

School of Social Sciences - Politics and IR

POLITICS 345 Political Marketing

COURSE OUTLINE 2015 Semester One

Course Convenor

Associate Professor Jennifer Lees-Marshment

www.lees-marshment.org

Email j.lees-marshment@auckland.ac.nz

Office Hours: Monday 1230-130 or email for appointment
Office: HSB Building 10 Symonds Street, Level 5, room 504

- *Draft as of 29 January 2015; subject to change* -

Course builder world wide access political marketing resource site:

www.political-marketing.org

THE COURSE

COURSE DESCRIPTION

Political Marketing is a cutting edge research-led course which introduces students to how candidates, parties, elected officials and governments around the world utilise marketing concepts and tools win elections and remain in office. Drawing on the latest international political marketing research available, this course examines a wide range of political marketing topics including the rise of the political consumer, market intelligence and segmentation, opposition research, e-marketing, direct mail, market-orientation and strategy, internal marketing, product re-development, branding, local political marketing, marketing in government, delivery and global knowledge transfer. It also considers the implications of political consumerism and political marketing for democracy - are we happy to be 'citizen-consumers'? Additionally it provides students with knowledge of comparative politics by utilising examples from different countries around the world, and a modern, realistic understanding of how politics works in the 21st century.

=====

PURPOSES AND OBJECTIVES

Course Aims and objectives

1. Provide students with a comprehensive awareness and balanced understanding of the range of marketing tools and concepts utilised in politics today
2. Ensure students appreciate the complexities involved in marketing politics
3. Encourage students to critically evaluate the normative issues arising from marketing politics
4. Develop transferable skills for the workplace such as:
 - applied thinking to current political situations
 - cross-disciplinary analysis
 - comparative analysis
 - debating
 - report writing
 - independent thinking
 - ability to meet deadlines and follow instructions
5. To enhance critical thinking by encouraging students to reflect about the implications for democracy in the 21st century

=====

COURSE STRUCTURE

This course consists of a two hour seminar and a one hour discussion hour.

Seminars will be primarily based on the course textbook (2nd edition published May 2014). To avoid repetition, and encourage independent and progression towards graduate study or post-graduation work, there are no formal lectures. Instead, seminars focus on developing understanding through discussion and audio-visual files. They are not a substitute for reading.

No lecture slides or notes are provided.

The discussion hour will focus on providing advice on the written assessment, and further application of some seminar topics through DVDs, group work, debates or visiting speakers.

POLITICAL MARKETING TIMETABLE 2015

Wk	Written Assessment due	Seminar Monday 10-12	Discussion Hour Friday 10-11
1		Monday 2 March Introduction to Political Marketing <i>Jennifer Lees-Marshment</i>	- No discussion hour in week one -
2		Monday 9 March Political Strategy <i>Jennifer Lees-Marshment</i>	Friday 13 March Assessment Advice - Case Study 1 <i>Tutor</i>
3		Monday 16 March Political market research <i>Jennifer Lees-Marshment</i>	Friday 20 March NZ Labour's research and strategy in 2014 <i>Exercise or Guest speakers</i> <i>Convenor or tutor tbc</i>
4		Monday 23 March Political branding <i>Jennifer Lees-Marshment</i>	Friday 27 March Open hearts, open minds and in NZ's Nation branding <i>Exercise or guest speaker</i> <i>Convenor or tutor tbc</i>
5		Monday 30 March Internal political marketing <i>Jennifer Lees-Marshment</i>	Friday 3 April <i>No class – Good Friday</i>
<i>Mid-semester break</i>			
6	Case study 1 Core concepts, strategy, research, branding or internal Due Monday 20 April 9am	Monday 20 April Static political marketing communication <i>Jennifer Lees-Marshment</i>	Friday 24 April Exercise: Political marketing analysis of NZ 2014 election communication <i>Tutor</i>
7		Monday 27 April <i>No class – Anzac day</i>	Friday 1 May Assessment Advice – Case Study 2 <i>Tutor</i>
8		Monday 4 May Relational and interactive political marketing communication <i>Jennifer Lees-Marshment</i>	Friday 8 May NZ National PM John Key's Relation building 2008-2014 <i>Exercise or Guest speaker</i> <i>Convenor or tutor tbc</i>
9		Monday 11 May Political delivery marketing <i>Jennifer Lees-Marshment</i>	Friday 15 May The National Government's delivery marketing <i>Exercise or Guest speaker</i>
10	Case Study 2 Static comms, Relational Comms or delivery Due Monday 18 May 9am	Monday 18 May Political marketing and democracy <i>Jennifer Lees-Marshment</i>	Friday 22 May Assessment Advice – Report <i>Tutor</i>
11		Monday 25 May Game Change Movie <i>Jennifer Lees-Marshment</i>	Friday 29 May Pragmatism in political marketing – discussion of Game Change <i>Convenor or tutor tbc</i>
12		Monday 1 June <i>No class – Queen's birthday</i>	Friday 5 June Online discussion hour for last minute advice on the Report <i>Tutor</i>
13	Report – Due Monday 8 June 9am	<i>Study and Exam period</i>	

