PURPOSE:
This seminar offers an in-depth look at theories of, debates about, and empirical research into political representation and the institutional and behavioural elements that affect it. The questions of who governs? and in whose interests? are among the most fundamental in Political Science. This course examines some of the normative and empirical means of responding to these questions. Students will become acquainted with processes used by political scientists, though with an emphasis on quantitative empirical analysis. Topics include classical and contemporary theory, competing claims regarding theory and research practice, and empirical research into various forms of political representation.

STRUCTURE:
The seminar will include a combination of instructor and student presentations on the topics each week, which will be based primarily upon the readings and secondarily upon additional readings and research. Classes will also require students to actively engage in the topic and with the presenter. Students are thus expected to participate actively in the seminar. This means that students must complete the assigned readings in advance of class, and come to class prepared to critically discuss the readings, and to take seriously the views presented by other students in the class.

ASSIGNMENTS:
Questions (10 x 1% = 10%): Each student must submit 10 discussion questions (1% each, no more than one per class will be counted by the instructor) on the readings assigned for that specific class. Questions must be typed and must also include a paragraph explaining the reasoning for asking that question, and the student’s own thoughts/answer regarding the question. The question must indicate that the assigned reading has been thoroughly read. The instructor will, on occasion, ask those students who have brought questions to class to present their questions. Questions must be submitted in class in order to be counted in grading (no exceptions). Questions cannot be submitted during a class in which the student is also giving a presentation.

NOTE: Submission of questions constitutes half of the student participation grade. Students must also participate and exhibit knowledge of the readings at each class.

Presentations (3 x 15% each = 45%): Each student must make 3 presentations on course readings. Presentations will be based on an item taken from the reading list. These will be scheduled in the 2nd class session. Presentations should be about 10 minutes and should outline the main point or argument of the work and critically evaluate both its
strengths and weaknesses. Students must also submit a paper (maximum length: 4 pages) at the time of presentation that, like the presentation, both summarizes and critically evaluates the reading. Due to class size, it may be necessary to double-up on some readings, though assignments are to be conducted independently. As the course progresses, presentations and write-ups should attempt to relate readings to concepts that have been previously covered.

**Research Paper (Proposal=5%, Paper=30% : 35%)**: Students will engage in independent research based on the main topics covered in class. A research proposal (approximately 2 pages), must be submitted which indicates the topic and a brief review of relevant literature (at least 5 sources). Papers may be on a range of topics related to the course material and may include theoretical studies, empirical studies, or literature reviews. Feedback will be provided on proposals by the instructor in advance of the student’s research presentation date, during which students will give a brief presentation outlining their research topics and research in class. While papers are graded based on effectiveness of writing and research, as a general guideline, papers should be approximately 15 pages and use a minimum of 10 academic sources.

All written assignments must:
- Include the title, date, course name, student’s name and number, and provide page numbers on all pages.
- Be submitted on standard-sized paper and either stapled or otherwise bound (paperclips are not accepted). Double-sided printing is encouraged.
- Be typed using text that is double-spaced, in 12-point Times New Roman font, with margins of approximately 3 centimetres (1.25 inches).

**Late policy**: See Grading list below for specific assignments. Penalties are added if the assignment is not submitted in class. Additional penalties are given for each additional day on all assignments. In order to be fair to all students, these rules will be strictly followed. Exceptions can be made for medical reasons, in which case the instructor will determine a reasonable extension period.

**Plagiarism**: Memorial University values academic integrity. All students must understand the meaning and consequences of cheating, plagiarism and other academic offences. See [http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748](http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748)

**GRADING:**
- Participation 20% (10% discussion questions, 10% class discussion – in class, no email or late)
- Presentations/Papers 45% (15% each, due in class – late papers 10% per day, failure to present = 0 grade)
- Research Paper Proposal 5% (Due at beginning of class, March 16 – 3% per day)
- Final Paper 30% (Due at beginning of class, April 6 – 3% per day)

**SCHEDULE:**
1. Jan. 10 Introduction
Jan. 12 Who governs?
Aristotle Politics. Book 1 (parts 1-7, 12-13)  Book 3 (parts 6-13)
http://classics.mit.edu/Aristotle/politics.html

2. Jan. 17 Who governs?
Plato’s Republic Ch. 6
http://classics.mit.edu/Plato/republic.7.vi.html

John Stuart Mill Representative Government Ch. 3 & 7
(http://ebooks.adelaide.edu.au/m/mill/john_stuart/m645r/chapte
r3.html)

Jan. 19 In Whose Interests?
Thomas Hobbes Leviathan Part 2 (Ch. 17 – 21)
http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html

The Federalist papers (No. 10, 52-53, 62-63)
http://www.foundingfathers.info/federalistpapers/fedi.htm

Edmund Burke Speech to the electors as Bristol
(http://press-pubs.uchicago.edu/founders/documents/v1ch13s7.html)

3. Jan. 24 Governing in the people’s interests II
Hannah Pitkin The Concept of Representation Ch. 6*


Jan. 26


4. Jan. 31 The means and motivations for representation

Feb. 2

5. **Feb. 7 Motivations, Roles, and Representational behaviour**  


**Feb. 9**  


6. **Feb. 14 Links between elected and elector**  

Cain, Ferejohn and Fiorina. 1985. "Constituency Service in the United States and Great Britain"), in *Congress Reconsidered* (3rd edition), Larry Dodd and Bruce Oppenheimer (eds.)*

**Feb. 16**  

7. **(Feb. 21-3 break)**

8. **Feb. 28 “Collective” Representation**  


**Mar. 2**  

9. **Mar. 7 “Dyadic” Representation**  

**Mar. 9**


10. **Mar. 14 Institutional factors and the role of the public**


**Mar. 16 (Research Proposal Due)**

11. **Mar. 21 Inequality in Representation**


**Mar. 23**

12. **Mar. 28 Gender and Representation**


**Mar. 30**

10-minute presentations of research

13. April 4
10-minute presentations of research

April 6 – Analysis and Conclusion (Final Paper Due)