POLM 3000A / COMS 3100A / PSCI 3410A
Introduction to Political Management

Instructor

Instructor: Professor Stephen Azzi   Office Hours: Mondays, 1:30 to 5:00 P.M.;
Phone: 613-520-2600, ext. 3115   Tuesdays, 12:30 to 1:30 P.M.
Email: stephen.azzi@carleton.ca   – please make an appointment
Office: 2435R Richcraft Hall

Course Description

This course provides students with an introduction to some key topics in the field of political management, including ethics, strategic communications, media relations, speechwriting, defamation, and the role of political staff and journalists in the Canadian polity.

Evaluation

Speech Analysis I (due 14 January)	5%
Speech Analysis II (due 4 February)	5%
Speech (due 25 February)	10%
News Conference Simulation (10 March)	10%
Defamation Case Study (17 March)	5%
Ethics Case Study (24 March)	5%
Framing Assignment (due 24 March)	20%
Examination	35%
Professional Conduct	5%

You must complete all components of the course to receive a passing grade.

Book

There is one mandatory book for this course, which is available at Haven Books, 43 Seneca St. (at the corner of Sunnyside Ave.):

> George Lakoff, *Don't Think of an Elephant: Know Your Values and Frame the Debate*, 2nd ed. (White River Junction, Vermont: Chelsea Green, 2014) (9781603585941).

Students are expected to read the book at their own pace during the term but are encouraged to do so early in the term. Reading the book is essential for writing the framing assignment and final examination. An online summary of the book is not a substitute for the book itself.

There will be one optional – but highly-recommended – discussion of the book on 11 February. This class will be open to anyone who has finished reading the book and is willing to do the necessary preparatory work before the discussion. If you wish to take part in the discussion, upload to cuLearn a single-spaced, 2- to 3-page document containing your notes on the most important points in the book and 3–7 possible exam questions related to the book. The document must be submitted by 11:55 P.M. on 31 January. You will then receive a list of possible exam questions. Prepare answers to the questions and upload them to cuLearn by 11:55 P.M. on 7 February.

Speech Analysis I

Find a great speech written in a style you would like to emulate. (For American speeches, a good place to look is www.americanrhetoric.com.) What matters is how speakers presented their views, not whether you agree with them. The speech must have been originally written in English, it must be political, and it must be at least 1000 words long. (You may choose a bilingual Canadian speech if at least half the text is in English.) You will need to have access to the complete electronic text. Do not choose one of the speeches that we will analyze in class: Martin Luther King's 28 August 1963 speech at the March on Washington for Jobs and Freedom, Barack Obama's 27 July 2004 speech at the Democratic National Convention, or Arnold Schwarzenegger's 31 August 2004 speech to the Republican National Convention.

In your written assignment, provide the internet address for the text of the speech and explain in 150–300 words why *you* think it is a great speech. Illustrate your answer with quotations from the speech. The emphasis here is on your opinion. Do not try to guess what I want to hear. Do not ask for criteria on assessing whether a speech is great. Do not quote authorities on what makes for an effective speech. I want you to tell me what you think. Do not make the assignment more complicated than it needs to be.

Do not summarize the speech. Do not analyze the message of the speech. You should focus not on *what* the speaker said but on *how* it was said. You are analyzing a written text to understand *speechwriting* techniques, not watching a video to assess *speaking* techniques.

Do not talk simply about the impact of the speech (e.g., "This was a great speech because it was powerful and moving"). Talk about how the speechwriter achieved that impact.

Write clearly in grammatically correct sentences. Do not cloud your meaning with academic bombast.

You will receive a mark of zero on this assignment if:
- at any point in your explanation, you say (or hint) that the speech is great because you agree with its message;
- the speech is not in English;
- the speech was translated to English from another language;
- the speech is shorter than 1000 words;
- the speech was not delivered by a politician *and* was not primarily aimed at influencing public policy;

- you do not provide an internet address for the complete electronic text; or
- you chose one of the speeches that we will be analyzing in class (see list above).

Assignments will be graded according to the following criteria:
- The assignment should be clearly written.
- There should be no spelling or serious grammatical mistakes.
- The assignment should have been prepared according to the course outline and style guide.
- The student should have given a personal opinion on why the speech is great.

The assignment should be submitted on cuLearn no later than 8:30 A.M. on 14 January. If you are going to submit the assignment late, you must let me know in writing (in a document uploaded to cuLearn) before the deadline. If you have done so, there will be no penalty, so long as the assignment is received by 8:30 A.M. on 28 January.

