

# LAKEHEAD UNIVERSITY

## DEPARTMENT OF POLITICAL SCIENCE

### Political Science 4335, 2022F Political Strategy

Dr. L Paquette E-mail: laure.paquette@lakeheadu.ca
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## COURSE OBJECTIVES

This course introduces students to the process of developing and implementing political strategy using analysis and case studies. The course covers each of the steps in development of political strategy, including research, identifying opportunities or issues, searching for options, estimating outcomes, assessing options, choosing strategies, choosing tactics, etc. 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. To investigate such questions as: 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.

## TEXTS AND READINGS

- Readings as indicated on Zotero
- *More Strategic Activism*, by Laure Paquette, is recommended;
- extra material on reserve or on Courselink; and
- all available relevant material, and supplementary and further supporting information found through your own research.

## COURSE FORMAT

The course promotes active learning through several established methods, including primary experience; vicarious experience; primary documents; case studies; and a formalization of the Socratic method of structured open-ended questions for supporting analysis. The formalization of the Socratic method of structured open-ended questions for supporting analysis is similar to the structured open-ended question system advocated by Robert R. Blake and Jane S. Mouton, in " *What's New With The Grid?*" *Asia Pacific Journal of Human Resources*, Vol. 16, No. 4, 41-46 (1979). The method itself is broadly established in the university classroom in a variety of disciplines. See Marshall DG, "Socratic Method And The

Irreducible Core Of Legal Education," *Minnesota Law Review* 90 (1): 1-17 Nov 2005; Carey T and Mullan R, "What Is Socratic Questioning?" *Psychotherapy* 41 (3): 217-226 Fall 2004; Morrell K, "Socratic Dialogue As A Tool For Teaching Business Ethics," *Journal Of Business Ethics* 53 (4): 383-392 Sep 2004; Malacinski Gm, "Student-Oriented Learning: An Inquiry-Based Developmental Biology Lecture Course," *International Journal Of Developmental Biology* 47 (2-3): 135-140 Sp. Iss. Si 2003; Parkinson Mg, Ekachai D, "The Socratic Method In The Introductory PR Course: An Alternative Pedagogy," *Public Relations Review* 28 (2): 167-174 Jun 2002; Holt C, "Teaching Economics With Classroom Experiments: A Symposium," *Southern Economic Journal* 65 (3): 603-610 Jan 1999; Siebert U, "Teaching Without Preaching - Leonard Nelson's Neo-Socratic Method," *Zeitschrift Fur Padagogik* 44 (3): 432-435 May-Jun 1998; Holme Ta, "Using The Socratic Method In Large Lecture Course - Increasing Student Interest And Involvement By Forming Instantaneous Groups," *Journal Of Chemical Education* 69 (12): 974-977 Dec 1992; Ponge D., "The Socratic Method Produces Enlightened Employees," *Quality Progress* 25 (1): 104-104 Jan 1992; Guliuzza F, "In-Class Debating In Public-Law Classes As A Complement To The Socratic Method," *Political Science & Politics* 24 (4): 703-705 Dec 1991. The teaching methods have been published in moderated websites and peer-reviewed monograph series.

## TYPICAL COURSE SCHEDULE

**NOTE: THIS COURSE SCHEDULE MAY CHANGE BECAUSE OF HOLIDAY SCHEDULES, UNFORESEEN CIRCUMSTANCES OR OTHER REASONS WITHOUT NOTICE.** Periodic topical talks from the librarians at Paterson Library is part of the course. Consult the course calendar available on D2L for details.

Week 1-2	Introduction to the course structure and requirements, theory and history of political strategy; research workshop in library; team formation; project selection
Week 3-11	Analysis; submissions and updates on projects
Week 11	Skills grid workshop

## LEARNER OUTCOMES

- **independent critical thinking** through the use of research and written assignments;
- **social awareness** by requiring that you know the policies, regulations initiatives in the area of the project, how those projects are advocated by different actors, and how it affects the relevant population; and
- **leadership** through the teamwork, if selected.

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

- **collect authoritative information about** a political issue and the process by which it is decided;

- **identify** its history, position on the political spectrum, main supporters, of particular issues;
- **develop** independent critical thinking through the use of various assignments and examinations;
- **develop** social and environmental awareness by requiring that the student know the social and environmental policies, decisions, regulations, initiatives about the issues studied, how those policies are advocated decision-making and organizations;
- **develop** leadership by requiring students to take the initiative in the study of various issues, familiarizing themselves with the ways in which decisions are made, and experiencing those processes;
- **identify and assess various** issues in the political system;
- **identify** the type of decision making and process for each issue;
- **distinguish** between significant and insignificant political actors, and what influence each wields;
- **identify and assess resources** needed for the polity to function (including identifying which ones are scarce), and what factors affect the functioning surrounding the issues; and
- **apply** these skills to research and analyze decision making, and influence it.

## GRADING

COMPONENT	worth
Assignments (letter, Powerpoint, legislative submission, press release)	5 x 20%
Bonus Assignment: Skills Grid	Up to +5% of final grade
<b>TOTAL</b>	<b>100</b>

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 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 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 Department secretary or 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:

- 50 percentage points deducted for submissions up to 24 hours late;
- 100 percentage points deducted for later;

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.

## **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.