Inequality and Conflict in Societal Participation
Course manual 2022

Master Sociology
Vrije Universiteit Amsterdam

Course name: Social inequality, conflict and participation
Period: 2 (1 November – 22 December 2022)
Course code: S_ICSP
EC: 6
Language of instruction: English
Mode: on campus, Canvas course page: https://canvas.vu.nl/courses/63000
Coordinator: Prof. dr. René Bekkers
Lecturers: Prof. dr. René Bekkers, dr. Arjen de Wit, Joey Van Matre, MSc, Caroline Graf, MSc
Lab instructors: Joey Van Matre, MSc, Joukje Swinkels, MSc
Level: 500

Course content

In this course you study the influences of inequality, education and political values on societal participation. The point of departure of the course is Inglehart's 1997 book "Modernization and Post-modernization", on the emergence of a 'post-materialist' value system and its consequences for societal engagement. The 1990 World Values Survey served to test the model.

In the course we will critically examine and reconstruct Inglehart's arguments, as well as the empirical evidence he provides. We will also examine recent studies on political and societal participation that complement or challenge Inglehart's conclusions. Furthermore, we will empirically test some of the arguments using the most recent edition of the World Values Survey. We will analyze this cross-national dataset in Data Labs. You will replicate analyses that Inglehart reported for the 1990 dataset. Replication is a cornerstone of progress in science: a finding is more robust when it emerges from multiple tests on different datasets. You also test alternative theories of changing political participation discussed in the course. The Data Labs assignments are designed to help you develop your quantitative analysis skills.

Learning outcomes

There are two types of learning outcomes in this course, with respect to knowledge and understanding (KU); and application of knowledge (A). At the end of this course, you should:
1) know more about value change and its consequences for societal participation (KU);
2) know more about how education and inequality relate to societal participation (KU);
3) be better able to compare and contrast the theories and studies discussed in the course (KU);
4) be better in critically assessing operationalizations and research design features of social science research (A);
5) be better in relating results presented in a table or graph to theoretical expectations and published interpretations (A);
6) have learned research skills to conduct a theoretically informed quantitative analysis in statistical software and writing skills to report the outcomes in an accurate and accessible manner (A).

Assessment matrix

Learning outcome	Class participation	Data Labs assignments	Exam
1	X	X	X
2	X	X	X
3	X	X	X
4	X	X	X
5	X	X	X
6		X	

Course structure

The course consists of seminars and labs to test theoretical hypotheses with analyses on cross-national survey data.

Seminars
The seminars are mainly discussion based. It is therefore crucial that you come to the seminars having read the assigned readings.
For each reading try to determine:
1) What is the main argument in this paper? State it in your own words.
2) What evidence is presented? State which data, method, and analysis.
3) Do you find this evidence convincing? Why? And why not? Consider the sampling, measurement, and statistical modelling.
4) How does this study (theory, finding) relate to the other course readings so far?

For each reading there is an assignment with a reading question posted on Canvas. Complete the assignment before the meeting.

Data Labs
In each Data Lab we work on an exercise in class, in which we use empirical data to test ideas derived from the literature. There are no mandatory readings to prepare for the data lab, but please refresh your knowledge on relevant statistical topics if necessary.

Required materials

1. Textbook and readings
The textbook for this course is:
> Inglehart, R. (1997, 2015). *Modernization and Post-Modernization. Cultural, Economic and Political Change in 43 Societies*. Princeton University Press.

We read most of the chapters of this book. Make sure you have them before the first meeting. In addition, we read various journal articles in the course. The chapters and articles are on Canvas.

2. Download the World Values Survey data file
During the Data Labs you will analyze data from the 7th wave of the World Values Survey (2017-2020; Haerpfer et al., 2020), see http://www.worldvaluessurvey.org/wvs.jsp.

Haerpfer, C., Inglehart, R., Moreno, A., Welzel, C., Kizilova, K., Diez-Medrano J., M. Lagos, P. Norris, E. Ponarin & B. Puranen et al. (eds.). 2020. World Values Survey: Round Seven – Country-Pooled Datafile. Madrid, Spain & Vienna, Austria: JD Systems Institute & WVSA Secretariat [Version: http://www.worldvaluessurvey.org/WVSDocumentationWV7.jsp].

You will need to download the dataset before the first Data Lab.

