

**Professor:** Dr. Catherine Wineinger  
**Course Number:** PLSC 397R  
**Class Time:** T/R 10:00-11:50am  
**Room:** Arntzen Hall 412

**Office Location:** Arntzen Hall 416  
**Office Hours:** T/R 12:00-1:00pm  
**Email:** cathy.wineinger@wwu.edu  
**Office Phone:** (360) 650-4877

## Course Description

We live in a representative democracy – but what does it mean to be adequately represented? How do we, as political scientists, evaluate the quality of political representation? In what ways are certain groups excluded from political processes? How can we create a more representative government? This course grapples with these questions and introduces students to the concept of political representation. In the first half of the quarter, we will explore various definitions and theories of representation. In the second half of the quarter, we will read and analyze empirical studies of political representation (with an emphasis on gender, sexuality, race, citizenship, age, and disability). While much of this course focuses on the United States, we will also learn from examples in other countries.

## Course Learning Objectives

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

- Understand and evaluate competing theories of political representation
- Analyze the status of political representation in the United States
- Read and comprehend empirical political science research related to political representation
- See improvement in their written and oral communication skills

## Departmental Learning Outcomes

- Possess substantive knowledge in their area of concentration (1)
- Exhibit analytical skills in interpreting data (2)
- Demonstrate critical, independent thinking about politics and public life (5)
- Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in a diverse society (6)
- Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global communities (7)

## Required Readings & Assignments

All required and recommended readings – including articles, book chapters, podcasts, etc. – will be posted on Canvas within the corresponding module.

Assignment guidelines will also be posted on Canvas under the “Assignments” tab. All assignments should be submitted via Canvas by 11:59pm on the due date.

## A Typical Day

- Free-Write & Initial Questions (10 mins)
- Group Reading Summaries & Analysis (20 mins)
- Lecture (30 mins)
- Discussion: Revisit Initial Questions (10 mins)
- Free-Write Prompts (10 mins)
- Class Discussion (30 mins)

## Class Conduct and Expectations

In order for our class discussions to be meaningful and productive, it is essential that we treat one another with respect. This includes: recognizing that each person in this class is bringing with them unique life experiences and academic training; demonstrating self-awareness and a willingness to listen; and engaging in constructive critiques.

### Earning Your Grade

Meaningful Participation.....	20%	93-100	A
Synthesis Essays (x3).....	45%	90-92	A-
Peer Review.....	10%	87-89	B+
Final Paper.....	25%	83-86	B
<i>In order to receive a passing grade on your final paper, you must also submit the following assignments:</i>		80-82	B-
<ul style="list-style-type: none"><li>• Topic Proposal</li><li>• First Draft</li></ul>		77-79	C+
		73-76	C
		70-72	C-
		67-69	D+
		63-66	D
		60-62	D-
		<60	F

*Extra credit:* You may earn **up to 3% extra credit** on your final grade if you attend a political event or volunteer with a political organization and write a 1-2 page reflection about how that experience is related to this class. (**Each reflection is worth 1%**). *Please come prepared to share your experiences with the class!*

### Scale

### Pass/No Pass Grades

Students opting for P/NP grading will receive a **P for grades of D and above**. A grade of D- or F will be recorded as an NP, which will not earn credits or be reflected in the GPA. In order to earn credits toward the **Political Science major or minor, a grade of C- or higher is required**.

### Attendance/Absences

A reminder: participation is **20%** of your grade, so it is worthwhile for you to come to class each day! The more everyone participates, the more fruitful our class discussions will be. **That said, if you are feeling sick, please stay home.** One or two absences will not affect your grade. If absences become an issue for you, please reach out to me so we can work something out!

### Extensions and Late Work

I expect you to turn in your assignments on time, but I understand that sometimes life gets in the way. If you need an extension on an assignment, please email me **before** the assignment is due. There are **no extensions on presentations, and I will not accept work after the last day of class.** *Note: I cannot guarantee you feedback on late work (that also means you may not have an opportunity to revise late assignments).*

### WWU Policies and Student Resources

Please visit [syllabi.wvu.edu](http://syllabi.wvu.edu) for a list of university policies and resources, including: plagiarism and academic integrity policies, disability resources, religious accommodation policies, etc.

