

**POLM 3000 / COMS 3100 / PSCI 3410: Introduction to Political Management**  
**WINTER 2023**

**Instructor:** Jeni Armstrong / [jeni.armstrong@carleton.ca](mailto:jeni.armstrong@carleton.ca)  
**Teaching Assistant:** Joshua Dadjo Ndjonoufa / [joshdadjondjonoufa@cmail.carleton.ca](mailto:joshdadjondjonoufa@cmail.carleton.ca)

**JA Office Hours:** In person, via phone, or via video call (Zoom):  
- Thursdays starting Jan. 12, 11:30 AM - 1:00 PM  
- Tuesdays starting Feb. 28, 8:30 PM - 9:00 PM  
- Other days/times by appointment

**JDN Office Hours:** **[preferred method]**  
- **[preferred day] starting [first week], [preferred time: minimum one hour]**  
- Other days/times by appointment

**Class Times:** Tuesdays starting Jan. 10, 9:00 AM - 11:00 AM  
University Centre, 282  
*See "Class Meeting Times" for more details*

Readings and other pre-recorded content are to be completed in advance of class  
*See "Class Schedule" for more details*

---

**Course Description**

In this course, we will explore a range of issues related to political management — the practices that help individuals and parties win elections and govern effectively. This includes a look at the different roles of political staff; how to write for political audiences and work with the media; what goes into crafting a winning electoral platform; the importance of public opinion research and issues management; the critical role of operations; and the practical realities of campaigns and advocacy.

The course will be taught in a hybrid format that will rely heavily on self-directed learning, combined with weekly live sessions. In addition to the work required to complete the assignments, you can expect to read (on average) 20-30 pages a week for this course and spend around half an hour each week watching pre-recorded content (this will vary week to week). In about half of our classes, we will be joined by other academics / researchers, communications practitioners (inside and outside of government), and seasoned political strategists, giving you direct access to experts with real-world experience in the issues surrounding political management.

**Prerequisites:** Third-year standing

## Learning Outcomes

By the end of this 12-week course, successful students will have demonstrated an understanding of issues related to political management and its practice in Canada, and demonstrated their ability to:

- Think critically about political management approaches used in and around government.  
This includes the ability to identify effective/successful approaches to communications, issues, campaigns, and other activities, and the ability to reflect on how lessons learned from these efforts can be applied to future work.
- Show mastery of the concept of “framing.”  
This includes the ability to define and explain the concept as discussed in the assigned text, to identify and expand on relevant examples, and to apply the concept appropriately in papers and exams.
- Conduct independent research that expands on the ideas and themes explored in the course.  
This includes the ability to identify, assess, and defend new sources of information, and the ability to engage with a variety of sources, including the guest speakers invited to our class meetings.
- Act in a supportive and professional manner.  
This includes the ability to provide constructive and meaningful feedback on others’ contributions and observations, and a demonstrated commitment to submitting all work before the assigned deadlines.

## Assigned Texts

- ***(The All New) Don’t Think of an Elephant: Know Your Values and Frame the Debate, George Lakoff, Chelsea Green Publishing, 2014.***

You are expected to read the book at your own pace, but are encouraged to do so early in the term. Reading the book is essential for writing the framing assignment and for successfully completing the take-home exam. **Reading an online summary of the book, or listening to a podcast about the book, is not a substitute for reading the book itself.**

There will be one optional—but highly recommended—discussion of the book on Feb. 14, led by our course’s teaching assistant. This virtual class will be open to anyone who has finished reading the book and is willing to do work ahead of time to prepare for the discussion. If you wish to participate, upload to Brightspace a single-spaced document (maximum three pages) containing your notes on the most important points in the book, along with 3-5 possible exam questions related to the book. This must be submitted by 8:59 AM on Feb. 7. You will then receive a list of possible exam questions. Prepare your answers to the questions and upload them to Brightspace by 4:59 PM on Feb. 10. Students who complete all of these steps will receive a Zoom link for the optional class.

- Additional readings as assigned.

## Evaluation

Note that all the assignments below are mandatory; you must complete and submit all of them to receive a passing grade for the course.

