

Theories of Political  
Parties  
and Party Systems  
Dagmar Kusá

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# THEORIES OF POLITICAL PARTIES AND PARTY SYSTEMS

## Introduction to Political Science II

<b>Code:</b>	<b>P-121</b>
<b>Term:</b>	Spring 2023
<b>ECTS credits:</b>	6
<b>Lessons per week:</b>	90 + 90 min (60 + 60 min when online)
<b>Language:</b>	English
<b>Instructor:</b>	Mgr. Dagmar Kusá, PhD.
<b>Form of study:</b>	lecture + seminar

Course meets: **Mon 10:40-12:10**    **Wed 10:40 – 12:10**    **Tatarka Room**

**Office hours: Tu/Thu: 10:00-12:00**

**Contact:** [kusa@bisla.sk](mailto:kusa@bisla.sk)

**GOOGLE CLASSROOM: Class code: vjyb5p**

**PERUSALL: KUSA-6LGTB**



### Prerequisites

P-111: Introduction to Political Science I

### COURSE OBJECTIVES

The world around us seems to be changing at an accelerating speed. Democracy is sliding back, politics of fear, blame, and hate more and more widespread. Political parties seem to be more preoccupied with lucrative deals with oligarchs than with creating and implementing policies. Political process, recruitment of leaders, composition of governments and legislatures tend to be more about personalities and their ability to reach broad audiences through or despite a lack of an agenda.

There are multitude of ways how these questions can be pondered and answers sought. This course focuses on individual journeys through them, as these questions leave a mark on our lives

and our societies. We will pursue a variety of projects, assignments, and activities to further everyone's learning utilizing their strengths and developing skills that may need some work.

By the end of this course, we should:

- Gain footing in concepts central to the study of political interactions and institutions within the field of comparative politics,
- Acquire knowledge of various types of institutional settings and designs in different political regimes,
- Be able to assess consequences of electoral and institutional designs on party and political systems, and on our lives,
- Apply theoretical constructs to specific case studies,
- Learn the ins and outs of an electoral campaign,
- Strengthen skills of individual research and writing, team work, and public presentation.

## CONTENTS

This class is a continuation of the Introduction to Political Science course from the Fall semester (P-111), further developing concepts central to the study of comparative political science. The class explores political interactions that stem from within the civil society and political systems, and political institutions that shape the modern societies.

This course is an interdisciplinary and interactive endeavor. We will examine the studied topics from a variety of perspectives, through different academic disciplines, utilizing a course textbook, complemented by primary academic sources related to the topics we study. We will also approach our topics through experiential learning, utilizing role plays, simulations, and debates.

## REQUIRED READINGS

Textbook: Roskin, M. G. (2017). *Political Science: An Introduction*.

- Ch. 9 Political Communication
- Ch.10 Interest Groups
- Ch. 11 Parties
- Ch. 12 Elections
- Ch. 13 Legislatures
- Ch. 14 Executives and Bureaucracies

## OTHER PRIMARY SOURCES

Herman & Chomsky: *Manufacturing Consent*  
Marshall McLuhan: *Understanding Media: The Extensions of Man*  
Mancur Olson: *Logic of Collective Action*  
Stein and Rokkan: *Cleavage Structures, Party Systems, and Voter Alignments*  
Katz & Meir: *Democracy and the Cartelization of Political Parties*  
Linz, J. J. : *Perils of Presidentialism*  
Max Weber: *Bureaucracy*

These texts and extra readings for presentations or short assignments are collected in the **READER** and also available on **GOOGLE CLASSROOM**.

## ADDITIONAL READINGS AND SOURCES

All additional readings for student presentations are available on Google Classroom under the relevant class topic.

## EVALUATION CRITERIA FOR SELF-ASSESSMENT

In this course, you will not receive grades from me. I will give you written feedback to all assignments, meet with you for consultations, answer your questions, give you pointers and suggestions, etc.

You will evaluate yourself on the basis of the progress you are making in various aspects of the course, related to the content as well skills of critical thinking, textual analysis, writing, presenting, or team projects, and habits of learning.

### How it works:

- At the end of this syllabus, you will find **Learning Standards** set for this course. Those will guide you in evaluation.
- At the beginning of the course, you will write a set of **your own learning objectives**, focusing primarily on the skills you wish to improve during the course of the semester. You will review these as we go, four times during the semester.
- You will write a brief structured mid-term and final evaluation reflection, which will be used during our consultation.

