



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME**

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**POLS 382 Special Topic: Political Representation**

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**TRIMESTER 2 2009**

13 July to 15 November 2009

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Political disillusionment in the western democracies can arguably be attributed to a mismatch between citizens' expectations of their elected representatives and constraints on modern government. This course examines fundamental questions about political representation. Should our political representatives act as delegates, trustees or partisans? Are these roles mutually exclusive? Why is geographical representation considered to be important in the Anglo-American democracies but not as important in continental Europe? Should the demographic composition of the legislature match that of the population as a whole? Is there a democratically legitimate role for 'self-authorized' representatives, such as interest groups or non-governmental organisations, as a complement to elected representatives?

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**Seminars:** Monday 13:10-15:00 in Laby LT 118  
**Trimester dates:** Teaching dates: 13 July – 16 October  
Mid-trimester break: 24 August – 6 September  
Study week: 19-23 October  
Examination period: 27 October – 15 November

**Coordinator:** Hilary Pearse  
**Contact:** By email at [Hilary.Pearse@vuw.ac.nz](mailto:Hilary.Pearse@vuw.ac.nz) or telephone 463 9495  
**Office hours:** Monday 15:00-17:00 or by appointment.  
**Course website:** <http://blackboard.vuw.ac.nz>

**Course readings:** All essential course readings are available on Blackboard and on library electronic reserve

**Recommended texts:** Pitkin, Hanna. *The Concept of Representation*. Berkeley: University of California Press, 1972.  
Available on closed reserve: JF 1051 P684 C  
Williams, Melissa. *Voice, Trust and Memory*. Princeton: Princeton University Press, 2000.  
Available on closed reserve: JF 1061 W725 V

## Assessment

- 1,000 word research proposal: 20% of grade, due in class on Monday 17 August
- 5 minute seminar presentation and discussion response during the trimester: 10% of grade
- 3,000 word research essay: 30% of grade, due in class on Monday 5 October
- 3 hour examination worth 40% of grade, exam period 27 October – 15 November

**Mandatory requirements:** Submission of all assessment in required format by due date

**Expected workload:** 18 hours per week including: reading, seminar preparation, class attendance, research and writing assignments

*This course does not involve group work or require the purchase of any additional materials and equipment*

## Communication of additional information

Students are expected to check the class Blackboard site regularly. All class readings plus lecture slides will be posted on Blackboard. Blackboard is also used for the electronic submission of essays and any course announcements e.g. notification of guest speakers, guidelines for assessment, important administrative information.

## Learning objectives

### *Knowledge*

- 1) Students will understand the evolution of the concept of political representation in western democratic theory.
- 2) Students will be familiar with current debates on the role of political representatives and the selection of constituencies to be represented, and recognise the normative assumptions on which such debates rest.
- 3) Students will be able to identify empirical examples of mechanisms for political representation in western democracies.
- 4) Students will be able to assess competing explanations for citizen dissatisfaction with politicians and political institutions in western democracies within the analytical framework provided by representation theory.
- 5) Students will be able to analyse the strengths and weaknesses of proposed reforms to remedy citizens' political disengagement.

### *Skills*

- 1) Students will learn to apply abstract theoretical models to empirical cases.
- 2) Students will develop their capacity for independent research, including the preparation of an initial research proposal and an extended research paper.
- 3) Students will learn to present complex theoretical arguments concisely and clearly in written papers and an oral presentation.
- 4) Students will debate controversial ideas and issues with respect and sensitivity.

## Course content and delivery

Each class will begin with seminar discussion, to be followed by a 50 minute lecture. The course introduces students to a variety of models of political representation, as well as fundamental debates over the role of political representatives and the selection of constituencies to be represented. Students will use democratic theory to analyse political events in western democracies. Examples include the introduction of 'party hopping' legislation in New Zealand, voters' reactions to the adoption of neo-liberal policies by social democratic governments in Europe and Australasia, Prime Ministerial apologies for the treatment of Aboriginal peoples in Australia and Canada, and the recent Irish referendum rejection of the Lisbon Treaty.

The second half of the course analyses citizens' dissatisfaction with politicians and representative institutions as well as competing explanations for decreasing levels of political trust and participation. We will assess a variety of mechanisms adopted by governments or proposed by scholars to invigorate disengaged citizens and examine the extent to which these challenge or supplement traditional representative institutions.