- Go to https://www.worldvaluessurvey.org/WVSDocumentationWV7.jsp
- Find the file "WVS Cross-National Wave 7 spss v4 0.zip" listed under Statistical Data Files
- Download this file. You have to fill in some personal information and agree with the Conditions of Use. At 'Intended Use', select 'Instruction'.
- Extract the SPSS file "WVS_Cross-National_Wave_7_spss_v4_0.sav" and save it on your system. You may want to save it in a subfolder you name 'S_ICSP Data Labs'.

**3. Make sure that SPSS works on your system and that you can open the WVS dataset**
For the first Data Lab, you will need to have a working version of SPSS. Make sure that you have installed SPSS on your own laptop or that you have access to it on the system that you are working on during the lab meeting. As a student, you can buy the most recent version 27 of SPSS at Surfspot for €10 here https://www.surfspot.nl/ibm-spss-statistics-27.html. If you have a previous version you can use this.

Before the Data Lab, check whether SPSS actually works. You have passed the check if you can open the World Values Survey dataset that we will be working with in the meeting, and can get a frequency table for variable A_Wave by clicking "Analyze – Descriptive Statistics – Frequencies and then selecting A_Wave (the second variable in the list), clicking the

icon the middle and then OK.
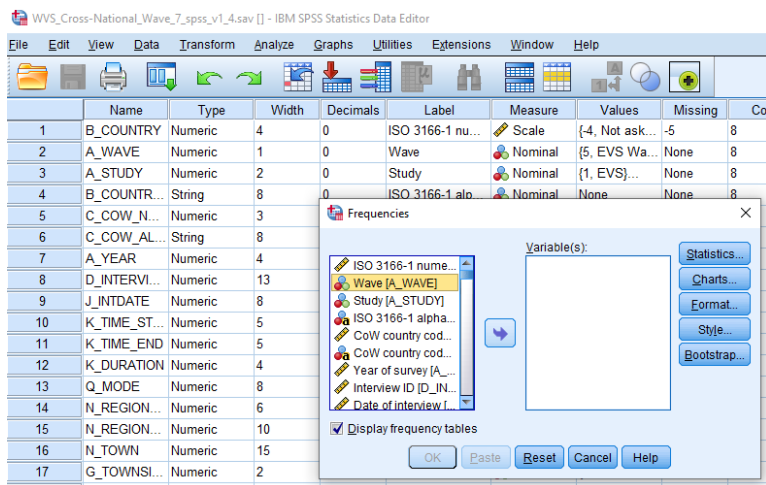
In the output window you should see something like this:
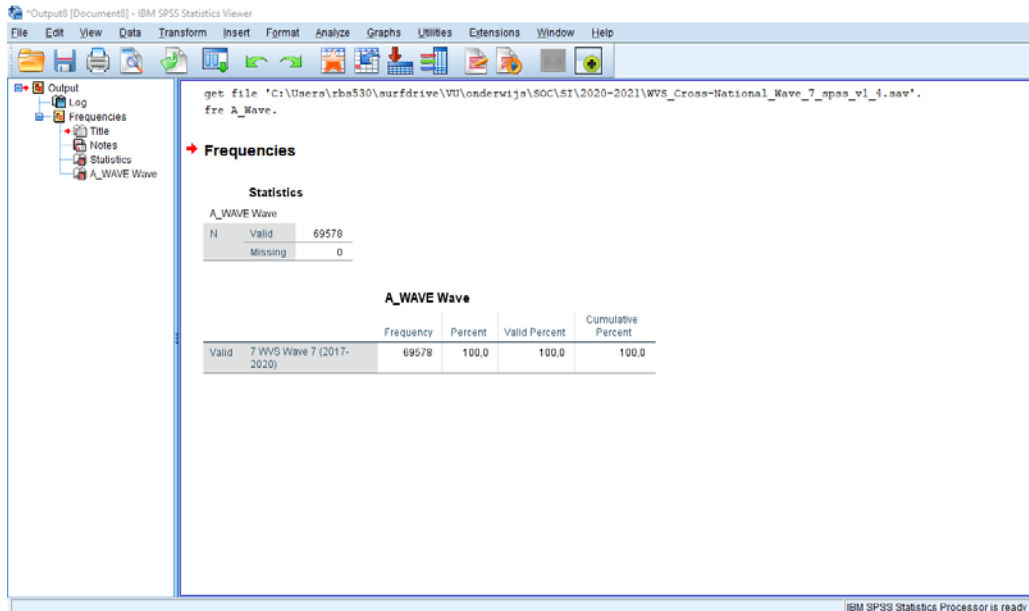
Workload

The workload for this course is 6 EC, which amounts to 168 hours.

