

**FYSM 1602D**  
**SELECTED TOPICS IN POLITICAL SCIENCE:**  
**TOPIC - YOUTH AND POLITICAL PARTICIPATION**  
**Class: Friday, 11:35 am-2:25 pm**

**Fall:**

**Instructor: Professor J. H. Pammett**

**Office: D689LA**

**Phone: 520-2600, ext 2793**

**Email: Jon\_Pammett@carleton.ca**

**Office Hours: Tuesday 10-12; Thursday 11:30-1:30; Friday 10:30-11:30**

**Winter:**

**Instructor: Nicole Goodman**

**Office: A601 Loeb**

**Office Hours: Friday 10:00 - 11:00am**

**Phone: 613-520-2600 ext. 1417 (no voicemail)**

**Email: ngoodman@connect.carleton.ca**

**Course Description:**

This course examines the nature of political participation, with special emphasis on participation by young people. It also offers a partial introduction to the discipline of Political Science. Topics relevant to political theory, Canadian politics, and comparative politics are discussed. It is conducted primarily in seminar format, but includes some short lectures.

**Required Texts** (available in Carleton University bookstore)

Mark Dickerson, Tom Flanagan, Brenda O'Neill, *Introduction to Government and Politics*

Gerry Stoker, *Why Politics Matters*

Martin Wattenberg, *Is Voting for Young People?*

**Evaluation**

**First Term**

<b>Attendance &amp; Participation</b>	<b>20%</b>
<b>WebCT Participation</b>	<b>20%</b>
<b>Written Assignments (Oct 30, Nov 27)</b>	<b>30%</b>
<b>Mid-Term (Dec 9-22)</b>	<b>30%</b>

**Class attendance and participation 20%** (2 marks for 10 classes)

Students are expected to attend class regularly and complete the weekly readings. Participation marks will be earned for a combination of class attendance and a student's contribution to discussions and activities in the classroom. Students are encouraged to ask questions and engage the course material by sharing their feelings, thoughts and analysis on various readings, topics and issues that are addressed throughout the course.

**WebCT participation 20%** (minimum two postings per week)

Each student is required to make at least TWO postings in their assigned forum/group on a weekly basis. Weekly questions will be posted to guide the discussion and students should try to address these questions in their posts. The week will begin Monday morning at 12:01am and end Sunday night at 12:00am. Any messages posted after Sunday at 12:00am will be counted toward the following week (that is, the week in which they are posted). Posts should reflect your thoughtful and reflective input on course topics and issues. They may touch on course readings, class discussion, current events or personal anecdotes providing they are relevant to the weekly discussion theme. Students are encouraged to respectfully comment on other postings and engage in discussion with forum members. Posts will be evaluated on their quality and not quantity; therefore making fewer, well thought-out, contributions is a better approach than multiple one-line messages.

**Written assignments 30%**

(10% for book review due in class October 30. Approximate length: 4 pages. Late papers to be penalized one grade point per day late)

(20% for longer paper due in class November 27. Approximate length: 10 pages. Late papers to be penalized one grade point per day late. These papers will be individually assigned and supervised by the Teaching Assistant. They will serve as the basis for the presentations on November 27.)

**Midterm (Christmas) examination 30%** (to be scheduled in regular examination period. It will contain both short-answer and essay questions.)

**Winter Term evaluation.** Percentage components for class participation, WebCT participation, written assignments and final examination will be the same as first term.

**Final Grade** will be calculated by averaging first and second term marks.

**Suggested books for first written assignment (any substitutions must be approved by the instructor or teaching assistant).** ® signifies book is on reserve (for PSCI 4107 or other courses)

In the case of books which are very long, consult with instructors about which parts to include in your review.

Jane Mansbridge, *Beyond Adversary Democracy*  
 ® C.B. MacPherson, *The Life and Times of Liberal Democracy*  
 ® Benjamin Barber, *Strong Democracy*  
 ® Russell Dalton, *The Good Citizen*  
 Colin Hay, *Why We Hate Politics*  
 ® Lawrence LeDuc, *The Politics of Direct Democracy: Referendums in Global Perspective*  
 ® William Mishler, *Political Participation in Canada*  
 ® Elisabeth Gidengil, Andre Blais, Neil Nevitte, Richard Nadeau, *Citizens*  
 Harold Clarke, Jane Jenson, Lawrence LeDuc and Jon Pammett *Absent Mandate* (any edition)  
 Jon H. Pammett and Christopher Dornan, eds, *The Canadian Federal Election of 2008* (or previous volume in the series)  
 Jon H. Pammett and Lawrence LeDuc, *Explaining the Turnout Decline in Canadian Federal Elections* (Elections Canada online; hard copies Library documents division)  
 ® Tianjian Shi, *Political Participation in Beijing*  
 ® Alan Gerber & Donald Green, *Get Out the Vote.*  
 ® Martin Wattenberg, *Where Have all the Voters Gone?*  
 ® Steven Rosenstone and John Mark Hansen, *Mobilization, Participation and Democracy in America*  
 ® Geraint Parry, *Participation in Politics (Part 1: The Idea of Participation)*  
 The Electoral Commission (U.K.) *An Audit of Political Engagement*  
 International IDEA, *Engaging the Electorate: Initiatives to Promote Voter Turnout From Around the World* (available from instructor)  
 ® Robert Putnam, *Bowling Alone*

**NOTE: CLASS DISCUSSION TOPICS ARE SUBJECT TO CHANGE**

**September 11**

Introductory class

How to read

How to participate in class

Discussion: What is political participation?