EXPECTATIONS OF STUDENTS

The course is built on the concepts of applied teaching, active students and collaborative learning, whereby:

Applied teaching:

- emphasis on skills and behaviours needed for workplace e.g. following instructions, meet deadlines, work quickly under pressure

Active students:

- learn from peer discussions in seminars
- learn from their own independent research such as the case studies or report
- work together: you may see things, think things, find things the teaching staff have not, so bring them into class and contribute them to the discussion

Collaborative learning where students

- suggest examples and be part of the learning process
- are co-producer not just a passive consumer
- contribute ideas for new resources for class and the course builder site
- the convenor/tutor is a facilitator, rather than font of all knowledge

Students should therefore:

Read one chapter per week of the textbook *before* the seminar: Students need to read the relevant chapter before class, so that they have knowledge of theories and examples to draw on in discussion. Peer discussion is only as good as the student knowledge, so to get the most out of class time you need to read before class. One chapter a week is light for a stage 3 class – and there are only 9 chapters in total - and experience in the course in previous years has shown that reading was a crucial ingredient in achieving a high grade.

=====

Attend and participate: within both the seminar and discussion hour students will be put into small groups and asked to discuss various questions. The more you put into these discussions, the more you will learn, and the better you will do on the course.

=====

Self-directed preparation: The University's general expectation that each course require an average of ten hours' work per week.

=====

Use e-devices in class appropriately and effectively: Urgent demands and the expectation of immediate response are typical of political staff life, and so nearly constant electronic communication is an accepted part of the culture.

Given this, you can use e-devices in class as you would working in politics: to help you do your work but not hinder it, so don't let it distract class and don't record anything! Students are therefore allowed to use electronic devices (e.g. smart phones, lap top computers and personal data assistants) in class to aid them with the course. It may for example be useful to look at current party, government or candidate websites.

But in order to promote free discussion and maximise learning, nothing may be recorded or broadcast. This includes lecturer, student, guest lecturer comments, slides and audio-visual material. Additionally, the use of electronic devices must not distract or disrupt other students or the class as a whole.

=====

Listen, read, learn but don't record/copy: Do not record lectures; this is not only unethical to do without asking it potentially breaches privacy of the lecturer, student and guest speakers making comments and copyright (of materials allowed to be used in education but not recorded).

If you have difficulties taking notes, go to the Student learning centre for help.

Similarly please follow the law with regard to the textbook, library holdings and any readings provided via cecil and work within the provisions of the Copyright Act (1994) and the University's negotiated copyright Licences. Any material provided by the teaching staff may be used only for the University's educational purposes as it might include extracts of copyright works copied under copyright licences. You may not copy or distribute any part of the material to any other person. Where this material is provided to you in electronic format you may only print from it for your own use. You may not make a further copy for any other purpose. Failure to comply with the terms of this warning may expose you to legal action for copyright infringement and/or disciplinary action by the University.

=====

Ask for help: The tutor will respond to reasonable requests for help or if you are having problems with a topic or deadline. The Student Learning Centre is also another course of assistance, details of which are in this syllabus: they can help with note taking, reading, and writing amongst other things and you should go to them for help when needed.

=====

Submit your work on time and according to regulations: You must submit your written assessment work on time, via turnitin with the completed assignment tracking sheet.

=====

Use Cecil: Any changes to the course or important notices will be posted on Cecil. Please ensure that your email address is current.

=====

Use the course builder website: Essential reading, further reading, and AV links are all provided on the website – www.political-marketing.org.

OPPORTUNITIES FOR STUDENTS

Discussion leaders

If you like discussion and are comfortable with speaking in front of the whole class – or would like to learn to be – you can volunteer to be a discussion leader. The role of a discussion leader is to enhance discussion and learning in the seminar through managing and reporting back from small group discussion. The tasks they undertake include :

1. Moderate discussion – encourage all students to say what they think, whilst limiting more confident students if needed so that everyone in the group gets to make a contribution if they want
2. Stimulate and enhance discussion by suggesting how it relates to PM theory and case studies; moving discussion on if it gets stuck; encouraging discussion of the ‘other side’ and all aspects of the issue
3. Take notes of the main points from group discussion
4. Report back to the whole class on what is said, making points succinctly, avoiding repeating what a previous peer tutor has said, so knowledge and ideas are shared amongst the whole group

Discussion leaders prevent repetition when reporting back and enable other students who don’t like speaking in class to relax but still be active in contributing to the group discussion and giving the discussion leader points to make on their behalf

There are also benefits to the discussion leaders:

- It helps with your learning. As a previous discussion leader commented, ‘Being a discussion leader helped me retain knowledge as I was reporting back so it was a good and valuable opportunity.’
- It can be put on your CV.
- It develops useful skills for graduate study or the workplace; one student noted ‘I feel like I am coming out of this paper not just with knowledge of political marketing but also interpersonal skills to set me up to the future.’ Taking such roles is what you will do either if you go onto graduate classes or into work, where presentations and group work are common.

