

## COURSE MANUAL 2014-2015

### Inequality and Conflict in Societal Participation

Vakcode: S_ICSP
Period: Period 2
Credits: 6.0
Language: English
Faculty: Faculty of Social Sciences
Coördinator: prof. dr. Harry B.G. Ganzeboom
Instructor: prof. dr. Harry B.G. Ganzeboom
Modes of instruction: Seminar, Computer Practicum

#### Mode of Instruction

Seminar and practicum

#### Examination form

Weekly assignments and written examination

#### Literature

R.L. Inglehart (1997). Modernization and Post-Modernization. Cultural, Economic and Political Change in 43 Societies. Princeton University Press (paperback, 42 euro) & selected journal articles / book chapters.

#### Target students

Master and exchange students

#### Aims

Knowledge of and insight into theories how inequality and conflict are relevant to societal participation. Ability to identify and analyse social inequalities and social conflicts underlying diversity in participation and non-participation.

#### Contents

The course focuses on various forms of social and political participation in response to changing dimensions of social inequality and political issues. Point of departure is Inglehart's (1971, 1976) famous theory of "The Silent Revolution", which sought to explain the rising importance of a 'post-materialist' value system, new social movements and political parties that amended the traditional class conflict dimension (about economic or 'materialist' issues that gave rise to the labor movement and the Left-Right vault line in politics) with a new dimension (about 'post-materialist' issues that gave rise to the new civil-rights and environmental movements and created the Progressive-Conservative vault line in the political arena). In his 1997 book "Modernization and Post-modernization" Inglehart seeks to broaden his theory to a more general culturalist model of diverging value systems and political involvements, and test his theses using large-scale social attitude data from the World Value Study 1990. In doing so, Inglehart gives a creative reading of post-modern philosophies and seeks to formulate an informative theory of the post-modern conditions that supplement and extend the prevailing notions of modernization theory of social change.

In the course we will critically examine and reconstruct Inglehart's arguments, as well as the empirical evidence he provides. We will also examine some recent studies on political values and political participation that complement or challenge Inglehart's conclusions. Moreover, we will empirically test some of the arguments ourselves using the European Value Study 2008 as our primary database. This cross-national dataset will be analyzed in computer classes, in which students replicate data and models that Inglehart claims to be true for his 1990 (worldwide) dataset.

#### Readings (may be expanded or changed during the course)

Inglehart, Ronald (1971). The Silent Revolution in Europe: Intergenerational Change in Post-Industrial Societies. *American Political Science Review*, 65, pp 991-1017. doi:10.2307/1953494.

Inglehart, Ronald (1997). *Modernization and Post-Modernization. Cultural, Economic and Political Change in 43 Societies*. Princeton University Press (selected chapters).

Kriesi, Hanspeter (1989). New Social Movements and the New Class in the Netherlands. *American Journal of Sociology*. Vol. 94, No. 5, pp. 1078-1116. Stable URL: <http://www.jstor.org/stable/2780467>

Bovens, M. & A. Wille (2010). The Education Gap in Participation and its Political Consequences. *Acta Politica* (45), pp. 393–422. doi:10.1057/ap.2010.7.

Güveli, A., Need, A., & de Graaf, N. D. (2007). The Rise of 'New' Social Classes within the Service Class in The Netherlands: Political Orientation of Social and Cultural Specialists and Technocrats between 1970 and 2003. *Acta Sociologica*, 50(2), 129–146. doi:10.1177/0001699307077655.

Inkeles, Alex. (1969). Making Men Modern: On the Causes and Consequences of Individual Change in Six Developing Countries. *American Journal of Sociology* (75,2), pp. 208-225.

Klandermans, B., & Oegema, D. (1987). Potentials, Networks, Motivations, and Barriers: Steps Towards Participation in Social Movements. *American Journal of Sociology*, 52(4), 519–531. Retrieved from <http://www.jstor.org/stable/10.2307/2095297>.

