

GOVERNANCE, REPRESENTATION, AND PARTICIPATION IN DEMOCRACIES

Fall 2019

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Course Description

This course is intended as a foundation for higher-level political science courses and for students with an interest in analyzing current political events and improving their critical thinking and writing skills. It explains why and how we study politics comparatively and introduces the basic vocabulary of political analysis.

The course begins with an introduction to the state and democratic institutions. We ask how different political systems assign power over the political agenda, the policy process, and relationships between different groups. The second component of the course focuses on institutions of participation and representation. We study voting, electoral systems, political parties, and interest groups, and social movements to ask how different democracies affect the types of voices that are heard in politics, and the way those voices get heard. Next, the course turns to problems of representation and participation. We consider the effect of issue framing on our political ideas, and questions of equality, inclusion, and recognition as they relate to gender, ethnicity, and race, recognizing that there are many other axes of identity and discrimination that are relevant to these discussions. Finally, the course concludes by considering the relationship of democratic governments and capitalist markets as they relate to two specific policy areas: the environment and health.

Course Objectives

By the end of the course students should be able to:

- Identify and explain key concepts political scientists use to communicate about politics and policy
- Use concepts to look for patterns in the social world, explain cause and effect, interpret different understandings of political phenomena
- Develop skills of criticism and analysis that allows them to ask "how do you know that?"
- Take a position on an issue, support it with evidence, and communicate it writing in a clear and compelling argument

Required Materials and Texts

- Drogus, Carol Ann and Stephen Orvis. 2015. *Introducing Comparative Politics: Concepts and Cases in Context, 4th ed.* Los Angeles: CQ Press. Selected chapters available for purchase as an e-book.
- Required online readings listed in weekly schedule and available on Avenue

Class Format

The course includes two 50-minute lectures per week. Students will also take part in one hour-long tutorial per week, led by a TA. Lectures complement and supplement the materials covered in the textbook, and refer to the additional readings and other sources. Learning objectives for each topic will be posted on Avenue. Attendance at all classes and tutorials is expected and is necessary to accumulate participation grades.

Students are expected to complete the required readings before attending each class, answer questions if called on, and to participate fully in tutorials.

Course Evaluation – Overview

1. Participation – 20%
2. Choose 2 of 3 short paper options – 40%
 - a. Paper Option 1 – 20% due October 11
 - b. Paper Option 2 – 20% due November 1
 - c. Paper Option 3 – 20% due November 29
3. Midterm exam – 20%, October 22 and 25
4. Final exam – 20%, scheduled by registrar

Course Evaluation – Details

Participation (20%), ongoing

Participation is an important part of this course, and is graded based on your attendance in class AND your attendance and contributions in tutorial. The breakdown is as follows:

- 5% class attendance. There are 21 classes excluding the midterms and the first class, students can miss one additional class without explanation or penalty.
- 5% attendance and participation in tutorial. There are 9 tutorial sessions and all are required.
- 5% TA evaluation of tutorial group assignments. The group all receives this grade.
- 5% peer and self-evaluation of tutorial group assignments. During the final tutorial, students will be asked to evaluate their own performance on group assignments and their group members' performance. These scores are averaged and mean that students who do not contribute to group assignments forfeit grades,

Being able to state your opinion succinctly and persuasively, and being able to listen to, evaluate and respond to the views of others is probably one of the most important skills you will need for the workplace (and life in general!). I understand that speaking in front of groups can be intimidating for some, however university classes are a great opportunity to practice doing this in a friendly environment. I expect everyone to be supportive of those students who do wish to ask questions or make comments –whether you agree or disagree, focus on the content of the argument, not the speaker themselves.

Midterm (20%), October 22 and 25, in class

The midterm will be 50 minutes long (in class) and will cover materials from the all the lectures to that point. It will consist of short answers (identification, define and explain the significance) and one essay question (there will be a choice of questions). There will be an opportunity to work through sample questions as a group in tutorial.

