

LAKEHEAD UNIVERSITY

DEPARTMENT OF POLITICAL SCIENCE

Political Science 3335, W2012

Political Tactics

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COURSE OBJECTIVES

This course will familiarize the students with the full range of political means that can be used to an end, how they are classified or categorized, and how they are chosen. The classes will include classroom exercises, guest speakers, and videos. Students are expected to come to class prepared, and to complete their analysis after class. Worksheets to be used for each class will be introduced during class time.

You will be exposed to and learn about different types of tactics and how they can be used, such as :

- Media releases;
- Letters, emails, faxes;
- Prepared and extemporaneous interactions and presentations
- Political speeches
- Advocacy, lobbying and special interest tactics

You will consider the following questions (among others):

- How and why do people effect political change?
- What is effective and how to assess effectiveness in achieving goals of political or social change?
- How does planning and reflective practice contribute to such efforts.

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

COURSE CONTENT

Using the contributions of videos, guest speakers, and classroom exercises, the course will promote active learning through several established methods, including the classroom role playing simulation; vicarious experience through interactions with guest speakers or primary documents; analogical exercises, founded on the use of analogical experiments or observations in other disciplines; text analysis; and a formalization of the Socratic method of structured open-ended questions for supporting analysis, i.e. the worksheet system. There will be particular emphasis on the experience and practice of analogous thinking through the wide range of professional activity of the guest speakers. Using instructor-generated worksheets, political analysis will allow you to answer the following questions for a guest speaker or particular individual in a video or exercise:

- What are the main tactics used by this person?
- How can these tactics be classed or categorized?
- What was the goal?
- Were the guest's tactics effective in reaching the goal, and why?

REQUIRED TEXT AND READINGS

These are:

- *Political Strategy and Tactics*, Laure Paquette;
- *Ten Core Worksheets*, by Laure Paquette, available on WEB CT;
- extra material on reserve or on WEB CT; 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 or inviting some of the guest speakers or videos;
- classroom instruction;
- access to research materials and instructor-prepared worksheets;
- opportunities to participate in classroom exercises; and
- individual and group writing assignments.

LEARNER OUTCOMES

In this course, you will learn:

- ***independent critical thinking*** through the use of research and written assignments and exposure to analogous thinking;
- ***social awareness*** by requiring that you know the social and environmental circumstances affecting the actions of guest speakers; and
- ***leadership*** through the analysis of guest speakers' professional activities, empowerment of students through an increased awareness of the means at their disposal, and reflection of students' behavior in classroom exercises.

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

- ***identify and describe*** a range of political tactics in several categories;
- ***identify and assess*** the main issues in a situation of political change;
- ***distinguish*** the type of tactics likely to work with specific issues, and those that are not likely to be effective;
- ***identify*** different tactics ***and assess*** their effectiveness in a range of situations;
- ***apply*** these skills to understand how to effect political change.

TYPICAL COURSE SCHEDULE

NOTE: THIS COURSE SCHEDULE MAY CHANGE BECAUSE OF HOLIDAY SCHEDULES, UNFORESEEN CIRCUMSTANCES OR OTHER REASONS WITHOUT NOTICE – you are responsible for determining which readings in the texts need to be done. A research workshop with the Paterson Library is part of the course.

Week 1	Class 1	Introduction to the course structure and requirements
Week 2	Class 1	Introduction to strategy and tactics
	Class 2	Classroom exercise on analyzing tactics (Worksheet 2)
Week 3		Analysis of tactics on video
Weeks 4-12		Guests speakers, class exercises, videos as circumstances require

GRADING

COMPONENT	PERCENTAGE OF TOTAL MARK
Worksheets and exercises	90
Professionalism	10
TOTAL	100

Worksheets are due on the Thursday following the exercise, guest or video presentation. All grades are individual. There is a guide on WEB-CT on worksheets, which are to be completed individually. The professionalism reflects the following rubric:

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

Assignments of all types must be: typed; in the proper format i.e. using the worksheet as specified in the WebCT document, in 12 point font. In addition, students may earn a 1% bonus for each tactic that is sufficiently described and universally applicable that can be identified through the classes and is not described in the textbook.

In general, the instructor awards grades on assignments and participation 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 in Annex 1: 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>, but it's your responsibility to ensure if this is the most up-to-date version). 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.