### Final grade composition guidance:

- 10 % Active attendance in seminars, preparedness for class, participation in discussions
- 25 % Weekly written assignments
- 30 % Final Paper
- 20 % National elections simulation- participation + presentations
- 15 % Short Seminar Presentation a from selected text

## POLICIES



### Attendance and participation

Attendance of classes is mandatory. **Maximum of four absences** over the course of the semester is permitted – however, keep in mind that this **includes sick days and unexpected situations**.

**Be aware of “tardies”:** three late arrivals (of more than 10 minutes) equal one absence.



### Plagiarism

Plagiarism is a serious violation of BISLA’s code of conduct. Incidents of plagiarism will automatically result in the grade of Fx for the course and will be referred to the Disciplinary Committee. For information on what constitutes plagiarism, please consult the [Assignment Guidelines](#) at the back of this syllabus, BISLA Guidelines on plagiarism (posted on BISLA web site) or check the [Purdue Online Writing Lab](#) for detailed suggestions and practice.



You will work in teams during the simulation of national elections and are required to work together on those assignments. However, collaboration on individual weekly

assignments is not permissible and will be considered as plagiarism. You may and are encouraged to utilize the assistance of the **BISLA Learning Lab** peer tutors to receive feedback on your written work, tips on structure, style, or the use of academic sources.

• **Presentations have to be consulted** with me **ahead of time**. Schedule an appointment with me **at least one week** before your presentation is due.

## TOPICS AND READINGS

### 1. February 20 and 22

**Mon:** Introduction of the course and division of the tasks

**Wed:** Watch excerpts from *Manufacturing Consent* [YouTube, link on Google Classroom]

**READING :** **The Propaganda model** (Herman & Chomsky, *Manufacturing Consent*) – Collaborative reading on Perusall

### 2. February 27 and Mar 1: **POLITICAL COMMUNICATION AND MEDIA**

**MON:** How do media shape the political and the quotidian life of a society? Are they the watchdogs of democracy or the corporate conspiracies that aim to control and subdue? Are the new media more fair and effective in delivering the news globally?

**The five filters of the mass media and democracy: Slovakia and beyond.**

**Wed presentation:**

*Mediatized political crises (Shawn Powers: Danish cartoon affair—apply to Je suis Charlie, migration crisis, corona virus...)*

**READING: Roskin: Political Communication [Roskin textbook]**

**Start reading: Marshall McLuhan: Understanding Media, the Extensions of Man**

### 3. March 6 and 8: **MEDIA CONT'D**

What is the relationship between the media, political leadership, and business? Are the media guilty of collusion with big business? Are they adversaries or accomplices of political leaders? What are the role and the limits of investigative journalism? The Propaganda Model and case studies from Slovak practice of covering corruption (MOKYS, “Babe”, “Lone wolf in Hong Kong”, hiring practices, hidden commercials...)

**Mon: Presentation:**

*Retribalization in the global village? Željko Uvanović: Marshall McLuhan's Ambivalent Prophecies of Digital Age and Kathrin Röggl's Pessimistic Diagnoses*

*Digital Divide: internet, social media, and inequality.*

**Reading: Marshall McLuhan: Media as the Extension of Man (READER)**

**ASSIGNMENT on media due by Saturday night**

#### 4. March 13 and 15:

#### INTEREST GROUPS

**MON:** wrap-up Media

##### *Mon Presentations*

*Freedom of information vs. Security (Julian Assange: Cypherpunks (Introduction) - the new media, freedom, and surveillance/ Shaffer: Live and Let Leak)*

*Political Satire and its legal and moral limits (Shawn Powers, Andrej Školkey, Olmstead)*

**WED: Interest groups**

Why do people join interest groups? How do interests get represented in the political system? Are we equal in organizing and participating in interest groups? Are interest groups democratic in their nature and in their impact?

##### WEDNESDAY: Workshop: PASTA WARS!

**Reading: Mancur Olson: The Logic of Collective Action: ch. 1: A Theory of Groups and Organizations, pp. 5-52**

#### 5. March 20 and 22

**Mon: Interest groups.** How do interests get represented in the political system? Are we equal in organizing and participating in interest groups? Are interest groups democratic in their nature and in their impact?

**Mon: Presentations: Robert Axelrod: *The Evolution of Cooperation*: Michels: *The Iron Law of Oligarchy*?**

**READING: Roskin Ch. 9: Interest Groups**

##### WEDNESDAY: Workshop: What type of an interest group?

**ASSIGNMENT on interest groups due by Saturday**

#### 6. March 27 and 29:

#### POLITICAL PARTIES

##### POLITICAL PARTIES: Intro

The twentieth century is the century of governance revolution worldwide. Political parties played an essential role in the transformation of politics to as we know it today. Is democracy possible without political parties? Is democracy possible even within political parties? To what extent do they represent civic interests? What defines a political party? How are they organized?