For students who experience a medical or family emergency on October 22 or 25, there will be ONE make-up midterm offered, scheduled for **Friday, November 1 from**

10.30am-12.20m, room GS 101 and GS 102. Students who wish to write this exam should contact the instructor AS SOON AS the problematic circumstances arise (i.e. no later than the day of the regular midterm)

Short papers: choose 2 of 3 options (40%), due October 11, November 1, November 29

The written assignments are a choice of **TWO** short research papers, out of a possible three options. Topics will be distributed in the first week of class. Each paper should make an argument responding to the assigned question that (a) refers to relevant class concepts, (b) supports argument with examples from the research conducted and (c) uses at least three sources beyond class materials. All materials must be properly cited (any standard citation format is fine) and each paper should be about 3 pages (1500 words), with standard 12-point font, single-spacing, and one-inch margins.
Final exam (20%), scheduled by registrar

The exam will be two hours long, and will consist of short answers (identification, define and explain the significance of a concept) and short essay questions. It will be cumulative, covering material from the entire course.

Weekly Course Schedule and Required Readings

- All readings are in Orvis & Drogus, 4th ed, unless indicated
- All non-text readings available electronically on Avenue to Learn.
- When the assigned reading for a week is lighter, you should expect more concepts to be covered in lecture only.

Week 1 (September 6, no class September 3)

Introduction to the course and comparative politics

Course expectations. What is politics, and why might we study it scientifically and comparatively?

Readings

- Chapter 1, p.1-15

Additional readings

- Truth and Reconciliation Commission of Canada. 2015 Volume one: Summary. Honouring the Truth, Reconciling for the Future. Read "Introduction", pages 1-22
- National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. Reclaiming Power and Place: Executive Summary of the Final Report. See especially Introduction and Calls to Justice (All Canadians)

Part I: Governing institutions

Week 2 (September 10-13)

Comparative politics and the state

The week we will continue our discussion of what comparative politics is by focusing on one theory for explaining political outcomes: rational choice. Then we will address the “modern state,” a key concept in political science. What does the state do, how is it formed, and what does it displace, particularly in settler-colonial states like Canada?

Readings

- Chapter 1, p.15-31 (September 10)
- Chapter 2, p.36-58 (September 13)
- Vowel, Chelsea. 2016. “Treaty Talk: The Evolution of Treaty-Making in Canada” Chapter 27 in *Indigenous Writes: A Guide to First Nations, Metis, and Inuit Issues in Canada*. Winnipeg: Highwater Press. P.243-251.
- Rollo, Toby. 2014: “I Am Canadian! (Because of Treaties with Indigenous Nations)”. In The Kino-nda-niimi Collective (eds) *The Winter We Danced: Voices from the Past, the Future, and the Idle No More Movement*. Winnipeg: ARP Books. P.226-230.

Additional readings

- Stokes, Patrick. 2012. “No, You're Not Entitled to Your Opinion,” *The Conversation*, October 4.

Week 3 (September 17-20)

Guest lecture & Executives and legislatives 1

On September 17, we will have a guest lecture by Dr. Mala Htun, Professor of Political Science at the University of New Mexico, and H. Lyman Hooker Distinguished Visiting Professor at McMaster.

On September 20, we will ask how different governing institutions deal with questions of power and accountability.

Readings

- Htun, Mala, and S Laurel Weldon. 2018. “Governing Women’s Legal Status at Work.” In *The Logics of Gender Justice: State Action on Women's Rights Around the World*, 1st ed., 84–119. State Action on Women's Rights Around the World. Cambridge University Press. doi:10.1017/9781108277891.004. (September 17)
- Chapter 5, p.214-238 (September 20)
- Check Avenue for selected news articles

Note: Tutorials start this week: please check Mosaic for times and locations

Week 4 (September 24-27)

Executives and legislatures 2 & Constitutions and the courts

How might constitutions protect the rights of minorities through judicial review of legislative decisions? What are the challenges of designing these institutions?