=====

PSA Political Marketing Group facebook page

Political marketing students can request to become a member of the Political Marketing Group facebook page. The PMG is run by a team of academics, under the auspices of the UK Political Studies Association, and you can request to join it and then receive notifications of new posts or discussions by fellow academics and students around the world. It also has some great posts about marketing in the US election you can scroll through. Please search for PSA Political marketing group or try going to:

<http://www.facebook.com/groups/135180946622741/members/#!/groups/135180946622741/>

=====

Class facebook page

Student may, if they wish, set up a facebook page for the class, perhaps in consultation with the tutor, but the convenor will post topic related links on the PMG site to avoid duplication. If you do decide to set up a site for the class itself, be mindful of the universities policies on university-linked social media sites. The university policy generically is that: ‘The University encourages the responsible use of the web and social media to enhance communication and further support the conduct and administration of teaching, learning and research.’ The policy has clear guidelines you should work within – see [Guidelines for Social Media and Individual Staff Web Pages](#). You might also want to appoint online discussion managers to moderate posts. Last year the class adopted these rules of engagement for users:

User responsibilities

1. Users must ensure their posts are not inflammatory, or offensive
2. Users should accept that the online managers may moderate their posts

3. Users should aim to make content relevant to the course – i.e. political marketing, not just general discussion of politics/the media/campaigns
4. Wherever possible please include a link to the source you are discussing
5. Users must avoid electioneering/giving too much support for your own party/political perspective - we want well balanced discussions
6. Users should be transparent (honest about who you are), be accurate (double check before you post), maintain confidentiality (about the University, its students, its alumni or your fellow employees), and be respectful (respect your and others' privacy and copyright)
7. Users should uphold and protect the image of the University (its mission and policies) when publishing content or engaging in activities in an online environment
8. Users are responsible for the content (in all forms e.g. visual as well as words) they publish on this site
9. Users must comply with clauses five and six of the *ICT Statute 2007* or its replacement and shall not impede the activities of the University or store, display or communicate any work or publication, including files containing any text, image, sound or multimedia in contravention of New Zealand law

And they added this disclaimer to the site:

- The views expressed on this site are those of the individual posting them and do not represent The University of Auckland's (or the course teaching staff's) positions, strategies or opinions
- Hypertext links are provided to external sites for information only. The University does not accept any responsibility for the content or accuracy of those sites
- Individuals are responsible for their posts and any infringement of law or ethics is their responsibility, not the university or the teaching staff's
- When you are accessing websites which may express the personal views of the individuals posting content, you must make your own assessment of information posted.
- The University does not monitor, endorse or take legal responsibility for any content

=====

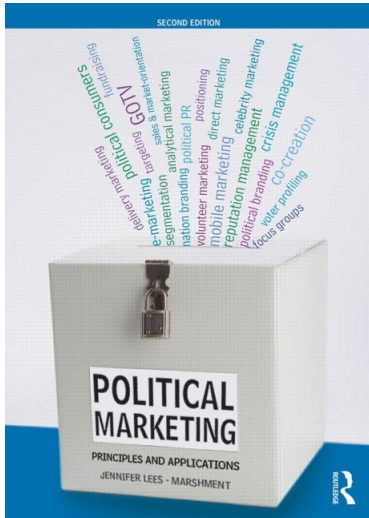
Political marketing group

The PMG is for all those interested in political marketing and has practitioner, academic and student members worldwide and will keep you in touch with events and publications in political marketing. It also has a website in addition to the facebook page - see: <https://sites.google.com/site/psapmg/home>. PMG Members get regular updates and newsletters. It is free to join – so just email me on j.lees-marshment@auckland.ac.nz if you could like to become a member.

READINGS AND RESOURCES

Essential reading for each seminar/discussion hour: course textbook (2nd edition)

The textbook for this course is:



Political Marketing: principles and applications 2nd edition
(Jennifer Lees-Marshment, published by Routledge in May 2014
(Paper back 978-0-415-63207-2).

The book was ordered for the university book store. E-book versions can also be found from T&F eBookStore, Amazon Kindle, Apple iBookStore.