	Hours
Seminars (7*2)	14
Assignments (7*1)	7
Data labs (7*2)	14
Readings (± 437 pages)	71
Data Labs assignments (2*16)	32
Exam preparation	30
Total	168

Assessment

The course contains three assessed elements:
- 10% - reading assignments and participation in class and data labs
- 30% - 2 written Data Labs assignments (15% each)
- 60% - open book exam

You complete the course successfully *only* if the mark on each of the three elements is 5.5 or higher. You cannot compensate the elements with each other.

Reading assignments and participation in class
You can earn 10% of the final mark by:
- Completing all 19 weekly reading assignments posted on Canvas;
- Active participation in class discussions showing evidence of having done the readings;
- Participation in all Data lab sessions and completing 5 weekly activity reports

Though participation is only 10% of the final grade, attending the meetings will help you keep on track. If you delay reading the materials and completing the assignments to the end of the course it will be difficult to pass the course.

Data Labs assignments
In addition to the weekly exercises you complete in the Data Lab meetings and the brief activity reports, there are two Data Labs assignments to complete at home. The two Data Labs assignments will be posted on Canvas. You will need to submit both assignments on Canvas for a mark. The due date of each assignment is two weeks after the lab in which you receive the assignment (Lab 3 and 6).

Submit assignments in English. They should be 4-8 pages (2,000-3,000 words) including tables and graphs. Assignments and the Data Labs syntax file should be submitted to Canvas.

The marking criteria for assignments are:
- Application of relevant theories from the course (comparing and contrasting);
- Operationalization of concepts (appropriate, clear);
- Presentation of results tables/graphs (appropriate, clear);
- Description of results in text (correct, complete);
- Discussion of results in relation to the theories discussed in the course;
- Writing style & referencing;
- Syntax (correct, complete, well organized).

The following errors will reduce your mark for assignments:
- Incorrect referencing;
- Multiple errors in basic quantitative social science vocabulary (e.g. incorrect use of 'measuring', 'testing' etc.);
- Systematic misinterpretation of the results from the statistical analyses;
- A syntax that doesn't lead to the results presented in the paper.

If the average mark of the Data Labs assignments is below 5.5 you need to resubmit the failed assignment(s). The date for the resubmission will be posted on Canvas.

Digital Exam on Campus
The digital exam takes place on campus, and consists of open questions. The questions test your performance in understanding ideas and concepts, applying them to new materials, analyzing connections between ideas and materials, and evaluating arguments based on theories and results. The questions do not test your recall of facts and concepts. To answer the questions, you are allowed to consult the readings, slides, and other materials available on the web. The questions presuppose that you understand the theories and hypotheses discussed in the readings and in course meetings. The prototypical question starts with a piece of new material: a quote, a cartoon, a news item, a table or a figure from an article or a piece of output not discussed in class. You should be able to interpret the new material and explain it from theories and concepts covered in readings and class meetings. Questions of a second type work in the reverse order, and ask you to first draw connections between theories and hypotheses, and then invite you to present examples from new materials you collect yourself. Questions of a third type ask you apply, analyze, and evaluate existing causal models, or construct one yourself. These questions presuppose that you understand the logic of causal models and are able to find flaws in hypotheses and repair them.

You have 2 hours and 15 minutes to answer the questions in the exam. The resit for the digital exam will be in February 2021, exact date to be announced.

Please note: if you have passed the first examination but would like to obtain a higher mark you can do the written exam again. However, in that case the second result will count, also when this implies a lower grade. An exception are 'no shows'. If you have registered for the course and exam, but do not show up, your result will be registered as "ns" (no show).

