

L2929 Week 09: Organisational Involvement
Essential Readings Questions to Consider

Classes: Thursdays, 11:00 – 13:00, LT313

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Office Hours: Thursdays, 16:00 – 17:00, MC431

Essential Reading Key Questions:

1. Fox and Lawless suggest three things that male gatekeepers do that can reduce female recruitment as candidates. What are they? Do you think there could be any other factors at play in candidate recruitment that disadvantage women?
 - a) What research method do Fox and Lawless use to investigate the gender gap in candidate recruitment? What are its strengths and weaknesses?
 - b) What are Fox and Lawless' findings in relation to their *Recruitment Disadvantage Hypothesis*? And their *Recruitment Impact Hypothesis*?
2. What are the three mechanisms that Habyarimana et al. suggest might make it more difficult for heterogeneous groups to co-operate than for homogeneous groups to do so?
 - a) What are the games that Habyarimana et al. use to experimentally test each of the mechanisms that they outline?
 - b) What findings emerge from the experiments run by Habyarimana et al.?
 - c) What are the implications, if any, of the above findings for political organisations and their attempts to build support and involvement?
 - d) Do you expect the findings presented by Habyarimana et al. to apply equally in elite and mass contexts?
3. Olson claims that 'there is a systematic tendency for "exploitation" of the great by the small!' Why is this so?
 - a) What is the difference between a 'privileged', an 'intermediate', and a 'latent' group, as outlined by Olson? What are the implications for collective action?
 - b) What are 'selective incentives' according to Olson, and why are they important for latent groups? Can you think of some real-world examples of selective incentives?
 - c) What is the free rider problem and how is it related to organisational involvement?
 - d) What are some implications of Olson's arguments for the distinction between elite and mass political organisational contexts?

4. What are Scarrow and Gesgor's findings regarding the characteristics of party members compared to the population? How did the differences between party members and the public change over the period that they consider?
 - a) How do you think party membership might have changed in the twenty years since the period that Scarrow and Gesgor's data cover?
 - b) Do you think it is (or would be) a good thing if the average party member looks like the average person in population? Are there any differences that you would hope to see between the two groups?
 - c) What are the implications of the arguments and findings presented by Fox and Lawless, Habyarimana et al., and Olson for how parties could increase their memberships and reach traditionally under-represented groups?

Essential Readings Further Questions:

5. Habyarimana et al. differentiate between 'egoists' and 'non-egoists', finding that egoists are least likely to co-operate in games unless they are playing with others from the same (perceived) group, in which case they are more likely than non-egoists to co-operate. What is your normative view of these findings?
6. Do you find the games that Habyarimana et al. use to be plausible tests of the real-world phenomena they consider? How generalizable do you think their findings are?
7. How do you think the findings of each of the essential readings might apply differently to different kinds of political organisation?

Essential Readings for Next Week:

- Mark Granovetter (1978), 'Threshold Models of Collective Behavior', *American Journal of Sociology*, Vol. 83, No. 3, pp. 1420-1443. <https://doi.org/10.1086/226707>.
- Rachel L. Einwohner (2007), 'Leadership, Authority, and Collective Action: Jewish Resistance in the Ghettos of Warsaw and Vilna', *American Behavioural Scientist*, Vol. 50, No 10, pp. 1306-1326. <https://doi.org/10.1177/0002764207300160>.
- Kristian Skrede Gleditsch, Roman Gabriel Olar and Marius Radean (2022), 'Going, Going, Gone? Varieties of Dissent and Leader Exit', *Journal of Peace Research*, In Press. <http://repository.essex.ac.uk/id/eprint/32532>.

Note: the essential readings are all available via the L2929 page on Myplace.