

Democracy and Citizenship

Master's in Political Science
Academic Year 2020-2021 (Fall semester)

10 ECTS

Mondays & Wednesdays 15 to 17.30

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Objectives

In many ways, political science can trace its origins back to the attempts by thinkers such as Plato and Aristotle to come to terms with the concepts of democracy and citizenship as they emerged in the Ancient Greek poleis, particularly that of Athens.

While modern liberal democracy functions in quite a different way from its ancient predecessor, the normative, theoretical and empirical preoccupations of the Ancients have continued to inform modern debates on democracy and citizenship, concerned as they are with questions such as regime change, political participation, citizen rights, and institutional arrangements. In addition, other questions, such as the increasing democratic demands of citizens, have become central to debates surrounding the functioning of liberal democratic systems.

The purpose of this module is to present some of the main debates and approaches to understanding liberal democracy and citizenship as these have developed over time in the West, and to this end the module is divided into six parts. The first focuses on individuals' attitudes towards democracy and other forms of government. The second part deals with key questions about democratic backsliding. In the third, fourth, fifth and sixth parts, we explore some challenges faced by contemporary democratic political systems such as declining political participation, international migration, the relationship between capitalism and democracy, and the effects of digital media on citizen engagement.

At the end of the module, students are expected to be able to demonstrate a thorough understanding of a wide range of theoretical, methodological and empirical approaches to the study of themes related to democracy and citizenship.

Preparatory Readings

For students new to Political Science, the following texts provide good background for some of the themes that will be dealt with in this module:

- Held, D. (various editions) *Models of Democracy*. Cambridge: Polity Press.
- Diamond L. & M. F. Plattner, eds., (2009), *Democracy. A Reader*, Baltimore, Johns Hopkins University Press.
- Dahl, R.A., Shapiro, I., Cheibub J.A. (2003), eds., *The Democracy Sourcebook*, Cambridge, Massachusetts, London, England: The MIT Press. Available [here](#).

Module Contents

Introduction. Democracy and Citizenship: questions new and old. E. Hernández

The aim of this introductory class is to give an overview of the study of democracy and citizenship in order to provide context for the themes that we shall be studying in this module. The session then presents the different parts of the module, before discussing the formal aspects involved.

Compulsory readings/podcasts

- o Lijphart, A., 1999. Patterns of democracy: government forms and performance in thirty-six countries. *Yale University Press*, New Haven, CT Pages: 1-46
- o Stasavage, D. 2020. The decline and rise of democracy: A global history from antiquity to today. *Princeton University Press*. Chapter 12
- o Abou-Chadi, T., 2020. Transformations of European Politics Podcast. Episode 12 - Daniel Ziblatt: How Democracies Die. [\[Link\]](#)

**Part 1. Does Democracy Really Work? The citizens' perspective. Enrique Hernández:
6 sessions**

Organization of the Sessions (Part 1)

All students are expected to have read and prepared the compulsory readings before coming to class and to take an active part in the sessions. All sessions will take the form of class discussions of the set texts. Each student will act as a discussion leader in one of the sessions (3 students per session). In addition to the compulsory readings, discussion leaders must read the additional readings. **24 hours before each session discussion leaders must send to enrique.hernandez@uab.cat 3/4 questions for in-class discussion/debate.** These questions should be based on the readings. The questions can refer to any aspect of the readings: points that are not clear in the text, criticism of some aspect of the readings, the implications of the findings for the functioning of democracy...

1. Studying citizens' attitudes towards democracy: the concept of political support.

Compulsory readings

- o Almond, G.A., Verba, S., 1963. The civic culture: political attitudes and democracy in five nations, Abridged. ed, Little, Brown series in comparative politics, analytic studies. Little, Brown, Boston, Mass, chapter 1.
- o Norris, P., 2011. Democratic deficit: Critical citizens revisited. Cambridge University Press, New York. chapter 2
- o Easton, David 1975. A Re-Assessment of the Concept of Political Support, British Journal of Political Science 5: 435-457.

