

POL 193H: The Politics of Representation

Instructor: Dr. Quinn M. Albaugh

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Office Hours: Monday, 3:00-4:00 PM (chat); TBD (Regularly Scheduled Zoom open call), or by appointment

Course Description: This course examines the politics of representation for marginalized groups in Canada, including women, LGBTQ+ people, racialized minority groups, people with disabilities and the working class. Why is it important for groups to be represented in elected office? Why are marginalized groups numerically under-represented in elected office? How can we increase the representation of marginalized groups in elected office? These questions provide an opportunity to learn about parties, elections and representation from a political science perspective, as well as build foundational skills for undergraduate education.

Course Goals:

- You will recognize the differences between normative, qualitative and quantitative scholarship in political science.
- You will have a basic understanding of the arguments for and against group representation.
- You will have a basic understanding of some the major explanations for the under-representation of marginalized groups in politics.
- You will build your ability to develop your own arguments and to communicate your arguments in academic and non-academic writing.
- You will improve your ability to interpret quantitative tables and figures in academic research.

Course Expectations:

- I expect you to look after your health and well-being first. The first year at university can be stressful under normal circumstances, and the pandemic will make the experience more difficult.
- I expect you to contact me as soon as you realize that you are running into any challenges in completing course activities, including health- or family-related concerns. You will not be “bothering” me or taking up too much space.
- I expect you to watch the prerecorded lectures, read all the readings, and complete the weekly quizzes by 5 PM on Friday. I will post lectures on Mondays.
- I expect you to check Quercus twice a week. I will generally post updates about the course before 10:00 AM on Monday and after 4:00 PM on Thursdays.
- I expect you to communicate with me and with other students in a respectful manner. This includes respecting individuals’ names and pronouns.

Office Hours:

“Office hours” refer to a pre-arranged time when instructors are available to answer any student questions. I strongly encourage you to take advantage of the opportunity to visit me. You can ask me anything about the course, politics, or the way the university works during this time. Since this course will not take in place in person, I have three alternative options:

- Chat office hours (Monday, 3:00-4:00 PM). For the chat office hours, I mean that I will be online and will respond to you ASAP with answers to your questions.
- An open Zoom meeting at a time to be announced. I will prepare a Frequently Asked Questions (FAQ) document based on the Zoom office hours for students unable to attend in person.
- Finally, you can email me or send me a chat message to schedule a Zoom meeting if you would prefer not to communicate over chat or email.

Assignments:

The grade for this course depends on five components: weekly quizzes, in-class participation and three relatively short papers / projects. There will be no final exam in the Final Examination Period. I will post a detailed description of my expectations and a rubric for each assessment, including participation, on Quercus later in the course. All assignments should be submitted electronically through Quercus.

Weekly Quizzes (15%), by Friday 5 PM, starting September 18

Participation (15%), starting September 21-25

Project 1: Normative Critique (20%), 2 pages double-spaced, due October 2 at 5:00 PM

Project 2: Op-Ed (20%), 500-750 words, due October 30 at 5:00 PM

Part 1: One-paragraph pitch (5%), due October 16 at 5:00 PM

Part 2: 500-750 word op-ed, due October 30 at 5:00 PM

Paper 3: Report for Advocacy Organization (30%)

Part 1: Literature Review (10%), due November 21 at 5:00 PM

Part 2: Group project (20%), due December 4 at 5:00 PM

Weekly Quizzes: Each week, you will complete a short quiz based on the readings and the lectures for that week. You will not be able to answer all the questions without doing the reading *and* watching the lecture videos. You will have three chances to take each quiz before the Friday at 5 PM.

Participation: Since you are unlikely to know many other people in the class, I am going to divide you into groups of based on your responses to the pre-course survey, taking into account your interests, time zones, and other material. (If you do not respond to the pre-course survey, it will be hard to participate in the class.) These groups serve two main purposes. First, they will give you experience working in groups, which is increasingly important in universities and workplaces. Second, they will give you a support system of fellow students to help you navigate the course and the university.

