

# Political Representation in Established and Emerging Democracies

PLSC 485C

Spring 2017

<b>Instructor:</b>	<b>Christine Sylvester</b>	<b>Class:</b>	<b>Wednesdays</b>
	<b>LNG 77</b>		<b>5:50-8:50PM</b>
	<b>csylves1@binghamton.edu</b>		<b>LN 1324C</b>
	<b>Office Hours: Tuesdays 10AM-11AM,</b>		<b>Binghamton University</b>
	<b>&amp; 2:00-3:00PM or by appointment</b>		

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## Course Description

Overview: Whose interests are represented in established and emerging democracies? Does every citizen have equal representation and influence over policy formation? To what extent do political institutions serve as an instrument of representation and accountability? To better inform and begin to address these and related questions, this seminar surveys the debate in political science about political accountability and democracy through established forms of representation.

The goal of this seminar is to gain an understanding of the differences and connections that exist between procedural and substantive representation. To achieve this we will be exploring representation by political elites, political parties, legislatures, and governments focusing on both the American and comparative contexts. While this course will discuss the 'American model' of representation which many of us should already be familiar with, the focus will be on comparing and contrasting this model with the responsible party model regularly discussed in studies of representation in Western Europe. Additionally, we will also spend time discussing representation and political accountability in emerging and transitioning democracies of post-Soviet Europe and post-Colonial Africa.

## Course Requirements

**Participation (30%):** You will be expected to have completed your reading assignments each week and to actively join in class discussions of them. Attendance is mandatory. Participation cannot be made up, if you don't show up or arrive late your participation for that day will be zero. Mere attendance (showing up but not contributing to discussion) is not enough. You will be graded on the depth and thoughtfulness of your comments not the volume. The two best rules to consider in discussions are "*Will this comment further substantive and supportive discussion amongst my classmates?*" and "*Does this comment provide insight into this or prior week's material?*" At the end of each class, if you think you have sufficiently contributed to the class, hand your instructor a piece of paper with your name, the date, and a detailed note on how you believe you contributed that day. Your instructor will either accept it or decline it. If you have 6 of these by the end of the semester, you get full credit. Less than 6 will result in partial credit.

**Weekly Assignments and Quizzes (20%):** Throughout the course students will complete short assignments or quizzes that relate to the topic of the week. Students will have several quizzes and short written assignments over the course of the semester, either during class or as homework. The quizzes will not be announced in advance. Written assignments will be either announced in class or on

MyCourses and must be submitted at the beginning of class. No assignments will be accepted after class or electronically. At the end of the semester, the lowest score will be dropped.

**Research Paper and Presentation (30%):** Students will write a research paper about on a topic that relates to the material addressed in this course. The paper must pose a research question, present an argument which incorporates an answer to the research question, an evaluation of the argument supported by evidence, and a conclusion that links your findings to future research paths. Papers should be between 15-20 pages in length, double-spaced, and stapled. They must also use 12-point Times New Roman font, normal (one-inch) margins, and employ a proper method of citation (both in-text and bibliography). Failure to abide by these formatting requirements will result a grade deduction (for example, a paper receiving an A will be reduced to an A- etc.). Failure to employ a proper method of citation may be construed as plagiarism and result in disciplinary action. Students will be required to submit both a hard-copy of their paper in class and electronically through Turnitin (a plagiarism detection program). Papers that have been submitted in class but not through Turnitin (or vice versa) will not be graded and the student will receive a zero on the assignment. More detailed instructions on paper requirements will be discussed throughout the semester. The best rule of thumb is to pick your topic and get writing early.

Students are expected to come up with a topic for their paper (you are always welcome to come to my office hours to discuss ideas) and write a one-page description of their project to be submitted at the start of class on 1 March. This paper topic assignment and a short brief presentation of it will count towards the student's overall paper grade.

Hard copies of the final research paper are due at the start of class on April 19<sup>th</sup> by 5:50 pm and should be submitted electronically to TurnItIn by the same deadline. Late papers will be penalized by one grade each calendar day they are late including those submitted after class has begun (for example, a paper receiving an A that is submitted 1 day late will receive an A-, 2 days late will receive a B+, etc.).