## Course Assessment

Students must complete a research project that comprises an initial 1,000 word proposal and a final 3,000 word research paper. Each student will make a brief presentation at the beginning of one seminar to initiate the discussion for that week and is expected to participate in the seminar discussion in the first half of each class. The final assessment for the class is a three hour examination that will take place after teaching has finished in the formal examination period. The examination will require students to synthesise and analyse the material from seminars and the readings to answer essay questions. Detailed marking guidelines for both pieces of written assessment will be available on Blackboard at least two weeks prior to the due date. These will also be discussed in class.

- Research proposal due in class on **Monday 17 August at 1pm**

Marked research proposals will be handed back in class on Monday 7 September

- Research essay due in class **Monday 5 October at 1pm**

Marked research essays will be handed back in class on Monday 12 October

- Final examination period: 27 October to 14 November (date, time and venue of exam TBA)

Students will select one seminar at which to make their presentation. This selection will be made during the first week of class. Student presentations will be based on course readings. When there is more than one student presenting in a seminar, students will be expected to contact each other prior to the class using the class email list in order to divide the readings appropriately. Students will provide a one page summary in bullet point form for the class. Please email this to me before the class so that I can make copies and post the electronic version on Blackboard. In this way students will have reading summaries available as they prepare for the final examination. I will demonstrate a presentation (with handout) at the beginning of the second seminar on Monday 20 July.

## **Submission of written work**

Written assessments **MUST** be submitted in **TWO** forms. A hard copy of the essay must be submitted in class on the due date with the Programme Cover Sheet attached. Programme Cover Sheets are available on Blackboard or from the Political Science and International Relations Programme office on the 5<sup>th</sup> floor of the Murphy Building. In addition an electronic version of the essay must also be placed in the 'Essays' folder on the course's Blackboard website by the due date.

Extensions can be given only by the Course Coordinator. Late essays will be penalised with a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Essays submitted more than eight days late will be accepted as fulfilling the mandatory course requirement, but will not be graded.

## **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

## **GENERAL UNIVERSITY POLICIES AND STATUTES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
13 July	Course introduction and overview	
20 July	What is the role of the representative: trustee, delegate, partisan?	<ul style="list-style-type: none"> <li>• Eulau and Karp</li> <li>• Mansfield</li> </ul>
27 July	Political parties and representation	<ul style="list-style-type: none"> <li>• Linz</li> <li>• Bowler, Farrell and Katz</li> <li>• Geddis</li> </ul>
3 August	Liberal representation: one person, one vote	<ul style="list-style-type: none"> <li>• Mill</li> <li>• Pitkin</li> <li>• Williams</li> </ul>
10 August	Group representation Case studies: Maori representation in NZ, African American representation in the US	<ul style="list-style-type: none"> <li>• Williams</li> <li>• Durie</li> <li>• Mansfield</li> </ul>
17 August	Additional arenas for representation: the role of courts and interest groups <b>Research proposal due in class</b>	<ul style="list-style-type: none"> <li>• Gargarella</li> <li>• Jordan and Moloney</li> </ul>
24 August – 6 September Mid-trimester break		
7 September	Political leaders as symbolic representatives <i>Return of marked research proposals</i>	<ul style="list-style-type: none"> <li>• Druckman, Jacobs and Ostermeier</li> <li>• Funk</li> </ul>
14 September	Citizen dissatisfaction with representative institutions	<ul style="list-style-type: none"> <li>• Pharr, Putnam and Dalton</li> <li>• Franklin</li> </ul>
21 September	Political trust, social capital and deference to authority	<ul style="list-style-type: none"> <li>• Putnam</li> <li>• Nevitte</li> </ul>
28 September	Reforming representative institutions	<ul style="list-style-type: none"> <li>• Archer</li> <li>• Roussopoulos</li> </ul>
5 October	Supplementing representative institutions: direct democracy <b>Research essay due in class</b>	<ul style="list-style-type: none"> <li>• Lupia and Matsusaka</li> <li>• Bowler and Donovan</li> </ul>
12 October	Supplementing representative institutions: citizen deliberation <i>Return of marked research essays</i>	<ul style="list-style-type: none"> <li>• Delli Carpini, Cook and Jacobs</li> <li>• Phillips</li> </ul>
27 October – 14 November: Examination period		