

<b>Political Science 440 L01 Campaigns and Elections</b>			
<b>Instructor:</b>	Dr. Ian Brodie	<b>Course Location:</b>	Earth Sciences 54
<b>Phone:</b>	403-220-3030	<b>Course Day/Time:</b>	Tu 5:00 – 7:45 pm
<b>Email:</b>	ian.brodie@ucalgary.ca	<b>Tutorial/Seminar:</b>	n.a.
<b>Office:</b>	Social Sciences 708	<b>Prerequisite:</b>	None
<b>Office Hrs:</b>	T 3:00 – 4:00 pm	<b>TA Info:</b>	Available on D2L
<b>Contacting the Instructor:</b> Students who need help should speak to the instructor after class or during office hours. To meet the instructor outside of office hours, please email the instructor to make an appointment.			

### **Course Description**

*Explores election campaigns in Canada through case studies of key elements such as the selection of candidates, the building of campaign teams and the strategies and tactics parties use to elect candidates and win general elections.*

This course includes a final examination but not a mid-term examination.

### **Course Objectives and Learning Outcomes**

<b>This course will teach students to:</b>	<b>They will demonstrate this skill with:</b>
Identify key rules governing elections in Canada	The final examination
Explain the basic roles on an election campaign team	The final examination
Understand and apply a basic spatial modelling framework of election competition and elaborate a campaign strategy using it	Term paper
Summarize the Luntz language model of campaigning and use it to critique and improve upon a real world example of campaign language	Term paper

The ultimate learning objective is to give you a lasting understanding of Canadian politics. You will demonstrate that skill over many, many years.

## **Required Textbooks**

- Flanagan, Tom. *Winning Power: Canadian Campaigning in the Twenty-First Century*. McGill-Queen's University Press, 2014.
- Luntz, Frank. *Words That Work: It's Not What You Say, It's What People Hear*. Hachette, 2015.
- Marland, Alex, and Thierry Giasson. *Inside the Campaign: Managing Elections in Canada*. UBC Press, 2020.

Textbooks are available at the university bookstore and online. N.B.: Older editions of Luntz, *Words that Work*, are available in the second-hand market and are acceptable.

## **Course Components, Weights, and Due Dates**

Activity	Weight	Due Date
Term Paper	50%	November 22 at noon MT
Final Examination	50%	As scheduled by the Registrar.
Total	100%	

### **Term Paper:**

- Details of the Term Paper, including the grading rubric, are available on D2L.

### **Final Examination:**

- The final examination will be two hours long and scheduled by the Registrar.
- It will consist of written questions not multiple-choice questions.
- The format will be discussed in class.

## **Grading**

### **Grade scale:**

A+	91-100%	B+	77-79%	C+	67-69%	D+	55-59%
A	85-90%	B	73-76%	C	63-66%	D	50-54%
A-	80-84%	B-	70-72%	C-	60-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

### **Grade discussions:**

When student work is returned, students may have questions about how their work was evaluated. The first step is to read the grading rubric carefully. The rubric is intended to help focus evaluation on the key points of the assignment. Once completed, the rubric should show both the strong points of the student's work and the areas that could improve in the future.

If a student would like further feedback, the next step is to ask for a grade discussion. Prof. Brodie accepts requests for a grade discussion starting 48 hours after student work has been returned. Email the instructor a 200- to 400-word written summary of what it is about the evaluation that is unclear, or the area where you are struggling. This written summary should refer directly to the assignment instructors and the grading rubric. Attach a copy of your submission.

The instructor may respond with further feedback or schedule a face-to-face meeting.

### **Writing Statement:**

Written assignments are often required in Political Science courses. The quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be considered in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

### **Late Penalties:**

Late term papers will be docked 10% of their grade per day late.

### **Course Expectations**

POLI 440 is a large course of 50 students. A few simple guidelines will help to keep the confusion and noise to a minimum while providing a good learning environment for all students. There are expectations for **both** the students and the instructor. These expectations boil down to one simple rule: Let us be respectful of one another. By creating and maintaining a civil classroom atmosphere – in which members of the class treat each other with mutual respect – we establish a classroom in which attention and energy is focused on teaching and learning, rather than on frustration, conflict, and distrust.

