

# INTL 4305: Comparative Public Opinion and Participation

Fall 2024

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<b>Instructor:</b> Solbi Kim	<b>Time:</b> MWF, 12:40–1:30
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## 1. Class Guidelines

### Course Pages:

- <https://uga.view.usg.edu/d2l/home/3256388>

**Student Hours:** Room B01, 202 Herty Dr., 2:00-4:00pm Mondays or by appointment.

### Course Description and Learning Outcomes

This course is specifically designed to provide a thorough introduction to public opinion and participation within a comparative framework. This course will allow students to investigate the establishment of public opinion, the utilization of public opinion surveys in elections, different forms of political participation, protests, the impact of institutions on participation, and attitudes towards democracy. Specifically, students will have an enhanced ability to:

- Study how popular opinion changes in Africa, Asia, Europe, Latin America, and the United States, among other places.
- Explain theoretical frameworks for understanding the cultural, social, and institutional aspects that influence voter participation.
- Compare different ways of getting involved in politics, like voting and protest movement.
- Understand the significance of public opinion and participation in a democratic system.

### Course Structure and Requirements

This course will encourage active student engagement in discussions and group activities. At the start of each week, I will present an overview of the subject, but the majority of class time will be spent on discussions based on the week's readings. These exercises will allow students to deeply interact with the topic and with one another, promoting a collaborative learning environment.

### Grading:

- **Syllabus Quiz (5%):** The quiz consists of multiple-choice questions based on the syllabus.  
***The due is 8/31 (Saturday), 11:59 p.m.***
- **Midterm Quiz (25%):** The quiz consists of multiple-choice and short answer questions (the format is subjected to change – the instructor will offer the detailed instructions in the class). The midterm quiz will be delivered electronically and will cover content up until this point. Although this quiz will be open-note and book, I **HIGHLY** recommend studying before-hand.  
***The due is 10/9 (Wednesday), 11:59 pm.***

- **Journal Reflections (15%):** Each student must submit a memo of at least 300 words to the journal reflection board on eLC. In general, this memo should reflect on your thinking and analysis of journals related to your final essay.

***The due is 11/3 (Sunday), 11:59 pm.***

- **Final Essay (30%):** This essay identifies one research question related to comparative public opinion and participation, ideally from in-class discussions and journal reflections. Students will provide their own answers (which can be based on the existing theories) to the question and test their answers using *a case study*. The grading will be based on —
  - Finding an interesting research question extended from the readings and class discussions and explain (10%)
  - Provide your main arguments (8%)
  - Annotated Bibliography: (7%): 5-7 of your main **ACADEMIC** sources that will be used in your project. Include brief descriptions of the source’s theory, methodology, and application to your argument and paper.
  - Selecting a proper case(s) for answering the question and explaining the case selection strategy (5%)
  - Summarizing the paper and describing what we know better after reading your paper (5%).

***The due is 12/9 (Monday), 5 pm.***

The paper format is double-spaced, 12pt, Times New Roman, about 5-7 pages. For citation, please follow the [APA Style](#), [Chicago Manual of Style](#), or [MLA Style](#). Students should submit their papers to the course page in eLC.

- **Attendance (5%):** Regular attendance is expected in this course, as it significantly contributes to your learning experience. You are allowed up to three absences without justification. For each absence beyond the first three, one point will be deducted.
  - Please note that if you anticipate being late, it is required to send me an email in advance. Late arrivals beyond 15 minutes into the class may be treated as an absence. Also, please be aware that lateness without prior email notification may be treated as an absence. Failure to notify me after the end of the class will be also considered as an absence.
  - If you are out for a prolonged period, please stay in contact with me. I also encourage you to reach out to Student Care and Outreach (sco@uga.edu) for assistance. They can contact all your professors on your behalf.
- **Class Participation (20%):** *Simply showing up to class does not constitute participation.* You are expected to play an active role in class and group discussions. That said, simply speaking in class will not earn you a “good” participation grade. Active participation is essential for your learning journey in this course. Class activities and assignments are designed to facilitate skill-building and critical thinking. Participation involves actively engaging in class activities, presenting arguments grounded in class readings and research, and asking insightful questions. 10% of the participation will be evaluated based on first-half of semester and the other 10% will be evaluated based on second-half of semester.
- The overall class grade will be calculated on the following scale:
 