Assignment	Percentage	Due Date
<b>Discussion Forum</b>	<b>20%</b>  10 posts, worth 2% each	Weekly starting in Week 1  Posts are due each week before our class (8:59 AM Tuesdays)
<b>Reflection Paper #1</b>	<b>5%</b>	Due before Week 3 class (8:59 AM, Jan. 24)
<b>Framing Assignment</b>	<b>20%</b>	Due before Week 7 class (8:59 AM, Feb. 28)
<b>Reflection Paper #2</b>	<b>5%</b>	Due before Week 12 class (8:59 AM, April 4)
<b>Take-Home Examination</b>	<b>35%</b>	Take-home exam will be assigned on the last day of class (April 4) and is due before 8:59 AM on the last day of exams (April 27)
<b>Professional Conduct</b>	<b>15%</b>	Term long, starting with first class

### **Discussion Forum (20%)**

Each week starting in Week 2 (Jan. 17), you will contribute to helping build a shared and expanded body of knowledge on the material we are covering in the course, through an online discussion forum on Brightspace.

There are several reasons for this assignment. First, issues in strategic/political communications emerge and evolve quickly — sharing articles will help keep everyone informed on new/breaking developments. Second, it will challenge you to seek out new and alternative sources of information beyond the assigned readings (note: source quality matters; podcasts allowed). Finally, it will test your ability to effectively summarize new information with a hard cap on content (this is a skill in high demand in both political offices and government relations firms, where preparing succinct briefing materials is a daily activity).

This is a weekly assignment that will get easier as time goes on; you should spend no more than half an hour on this each week (that includes finding, reading, summarizing and posting your article). Note that your posts should be ...

**Relevant:** In other words, they should have a clear and obvious connection to political management and the topics we are covering in the course. An article about the impending demise of Twitter would be interesting, but not relevant. In contrast, a story that looks at whether political parties are rethinking how they use social media would be relevant.

**Original:** Each week, you should be posting new, original content — that means not reposting the same story that another student has already shared. The best way to check this is to put the URL in the “Search Posts” box to the top right of every forum page.

**Under 100 words:** Brightspace makes this easy for you (and for me!). When you make a new post (a new thread), Brightspace will automatically display the word count, beside the date/time that you posted. Your posts must be under 100 words to receive full marks.

**Error-free:** This means no typos or grammatical errors. Posts with typos or grammatical errors cannot receive full marks, even if they are relevant, original, and under 100 words.

**Properly formatted:** This means putting the title of the article you are sharing in the subject line, summarizing the article using three or four bullet points, identifying the source of the article, and including a live, clickable link to the story you’ve summarized.

Here is a sample of what your post should look like:



## Conservatives say their 'virtual' campaign strategy is paying off already (sample post) ▾

Jeni Armstrong posted Aug 28, 2021 3:35 PM • 98 Words ✎ [★ Subscribe](#)

- Calling traditional cross-country tours and in-person events “an outdated way to do campaigning,” the CPC is instead spending several days each week holding “virtual town halls” with voters.
- More than 190,000 Canadians took part in the first 10 virtual events.
- While virtual events can make it more difficult to form personal connections with people, they offer a chance to reach more people while controlling costs (and the message).
- These events may also provide a “data windfall” for the party, providing names and phone numbers of supporters who can be encouraged to vote.
- Read more at CBC News: <https://www.cbc.ca/news/politics/otoole-conservative-election-virtual-campaign-town-hall-pandemic-1.6154822>

Your participation in the discussion forum will count for 20% of your final grade. You can earn a maximum of 2% per post, multiplied by 10 weeks. You can’t save these up and do them all at the end of the term! Each round of posts will be open for one week only, then will be locked. **A rubric will be provided to guide your work.**

## Reflection Paper #1 (5%)

No leader, party, official, or order of government has a monopoly on good ideas. The best political staffers are constantly looking at the work others are doing and thinking about how successful strategies can be adapted for their own use.

In this assignment, you will write a short commentary on a communications effort undertaken in Canada during the most recent federal election (timeframe: Aug. 15, 2021 to Sept. 20, 2021, inclusive). **We're looking for some success stories, here!** The subject (principal) is up to you. It could be a federal, provincial/territorial, or municipal leader; a party leader or local candidate; the head of an advocacy group; or another individual — what's most important is how and what they communicated, and why you feel their efforts were successful.