2. Support for democracy and growing discontent: Is democracy still the only game in town?

Compulsory readings

- o Norris, P., 2011. Democratic deficit: Critical citizens revisited. Cambridge University Press, New York. chapter 5
- o Foa, R.S., Mounk, Y., 2017. The Signs of Deconsolidation. Journal of Democracy 28, 5–15.
- o Svobik, M. W. 2019. Polarization versus Democracy. Journal of Democracy, 30(3), 20–32.
- o Malka, A., Lelkes, Y., Bakker, B. N., & Spivack, E. (*Forthcoming*). Who is Open to Authoritarian Governance within Western Democracies? Perspectives on Politics

Additional readings

- o Heinisch, R., & Wegscheider, C. 2020. Disentangling How Populism and Radical Host Ideologies Shape Citizens' Conceptions of Democratic Decision-Making. Politics and Governance, 8(3), 32-44
- o Merler, S. 2019. Technocracy, Trust and Democracy: Evidence on Citizens' Attitudes from a Natural Experiment in Italy. Government and Opposition

3. A changing paradigm: From allegiant to critical/assertive citizens.

Compulsory readings

- o Dalton, R.J., Welzel, C., 2014. Political Culture and Value Change, in: Dalton, R.J., Welzel, C. (Eds.), The Civic Culture Transformed: From Allegiant to Assertive Citizens. Cambridge University Press.
- o Qi, L., Shin, D.C., 2011. How mass political attitudes affect democratization: Exploring the facilitating role critical democrats play in the process. International Political Science Review 32, 245–262

- o Claassen, C., 2020. Does Public Support Help Democracy Survive? *American Journal of Political Science*. <https://doi.org/10.1111/ajps.12452>

Additional readings

- o Dalton, R.J., Shin, D.C., 2014. Reassessing the Civic Culture Model, in: Dalton, R.J., Welzel, C. (Eds.), *The Civic Culture Revisited: From Allegiant to Assertive Citizens*. Cambridge University Press., Cambridge.

4. The long-term impact of institutions: Historical legacies.

Compulsory readings

- o Fuchs, D., 1999. The democratic culture of unified Germany, in: Norris, P. (Ed.), *Critical Citizens: Global Support for Democratic Government*. Oxford University Press, New York
- o Mishler, W., Rose, R., 2002. Learning and re-learning regime support: The dynamics of post-communist regimes. *European Journal of Political Research* 41, 5–36.
- o Mattes, R., Bratton, M., 2007. Learning about Democracy in Africa: Awareness, Performance, and Experience. *American Journal of Political Science* 51, 192–217.

Additional readings

- o Kern, H.L., Hainmueller, J., 2009. Opium for the Masses: How Foreign Media Can Stabilize Authoritarian Regimes. *Political Analysis* 17, 377–399
- o Lechler, M., McNamee, L., 2018. Indirect Colonial Rule Undermines Support for Democracy: Evidence From a Natural Experiment in Namibia. *Comparative Political Studies*

5. The impact of institutional performance (1): corruption and winners/losers.

Compulsory readings

- o Anderson, C.J., Guillory, C.A., 1997. Political institutions and satisfaction with democracy: A cross-national analysis of consensus and majoritarian systems. *American Political Science Review* 91, 66–81.
- o Anderson, C.J., Tverdova, Y.V., 2003. Corruption, Political Allegiances, and Attitudes Toward Government in Contemporary Democracies. *American Journal of Political Science* 47, 91–109.
- o Ares, M., & Hernández, E. 2017. The corrosive effect of corruption on trust in politicians: Evidence from a natural experiment. *Research & Politics*, 4(2),

Additional readings

- o Singer, M., 2018. Delegating Away Democracy: How Good Representation and Policy Successes Can Undermine Democratic Legitimacy. *Comparative Political Studies*

6. The impact of institutional performance (2): the economy and pandemics

Compulsory readings

- o Claassen, C., & Magalhães, P. 2020. The Political and Moral Economies of Democratic Support. [Preprint] *SSRN Electronic Journal*.
- o Bol, D., Giani, M., Blais, A., & Loewen, P. J. 2020. The effect of COVID-19 lockdowns on political support: Some good news for democracy? *European Journal of Political Research*.
- o Amat, F., Arenas, A., Falcó-Gimeno, A., & Muñoz, J. 2020. *Pandemics meet democracy. Experimental evidence from the COVID-19 crisis in Spain* [Preprint]. SocArXiv.