Readings:

- Chapter 5, p.243-246 (September 24)
- Chapter 5, p.247-254 (September 27)
- Hals, Tom, 2019. U.S. judge halts Trump policy of returning asylum seekers to Mexico. Reuters, April 8
- See Avenue for other selected news articles

Part 2: Institutions of representation and participation

Week 5 (October 1-4)

Electoral systems

How does the way we chose our representatives matter? What are the implications of electoral systems for who gets represented?

Readings

- Chapter 6, 282-295 (October 1)
- MacDonald, David. 2017. "Lessons for Canada in New Zealand's Indigenous-friendly electoral system" *The Conversation*, September 17.
- Taonui, Rawiri. 2017. "New Zealand elections: Maori seats once again focus of debate" *The Conversation*, September 7.
- Htun, Mala. 2004. "Is Gender Like Ethnicity? the Political Representation of Identity Groups." *Perspectives on Politics* 2 (3): 439–58. doi:10.2307/3688807. (October 4)

Additional readings

- Mo, Cecilia Hyunjung. 2014. "The Consequences of Explicit and Implicit Gender Attitudes and Candidate Quality in the Calculations of Voters." *Political Behavior* 37 (2). Springer US: 357–95. doi:10.1007/s11109-014-9274-4.
- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? a Contingent 'Yes'." *The Journal of Politics* 61 (3): 628–57. doi:10.2307/2647821.

Week 6 (October 8-11)

Political parties

Do democratic politics need politics parties? What do they accomplish?

Readings:

- Chapter 6, 296-313 (October 8 and 11)
- Dommett, Katharine and Sam Power. 2019. “What we know about how political parties use Facebook advertising – and what we don’t.” *The Conversation*, May 20.

Note: Paper option 1 due by midnight, October 11

October 14-18 Midterm break – no class or tutorials

No readings or assignments

Week 7 (October 22-25)

Midterm exams

Short answer portion on October 22, essay portion on October 25

Note: no tutorials this week

Week 8 (October 29-November 1)

Collective action and civil society

Can people with similar goals influence politics through organized groups? What factors impact their strategies and success?

Readings:

- Olson, Mancur. 1984. *The Rise and Decline of Nations*. New Haven & London: Yale University Press, Chapter 2: The Logic. (October 29)
- Chapter 6, 313-319; 320-330 (UK and Germany case studies); 349-350 (November 1)
- Bazely, Dawn R, Idil Boran, and Sapna Sharma. 2017. “How Citizens Are Fighting Climate Change on the Global Stage.” *The Conversation*. November 16.

Note: Paper option 2 due by midnight, November 1

Week 9 (November 5-8)

Social movements and framing

Can people with similar goals influence politics through broad movements and protests? What factors impact their strategies and success?

Readings:

- Chapter 7, 356-376 (November 4)

- Andrews, Kenneth T. 2017. "How Protest Works." New York Times, October 21.

How do media, interest groups, political parties, and other actors try to shape your ideas about issues and groups of people?

Readings:

- Matthews, JS. 2005. "The Political Foundations of Support for Same-Sex Marriage in Canada." Canadian Journal of Political Science 38: 841–66. (November 8)
- St Felix, Doreen. 2018. "How Alexandra Bell Is Disrupting Racism in Journalism." New Yorker, May 29.
*We will watch associated 8 min video in class

Part 3: Problems of representation, participation, and governance

Week 10 (November 12-15)

Gender, sexuality, and politics

How do attitudes about gender affect the practice of politics? How do they affect the representation and participation of women and LGBTIA2+ people?

Readings:

- Chapter 4, 189-198 (November 12)
- Inter-Parliamentary Union. 2016. "Sexism, Harassment and Violence Against Women Parliamentarians."
- Vyse, Graham. 2019. "Despite Historic High, LGBTQ Still Underrepresented in Elected Office." Governing. June 25.
- Deckman, Melissa, and Mileah Kromer. 2019. "Young LGBT Americans Are More Politically Engaged Than the Rest of Generation Z." The Conversation. June 28.