To what extent do political parties define concrete political systems? How do political party systems emerge? What determines the emergence of persisting types of political parties within different countries? Which social cleavages, deep dividing issues in a society are significant enough to impact the organization of political parties?



**READING: Ch. 11: Political Parties**  
Start reading Lipset & Rokkan

7. April 3 and 5 **POLITICAL PARTIES cont'd**

What shapes the political spectrum in different countries? How did party systems emerge and evolve? What factors contribute towards their changing shape in the past few decades? Are party systems in the East significantly different from those in the West?

**Mon Presentations:**

*Hanspeter Kriesi: Transformation of Cleavage Politics*

*Nick Sitter: Cleavages, Party Strategy and Party System Change in Europe, East and West*

*Europeanization of Political Parties*

**WED: Meet with your party team, divide tasks, plan, share resources**

*Recommended movie: Candidate*

Reading Lipset & Rokkan, Katz & Mair (READER)

**SCHEDULE A MID-TERM SELF-REFLECTION CONSULTATION WITH ME DURING THIS WEEK**

**ASSIGNMENT on political parties due on Saturday**

8. April 10 and 12

**READING WEEK April 10 – 16**

9. April 17 and 19 **ELECTIONS**

**MON: ELECTIONS**

What motivates people to come to the ballot box? What factors influence how we vote? How are campaigns run in different countries? Are we free to vote as we like?

**Reading: ROSKIN Ch. 12: Elections**

**WED : NO CLASS**

Prepare in groups for the National Elections Simulation. Start researching the relevant information on your party, party and electoral system from the perspective of the role you will be playing in the simulation.

Divide the roles and tasks in the team, go over shared resources

10. April 24 and 26 **ELECTIONS**



**Mon Presentations:**

- *US elections – campaign financing and/or use of big data to shape campaign messages*
- *Analysis of the Slovak (or other) parliamentary elections: how do we use preferential voting?*
- *Women in (Slovak) political campaigns*

**Wed: Elections continued.** The impact of electoral laws, financing, international actors on elections and nature of political parties and campaigns. Final check-in of party teams

**11. May 3 NATIONAL ELECTIONS SIMULATION**

**MAY 1: STATE HOLIDAYS**

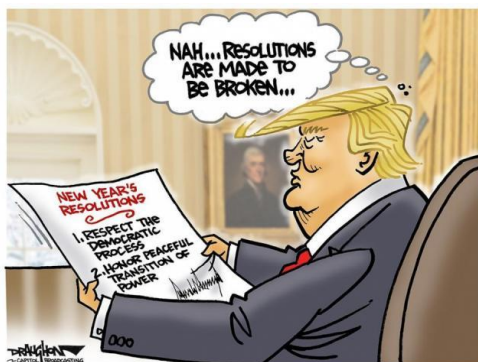
Consult the Assignment Guidelines at the back of this syllabus for detailed instructions.

- **Wed: Present an overview of the party, its background, main issues...**

**12. May 9 and 10 NATIONAL ELECTIOS SIMULATION**

- **Mon: Present timetable of the campaign and campaign launch (present a political program)**
- **Wed: Present a campaign speech**  
**Present promotional materials** (posters, leaflets, video spots...) and a campaign brief

**13. May 15 and 17 ELECTIONS**



**MON: All candidates televised debate with a news conference**

Elections simulation wrap-up

**14. May 22 and 24 LEGISLATURES AND EXECUTIVES**

Institutional design determines the character and the operation of political systems. How did the basic political institutions evolve and what are their mutual relations and checks on each other? Is parliamentary system better than a presidential one for democratic governance?

**Presentation:**

*Lijphart: Consociational Democracy (apply to India or South Africa, or consider Slovak Republic)*

Reading: Roskin Ch. 13: Legislatures and  
J.J. Linz: The Perils of Presidentialism (Reader)

15. May 29 and 31: LEGISLATURES AND EXECUTIVES

Mon presentation:

*Excerpt from Lijphart: Parliamentary versus Presidential Government  
(Baguehot, Wilson, Laski)*

*Remington: Parliament and the Dominant Party Regime (RUSSIA)*

Wed presentation

*USA: Checks and balances system: Madisonian democracy and its current  
challenges (Dahl – Madisonian democracy)*

**EXECUTIVES**

What defines a good civil servant? When does civil service become the red tape? Who controls the agenda? What happens when bureaucracy captures the state? How much can a political leader lead?