Additional readings

- Armingeon, K., Guthmann, K., 2014. Democracy in crisis? The declining support for national democracy in European countries, 2007–2011. *European Journal of Political Research* 53, 423–442.
- De Vries, C. E., Bakker, B. N., Hobolt, S., & Arceneaux, K. 2020. Crisis Signaling: How Italy's Coronavirus Lockdown Affected Incumbent Support in Other European Countries. [Preprint] *SSRN Electronic Journal*.

Part 2. Democratic Backsliding. Anna Kyryazi: 3 online sessions

Organization of the Sessions (Part 2)

All the sessions will take place online between 17:00 and 19:00

Note to the students: Please do the readings! The topic is quite complex, and we are trying to cover a lot of ground. Moreover, we are doing this remotely. So, in order to be able to make the most out of this class, it's important to come prepared, be familiar with the main concepts, and have a general idea of the topics to be discussed.

To enable conversation and to make our meetings more interactive, each student should choose **1 session** for which they come up with **3 questions or comments** related to the readings (only the compulsory are required, but if you want to write questions/comments for an additional reading, that's also fine). Questions/comments can be all about one reading or several. Students have to send me their questions/comments at anna.kyriazi@unimi.it **24 hours** before the class so that I can incorporate their contribution into the lesson plan.

1. Situating the field

Compulsory readings

- o Bermeo, N. 2016 On Democratic Backsliding, *Journal of Democracy*, 27(1), pp. 5-19
- o Levitsky S and L. Way (2015). The myth of democratic recession, *Journal of Democracy*, 26(1):45–58

Additional readings

- o Lührmann, A. et al. (2020) Autocratization Surges – Resistance Grows. *Democracy Report 2020*. Varieties of Democracy Institute (V-Dem).
- o Csaky, Z (2020) Dropping the democratic façade. *Annual report of Freedom House, Nations in Transit*
- o Lührmann, A. and Staffan I. Lindberg (2019) A third wave of autocratization is here: what is new about it?, *Democratization*, 26:7, 1095-1113.
- o Berman, S. (1997). Civil Society and the Collapse of the Weimar Republic. *World Politics*, 49(3), 401-429. doi:10.1353/wp.1997.0008

2. Forms, symptoms, methods

Compulsory readings

- o Ozan O. Varol (2015) Stealth Authoritarianism *Iowa L. Rev.* 1673
- o Berman, S (2017) The Pipe Dream of Undemocratic Liberalism, *Journal of Democracy*, Volume 28, Number 3, pp. 29-38
- o Kornai, J. (2015) Hungary's U-turn: Retreating from Democracy, *Journal of Democracy* 26(3), 34-48.

Additional readings

- o Farrell H and B Schneier (2018) *Common-Knowledge Attacks on Democracy*. Berkman Klein Center for Internet & Society Research Publication Series, Research Publication No. 2018-7
- o Nadia Urbinati (2014) The populist power. In: *Democracy Disfigured*, pp.

128-170.

- o Mercieca, Jennifer R. 2019. "Dangerous Demagogues and Weaponized Communication." *Rhetoric Society Quarterly* 49(3): pp. 264-279.

3. Explanations & resistance

Compulsory readings

- o Waldner, D and E Lust (2018) Unwelcome Change: Coming to Terms with Democratic Backsliding, *Annual Review of Political Science*, 21:1, 93-113
- o Defending democracy: Reactions to political extremism in inter-war Europe. *European Journal of Political Research* 39, 431–460.

Additional readings

- o Kelemen, RD, Blauburger, M (2017) European Union safeguards against member states' democratic backsliding. *Journal of European Public Policy* 24(3): 317–320.
- o Gamboa, Laura (2017) Opposition at the Margins: Strategies against the Erosion of Democracy in Colombia and Venezuela, *Comparative Politics*, Volume 49, Number 4, July 2017, pp. 457-477(21)

Part 3. Democracy and Political Participation. Carol Galais: 4 sessions

Organization of the Sessions (Part 4)

All students are expected to have read and prepared the compulsory readings before coming to class and to take an active part in the sessions. All sessions will start with a short lecture that complements (not substitutes) the compulsory readings.

After the lecture, the discussion leaders will present the compulsory readings –using a slide presentation or a similar method- and will end with a series of questions for the audience (3/4).