Prerequisite knowledge

The expected level of statistics is equivalent to that taught in most introductory classes. You should have a working knowledge of:
- Correlation
- Hypothesis testing and p-values
- OLS regression (with dummy variables)
- Control variables
- Confounding variables (confounders)
- Mediating variables
- Standardized vs unstandardized regression coefficients
- Reliability analysis (Cronbach's alpha)

Entry test
In the first Data Lab, you will check your entry level with a short test. This test is not graded but gives you a rough idea of your knowledge on specific topics. You will get individualized feedback and references to relevant resources that you can use to update your knowledge. On Canvas you can find a test to practice and improve your SPSS skills before the first lab. You can also ask questions about these exercises in the first lab.

Data Labs assignment pointers

Each assignment text outlines what is expected for that particular paper. In addition to those guidelines, you can benefit from the suggestions in *Better Academic Research Writing: A Practical Guide*, which you will find on Canvas. Translating these suggestions to the present course:

Writing style and references (15%)
- Write for an academic audience, not for your course instructors;
  - People who did not read Inglehart or other literature that you refer to should be able to understand your paper.
  - You do not need to summarize all of Inglehart's theory, only the parts that are relevant to what you are going to do in your paper.
- Include references according to the APA guidelines.

Theory (25%)
- Let hypotheses flow from your theoretical framework.
- Discuss mechanisms that explain why more X would result in more or less Y.
- Number your hypotheses (H1, H2) or give them a name.
- Develop separate hypotheses for each independent variable of theoretical interest. Do not state hypotheses for control variables.
- Provide an argument for your choice of country or countries.

Data and operationalization (20%)
- Mention the year(s) of data collection.
- Do not mention variable names, but use the names of the concepts (e.g. trust in science, life satisfaction) and provide the question text and answer scale.
- Reverse code values when it eases interpretation or helps align your variables with your hypotheses. Always mention that you did this in the text; this eases replication.
- There is no need to report the codes of missing values, but it is imperative that you report the loss of N after (listwise) deletion of missing values.

Descriptive statistics (10%)
- Always present a table with descriptive statistics.
- Always indicate the number of observations N, in both tables and graphs.
- Graphs are descriptive, they do not provide a formal hypothesis test. When asked to test a hypothesis, you should therefore always add a table with results to graphs.

Results (20%)
- Discuss the direction and size of the coefficient before discussing significance.
- Explicitly mention whether a result is significant.
- Make sure you correctly interpret and write about p-values.
- Reflect on the hypotheses.

Discussion and conclusion (10%)
- Reflect on your analyses; any limitations that may have influenced your findings?
  - Sample (size, bias)
  - Timing of data collection (pre-post significant events?)
  - Measurement
- If you suggest future research, explain what should be studied and why this would advance theory development in this area.

Contact with instructors

Do you have a question? Please follow these steps:
1) Consult this course manual. Many of your questions will be answered here.
2) You will see the instructors every week: you can ask them questions directly.
3) Put your question on the Canvas discussion board. Instructors will put up an answer within 2 working days. You can subscribe to the discussion board in order to receive an email as soon as something is posted.
4) In case of personal matters that cannot be addressed in the aforementioned ways, send an email. Please note that instructors receive a lot of emails and may not be able to reply quickly.

Meetings

Week 44 – Meeting 1 – Modernization & post-modernization
Modernization theory aims to explain the relation between economic and societal developments. In this first session we discuss Marx and Engels' 'Manifesto of the communist party'. The manifesto lays out their theory on how class struggle relates to societal change. Also we discuss recent developments in income and wealth inequality in the US and the Netherlands and examine the validity of century old predictions in the current context.

Inglehart argues that economic, cultural and political chances have reciprocal relationships. In his theory of post-modernization, Inglehart contends that the 'unprecedented degree of economic security' after the Second World War has facilitated a shift in values from what he calls 'materialist' to 'post-materialist' values. This seminar also provides the first introduction to his argument.

Finally, we discuss why replication is an important principle in science, and why it is important to work in a reproducible way.