Reading: ROSKIN Ch. 14: Executives and Bureaucracies

16. BUREAUCRACY

Mon Presentations:

*Bureaucratic Pathologies (James Q Wilson, Barnett,  
Finnemore)*

*EU Bureaucracy as a separate class? (Elinas and  
Suleiman)*

Reading: Max Weber: Bureaucracy



**SCHEDULE A FINAL SELF-REFLECTION CONSULTATION WITH ME DURING THIS WEEK**

*Final paper of your political party due on SATURDAY*

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# GUIDELINES FOR ASSIGNMENTS

Assignments consist of four short written assignments and one longer paper, one presentation in the class, and taking active part in the National Elections Simulation.

Note: **ASSIGNMENTS CANNOT BE POSTED AFTER THE DEADLINE.**

## LEARNING STANDARDS FOR THIS COURSE

You should think of placing yourself in a four-point scale:

- Mastery of the standard: you can demonstrate this standard consistently and do so well or very well. (In other words, your rock at x.)
- Meeting or nearly meeting the standard: you can demonstrate competence at this standard all or most of the time. (In other words, you occasionally rock at x.)
- Approaching the standard: you cannot do what is listed consistently, but you are closing in on being able to. (In other words, you do not quite rock at x, but with a little more hard work, you will in the future.)
- Not meeting the standard: you cannot demonstrate any or much mastery of this learning standard. (In other words, sadly, your skills with x cannot be described as rocking.)

Textual Analysis Skills:

- Students should be able to read with understanding various texts in political science. They should be able to make an argument about the main topics citing specific evidence from the text.
- Students should be able to extract the main ideas and concepts from the texts and subsequently apply them in different situations.
- Students should be able to understand and remember the concepts even after some time after reading the texts.

Writing Skills:

- Students should be able to compose an analytical paper on political science topics that successfully argues a thesis that is connected to an assigned topic. Students should be able to remain focused on that argument throughout the paper.
- Students should be able to write with awareness of audience, including in their introductions and conclusions.
- Students should structure paragraphs around clear claims of arguments, supported by specific evidence from assigned texts, and followed through with an analysis.
- Students should be able to appropriately cite primary and secondary sources read in the course and complement them with academic sources found through own research.
- Students should be able to write in clear way, which is easy to follow by a reader.
- Students should learn to revise their work in response to the feedback.

Content:

- Students should have a vocabulary appropriate for political science study (you will find a list of terms on Google Classroom).
- Students should develop some understanding of historical background that formed the field of political science.

- Students should have an understanding of the main concepts from the assigned texts and be able to apply them critically.

Habits of learning:

1. Reading/class preparation
  - Reading thoughtfully and carefully with understanding
  - Taking notes/marking texts
  - Finishing the reading before class
  - Being able to find help when struggling with understanding of the texts/assignments
2. Class engagement
  - Participating in discussion
  - Listening to and engaging with classmates
  - Coming to class prepared
  - Staying focused on the tasks assigned in class
  - Attendance and punctuality
  - Being active in team-work
3. Assignments
  - Completing assignments thoughtfully and carefully
  - Assignments follow directions and meet minimum requirements
  - Assignments turned in on time
  - Contribute an equal share of labour to the group project
    - o Share resources within group
    - o Help teammates to perform at excellent level
    - o Take interest in the progress of the group, communicate with teammates regularly

## ASSIGNMENTS

### SHORT TEXT PRESENTATIONS

Each student will present at least one topic over the course of the semester. These are founded on a core text, but will also ask you to engage the text, find an example of issues it describes and draft questions for discussion – simply to do a bit of independent research as well. Presentation should be 15-20 mins long, with 10 minutes reserved for further discussion. Presentation should be concise and structured, summarizing the main idea of the text, key arguments, offer **illustrations** of those arguments, **their evaluation and critique and questions for discussion**. You are expected to **lead a short discussion** with your colleagues after your presentation. If it helps your presentation, **use PowerPoint (or Prezi) and/or refer to your handout**.

**Produce a one page long, well structured handout for your colleagues, summarizing the main points and points and questions for discussion.** Handout is not a narrative summary of the entire article, but rather a succinct presentation of the core arguments of the text. Offer a very brief summary of the main idea at the beginning. Use bullet points to list key arguments. Use visuals if possible (figures, images, tables, models...). If you are reading these instructions prior to your presentation, email me a picture of a flying piglet and receive two extra points.