This means that three students must "volunteer" in advance to present these readings.

The questions, based on the readings, can refer to methodological aspects of the readings (how this coefficient should be interpreted? Is this indicator appropriate?), theoretical (what do you think about the causal mechanism suggested in the reading?), criticisms (would you have done things differently?) or implications (what is the relevance of this finding?). A short discussion is expected to happen after each reading presentation.

1. Types (modes) of political participation

Compulsory readings

- o Van Deth, J. W. (2014). *A conceptual map of political participation. Acta Politica, 49(3), 349-367.*
- o Ekman, J., & Amnå, E. (2012). Political participation and civic engagement: Towards a new typology. *Human affairs, 22(3), 283-300.*
- o Alvarez, R. M., Levin, I., & Núñez, L. (2017). The four faces of political participation in Argentina: Using latent class analysis to study political behavior. *The Journal of Politics, 79(4), 1386-1402.*

Additional readings

- o Oser, J. (2017). Assessing how participators combine acts in their “political tool kits”: A person-centered measurement approach for analyzing citizen participation. *Social indicators research, 133(1), 235-258.*
- o Vissers, S., & Stolle, D. (2014). The Internet and new modes of political participation: online versus offline participation. *Information, Communication & Society, 17(8), 937-955.*

2. To vote or not to vote. Theories on electoral political participation

Compulsory readings

- o Orr, G. (2019). Polling in a pandemic: Electoral dynamics, administration and law. *Australasian Parliamentary Review, 34(2), 54.*
- o Geys, B. (2006). Explaining voter turnout: A review of aggregate-level research. *Electoral studies, 25(4), 637-663*
- o Gerber, A. S., Green, D. P., & Larimer, C. W. (2008). Social pressure and voter turnout: Evidence from a large-scale field experiment. *American political Science review, 102(1), 33-48.*

Additional readings

- o Blais, A. (2006). *What affects voter turnout?. Annu. Rev. Polit. Sci., 9, 111-125.*
- o Harder, J., & Krosnick, J. A. (2008). Why do people vote? A psychological analysis of the causes of voter turnout. *Journal of Social Issues, 64(3), 525-549.*
- o Blais, A., & ST-VINCENT, S. L. (2011). Personality traits, political attitudes and the propensity to vote. *European Journal of Political Research, 50(3), 395-417.*
- o Dahl, V., Amnå, E., Banaji, S., Landberg, M., Šerek, J., Ribeiro, N., ... & Zani, B. (2018). Apathy or alienation? Political passivity among youths across eight

European Union countries. *European Journal of Developmental Psychology*, 15(3), 284-301.

- o Gallego, A. (2010). Understanding unequal turnout: Education and voting in comparative perspective. *Electoral Studies*, 29(2), 239-248.

3. Protest. Who, How, Why, What for.

Compulsory readings

- o Torcal, M., Rodon, T., & Hierro, M. J. (2016). Word on the street: The persistence of leftist-dominated protest in Europe. *West European Politics*, 39(2), 326-350.
- o Van Leeuwen, A., Klandermans, B., & van Stekelenburg, J. (2015). A study of perceived protest atmospheres: how demonstrators evaluate police-demonstrator interactions and why. *Mobilization: An International Quarterly*, 20(1), 81-100.
- o Wouters, R., & Walgrave, S. (2017). Demonstrating power: How protest persuades political representatives. *American Sociological Review*, 82(2), 361-383.

Additional readings

- o Ratliff, T. N., & Hall, L. L. (2014). Practicing the art of dissent: Toward a typology of protest activity in the United States. *Humanity & Society*, 38(3), 268-294.
- o Klandermans, B., van Stekelenburg, J., & Walgrave, S. (2014). Comparing street demonstrations. *International Sociology*, 29(6), 493-503.
- o Stockemer, D. (2014). What drives unconventional political participation? A two level study. *The Social Science Journal*, 51(2), 201-211.