If I have not uploaded a document to cuLearn (either the assignment or a document explaining that you will submit the assignment late) by the deadline, you will receive a zero on the assignment.

Assignments submitted on time may be revised and resubmitted, so long as the revised version is received by 7 April, which is, according to university regulations, the last day that term work may be submitted.

Speech Analysis II

Mark up the great speech that you selected in your first assignment, identifying the various techniques employed by the speechwriter, and submit it with a checklist that you will find on cuLearn. (An example of how to mark up the speech will be posted on cuLearn.) The assignment will receive a zero if it does not include the checklist or if the speech does not meet the criteria above under "Speech Analysis I."

The assignment will be marked according to the following criteria:
- The assignment should correctly identify at least one example of each rhetorical technique.
- If the student claims that there no examples of a particular technique, the technique should not be present in the speech.

The assignment must be submitted later than 8:30 A.M. on 4 February. If you are going to submit the assignment late, you must let me know in writing (in a document uploaded to cuLearn) before the deadline. If you have done so, there will be no penalty, so long as the assignment is received by 18 February.

This assignment may be submitted on cuLearn or in hardcopy, either in class or at my office. If the office is closed, please slide the assignment under the door and send me an e-mail to ask for confirmation that I have received it. Any assignments submitted to the offices of the Department

of Political Science or the School of Journalism and Communication (or anywhere other than to my office or to me personally) will be assessed a 100 per cent late penalty.

If I have not submitted the assignment or uploaded a document to cuLearn by the deadline, you will receive a zero on the assignment.

Assignments submitted on time may be revised and resubmitted, so long as the revised version is received by 7 April, which is, according to university regulations, the last day that term work may be submitted.

Speech

Write a speech of 750 to 1250 words on a topic to be assigned in class on 4 February, mark up the speech to identify the various speechwriting techniques that you have used, and submit the speech with the checklist that you will find on cuLearn. Topics other than those assigned will not be considered.

The speech will be marked according to the following criteria:
- The speech should be clear and concise, following the guidelines given in class.
- The speech should correctly employ each of the rhetorical techniques explained in class.
- The speech should follow the instructions in the course outline and style guide.
- The student should take the assignment seriously and avoid the temptation to make jokes at the speaker's expense (e.g., having Donald Trump announce that the is not seeking re-election because he wants to spend his time sleeping with porn stars).

Feedback on your assignment will be provided in whichever form you prefer:
1. you may receive a grade and general comments, which will be posted on cuLearn; or
2. you may have a hardcopy of the assignment returned with a grade, general comments, and corrections in the text.

Please indicate your choice on the first page of your assignment (e.g., "Grading Option 1"). If you do not indicate a preference, I will assume that you have chosen option 1.

The assignment is due no later than 8:30 A.M. on 25 February. If you are going to submit the assignment late, you must let me know in writing (in a document uploaded to cuLearn) before the deadline. If you have done so, there will be no penalty, so long as the assignment is received by 10 March.

This assignment may be submitted on cuLearn or in hardcopy, either in class or at my office. If the office is closed, please slide the assignment under the door and send me an e-mail to ask for confirmation that I have received it. Any assignments submitted to the offices of the Department of Political Science or the School of Journalism and Communication (or anywhere other than to my office or to me personally) will be assessed a 100 per cent late penalty.

If you have not submitted the assignment or uploaded a document to cuLearn by the deadline, you will receive a zero for the assignment.

Assignments submitted on time may be revised and resubmitted, so long as the revised version is received by 7 April.

News Conference Simulation

Students will be divided into groups to simulate a news conference in class on 10 March. You will be given opportunities during class time to plan for the simulation but should also expect to spend time outside of class working with your fellow group members. Afterward, you will be asked to submit a confidential review of your contribution and the contribution of your fellow group members to the news conference. Your grade will be based on the quality of your group's news conference, your contribution to the group (according to your own assessment and that of your peers), and your review of your peers.

Framing Assignment

Write 1250–1500 words analyzing the two main competing sides in an election or referendum campaign and explaining how each side attempted to frame itself, its opponent, and the election issues. Did each side follow George Lakoff's guidelines for framing? Was the successful side the one that was better able at framing? Do not choose the 2016 US presidential election, which will be discussed in class.

Your assignment has to be based on evidence. Your sources will be any communication that a campaign used to frame an issue, party, or individual, including:
- statements quoted in newspaper or magazine articles,
- remarks reported on radio or television,
- advertisements (whether on television, Facebook, YouTube, or elsewhere),
- tweets, and
- information on campaign or party websites.