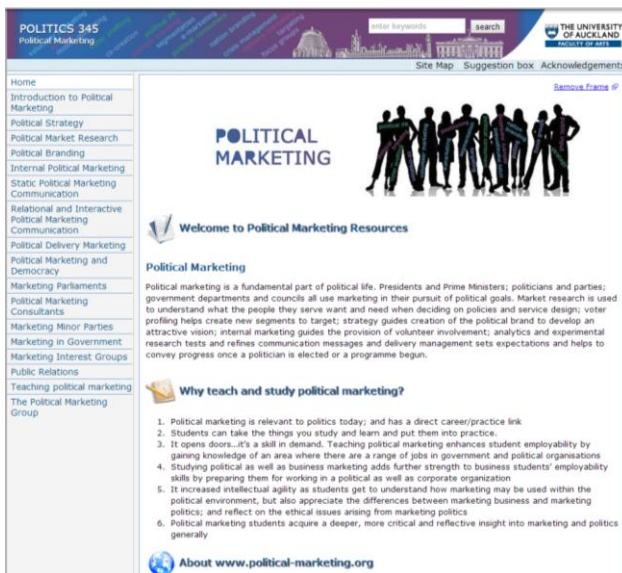
See <http://www.routledge.com/books/details/9780415632072/>

The course will be based on this book and therefore students should purchase it. This is the one and only textbook in the field of political marketing and will give you the easiest introduction to the topic without the need to go reading several books and articles, some of which would only be available via inter-library loans each week. The second edition is hot off the press and contains the latest synthesis and coverage of the literature.

I appreciate the book costs students, but Auckland University supported the completion of this book in 2013 through awarding grants to provide research assistance.

=====

Further reading for written assessment: www.political-marketing.org



For the written assessment you will need to read beyond the textbook, consulting the literature on the website www.political-marketing.org.

On this website there are also links to a range of audio-visual files, including those used in seminars which are available on the web, but where they are still available you will find them on this site, along with many others.

This site is a resource for students and academics all around the world which you can explore before and after class to help deepen your learning.

If students come across additional links and would like to recommend these to others please send me the link, a brief description of their content, and the topic it relates to, either via the suggestion box on the site or email; please include your name if you would like to be acknowledged.

WRITTEN ASSESSMENT

Written assessment deadlines

Week	Assessment	Deadline	Submission	Word count	% of final mark
6	Case study 1 Core concepts, strategy, research, branding or internal	Monday 20 April 9am	Online to Turnitin with photo/scan of signed Cecil- assignment tracking form	1000	25
10	Case Study 2 Static comms, relational comms or delivery	Monday 18 May 9am		1000	25
13	Report	Monday 8 June 9am		4000	50

=====

Case study 1: Core concepts, strategy, research, branding or internal political marketing

Write a case study focusing on a recent case or example (2012 onwards), of any aspect within topics in chapters 1-5 i.e.:

1. Introduction to political marketing – i.e. core concepts such as Lloyd’s political product
2. Political marketing strategy
3. Political market research
4. Political branding
5. Internal political marketing

Case study 2: Static political marketing comms, relational comms or delivery

Write a case study focusing on a recent case or example (2012 onwards), of any aspect within topics in chapters 6, 7 or 8:

1. Static political marketing communication
2. Relational and interactive political marketing communication
3. Political delivery marketing

Tips for the Case studies 1 and 2

- By recent case we mean in the last few years, so since 2012, e.g. 2013 Australian Federal Election, Nz 2014 election, the 2012 US election, the Australian Labour Government under Abbott 2013 onwards, The New Zealand Labour Party 2014-2015
- Follow this plan:
 - (A) Identify a political marketing concept
 - (B) Identify a recent empirical case where the PM concept is applicable
 - (C) Apply the concept to the chosen case; this is your analysis
 - (D) What does this say about Political Marketing?
- The main body and focus of the case study is the analysis of the empirical evidence! This means that it is not a discussion of the academic literature about your chosen political marketing concept.
- You can of course choose to write a case study on a theory of aspect of a topic that has not already got a case study on it.
- Draw on class discussion for new examples and cases
- You don’t have to do an election
- Do not just do your own version of an existing case study; this needs to be original. You can use a theory already in an existing case study, but apply it to a new case or new election.
- Don’t try and cover a whole chapter; you’ve only got 1000 words, so just pick one concept within a chapter

Style of the case studies

- write it like an essay, so prose, but you may also like to add sub-headings
- you can also include links to Av and relevant websites and media reports and other sources
- There is no given structure. You have the freedom to structure your case study how you see fit. Read a lot of case studies from the text. Find one with a structure you feel comfortable with and workable for your own case and use as your template. In saying that, you do not have to do it this way. You do have creative freedom if you choose.
- Write as *essay style* prose. However, you can include subheadings as a means for clarifying what aspect you are examining.

