

LAKEHEAD UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

Political Science 4911, W2020

Lobbying and Advocacy

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COURSE OBJECTIVES

By the end of the course, you will understand the practices of lobbying and advocacy and will have experience in carrying out such a project, as well as strategizing to do so. You will be able to answer such questions as: exposed to and learn about different elements of (among others) such as:

- What are the main characteristics of the decision-making process?
- What are the characteristics of the jurisdiction and decision-making where you want to exert influence?
- Under what circumstances can change in the policy occur?
- What are the main characteristics?
- What are the main issues facing the jurisdiction?
- What are the political positions regarding this policy?

COURSE CONTENT

Using project management and individual written exercises, the course content will include:

- What is the content of the programs?
- Under what circumstances can change in the policy occur?
- What are the main characteristics of the decision-making process?
- What are the main characteristics?
- What are the main issues facing the jurisdiction of interest to you?

- What are the political positions regarding this policy?

Using instructor-generated tests (aka worksheets), political analysis will allow you to answer the following questions:

- Who are the significant political actors in the country, individuals or groups?
- How does the analyst distinguish between significant and insignificant actors?
- What influence do various actors have on a particular action?
- What are the resources on which the political system rests? Which are scarce? Which are essential? How do political actors manage them?
- What factors favor which political actors?
- Who are the significant political actors in the policy making community, individuals or groups?
- How does the analyst distinguish between significant and insignificant actors?
- What influence do various actors have on a particular policy?
- What are the resources on which the political system rests? Which are scarce? Which are essential? How do political actors manage them?
- What factors favor which political actors? What is the impact on the outcome of the policy-making process?
- With respect to specific programs, who benefits? Who pays? What is rationed? How is it rationed? Who gets scarce resources? How is that decided?

COURSE FORMAT

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

- an opportunity to participate in several lobbying and advocacy simulations about the policies, programs and services of Canada;
- access to research materials and instructor-prepared worksheets; and
- individual written assignments.

LEARNER OUTCOMES

In this course, you will develop:

- ***independent critical thinking*** through the use of research and written assignments;
- ***social awareness*** by requiring that you know the policies, programs and services of the jurisdiction you select, how those policies are advocated by different political parties and interest groups, how they are implemented, and how this affects the citizens in general;
- ***the ability to collect authoritative information about*** the public policies, programs and services in a particular jurisdiction;
- ***identify the content, characteristics, decision making processes, roles of elected officials, officials, and citizens*** in the development and application of public policy, programs and services.
- ***identify and assess*** the main issues facing the administrative branch, the obstacles

and the assets in the jurisdiction of interest to you;

- **identify** the types of interactions and processes of the organization you want to lobby;
- **distinguish** between significant and insignificant political actors, effective and ineffective change in public policy, programs and services, and influences on the processes of the organization you wish to lobby;
- **identify and assess** resources needed for the polity to deliver programs and services and design and apply policy, (including identifying which ones are scarce), and what factors affect the functioning of the policy; and
- **apply** these skills research and analyze policy, programs and services in Canada.

TEXTS AND READINGS

- Readings as indicated on course calendar on Courselink, to be retrieved through Zotero;
- *More Strategic Activism*, by Laure Paquette, available for purchase online; and
- all available relevant material, and supplementary and further supporting information found through your own research.

GRADING

COMPONENT	PERCENTAGE OF TOTAL MARK
Worksheets 1-9	100
Bonus Assignment: Skills Grid	Up to +5% of final grade

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.

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...

The applicable date/time penalties will be assessed based on when I receive the assignment.

Late penalties on assignments are as follows:

- 50 percentage points deducted for submissions up to 24 hours late;
- 100 percentage points deducted for between 24 and 48 hours late;

ONLY if I have not completed grading for all assignments handed in. Once all assignments are handed in and graded, I will not accept late assignments. Less participation will result in a lower participation grade. If you are responsible for a significant task as part of group work, and 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.