On April 26<sup>th</sup> and May 3<sup>rd</sup>, 2017 students will be responsible for presenting their research paper. The format of the presentation is up to each student (for example, PowerPoint, Video, or Prezi) and should be 12-15 minutes in length. For the presentation, you are the expert on your paper topic and should ensure your presentation does a thorough job of explaining your research question, its significance, your analysis, findings, conclusions, and possible extensions. Presentations will count towards the student's overall paper grade.

*A Note on Missed Presentations.* Presentations missed without a valid and prearranged excuse cannot be made up, effectively resulting in a zero. Missing presentation day will greatly reduce your chances of receiving a passing grade for the semester. Please plan accordingly.

**Midterm Exam (10%) and Final Exam (10%):** Both examinations will be a non-traditional format instead focusing on the development of practical skills regularly utilized in the professional policy-making world. Further details on the requirements and format of these examinations will be provided during the semester.

*A Note on Missed Exams.* Exams missed without a valid and prearranged excuse cannot be made up, effectively resulting in a zero for that exam. Missing an exam greatly reduces your chances of receiving a passing grade for the semester. Please plan accordingly.

## Course Schedule

Below is a tentative schedule of topics, readings, assignments, and exams that will be covered in this course. I reserve the right to make changes to the schedule, including exam dates, and it is the student's responsibility to be aware of these changes. Date changes will be announced well in advance during class. Readings denoted as (B) will be posted on MyCourses, and those denoted as (S) will be the responsibility of the student to locate. Students are encouraged to use Library resources to locate these readings well in advance. **All readings are required.**

**18 January**      **Introductions: What is Representation?**

**25 January**      **Models of Party Competition I**

### **Readings:**

- Burke, Edmund (1774) "Speech to the Electors of Bristol at the Conclusion of the Poll 3 November 1774." <http://press-pubs.uchicago.edu/founders/documents/v1ch13s7.html>
- Pitkin, Hannah. 1967. *The Concept of Representation*. University of California Press. Chapters 3-6. **(B)**
- Shapiro, Ian, Susan C. Stokes, Elisabeth Jean Wood, and Alexander S. Kirshner, eds. 2009. *Political Representation*. Cambridge: Cambridge University Press. Chapter 3 **(B)**

**Assignment:** LTD of Pitkin Chapters 3-6 (bring two hard-copies and turn one in at the start of class)

**1 February**      **Majoritarian Models of Party Competition II**

### **Readings:**

- Pitkin, Hannah. 1967. *The Concept of Representation*. University of California Press. Chapters 8 & 9. **(B)**
- Shapiro, Ian, Susan C. Stokes, Elisabeth Jean Wood, and Alexander S. Kirshner, eds. 2009. *Political Representation*. Cambridge: Cambridge University Press. Chapter 4 & 5 **(B)**
- Mansbridge, Jane. 2003. "Rethinking Representation." *American Political Science Review*. 97(4): 515-528. **(B)**
- Mansbridge, Jane. "Clarifying the Concept of Representation." *American Political Science Review* 105, 03 (2011): 621-630. **(B)**

**Assignment:** LTD of Pitkin chapters OR Shapiro et al chapters (pick either book but ensure your LTD covers all the assigned chapters from that book (bring two hard-copies and turn one in at the start of class))

## 8 February Institutional Framework and Electoral Rules

### Readings:

- Best, Robin E. 2012. "The Long and the Short of It: Electoral Institutions and the Dynamics of Party Size, 1950-2005." *European Journal of Political Research*, 51(2): 147-165. **(S)**
- Singer, Matthew M. 2013. "Was Duverger Correct? Single-Member District Election Outcomes in Fifty-three Countries." *British Journal of Political Science*. 43(1): 201-220. **(S)**

