

PSCI 4204/5204A Elections

Time: Tuesday, 11:35 a.m. – 2:25 p.m.
Location: Nicol Building Room 3038

I General information

Instructor: Steve White
Office: D696 LA(Loeb)
Office Hours: Tuesday, 9:00 a.m. – 11:00 a.m., or by appointment (in person, or via Zoom)
Email: steve.white@carleton.ca

All email communication is to be via official Carleton university e-mail accounts and/or Brightspace, not personal emails.

II Course description

This course examines elections in contemporary states from the vantage point of three key functions: representation, legitimation, and accountability and popular control. In surveying how elections are conducted, and the ways in which voters, parties, and candidates for election think and act, we will seek answers to three broad questions: Do elected officials act on behalf of, or speak for, their constituents? How much control do voters have over elected representatives? To what extent do elections legitimize the authority of governments?

III Course format

Weekly seminars will focus on topics and readings identified in the schedule. The weekly assigned readings should be completed in advance of the class, and you are expected to keep up with the weekly readings.

IV Learning outcomes

By taking this course, students will:

- Understand the central features of the main types of electoral systems (and the differences between them)
- Understand predominant models of elections, including their assumptions about the psychology and behaviour of voters, and the goals and strategies of parties and candidates
- Develop skills in critiquing and assessing empirical research
- Develop an in-depth knowledge of recent elections in one or more countries

V Texts

The following texts are required:

LeDuc, L., R. Niemi, & P. Norris (Eds.). (2014). *Comparing Democracies: Elections and Voting in a Changing World*. Sage. (Available through the Carleton Bookstore)

Marland, A., & Giasson, T. (Eds.). (2020). *Inside the campaign: Managing elections in Canada*. UBC Press. (This text is available as a free, open access text through University of British Columbia Press, and you will find it [here](#))

All other required course material is available online through the Ares library reserve system on Brightspace. Required readings for each week are listed in the course schedule.

VI Evaluation at a glance

Component	Value	Due Date
Seminar participation	20%	Cumulative
Reaction papers	45%	Three papers, submitted on Brightspace one week after the selected seminar
Term test	20%	In class November 21
In-class presentation	15%	November 28 or December 5

VII Evaluation in detail

Term Work

Reaction Papers (3 @ 15% each): Students will write three papers, each of which reacts to the readings and seminar discussion in a particular week. Students are free to choose the three weeks of readings and seminars to which they will respond. Papers must be submitted on Brightspace within one week of the seminar (e.g. a paper reacting to the September 26 readings and seminar discussion must be submitted before the next class on October 3).

Students are advised to retain electronic copies of all their papers for this course. The general requirements are as follows (a detailed rubric will be provided on Brightspace):

Requirements for PSCI 4204 students:

Each paper should briefly identify the main argument, ideas, and evidence in **one** of the required readings for that week and explain whether and how that reading is related to one or more concepts, theories, or debates discussed in the seminar for that reading.

Format: MS Word

Word count: approximately 1250 words, not including bibliography

Citation Style: Chicago author-date format

Minimum number of sources: only the seminar readings for that week are necessary

Requirements for PSCI 5204 students:

Each paper should contextualize the concepts, theories and hypotheses, and/or the quantity or quality of evidence in **one reading** for the seminar, by comparing and contrasting one or more of these features with other studies on the same topic.

In addition to the paper, students must retain in MS Word files, an outline of their paper, at least one draft, and their research notes. These do not need to be submitted with the paper, but must be made available to the instructor upon request.

Format: MS Word

Word count: approximately 1600 words, not including bibliography

Citation Style: Chicago author-date format

Minimum number of sources: three sources, in addition to the seminar readings for that week

Presentations (15%): The presentation will examine and assess national elections in terms of representation, legitimation, and/or accountability and popular control. You must submit your presentation topic in advance (preferably before the term break) and receive approval from the instructor before your presentation. Students are expected to present the main findings of their research on national elections. Students should provide a PowerPoint deck two days in advance of the presentation, and prepare to speak for approximately 7–8 minutes. Each presentation will be followed by a short discussion (3–4 minutes) during which students in the class may ask questions. Presentations will be held in the final two weeks. Individual presentation dates will be assigned in the first week of the course. Detailed instructions will be provided on Brightspace.

Requirements for PSCI 4204 students:

The presentation should examine national elections in one country.

Requirements for PSCI 5204 students:

The presentation should offer a comparative analysis of national elections in two countries.