94-100 A	74-76 C
90-93 A-	70-73 C-
87-89 B+	67-69 D+
84-86 B	64-66 D
80-83 B-	60-63 D-
77-79 C+	00-59 F

**Grading Disputes:** If you wish to dispute a graded assignment, you can send me a one-page memo within one week of receiving the graded assignment. The memo should address the feedback provided on the assignment with your class and reading notes. I will carefully review the assignment and its grade, given that the memo provides a reason to do so. After regrading, you must accept the reviewed grade, even if the grade is lower than the original assignment.

**Late Work Policy:** Late work, defined as submitting assignments after the established deadline, will incur a **deduction of 10%** of the grade. Work submitted as makeup for an excused absence is exempt from this policy.

- There will be **NO** late work policy for the **Syllabus Quiz** and **Midterm Quiz**.
- **Journal Reflection** submitted after 11/3, 11:59pm, but before 11/4, 11:59pm (via eLC) will be considered as late work. 10% of the grade will be deducted. No later submission can be accepted.
- **Final Essay** submitted after 12/11, 5pm, but before 12/12, 5pm (via eLC) will be considered as late work. 10% of the grade will be deducted. No later submission can be accepted.

**Re-Scheduled/Missed Works:**

If you are unable to complete an assignment due to a valid reason (e.g., personal health issues, starting an internship), you must email me at least one week before the deadline to discuss rescheduling options. Please be aware that contacting me after the deadline may result in the inability to accommodate a makeup assignment. Your prompt communication and cooperation are greatly appreciated.

**Important Dates:**

8/31 (Saturday), 11:59 pm, eLC .....Syllabus Quiz Due  
 9/2 (Monday).....Holiday: Labor Day - No Class  
 10/9 (Wednesday), 11:59 pm, eLC .....Midterm Quiz Due  
 11/1 (Friday).....Fall Break  
 11/3 (Sunday), 11:59pm, eLC.....Journal Reflection Due  
 11/27-29 (Wednesday-Friday).....Holiday: Thanksgiving - No Classes  
 12/9 (Monday), 5pm, eLC.....Final essay Due  
 12/16 (Monday), 12pm.....Grades Due

**2. University Policies**

**Academic honesty:** Please see the UGA Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” A Culture of Honesty, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi).

In addition, unless explicitly stated, artificial intelligence-based technologies, such as Chat-GPT, must not be used to generate responses for student assignments. The use of such programs for any course assignments, including your journal reflections, final essays, and in-class participations, is not allowed in this course and could result in failing this class and other undesirable outcomes.

**Disclaimer:** The course syllabus is a general plan for the course; changes communicated to the class by the instructor may be required.

**Accommodations due to disability:** If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.) See [https://drc.uga.edu/content\\_page/sample-access-statements](https://drc.uga.edu/content_page/sample-access-statements) for additional examples.

### **Mental Health and Wellness Resources:**

-Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit [sco.uga.edu](http://sco.uga.edu). Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the [Embark@UGA](mailto:Embark@UGA) program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

-UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: [well-being.uga.edu](http://well-being.uga.edu)
- Student Care and Outreach: [sco.uga.edu](http://sco.uga.edu)
- University Health Center: [healthcenter.uga.edu](http://healthcenter.uga.edu)
- Counseling and Psychiatric Services: [caps.uga.edu](http://caps.uga.edu) or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: [healthpromotion.uga.edu](http://healthpromotion.uga.edu)

- Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

### **The Use of AI for Coursework Policies**

At UGA, the default rule for student use of AI on their coursework is that it is not permitted unless it is explicitly authorized by the course instructor before turning it in. In this class, in line with UGA policy, a detailed statement of the use of AI tools must be disclosed when you submit your assignment.