At the end, list **points of critique** and **questions for discussion**.

## Post your handout on Google Classroom as well.

An excellent presentation will rely on more than one source, apply the text to real life situations, use examples and illustrations, and engage your colleagues in discussion.

**NOTE:** If you don't turn up for your presentation or you come unprepared, you will automatically receive 0 points on your presentation. If you are sick or have an unexpected situation, let me know well ahead of the time (i.e. **more than 24 hours before**).

Do not prepare your presentation one day before it is due. You will have the topic assigned and the texts available since the first week of classes. **SCHEDULE AN APPOINTMENT with me at least a week or two before to go over your presentation plan.**

## SHORT WRITTEN ASSIGNMENTS

On most weeks, when there is no other assignment or scheduled activity, you will be writing a structured reflection on the texts you are reading. While not specifically in **AQCI format**, do keep that basic structure in mind (structure should be following the outline “**argument – question/problem – connection (to another text or context) – implication/conclusion**”), it will help you formulate a strong line of argument. Assignment topics will be **posted on Google Classroom** and should be **submitted through Google Classroom** as well.

Weekly assignments are short essays. Hence, they are expected to be structured and formatted as such: with a clear introduction, treatment of the argument, and a conclusion, with a title, name, and bibliography at the end. While writing your short paper, make sure that:

### 1) You are addressing what the assignment asks you to.

It is very common to answer a question you *wish* was asked instead of the one that was actually assigned. Your answer may be brilliant, but missing the point of the assignment.

### 2) Your paper is well structured:

When structuring your paper, think about the basic **AQCI principles**: stating the main **argument**, raising a **question** or a problem, analyzing the answers to it, while providing evidence for your arguments. Show a **connection** to other texts or to real life problems (illustration of how it is manifested elsewhere or who else has written about it), and offer a conclusion that highlights **implications** of your findings/analysis.

#### • Introduction

Raising a good question that seeks to solve a problem, a puzzle:

- *Hook, line, and sinker* – as in fishing, you want to entice the reader into reading, just as a fisherman wants to entice a fish to take a bite of the bait. Start your paper with an interesting fact, question, quote,...
- A good question asks HOW did something happen, or how did it happen in some way, WHY did something happen, Why does something happen a certain way, or HOW DOES stg. WORK. Remember that a good research question frames the entire paper – we are looking for a relationship between two or more phenomena and our aim is to explain it.
- State your hypothesis (assumed answer to the proposed research question) clearly and outline which arguments and evidence will prove it. (This paper claims that X is a result of Y because a, b, and c...)

- **Body**

This part of the paper should do several things:

- **Define concepts.**

One term usually has many different meanings for different authors. It is crucial that the reader knows how you understand the terms that you use. Usually in the weekly assignment it means explaining how the terms are defined in the texts we have read.

- **Summarize** the main argument. When you are explaining someone else's research, it has to be summarized fairly. Always write for a reader who has not read the sources you are working with, to whom you have to explain what the author has done and how.
- **Critical analysis.** Only then, when you have provided definitions and summary, you can proceed to critically evaluating the argument.
- Support your argument with **evidence** (cite texts, and try to use more than one source, list examples, provide statistical data if relevant, etc.)
- **Connection/ Comparison.** In the case of our weekly assignments, always think in terms of readings you have done for other courses and news and articles that are relevant to the topic at hand. Also, check Questia, and online databases at the Slovak Academy of Sciences or Comenius University libraries for additional sources (ProQuest and JStor are the best databases to use for our purposes) for additional academic sources.
- The connection also enables you to compare evidence in the text to another case and context – and that allows you to check theory, ideal, model for validity – is the argument that the author is making also valid in another context? Or are there other factors in play?

- **Conclusion**

- Conclusion summarizes the main points made in the assignment, and
- transcends them – what are the key implications – what remains unanswered, what other questions should be examined for the puzzle to be truly solved...?

### 3) Style

- **Voice:** While using texts as sources of evidence, the essay is still your original work and your own voice is the one that should be clearly heard throughout.
  - **Citing and paraphrasing:** Direct citations are useful when we *need* to hear something in the exact words of the author. Too many direct quotations, however, run the risk of plagiarism, because a slew of citations connected by an occasional own sentence are not original writing. It is also important to exercise caution when paraphrasing: your paraphrase cannot be almost identical to the original text, with only a few words changed here and there. Thus, it is best to read the text, put it away, and explain the idea or argument in your own words and voice, while still attributing the source in the brackets and in the bibliography.
- **Avoid repetitions:** a golden rule in writing is: if any sentence can be deleted, delete it. Do not repeat the same ideas in different wording over and over again. It is better to write something short and to the point rather than trying to fill space with redundant sentences. It is noticeable and takes away from the strength of the essay.
- **Format your paper:** Make sure the paper has a title, your name on it, and page numbers.

