to each group.

Week 3

Preparation: thoroughly read all of this week's literature

Assignment deadlines: None

Lecture: Parties, policies and political attitudes

In the first two lectures you became familiar with various political institutions and how these influence political attitudes and behaviour. From this week onwards, we will extend the idea of context gradually to elements that lie somewhat further away from the political system itself. In this week's lecture we make a first step in this direction by studying theories that link political parties and policies to changes and differences in citizens' political attitudes and behaviours. We start from the main idea, taken from institutional theory, that both parties and policies give direction to norms and values about public issues such as redistribution of resources and the reception of immigrants. As such, it is expected that there is a certain correspondence between public opinion and party/policy behaviour. We will delve further into the nature of this correspondence by critically reflecting upon the main premises of institutional theory. This will result in various theoretical refinements of the main idea.

Tutorial: theorising on impact of political context on political attitudes

Sociological theorising is something that is not only for celebrated scholars and intellectuals. Instead, students often have new, original ways of thinking about social phenomena. And above all, you need to practice it in order to become good at it. That is what we do today. In this tutorial we practice the way of thinking and theorising discussed in the introductory lecture of *The Social Bases of Politics*, by theorising yourself about the links between political context and concrete political attitudes and behaviours. The tutor will assign each group: 1) a specific policy or ideological context characteristic (e.g. type of welfare state, ideological profile of government or salient parties) and 2) a link between a background characteristic (e.g. level of education) and a specific political attitude (e.g. economic egalitarianism, ethnocentrism) during the tutorial.

To give you an example, you will theorise on a specific link by answering the following questions:

- What are the underlying mechanisms? (Technically speaking: *how* are the *X*'s related to or cause *Y*; what kind of mediation takes place?). Note that it is likely that multiple mechanisms are involved for each structural difference [inspiration can be found in the materials of *The Social Bases of Politics*].
- Capture these mechanisms in a conceptual model.

- According to what mechanism can the context characteristic affect the Y, and the link between X and Y. In other words: what is the interpretation of the vector linking that context characteristic to:
 - o The political attitude of your focus
 - o The link between the background characteristic and the political attitude of your focus
- Capture these mechanisms in a conceptual model
- For which additional dependent variables do you consider your conceptual model also to be applicable?
- For which additional X-Y link do you consider your conceptual model also to be applicable?

Week 4

Preparation: thoroughly read all of this week's literature

Assignment deadlines: none

Bring: a laptop with PowerPoint installed

Lecture: Cultural context and politics

Political attitudes and behaviour depend on cultural context. Eras and localities differ in their cultural climate or 'cultural structure': collectively shared and taken-for-granted frames and meanings. Such climates are not the net result of individual characteristics, but *sui generis* phenomena that affect political attitudes and behaviour of individuals. In this week's lecture, we will discuss the role of culture in the study of politics in general, and some exemplary cultural climates in contemporary Western societies. Subsequently, we will reflect on their potential political significance. This is especially relevant because cross-regional variation in cultural climates might be key to understanding cross-regional variation in political attitudes and behaviours.

Tutorial: theorising on impact of cultural context on political attitudes and behaviour

Sociological theorising is something that is not only for celebrated scholars and intellectuals. Instead, students often have new, original ways of thinking about social phenomena. And above all, you need to practice it in order to become good at it. That is what we do today. In this tutorial we practice the way of thinking and theorising discussed in the introductory lecture of *The Social Bases of Politics*, by theorising yourself about the links between cultural context and concrete political attitudes and behaviours. The tutor will assign each group: 1) two cultural context characteristic (e.g. tolerance, conformity) and 2) a link between a background characteristic (e.g. gender) and a specific political attitude (e.g. gender egalitarianism, gun control preferences) or behaviour (e.g. protesting) during the tutorial.

To give you an example, you will theorise on a specific link by answering the following questions:

- What are the underlying mechanisms? (Technically speaking: *how* are the *X*'s related to or cause *Y*; what kind of mediation takes place?). Note that it is likely that multiple mechanisms are involved for each structural difference [inspiration can be found in the materials of *The Social Bases of Politics*].
- Capture these mechanisms in a conceptual model.
- According to what mechanism can the cultural context characteristic affect the *Y*, and the link between *X* and *Y*. In other words: what is the interpretation of the vector linking that context characteristic to:

- The political attitude or behaviour
- The link between the background characteristic and the political attitude or behaviour
- Capture these mechanisms in a conceptual model
- For which additional dependent variables do you consider your conceptual model also to be applicable?
- For which additional X– Y link do you consider your conceptual model also to be applicable?