4. Attitudes and political participation. Interest, trust and duty

Compulsory readings

- o Catterberg, G., & Moreno, A. (2006). The individual bases of political trust: Trends in new and established democracies. *International Journal of Public Opinion Research*, 18(1), 31-48.
- o Levy, B. L., Solomon, B. G., & Collet-Gildard, L. (2016). Fostering political interest among youth during the 2012 presidential election: Instructional opportunities and challenges in a swing state. *Educational Researcher*, 45(9), 483-495.
- o Galais, C., & Blais, A. (2016). Beyond rationalization: Voting out of duty or expressing duty after voting?. *International Political Science Review*, 37(2), 213-229.

Additional readings

- o Dalton, R. J. (2008). Citizenship norms and the expansion of political participation. *Political studies*, 56(1), 76-98.
- o Christensen, H. S. (2016). Political Dissatisfactions and Citizen Involvement: Political Participation in Europe during the Early Stages of the Economic Crisis. *Partecipazione e Conflitto*, 9(1), 19-45.
- o Braun, D., & Hutter, S. (2016). Political trust, extra-representational participation and the openness of political systems. *International Political Science Review*, 37(2), 151-165.
- o Blais, A., & Achen, C. H. (2017). Civic Duty and Voter Turnout. *Political Behavior*, 1-25.
- o Copeland, L. (2014). Value change and political action: Postmaterialism, political consumerism, and political participation. *American Politics Research*, 42(2), 257-282.

Part 4. Democracy, citizenship and international migration. E. Østergaard-Nielsen: 3 sessions

These three sessions address the impact of migration on citizenship and democracy in migrant countries of residence and origin. The sessions will be a mix of introductions by the teacher and student led discussions. Students are expected to read the assigned compulsory texts and prepare a short summary of a debate, research or text before each class. More specific guidelines and questions for each session will be posted before we begin this part.

1. Migration and citizenship in countries of residence.

Compulsory readings:

- o Koopmans, R., Michalowski I., and Waibel, S. (2012), 'Citizenship Rights for Immigrants: National Political Processes and Cross-National Convergence in Western Europe, 1980–2008', *American Journal of Sociology*, 117:4, pp 1202-1245
- o Baböck, Rainer (ed), (2018), *Debating European Citizenship*, selected debates, <https://www.springer.com/us/book/9783319899046#aboutAuthors> (open access from October 2018).

Additional reading resources:

- o Huddleston, T. et al. (2015), *Migrant Integration Policy Index, 2015*, Barcelona/ Brussels: CIDOB and MPG, Access to Nationality pp s 57-62, <http://mipex.eu/sites/default/files/downloads/files/mipex-2015-book-a5.pdf>

2. Transnational voting rights,

Compulsory readings:

- o Lafleur, J-M. (2012), 'Why do states enfranchise citizens abroad? Comparative insights from Italy, Mexico and Belgium', *Global Networks*, 11:4, 481-501
- o Brand, L. (2014) 'Arab uprisings and the changing frontiers of transnational citizenship: Voting from abroad in political transitions', *Political Geography*, 41, pp. 54-63.

Additional readings:

- o Burgess, K. (2018) 'States or Parties? Emigrant outreach and transnational engagement', *International Political Science Review*, 29: 3, pp. 369-383.
- o Østergaard-Nielsen, E, Ciornei, I and Lafleur, J (2019), Why do parties support emigrant voting rights? *European Political Science Review*, 11 (3), pp. 377-394.

3. Migration and democratization in countries of origin

Compulsory readings

- o Kapur, D. (2014), 'Political Effects of International Migration', *Annual Review of Political Science*, 17, pp. 479–502.

Additional readings

- o Escriba-Folch A. et al, Meseguer C., Wright, J. (2018), Remittances and protest in dictatorships, *American Journal of Political Science*, 62 (4). pp. 889-904.
- o Pérez-Armendáriz, C. (2014), 'Cross-Border Discussions and Political Behavior in Migrant-Sending Countries', *Studies of Comparative International Development*, 49:pp. 67–88.
- o Careja, R and Emmenegger, P. Making Democratic Citizens: The Effects of Migration Experience on Political Attitudes in Central and Eastern Europe, *Comparative Political Studies* 45(7) 875 –902
- o Rother, S. (2009). Changed in Migration ? Philippine Return Migrants and (Un) Democratic Remittances, *European Journal East Asian Studies*, 8 (2) 245–274.

Part 5. Liberal Democracy and Capitalism in Historical Perspective. J. Etherington: 6 sessions.