Sources for case studies

- Academic Sources: Once you've found the concept in the textbook you wish to focus on, you should get hold of and read the original article, chapter or book in which the concept was published. Reading the full length original will give you a much better understanding of the concept. There may also be other work using the same concept which will also deepen your understanding.
- Empirical Sources: Search the internet, newspaper articles, pamphlets, polls, speeches, interviews, YouTube clips, face book. It is your role to find the evidence to support your case study.
- Reference your sources correctly. Find out how to reference the primary sources that you do not know. The website <http://cite.auckland.ac.nz/> is a good starting point

The Report

Write an applied research report on political marketing by a political organisation or practitioner, reviewing their current use of marketing and then making recommendations for how they can improve in the future.

Tips

- An in-depth piece of work so make sure you devote enough time to it.
- Reports can focus on any aspect of political marketing within Political Strategy, Political Branding, Internal political marketing, static political marketing communications, relational and interactive political marketing communications and political marketing delivery¹
- The report should include at least two sections:
 - A. Review of current use of political marketing: analysis of their existing position, assessing their performance in this area so far, against theory
 - B. Recommendations for the future: Suggestions for future development, and thus a plan of action.
- Read and draw on a wide range of relevant literature in the chosen aspect of political marketing
 - i.e. not just one theory or concept (as with the case studies)
 - and read the original article/chapter/book – don't just rely on the brief description in the textbook
- Make it original and thus up to date as possible. Students who simply regurgitate existing published work like an essay risk failing.
 - a. Given this, dedicate enough space to both review and recommendations. Section B should be as in-depth as Section a. If you just focus on section A you risk only reviewing what they have done before, and thus it may not be as original, and certainly won't provide anything that would be of use to your politician/party
- Focus on political marketing. Tangential work on areas like political communication or campaigning, even if it is high quality, risks failing for not being on the topic and in the field of the actual course!
- Remember goal is to produce a document which the political organization/practitioner would find useful

¹ Please note we have excluded political market research because we think this is too difficult to do in-depth work on given this activity place behind the scenes and is private so will be impossible to analyse. PMR data needs to be considered in all other areas of political marketing any way. If you still would like to do PMR then please discuss getting an exception with your tutor. Democracy is also not seen as suitable for an applied report.

Expected style of the reports

The way reports are written is more flexible than traditional academic essays. For example:

- Whilst it should include, use and apply academic literature, it should also draw on analysis of primary sources such as party websites and communication
- They can include sub headings, tables, appendices, images, bullet points, numbers
- All sources should still be properly referenced and sources even if it is an internet site or your own interview
- It can include a title and a contents page
- Your readership is the intelligent general reader, not the specialist, and therefore you should use non-specialist language and explain all technical terms

Sources of information: literature, primary research and independent thinking

There are three main sources you should use:

- academic literature and research for theory and assessment of behaviour. Whilst the assessment is applied, you should still utilise all relevant theory, and a range of academic sources, not just one
- secondary sources such as media reports and comments
- primary sources – the organisation itself, such as reports, websites, online communication, advertising; public data including public opinion reports; and media interviews of politicians and practitioners you can quote from²

Gathering your own primary data

Students may wish to gather their own primary data, such as undertaking an interview of a party staffer or politician for their report. This can be a very interesting and rewarding exercise, however it is not required, and there are two concerns to think about before doing this:

- a. Ethics: university ethic rules are such only one interview is allowed – no more – with someone who is in a professional position. In doing so you need to make clear to them the nature of the project, and we advise you give them a transcript of the interview to review and change if they wish before using it in your report. You are not allowed to interview members of the public or run focus groups without full ethics approval – which is not doable within an UG course.
- b. Time and value: getting interviews and data takes a lot of time up and in the past students have not analysed the material well and it has added no value of the report. Just putting an interview in does not get you higher marks. Furthermore, given it is election year, we would predict it will be extremely difficult to get interviews with politicians and their staff in NZ given the sensitivity of the context and how busy they will be. It may be more possible after the election but getting an interview can still take up a lot of time. You could instead contact parties and politicians to get more information rather than a formal quotable interview.

Benefits of the report

The report should be useful for the politician, party or government you are studying. This is something which is applied, and which will give you good practice in writing a report which is more similar to what you may end up doing in a job after graduate. Additionally, it encourages original thinking which is useful for either work or further study.

=====

=====

SUBMITTING WRITTEN ASSESSED WORK, EXTENSIONS AND PENALISATION

The correct procedure to follow

Case studies and reports should all be submitted online via Turnitin with the completed assignment tracking form from Cecil.