#### 4) Sources

- **In-text references and bibliography** have to be a part of any and all papers, even if you work with only one source (though it is always good to include more than one source). Use one style (APA preferred) consistently.

Remember, you may always consult your drafts with me – sending in outlines, drafts, or brief propositions for feedback are always welcome. Likewise, **anytime you wish to rewrite an assignment, I will be happy to review and re-grade it.**

**ASSESSMENT RUBRICS – I will provide feedback to your essays in this structured form:**

	Unsuccessful	Adequate	Successful	Excellent
Essay follows instructions of the assignment				
Essay offers a useful summary and engages the course readings. It includes definitions of key concepts, shows understanding of the read texts.				
Essay raises questions, problematizes an aspect of a topic discussed in a text or in a class discussion				
Essay points to examples, illustrations of the analyzed topic, finds connections to other texts or contexts.				
Essay is structured, offers an introduction raising the main question and a conclusion summarizing the findings and implications.				
Sources are referenced in the text and listed in bibliography				
Style, formatting (Title, name, page numbers, headings, structured paragraphs)				
Suggestions for improvement				

### FINAL PAPER

In April, you will write a short paper directly related to the topics and readings of the course. The short paper will summarize what you've learned about the political party you represented during the National Elections Simulation.

The paper (5 -7 norm pages) should present historical, political, cultural background of the chosen political party, broader context (what is the social, political environment in a country that the party operates in), and it should analyze the party in the light of the texts we've been reading (min. referencing Roskin and Lipset and Rokkan). The paper should outline the party's main agenda points and conclude with a look ahead – prospects of the party in the next elections and further future.

Excellent paper will be able to connect a broad range of studied literature as well as lessons learned from other political parties' campaigns to your own experience and make explicit or implicit comparison to electoral and party systems covered within our elections simulation.

## FORMAT AND APA CITATION STYLE

All of your written work **must adhere to APA citation and style guide**. This means citing sources in the text and including a bibliography at the end of each written assignment.

Make sure your written assignments are formatted properly, including your name, course title, paper title (be creative!), page numbers.

## NATIONAL ELECTIONS SIMULATION

For two weeks, you and your colleagues will simulate an electoral campaign for a political party of your choice. The parties can be from various countries, keeping in mind “researchability” of the subject of your choice. Ideally, **choose a party from a country where there is an upcoming parliamentary election in the coming months** (use [www.electionguide.org](http://www.electionguide.org) to find out where election is approaching).

### NATIONAL ELECTIONS SIMULATION GUIDELINES

Adapted from a role play by Laura Paquette, PhD

BISLA, Intro to Poli Sci II, Dagmar Kusa

Select a group you wish to be a part of. The group then decides on the particular political party they wish to research and represent. When deciding on the party, keep in mind availability of information – it is best to opt for a party that is present in the parliament and is publicly active. Consider if there will be enough information available and accessible for you. This exercise should be ***fun, but based on reality***. Research is thus a crucial component of preparation.



Teams of students represent the parties which hold seats in the legislature of the country, with individual students role-playing different party officials: **the candidate, speechwriter, campaign manager, director of communications/ media relations, research cell member** (who finds data on own and other parties, as well as tracks attacks by other parties). Decide what roles you want to play (you may combine them within a team, depending on the number of the team members...e.g. the research and speechwriting can be done by one person, campaign management and public relations by another....) and divide responsibilities accordingly and fairly.

### **Carry out research well before the simulation, prepare for your roles in writing**

Within your team, research and prepare to present/play the following in the class (other elements can be introduced into it as well):

#### **1. BACKGROUND INFORMATION**

**RESEARCH:** research the political party, its internal organization, membership, program, the way the party presents itself, and the overall political context. Prepare a presentation about the main issues in the national elections in the country of your party. Email to the whole class before presenting. (research cell person)



- PRESENT in class - overview of the party, historical, social, cultural background, its organization, membership, main program and key issues, strategies, its position within the political system. List main issues in the national elections in the country of your party (research cell person).