If you're not sure where the line is between collaborating with AI and copying from AI, I recommend that you don't have both your assignment and the AI tool open on the same device. Instead, take notes in your own words while you interact with the AI tool, and then utilize them to remember what you've learned and inform your work. Lastly, AI tools can be very wrong and biased, so it is your job to check the validity and usefulness of any AI result you use.

## **3. Course Outline**

Most required readings are available at Google Scholar and the University Library website. They will be also accessible through eLC.

### **Week 1: Introduction**

- 8/14: Introductions & Review Syllabus
- 8/16: Syllabus Quiz (No Class)

### **Week 2: Basics of Public Opinion**

- 8/19: What is Public Opinion?

#### *Readings*

- Anderson, C. D., & Turgeon, M. (2022). Defining and Measuring Public Opinion. In C. D. Anderson, & M. Turgeon (Eds.), *Comparative Public Opinion* (pp. 16-30). Taylor & Francis Group.

- 8/21: What is a Comparative Perspective in Public Opinion?

*Readings*

- [Can You Name a Country?](#)
- Wike, R., & Fetterolf, J. (2022, May 27). [Global Public Opinion in an Era of Democratic Anxiety](#). The Pew Charitable Trusts.

- 8/23: The Relationship Between Public Opinion and Government

*Readings*

- The Economist. (2018, January 3). [How political leaders shape public opinion](#).
- Davison, W. Phillips (2024, March 28). [Public opinion and government](#). Encyclopedia Britannica.

### **Week 3: Where does Public Opinion Come From?**

- 8/26: Individual Determinants of Public Opinion

*Readings*

- Brown-Iannuzzi, J. L., Lundberg, K. B., & McKee, S. (2017). The Politics of Socioeconomic Status: How Socioeconomic Status May Influence Political Attitudes and Engagement. *Current Opinion in Psychology*, 18, 11-14.

- 8/28: External Determinants of Public Opinion

*Readings*

- Bastien, F. (2022). The News Media Organizations and Public Opinion on Political Issues. In C. D. Anderson, & M. Turgeon (Eds.), *Comparative Public Opinion* (pp. 16-30). Taylor & Francis Group.

- 8/30: Discussion Session

*Discussion question: Who/what are the major influences on your political opinions?*

**8/31 (Saturday), 11:59 pm: Syllabus Quiz Due**

### **Week 4: Role of Public Opinion in a Democracy**

- 9/2: Labor Day (No Class)

- 9/4: What Role does Public Opinion Perform in a Democracy?

*Readings*

Newport, B. F. (2024, February 7). [Six Reasons Polling is Valuable in a Representative Democracy](#). *Gallup.com*.

Pew Research Center. (2024, April 14). [Assessing the Representativeness of Public Opinion Surveys](#).

- 9/6: Discussion Session

*Discussion question: What role should public opinion perform in a democracy?*

### **Week 5: Political Participation**

- 9/9: What is Political Participation?

*Readings*

Rom, M. C., Hidaka, M., & Walker, R. B. (2022). [What Is Political Participation?](#) *Introduction to Political Science*. Open Textbook Library.

- 9/11: Various Types of Political Participation

*Readings*

Rom, M. C., Hidaka, M., & Walker, R. B. (2022). [How Do Individuals Participate Other than Voting?](#) *Introduction to Political Science*. Open Textbook Library.

[Breaking down social media's impact on politics 15 years after Twitter's launch](#)

- 9/13: Discussion Session

*Discussion question: What is the most effective form of political participation?*

## Week 6: Turnout

- 9/16: Turnout Across the World  
*Readings*  
DeSilver, D. (2024, April 14). [Turnout in U.S. has soared in recent elections but by some measures still trails that of many other countries](#). *Pew Research Center*.  
Blais, A. (2007). Turnout in Elections. In *The Oxford Handbook of Political Behavior* (pp. 621-635).
- 9/18: What Affects Voter Turnout?  
*Readings*  
[Why Americans Don't Vote \(and What to Do About It\) | NYT Opinion](#)  
Geys, B. (2006). Explaining Voter Turnout: A Review of Aggregate-Level Research. *Electoral studies*, 25(4), 637-663.
- 9/20: Group Activity (Jigsaw Discussion)  
*Discussion question: What motivates people to vote in new and old democracies?*