Week 5

Preparation: thoroughly read all of this week's literature

Assignment: submit subject of paper before December 17 (23:59) (PABC.eur@gmail.com)

Bring: a laptop with PowerPoint installed

Lecture: Religious context and secularisation

The mass secularisation of many Western societies does certainly not mean that religion has become irrelevant for contemporary politics. On the contrary, religious context still plays a significant political role, and various religion-related issues remain hotly debated. Two broad and opposing claims concerning the political implications of secularisation can be discerned in the literature: whereas some claim that it leads to increasing levels of tolerance concerning practically all cultural issues, others paint grim pictures of large-scale conflicts and intolerance in a Godless world. In this week's lecture we will first focus on secularisation and its alleged antecedents. Subsequently, we will discuss the (potential) political implications of secularisation in contemporary western societies.

Tutorial: conference presentation

Presenting an article in a brief amount of time is central to academic conferences. Moreover, in many work environments you have to be able to concisely make your point, summarising complex and comprehensive information to an audience which has only little time to listen to you. In this tutorial, you will practice this.

In four groups, you will prepare a conference presentation. For the presentation, you summarise the central elements of one of the assigned readings of this week and briefly present these to the group. This exercise will provide insight into this week's readings for all students, but also provides opportunity to practice both addressing the core elements of a research article and presenting complex information to a group in a very small time slot. The tutor will time all presentations, to make sure you stay within the allocated time.

The central elements that students must include in their presentation are the following:

- What is the motivation for the article? 1) Which social phenomenon, social problem or social puzzle do the authors address, 2) what is the central research question relating to this, 3) and why is this question scholarly relevant?
- Which theories do the authors use? Make sure that you not only mention the 'names' of the theories involved: also briefly explain it.
- What are the key findings presented in the article?
- What are the scholarly implications of the article?

Week 6

Preparation: thoroughly read all of this week's literature

Assignment deadlines: None

Bring: a laptop with PowerPoint installed

Lecture: Media impact on political attitudes and behaviour

As a consequence of increased mediatisation, it is often assumed that media strongly affect political attitudes and behaviours. However, there are several reasons to put this alleged direct influence of media into question. Media consumption is subject to people's own choices, leaving room for self-selection bias in media effects. Furthermore, receptivity for media content may depend on individuals' cultural value orientations, and different types of media may affect different types of media consumers in different ways. In this week's lecture we will study the link between media and political attitudes and behaviour, taking into account the role of self-selection, framing and type of media.

Tutorial: Designing a political campaign

Now that you have gained some basic understanding of the link between media and politics, it is time to put this knowledge into practice. In this tutorial you will be asked to design a political campaign for a specific issue, such as a policy amendment, a referendum or something alike. In order to do this properly, you will need to use the assigned literature and the information provided in the lecture. The tutorial will be closed by a pitching session in which the various groups will present their campaign and the audience will be asked to prepare critical questions. Your tutor will hand you the cases in the tutorial.

After the pitching sessions all students cast their vote: which campaign convinced them the most. Reward for the winners: Christmas cookies!

Also, the tutor will provide information concerning 1) the procedures of the assignments (research proposal and feedback), and 2) the final lecture of the course (student presentations).

Week 7

Preparation: thoroughly read all of this week's literature

Assignment deadlines: None

Lecture: Neighbourhood context and political attitudes and behaviour

This lecture discusses the political impact of neighbourhood conditions. Studies on so-called 'neighbourhood effects' show that those conditions can have an important effect on a large range of political issues, independent of the individual-level characteristics of its inhabitants. In this lecture we first reflect on what the neighbourhood context is, and how persistent negative or positive neighbourhood conditions are. Second, we discuss several ways in which those conditions affect political attitudes and behaviour, such as ethnocentrism, voting for a radical right parties, and participation in community meetings.