#### **Expectations of Students**

- **To be prepared for class**
  - Read the assigned text chapters and readings before class. The best way to do well in this course is to be prepared for each lecture. Do the readings and be prepared to discuss them.

- The instructor may not cover all the materials in each reading during the lecture, but it is your responsibility to understand the concepts presented in those readings. If you have questions, please take the initiative to ask during class.
- This is a 400-level course. Expect to spend two or three hours reading the assigned materials each week. All materials are required readings.
  
- **To be punctual and attentive during class**
  - Students should be in their seats and ready for class on time. Students who cannot avoid being late, should enter the room as quietly as possible and minimize the disruption for your fellow students. Sit in the first available seat.
  - Students should not pack up as the instructor begins to wind down. Oftentimes, there are important announcements about readings or assignment deadlines at the end of class. Packing up or shuffling up and down the aisles is distracting and may result in students missing these important announcements.
  
- **To be willing to participate positively and constructively during class**
  - As outlined above, active participation is a critical part of this course. Asking questions during lecture is a part of learning. Prof. Brodie encourages questions whenever clarification is needed, or a student observation could add to the discussion.
  
- **To make every effort not to be a distraction to other students**
  - Certain activities are distracting to other students. Obvious examples include talking on a cell phone, or with a neighbor. Less obvious examples include texting or checking social media on one's laptop. These are distracting behaviors for everyone behind or near you. Also, cell phones should be stored away during class meetings.
  
- **To treat all other students in the class, as well as the instructor, with respect**
  - We are lucky to have a diverse population of students at the U of C. Students come from different backgrounds and bring different viewpoints with them. Understanding these viewpoints is a valuable way to learn. Treat students who are willing to share their thoughts and experiences with our full respect and attention. Avoid disrespectful comments, tones of voice, or facial expressions.
  - Acting bored or dismissive is disrespectful to both the instructor and to your fellow students.
  
- **To read the syllabus and the other materials distributed on D2L**
  - During the semester, students will have problems that need to be sorted out. Taking up time with questions that are answered in the course materials takes time away from other problems.

- **To use email effectively**
  - Email is a common form of communication, but it is not always the best way to answer student questions about the concepts or arguments we take up in class. Email is best used to make an appointment with the instructor. Whenever emailing the instructor, please put “POLI 440” in the subject line and include your UCID number!
  
- **To engage when you have problems**
  - When students have trouble understanding the course materials – the readings or the lectures – they are welcome at the instructor’s my office hours or to ask a question during class.
  - Routine questions such as “Where is the exam?” may already be addressed in this syllabus, on the course D2L site or in the Draft Course Schedule.
  - Students with special circumstances that might adversely affect your course performance should let the instructor know as soon as possible.
  - If something unexpected happens in life, alert the instructor right away. Life happens, and students have many responsibilities outside of class. Bad accidents, family crisis, natural disaster, varsity sports national finals – it is all manageable.
  
- **To keep up with course information**
  - Course information is available on D2L. Download the D2L PULSE app to keep up to speed on new materials, reminders about important dates and class news.
  - Announcements are posted on D2L under NEWS.
  - This course outline and assignment instructions can be found under CONTENT BROWSER > BASIC COURSE INFORMATION.
  - Lecture slides and class notes can be found under CONTENT > LECTURES.
  - The drop box for submitting the term paper can be found under ASSESSMENTS > DROPBOX.
  - Track your grades under GRADES.

### **Expectations of the Instructor**

- **To be punctual, prepared, and enthusiastic during class to facilitate student learning**
  - The instructor will always come to class prepared and happy to be teaching.
  
- **To treat all students with dignity, respect, and fairness in order to provide a class structure that encourages learning**
  - A proper learning environment is one in which students feel safe to share their thoughts, experiences, or questions. Therefore, the instructor always treats students with dignity, respect, and fairness. Prof. Brodie does not play favorites, and *never* belittles students. I know that it is a bit daunting to raise a hand and share personal experiences in class. Risking a bit of yourself in class is the route to genuine education.

- **To grade objectively, consistently, and to return grades in a timely manner**
  - In order to keep marking from being subjective, the term paper will be marked using a rubric (grading scheme) which is applied fairly and consistently to all students.
- **To be genuinely concerned about and interested in student learning and performance, and to be sensitive to student needs or concerns**
  - Prof. Brodie wants students to succeed and is always ready to try to help any student with *any* aspect of the course that they are struggling to understand.