Readings:
1. Marx, K. & Engels, F. (1908). *Manifesto of the communist party* (e-book via VU library) 27pp. https://canvas.vu.nl/files/2853270/
2. Inglehart, R. (1997). *Modernization and Post-Modernization. Cultural, Economic and Political Change in 43 Societies*. Princeton University Press:
   - Introduction 'Changing Values and Changing Societies', pp. 3-6
   - Chapter 1 'Value Systems: The Subjective Aspect of Politics and Economics', pp. 7-50.
   https://canvas.vu.nl/files/2853904

Additional resources:
   - Our World in Data, https://ourworldindata.org/income-inequality, https://ourworldindata.org/global-economic-inequality
   - Factfullness Quiz, https://factfulnessquiz.com/
   - Mijs, J.B. & Savage, M. (2020). Meritocracy, Elitism and Inequality. *The Political Quarterly*, 91 (2): 397-404. https://doi.org/10.1111/1467-923X.12828
   - Norton, M. & Ariely, D. (2011). Building a Better America – One Quintile at a Time. *Perspectives on Psychological Science*, 6(1): 9-12. https://journals.sagepub.com/doi/10.1177/1745691610393524 and https://ideas.ted.com/the-data-shows-we-want-to-end-inequality-heres-how-to-start/

Week 44 – Data lab 1: Causal Models and Statistics entry level assessment
The first lab consists of two parts.

1. Causal Models
We will go over the logic of causal models and draw examples of them based on Breznau & Hommerich (2019), for how support for state provision of welfare as a dependent variable relates to education, income, wealth, and income and wealth inequality as predictor variables.

Reading:
Breznau, N. & Hommerich, C. (2019). The limits of inequality: Public support for social policy across rich democracies. *International Journal of Social Welfare*, 28, 138-151. https://doi.org/10.1111/ijsw.12341

2. Methods and Statistics Entry Test
To prepare this part of the meeting, make sure your statistical software is working.
After you have made the Entry Test we will revisit the required knowledge, the suggested resources and the way in which we use statistics in this course, and you can ask questions. In this part you can also ask questions about the extra intro test in Testvision to practice and improve your SPSS skills.

Week 45 – Meeting 2 – Economic security and value change
In this seminar we will discuss the methodology that Inglehart and Lancee & Van de Werfhorst employ to test hypotheses on the relation between economic conditions and value change at the societal level, the individual level, and over time.

Readings:
3. Inglehart, R. (1997) *Modernization and Post-Modernization,* Chapter 3 'Modernization and Postmodernization in 43 Societies', pp. 67-107; https://canvas.vu.nl/files/5529373/
4. Chapter 5 'The Shift toward Postmaterialist Values, 1970-1994', pp. 131-159. https://canvas.vu.nl/files/2853902
5. Lancee, B. & Van de Werfhorst, H.G. (2012). Income inequality and participation: A comparison of 24 European countries. *Social Science Research*, 41: 1166–1178. http://dx.doi.org/10.1016/j.ssresearch.2012.04.005

Week 45– Data lab 2 - Cross-national patterns of (post)modernization
In this data lab meeting we will aggregate variables, create scatterplots, calculate correlations, and treat outliers. Update your knowledge on the interpretation of correlation coefficients before the lab.

Suggested resources:
-   Vigen, T. (2020). Spurious Correlations. https://www.tylervigen.com/spurious-correlations
-   Matejka, J., & Fitzmaurice, G. (2017). Same Stats, Different Graphs: Generating Datasets with Varied Appearance and Identical Statistics through Simulated Annealing. ACM SIGCHI Conference on Human Factors in Computing Systems, http://dx.doi.org/10.1145/3025453.3025912
-   See how good you are guessing the correlation: https://istics.net/Correlations/ and http://guessthecorrelation.com/

Week 46 – Meeting 3 – Varieties of social participation
Inglehart's book is more than 20 years old, and the World Values Survey does not include measures of online participation. To what extent do the arguments that Inglehart brought forward still hold for newly emerged forms of social participation?

Readings:
6. Verba, S., Schlozman, K.L., & Brady, H.E. (1995). Chapter 1, Pp 1-34 in *Voice & Equality: Civic Voluntarism in American Politics*. Harvard University Press. https://canvas.vu.nl/files/2853865/
7. Ackermann, K. & Manatschal, A. (2018). Online volunteering as a means to overcome unequal participation? The profiles of online and offline volunteers compared. *New Media & Society*, 20 (12): 4453 – 4472. https://canvas.vu.nl/files/2853268/
8. De Wit, A., et al., (2022). Online Citizenship Behavior. This text will be available on Canvas.

Week 46 – Data lab 3 – Post-materialism, birth cohorts and political trust
In this lab we learn how the scale is formed that aims to measure postmaterialist values. We use this scale in a regression analysis to examine the association between age and postmaterialism.