**Assignment:** Question Hour – It has several names, sometimes it's 'Question Hour', 'Question Time', 'Question Period', or something related. Research the topic of the 'Question Time' in parliamentary systems and in no more than one-page compare and contrast the rules and practices of the question hour in two separate countries (a hard-copy should be submitted at the start of class)

## 15 February Supra- and sub-national Elections

### Readings:

- Hix, Simon & Michael Marsh. 2007. "Punishment or Protest? Understanding European Parliament Elections." *Journal of Politics*. 69(2): 495-510. **(S)**
- Hix, Simon & Michael Marsh. 2011. "Second-order effects plus pan-European political swings: An analysis of European Parliament elections across time." *Electoral Studies*, 30(1):4-15. **(S)**
- Somer-Topcu, Zeynep & Michelle E. Zar. 2013. "European Parliamentary Elections and National Party Policy Change." *Comparative Political Studies* 47(6): 878-902. **(S)**
- Jeffery, Charles & Dan Hough. 2009. "Understanding post-devolution elections in Scotland and Wales in comparative perspective." *Party Politics* 15(2):219-240. **(S)**

**Assignment:** Rise of Populist Movements (a hard-copy should be submitted at the start of class)

## 22 February Responsiveness to Public Opinion

### Readings:

- Converse, Phillip. 1964. "The Nature of Belief Systems in Mass Publics," in David Apter, editor, *Ideology and Discontent*. **(S)**
- Achen, Christopher. 1975. "Mass Political Attitudes and the Survey Response." *American Political Science Review* 69: 1218-31. **(S)**
- Herrera, Cheryl L., et al. 1992. "Public Opinion and Congressional Representation," *Public Opinion Quarterly*: 185-205. **(S)**
- Stimson, James, Michael MacKuen, & Robert Erikson. 1995. "Dynamic Representation." *American Political Science Review* 89: 543-65. **(S)**

**Assignment:** Working with Public Opinion Data (a hard-copy should be submitted at the start of class)

**1 March            Research Paper Topic Discussion**

**Assignment:** Research Paper Topic due at the start of class. You will also be asked to do a mini presentation of your paper topic. This short presentation (under 5 minutes) should mention your research question, discuss your argument, and walk the class through the major components of your paper.

**8 March            Midterm**

**15 March          Snow Day**

**22 March          The Role of the Constituency**

**Readings:**

- Miller, Warren and Donald Stokes. 1963. "Constituency Influence in Congress." *American Political Science Review*: 351-372. **(S)**
- Achen, Christopher. 1978. "Measuring Representation." *American Journal of Political Science* 22: 475-510. **(S)**
- J. Tobin Grant, Thomas J. Rudolph. 2004. "The Job of Representation in Congress: Public Expectations and Representative Approval" *Legislative Studies Quarterly*, 29: 431-445. **(S)**
- Brancati, Dawn. 2007. "The origins and strengths of regional parties." *British Journal of Political Science*, 38(01), 135-159. **(S)**
- Adams, James, and Lawrence Ezrow. 2009. "Who do European parties represent? How Western European parties represent the policy preferences of opinion leaders." *Journal of Politics* 71(1): 206-223. **(S)**

**Interest Groups**

**Readings:**

- Otjes, Simon & Anne Rasmussen. 2015. "The collaboration between interest groups and political parties in multi-party democracies: Party system dynamics and the effect of power and ideology." *Party Politics* 1-14. **(S)**
- Allern, Elin H. and Tim Bale. 2012. "Political parties and interest groups: Disentangling complex relationships." *Party Politics* 18(1): 7-25. **(S)**
- Bird, Karen, Thomas Saalfeld, & Andreas Wust. 2011. "Ethnic diversity, political participation and representation: a theoretical framework." In *The Political Representation of Immigration and Minorities: Voters, parties and parliaments in liberal democracies*. **(B)**
- Stasavage, David. 2010. "When Distance Mattered: Geographic Scale and the Development of European Representative Assemblies." *American Political Science Review* 104(4): 625-643. **(S)**