Organization of the Sessions (Part 5)

Sessions one and two will take the form of lectures, although student participation is strongly encouraged. As such, students are expected to prepare the set readings for the class. The remaining sessions will take the form of class discussions of the set texts, with questions set for each session to facilitate the preparation of the texts before each session.

1. Democracy and Citizenship: conceptual and historical considerations.

Compulsory readings

- o Macpherson, C.B. (1977) *The Life and Times of Liberal Democracy*. Oxford: OUP. Chapters 1, 2 and 3.
- o Dahl, R. (1971) *Polyarchy: Participation and Opposition*. New Haven and London: Yale University Press. Chapters 1, 2 and 3.

This session is an introduction to one of the central concepts of this part of the module, namely democracy and its relationship with citizenship. We will analyse democracy and citizenship from a theoretical and an empirical point of view, from ancient Greece until the present day, with particular emphasis on liberal democracy.

2. Capitalism: definition, origins and development.

Compulsory readings

- o Marx, K. *Capital*. Volume 1. Chapters 26-33.
- o Meiksins Wood, E. (2002) *The Origin of Capitalism: a longer view*. London: Verso. Introduction and chapters 1, 2 and 3.

The other key concept of these sessions is, of course, capitalism. How we understand capitalism has a direct consequence on both when we situate its emergence and development in time and how we relate it to democracy. In this session, we will discuss these themes with particular reference to historical materialist accounts.

3. The Social Origins of Liberal Democracy: Barrington Moore and The Social Origins of Dictatorship and Democracy.

Compulsory readings

- o Moore, Barrington (1966) *The Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press. Chapters 1, 2, 3 and 7.

In this text, through the use of comparative historical analysis, Barrington Moore studies the social conditions that gave rise to democratic, communist and fascist regimes, focusing on the interaction between the rise of capitalism and the pre-existing agrarian regimes. The key social class in this transition is the bourgeoisie, although, as Moore shows, its existence is not a sufficient condition for the emergence of modern democratic citizenship.

4. Considerations on The Social Origins of Dictatorship and Democracy.

Compulsory readings

- o Skocpol, Theda (1984) "Emerging Agendas and Recurrent Strategies", in Skocpol (ed.) *Vision and Method in Historical Sociology*. Cambridge: Cambridge

University Press

- o Mahoney, J. and Rueschemeyer D. (2003) “Comparative Historical Analysis: Achievements and Agendas”, in Mahoney and Rueschemeyer (eds) *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press.

Given the profound effect that the *Social Origins* has had both on the substantive questions relating to the emergence of liberal democracy and on the methodologies of comparative historical analysis, in this session we draw out some of the main lessons from Moore’s work by looking at the work of more recent scholars in this tradition.

5. Capitalism and the Rise of Liberal Democracy.

Compulsory readings

- o Therborn, Göran (1977) “The Rule of Capital and the Rise of Democracy”, [New Left Review I/103, May-June pp. 3-41.](#)

In this class, our aim is to understand better the historical relationship between capitalism and liberal democracy, with particular reference to the nineteenth century. In this classic text, the Marxist scholar, Göran Therborn, seeks to answer the question as to why liberal ‘democracy became the established form of bourgeois rule under advanced capitalism’ (p.8), when the bourgeoisie was clearly a minority.

6. Capitalist Development and Democracy.

Compulsory readings

- o Rueschemeyer, D., Huber Stephens, E. and Stephens, J.D. (1992) *Capitalist Development and Democracy*. Chicago: University of Chicago Press. Chapters 1-3.

While in previous classes our analysis of democracy has centred on specific moments in history, this text offers a broader historical and geographical scope, and analyses the relationship between capitalist development and liberal democracy in the West, South and Central America and the Caribbean. By using comparative historical analysis, the authors are able to go beyond the correlations established by cross-national statistical analysis, and are thus able to explain the specific causal mechanisms involved in the relationship between capitalist development and democracy. They argue that this relationship is not automatic, but rather depends on a complex interface of power relations between classes, between the state and civil society and between economic and political actors.

Part 6. Citizenship and Digital Media. Camilo Cristancho: 2 sessions

Organization of the Sessions (Part 6)

These two sessions explore the changes to the concept and practice of citizenship since the broad adoption of the internet in political communication to the most recent uses and controversies regarding social media. They focus on political behavior in relation with the potential effects of digital media use.