Week 47 – Meeting 4 – The effects of post-materialism on political participation
Inglehart argues that the rise of post-materialist values leads to fundamental changes in political participation. In this seminar we will discuss these changes.

Readings:
Inglehart, R. (1997) *Modernization and Post-Modernization:*
9. Chapter 8 'The Rise of New Issues and New Parties', pp. 237-266;
10. Chapter 10 'The Erosion of Institutional Authority and the Rise of Citizen Intervention in Politics', pp. 293-323.
    https://canvas.vu.nl/files/2853903
11. Schröder, J.M. & Neumayr, M. (2021). How Socio-Economic Inequality Affects Individuals' Civic Engagement: A Systematic Literature Review of Empirical Findings and Theoretical Explanations. *Socio-Economic Review.* https://doi.org/10.1093/ser/mwab058

Week 47– Data lab 4 – Inequalities in social participation
In this lab we explore inequalities in social participation and relate these to educational inequalities. We make a cross-tabulation and test differences in participation scores between educational levels with a Chi-square test.

Week 48 – Meeting 5 – Cultural evolution theory
An alternative explanation for culture change is provided by cultural evolution theory. What does the theory claim, how is it different from Inglehart's theory, and what does the evidence say?
Guest lecture: Caroline Graf.

Readings:
12. Mesoudi, A. (2016). Cultural Evolution: A review of theory, findings, and controversies. *Evolutionary Biology*, 43: 481-497. https://doi.org/10.1007/s11692-015-9320-0
13. Muthukrishna, M. (2020). Cultural evolutionary public policy. *Nature Human Behavior*, 4(1), 12-13 https://www.nature.com/articles/s41562-019-0780-6

Week 48 – Data lab 5 – Inequality and voluntary participation
In this lab we will examine participation in different types of organizations, and examine how they differ between individuals living in countries with different levels of socio-economic inequality.

Week 49 – Meeting 6 – The effect of education on political and voluntary participation
While Inglehart argues that political engagement is changing as a result of the process of postmodernization, others argue that education is the main determinant shaping political participation. In this seminar we will discuss texts that theorize and test the association between education and societal participation.

Readings:
14. Persson, M. (2015). Education and Political Participation. *British Journal of Political Science, 45*(3), 689-703. https://doi.org/10.1017/S0007123413000409

15. Ugur-Cinar, M., Cinar, K., Kose, T. (2020). How Does Education Affect Political Trust?: An Analysis of Moderating Factors. *Social Indicators Research*, https://canvas.vu.nl/files/2853892/
16. Van Ingen, E. & Dekker, P. (2011). Changes in the determinants of volunteering: participation and time investment between 1975 and 2000 in the Netherlands. *Nonprofit & Voluntary Sector Quarterly*, 40(4): 682-702. https://canvas.vu.nl/files/2853977

Week 49 – Data lab 6 – Relative education and societal participation
The higher educated are more likely to participate in society, but why? We test theoretical predictions about the association between education and societal participation.

Week 50 – Meeting 7 – Revisiting the effect of education on societal participation
We continue our discussion on the relation between education and societal participation. In this seminar we consider alternative ideas on why education is positively related to societal participation.

Readings:
17. Nie, N.H. & Junn, J. & Stehlik-Barry, K. (1996). Introduction, Pp. 1-7 in *Education and democratic citizenship in America.* University of Chicago Press. https://canvas.vu.nl/files/2853271/
18. Bekkers, R., Posthuma, D. & Van Lange, P.A.M. (2019). The Pursuit of Differences in Prosociality Among Identical Twins: Religion Matters, Education Does Not. https://canvas.vu.nl/files/2853269/
19. Weinschenk, A.C., Dawes, C.T., Hebbelstrup Rye Rasmussen, S. & Klemmensen, R. (2021). The relationship between education and political knowledge: evidence from discordant Danish twins. *Journal of Elections, Public Opinion and Parties*, https://doi.org/10.1080/17457289.2021.1952416

Suggested resources for learning statistics

Agresti, A. and Finlay, B. (2009 or 2014) *Statistical Methods for the Social Sciences*. (Pearson International Edition). Upper Saddle River NJ, Pearson Prentice Hall.

This book covers everything you need for this course (and more). It includes exercises at the end of each chapter, so you can test your level of understanding. Agresti & Franklin's "Statistics: The Art and Science of Learning from Data", covers similar topics.