### Office Hours/Contact Information

In addition to class time, please feel free to drop in during office hours. This is your time to ask any follow-up questions, discuss any readings/assignments, talk about your career goals, or just stop by to say hi. Office hours are for **you**, and they're a great way to connect with your professors!

- **When:** T/R 12:00-1:00pm
- **Where:** 1) In-person meetings: Arntzen Hall 416  
2) Zoom meetings: Click the "Virtual Office Hours" link located at the top of the Modules page on Canvas

**If you cannot meet during these hours, please email me at [cathy.wineinger@wwu.edu](mailto:cathy.wineinger@wwu.edu) to schedule an appointment.** I only read and reply to emails during regular business hours. Give me one full business day to respond to your email, but don't be afraid to follow up after that!

### A Note on Self-Care

Nothing is more important than taking good care of yourself! I expect you to give your best effort in class, but remember that **your physical and mental health is always a priority.** Please stay in communication with me so that we can work together to find solutions to any issues that may arise this quarter.

## Political Representation: Fall 2022 Course Agenda

Below is the tentative schedule for this quarter. Please note that this course agenda is subject to change. If a change is made, I will send you an email and update the syllabus on Canvas.

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### WEEK 1 – INTRODUCTION

#### R/ September 22 – Introduction

- Video (12 minutes): [The Science of Thinking](#), Veritasium  
**\*\*DUE: Survey (Module 1 on Canvas)**
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### WEEK 2 – WHAT IS POLITICAL REPRESENTATION?

#### T/ September 27 – Types of Political Representation

- **Group A:** Pitkin, Hanna Fenichel. 1967. *The Concept of Representation*. Berkeley: University of California Press, Ch. 1.
- **Group B:** Mansbridge, Jane. 2003. “Rethinking Representation.” *American Political Science Review*, 97 (4): 515-528.

#### R/ September 29 – Representation and Democracy

- **Group A:** Phillips, Anne. 2000. “Democracy and the Representation of Difference and The Politics of Presence: Problems and Developments.” *Aalborg Universitet*.
  - **Group B:** Rehfeld, Andrew. 2006. “Towards a General Theory of Political Representation.” *Journal of Politics*, 68 (1): 1-21.
  - **Optional Podcast:** “[Anne Phillips on Political Representation](#).” *Philosophy Bites*.
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### WEEK 3 – MEASURING REPRESENTATION

#### T/ October 4 – Measuring Representation as Political Scientists

- **Group A:** Krausová, Anna. 2020. “Native Nation Building Through the Lens of Political Science.” *Politics, Groups, and Identities*, 8 (1): 86-102.
- **Group B:** Wolkenstein, Fabio and Christopher Wrátil. 2021. “Multidimensional Representation.” *American Journal of Political Science*, 65 (4): 862–876.
- **Everyone:** Wineinger, Catherine. 2022. “A Conversation with Mary Hawkesworth on Intersectionality, Political Science, and Challenging the Discipline.” *Journal of Women, Politics & Policy*, 43 (3): 401-408.

#### R/ October 6 – Do Representatives Respond?

- **Group A:** Gilens, Martin. 2005. “Inequality and Democratic Responsiveness.” *Public Opinion Quarterly*, 69: 778-796.
  - **Group B:** Gause, LaGina. 2022. *The Advantage of Disadvantage: Costly Protest and Political Representation for Marginalized Groups*. Cambridge University Press, Ch. 7.  
**\*DUE: Synthesis Essay #1**
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## WEEK 4 – NEW DIRECTIONS IN THE STUDY OF POLITICAL REPRESENTATION

### T/ October 11 – Interest Groups, Representation, and Representativity

- **Group A:** Weldon, S. Laurel. 2002. “Beyond Bodies: Institutional Sources of Representation for Women in Democratic Policymaking.” *Journal of Politics* 64 (4): 1153-1174.
- **Group B:** Strolovitch, Dara Z. 2006. “Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender.” *Journal of Politics* 68 (4): 894-910.
- **Everyone:** Raney, Tracey and Mackenzie Gregory. September 12, 2019. “[Green with rage: women climate change leaders face online attacks.](#)” *The Conversation*.