Each week, I will post a set of discussion questions for the week due by Friday at 5 PM (Toronto time). You will pick a time with your groups to meet each week. During the group meetings, I expect you to collectively answer the discussion questions. I expect that each of you as individuals will contribute in a meaningful way to the discussions. I encourage you to work on the questions in Google Docs so that you can all write and chat at the same time. After the group meetings, you should take five to ten minutes to write a reflection about what you learned during the group meeting. Then, by Friday at 5:00 PM, send me your group's answers to the discussion questions and your individual reflections.

If you are unable to make a group meeting, please contact me to make alternative arrangements. If you have concerns about group work, I encourage you to contact me to talk through what options would make the most sense for you. Finally, if you run into serious issues with your groups, please contact me as soon as they arise. Please do not wait until the end of the semester to reach out to me about group dynamics.

Project 1: For this project, you will write a *very short* (two-page, double-spaced) paper that critiques a normative argument. Often it is more challenging to write a short paper than a long one. The goal is to make an argument with a thesis statement and support it as clearly and succinctly as possible. I will circulate a more detailed prompt and assignment instructions closer to the date, and I will provide an overview over how to write a thesis statement. If you do not have regular access to a computer, or if you would prefer to produce audio or video, you may submit a 5-minute audio or video file instead.

Project 2: For this project, you will write a 500-750 word op-ed. (If you are not familiar, an op-ed is a guest opinion piece printed on the opposite page from the newspaper editorial page.) This project will not only help you develop your writing but also allow you to work on developing your own ideas about representation. You will first pitch an op-ed to me in one (relatively short) paragraph by October 16. Once your pitch is accepted, you can write the op-ed. I will circulate a more detailed prompt and assignment instructions closer to the date, and I will provide an overview over how to write a thesis statement. If you do not have regular access to a computer, or if you would prefer to produce audio or video, you may submit a 5-minute audio or video file instead.

Project 3: You will work with your participation groups to produce a 10-page report for an advocacy organization interested in helping a historically marginalized group win additional seats in elected office. I will give you a list of sources for your group to use in preparing your report. You will find an additional outside source. You will then produce a literature review and then a report for the advocacy organization.

Since one of the major goals of this course is to help you develop your communication skills, for all papers, students have the option to submit a first draft of each assignment up to one week before the deadline. I will set aside time on September 25, October 23 and November 27 to read these first drafts and provide comments. While these first drafts are optional, I encourage you to work in advance of the final deadlines so that you can take advantage of the writing feedback. It's often better to get something on the page than to wait until the last minute.

Required Texts and Materials:

Students do not need to purchase any textbooks for this course.

Course Policies:

1. Respect for Difference: Our institution has a number of policies on equity and diversity. I encourage you to read them online at <https://equity.hrandequity.utoronto.ca/#policies>. In my classroom, I uphold these commitments, and I expect students to do the same. I receive a class roster that includes students' legal names and gender identifications. I understand, however, that not all students use their legal names and that not everyone identifies with the gender on their legal documents. I am happy to use the name and/or pronouns that you use. You may share this with me in our introductory course survey,

or through email, or in my office hours. If your name or pronouns change at any point during the semester, please let me know. If you wish to share that information publicly, I am happy to work with you to develop a way to share this information in a way that is comfortable and safe for you.