Klein, G. & Dabney, A. (2013) *The Cartoon introduction to statistics.* Hill and Wang.

Entertaining book that does a great job explaining sampling distribution, hypothesis testing and p-value.

Urdan, T. C. (2017) *Statistics in Plain English*. New York-Hove, Routledge.
This is a great book for those who have had statistics courses before. Urdan provides a nuanced explanations of inferential statistics and the underlying assumptions. It provides a really good explanation of the key concept in inferential statistics, the standard error. It might take several readings of this chapter to fully understand it, but it is worth the effort. There are no exercises in this book.

Further readings on inequality

Alvaredo, F., Chancel, L., Piketty, T., Saez, E. & Zucman, G. (2018). The World Inequality Report. https://wir2018.wid.world/files/download/wir2018-full-report-english.pdf

Selita, F. & Kovas, Y. (2019). Genes and Gini: What Inequality Means for Heritability. *Journal of Biosocial Science*, 51 (1): 18-47. https://doi.org/10.1017/S0021932017000645

Saez, E. & Zucman, G. (2019). The Triumph of Injustice: How the Rich Dodge Taxes and How to Make Them Pay. New York: WW Norton. https://www.wwnorton.com/books/9781324002727

Wilkinson, R.G., & Pickett, K. (2009). The Spirit Level: *Why More Equal Societies Almost Always Do Better*. London: Allen Lane.

Schedule

Wk	Date	Time	Topic	Assignment	Readings
44	01/11	15:30 – 17:15	Meeting 1: Modernization & post-modernization	R1 R2	Marx & Engels Inglehart, intro + chapter 1
	03/11	13:30 – 17:15	Data Lab 1: Getting Started	1. Simulation in Excel 2. Statistics basic skills: Entry test	Statistics refresher Videos on simulations
45	08/11	15:30 – 17:15	Meeting 2: Economic Security and Value Change	R3 R4 R5	Inglehart, chapter 3 Inglehart, chapter 5 Lancee & Van de Werfhorst
	10/11	13:30 – 17:15	Data lab 2: Cross-national patterns of (post)modernization	Grasping correlations	Suggested: Stats texts on correlations
46	**14/11**	11:00 – 12:45	Meeting 3: Varieties of participation	R6 R7 R8	Verba, Schlozman & Brady Ackermann & Manatschal De Wit et al.
	THIS ↑↑↑ MEETING IS ON MONDAY INSTEAD OF TUESDAY, and in the morning instead of the afternoon; room: HG-05A33				
	17/11	13:30 – 17:15	Data lab 3: Post-materialism, birth cohorts, and political trust	Making scales, reliability analysis, OLS regression	Suggested: Stats texts on reliability analysis, scaling, and regression analysis
47	22/11	15:30 – 17:15	Meeting 4: The effects of post-materialism on political participation	R9 R10 R11	Inglehart, chapter 8 Inglehart, chapter 10 Schröder & Neumayr
	24/11	13:30 – 17:15	Data lab 4: Inequalities in social participation	Making dummies, Cross-tabulations, Chi-square test	Suggested: Stats texts on cross-tabulations and the Chi-square test
48	29/11	15:30 – 17:15	Meeting 5: Cultural Evolution Theory	R12 R13	Mesoudi Muthukrishna et al.
	01/12	**23:59**	**Deadline Data Labs Assignment 1**		
	01/12	11:00 – 14:30	Data lab 5: Voluntary participation	OLS regression, micro and macro	Suggested: Stats texts on regression analysis
49	06/12	15:30 – 17:15	Meeting 6: Education and voluntary participation	R14 R15 R16	Persson Ugur-Cinar, Cinar & Kose Van Ingen & Dekker

	08/12	13:30 – 17:15	Data lab 6: Relative education and societal participation	OLS regression with mediation	Suggested: Stats texts on regression analysis with mediation
50	13/12	15:30 – 17:15	Meeting 7: Revisiting the effect of education and postmaterialism on societal participation	R17 R18 R19	Nie, Junn & Stehlik-Barry Bekkers, Van Lange & Posthuma Weinschenk et al.
	15/12	**23:59**	**Deadline Data Labs Assignment 2**		
51	**22/12**	**15:30 – 17:45**	**Exam**		
6	**TBA**		**Exam resit**		