Turnitin is a procedure designed to detect academic dishonesty, therefore ensuring students who do original work get the credit for it and those who copy do not. The assignment tracking form requires you to sign that it is your own work, following university policies.

Firstly go to www.turnitin.com. If you have not already used Turnitin you will need to create your own profile and login. If you already have a profile, you can just login. You will need the codes for the course:

Turnitin codes

- Class/section: **Political Marketing 2015**
- Class ID: **9448189**
- Enrol password: **pm2015**

Secondly for each assessment:

1. Go into Cecil and download the assignment tracking form
2. Complete and sign it
3. Take a photo of it or scan it
4. Copy/Paste this into the front of your case study/report and resave the file
5. Submit the file, complete with the aide memoire, report and completed assignment tracking form to Turnitin
 - a. NB you need to put both the aide memoire and report and tracking form in one file when you submit
6. Print and save the receipt you get from Turnitin for electronic submission

Late or incomplete submissions

- Any work submitted after the deadline or without the completed assignment tracking form will be marked as late and grade penalties will apply

Submission of work on time but without assignment tracking form

- If you submit work into Turnitin on time but without the completed assignment tracking form:
 - It will not be counted as handed in
 - I/the tutor/markers will NOT chase you, it is your responsibility to realise your mistake and address it
 - You will have 10 days to correct your error and still get marked, with penalties, by emailing us the completed tracking form with a request to mark the assessment, specifying which assessment and what course it relates to
 - So, if you realise you failed to submit the assignment tracking form, we advise you to go and complete the assignment tracking form and then email us a copy of it a.s.a.p making it clear which this relates to
 - we will then mark the work you submitted on Turnitin, but apply penalties relevant to that date
 - if you do this after 10 days after the deadline it will be too late and you will not be marked/get a grade for your work

Why?

- This may seem harsh, but in university academics and tutors are also busy people and do have time to chase individual students who fail to follow clear instructions
- Being strict also rewards students who do follow the rules and processes
- In the workplace timeliness and following instructions matters, and it is crucial to follow all processes and policies down to great detail. For example:
 - If a policy advisor fails to get a briefing note for to the minister after the driver has left for the night with that night's reading file, then the note is not late but useless. If a communications adviser finishes talking points on a breaking crisis for her minister after Question Period has begun, then she risks the minister making up answers on the fly--

which could not only embarrass the minister and the Prime Minister but, conceivably, cost the government billions of dollars.

- If an error is made in a government process and something is missing it can risk the process stalling and going back to the drawing board; or can cause big political problems developing as it turns out a part of the procedure was not followed

Penalisation policy for late work submitted to turnitin with completed assignment tracking form after the deadline with no extension:³

Days late	Penalty
Up to 2 days late	Lose 5 marks
3-5 days late	Lose 10 marks
6-10 days late	Lose 25 marks
Over 10 days late	Not marked; 0 grade or DNS awarded

NB: days include the weekends i.e. Saturday and Sunday.

Extensions

Just as in the workplace, there can be circumstances which warrant granting an extension. If you have a problem with completing your work on time because of personal or health issues then you should seek an extension in advance of the deadline from your course convenor/tutor. An extension will only be granted:

1. Where there is 'good cause', backed up by documentary evidence if required by the convenor.
2. If the convenor authorises an extension; it is entirely at their discretion, and it is also completely at their discretion to decide how long an extension to grant
3. If you submit a coursework extension form with your hardcopy of the work (this form is called [PS03 - Coursework Extension Form](https://cdn.auckland.ac.nz/assets/arts/Departments/political-studies/documents/PS-03%20%20Coursework%20Extension%20Form.pdf) – see <https://cdn.auckland.ac.nz/assets/arts/Departments/political-studies/documents/PS-03%20%20Coursework%20Extension%20Form.pdf>); you need to fill it in and hand it in with the hard copy of your assessed work. If the extension has been granted by email or face to face, then it will then be accepted when your work is marked, or you can take it to be signed before you submit your work).

Good cause covers genuine cases which are not related to your academic work, such as sudden illness (supported by medical certificate), death in the family, official leave of absence or similar circumstances

Bad cause includes reasons such as the following:

➤ *'I had lots of other essays to submit at the same time.'*

One of the key skills you must learn if you are to succeed in government is time management. You must expect that deadlines will coincide and plan your research and writing time well in advance accordingly. The workplace and especially politics and government will be even more pressured.

➤ *'I've been feeling a bit unwell recently.'*

If you have been seriously ill in the days preceding the deadline and have the appropriate medical certificates to support your case, then this may constitute grounds for an extension. If you have a long-term medical condition it is your responsibility to make sure that the department, tutors and convenors know about this well in advance of the deadline.