Some things to consider as you select a communications moment to profile:

- where were we at in the election (the early, pre-debate days, or the “home stretch”)?
- what were the major stories/themes dominating news coverage at the time?
- how was the public feeling about the election and/or the key issues (any polling to back this up)?
- how well known was the principal?
- did s/he communicate in a way that was unique or unexpected?
- what do you think s/he was trying to accomplish?
- who was s/he speaking to?
- what was the primary message s/he was trying to convey?
- **what are the biggest lessons you will personally take away from this successful effort?**

Remember: this assignment is a personal reflection. It should be written in the first person, reflect your own opinions, and draw on your personal experiences. It should also be short! Minimum length for the reflection paper is 200 words; maximum length is 400 words. Your paper must also include proper citations (see course style guide). It will count for 5% of your final grade and is due before our Week 3 class (8:59 AM, Jan. 24). **A rubric will be provided to guide your work.**

## Framing Assignment (20%)

For the major writing assignment of this course, you will write a paper of 1000 - 1250 words analyzing the competing sides in an election or referendum campaign, explaining how each side attempted to frame itself, its opponent, and the key issues at hand. Did each side follow George Lakoff's guidelines for framing? Was the “winning” side the one that did a better job with framing?

Your analysis must be grounded in evidence, and you are encouraged to use a wide range of sources. Any communications material that a campaign used to frame an issue, party, or person would be acceptable, including statements quoted in newspaper or magazine articles, remarks reported on radio or television, television advertisements, online videos, tweets or other social media posts, and information on campaign or party websites.

Your assignment will be graded based on the content of the paper (how well you understand Lakoff's concept of framing, the quality of the research/evidence presented, and how clearly you answer the central question: was the winning side better at framing?) and the quality of your writing (detailed yet concise, using simple and accessible language, persuasive and convincing, and free of grammatical and typographical errors). The assignment should be formatted according to the style guide posted on the course page.

The framing assignment is due before our Week 7 class (8:59 AM, Feb. 28). A rubric will be provided to guide your work.

### Reflection Paper #2 (5%)

One of the objectives of this introductory course is to give you a better sense of “who does what” when it comes to political management, and the ways in which political staff, public servants, the private sector, civil society, and the media work together to create, deliver, and inform citizens about new policies and programs.

In this assignment, you will consider what you have learned in the course, and reflect on whether the topics and perspectives we explored support—or contradict—your previously held beliefs about political management.

Some questions to ask as you work on this reflection paper:

- what would you say was your understanding of political management before taking this course?
- was political management something you had previously read or thought about a great deal?
- did you have any first-hand political management experience before you took the course (eg: by serving as a volunteer on a political campaign)?
- had you ever considered a career in or around politics before you took this course?
- if you had a particular type of job in mind (eg: “I want to work in policy in a minister’s office” or “I want to do comms for an environmental NGO”) was there anything discussed in the course that affirmed that goal, or perhaps inspired a change of direction?
- did you learn anything about political management that you found surprising or unexpected?
- **what are the biggest lessons you will personally take away from this course?**

Remember: this assignment is a personal reflection. It should be written in the first person, should reflect your own opinions and can draw on your personal experiences.

Like the first reflection paper, this analysis should be short! Minimum length for the reflection paper is 200 words; maximum length is 400 words. It will count for 5% of your final grade and is due before our Week 12 class (8:59 AM, April 4). A rubric will be provided to guide your work.

## Take-Home Examination (35%)

The take-home examination is worth 35% of your final grade and will cover material from the lectures (including guest speakers), the assigned textbook, and other course readings. It will be assigned on the last day of class (April 4), and completed exams must be submitted via Brightspace before 8:59 AM on the last day of exams (April 27). By their nature, take-home exams are open-book, but the answers you submit must be your own work (this is not a group project) and the sources you use should be properly cited.

To do well on the exam, all questions of your choice must be answered, with as much specificity as possible (note: you will choose seven questions from a longer list). Questions are not prompts or themes for you to discuss in general terms. If an exam question includes more than one question, you must answer all of them. You will need to have a thorough understanding of the Lakoff text to do well on the exam.