## 2. CAMPAIGN STRATEGY and CAMPAIGN LAUNCH

- Research the specifics of the electoral campaigning in your country stemming from the electoral law (What is the electoral system setup? How long is the campaign? How is it financed? What are the legal restrictions?) Who is the main audience, target group for your party? What methods of campaigning will you use? (campaign manager)

PRESENT a campaign strategy. This step involves planning a strategy and a timetable for the campaign and a coherent political program with which you enter the campaign – the election call/campaign launch (campaign manager)

- CAMPAIGN LAUNCH EVENT; (research political program and issues that are likely to be on the agenda; research campaign materials) (campaign manager and/or speechwriter)

Present a coherent political program with which you will run during this election.

## 3. CAMPAIGNING AND ADVERTISING

- Campaign speech

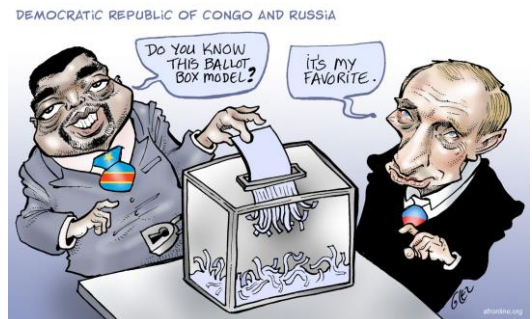
RESEARCH information materials, party websites, existing speeches, videos of campaign speeches, the rhetoric used, the style of communication, personality of the candidates, internal relations in the party... (speechwriter, candidate)

PRESENT a campaign speech. Party leaders will kick off the actual beginning of the campaign with a short campaign speech. Candidates will present the speeches at a press conference, where students take part of the press corps. (speechwriter or candidate)

- Writing and/or production of an advertisement - television/internet commercial/poster

RESEARCH the advertising side of the campaign. Find out what funds you are likely to have at your disposal and what are the main ways and forms of advertising used in electoral campaigns in your country, find advertisements used before. Use this research to prepare your own promotional materials (media relations person)

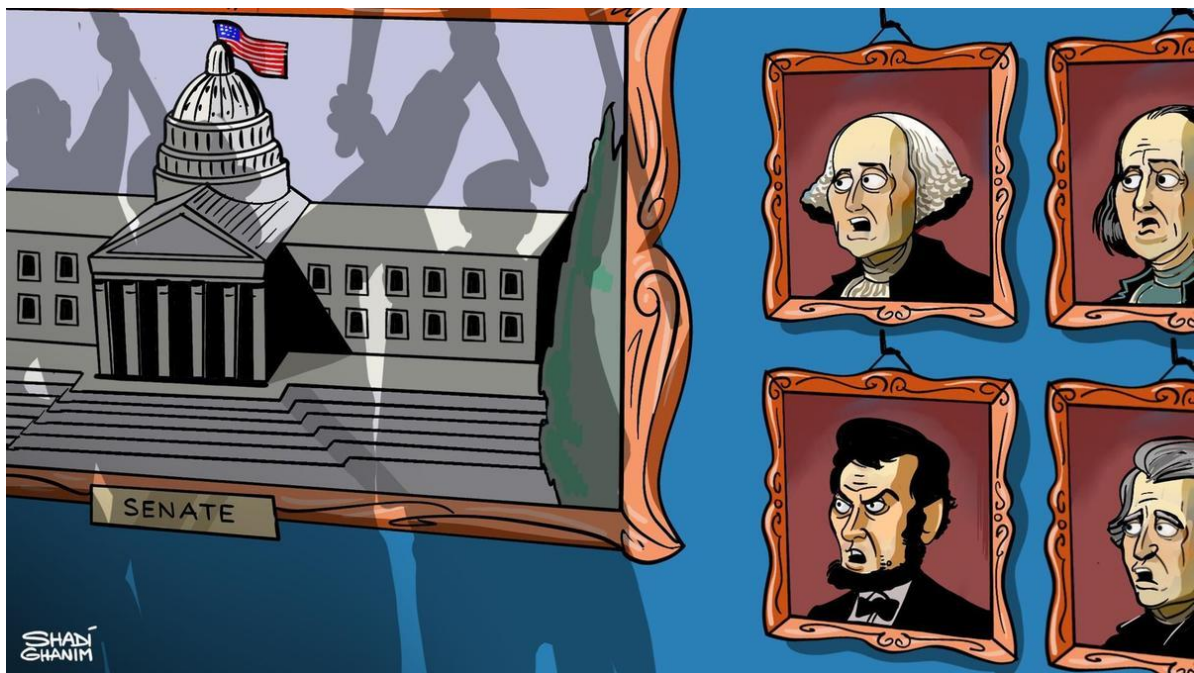
PRESENT promotional materials (posters, leaflets, video spots) whatever way, shape or form. Here, *creativity knows no bounds!*



4. **ALL CANDIDATES DEBATE** will conclude the campaign round. Students will take turns in serving as the debate host.