Week 11 (November 19-22)

Nationalism, race and indigeneity

What are some different ways of defining "the nation"? How have been they deployed in the past versus today? Circling back to our study of the state at the beginning of the term, we can ask, who is the state "for", and on what bases does it exclude and oppress?

Readings:

- Chapter 4, 158-163 (November 19)
- Connelly, Kate. 2015. "'Like a poison': how anti-immigrant Pegida is dividing Dresden." The Guardian, October 27. (Note link to German case study in text book readings)

- National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. Reclaiming Power and Place: Executive Summary of the Final Report, p1-8 (November 22)
- Maynard, Robyn. 2017. "On State Violence and Black Lives." In *Policing Black Lives*. Black Point, Nova Scotia: Fernwood Publishing.

Week 12 (November 26-29)

Catch up

Inevitably, some topics take longer than I anticipate, or current events mean we have reason to spend additional time on certain issues. There **will** be class this week, and you **will** have readings to do: some of the above, depending on where we are in the course.

Note: Paper option 3 due by midnight, November 29

Week 14 (December 3)

Review

No assigned readings

Course Policies

Submission of Assignments

Short papers should include citations according to a standard format (for example, [APA](#) or [Chicago style](#)). Each paper should be about 3 pages (1500 words), with standard 12-point font, single-spacing, and one-inch margins.

Papers are to be submitted electronically to the correct Avenue assignment folder by midnight on the due date (papers are due by the end of the day on the Friday they are due, so by 11.59pm). Submitting to the Avenue folder will automatically submit to TurnItIn (see below). Students who do not wish to submit their work to TurnItIn should contact the professor before the due date to make alternative arrangements for submission and academic integrity screening.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-

MARK	GRADE
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late assignments will be accepted up to one week after the due date, but are not guaranteed to be returned before subsequent assignments are due. The following penalties apply:

- Up to 24 hours late: 5% late penalty
- Up to 48 hours late: 10% late penalty
- 49-168 hours late (3-7 days): 15-35% late penalty, no comments. Please recall that the comments received on the first paper you submit are your best opportunity to improve your grade on the second paper.

Papers submitted more than one week after the due date will not be graded and will receive a zero.

Extensions for the written assignments may be discussed with the professor, but will generally not be granted owing to the flexibility in due dates built into the course outline. If you cannot turn in option 1 on time, for example, you should choose to write options 2 and 3.

Students who wish to appeal grades may do so to their TA, at least one day after the assignment has been returned, upon presentation of a one-page typed statement of why they believe their grade should be changed. Please note that after rereading an assignment, the TA may assign a higher or a lower final grade. If a student is not satisfied with this procedure, s/he may ask to refer the paper to the professor.

Absences, Missed Work, Illness

As noted above, attendance and participation are crucial components in the class: individual students benefit by participating, and the class and tutorials benefit from having a group of engaged learners present to share ideas. Students can miss up to 2 lectures and 1 tutorial without notification. Any additional absences will be reflected in a lower participation grade. I do not recommend using the MSAF (see below) when missing a lecture or tutorial – these can only be used once per term.

If illness prevents a student from submitting a paper on time, they should use the [McMaster Student Absence Form](#). Note that the MSAF gives students an additional 3 calendar days to submit work. After this time, regular late penalties/forfeiting comments apply. No papers are accepted more than one week after the due date.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first

and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must make a prior arrangement to submit a copy to the instructor – please attend office hours to discuss. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Policy on Children in Class

Currently, the university does not have a formal policy on children in the classroom. The policy described here is a reflection of my own beliefs and commitments to student, staff and faculty parents.

- 1) All breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs attention and is disrupting learning for other

students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's [Policy for Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.