**Assignment:** The Use and Utility of Parliamentary Questions (a hard-copy should be submitted at the start of class)

**29 March      Impact of Politics Parties**

- Aldrich, John. 1995. *Why Parties? The Origin and Transformation of Political Parties in America*. Chicago: University of Chicago Press. Chapters 1 and 2. **(B)**
- Blondel, J. 1968. "Party Systems and Patterns of Government in Western Democracies." *Canadian Journal of Political Science* 1(2): 180-203. **(S)**
- King, Anthony. 1969. "Political Parties in Western Democracies: Some Skeptical Reflections." *Polity* 2: 111-141. **(S)**
- Adams, James, Michael Clark, Lawrence Ezrow, and Garrett Glasgow. 2004. "Understanding Change and Stability in Party Ideologies: Do Parties Respond to Public Opinion or to Past Election Results?" *British Journal of Political Science* 34(4): 589-610. **(S)**

**5 April      Transitional Democracies: Post-Soviet Context**

- Bochsler, Daniel. 2010. *Territory and Electoral Rules in Post-Communist Democracies*. New York: Palgrave Macmillan. Chapter 7. **(B)**
- Rohrschneider, Robert and Stephen Whitefield. 2007. "Representation in New Democracies: Party Stances on European Integration in Post-Communist Eastern Europe." *Journal of Politics* 69: 1133-1146. **(S)**
- Bielasia, Jack. 2005. "Party competition in emerging democracies: representation and effective in post-communism and beyond." *Democratization* 12(3): 331-356. **(S)**
- Moser, Robert. 1999. "Electoral Systems and the Number of Parties in Postcommunist States." *World Politics* 51(3): 359-384. **(S)**
- Alionescu, Ciprian-Calin. 2004. "Parliamentary Representation of Minorities in Romania." *Southeast European Politics* 5(1): 60-75. **(S)**

**12 April      No Class (Spring Break)**

**19 April      Research Papers Due TODAY**

**Assignment:** All research papers due at the start of class, regardless of what week you present. An electronic version should also be submitted to TurnItIn by 5:50PM.

**Transitional Democracies: In the Post-Colonial Context**

- Hassim, Shireen. 2010. "Perverse consequences: the impact of quotas for women on democratization in Africa." In *Political Representation* Ian Shapiro et al. eds. Cambridge, UK: Cambridge University Press. **(B)**
- Barnes, Tiffany D. & Stephanie M. Burchard. 2012. "'Engendering' Politics: The Impact of Descriptive Representation on Women's Political Engagement in Sub-Saharan Africa." *Comparative Political Studies* 46(7): 767-790. **(S)**
- Clayton, Amanda. 2014. "Women's Political Engagement Under Quota-Mandated Female Representation: Evidence from a Randomized Policy Experiment." *Comparative Political Studies* 48(3): 333-369. **(S)**
- Bauer, Gretchen. 2012. "'Let there be a Balance': Women in African Parliaments." *Political Studies Review* 10: 370-384. **(S)**

**26 April**      **Paper Presentations**

**3 May**          **Paper Presentations, Final Exam and Course Wrap-Up**

## **General Education Information**

**N Requirement (Social Science)** This course also fulfills a N requirement. Students will learn major concepts, models and issues of political science. They will gain an understanding of the methods used by social scientists to explore social phenomena including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

**W Requirement (Writing)** This course also fulfills a Harpur College writing requirement. Students will need to show understanding of course materials through formal academic writing. They will need to effectively demonstrate critical thinking by advancing sound arguments with clearly defined hypotheses, arguments, and conclusions all of which must be appropriate to widely accepted practices in the discipline.

