Syllabus

Political Advocacy and Leadership

Objectives

The aim of this course is to give students with little or no knowledge or experience in political advocacy and leadership the necessary concepts and skills to participate successfully in the political process.

Target Group

MPP (Master of Public Policy) students

Prerequisites

English

Requirements

Students are expected to prepare for each class by reviewing an assigned set of readings and coming to class prepared to discuss the issues contained in them. In addition, each student defines an individual course project and writes several reports on this project related to the concepts of the course.

Learning Process

The core of this course is the course project, a simulation of political processes. It is the task of students to define political objectives and to implement them in the decision-making process of the group. This activity is supported by theoretical concepts including leadership, political advocacy, project management and decision theory.

Grading

Grading will be based on:

Extent and quality of class participation, including simulations	40%
Quality of written reports, including theoretical reflections	60%

Bibliography

See extra list

Course Plan:

1. Session: Introduction to the course concept, overview: the different parts of the course, explanation of the simulation, explanation of the first assignment (the project plan), expectations, organization of presentations, readings, questions

Readings:

Students are encouraged to read the following texts in advance or during the course:

Cialdini (1984), Fisher and Ury (1991), Ganz (1996), Goldberg, Sander, and Rogers (1999), Heifetz (1994), Rosenbach and Taylor (1999)

Assignment:

Students are encouraged to write a short paper in advance on their expectations related to this course.

2. Session: Basic concepts: political advocacy, polity, policy and politics, power, morality, management by objectives, leadership, the organization model of Marshall Ganz, detailed explanation of the course project

Readings:

Ganz (1996), "What Is Organizing?" and Note No. 1 "Interests", Babcock and Sorensen (1976), Heifetz (1984), p. 1-48

Assignment:

Project plan due (including milestones and objectives for the final report)

3. Session: Project management as campaigning, introduction to the theory of organizing, discussion of objectives in the project plan, first analysis of the course project based on theoretical concepts of the course

Assignment:

2. version of the project plan (optional), first weekly report due, reflection on the objectives of the project plan

Readings:

Ganz (1996), Note Nr. 2 "Power", students are encouraged to read Ganz (1996) as a whole, Heifetz (1984), p. 49-124

4. Session: Introduction to leadership theory: transactional and transformational leadership (Sashkin and Rosenbach), instruments to test leadership competencies, questionnaires, leadership quotient, analysis of the course project based on theoretical concepts of the course

Assignment:

Second weekly report due, reflection on the objectives of the project plan and on the organizing theory of Marshall Ganz

Readings:

Sashkin and Rosenbach (1998), p.61-83, Burns (1978), p. 18-21, 61-72, Ganz (1996), Note No. 3 "Leadership", Heifetz (1984), p. 125-179

5. Session: Leadership as adaptive work (Heifetz), philosophical aspects of leadership, ethics and leadership, relativism and ultimate grounding, elites, democracy and leadership, analysis of the course project based on theoretical concepts of the course, half-time analysis of the course

Assignment:

Third weekly report due, reflections on the objectives of the project plan and on the leadership theory of Sashkin and Heifetz

Readings:

Heifetz (1994), p. 181-276, Apel (1988), p.15-41, Ganz (1996), Note No.4 "Strategy", Tenbergen (2002a)

6. Session: Introduction to negotiation theory, decision theory, game theory, rational choice, analysis of the course project based on theoretical concepts of the course

Assignment:

Half-time report due, optional: carry out a negotiation simulation, for example "George and Martha" of the Harvard Negotiation Project

Readings:

Goldberg, Sanders, and Rogers (1999), p. 19-62, Fisher and Ury (1991), p.1-94, Ganz (1996), Note No. 5 "Motivation", Tenbergen (2002b)

7. Session: Theory of mediation and conflict management, analysis of the course project based on theoretical concepts of the course

Assignment:

Fourth weekly report due, reflection on the objectives of the project plan and on negotiation theory

Readings:

