

POSC 390: American Political Representation

Dickinson College – Spring 2019

Wednesday 1:30 – 4:30, Denny 204

Professor Kathleen Marchetti

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Office Hours: Tuesday 10:30 – 12:00; Friday: 11:00 – 12:30; and by appointment

Office Hours Sign Up (via Excel in Office 365): <https://bit.ly/2Rorcfy>

Reference Librarian: Ian Boucher, boucheri@dickinson.edu

Course Description

This seminar will acquaint you with the significant concepts, ideas, and research questions addressed in recent and classic studies of political representation. We will consider the different dimensions of representation, biases and inequality in representation and how normative considerations shape expectations about representation in practice. Representation is a very broad topic of study and the course readings will cover several subfields in American politics. For example, we will examine research about the behavior of political actors, the operation of government at the state and national levels, the roles of political parties and organized interests in representation, and how individuals form ideas about and respond to government activity and policies.

Learning Objectives

At the conclusion of this seminar, you will be able to:

- Understand how political representation is defined, measured and studied in political science
- Recognize and critically assess authors' central arguments, theories, and methods in political science scholarship
- Formulate a clear research question, examine what other scholars have said about it, and develop and test hypotheses about your research question

Course Materials

There are three required books for the course which can be purchased at the college bookstore or online.

1. Burden, Barry. 2007. *Personal Roots of Representation*. Princeton, NJ: Princeton University Press.
2. Carnes, Nick. 2018. *The Cash Ceiling: Why only the rich run for office and what we can do about it*. Princeton, NJ: Princeton University Press

3. Fenno, Richard. (1978) 2003. *Homestyle: House Members in their Districts*. Longman Classics in Political Science. New York, NY: Pearson Education.

Additional readings are available on Moodle, online, or through the library’s online databases. A senior seminar serves as the capstone to your undergraduate political science education and, as such, the weekly reading load is substantial. Nearly all of the readings are scholarly articles that can be dense and take some time to read carefully and thoroughly. Given that this class meets only one time per week, you **MUST** plan ahead. You will not be able to do all the reading, writing, and preparation required for each class period if you wait until the last minute to start the work. To help facilitate close, efficient reading, brief summaries of each reading will be due online by 8am the day of each class meeting. More information about these summaries is provided in the “Assignments” section of the syllabus.

Grading

Your final grade in the course will be determined by several assignments: brief summaries of the reading for each class meeting, a brief statement regarding your interest in the course and possible research topic, serving as discussion leader for two class sessions, a formal statement of your research question and accompanying annotated bibliography, a major research paper, a presentation of said paper, and class participation. Each component is discussed in more detail below.

Assignment	Due Date	Percentage
Statement of Purpose	January 30, 2019	5%
Research Question & Annotated Bibliography	March 6, 2019	13%
Research Presentation	May 1, 2019	10%
Final Research Paper	May 10, 2019	20%
Discussion Leader	2x over course of semester	20% (10% each)
Reading Summaries	8am the day of class	16%
Class Participation		16%
Total		100%

The course grading scale is as follows:

A = 94 – 100	B- = 80 – 82	D = 60 – 69
A- = 90 – 93	C+ = 77 – 79	F = 0 – 59
B+ = 87 – 89	C = 73 – 76	
B = 83 – 86	C- = 70 – 72	

Assignments

- **Reading summaries (16%):** By 8am the day of each class, you should post to Moodle the following information for each reading assigned that day: the primary research question, the data used to answer the question, the research’s primary findings, and a 1-2 sentence “take home” reaction (what you got from the reading). The grading scale for

each entry will be Check Plus (excellent/3 points), Check (adequate/2 points), Check minus (needs improvement/1 point), (incomplete/0 points). Your earned points will be divided by the number of possible points (24) to create an overall percentage for the semester which will comprise 16% of your grade.

- **Class discussion leader (10% each, 20% total):** You will help lead class discussion two times over the course of the semester. This assignment includes several parts: 1. an individually prepared memo with your own discussion questions and answers, 2. a group-created list of questions posted on Moodle for the class to see, 3. an in-class presentation/discussion of the readings. Note: you do not need to submit a reading summary on the weeks that you lead discussion.

Discussion Memo: This portion of the assignment should be completed individually. For each reading you are responsible for generating two questions (if four articles are assigned, you should create 8 questions). Begin with a list of the readings for class that day. Below each reading, state your two questions and provide a brief answer (one or two paragraphs) to each question. Each discussion leader should submit his/her memo to the “Discussion Leader Memo” assignment box on Moodle 24 hours before class (Tuesday by 1:30).