Seminar Participation (20%): Students are expected to attend every class and be prepared to participate in discussions of the assigned topics and readings. More specifically, in each class students should contribute to discussions about the readings, with respect to methodology, themes, concepts, theories and hypotheses, and quality of evidence.

Term Test (20%): Students will have up to two hours to respond to three essay questions related to course material. Students will be provided with these questions two weeks in advance of the test date.

VIII Policies and procedures

Late Penalties: All assignments are due on the dates specified in the course outline. Late assignments will be subject to a penalty of 5% for each day beyond the due date.

Extensions: No extensions on assignments will be granted after their due dates. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

Use of Artificial Intelligence: the use of generative artificial intelligence (AI) tools to produce assessed content **is not permitted** in this course. It is considered a violation of academic integrity standards. Please refer to the policy in the Appendix of this document.

E-mail: Students must use a Carleton e-mail account in all correspondence.

IX Course schedule and assigned readings

September 12: Introduction

No assigned readings

September 19: Rules and Administration

Inside the Campaign, Ch. 1
Comparing Democracies, Ch. 2

September 26: Media and Money

Inside the Campaign, Chs. 7, 10, 12

Van Biezen, Ingrid. "Campaign and party finance." *Comparing Democracies 3: Elections and Voting in the 21st Century*. London: Sage (2010): 65-94.

October 3: Campaigns

Comparing Democracies, Ch. 5
Inside the Campaign, Ch. 9, 11

October 10: Different Models of Electoral Choice I

Inside the Campaign, Ch. 8

Hinich, M. J., & Munger, M. C. (2008). Spatial Theory. In *Readings in Public Choice and Constitutional Political Economy* (pp. 295–304). Springer, Boston, MA.

Clarke, Harold D., David Sanders, Marianne C. Stewart, and Paul F. Whiteley. “The Theory of Valence Politics.” Chapter. In *Performance Politics and the British Voter*, 30–52. Cambridge: Cambridge University Press, 2009.

Petrocik, J. R., Benoit, W. L., & Hansen, G. J. (2003). Issue ownership and presidential campaigning, 1952–2000. *Political Science Quarterly*, 118(4), 599–626.

October 17: Different Models of Electoral Choice II

Comparing Democracies, Ch. 7

Fiorina, Morris P. 1981. *Retrospective voting in American National Elections*. New Haven: Yale University Press. Chapter 1 (pp. 3–19)

Green, Donald P., Bradley Palmquist, and Eric Schickler. *Partisan hearts and minds: Political parties and the social identities of voters*. Yale University Press, 2004. Chapter 8 (pp. 204–229).

Achen, Christopher H., and Larry M. Bartels. *Democracy for realists: Why elections do not produce responsive government*. Princeton University Press, 2016. Chapter 9 (pp. 232–266).

October 24: Reading Week (No Seminar)

October 31: Groups

Dassonneville, Ruth. *Voters Under Pressure: Group-Based Cross-Pressure and Electoral Volatility*. Oxford University Press, 2022. Chapter 7 (pp. 119–140).

Tolley, E., Bosley, A., & Duncan, N. (2022). Still Not There: Diversity and Inclusion in the 2021 Canadian Election Campaign. In *The Canadian Federal Election of 2021* (eds. J. Pammett and C. Dornan). McGill–Queen’s, 192–219.

Cowie, C., & Midzain-Gobin, L. (2022). Progress or Status Quo? Indigenous Peoples, Participation, and Representation. In *The Canadian Federal Election of 2021* (eds. J. Pammett and C. Dornan). McGill–Queen’s, 220–245.

Comparing Democracies, Ch. 6

November 7: Context and Choice

Comparing Democracies, Ch. 8

Powell Jr, G. B., & Whitten, G. D. (1993). A cross-national analysis of economic voting: taking account of the political context. *American Journal of Political Science*, 391-414.

Jennings, Will, and Christopher Wlezien. "The timeline of elections: A comparative perspective." *American Journal of Political Science* 60, no. 1 (2016): 219-233.

November 14: Legitimacy

Comparing Democracies, Ch. 9, 11

Anderson, Christopher. *Losers' consent: Elections and democratic legitimacy*. Oxford University Press, 2005. Chapter 2 (pp. 17-32).

November 21: Test

November 28: Presentations

December 5: Presentations

Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**
 - Mental Health and Wellbeing: <https://carleton.ca/wellness/>
 - Health & Counselling Services: <https://carleton.ca/health/>
 - Paul Menton Centre: <https://carleton.ca/pmc/>
 - Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
 - Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
 - Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- **Off Campus Resources:**
 - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
 - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
 - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class

scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;

- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2

70-72	B-	7	50-52	D-	1
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Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.