Course Objectives

This course will consider the concept of representation, as it is developed in modern and American political thought and applied in founding era and contemporary American democracy. Toward this end, we will consider a few general questions throughout the semester: *Who* and *what* are to be represented in politics, and *how* are they to be represented? What makes representatives legitimate and who or what gives them authority? The course will also be subdivided into three sections: theories of representation, representation in practice, and problems with representation. In the first section of our course, we will investigate how modern and American political thinkers understood political representation. In the second section of our course, we will grapple with texts and original documents that illustrate how these representation schemes were implemented in American government at its outset and, in the final section of our course, we will look at the advantages and disadvantages of representative democracy as it has evolved in American political discourse and practice.

Course Materials

*Required texts**:
- Pitkin, Hannah. *The Concept of Representation.*

**The books for this class will be provided for you. This is a tentative list.**

Readings marked with an “a” are available through the online Founders’ Constitution [http://press-pubs.uchicago.edu/founders/tocs/v1ch13.html]

Readings marked with a “b” are available on Learn@UW

*Highly recommended:*
Course Expectations & Policies

In order to achieve the goals of this course, there are a few things you must do. First, you will need to complete the readings assigned for each day before class begins in order to prepare and submit your discussion questions and participate in our seminar discussion (more on these in the assignments section below). Second, you will need to complete your assignments on time, as I will accept no late work without an approved accommodation prior to the due date. Accommodations will be made for those students who have documented proof of an emergency. You should expect our class discussions to provide you with an opportunity to thoughtfully participate and respectfully engage with both the course content and your peers’ contributions. To ensure that these fruitful discussions are possible, I ask that you are courteous to your peers—this means you will need to turn off cell phones and end conversation before class begins, to not use your laptops for anything besides notes, and to bring the relevant text to class each day. You will also need to actively participate in seminar discussion.

A successful course requires some things of me as well. Given that you may have questions about the subject, material, assignments, or college generally during the semester, I will be available during weekly office hours, by personal appointment and through email to answer them. I strongly encourage you to use my office hours to come discuss substantive questions or to bring in paper outlines for review. If you email me, be sure 1) to address me like someone you may ask for a letter of recommendation some day rather than someone to whom you are sending a text message, 2) to expect a 24 hour response time, and 3) to restrict your questions to those regarding format or logistics. I believe it is far more valuable for you to ask substantive questions in person – whether in class or during office hours – so I can give you a comprehensive response and ensure you understand what we have discussed.

I am firmly committed to ensuring equal learning access for all and therefore encourage individuals with disabilities to participate in the McBurney Center’s available programs and activities. If you need an accommodation, you should contact the center at (608) 263-2741 or mcburney@studentlife.wisc.edu to obtain documentation for your specific needs. You must do so by the end of Week 2 and you must contact me in advance to make appropriate arrangements for papers, etc. Finally, I strictly adhere to the UW Academic Misconduct Process and will report all incidents of academic misconduct the Dean of Students Office, as it is a prerequisite for maintaining academic integrity in our course. To avoid plagiarism, be sure to use either text-specific (e.g., citations to part, section, chapter and paragraph number of Smith’s Theory of Moral Sentiments) or APSA-style citations unless otherwise stated (http://www.apsanet.org/media/PDFs/Publications/APSASTyleManual2006.pdf).

Assignments & Grading

Your grade will be calculated according to your score(s) on assignments in the five following categories:

Short Paper [& optional rewrite] (20%)
Weekly Discussion Questions (25%)
Discussion Leader Presentation (15%)
Final Paper (30%)
In-class Participation (10%) + Final Grade (100%) = Final Grade (100%)

Your grade will be assigned according to the following grading scale:

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\begin{align*}
A & \geq 93.5 \\
AB & = 87.5-93.4 \\
B & = 82.5-87.4 \\
BC & = 77.5-82.4 \\
C & = 69.5-77.4 \\
D & = 60-69.4 \\
F & \leq 59.9
\end{align*}
\]

**Short Paper**

Your first assignment will be a *one-page single-spaced* (12 pt. Times New Roman font) response paper designed to allow you to critically engage with our texts and to develop your writing skills. You will be given a paper prompt during Week 2. This assignment is designed to help you learn how to read *carefully* by giving you an opportunity to evaluate some of our texts under a close lens. I will provide you with a grading rubric and written feedback when I return your work.

