



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME
POLS 414: SPECIAL TOPIC POLITICAL PARTICIPATION AND REPRESENTATION**

**TRIMESTER 1 and 2 2012
5 March to 17 November 2012**

Trimester dates

Trimester dates: 5 March to 17 November 2012
Teaching dates: 5 March to 19 October 2012
Mid-trimester break 1/3: 6–22 April 2012
Mid-trimester break 2/3: 27 August to 9 September 2012
In class Test: 5 June 2012
Last piece of assessment due: Friday 12 October

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Name and contact details course coordinator

Hilde Coffé
hilde.coffe@vuw.ac.nz
Phone: 463 6681
Murphy Building, Level 5, Room 535
Office Hours: Tuesday 12.30 pm – 1.30 pm

Class times and locations

Lectures: Tuesday 09.00 am – 10.50 am
Venue: Murphy 404
No tutorials

Course delivery

Students are expected to attend class regularly and to participate actively in any in-class discussions. Students are also responsible for reading the articles before the class for which it is assigned.

Communication of additional information

Any additional information will be posted on the POLS 414 Blackboard side.

Course Prescription

Some argue that we are in the midst of a crisis of democracy with a decreasing number of people involved in politics. Others claim that the democratic process is actually improving

with more people becoming politically engaged. We study different types and levels of political participation across generations and social groups.

Learning objectives

Students passing the course should be able to

- be familiar with the literature regarding political participation and representation.
- know theories of political participation and representation.
- conduct empirical research on the issue of political participation and representation.
- write a research paper related to the issue of political participation and representation.
- present their research.

Expected workload

Over the course of the two trimester students are expected to spend 300 hours on the course including: class contact hours, preparation for classes and the completion of assignments and exam.

Readings

Required texts:

Required readings will be accessible online via VUW Library E-Reserves. All readings to be accessed electronically will be clearly marked in the detailed reading list to be provided at the start of Trimester 1, 2012.

Students must read all the literature to prepare for the lectures. Lectures will explain these readings, place them in context, and clarify questions students may have.

Assessment requirements

- One research proposal (10%)
- One research paper (50%)
- One two-hour in-class test (30%)
- Homework, reading and active participation during the lectures (10%)

Research proposal: Around 500 words – to be submitted no later than 12.00 pm, 31 May 2012.

In their research proposal, students will introduce the research topic they plan to study during the second trimester. It will offer the students the opportunity to formulate appropriate research questions and reflect on the research design.

Research paper: Between 7,000 and 8,000 words – to be submitted no later than 12 pm, **12 October** 2012.

The research paper affords students the opportunity to carry out some original research on a topic associated with political participation and representation.

In-class Test: A 2-hour in-class test will be held on **5 June** and will test the knowledge of students about the topics discussed during the lecture programme.

Active participation during the lectures will allow students to think critically about articles (see reader) students should read and prepare for the lectures, and which will be discussed during the lectures.

Penalties

Assignments that are not submitted on time will not be accepted for mandatory course requirements and not be marked.

Mandatory course requirements

To gain a pass in this course each student must attend and participate actively during the lectures. Written work, specified for this course, has to be submitted on the specified date.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

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>

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most

statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcademic.

Course Outline 2012

The outline below gives basic information about the topics and questions that will be covered in each week of the course. A detailed outline with weekly topics and required readings will be provided in the first class.

Day	Topic
6 March	No class
13 March	General Introduction to the Course <i>Why should we care about political participation and representation? Do participation and representation matter? How do they matter?</i>
20 March	Voting Turnout and Party Membership <i>How can we explain decreasing levels of voting turnout and party membership across the globe? How can we explain substantial variation in turnout across countries? Who votes and who does not? What do members mean to parties?</i>
27 March	Political Activism (Protest) and Consumerism <i>What are the various forms of protest? Who protests? What does the concept of political consumerism refer to?</i>
3 April	Social Movements <i>Which changes did social movements bring? How do social movements challenge the boundaries of democratic politics? Who engages in social movements?</i>
6 April – 22 April	MID-TRIMESTER BREAK
24 April	Social Capital <i>What does the concept of social capital mean? What are the consequences and benefits of social capital? Why do some regions or individuals possess more social capital than others?</i>
1 May	Young People and Political Participation <i>Are young people more or less likely to participate? In what types of political activities do young people generally participate?</i>
8 May	Gender and Political Participation <i>How significant are gender differences in political participation and what are the reasons for them?</i>
15 May	Civic Literacy and Education

	<p><i>Is the most fundamental explanation of the extent of political participation how much knowledge and understanding people have about politics?</i></p> <p><i>Is 'civic education' the answer to the problem of declining participation?</i></p> <p><i>Is there a growing gap in participation between lower and higher educated citizens?</i></p>
22 May	<p>Direct, Representative and Stealth Democracy</p> <p><i>The organization of referendums.</i></p> <p><i>Do citizens want more direct democracy?</i></p> <p><i>Who would prefer more direct democracy?</i></p> <p><i>How much public involvement does a democracy need?</i></p>
29 May	<p>Representation</p> <p><i>Who are the representatives and whom are they representing?</i></p> <p><i>Gender gaps in political representation.</i></p>
5 June	In Class Test
11 June – 13 July	MID-YEAR BREAK
17 July – 21 August	<p>Student Presentations (until all completed).</p> <p>These sessions give students the opportunity to present their research findings, develop their presentation skills and receive critical feedback from both the course coordinator and peers. It also helps students to learn how to question and constructively critique the work of their peers.</p>
27 August – 9 September	MID-TRIMESTER BREAK
11 September –16 October	<p>During September and October, students will arrange one-on-one consultations with the course coordinator to discuss progress with their research papers and to receive feedback and supervision.</p>