## Week 7: Vote Choice

- 9/23: What Affects Vote Choice in Old Democracies?  
*Readings*  
Kulachai, W., Lerdtomornsakul, U., & Homyamyen, P. (2023). Factors Influencing Voting Decision: A Comprehensive Literature Review. *Social Sciences*, 12(9), 469.  
Schain, M. (2021). [Understanding Radical Right Populism and Migration: Three Questions to Martin Schain](#). *Institut Montaigne: Paris, France*.
- 9/25: What Affects Vote Choice in New Democracies?  
*Readings*  
Bustikova, L., & Zechmeister, E. J. (2017). Voting in New (er) Democracies. *The Sage Handbook of Electoral Behaviour*, 92-133.  
Albertus, M. (2024, May 27). [South Africa Election: Why Land Reform Still Matters](#). *Foreign Policy*.
- 9/27: Group Activity (Jigsaw Discussion)  
*Discussion question: What drives people to vote Democrat or Republican?*

## Week 8: Protest

- 9/30: What is Protest?  
*Readings*  
Giugni, M., & Grasso, M. (2022). Protest Participation. In *The Oxford Handbook of Political Participation* (pp. 396-416).  
Parry, J. (2023, February 20). [What's the Point of Protest?](#). *LSE Philosophy Blog*.
- 10/2: How to Explain Protest  
*Readings*  
Bernhagen, P., & Marsh, M. (2007). Voting and Protesting: Explaining Citizen Participation in Old and New European Democracies. *Democratisation*, 14(1), 44-72.  
Akinwotu, E. (2024, August 1). ['Enough is enough': Nigerians take to street in protest over a cost-of-living crisis](#). *NPR*.
- 10/4: Group Activity (Case Studies)  
*Discussion question: What motivates people to protest?*

\* Midterm Quiz becomes Available.

## Week 9: Midterm and More!

- 10/7: Midterm Quiz Review

• **10/9: Midterm Quiz Due (No Class)**

- 10/11: Participation and Representation

*Readings*

Herre, B. (2024). [Women have made Major Advances in Politics — But the World is Still Far from Equal](#). Our World in Data.

Washington Center for Equitable Growth. (2021, February 5). [The Consequences of Political Inequality and Voter Suppression for U.S. Economic Inequality and Growth](#).

**Week 10: Institutions and Participation I: Compulsory Voting**

- 10/14: Compulsory Voting Across the World

*Readings*

[Compulsory Voting](#), International IDEA.

Birch, S. (2009). A History of Compulsory Voting and an Overview of Contemporary Experience. In *Full Participation: A Comparative Study of Compulsory Voting* (pp. 20-39). Manchester University Press

- 10/16: Why Compulsory Voting?

*Readings*

Oprea, A., Martin, L., & Brennan, G. H. (2024). Moving toward the Median: Compulsory Voting and Political Polarization. *American Political Science Review*, 1-15.

Craig, A. (2022, June 17). [Mandatory Voting Is a Bad and Unconstitutional Idea](#). Cato Institute.

- 10/18: Discussion Session

*Discussion question: Is compulsory voting beneficial for democracy?*

**Week 11: Institutions and Participation II: Quotas**

- 10/21: Quotas Across the World

*Readings*

Akinwotu, E. (2017, September 27). [How Well have Racial Quotas Worked Around the World?](#) *The Guardian*.

Htun, M. (2016). Gender Quotas: Why and How? In *Inclusion Without Representation in Latin America: Gender Quotas and Ethnic Reservations*. Cambridge University Press.

- 10/23: Why Quotas are Necessary?

*Readings*

Bird, K. (2014). Ethnic Quotas and Ethnic Representation Worldwide. *International Political Science Review*, 35(1), 12-26.

Nayar, J. (2022, August 20). [Equal Representation? The Debate over Gender Quotas \(Part 1\)](#). Harvard International Review.