But I also want to give you the opportunity to improve. David Hume, when reflecting on the quality of his own work, emphasized a particularly important part of the learning process: “A man who is free from mistakes can pretend to no praises except from the justness of his understanding. But a man who *corrects his mistakes* shows at once the justness of his understanding and the candour and ingenuity of his temper” (T *App.* 1). I couldn’t agree more with Hume’s claim and therefore want to reward those of you who are interested in exercising your candor and ingenuity in this class. To do so, I allow all students the *option to resubmit* one-page papers. I will only include the higher score of the two submitted papers in your grade, so no student will be penalized for resubmission.

**Weekly Discussion Questions**

Each week, you will be expected to submit *one discussion question* (10 questions total) on any of the readings assigned that week by no later than 11:00am on Thursday. I will not evaluate the content of these questions, but they should either be a clarification question or a substantive question on the assigned readings that you think would be useful to discuss in class. The discussion leader will also use these questions as they prepare comments for our seminar.

**Discussion Leader Presentation**

Each week, one student will be assigned to lead discussion for the first half of class. This student will be responsible for reviewing the readings assigned and the discussion questions submitted by their fellow classmates, preparing some questions to get discussion going, and moderating discussion for the first part of class.
Final Paper

Your final paper (5-7 double-spaced pages, 12 pt. Times New Roman font) will allow you to evaluate how contemporary American politics does or does not live up to one of the models of representation we will discuss in class. You will be given a paper prompt during Week 5.

In-Class Participation

Your participation grade will be calculated on two categories: 1) the quantity and quality of daily discussion questions submitted online through Learn@UW and 2) the quantity and quality of your participation in-class. Both in-class participation and your engagement with the assigned readings are necessary for the kind of fruitful and engaging discussions I hope to have in our weekly seminars.

Class Schedule

Week 1
9/5: Introduction
   In-Class: Class introduction, syllabus review + simulation
   Reading: Syllabus [also available on Learn@UW];

   DUE: SYLLABUS AGREEMENT [on Learn@UW]

Theories of Representation

Week 2
9/12:
   In-Class: Speaker: Carolyn Purnell (Illinois Institute of Technology), “What does it mean to be represented?”; Analyze Velázquez’s Las Meninas
   Read: Pitkin, The Concept of Representation, Introduction [pgs. 1-13]
   Discussion Leader:

   SHORT PAPER PROMPT GIVEN

Week 3
9/19:
   In-Class: Delegate, trustee + politico models of representation
   Discussion Leader:

Week 4
9/26:
   In-Class: Representing sovereign authority (and its problems)
   Read: Rousseau, Social Contract. Premium, 1.1, 1.6-1.8, 2.1-2.2, 2.6, 3.1, 3.15 [pgs. 163-164, 172-176, 179-182, 188-190, 205-210, 234-237]
   Discussion Leader:
DUE: SHORT PAPER

Week 5***
10/3:

In-Class: Schemes of representation, separation of powers
Reading: Montesquieu, Spirit of the Laws [Bk 11, Ch 6]; Locke, Second Treatise, [§§157-158, §§134-142]
Discussion Leader:

FINAL PAPER PROMPT GIVEN

Representation in America
Week 6
10/10:

In-Class: Political representation in America
Reading: Declaration of Independence; U.S. Constitution [Preamble, Article I, Amendments I-X, XII, XIII, XVII]; Eric Slauter, State as a Work of Art [pgs. 123-213]
Discussion Leader:

DUE: OPTIONAL REWRITE

Week 7***
10/17:

In-Class: Advantages + disadvantages of political representation in America
Reading: The Federalist [No. 10, 62, 63]; Federal Farmer [No. 2, 7, 8, 9]a
Discussion Leader:

Week 8
10/24:

In-Class: Expanding representation
Reading: Baker v. Carr (1962)b; Reynolds v. Sims (1964)b; Additional readings TBA
Discussion Leader:

Problems with Representation
Week 9
10/31:

In-Class: “Chung” (Season 1, Episode 4 of Veep) + issues with descriptive representation (race + gender)
Discussion Leader:

Week 10
11/7:

Class canceled.
Watch Frontline’s The Untouchables [http://video.pbs.org/video/2327953844/] on your own.

**Week 11**

11/14:

*In-Class:* Discuss *The Untouchables* + issues with substantive representation and wealth


*Discussion Leader:*

**Week 12**

11/21:

*In-Class:* Issues with formalistic representation + wrap-up; **Speaker:** Debra Leiter (University of Missouri, Kansas City), “Proportional Representation”

*Reading:* *U.S. Constitution, Amendment XVII*; Reading on proportional representation TBA

*Discussion Leader:*

**DUE: FINAL PAPER**

*Have a wonderful holiday break!*