2. Class Participation: In class discussions, I ask particularly that you (1) not be mean, (2) take responsibility for what you say and (3) take into account what your words are likely to mean to people who have different backgrounds than you do. When I ask for participation, I do not expect everyone to participate as much as they possibly can. Good participation is not just about talking but listening attentively to others and giving them appropriate credit for their contributions to the discussion.
3. Accessibility: I have adopted a number of practices designed to increase the accessibility of the course, including using sans serif rather than serif typefaces, using colours other than red and green on graphs. I am (of course) also happy to accommodate requests through AccServ. I welcome suggestions on ways to make the course more accessible by changing the design of the course.
4. Plagiarism: Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism please see Writing at the University of Toronto <http://www.writing.utoronto.ca/advice/using-sources>". You may also wish to consult <https://www.academicintegrity.utoronto.ca/perils-and-pitfalls/>. I do not use turnitin.com.
5. Extensions: If you need an extension, please write an email to me. If you have advance warning, I would appreciate 24 hours notice if possible. However, I understand that you may have either medical or personal issues that may keep you from getting your work done on time due to COVID-19. Under university policy, you need a sick note as an excuse. That said, my goal is to be as flexible as possible in setting extensions in equitable ways.
6. Late assignments: I will not penalize assignments that are under 3 days late. After three days, I will penalize late assignments by 5% of the grade per day if you do not make arrangements with me for an extension. In some cases, it may be in your interest to take another day to complete an assignment, even with the late penalty. I leave that decision up to your judgment.
7. Re-grading: When I hand back your assignments, I will include a copy of the rubric for that assignment, which will explain why you received the grade you did. If you disagree with any of your marks, you may contact me to have me re-mark your assignments. If you do so, you should submit a request for re-grade that includes a case for why you disagree with your grade. This case should make reference to specific portions of the rubric. I will not accept requests for a re-grade until 48 hours have passed since I returned the graded assignments. When I re-mark your assignments, your grade may go up or down.
8. Email Communication: Here is some advice on when and how to email:
 - *When to email me*: There are times when it is appropriate to email me. Check your syllabus, your notes, and the class website. If your question is still not answered, you likely have an important question that should be addressed. If you can explain in one or two sentences why you are emailing, email is probably appropriate. If not, your question will be better served by coming to office hours or making an appointment to speak in person.
 - *How to write an email*: The university is a professional environment. I recognize that not everyone receives explicit guidance about how to email professors. Please

consult this article before drafting an email: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

- *How to address me:* Please address me as Dr. Albaugh.
 - *How to make it easier to me to respond to you:* Send the email from a valid University of Toronto email address. This makes it less likely that your email will end up in my spam folder. I only respond to student emails from valid university email addresses. POL193 should appear at the start of the subject line. The subject line is important because I scan my inbox for emails with the course code in them to prioritize student emails.
9. Response Times: I generally check my email and chat messages between 4:00 PM and 5:00 PM, Monday-Friday. I will attempt to reply to your emails and chat messages within 24 hours. If you do not hear from me during this window, I will respond to you the next day. I will let you know if I am out of town for academic conferences or workshops or otherwise unable to respond quickly.
10. Technology: I have attempted to design the course so that you can complete it either with a phone or with a computer. Depending on the results of our pre-course survey, I will set up discussion boards on either Slack or Microsoft Teams.

Course Calendar and Readings:

Part I: Normative Scholarship

September 14 – What is Representation?

Note: There will be no readings this week. Instead, I will prepare an overview of the course, the assignments, and a brief lecture on the concept of representation. The weekly quiz will focus on the lecture material and the syllabus.

September 21 – Argument for Group Representation

Kymlicka, Will. 1993. "Group Representation in Canadian Politics." In *Equity and Community: The Charter, Interest Advocacy, and Representation*, edited by F. Leslie Seidle, 61–89. Montreal, QC and Kingston, ON: McGill-Queen's University Press.

Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *Journal of Politics* 61 (3): 628–657. <https://doi.org/10.2307/2647821>.