➤ *'I couldn't get the books from the library.'*

The solution here is not to leave work to the last minute. Convenors make every effort to ensure that texts are available in sufficient numbers, but inevitably there is a pressure on material as the deadline looms. If there is a genuine problem with availability of source materials contact the module the tutor (or convenor) well in advance of the deadline.

➤ *'I couldn't get on the computers/internet/use the printers/use the copier.'*

You must expect that problems like this will arise, particularly towards the end of the semester. Allow good time to do both the necessary research and to prepare the finished assessment document. Time management is crucial when working in government.

➤ *'I accidentally deleted my file before handing it in.'*

It is your responsibility to look after your own work. It is good practice to keep back-up copies of important documents. As you draft work, email your essay to yourself and save the email.

➤ *'I sent you an email/left a message on your answer phone asking for an extension.'*

If you apply for an extension, you must ensure that you talk to the tutor responsible for granting that extension and have their signature on the extension form. It is your responsibility to ensure that the request for extension has been properly received.

➤ *'I couldn't make it in that day' or 'I had a power cut'*

Submission is now online so you do not need to come into university; but you should also aim to submit ahead of deadline to avoid there being any issue for example in the event of a power cut. Don't leave things to the last minute.

=====

GRADING CRITERIA

Feedback Forms

Feedback forms are used for case studies and the report. These provide a guide as to what is expected. The full forms are on cecil but the main marking criteria is below:

Case study		
SUBSTANCE		
Identifies and understands a political marketing concept	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Concept is muddled or not to do with political marketing
Applies the political marketing concept to the case effectively	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Describes concept like an essay without applying it to the case or fails to discuss it at all
Offers a thoughtful analysis of the empirical case against the political marketing concept	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Over-descriptive, lacking analysis, with over-reliance on existing sources
Offers lessons for what this tells us about political marketing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Lacks broader political marketing lessons from the case
RESEARCH		
Utilises appropriate literature	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Lacks use of appropriate literature
Utilises a wide range of sources including self-identified material	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Lacks sources or only uses a very narrow range
QUALITY OF ARGUMENT		
Uses reasoned argument which is backed up with references	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Relies on bald assertion without references or evidence
Suggested lessons are thoughtful, perceptive and original	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Lessons lack originality or independent thinking
Uses reasoned argument	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Relies on bald assertion or vague claims without backing them up
Highly original empirical analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Over-reliant on existing research
STRUCTURE & FORMAT		
Structured logically and effectively	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Prone to rambling, material disorganized
Grammatically correct, accurate spelling	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Grammatical and spelling problems
Correct and comprehensive bibliography	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Bibliography is incomplete or missing
Evidences and sources points	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fails to provide evidence/sources

Report

SUBSTANCE AND RESEARCH		
Demonstrates knowledge and understanding of the area	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Area is misunderstood and so fails to demonstrate a basic knowledge of the area
Utilises appropriate literature	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	There is no evidence of reading or what literature is used is not on the topic
Utilises a range of academic literature	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Has not read widely; relies on the textbook
Identifies and uses a range of non-academic sources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Little or no use of non-academic sources
Engages in a critical and original analysis of sources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Uncritical regurgitation of other authors and sources
Reviews the current use of political marketing against theory	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fails to review current political marketing or does so without using theory
Provides thoughtful and informed recommendations for the future	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Recommendations are lacking or are only brief and of poor quality
High levels of creative and original thought	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Little creative thought
QUALITY OF ARGUMENT		
Concepts understood	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Concepts muddled
Evidences and sources points throughout the report to provide a reasoned argument	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fails to provide enough evidence/sources to back up points made, relying on bald assertion or vague claims
Well balanced discussion	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	One-sided discussion
Excellent, critical analysis	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Over-descriptive, lacking analysis
STRUCTURE AND FORMAT		
Effectively written in a report style	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ineffective style, such as written like an essay
Effective introduction outlining the topic and structure of the report clearly and concisely	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ineffective introduction - lacking, over long, or unclear
Useful conclusion summarizing the findings of the report clearly and concisely	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Conclusion lacking, or fails to provide a clear summary
Structured logically and effectively	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Prone to rambling, material disorganized
Generally grammatically correct with accurate spelling	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Too many grammatical and spelling problems which make it hard to read
Provides a comprehensive bibliography or list of references	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Bibliography or list of references is incomplete or lacking
UTILITY FOR A POLITICAL ORGANISATION/PRACTITIONER		
Overall, the report is something the political organization/practitioner would find useful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	The report is not really something which a political organization/practitioner could use

General grade descriptors

The following grade descriptors will be used in this course:

GRADE	% VALUE	DESCRIPTION
A + A A -	90 – 100 85 – 89 80 – 84	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent communication and presentation skills.
B + B B -	75 – 79 70 – 74 65 – 69	Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills.
C + C C -	60 – 64 55 – 59 50 – 54	Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; arguments developed and supported by some evidence and references; creative ability, originality and critical thinking present but limited; adequate communication and presentation skills.