## Disagreement

- **This is political science. Everyone disagrees with things that are said during class.** Put up your hand and challenge things that you do not agree with! Be respectful and put your case clearly to your fellow students. Then, listen carefully to what others have to say, since they might have a better point. Form your own view, while always being aware that others have the right to their views. It is not political science if everyone agrees.
- **Read Advice for Students in a Time of Strife.** Although this is an American document intended for American students, the core advice applies to Canadians as well. As the authors note:

When you deviate from socially prescribed opinion, it is likely that some highly ideologically motivated people who are outraged by your refusal to conform will try to discredit you by the simple expedient of calling you nasty names. The labels have changed repeatedly since the days of Cotton Mather, but the intolerance motivating the labeling has altered little from what it was in Salem at the time of the witch trials. Keep your dignity; stand your ground; don't let a postmodern puritan bully you by threatening to paste a bar code onto your forehead...

Thinking is not something that can be outsourced. You have to do it for yourself. Do not let your professors tell you what to think. Do not let popular opinion on campus dictate your convictions. When you encounter groupthink on campus, probe, and question. What is to be said on the other side? Are there thinkers and writers who doubt or deny the "consensus"? If so, read and carefully consider what they have to say. Make up your own mind.

The full text of **Advice** is available on the D2L site for the course.

## Draft Course Schedule

This is a tentative schedule. Changes will be posted under NEWS in D2L.

<u>Week</u>	<u>Date</u>	<u>Lecture Topic</u>	<u>Readings</u>
1	Sep 6	Introduction and Fundamental Concepts	Flanagan, Chapter 1
2	Sep 13	Rules for Elections	Flanagan, Chapter 2  Dara Lithwick and Sebastian Spano. <i>The Canadian Electoral System</i> . Pub. No 2013-81-E. Library of Parliament, 2015. Available on D2L.
	Sep 15	Drop deadline	
	Sep 16	Swap deadline / End of refund period	
3	Sep 20	Strategy and Polling	Flanagan, Chapters 3, 4  Marland and Giasson, Chapter 6
4	Sep 27	Persuading Voters, Part I	Luntz, except Chapter 7
5	Oct 4	Persuading Voters, Part II	Flanagan, Chapter 5
6	Oct 11	Digital Campaigning	Small, Tamara, and Thierry Giasson, "Political Parties: Political Campaigning in the Digital Age." <i>Digital Politics in Canada: Promises and Realities</i> , edited by Tamara Small and Harold Jansen, University of Toronto Press, 2020, pp. 136–158.
7	Oct 18	Financing a Campaign	Flanagan, Chapter 6  Marland and Giasson, Chapter 7

8	Oct 25	Third Parties	Marland and Giasson, Chapter 13
9	Nov 1	Advertising	Marland and Giasson, Chapter 12
		Term Break – No Classes	
10	Nov 15	Debates	Marland and Giasson, Chapters 4 and 11
12	Nov 22	Negative Campaigning	Flanagan, Chapter 8
13	Nov 29	Putting It All Together	Flanagan, Chapter 10 Marland and Giasson, Chapter 9
	Dec 6	Final Examination Review	
	Dec 10 - 21	Final Examination – Scheduled by the Registrar	

## **IMPORTANT POLICIES AND INFORMATION**

### **Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](http://ucalgary.ca/registrar)).



Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### **Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

### **Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Reappraisal of Grades:**

*For Reappraisal of Graded Term Work, see Calendar 1.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar 1.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Misconduct:**

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

### **Plagiarism And Other Forms Of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

### **Recording of Lectures:**

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

### **Academic Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

### **Research Ethics**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Freedom of Information and Protection of Privacy (FOIP) Act:**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

**Copyright Legislation:**

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

**Important Dates:**

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

**Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

**Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives  
Phone: 403-220-6551  
Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*  
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.

### **Spiritual Resources**

Maybe your issue is spiritual rather than mental. The University of Calgary also plays host to chaplains (faith representatives) from many faiths. Find contact information at: <https://www.ucalgary.ca/student-services/faith-spirituality/about-us/student-services/faith-spirituality/about-us/faith-representatives>.