

LAKEHEAD UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
Political Science 4335, F2010

Political Strategy

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COURSE OBJECTIVES

By the end of the course, you will be able to analyze a political situation requiring change, design a strategy for that change, carry out the strategy, and make changes as necessary during implementation to reach your objective. You will be exposed to and learn about different elements of political strategy such as

- research;
- identifying opportunities or issues;
- searching for options
- estimating outcomes
- assessing options
- choosing strategies; and
- choosing tactics, etc.

You will consider the following questions (among others):

- When do political actors use strategy?
- When do they not?
- What impact, if any, does strategy have on change in the political system?
- What actors matter in political change?
- What actions matter in political change?:

You can find more information in the “Learner Outcomes” section below.

COURSE CONTENT

The course focuses on case analyses of strategies carried out by students of a variety of actors in the political system. The course also introduces students to the process of strategy in the political system, and to foster strategic thinking, methods in monitoring and analyzing the context and application of tactics. Students will be exposed to the policy content of several teams of students carrying out their strategies for political change.

REQUIRED TEXT AND READINGS

- *Ten Core Worksheets*, by Laure Paquette, available on WEB CT;
- extra material on WEB CT's Course Calendar; and
- all available relevant material, and supplementary and further supporting information found through your own research.

COURSE FORMAT

To support your learning the Course Content, you will be provided with:

- an opportunity to participate in selecting the countries to be studied;
- classroom instruction;
- access to research materials and instructor-prepared worksheets;
- opportunities to participate in role-playing exercises (more details available on Web CT's under Role Play Simulation); and
- individual and group written assignments.

TYPICAL COURSE SCHEDULE

Please see WebCT's Course Calendar. As a sample only, see below

Week 1	Introduction to the course structure and requirements
Week 2	Introduction to the theory and history of strategy
Week 3	Presentation of issue and main tactics
Weeks 4-6	Analysis of main actors, actions, resources
Week 8-11	Presentation of strategy to date and review of tactics
Week 12	Presentation of core idea for strategy; awarding of professionalism grade

LEARNER OUTCOMES

In this course, you will learn:

- ***independent critical thinking*** through the use of research and written assignments;
- ***social awareness*** by requiring that you know the social, economic, and environmental context of the change you are trying to effect; the role of politicians, public servants,

- lobby groups and private citizens in political change; and
- **leadership** through the team work required of designing and implementing a strategy.

At the end of this course, you will be able to:

- **collect authoritative information** about the issue you selected;
- **identify** the content, characteristics, decision making processes, key actors, key actions, key resources necessary to the success of your strategy;
- **identify and assess** the main obstacles and key moments of your strategy, and that of others;
- **identify** the types of interactions and processes of making a political change, including how to learn from mistakes;
- **distinguish** between significant and insignificant political actors, effective and ineffective tactics, effective use of resources, and external influences on the political decision-making; and
- **apply** these skills to carry out your strategy.

GRADING

COMPONENT	PERCENTAGE OF TOTAL MARK
Worksheets 1-9 (best 8 of 9; all mandatory)	80
Participation and professionalism	20
Bonus marks for comments on readings (up to 5%)	
TOTAL	100

In preparation for completing the worksheets, students must participate in a discussion forum for the duration of the simulation. While participation is mandatory, the discussion occurring will not be graded. There is a guide on WEB-CT on worksheets, which are to be completed individually. All assignments must be properly sourced using the Chicago Manual of Style. The professionalism grade is given by teammates according to the following proposed rubric, to be discussed and modified on the second class of term.

Learning Objective	13-15/15 Students receiving <i>Excellent</i> will:	11-13/15 Students receiving <i>Good</i> will:	9-11/15 Students receiving <i>Satisfactory</i> will:	0-11/15 Students receiving <i>Poor to Failure</i> will:
Attendance	Attend every class	Miss only 1 class with	Miss several classes	Miss many classes
	Be on time and prepared to start class	Be on time and prepared to start class	Arrive late for one or two classes	Arrive late for many class
	If ill, give notice prior to class/due date	If ill, give notice prior to class/due date	If ill, give notice after the class/due date	If ill, give no notice or notice after an absence
	Pay attention	Pay attention	Pay attention most of the time	Talk to others, sleep, eat, or give your attention to other work or activities
Preparation	Read assignments in advance	Read assignments in advance	Read most assignments in advance	Frequently not do required readings in time for class

	Ask questions in a timely manner	Ask questions in a timely manner	Asks questions close to deadline	Often asks questions when it is too late
	Read instructions before asking questions	Read instructions before asking questions	Sometimes fails to read instructions thoroughly	Often ask questions without consulting the course materials first
	Use graded feedback to improve all future work	Use selected graded feedback to improve future work	Use selected graded feedback to improve some future work	Ignore instructor feedback and/or disputes grade without a careful critique of your own work

The participation grade given by the professor will reflects the presentations and background preparation, which include class presentations and preparation of memoranda. In general, the instructor awards grades on assignments and presentations on the following criteria:

- The student did an excellent job: 8/10
- When reading the student's work, the instructor learns something: 9/10
- The student's work is better than the instructor could have produced: 10/10

ASSESSMENT AND ROLE OF THE INSTRUCTOR

I believe that you learn only through what you yourself say, do, write or read, so I will use classroom time as much as possible to help you learn what you cannot learn any other way on your own. For more about my approach to teaching, background information is available on WebCT: Scholarly Foundations of Course Delivery.

My responsibilities on this course are to:

- design the course and course requirements;
- set clear expectations for you to meet;
- coach you during your course work (developing strategies, role plays);
- help you prepare for components listed in the “Grading” section above, as well as exams and classroom participation; and
- resolve any conflicts or answer any questions regarding student activities in the course.

My performance is assessed through:

- formal student evaluations done at the end of the course;
- informal short discussions from time to time during the class;
- interactions (talk and e-mail) with individual or groups of students; and
- ongoing monitoring of your performance and that of other students in the class in all your work.

I commit to:

- ongoing reflection on my practice as a teacher;
- creativity, innovation and experimentation in the classroom;
- taking chances and making mistakes while I try to find the best way for you to learn;

and

- being accountable to you and other students regarding these commitments.

IF YOUR WORK IS LATE...

If there is no date stamp each page of any late assignment (available from the Lakehead University Security Services office), the applicable date/time penalties will be assessed based on when I receive the assignment.

Late penalties are as follows:

- 10 percentage points deducted for submissions up to 24 hours late;
- 20 percentage points deducted for between 24 and 48 hours late;
- 40 percentage points deducted for between 48 and 72 hours late ONLY if I have not completed grading for all assignments handed in. Once all assignments are handed in are graded, I will not accept late assignments.

Less participation in class work will result in a lower participation grade. However, if you are responsible for a significant task as part of group work, and you do not fulfill that task, **you will fail the course**.

CHEATING

When you registered at Lakehead University, you agreed to follow the University's *Code of Student Behaviour and Disciplinary Procedures* (you can find a version online here <http://policies.lakeheadu.ca/policy.php?pid=60>). Handing in any work under your name where you are not the author (either by yourself or part of a group) is considered academic fraud. Handing in the same piece of work, or a significant part of the same piece, for more than one course without the written permission of the professors or departments concerned is considered academic fraud. Any professor who discovers academic fraud and does not apply for sanctions under the Procedures is negligent in his/her professional obligations.