Oegema, D. & B. Klandermans, B. (1994) Why Social Movement Sympathizers Don't Participate: Erosion and Nonconversion of Support. *American Sociological Review* (59, 5), pp. 703-722.

Verba, S., Nie, N.N. & Kim, J.-O (1978). Introduction. Pp. 1-22 in Verba, S., Nie, N.N. & Kim, J.-O. *Participation and Political Inequality. A Seven-Nation Comparison*. Chicago: University of Chicago Press.

## Evaluation

- 30% weekly assignments, 70% exam
- Weekly assignment:
  - Submitting a question / answer / **mini-essay** (in time)
  - Contributing to the discussion in class
  - Active presence in class / computer practicum
- Exam:
  - About the readings
  - About the discussion in class
  - About the contents of the practicum (**no emphasis on skills**)
  - Exam questions will be inspired by questions submitted by students

## **SUPPLEMENTARY AIMS AND DIDACTICS**

The course does not only review developments in theories and research on social inequality and social / political participation, but also introduces the students to a quantitative style of sociological analysis. Major steps here are:

- Formulation of a research problem that can be answered by submitting informative (testable) and causal hypotheses to empirical data.
- Formulation of such hypotheses against a background of earlier research and explanatory theories to obtain a cumulative growth of sociological knowledge.
- Test such hypotheses using the most appropriate statistical analysis of high quality empirical data.

Formulation of such hypotheses and actually testing using statistical models will thus be part of the course. Most prominently, in the course we will critically reconstruct Inglehart's argument and submit it to empirical tests using the data of the European Value Survey 2008.

Not all students in the MA Sociology Program will be fully prepared for these aims. The students have come into the program from various disciplines and methodological backgrounds, and it would be unreasonable to expect identical skill levels. To mend this, the group will be divided into two subgroups:

- Students with little or no exposure to quantitative methodologies. This will include students with no or only limited statistical training and who have not used a statistical program like SPSS or Stata before, and need additional instruction and guidance here.
- Students with statistical training beyond the elementary level and with hands-on experience in estimating and interpreting models like regression and factor analyses.

The two groups will be separately instructed during the Friday practicum hours.

SCHEDULE OF MEETINGS / READINGS	
Time	Readings / topic
WEEK 44	<b>MODERNITY AND MODERNIZATION THEORY</b>
Seminar 1.1	Inkeles (1969)
Seminar 1.2	Verba, Nie & Kim (1978)
Practicum #1	<i>Testing your statistical skills, intro</i>
WEEK 45	<b>THE SILENT REVOLUTION</b>
Seminar 2.1	Inglehart (1971)
Seminar 2.2	Inglehart (1997), CH2
Practicum #2	<i>Making League Tables</i>
WEEK 46	<b>POST-MODERNIZATION (1)</b>
Seminar 3.1	Inglehart (1997), CH3
Seminar 3.2	Inglehart (1997), CH4
Practicum #3	<i>Measuring Post-materialism (??)</i>
WEEK 47	<b>POST-MODERNIZATION (2)</b>
Seminar 4.1	Inglehart (1997), Ch5
Seminar 4.2	Inglehart (1997), CH8 & CH10
Practicum #4	<i>Survival versus Well-Being</i>
WEEK 48	<b>POLITICAL PARTICIPATION OF THE LOWER EDUCATED</b>
Seminar 5.1	Bovens & Wille (2010)
Seminar 5.2	To be announced
Practicum #5	<i>Measuring Educational Expansion</i>
WEEK 49	<b>NEW SOCIAL MOVEMENTS AND CONTENTIOUS POLITICAL PARTICIPATION</b>
Seminar 6.1	Kriesi (1991)
Seminar 6.2	Klandermans & Oegema (1994)
Practicum #6	<i>Formal and Informal Political Participation</i>
WEEK 50	<b>REVIEW</b>
Seminar	Question and Answers
WEEK 51	<b>EXAM</b>