Group List of Questions: You should meet as a pair/group to discuss your plan for leading class discussion. Bring your individually prepared list of questions to this meeting and decide as a group which combination of questions you will use to lead class discussion. Designate one person to post the chosen questions to the “Discussion Leader Questions” forum on Moodle 24 hours before class (Tuesday by 1:30).

In Class Discussion: In addition to the quality of your reading memo, part of your grade will be determined by the quality of your in-class presentation of the articles (identifying common themes, focusing on critiques of theory/method, drawing connections to other course readings) and quality of in-class discussion.

- **Attendance/participation (16%)** Participation is an essential part of your grade and I expect everyone to contribute to class discussions. You will earn participation credit according to the following scale:

A = Student actively participates every class; student comments on both the methodological strengths and weakness of the readings as well as the larger normative issues they raise; student responds to and builds on the contributions of others

B = Student participates every class but on a more limited basis; student comments more on the larger normative issues raised by the readings, but still reacts to the evidence and arguments of the books and articles themselves; student occasionally responds to the contributions of others

C = Student participates most classes, but not all; student comments are not always relevant; student infrequently engages others

D = Student almost never participates

F = No participation

Note on Attendance: After our introductory meeting, this class only meets 12 times over the course of the semester. In practice, this means that if you miss a single class, you have missed slightly over 8% of the entire course. As a result, attendance at every meeting is required.

Should you miss a class for any reason (including minor illnesses), by the next class I will expect you to submit a 3-4 page response paper to make up for the missed participation opportunities. If you fail to submit the make-up paper, your participation grade will be decreased by 8 percentage points to account for the missed class.

- **Research Paper (20%):** The major assignment for the course is to complete a 15-20 page research paper on an aspect of political representation. Each week of the course provides a cursory look at major research themes within the political representation subfield. You may choose to examine one of these themes in more detail or raise a new question related to American political representation. The goal of this assignment is to create an original research question, synthesize a body of work on said question, form your own hypothesis and theory to explain your question, and, using empirical data, test whether your expectations hold true. All papers should be double-spaced, be written in a font equivalent to 12 point Times New Roman, and have standard one inch margins. You should use the Chicago in-text author-date citation style that is common to political science research. The library's guide to Chicago style is here: <http://libguides.dickinson.edu/citing/chicago> Late papers will be penalized a full letter grade for every day past the deadline.
- **Statement of Purpose (5%):** This 1-2 page document should outline your rationale for taking this senior seminar and what you hope to learn from the class. It should also include a potential topic you are interested in researching over the course of the semester, why you are attracted to this particular area of study and what, if any, knowledge you already have of that topic.
- **Research question w/ Annotated bibliography (13%):** This is a short paper (2-3 pages of writing, minus the bibliography) where you lay out your research question, discuss some of the primary themes you've identified in the literature, and provide an annotated bibliography of five preliminary sources. More information about this assignment can be found on the course Moodle page.
- **Research presentation (10%):** You will also complete a 10-minute presentation of your research during our last class session of the semester. In this presentation, you should

briefly review your question and its motivation, the primary findings of your research, and remaining questions for future research.

Office hours and Email: Office hours are a great chance to ask questions or raise concerns you have about lectures, assignments, readings, or political science in general. If you can't make office hours, we can discuss setting up an appointment for another time during the week. Please use the Excel form to schedule a time during office hours: <https://bit.ly/2Rorcfy>

If you need to contact me outside of class, the best way to reach me is via email (marchetk@dickinson.edu). I will do my best to respond to you within 24 hours if your email is received Monday-Friday. Emails received over the weekend may take up to 48 hours for a response. I will conduct course-related business via email, so please be sure to regularly check your official Dickinson College email account. Note that I will not summarize lectures, discussions, readings, or missed classes via email – it is best to come speak with me during office hours about any class content.

Technology: Most students comprehend class material to a deeper extent if they participate in class discussions and take notes by hand and I encourage you to do both in this class. Laptops for note-taking is by permission only and you should speak with me about this early in the semester. Cell phones are very distracting to your peers and to the professor, so please refrain from using yours in class. If you need to send a text or make a call under special circumstances, please step outside the room.

Accommodating Students with Disabilities

- This class may be recorded for accommodation purposes
- Laptop use is by permission only

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/access, email access@dickinson.edu, call (717) 245-1734, or go to ADS in the Lower Level of Old West, Room 5.