You are free to quote secondary sources (i.e., journalists or scholars who are giving their views on the campaign) but most of your information should come from primary sources (material from the campaign or the candidate).

The assignment will be marked according to the following criteria:
- Understanding – The assignment should show an understanding of the concept of framing as explained in the Lakoff book. You must show that you understand the book, if only in the way you discuss the election or referendum that you have chosen to examine.
- Research – The assignment should be based on extensive research.
- Argument – The assignment should answer the question about whether the successful side was the one that had made better use of framing techniques. The answer to this question should be convincing and based on evidence.
- Presentation – The assignment should look and sound like it was prepared by a professional. It should be written in a clear and logical style. It should be free of grammatical and typographical errors. The sources should be cited in an appropriate style. The assignment should be formatted according to the guidelines in the course outline and style guide.

Feedback on your assignment will be provided in whichever form you prefer:
1. you may receive a grade and general comments, which will be posted on cuLearn; or
2. you may have a hardcopy of the assignment returned with a grade, general comments, and corrections in the text. If you choose this option, submit a hardcopy in addition to uploading the document on cuLearn.

Please indicate your choice on the first page of your assignment (e.g., "Grading Option 1"). If you do not indicate a preference, I will assume that you have chosen option 1.

The assignment must be submitted on cuLearn no later than 8:30 A.M. on 24 March. You would be wise to complete the assignment well before that time in case you encounter a last-minute crisis preventing you from submitting it.

If you are going to submit the assignment late, you must let me know in writing (in a document uploaded to cuLearn) before the deadline. If you have done so, there will be no penalty, so long as the assignment is received by 7 April, which is, according to university regulations, the last day that term work may be submitted.

If you have not uploaded a document to cuLearn (either the assignment or a document explaining that you will submit the assignment late) by the deadline, you will receive a zero on the assignment.

Defamation and Ethics Case Studies

We will be conducting two in-class case studies, one on defamation (17 March) and one on ethics (24 March). You will be evaluated on the quality of your group's conclusion and on your contribution to the group.

For the ethics case study, you should read the material posted on cuLearn before class and should be prepared to discuss the case with your colleagues in the second half of class, after the lecture.

Examination

The examination is worth 35 per cent of your course grade and will cover material from the lectures, the book, and other course readings. The exam will be three hours in length.

The exam is a test of your mastery of the course material. It is not a test to see how clever you are or how much you knew before you took this course. On the examination, students must engage with the course content, directly confronting the readings and lectures. If you disagree with the course material, you must explain why, offer an alternative interpretation, and provide evidence to support your view. You cannot simply ignore some or all of the course material.

Exam questions must be answered. They are not simply themes for you to discuss in general terms. If an exam question includes sub-questions, you must answer all of them.

Here are some exam questions: (1) In politics, what is strategic communications? What makes it strategic? (2) Explain the concept of reverse onus in defamation law. What are the various defences? (3) During the last US presidential election, the pundits told us that Donald Trump was breaking all the rules of political communications. Yet Trump won the election. How do you explain this paradox? (4) Define political staff. How do political staffers differ from others working in Canadian politics and government? What is the role of political staff in the system? What functions do they perform? Are they necessary?

Professional Conduct

Professional conduct is an essential skill for anyone who works in a political office. Students who do not develop a sense of professionalism by the time they graduate have trouble finding and holding rewarding and well-paying jobs. They also diminish the university's reputation among employers, in turn hurting the employment prospects of other alumni.

Your professional conduct grade will be based on your professional comportment, including these factors:
- Have you followed the instructions in the course outline? This includes consulting the course outline before sending questions by e-mail.
- Have you demonstrated respect for guest speakers, classmates, and the instructor by arriving on time?
- Have you responded promptly to e-mails (within 24 hours, not including weekends or holidays), if a response is required?
- Have you attended all classes or, in the case of serious illness or death in the family, notified the instructor before class that you will be absent?
- Have you completed all the required readings?

The course outline is one of the mandatory readings for the course. Once you have finished reading it, please send me an e-mail telling me that you have done so.

Student Success

Successful students generally:
- read the course outline carefully and refer back to it frequently;
- manage their time effectively (leaving enough time for assignments, allocating their time according to the relative weight of the course components, recognizing the human tendency to procrastinate and dealing with it);
- attend every class, sit at the middle or near the front, take extensive notes, and resist the urge to play with electronic devices; and
- complete the assigned readings while focussing on the texts (rather than reading while multitasking).