Utilize the previous research and help prepare your candidate for the debate. The candidates debate focuses on the key issues on the party agenda, but also serves as an opportunity to highlight the flaws in other candidate's programs and characters. All members of the team should help prepare a strategy and outline of main points, to be carried out by the candidate. (detailed instructions handed out separately)

While one team is presenting, other teams act as journalists, asking questions, raising issues, commenting.



# APA STYLE POSTER

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/images/20200129APAPoster.png](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/images/20200129APAPoster.png)



## American Psychological Association (APA) Style Guidelines Overview



### In-Text Citation

#### Basics

Use the past tense or present perfect tense when using signal phrases to describe earlier research, e.g., "Jones (2020) found" or "Jones (2020) has found." Follow the author-date method of in-text citation: (Jones, 2020).

Place direct quotations longer than 40 words in a free-standing block of double-spaced lines and omit quotation marks. Start the quotation on a new line, with all lines indented .5 in. from the left margin. Indent the first line of any subsequent paragraph within the quotation an extra .5 in. Place the parenthetical citation after the closing punctuation mark.

#### A Work with One or Two Authors

Name the author(s) in the signal phrase or in the parentheses. Spell out "and" in signal phrases but use the ampersand in parentheses.

Fan and Okoye (2020) found that...(Fan & Okoye, 2020).

#### A Work by Three or More Authors

Include the name of the first author plus "et al." in each citation, including the first, unless that would create ambiguity with another source.

Gutierrez et al. (2019) argued that...(Gutierrez et al., 2019)

#### Avoiding Ambiguity With Multiple Sources

When different sources have similar groups of authors, include as many authors as are necessary to differentiate between the sources.

Gutierrez, Jones, Wang, et al. (2019) argued that... On the other hand, Gutierrez, Jones, Patil, et al. (2019) claimed that...

#### Unknown Author

If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Italicize titles of books and reports; titles of articles and chapters go in quotation marks.

A similar study was conducted with students learning to format research papers ("Using APA," 2001).

#### Organization as Author

For organization or government agency authors, mention organizations in the signal phrase or the parenthetical citation the first time you cite it.

According to the American Psychological Association (APA) (2020),...

#### Two or More Works in the Same Parentheses

When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Chen, 2020; Ruiz, 2019)

#### General Mentions of Common Websites, Software, and Applications

Mention the site in the text and include the address in parentheses. Software and apps use version numbers in parentheses.

We consulted the Purdue OWL (<https://www.owl.purdue.edu>).

### References

#### Basics

References lists appear at the end of papers on a separate page. Center and type the word "References" at the top of your list. All lines after the first line of each entry in the list should be indented .5 inch from the left margin. Author's names are inverted; give last names and initials for all authors of a work unless the work has more than 20 authors. Sources should be listed in alphabetical order and double spaced.

#### Single Author Periodical

Author, A. A. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages. DOI

#### Other Author Variations

For two authors, use the ampersand and separate with a comma.

Lastname, A. A., & Lastname, B. B.

For three to 20 authors, separate all names with a comma and use an ampersand before the final name, similar to the above.

For 21 or more authors, follow the pattern above for the first 19 authors, use an ellipsis, and write the final author's name.

For an organization as author, write the whole name of the organization:

American Psychological Association.

For an unknown author, start with the title of the work and follow all other guidelines.

#### Book

Author, A. A. (Year). *Title of Book*. Publisher Name.

#### Chapter in Edited Book

Author, A. A. (Year). Title of chapter. In E.E. Editor (Ed.), *Title of book*, (pp. 1-25). Publisher Name.

#### YouTube Video

Uploader, A. A. (Date). Title of work [Description]. YouTube.  
URL

#### Podcast Episode

Host, A. A. (Date). Title of episode (No. 1) [Audio podcast episode]. In *Title of podcast*. Publisher. URL

#### Tweet

Author, A. A. [@username]. (Date). Content of post up to first 20 words. Site Name. URL

#### Page on a Website

Most online sources that do not fall under other categories (social media posts, blog, journal) will use this template, including articles on news websites such as BBC News and pages on government or NGO websites.

Author, A. A. (Date). *Title of page*. Site Name. URL