D + D	45 – 49 40 - 44	Work lacking breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.
D-	0 - 39	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.

Provisional marks

Please note that the Department has recently adopted a bell curve formula to the distribution of grades and may impose this at the final markers meeting. Students should therefore understand that any mark they receive during the course are provisional only, and subject to change by the department at this final meeting.

=====

REFERENCING YOUR WORK: Harvard or Chicago A

Acknowledgement of sources is an important aspect of academic writing. The University’s Referen©ite website www.cite.auckland.ac.nz provides students with a one-stop online resource for academic referencing needs. Referen©ite explains the essentials of referencing and how to avoid plagiarism. It also includes practical tools to help students reference correctly, use references effectively in writing, and gives fast access to some major reference formats with examples.

There is a different way of doing this depending on which reference system you use. Reference systems can vary from one department to another. The Department of Political Studies requires students to use one of two reference systems:

1. Harvard
2. Chicago A

You can choose either one, as long as you use only one consistently throughout the piece of work.

Departmental Guide

See the Politics and IR website for a detailed guide.

Endnote: bibliography management software system

You can use either referencing system within the bibliography management software Endnote. EndNote is a specialised database programme for storing and managing bibliographic references. We strongly recommend you attend both Library and Student Learning Centre courses on how to use Endnote to create footnotes and a bibliography while you write your assignment. You will also learn how to import references from Library catalogues or other electronic databases into EndNote libraries using filters. You may also connect directly to some remote databases and search them using EndNote, saving the retrieved references directly to your EndNote library. References in EndNote libraries can be then be sorted and searched, and incorporated automatically into papers for publication. See <http://www.library.auckland.ac.nz/endnote/endnote.htm> for further details.

=====

ACADEMIC INTEGRITY

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. Student's assessed work will be reviewed against electronic source material using computerised detection mechanisms and penalties apply for breach of university policies. For further details including resources to help you see <http://www.auckland.ac.nz/ua/home/about/teaching-learning/academic-integrity>.

GETTING HELP

GENERIC WRITING AND COMMUNICATION SKILLS

Students often lose marks in their assignments because of weaknesses in terms of structuring material, ensuring material and comment is relevant to the question, referencing all points, and covering both/all sides of the question, rather than problems related to the content of a particular course. It is important that you develop good skills in this area as soon as possible as you will be graded throughout your degree on such aspects.

You may wish to get help before and after completing an assessment from the SLC or Tuakana Programme if appropriate.

=====

STUDENT LEARNING SERVICES

<http://www.library.auckland.ac.nz/student-learning/>

Student Learning Services offers instruction and support in a wide-range of areas to students enrolled at the University of Auckland. These are delivered through workshops, and individual consultations provided by academically qualified and experienced tutors. There is support for undergraduates, postgraduates, Maori and Pacifica students, English language students and learning disabilities students. The city campus location on the third floor of the Information Commons Building, at The University of Auckland, which is on the corner of Alfred and Symonds Streets, Room 320, Level 3, Information Commons building, 11 Symonds St, Auckland 1010, New Zealand
Phone: +64 9 373 7599 ext. 88850

Email: slc@auckland.ac.nz. City opening hours are 9am-5pm, Monday through Friday.

POLITICS LIBRARIAN

Simona Traser is the Politics librarian; her email s.traser@auckland.ac.nz

STUDENT REPRESENTATION, COMPLAINT, GRIEVANCE AND APPEAL PROCEDURES

As a general principle, the University encourages the prompt and informal resolution of all student concerns and complaints as they arise, in a collegial and non-adversarial manner. It is particularly important that procedures and processes be applied in a consistent manner – if in doubt, consult your course co-ordinator or Academic Head.

The University, in collaboration with the Auckland University Students Association, supports a class representative and Student/Staff Consultative Committee system. Your class will elect a class or year representative at the start of the semester. Student reps have two roles: as advocates/mediators for the class or year they represent; and as a member of the departmental Student/Staff Consultative Committee, where student reps and academic staff discuss departmental issues. The class rep is a Primary point of contact for students who have a problem or a suggestion to make about teaching or course quality, or student learning conditions.

Students have several initial options if they wish to raise concerns, or complain, about a course, its delivery or teaching:

- Bring the matter directly to the teacher, or course co-ordinator; or
- Talk to the class representative, who may then raise it directly with the teacher, or pursue the matter at a meeting of the relevant Staff/Student Consultative Committee; or
- Contact WAVE, The Student Advocacy Network maintained by students, or the University Mediator's Office.

Please see the AUSA web site <http://www.ausa.auckland.ac.nz/wave/grievance.html>