- 10/25: Discussion Session

*Discussion question: Should we have diversity quotas?*

**\*Bring your Journal Reflection Topics to share!**

**Week 12: Democratic Attitudes I**

- 10/28: Why Democracy is Important?

*Readings*

Dominguez, D. (2024, July 11). [Why Should We Care About Citizens' Perceptions of Democracy?](#) *International IDEA*.

Wallace, J., Kundnani, H., & Donnelly, E. (2022, December 21). [The Importance of Democracy](#). *Chatham House*.

- 10/30: Support for Democracy

*Readings*

The Economist. (2020, August 22). [A Rift in Democratic Attitudes is Opening Up Around the](#)

## World.

Bryan, J. D. (2023). What Kind of Democracy Do We All Support? How Partisan Interest Impacts a Citizen's Conceptualization of Democracy. *Comparative Political Studies*, 56(10), 1597-1627.

- 11/1: Fall Break (No Class)

### **11/3 (Sunday), 11:59pm: Journal Reflection Due**

#### **Week 13: Democratic Attitudes II: Problems**

- 11/4: Public Perceptions toward Democracy

##### *Readings*

Fetterolf, J., & Wike, R. (2024, June 18). [Satisfaction with Democracy has Declined in Recent Years in High-income Nations](#). *Pew Research Center*.

Acemoğlu, D., Ajzenman, N., Aksoy, C. G., Fiszbein, M., & Molina, C. (2023, December 19). [Support for Democracy and the Future of Democratic Institutions](#). *VoxDev*.

- 11/6: Anti-Democratic Attitudes

Carlin, R. E., & Singer, M.M. (2011). Support for Polyarchy in the Americas. *Comparative Political Studies*, 44(11), 1500–1526.

Lewsey, F. (2023, January 6). [Faith in democracy: Millennials are the Most Disillusioned Generation 'In Living Memory'](#). *University of Cambridge*.

- 11/8: Group Activity I (Democracy in Practice: Leadership and Decision-Making)

*Electing a Democratic or Strong Leader to Make School Improvement Suggestions*

#### **Week 14: Democratic Attitudes III: Variations**

- 11/11: African Context

Bratton, M., & Mattes, R. (2001). Support for Democracy in Africa: Intrinsic or Instrumental?. *British Journal of Political Science*, 31(3), 447-474.

Campbell, J., & Quinn, N. (2021, May 26). [What's Happening to Democracy in Africa?](#) *Council on Foreign Relations*.

- 11/13: Asian Context

Dalton, R. J., & Ong, N. N. T. (2005). Authority Orientations and Democratic Attitudes: A Test of the 'Asian Values' Hypothesis. *Japanese Journal of Political Science*, 6(2), 211-231.

Mazzocco, I., & Kennedy, S. (2024, July 18). [Public Opinion in China: The Liberal Silent Majority](#). *Center for Strategic and International Studies*.

- 11/15: Group Activity II (Democracy in Practice: Leadership and Decision-Making)

*Presenting A Proposal for Improving Student Convenience at UGA*

#### **Week 15: Democratic Futures**

- 11/18: Decline of Democracy or Not? (I)

##### *Readings*

Carothers, T., & Press, B. (2022). [Understanding and Responding to Global Democratic Backsliding](#). *Carnegie Endowment for International Peace*.

- 11/20: Decline of Democracy or Not? (II)

##### *Readings*

Newton, K., & Deth, J. W. van. (2021). The Future of the Democratic State. In *Foundations of Comparative Politics: Democracies of the Modern World* (pp. 356–377). Cambridge University Press.

Welzel, C. (2021). [Why the Future is Democratic](#). *Journal of democracy*, 32(2), 132-144.

- 11/22: Group Activity III (Democracy in Practice: Leadership and Decision-Making)

*Group Reflection on Democratic Principles*



**Week 16: Conclusions**

- 11/25: Final Class Wrap-Up and Reflection
- 11/27: Thanksgiving (No Class)
- 11/29: Thanksgiving (No Class)

**Week 17: Research**

- 12/2: In-class Research Hours
- 12/4: Reading Day

**12/9 (Monday), 5pm: Final Essay Due**