Academic Dishonesty

Academic dishonesty includes, but is not limited to:
- reproducing someone else's exact words without using both quotation marks and a citation to indicate that you are doing so;
- passing off someone else's ideas or interpretations as your own, or closely paraphrasing someone else's work, without giving credit in the form of a reference; and
- falsifying footnotes to disguise the actual sources you have used (e.g., taking material from Wikipedia, but footnoting it to a scholarly source; or using only one book, but footnoting several).

Schedule
Last revised 30 December 2019
(subject to change to accommodate guest speakers)

If you are unable to attend a class, please contact me by e-mail (before the lecture if possible, or, if not, soon afterward). If you would like, I could briefly summarize what you missed and any important announcements that were made in class. I might also be able to suggest materials that you could read to make up for your absence.

Date	Topics	Readings
7 January	Introduction to the Course and the Concept of Political Management Introduction to Strategic Communications On Message: A Case Study	The course outline and style guide.
14 January	The Trump Paradox Speech Analysis I due	
21 January	Political Psychology Understanding Political Journalists Guest: Jennifer Ditchburn, editor-in-chief of *Policy Options*, former journalist with the Canadian Press and CBC Television	N.B.: Please come to class with one news article from the last week on a topic that interests you. Readings: Johan Galtung and Mari Holmboe Ruge, "The Structure of Foreign News: The Presentation of the Congo, Cuba, and Cyprus Crises in Four Norwegian Newspapers," *Journal of Peace Research* 2, no. 1 (1965): 64–91; Tony Harcup and Deirdre O'Neill, "What is News? Galtung and Ruge Revisited," *Journalism Studies* 2, no. 2 (2001): 261–80.

Date	Topics	Readings
28 January	Writing in a Political Context Speechwriting Techniques	Robert Lehrman, *The Political Speechwriter's Companion: A Guide for Writers and Speakers* (Washington: CQ Press, 2010), 71–80. (cuLearn)
4 February	Writing Speeches Guest: Elana Aptowitzer, public servant in residence, Carleton University, and head of the speechwriting unit, Department of National Defence Speech topic to be assigned in class Speech Analysis II due	Prepare for the lecture by reading or watching the three speeches listed below, focussing less on *what* was said than *how* it was said. Are messages conveyed with stories? numbers? data? How are the speakers appealing to the audience's emotions? How long are the sentences, particularly in the third speech? 1. Sheryl Sandberg, "Why We Have Too Few Women Leaders," (at www.ted.com) 2. Jamie Oliver, "Teach Every Child about Food" (at www.ted.com) 3. Admiral Rob Bauer, Dutch chief of defence, "The Invisible Bond between Soldiers" (on YouTube) (turn on the English captions if you do not understand Dutch)
11 February	Discussion of the Lakoff book (optional – see "Book" above)	
18 February	Winter Break – No Class	
25 February	Issues Management Guests: Barry McLoughlin and Laura Peck, TransformLeaders.ca Group work to prepare for news conference on 10 March Speech due	
3 March	Media Relations: Strategy and Tactics Guests: Barry McLoughlin and Laura Peck Group work to prepare for news conference on 10 March	
10 March	News Conference Simulation Guests: Barry McLoughlin and Laura Peck	
17 March	Defamation	
24 March	Ethics Framing Assignment due	Case studies posted on cuLearn.

Date	Topics	Readings
31 March	Public Opinion and How to Measure It Guest: Dr. André Turcotte, associate professor of communication and former official pollster for the Reform Party	
7 April	The Political Staff Species: A Taxonomic Guide Guest: Paul Wilson, PhD, associate professor of political management and political science, former director of policy to Prime Minister Stephen Harper	Annex E and Annex I, *Open and Accountable Government 2015* (Ottawa: Privy Council Office, 2015), 42–50, 89–92 (on cuLearn); Ian Brodie, "In Defence of Political Staff," *Canadian Parliamentary Review*, autumn 2012, 33–39; Anna Esselment and Paul Wilson, "A New Code for the Kids in Short Pants," *Globe and Mail*, 14 December 2015 (through the Carleton library).

Other

The following information in standard in course outlines in the Faculty of Public Affairs:

Course standing: Standing in a course is determined by the course instructor subject to the approval of the faculty dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the dean.

Plagiarism: The University 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 a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Academic Accommodation: You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:
- Pregnancy obligation: 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. For more details see the Student Guide.

- Religious obligation: 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. For more details see the Student Guide.
- Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), 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 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 requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).