Tutorial: Optional individual feedback on draft paper

In this week, we do not have a tutorial, but instead an opportunity to individually discuss your draft paper with your tutor. This can provide you with feedback on both your argumentation and your academic writing. Therefore we strongly recommend you to use this opportunity. If you would like to make an appointment, you have to:

- 1) sign in for a time slot (PABC.eur@gmail.com, January 7, midnight)
- 2) submit your draft paper (PABC.eur@gmail.com, January 7, midnight)

Additional obligation pertaining to feedback assignment:

Each student provides elaborate feedback on one other student's draft proposal, which is the **feedback assignment** of this course mentioned in the learning objectives. You can find the elements that you should include in your feedback, as well as the evaluation criteria of the feedback in Appendix B. The student duos that will be composed during the course need to exchange their draft proposals before January 7 at midnight. Please note: the **deadline** for uploading the feedback to SocWeb is February 4 at midnight.

Week 8

Preparation:

- Find a study that addresses the impact on political attitudes and/or behaviour of a context characteristic that intrigues you, and prepare a conference presentation for the lecture (groups of 4 students)
- Upload an assignment

Tutorial assignment deadline: January 17 (midnight) [instructions provided below]

Bring: a laptop with PowerPoint installed

Lecture: Context condition and political attitude or behaviour of choice

The first seven weeks focused on the role of contextual conditions that the staff members of the Politics & Society programme deem relevant for understanding political attitudes and behaviours in contemporary western societies. The P&S staff would like to learn which thus far unaddressed link between a context condition and PAB intrigues their students. Therefore, the last lecture consists of four student conference presentations (groups of 3 or 4 students). Each group prepares a conference presentation of a research article of their choice. A pick list of articles will be provided during the course. A group can request to present an article not included in the pick list. Please contact Jeroen van der Waal (vanderwaal@essb.eur.nl) if you would like to do so (before January 14, midnight).

Tutorial: Developing exam questions

In this tutorial, you will discuss exam questions together. To this end, everyone needs to **formulate one exam question** in advance, and e-mail it to PABC.eur@gmail.com (before January 17, midnight).

In the tutorial, you will discuss and improve the exam questions that were submitted, and you will try to answer a subset of them. If you develop good questions, we might use one of these in the actual exam.

Keep the following in mind:

- Your exam question should be 'open' (that is, invite essay-like answers). Multiple choice questions are not allowed.
- It should follow an 'a,b,c format' (that is, a question with sub questions).
- It should relate or oppose two elements to each other, for instance two theories, or two phenomena (that seem contradictory). Preferably, these two elements come from different lectures and/or tutorials.
- Besides testing knowledge, at least one of the sub questions should ask to apply, or critically reflect on, one or more theories discussed in the course.
- For examples, take a look at the exam questions you answered in tutorial 5.

- In answering the questions, take the guidelines mentioned in the overview of week 3 into account.

Readings

We do not use a single textbook that covers all the basics. Instead, we aim for in-depth insights and relating social-scientific theories to empirical research by drawing on various research articles and book chapters. The articles and chapters that you will need to read each week are listed here below.

Week 1

Burris, A. (2015). Federalism. *International Encyclopedia of the Social & Behavioral Sciences*, 875–877. doi:10.1016/B978-0-08-097086-8.93042-3

Hague, R., Harrop, M. & McCormick, J. (2016). *Comparative Government and Politics - an introduction* (10th ed.). London and New York: Palgrave MacMillan. (Selection: chapters 'Legislatures', 'Political executives', and 'Elections')

Week 2

Hadjar, A., & Beck, M. (2010). Who Does Not Participate in Elections in Europe and Why Is This? A Multilevel Analysis of Social Mechanisms behind Non-Voting. *European Societies*, 12(4), 521-542.

Van der Meer, T., & Hakhverdian, A. (2017). Political Trust as the Evaluation of Process and Performance: A Cross-National Study of 42 European Countries. *Political Studies*, 65(1), 81-102.

Van der Meer, T., Van Deth, J.W., & Scheepers, P.L. (2009). The Politicized Participant: Ideology and Political Action in 20 Democracies. *Comparative Political Studies*, 42(11), 1426-1457.

Vráblíková, K. (2013). How Context Matters? Mobilization, Political Opportunity Structures, and Non-Electoral Political Participation in Old and New Democracies. *Comparative Political Studies*, 47(2), 203–229.

Week 3

Bohman, A., & Hjerm, M. (2016). In the Wake of Radical Right Electoral Success: A Cross-Country Comparative Study of Anti-Immigration Attitudes over Time. *Journal of Ethnic and Migration Studies*, 42(11), 1729-1747.

Jäckle, S., & König, P. D. (2017). The Dark Side of the German 'Welcome Culture': Investigating the Causes behind Attacks on Refugees in 2015. *West European Politics*, 40(2), 223-251.