## **General Course Policies and Additional Resources**

1. **MyCourses.** Course announcements and selected readings will be posted to the classes MyCourses page. Each student should ensure they have access to MyCourses and check it regularly for updates.
2. **Attendance and comportment.** Class begins at 5:50PM. Arriving late is disruptive to both the instructor and other students, especially in such a small class. This class is an encouraging and supportive environment and as such students should refrain from disruptive behavior such as side conversations, whispering, or offensive remarks. I reserve the right to ask students to leave if they arrive late or are disruptive.
3. **Rules governing late submission of assignments.** Late weekly assignments will not be accepted. Late research papers will be severely penalized. It is your responsibility to ensure that I receive your assignments on time. Excuses, including computer problems, printing troubles, a cold, will not be accepted. The date of presentations is outlined in this syllabus and owing to time limitations cannot be rescheduled.
4. **Grading Scale:** Your semester grade will be computed on a 100-point scale as follows: 95-100 = A; 91-94 = A-; 88-90 = B+; 84-87 = B; 81-83 = B-; 78-80 = C+; 74-77 = C; 71-73 = C-; 65-70 = D; 0-64 = F. You will receive a letter grade on your research paper which corresponds to numeric grades as follows: A = 100; A- = 94; B+ = 89; B = 85; B- = 82; C+=79; C = 75; C- = 72; D = 67; F = 50. You will receive a numeric grade on participation, quizzes, exams, assignments and presentations.
5. **Grade appeals must be submitted in writing.** If you have a concern regarding your grade on an assignment you may write a one-page letter explaining your specific concerns and request your assignment be regraded. This letter should be submitted to me in hard-copy along with the original graded assignment within one week of the assignment having been returned to the class. Once I have reviewed and considered your request I will respond in writing. The revised grade may be higher, lower, or the same as your original grade. Under no circumstances will I discuss your grade with you in person.
6. **Electronic policy.** Cell phone use in class is disruptive and discourteous to others, as such, cell phones should be silenced and stored so they are not visible. Students using their cell phones during class will be asked to leave and will be marked as absent for that day. Laptops will be used to aid

collaborative work and may only be used when you have been instructed. Students using laptops or tablets outside of these designated times or for purposes other than the task at hand will be asked to leave and marked as absent for that day. No other electronic devices may be used in the classroom and class sessions may not be recorded.

7. **Disability-Related Equal Access Accommodations.** Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify me by the second week of class. Authorizations from Services for Students with Disabilities (SSD) are required and I encourage you to contact SSD in UU-119 to schedule an appointment with the Director or Learning Disabilities Specialist. Their website ([www.binghamton.edu/ssd](http://www.binghamton.edu/ssd)) includes information regarding their Disability Documentation Guidelines.
8. **Academic Integrity.** Binghamton University provides explicit guidelines in the Student Academic Honesty Code (<http://www2.binghamton.edu/watson/about/academic-honesty.html>). I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course in addition to any penalty imposed by the university. If you have any questions about what constitutes plagiarism or cheating, please ask me. You may also find the library's tutorials on academic honesty useful to review (Tutorials on academic honesty can be found at <http://library.binghamton.edu/research/tutorials/WebTutorials/web/index.html>).
9. **Resources for Students in Distress.** If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support. I am available to talk with you about stresses related to your work in my class. However, problems with relationships, family worries, loss, or a personal struggle or crisis may require additional professional support. Binghamton University provides a variety of support resources:

Dean of Students Office: 607-777-2804

Decker Student Health Services Center: 607-777-2221

University Police: On campus emergency, 911

University Counseling Center: 607-777-2772

Interpersonal Violence Prevention: 607-777-3062

Harpur Advising: 607-777-6305

Office of International Student & Scholar Services: 607-777-2510

10. **Library Resources.** The Binghamton University Library offers a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital scanners and resources sharing. You will be responsible for locating several required readings throughout the semester. If you have not yet had to do this the best place to start is: <http://www.binghamton.edu/libraries>
11. **University Tutoring Services.** UTS offers free tutoring for undergraduate students at Binghamton University. All UTS tutoring appointments must be scheduled online through TutorTrac at [tutortrac.binghamton.edu](http://tutortrac.binghamton.edu). Students log in using their PODS username and password. Walk-in tutoring is also available for select courses. If you have any questions about UTS, call 607-777-9235, email [uts@binghamton.edu](mailto:uts@binghamton.edu), or visit the website: <http://www.binghamton.edu/tutoring>.