**LAKEHEAD UNIVERSITY**

**DEPARTMENT OF POLITICAL SCIENCE**

**Political Science 4335, W2013**

**Political Strategy**

Dr. L Paquette
Office: RB2020
Telephone: 343-8237
E-mail: laure.paquette@lakeheadu.ca
Office hours: Tuesdays 13:30-14:30 or by appointment
Personal webpage: http://bolt.lakeheadu.ca/~polisci/index.html
Research blog: http://paquetteresearch.blogspot.com/

# 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.

# REQUIRED TEXT AND READINGS

- Readings as indicated on WebCT Calendar
- *Ten Core Worksheets and Case Studies*, 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

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.

# COURSE SCHEDULE

The course schedule will be posted on WebCT.

# LEARNER OUTCOMES

This course teaches independent critical thinking through the use of research and analysis assignments; this course teaches social awareness by requiring that the student know the social and environmental policies of the countries studied, how those policies are advocated by different political parties, and how it affects voting behaviour.

# GRADING

| COMPONENT | PERCENTAGEOF TOTAL MARK |
|---|---|
| **Worksheets (8 in all, each worth 10%)** | 80 |
| **Participation** | 20 |
| **TOTAL** | **100** |

There is a guide on WEB-CT on worksheets, which are to be completed individually. Worksheets must be typed, in point form, and in 10 or 12 point font. All assignments must be properly sourced using the Chicago Manual of Style. The balance of the grade reflects the presentations and background preparation in the role-play simulations, which include political speeches, media interviews, political advertising, and other types of presentation. There may be bonus assignments. 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

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 | 9-10/10 Students receiving Excellent will: | 7-8/10 Students receiving Good will: | 5-6/15 Students receiving Satisfactory will: | 3-4/10 Students receiving Poor to Failure 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 |

# 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 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:

- 20 percentage points deducted for submissions up to 24 hours late;
- 40 percentage points deducted for between 24 and 48 hours late;
- 60 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.