### R/ October 13 – Representative Claims-Making

- **Group A:** Saward, Michael. 2006. “The Representative Claim.” *Contemporary Political Theory*, 5: 297-318.
  - **Group B:** Celis, Karen. 2013. “Representativity in Times of Diversity: The Political Representation of Women.” *Women’s Studies International Forum* 41 (3): 179–186.
  - **Everyone:** Roberti, Amanda. July 21, 2022. “[Pro-Life and Pro-Woman? Republican Women and Antiabortion Legislation.](#)” *The Gender Policy Report*.
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## WEEK 5 – POLITICAL EXCLUSION & INTERSECTIONALITY

### T/ October 18 – Complicating Political Inclusion/Exclusion

- **Group A:** Dovi, Suzanne. 2009. “In Praise of Exclusion.” *Journal of Politics* 71 (3): 1172-1186.
- **Group B:** Murray, Rainbow. 2014. “Quotas for Men: Reframing Gender Quotas as a Means of Improving Representation for All.” *American Political Science Review* 108 (3): 520-532.
- **Everyone:** Evans, Dayna. May 5, 2016. “[The ‘Can You Not’ PAC is Exactly What This Election \(and Future Elections\) Needs.](#)” *The Cut*.

### R/ October 20 – Intersectionality and Political Representation

- **Group A:** Puwar, Nirmal. 2004. “Thinking About Making a Difference.” *BJPIR*, 6: 65-80.
- **Group B:** Severs, Eline, Karen Celis, and Silvia Erzeel. 2016. “Power, Privilege, and Disadvantage: Intersectionality Theory and Political Representation.” *Politics*, 36 (4): 346-354.

**\*DUE: Synthesis Essay #2**

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## WEEK 6 – EMPIRICAL STUDIES: GENDER, SEXUALITY

### T/ October 25 – Gender

- **Group A:** Sharrow, Elizabeth A. 2021. “Sports, Transgender Rights and the Bodily Politics of Cisgender Supremacy.” *Laws*, (10) 63: 1-29.
- **Group B:** Bos, Angela L., Jill S. Greenlee, Mirya R. Holman, Zoe M. Oxley, and J. Celeste Lay. 2022. “This One’s for the Boys: How Gendered Political Socialization Limits Girls’ Political Ambition and Interest.” *American Political Science Review*, 116 (2): 484-501.

### R/ October 27 – Sexual Orientation

- **Group A:** Tremblay, Manon. 2019. “Political Representation and Emotions: The Case of Out Self-Identified LGBT Representatives in Canada.” *Representation*, 55:2, 125-139.
- **Group B:** Brant, Hanna K. and Jordan Butcher. 2022. “Legislating as Your Full Self: Queer Women of Color in US State Legislatures.” *Journal of Women, Politics & Policy*, 43 (3): 297-309.

**\*DUE: Topic Proposal**

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## WEEK 7 – EMPIRICAL STUDIES: RACE, CLASS

### T/ November 1 – Race

- **Group A:** Lajevardi, Nazita. 2020. “Access Denied: Exploring Muslim American Representation and Exclusion by State Legislators.” *Politics, Groups, and Identities*, 8 (5): 957-985.
- **Group B:** Gershon, Sarah Allen, Celeste Montoya, Christina Bejarano, and Nadia Brown. 2019. “Intersectional Linked Fate and Political Representation.” *Politics, Groups, and Identities*, 7 (3): 642-653.

### R/ November 3 – Class

- **Group A:** Carnes, Nicholas. 2016. “Why Are There So Few Working-Class People in Political Office? Evidence from State Legislatures.” *Politics, Groups, and Identities* 4 (1): 84-109.
- **Group B:** Barnes, Tiffany D. and Gregory W. Saxton. 2019. “Working-Class Legislators and Perceptions of Representation in Latin America.” *Political Research Quarterly*, 72 (4): 910-928.