**September 18**

Reasons for Participation

Discussion: Why do people participate?

Stoker, Chapters 1,2,3

Dickerson et al., Introduction

**September 25**

Research and writing

How to use the library (tour)

How to use the Internet  
How to write an essay  
Discussion: How do we measure participation?

Stoker, Chapters 4,5

## **October 2**

Participation and Democracy

Discussion: Does participation matter? What does it achieve?

Lecture: Introduction to political theory.

Stoker, Chapter 1

Wattenberg, Chapter 6

Dickerson et al., Chapter 17

## **October 9**

Young and Old(er)

Discussion: What is distinctive about young people and political participation?

Lecture: Political socialization; Politics and the life cycle.

Wattenberg, Chapters 3,4

## **October 16**

Elections and voting

Discussion: Why do elections matter? How much participation do they involve?

Lecture: The history and purposes of elections.

Jon Pammett, "Elections", chapter 7 of Michael Whittington and Glen Williams, eds, *Canadian Politics in the 21<sup>st</sup> Century* (seventh edition—or use prior edition if more easily available.)

## **October 23**

Representative and direct democracy

Discussion: Pros and cons of acting directly or choosing others to act for us.

Lecture: Their place in democratic theory

Lawrence LeDuc, *The Politics of Direct Democracy* (Chapter 1)

Or

Lawrence LeDuc, "Referendums and Initiatives", chapter 3 of LeDuc, Niemi and Norris, *Comparing Democracies2*

## **October 30**

The changing nature of civic duty

Discussion: How important is it to vote, or participate?

Lecture: Citizenship.

Russell Dalton, *The Good Citizen*, Introduction and Chapter 1

**November 6**

Elections around the world

Institutions

Campaigns

Discussion: How are elections conducted in other countries and how much participation is there?

Lecture: Introduction to comparative politics

Stoker, Chapter 2

**November 13**

Types of government and participation

Parliamentary and Presidential systems

Canada, UK, US, France, Germany, Japan.....

Discussion: Should we have an elected President?

Lecture: Varieties of political systems.

Dickerson et al., Chapters 16,20

**November 20**

The role of institutions in participation: the case of electoral systems

Discussion: What is the best electoral system?

Lecture: Different electoral systems around the world.

Dickerson et al., Chapter 25

Andre Blais, "The Debate over Electoral Systems", *International Political Science Review*, 12:3 July 1991 239-260

Or

Pippa Norris, "Choosing Electoral Systems", *International Political Science Review*, 18:3 July 1997 297-312

Or

Andre Blais and Louis Massicotte, "Electoral Systems" Chapter 2 of LeDuc, Niemi and Norris, *Comparing Democracies 2*

**November 27**

Presentations

**December 4**

Political ideologies and the roles of citizens

Discussion: How can we tell a liberal from a conservative (or a socialist)?

Lecture: Political ideologies today.

Dickerson et al., Chapters 9,10,11,12

**Prospective Winter Term topics. Final outline and reading assignments to be posted and distributed before the end of the first term.**

**January 8**

Participation in everyday life

Discussion: Do we participate every day?

Lecture: The case of political consumerism.

**January 15**

Direct democracy

Discussion: Can we create practical institutions for direct political participation?

Lecture: How did the Citizens' Assembly work in Ontario (or BC)?

**January 22**

Direct democracy

Discussion: Should we put important political questions to referendums?

Lecture: Referendums around the world.

**January 29**

The nature of political and social trust

Discussion: Do we trust our politicians (or each other)?

Lecture: The theory of Social Capital.

**February 5**

Acquiring political knowledge

Discussion: Where do we get our political news?

Lecture: The nature of information and civic literacy

**February 12**

Participation in groups and social movements

Discussion: Are groups and movements better forums for participation?

Lecture: Different types of each and their importance in democratic theory.

**February 19 WINTER BREAK, NO CLASSES**

**February 26**

Participation and political parties

Discussion: Are political parties participative? Is there a role for young people?

Lecture: Types of political parties.

**March 5**

Participation and the Internet

Discussion: What is the role of the Internet in political participation?

Lecture: The evolution of participative technology.

### **March 12**

Participation and the Internet con'd

Discussion: How is the Internet changing the nature of elections, campaigns and participation within them?

Lecture: The power of the Internet to transform traditional politics.

### **March 19**

Methods of increasing participation

Discussion: How can we improve the participation rate, especially among young people?

Lecture: Political engineering.

### **March 26**

Multiple levels of government and participation

Local, provincial/state/region, national, extra-national (the EP)

Discussion: does multi-level governance make participation easier or more difficult?

Lecture: Federalism.

### **Academic Accommodations**

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 16, 2009 for December examinations and March 12, 2010 for April examinations**.

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Approval of final grades:** 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.

**Course Requirements:** Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available **ONLY** if the student is in good standing in the course.

**Connect Email Accounts:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

**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. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.