## Professional Conduct (15%)

In political offices, professional conduct is non-negotiable. With it, you have the potential to find and hold rewarding and well-paying work; without it, your own reputation will be diminished and your future opportunities will be limited. Reflecting this reality, in this course, professional conduct makes up a significant part of your final grade. It will be assessed in a number of ways; here are some questions to ask yourself as a “check” on whether you are meeting expectations of professionalism:

- **Have you followed the instructions in the course outline and/or on the course page?** This includes consulting the course outline and/or course page for answers before sending questions by email.
- **Have you attended all classes** (or in the event of illness / personal emergencies, notified the instructor before class that you will be absent)? Note: Attendance in this course will be recorded.
- **Have you demonstrated respect for guest speakers, classmates, and the instructor by arriving on time?**
- **Have you shown an interest in the course material by preparing thoughtful questions for guest speakers?**
- **Have you responded promptly to emails (within 24 hours, not including weekends and holidays), when a response is required?**
- **Have you completed all the required readings?**

The course outline is one of the assigned readings for the course. Once you have finished reading it, please send me an email to let me know that you have done so.

## **Attendance and Assignment Expectations**

**TL;DR:** Show up for class and hand your work in on time.

### **Attendance and Participation:**

I expect you to complete assigned readings, watch/listen to all of the assigned pre-recorded content, and attend as many classes as you can. This is especially important where guest speakers are concerned; these are experienced practitioners who can give you invaluable insights into the world of political management and who, if format/timing permits, will be available to answer your questions directly. Attending class is critical to your success in this course. You will be able to glean a lot from the readings and pre-recorded content, but there is no substitute for showing up.

(That said: if there is a genuine, exceptional, unavoidable circumstance that prevents you from attending or participating in any given week, please reach out to me as soon as possible and we will see if we can find a reasonable accommodation. This will ensure that you don't miss out on any important content, but note that you cannot earn attendance/participation marks if you do not attend or participate in our class sessions.)

Regular participation in class discussions, including the class discussion forum, is also expected. Political staffers—and those who work closely with them—are expected to be well-informed and able to share facts and present opinions on a wide range of issues. This means that you must be prepared to offer and defend your perspective, and to do so in a way that is diplomatic and thoughtful. In that spirit, your contributions to the class—both in person and online—should be positive and supportive, and reflect the fact that you have done your work and given thought to your comments.

### **Assignments:**

I expect you to meet all assignment deadlines. Failure to hand in your assignment by the assigned date/time will result in a zero on that assignment unless you have received an extension from me, in writing, prior to the deadline. Extensions are fully at my discretion, will be granted *only in truly exceptional circumstances*, and I expect you to be reasonable in making your requests (ie: I will not look favourably upon previous-day requests, and you should expect all same-day requests to be denied). I'm going to quote a fellow political management instructor (Yaroslav Baran) here, because I think he said it perfectly:

*“This (expectation) is not an arbitrary policy, but rather, a reflection of the working reality of political communication in the marketplace: tardiness in preparing for a critical press conference can have dire consequences; a memorandum for a client undergoing merger/acquisition negotiations is worthless if it comes in after the critical meeting; a masterful speech is irrelevant if the final masterful version isn't ready until after the rally is over and the audience has gone home. Whatever our product may be, we must learn to write it not only well, but on strict deadline as well.”*



I expect all assignments to be formatted appropriately. The discussion forum posts have unique formatting requirements (see “Discussion Forum” in this outline), as does the take-home exam (instructions will be provided in our final class on April 4). For the other written assignments—two reflection papers, framing assignment—please consult the course style guide, which gives clear guidelines on things like what the cover page should include, what the file format should be, etc. **Bottom line: formatting counts.** Otherwise flawless assignments that fail to meet these formatting standards cannot receive full marks.

I expect all assignments to be completed or submitted via the course page on Brightspace.

**Additional Small Print:** Please note that the final day to withdraw from this course without academic penalty is Wednesday, March 15, 2023.

**A Final, Obvious Word:** Beyond the minimum required to successfully complete assignments and contribute to class discussions, I expect you to pay attention to the daily political news (specifically in Canada at the federal and provincial level, though political developments in other parts of the world, especially the United States, will be worth following as well). This means paying particular attention to the issues being dealt with by the prime minister and premiers, their respective cabinets, and key stakeholders.

### Class Schedule

POLM 3000 / COMS 3100 / PSCI 340 will meet as a class weekly on Tuesday mornings, starting on Jan. 10 and ending on April 4. The classes will start promptly at 9:00 AM and will typically run for about two hours. **To make sure you do not miss out on any of the classes or guest speakers, you should set aside the time between 9:00 AM and 11:00 AM each week**, with the understanding that we may wrap up our sessions earlier if there is no guest speaker.