**\*DUE: Synthesis Essay #3**

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## WEEK 8 – ELECTION WEEK

### T/ November 8 – Citizenship & Voting Rights (Election Day!)

- **Group A:** Rehfeld, Andrew. 2011. “The Child as Democratic Citizen.” *The Annals of the American Academy*, 633: 141-166.
- **Group B:** Epperly, Brad, Christopher Witko, Ryan Strickler, and Paul White. 2019. “Rule by Violence, Rule by Law: Lynching, Jim Crow, and the Continuing Evolution of Voter Suppression in the U.S.” *Perspectives on Politics*, 756-769.
- **Everyone:** Vasilogambros, Matt. July 1, 2021. “[Noncitizens Are Slowly Gaining Voting Rights.](#)” *Stateline, Pew*.

### R/ November 10 – Behind the Scenes (Election Day Reflections)

- **Group A:** Hassell, Hans J. G. 2020 “It’s Who’s on the Inside that Counts: Campaign Practitioner Personality and Campaign Electoral Integrity.” *Political Behavior*, 42: 1119-1142.
- **Group B:** Hertel-Fernandez, Alexander, Matto Mildemberger, and Leah C. Stokes. 2019. “Legislative Staff and Representation in Congress.” *American Political Science Review*, 113 (1): 1-18.

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## WEEK 9 – EMPIRICAL STUDIES: AGE, DISABILITY

### T/ November 15 – Age

- **Group A:** Stockemer, Daniel and Aksel Sundström. 2018. “Age Representation in Parliaments: Can Institutions Pave the Way for the Young?” *European Political Science Review*, 10 (3): 467-490.
- **Group B:** McDonald, Jared and Melissa Deckman. 2021. “New Voters, New Attitudes: How Gen Z Americans Rate Candidates with Respect to Generation, Gender, and Race.” *Politics, Groups, and Identities*, 1-21.

### R/ November 17 – Disability

- **Group A:** Chaney, Paul. 2015. “Institutional Ableism, Critical Actors and the Substantive Representation of Disabled People: Evidence from the UK Parliament 1940–2012.” *Journal of Legislative Studies* 21 (2): 168-191.
- **Group B:** Evans, Elizabeth and Stefanie Reher. 2020. “Disability and Political Representation: Analysing the Obstacles to Elected Office in the UK.” *International Political Science Review*, 1-16.

**\*DUE: First Draft**

## WEEK 10 – WORKSHOP

### T/ November 22 – Final Paper Discussions & Workshop

- No readings – come prepared to work on your peer review and discuss your final paper!  
**\*DUE: Peer Review**

### R/ November 24 – NO CLASS – FALL BREAK

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## WEEK 11 – TOWARD A REPRESENTATIVE DEMOCRACY

### T/ November 29 – Mis/Disinformation and Representation

- **Group A:** Burden, Barry C. and Yoshikuni Ono. 2020. “Ignorance is Bliss? Age, Misinformation, and Support for Women’s Representation.” *Public Opinion Quarterly*. 838-859.
- **Group B:** Cortina, Jeronimo and Brandon Rottinghaus. 2022. “Conspiratorial Thinking the in the Latino Community on the 2020 Election.” *Research and Politics*, 1-9.
- **Everyone:** Lai, Samantha. June 21, 2022. “[Data misuse and disinformation: Technology and the 2022 elections.](#)” *Brookings*.

### R/ December 1 – Building a More Representative Democracy

- **Group A:** Drutman, Lee. 2021. “Elections, Political Parties, and Multiracial, Multiethnic Democracy: How the United States Gets It Wrong.” *New York University Law Review*, 96 (4): 985-1020.
- **Group B:** Einwohner, Rachel L., Kaitlin Kelly-Thompson, Valeria Sinclair-Chapman, Fernando Tormos, Laurel Weldon, Jared M. Wright, and Charles Wu. 2021. “Active Solidarity: Intersectional Solidarity in Action.” *Social Politics: International Studies in Gender, State & Society*, 1-40.

**\*DUE SUNDAY 12/4: Final Paper**

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## FINALS WEEK (Dec. 6-10) – NO FINAL EXAM

Have a great winter break 😊