If you've already been granted accommodations at Dickinson, please let me know as soon as possible so that we can meet soon to review your Accommodation Letter and complete your Blue Form. If you will need test proctoring from ADS, remember that you will need to provide them with at least one week's notice.

Academic Integrity: Note that the College's policy on academic integrity governs this course. Please review this policy via the following links: [Community Standards](#), [Academic Misconduct](#) and [Social Misconduct](#). Faculty are required by Dickinson College policy to report any academic

misconduct including evidence of plagiarism, even if accidental. Please consult with the writing center if you have any questions about proper citation formats.

Week 1 Jan 23: FIRST CLASS

Readings centered on: what is political representation?

Also: Methods Primer

1. Miller, Warren E. and Donald E. Stokes. 1963. "Constituency Influence in Congress." *American Political Science Review*. 57: 45-56.
2. Carman, Christopher. 2007. "Assessing Preferences for Political Representation in the US." *Journal of Elections, Public Opinion and Parties*, 17 (1): 1-19.

Weeks 2 & 3: Policy Congruence and the Representative-Constituency Linkage

January 30 (Week 2)

Assignment: Statement of purpose due

Reading:

1. McCrone, Donald and James Kuklinski. 1979. "The Delegate Theory of Representation." *American Journal of Political Science*. 23:278-300.
2. Leighley, Jan E. and Jennifer Oser. 2018. "Representation in an Era of Political and Economic Inequality: How and When Citizen Engagement Matters". *Perspectives on Politics* Vol. 16 (2): 328-344.
3. Martin, Paul. 2012. "Voting's Rewards: Voter Turnout, Attentive Publics, and Congressional Allocation of Federal Money." *American Journal of Political Science*, Vol. 47, No. 1, pp. 110-127
4. Wolak, Jennifer. 2017. "Public Expectations of State Legislators". *Legislative Studies Quarterly*. 42 (2): 175-209.

February 6 (Week 3)

Reading:

1. Fenno, Richard F. [1978] 2003. *Home Style: House Members in Their Districts*. New York: Pearson Longman. Chapters 1, 2, 3, 6, 7 (pg. 224 – 246 only)

3:30: Research question discussion in class

Weeks 4 and 5: Variations on the Constituency Connection

February 13 (Week 4)

Reading:

1. Burden, Barry C. 2007. *Personal Roots of Representation*. Princeton, NJ: Princeton University Press. Chapters 1, 2, 3, 5, 6

3:30: Meet in Library Classroom 1 for session on beginning a research paper.

February 20 (Week 5)

Reading:

1. Weissberg, Robert. 1978. "Collective vs. Dyadic Representation in Congress." *American Political Science Review*. 72:535-547.
2. Grimmer, Justin. 2013. "Appropriators not position takers: The distorting effects of electoral incentives on congressional representation." *American Journal of Political Science* Vol. 57, No. 3, pp. 624-642.
3. Box-Steffensmeier, David C. Kimball, Scott R. Meinke and Katherine Tate. 2003. "The Effects of Political Representation on the Electoral Advantages of House Incumbents." *Political Research Quarterly*, Vol. 56, No. 3, pp. 259-270.
4. English, Ashley, Kathryn Pearson and Dara Strolovitch. 2018. "Who Represents Me? Race, Gender, Partisan Congruence, and Representational Alternatives in a Polarized America." *Political Research Quarterly* pp. 1-20.

3:15: Research paper meetings with Prof. Marchetti or Ian Boucher

Feb 27 (Week 6): NO CLASS MEETING - Women's Alumni Luncheon in D.C.

March 6 (Week 7): Representing Identity- Race/Ethnicity

Assignment: Research Question and Annotated Bibliography Due

Reading:

1. Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics*. 61:628-57.
2. Bratton, Kathleen A. 2006. "The Behavior and Success of Latino Legislators: Evidence from the States." *Social Science Quarterly*. 87: 1136-1157.
3. Hajnal, Zoltan. 2009. "Who Loses in American Democracy? A Count of Votes Demonstrates the Limited Representation of African Americans." *The American Political Science Review*, Vol. 103, No. 1, pp. 37-57.
4. Butler, Daniel and David Broockman. 2011. "Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators." *American Journal of Political Science*, Vol. 55, No. 3, pp. 463-477.