Week / Date	Topic
Week 1: Jan. 10, 2023	Introduction
Week 2: Jan. 17, 2023	Political Offices
Week 3: Jan. 24, 2023	Communications: Political Writing
Week 4: Jan. 31, 2023	Communications: Media Relations
Week 5: Feb. 7, 2023	Public Opinion Research
Week 6: Feb. 14, 2023	Framing (optional class)
No Class Feb. 21, 2023	Winter Break
Week 7: Feb. 28, 2023	Issues Management

Week / Date (cont.)	Topic (cont.)
Week 8: March 7, 2023	Operations
Week 9: March 14, 2023	Platforms
Week 10: March 21, 2023	Campaigns
Week 11: March 28, 2023	Advocacy / Government Relations
Week 12: April 4, 2023	Wrap Up / Review

**General note:**

You should watch/listen to all assigned A/V content, and complete all assigned readings, before we meet for our live class. With the exception of the assigned textbook, you will be able to access all assigned readings and A/V content via the course page. Additional content may be assigned from time to time, so be sure to check the page regularly for updates and additions.

**Week 1 (Jan. 10): Introduction**

- This week will focus on an introduction to the course and its content.
- In our class meeting, we will discuss course expectations, and introduce two of the course assignments (a graded discussion forum that will last the length of the course, and a short reflection paper due before our Week 3 class: Jan 24).
- There will be no guest speaker in our class meeting this week.

**A/V:**

**1) Video:** [Personal Introduction](#) (XX:XX minutes)

**2) Audio:** [Jennifer Lees-Marchment on Political Management: What Is It, and Why Should We Care?](#) (28:15 minutes)

**Readings:**

**1) Course Outline:** [“Congratulations, you are reading it right now!”](#) (XX pages)

**2) Course Style Guide:** [“Style Guide: Introduction to Political Management”](#) (1 page)

**Assignments:**

Due before our next class (8:59 AM, Jan. 17):

**1) Discussion Forum** (Posts Round 1)

## Week 2 (Jan. 17): Political Offices

- This week will focus on the diverse roles of political staffers working in the offices of elected officials in Canada.
- In our class meeting, we will review this week's content.
- This week's guest speaker is **TBD**.

**A/V:** **1) Video: [My definition is this \(aka: the three Ps\) \(XX:XX minutes\)](#)**

**Readings:**

- 1) Article:** "[In Defence of Political Staff](#)" by Ian Brodie, Canadian Parliamentary Review, Autumn 2012 (7 pages)
- 2) Guide:** Open and Accountable Government, Government of Canada, 2015 (Please read [Annex E: The Role of the Public Service and Exempt Staff](#) (7 pages) and [Annex I: Code of Conduct for Ministerial Exempt Staff](#) (4 pages))

**Assignments:** Due before our next class (8:59 AM, Jan. 24):

- 1) Reflection Paper #1**
- 2) Discussion Forum** (Posts Round 2)

## Week 3 (Jan. 24): Communications: Political Writing

- This week will focus on how to write effectively for diverse political audiences, with a look at some of the "products" written by political managers.
- In our class meeting, we will review this week's content.
- This week's guest speaker is **TBD**.

**A/V:** **1) Video: [The Jeni Armstrong School for People Who Can't Write Good and Wanna Learn To Do Other Stuff Good Too \(XX:XX minutes\)](#)**

**Readings:**

- 1) Chapter:** "[The Triangulation of Canadian Political Communication](#)" by Tamara A. Small et al., *Political Communication in Canada*, 2014. (21 pages)
- 2) Article:** "[Government Communications Under Trudeau](#)" by Alex Marland, Policy Options website, April 18, 2017 (3 pages)
- 3) Article:** "[Types of Press Materials for Freelance Writers and Journalists](#)" by Allena Tapia, TheBalanceSMB.com, April 21, 2017 (3 pages)

**Assignments:** Due before our next class (8:59 AM, Jan. 31):

- 1) Discussion Forum** (Posts Round 3)

#### Week 4 (Jan. 31): Communications: Media Relations

- This week will focus on how to work with the media, and the critical role they play in Canadian politics.
- In our class meeting, we will review this week's content and review the next steps in preparation for the framing assignment (including notes and questions due next week).
- This week's guest speaker is **TBD**.