Larsen, C.A. (2007). The Institutional Logic of Welfare Attitudes. How Welfare Regime Influence Public Support. *Comparative Political Studies*, 41(2), 145-168.

Svallfors, S. (2010). Policy Feedback, Generational Replacement, and Attitudes to State Intervention: Eastern and Western Germany, 1990–2006. *European Political Science Review*, 2(1), 119-135.

Week 4

- Cohen, D. (1996). Law, Social Policy, and Violence: The Impact of Regional Cultures. *Journal of personality and Social Psychology*, 70(5), 961-978.
- Cohen, D., Nisbett, R.E., Bowdle, B.F., & Schwarz, N. (1996). Insult, Aggression, and the Southern Culture of Honor: An "Experimental Ethnography". *Journal of Personality and Social Psychology*, 70(5), 945-960.
- Van der Waal, J., & Houtman, D. (2011). Tolerance in the Post-Industrial City. Assessing the Ethnocentrism of Less-Educated Natives in 22 Dutch Cities. *Urban Affairs Review*, 47(5), 642-671.
- Varnum, M.E. (2012). Conformity Effect Sizes are Smaller on the Frontier. *Journal of Cognition and Culture*, 12(3-4), 359-364.

Week 5

- Campbell, D. E. (2006). Religious "Threat" in Contemporary Presidential Elections. *The Journal of Politics*, 68(1), 104-115.
- Goldberg, A. C. (2014). The Impact of Religion on Voting Behaviour – A Multilevel Approach for Switzerland. *Swiss Political Science Review*, 20(2), 305-329.
- Jaime-Castillo, A. M., Fernández, J. J., Valiente, C., & Mayrl, D. (2016). Collective Religiosity and the Gender Gap in Attitudes towards Economic Redistribution in 86 Countries, 1990–2008. *Social Science Research*, 57, 17-30.
- Ribberink, E., Achterberg, P., & Houtman, D. (2015). Are All Socialists Anti-Religious? Anti-Religiosity and the Socialist Left in 21 Western European Countries (1990–2008). *Journal of Contemporary Religion*, 30(3), 435-452.

Week 6

To be announced

Week 7

To be announced

Week 8

No required readings

Appendix A: Elements and evaluation criteria research proposal

Elements of research proposal	Points
Introduction	25
An appealing introduction into your subject	
Well-formulated research question	
Scientific relevance	
Social relevance	
Theoretical framework	50
A clear and systematic discussion of the relevant concepts and mechanisms and theoretical approaches	
Well-formulated hypotheses OR sensitising concepts	
Methods & Data	15
A description of the methods that will be employed and why these are the best way to answer the research question.	
A description of either the operationalization of the key concepts or the way the sensitising concepts will be used in the data gathering.	
General:	10
Academic style of writing	
Total	100

Formal requirements

Adequate spelling, grammar, and syntax

Adequate use of references in APA style (both throughout the text and in the reference list)

Consistent formatting (font, font size, paragraphing, page numbers)

Complete overall structure (which should include: Title page including name, student ID, date, and word count; main text; reference list)

Word count (excluding references) between 1,350 and 1,650

If your paper does not meet these formal requirements, it might not be graded or points might be deducted from your grade

Appendix B: Elements and evaluation criteria feedback assignment

Your talk should cover the following topics:

- 1) Briefly summarize the research proposal
 - What does the student want to research?
 - Why does the student want to research this?
 - How does the student want to research this?

- 2) What are strong and weak points in the draft proposal with respect to the following aspects?
 - Is the research problem clear and sufficiently precise?
 - Is the significance of the proposed project clear and convincing?
 - Are the theoretical framework and research methods appropriate and sufficient to approach the problem and answer the research questions?
 - Is the draft well-written?

- 3) Concrete suggestions to improve the proposal regarding the points mentioned above.

The feedback assignment will be graded based on the following criteria:

1. Was the draft research proposal well summarized in a concise way?
2. Was the feedback appropriate given the demands of the research proposal assignment and the characteristics of the draft research proposal?
3. Was the feedback as specific as possible (were points of critique supported by citing certain elements of the draft proposal, and were concrete suggestions for improvement being offered)?
4. Was the feedback assignment well-prepared and was the feedback sufficiently extensive?
5. Was the feedback presented carefully and with respect for the fellow student?