3:15: Research paper meetings with Prof. Marchetti or Ian Boucher

March 13 (Week 8): NO CLASS SPRING BREAK

March 20 (Week 9): Representing Identity - Gender

Reading:

1. Swers, Michele. 1998. "Are Women More Likely to Vote for Women's Issue Bills Than Their Male Colleagues?" *Legislative Studies Quarterly*, Vol. 23, No. 3 pp. 435-448
2. Jones, Philip. 2014. "Does the Descriptive Representation of Gender Influence Accountability for Substantive Representation?" *Politics & Gender* 10:175-99.
3. Pearson, Kathryn and Logan Dancey. 2011. "Speaking for the Underrepresented in the House of Representatives: Voicing Women's Interests in a Partisan Era." *Politics & Gender*, 7 (4): 493-519.
4. Celis, Karen and Sarah Childs. 2012. "The Substantive Representation of Women: What To Do With Conservative Claims?" *Political Studies*, VOL 60, 213-225.

March 27 (Week 10): Representing Identity – Class

Reading:

1. Carnes, Nicholas. 2018. *The Cash Ceiling: Why only the rich run for office and what we can do about it*. Princeton, NJ: Princeton University Press. Chapters 1, 2, 3, 5

Weeks 11 ,12, 13: Alternative Venues for Representation

April 3 (Week 11) – Political Organizations (Interest Groups and Parties)

Reading:

1. Strolovitch, Dara. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class and Gender." *Journal of Politics* 68 (4): 894-910.
2. Schlozman, Kay Lehman. 1984. "What Accent the Heavenly Chorus? Political Equality and the American Pressure System." *The Journal of Politics*, Vol. 46, No. 4, pp. 1006-1032
3. Benefield, Charlana and Christopher Williams. 2019. "Taking official positions: How public policy preferences influence the platforms of parties in the United States." *Electoral Studies* 57: 71-78.
4. Erikson, Robert, Gerald Wright and John McIver. 1989. "Political Parties, Public Opinion, and State Policy in the United States." *The American Political Science Review*, Vol. 83, No. 3, pp. 729-750.

April 10 (Week 12) – Courts

Reading:

1. Boyd, Christina. 2016. “Representation on the Courts? The Effects of Trial Judges’ Sex and Race.” *Political Research Quarterly* 69 (4): 788-799
2. Hall, Melinda Gann. 2014. “Representation in State Supreme Courts: Evidence from the Terminal Term.” *Political Research Quarterly* 67 (2): 335-346
3. Kastellec, Jonathan. 2013. “Racial Diversity and Judicial Influence on Appellate Courts.” *American Journal of Political Science* 57 (1): 167-183
4. Scherer, Nancy and Brett Curry. 2010. “Does Descriptive Race Representation Enhance Institutional Legitimacy? The Case of the U.S. Courts.” *Journal of Politics* 72 (1): 90-104.

April 17 (Week 13) – Bureaucracy

Reading:

1. Nicholson-Crotty, Sean and Jill Nicholson-Crotty. 2017. “Will More Black Cops Matter? Office Race and Police-Involved Homicides of Black Citizens”. *Public Administration Review* Vol. 77, Iss. 2, pp. 206–216.
2. Riccucci, Norma, Gregg Van Ryzin, and Cecilia Lavena. 2014. “Representative Bureaucracy in Policing: Does It Increase Perceived Legitimacy?” *Journal of Public Administration Research and Theory* 24: 537-551.
3. Dolan, Julie. 2000. “The Senior Executive Service: Gender, Attitudes and Representative Bureaucracy.” *Journal of Public Administration Research and Theory* 10 (3): 513-529.
4. Watkins-Hayes, Celeste. 2011. “Race, Respect and Red Tape: Inside the Black Box of Racially Representative Bureaucracies.” *Journal of Public Administration Research and Theory*, Volume 21, Issue 2: 233–251.

Weeks 14, 15: Final Paper Workshop and Presentation

April 24 (Week 14) - Final paper workshop

Assignment: Groups of 3-4 students will come to class at assigned times for small working group panels/peer reviews. You must have a partial draft of your paper complete by this date. Should you fail to have a partial draft in time for the workshop your final paper will be penalized one full letter grade (i.e. an A becomes a B).

May 1 (Week 15) – Final paper presentations

Assignment: Come to class with a 10-minute power point presentation of your final research paper. Include text, images, video – whatever best summarizes the topic of your research and your major findings.

May 10: FINAL PAPER DUE ON MOODLE BY 1:30 PM