**A/V:**                    **1) Video:** Interview w/ White House Press Sec Jen Psaki (Morning Joe, MSNBC) (6:20 mins)

**Readings:**            **1) Chapter:** "Why Media, Why News" by Carney et al., *In The News: The Practice of Media Relations in Canada (3rd Ed.)*, 2019. (24 pages)  
**2) Chapter:** "Basic Principles of Media Relations" by Carney et al., *In The News: The Practice of Media Relations in Canada (3rd Ed.)*, 2019. (13 pages)

**Assignments:**        Due before our next class (8:59 AM, Feb. 7):  
**1) Framing Class:** write and submit notes and questions for optional Feb. 14 class (see "Assigned Texts" for details)  
**2) Discussion Forum** (Posts Round 4)

#### Week 5 (Feb. 7): Public Opinion Research

- This week will focus on public opinion research and its use by Canadian political parties, governments, and advocacy groups.
- In our class meeting, we will review this week's content and address any outstanding questions about the framing assignment (due before next regular class: Feb. 28).
- This week's guest speaker is **TBD**.

**A/V:**                    **1) Video:** Framing Assignment (X:XX minutes)  
**2) Audio:** Planet Money Episode 413: Our Fake Candidate Meets the People (22:50 minutes)

**Readings:**            **1) Article:** "How the polls did in the 2021 election" by Eric Grenier, *TheWrit.ca*, Sept. 29, 2021 (10 pages)  
**2) Article:** "Poll-Driven Politics - The Role of Public Opinion in Canada" by David Herle, *Policy Options* magazine, May 2007. (6 pages)

**Assignments:**        Due end of week (4:59 PM, Feb. 10):  
**1) Framing Class:** write and submit answers to potential exam questions for optional Feb. 14 class (see "Assigned Texts" for details)

Due before our next class (8:59 AM, Feb. 14):  
**1) Discussion Forum** (Posts Round 5)

## Week 6 (February 14): Framing (optional class)

- This week will focus on the concept of framing as discussed in the course's assigned textbook, (*The All New Don't Think of an Elephant: Know Your Values and Frame the Debate*, by George Lakoff).
- While this class is optional, it is also highly recommended as it will provide you with a solid understanding of framing — something you'll need to do well on the framing assignment and the take-home exam.
- If you wish to participate in this optional class, you will need to complete two short assignments ahead of time (see "Assigned Texts" for details and deadlines).
- This class will take place online, and will be led by Joshua Dadjo Ndjonoufa, our course's teaching assistant. There will be no guest speaker in our class meeting this week.

**Assignments:** Due before our next class (8:59 AM, Feb. 28):

**1) Framing Assignment**

**2) Discussion Forum** (Posts Round 6)

**NOTE: No class week of Feb. 21 (Winter Break)**

## Week 7 (Feb. 28): Issues Management

- This week will focus on the work done by political staff to prevent, prepare for, and respond to emerging issues and crises.
- In our class meeting, we will review this week's content.
- This week's guest speaker is **TBD**.

**A/V:** **1) Audio:** "Your Skeletons Are Showing: How Opposition Researchers Find Dirt on Politicians" (The Takeaway, WNYC Studios) (6:40 minutes)

**Readings:** **1) Guide:** "Smart Plan: Spitfire's Guide to Crisis Prep and Management" by Spitfire Strategies, 2015. (9 pages)  
**2) Chapter:** "Crisis Communications Strategies" by Steven Frink, *Crisis Communications: The Definitive Guide to Managing the Message*, 2013. (8 pages)

**Assignments:** Due before our next class (8:59 AM, March 7):

**1) Discussion Forum** (Posts Round 7)

## Week 8 (March 7): Operations

- This week will focus on the role of operations in political management (aka: how it all gets done).
- In our class meeting, we will review this week's content.
- This week's guest speaker is **TBD**.

**A/V:**                    **1) Audio:** "Road Warriors: The Advance Team" (The Takeaway, WNYC Studios) (8:15 minutes)

**Readings:**            **1) Article:** How'd You Get That Job? Interview with Marlene Floyd" by Samara Canada, July 18, 2013. (3 pages)  
**2) Article:** "PMO's Zerucelli is the guy who brings 'policy announcements' to life" by Laura Ryckewaert, The Hill Times, May 15, 2016. (6 pages)

**Assignments:**        Due before our next class (8:59 AM, March 14):  
**1) Discussion Forum** (Posts Round 8)

## Week 9 (March 14): Platforms

- This week will focus on the role of political platforms in electoral politics; how they come together and the role they play in political communications.
- In our class meeting we will review this week's content.
- This week's guest speaker is **TBD**.