All students are expected to thoroughly read the compulsory readings before coming to class in order to participate actively in the session. Students are encouraged to prepare questions or comments related to the readings or their implications for in-class discussion/debate and exercises.

1. Political engagement and the internet

Compulsory readings

- o Neuman, W. R., Bimber, B., & Hindman, M. (2011). The Internet and four dimensions of citizenship. *The Oxford handbook of American public opinion and the media*, 22-42.
- o Skoric, M. M., Zhu, Q., Goh, D., & Pang, N. (2016). Social media and citizen engagement: A meta-analytic review. *New Media & Society*, 18(9), 1817-1839.

Additional readings

- o Anduiza, E., Cantijoch, M., & Gallego, A. (2009). Political Participation and the Internet: A field essay. *Information, Communication & Society*, 12(6), 860. doi:10.1080/13691180802282720
- o Theocharis, Y., & Lowe, W. (2016). Does Facebook increase political participation? Evidence from a field experiment. *Information, Communication & Society*, 19(10), 1465-1486.
- o Boulianne, S. (2015). Social media use and participation: A meta-analysis of current research. *Information, Communication & Society*, 18(5), 524-538.
- o Loader, B. D., & Mercea, D. (2011). Networking democracy? Social media innovations and participatory politics. *Information, Communication & Society*, 14(6), 757-769.
- o Cantijoch, M., Cutts, D., & Gibson, R. (2016). Moving Slowly up the Ladder of Political Engagement: A 'Spill-over' Model of Internet Participation. *The British Journal of Politics and International Relations*, 18(1), 26-48.
- o Bond, R. M., Fariss, C. J., Jones, J. J., Kramer, A. D. I., Marlow, C., Settle, J. E., & Fowler, J. H. (2012). A 61-million-person experiment in social influence and political mobilization. *Nature*, 489(7415), 295-8.

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2. Social media and contentious politics

Compulsory readings

- o Dolata, U., & Schrape, J.-F. (2015). Masses, Crowds, Communities, Movements: Collective Action in the Internet Age. *Social Movement Studies*, 2837(February), 1-18.
- o Zhuravskaya, Ekaterina and Petrova, Maria and Enikolopov, Ruben, Political Effects of the Internet and Social Media (August 15, 2019). Forthcoming, Annual Review of Economics. DOI/10.1146/annurev-economics-081919-050239. Available at SSRN: <https://ssrn.com/abstract=3439957>
- o Bennett, L. W. & Segerberg, A. (2012) The Logic of Connective Action, *Information, Communication & Society*, Vol 15, No. 5

Additional Reading

- o Enikolopov, R., Makarin, A., & Petrova, M. (2015). Social Media and Protest Participation: Evidence from Russia. Available at SSRN 2696236
- o Bradshaw, S., & Howard, P. N. (2018). Challenging truth and trust: A global inventory of organized social media manipulation. The Computational Propaganda Project.
- o Shirky, C. (2011). Political Power of Social Media-Technology, the Public Sphere, and Political Change, *The Foreign Aff.*, 90, 28
- o Gil de Zúñiga, H., Jung, N., & Valenzuela, S. (2012). Social media use for news and individuals' social capital, civic engagement and political participation. *Journal of Computer-Mediated Communication*, 17(3), 319-336.
- o Anduiza, E., Cristancho, C. & Sabucedo J.M. (2014) Mobilization through online social networks: the political protest of the *indignados* in Spain, *Information Communication & Society* Volume 17, Issue 6, pp. 750-764
- o Fenton, N. (2015). Left out? Digital media, radical politics and social change. *Information, Communication & Society*, 4462(February), 1–16.