September 23 – Last Day to Enrol in Classes

September 28 – Arguments against Group Representation

Murray, Rainbow. "Merit vs. Equality? The argument that gender quotas violate meritocracy is based on fallacies." *LSE British Politics & Policy Blog*, December 7, 2015. <https://blogs.lse.ac.uk/politicsandpolicy/merit-vs-equality-argument/>

Deer, Ka'nhehsí:io. "Why Haudenosaunee won't be voting in the federal election this October." *CBC News*, September 24, 2019. <https://www.cbc.ca/news/indigenous/two-row-wampum-haudenosaunee-voting-election-1.5273605>

Ture, Kwame and Charles V. Hamilton. 1992 [1967]. *Black Power: The Politics of Liberation in America*. New York, NY: Random House. [Chapter II: Black Power: Its Need and Substance]

October 2 at 5:00 PM: Project 1 (Normative Critique) Due

October 5 – Intersectionality and Identity Politics

Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43 (6): 1241–99.

Dovi, Suzanne. 2002. "Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino Do?" *The American Political Science Review* 96 (4): 729–43.

Smith, Joanna. "Advocacy group Equal Voice faces fallout after firing three racialized staffers." *CBC News*, August 1, 2019. <https://www.cbc.ca/news/politics/equal-voice-staff-firings-resignations-1.5233863>

October 12: No Lectures Posted (Thanksgiving)

Part II: Qualitative Empirical Scholarship

October 13: Perspectives of Marginalized Groups on Representation and Focus Groups

Bird, Karen. 2015. "'We Are Not an Ethnic Vote!' Representational Perspectives of Minorities in the Greater Toronto Area." *Canadian Journal of Political Science* 48(2): 249-79.

October 16 at 5:00 PM: One-Paragraph Pitch for Project 2 Due

October 19: Selecting Out of Elected Office and Elite Interviews

Wagner, Angelia. 2019. "Avoiding the Spotlight: Public Scrutiny, Moral Regulation, and LGBTQ Candidate Deterrence." *Politics, Groups, and Identities*.

Part III: Quantitative Empirical Scholarship

October 26: Challenges and Critiques of Data Gathering

Levesque, Mario. 2016. "Searching for Persons with Disabilities in Canadian Provincial Office." *Canadian Journal of Disability Studies* 5 (1): 73–106.

October 30 at 5:00 PM: Project 2 (Op-Ed) Due

November 2: Sacrificial Lambs and Descriptive Analysis

Thomas, Melanee, and Marc-André Bodet. 2013. "Sacrificial Lambs, Women Candidates, and District Competitiveness in Canada." *Electoral Studies* 32 (1): 153–66.

November 9-13 – No Class (Reading Week)

November 16: Riding Association Presidents and Regression Analysis

Tolley, Erin. 2019. "Who You Know: Local Party Presidents and Minority Candidate Emergence." Forthcoming in *Electoral Studies*.

Optional reading: Albaugh, Quinn M. 2020. "Affirmative Gatekeeping: Informal Influences on Behalf of Women Candidates." Working paper.

NOTE: There will be no required participation the week of November 16-20. I am going to be recovering from surgery that week. I will be uploading pre-recorded lectures. I still expect you to complete the weekly reading quiz.

November 20 at 5:00 PM: Proposal for Project 3 (Case Study) Due

November 23: Voter Bias and Design-Based Inference

Albaugh, Quinn M. 2020. "Do Voters Discriminate Against Working-Class Candidates?"
Unpublished paper.

Part IV: Institutional Reforms for Increasing Representation

November 30: Quotas and the Nunavut Proposal

Lisa Young. 1997. "Gender Equal Legislatures: Evaluating the Proposed Nunavut Electoral System." *Canadian Public Policy* 23(3): 306-315.

Laakkuluk Jessen Williamson. 2006. "Inuit gender parity and why it was not accepted in the Nunavut legislature." *Études/Inuit/Studies* 30(1): 51-68.

Optional: Davey, Katie. 2019. Femme Wonk Podcast, Episode 3, "1.5x incentive."

Part V: Reflections on the Course

December 7: Reflections on the Course

December 4 at 5:00 PM: Project 3 (Case Study) Due

December 9 – Last Day of Classes

December 10 – Make-Up Day of Classes (if Necessary)