**A/V:**                    **1) Webinar:** "Crashing the Party: An Insider's Look at Creating Political Platforms" (IRPP) (60:00 minutes)

**Readings:**            **1) Chapter:** "Party Platform Builders" by Jared Wesley and Renze Nauta, *Inside the Campaign: Managing Elections in Canada, 2020*. (11 pages)  
**2) Chapter:** "Party Discipline in Canada" by Alex Marland, *Whipped: Party Discipline in Canada, 2020*. (please read pages 5-27; 23 pages)

**Assignments:**        Due before our next class (8:59 AM, March 21):  
**1) Discussion Forum** (Posts Round 9)

## Week 10 (March 21): Campaigns

- This week will focus on political campaigns and how they are organized and executed — from policy and communications to fundraising, tour, and GOTV.
- In our class meeting, we will review this week's content.
- This week's guest speaker is **TBD**.

**A/V:**                    **1) Audio:** The Strategists Episode 917: Bass Ackwards (51:45 minutes; relevant content starts at 20:45) \*\* caution: podcast contains explicit language \*\*

**Readings:**            **1) Chapter:** "Constantly Shopping for Votes" by Alex Marland and Susan Delacourt, *Inside the Campaign, 2020*. (26 pages; please read the first 17)

**Assignments:**        Due before our next class (8:59 AM, March 28):  
**1) Discussion Forum** (Posts Round 10)

## Week 11 (March 28): Advocacy / Government Relations

- This week will focus on the basics of effective advocacy work and the role of government relations in Canadian politics.
- In our class meeting, we will review this week's content and review the penultimate course assignment (a short end-of-course reflection paper due next week).
- This week's guest speaker is **TBD**.

**A/V:**                    **1) Video:** "Five Good Ideas About Government Relations" by Jaime Watt / Navigator Ltd. (Maytree, January 26, 2018) (27:20 minutes)

**Readings:**            **1) Article:** "Stop Raising Awareness Already" by Ann Christiano and Annie Niemand, Stanford Social Innovation Review, Spring 2017. (7 pages)  
**2) Chapter:** "Third-Party Activism" by Thomas Collombat and Magali Picard, *Inside the Campaign, 2020*. (12 pages; please read the first 10)

**Assignments:**        Due before our next class (8:59 AM, April 4):  
**1) Reflection Paper #2**

## **Week 12 (April 4): Wrap Up / Review**

- This week will focus on a quick review of all the topics covered during the course.
- In our class meeting, we will address any outstanding questions about the course content and share the questions that comprise the take-home examination.
- There will be no guest speaker in our class meeting this week.

**A/V:** No A/V for this class.

**Readings:** No readings for this class.

**Assignments:** Last call for assignments, due today before our final class (8:59 AM, April 4):  
**1) Reflection Paper #2**

**Reminder:** take-home exam is due before 8:59 AM on the last day of exams (April 27)



## **Statement on Student Mental Health**

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall wellbeing. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## **Statement on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom reporting protocols.

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

## **Academic Accommodations**

You may need special arrangements to meet your academic obligations in this class. For an accommodation request, the processes are as follows:

**Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with learning disabilities, psychiatric/mental health disabilities, attention deficit hyperactivity disorder, autism spectrum disorders, chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your [letter of accommodation](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After the request for accommodation has been made, please also schedule a time to meet with me, so that we can make sure that the accommodations you need are in place.

**Pregnancy or Religious Observation:** As soon as you are aware that accommodation for these reasons may be needed, please contact me directly via email. We will work together to find a way for you to satisfy your course requirements in a way that does not disadvantage you academically.

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

## **Academic Integrity**

Carleton's Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own." This can include:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- Submitting assignments prepared, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another person's data or research findings without appropriate acknowledgement;
- Failing to acknowledge sources through the use of proper citations when using another person's works and/or failing to use quotation marks.

Additionally, in this course you may not hand in a completed assignment that you have previously submitted, or intend to submit, to another course (including this course, if you have taken it previously).

You should know that plagiarism is a serious offense which cannot be resolved directly with me. If I suspect that you have submitted plagiarized work, a rigorous investigation will be launched by the Faculty Dean. The penalties for plagiarism are not trivial, and can include a final grade of "F" for the course. You can read more about the process and potential sanctions [here](#).