Evaluation

In this module, the main emphasis is on continuous assessment in order to ensure that the different dimensions and concepts related to the sessions are taken on board by students as we progress through the module. This is complemented by a final essay. Evaluation is based on the following criteria:

- Capacity to synthesize the relevant literature
- Capacity to critically evaluate the relevant literature
- Coherence of the argument
- Originality
- Formal aspects, with special reference to correct citation and academic style

The evaluation is divided into the following elements:

- a) **Short essays (55%):** During the term students will write **3 short essays** (max 1200 words each). Students must write one short essay for Part 1 and one short essay for Part 5. For the remaining essay students can choose for which part they want to write the short essay (Part 3 or Part 4). **Please note that it is not possible to write a short essay for Parts 2 and 6.** The questions for the short essays will be posted in the Campus Virtual before the end of each part of the module. The dates for handing in the essays are the following:
- Part 1. Deadline November 5 (Questions posted October 21)
 - Part 3. Deadline December 10 (Questions posted November 16)
 - Part 4. Deadline December 10 (Questions posted November 25)
 - Part 5. Deadline December 31 (Questions posted December 16)
- b) **Final essay (45%):** At the end of the course the instructors will post a set of research questions related to each part of the module. Students will have to answer **one** of these questions in an essay of not more than 2500 words. The questions will be published on January 15th and the final essay must be handed in by January 26th.

Plagiarism: Plagiarism **will not be tolerated under any circumstances**. Professor will actively seek for potential cases of plagiarism, and anti-plagiarism software will be used to analyze every graded submission. Plagiarism in any written piece will entail a fail in the final mark of the module where plagiarism is committed. For further information check Section 9 of the [Student's Guide](#). See also these useful guidelines from [MIT](#) and [Oxford University](#).

Feedback: Comments on work will be available three weeks at the latest after submission. Please do not hesitate to contact the professors for this feedback.

Submission: Please submit all your short essays and final essay through the Campus Virtual tasks section, where **all graded submissions will be analyzed by anti-plagiarism software**.

Grading: All submissions will be graded with a numeric grade ranging from 0 to 10, being 10 the best grade.

Late submissions policy: A -1 point grade penalty will be applied for each day that a student is late with a graded submission.

Calendar

Session	Professor	Day	Topic	
1	Enrique Hernández	September 28	Introduction	
2	Enrique Hernández	September 30	Does Democracy Really Work? The citizens' perspective	Part 1
3	Enrique Hernández	October 5		
4	Enrique Hernández	October 7		
	Holiday	October 12		
5	Enrique Hernández	October 14		
6	Enrique Hernández	October 19		
7	Enrique Hernández	October 21		
8	Anna Kyriazi	October 26		
9	Anna Kyriazi	October 28		
10	Anna Kyriazi	November 2		
11	Carol Galais	November 4	Democracy and Political Participation	Part 3
12	Carol Galais	November 9		
13	Carol Galais	November 11		
14	Carol Galais	November 16		
15	Eva Østergaard	November 18	Democracy, citizenship and international migration	Part 4
16	Eva Østergaard	November 23		
17	Eva Østergaard	November 25		
18	John Etherington	November 30	Liberal Democracy and Capitalism in Historical Perspective	Part 5
19	John Etherington	December 2		
20	John Etherington	December 7		
21	John Etherington	December 9		
22	John Etherington	December 14		
23	John Etherington	December 16		
24	Camilo Cristancho	December 18	Citizenship and Digital Media	Part 6
25	Camilo Cristancho	December 21		

Useful Data Sources for Students

[Freedom House \(FH\): Freedom in the World; Freedom of the Press; Freedom on the Net](#)

[Economist Intelligence Unit \(EIU\): Democracy Index](#)

[Polity IV](#)

[World Bank: Worldwide Governance Indicators \(WGI\)](#)

[Bertelsmann Stiftung: Bertelsmann Transformation Index \(BTI\)](#)

[Quality of Government Institute: various datasets](#)

Institute for Democracy and Electoral Assistance (IDEA): [State of Democracy Assessments and Voter Turnout Database](#)

[United Nations Development Programme \(UNDP\): Human Development Index \(HDI\)](#)

[Democracy Ranking](#)

[Democracy Barometer](#)

[Varieties of Democracy \(V-Dem\)](#)

[Arend Lijphart's Patterns of Democracy](#)

[Vanhanen's Index of Democracy](#)

[Pippa Norris' various datasets](#)

[European Social Survey \(ESS\)](#)

[World Value Survey \(WVS\)](#)

[Comparative Agendas Project](#)

[Eurobarometer Data through GESIS](#)

[Eurobarometer Interactive System](#)

[Latinobarómetro](#)

[Asian Barometer](#)