Goldberg, Sanders, and Rogers (1999), p.123-233, Riskin (1996), Ganz (1996), Note No. 6 "Relationships", Tenbergen (2002c)

8. Session: Theory of persuasion, analysis of the course project based on theoretical concepts of the course, planing of the final phase of the project

Assignment:

Fifth weekly report due, reflection on the objectives of the project plan and of the theoretical concepts of the course

Readings:

Cialdini (1984), Zimbardo and Leippe (1991), p. 42-86, Ganz (1996), Note No. 7 "Interpretation" and 8 "Action"

9. Session: Political consulting, political communication, election campaigns, option memoranda as a tool for the political consultant, analysis of the course project based on theoretical concepts of the course

Assignment:

Sixth weekly report due, reflection on the objectives of the project plan and of the theoretical concepts of the course

Readings:

Fittkau, Müller-Wolf, and Schultz von Thun (1994), Ganz (1996), Note No. 9 "Campaigns" and 10 "Organization"

10. Session: Debriefing, summary of the theoretical concepts, final analysis of the course
project, feedback

Assignment:

First draft of the final report due two days before the last session, reflection on the objectives of the project plan and of the theoretical concepts of the course, final report due one month after the last session

Readings:

Ganz (1996) and Heifetz (1984) as a whole.

The Course Project

The core of this course is the course project, a simulation of political processes. It is the task of students to define political objectives and to implement them in the decision-making process of the group. It is possible to conduct the course without this project and to focus exclusively on the theoretical concepts; in this case, the course contains less practical application and more theory and it will be more like a traditional German university seminar and less like an American-style professional school course. In this case, the main assignment should be a scientific research paper.

If the course project is conducted, students should start the course by giving a list of 10 more or less difficult tasks to the instructor. Every task should be a petition, which could be adopted by the rest of the group. The task is fulfilled if the group decides to accept the petition as a resolution.

An example of a petition can be a resolution of the United Nation's Security Council. The resolutions should be seen as demands to the outside world. It is not important, whether the realization of the resolution is likely or not.

The difficulty of a task is related to the attitude of the group, not of the outside world. For example, the petition "The UN Security Council should not give veto rights to its permanent members", may be difficult to implement in the real world, but easy to get through in the decision-making process of the group. Very difficult are competing petitions such as "We support a conservative/a social-democrat government".

At the beginning of the course, the instructor can evaluate the task on a scale between 0 and 100 (100 = very difficult, 0 = very easy). This evaluation can be part of the grading after the course project has been finished. However, there should be other aspects of grading to allow successful acts of persuasion. Credit for a persuasion process should be given to both the persuader and the person being persuaded.

The instructor should choose one out of four possible versions of the course project:

1. The "anarchic" version

In this version, there are almost no rules. The instructor gives 100 colored papers to the group. Everything that is written on these papers after the final session of the course is considered to be a decision of the group. This version is especially recommended to study group dynamics, the evolution of rules and the leadership theory of Heifetz.

2. The "offline" version

In this version, rules are given in advance more or less according to the rules of the Global Democracy Experiment (see 4.). These rules are similar to the procedures of democratic organizations (parties, advocacy groups, unions etc.). This version is helpful to prepare students for activities in existing organizations.

3. The "online" version

This version is similar to version 2, but it contains an added value due to its multi-media elements. There is an online decision-making process according to the rules mentioned above. This process takes place independent of time and space constraints and therefore allows for a much more detailed analysis and learning process. This version can be used as an online learning tool.

4. The "external" version

This version relates the course project to external factors. Students take part in the "Global Democracy Experiment" (www.tgde.org) and direct their objectives in the project plan to this project (for a detailed description, see appendix). This version enables students to continue their learning experience even beyond the end of the course.

This course is a multi-media course. Therefore, it is recommended to use version 3 or 4 to get the advantages of this format. However, in a workshop it might be better to use versions 1 or 2 in order to observe most of the processes.