

## IA 697P Lesson Plan

Your Name	Yongfeng Tang
Your Role (GTA, adjunct, guest speaker, etc)	Guest Lecture/speaker
Course Name and Number	Comparative Politics in the Age of Globalization
Topic/Lesson	Party and Party System
Date, Time & Location	April 15 <sup>th</sup> , 12:30-13:45 pm; location: location: J P Schaefer CCP, Rm 108
Number of Students	150

### Learning Outcomes (learning behavior + content + means/strategies):

1. By the end of this lesson, students will be able to describe what are parties.
2. By the end of this lesson, students will be able to explain why parties are important.
3. By the end of this lesson, students will be able to describe what are party systems.
4. By the end of this lesson, students should be able to be familiar with a specific country's ruling party's name, what party system that country belongs to, whether that country is democratic or not, and how many effective parties exist in that country, etc.

Content + strategies can be found below:

The lesson will mainly be delivered by lecture and interactions between the instructor and the students. At the end of the class is a group activity/case study activity where students work with each other and analyze a specific country's party and party systems, and potentially do a short presentation at the end of the class.

### Materials Needed (room equipment, materials for activities, etc.):

Read Textbook (Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder (CGG). *Principles of Comparative Politics: Third Edition*. 2018), Chap. 14

**Is there a particular aspect of teaching or this lesson that you are changing, thinking about, or want to discuss?**

In this session, I added a group activity/case study activity at the end of the class; how can I design and employ this activity seamlessly and make sure we have enough time and students have a high engagement level (i.e., I am not sure if we have enough time to allow each group does a one-minute-long presentation or just hand in a paper that has all the answers on, etc.).

### Lesson Plan

Step	Outcome(s)	Instructor (What I Will Do)	Learners (What They Will Do)	Measuring/Observing Learning	Time
Introduction + definition party	Briefly outline the learning outcomes/topic of this session, and introduce the definition of political parties, and what it looks like if there are no parties.	<p>Begin with an engaging question for students, such as: <i>What is a political party?</i></p> <p>Introduce a poll that shows that people in the US's view on parties gradually became more negative over time. What does it look like when no party exists in one country? Then, introduce the definition of parties.</p> <p>At the end of this section, I will use Slido</p>	Engage with the instructor's question and reflect on it.	How engaged the students are; Whether or not students actively engaging with the instructor's question/prompt.	About 5-6 minutes

		to ask the students to do a short quiz together to test whether they have absorbed the concept yet.			
What are the roles parties play?	Introduces the first role that parties play: structure political world.	Introduces the cycling and chaos theory when there was no party exists, how parties can serve politicians and voters' interest, and real world cases what happens when there is no or has weak political party. At the end of this section, I will use Slido to ask the students to do a short quiz together to test whether they have absorbed the concept yet.	Listen and think, follow the instruction, and raise questions if necessary.	How engaged the students are; Whether they have any questions towards the instructor;	About 5-6 minutes
What are the roles parties play?	Introduces the second role that parties play: recruit and socialize political leaders.	Introduce real-world examples from China and the UK and show the students how parties recruit and socialize their political leaders from those two different countries. Explain why the presidential system works differently than the parliamentary system in terms of	Listen and think, follow the instruction, and raise questions if necessary.	How engaged the students are; Whether they have any questions towards the instructor;	About 5-6 minutes

		leader recruitment and socialization process. At the end of this section, I will use Slido to ask the students to do a short quiz together to test whether they have absorbed the concept yet.			
What are the roles parties play?	Introduces the third role that parties play: mobilize the masses.	Introduce how parties can mobilize voters during the election in order to win the elections (i.e., use examples from the US, China, and Australia, etc.). At the end of this section, I will use Slido to ask the students to do a short quiz together to test whether they have absorbed the concept yet.	Listen and think, follow the instruction, and raise questions if necessary.	How engaged the students are; Whether they have any questions towards the instructor;	About 5-6 minutes
What are the roles parties play?	Introduces the third role that parties play: provide accountability link between rulers and ruled.	Distinguish between accountability and responsiveness and give examples of how the party can facilitate holding a representative accountable to issues that we care about (i.e., a case from AZ: Senator Kyrsten Sinema ).	Listen and think, follow the instruction, and raise questions if necessary.  Ask the question: what accountability and responsiveness is?	How engaged the students are; Whether they have any questions towards the instructor;	About 5-6 minutes

What is the party system?	What are the definitions and types of party systems, and how do we calculate the effective number of parties?	<p>What are the definitions and types of party systems, and how do we calculate the effective number of parties? Introduce the formula on how to correctly calculate the effective number of legislative parties? (i.e., use specific examples)</p> <p>Before we introduce how to calculate the number of parties within a country, I will use Slido to ask the students to do a short quiz together to test whether they have absorbed the concept yet.</p>	Listen and think, follow the instruction, and raise questions if necessary.	How engaged the students are; Whether they have any questions towards the instructor;	About 5-6 minutes
Group activity <sup>1</sup>	Employ what we learned from today's class and ask students to form a group of 4 students;	The prompt is: what are the advantages/disadvantages of having few (i.e., two) for more (i.e., multiple political parties) political parties exist in a country?	Students follow the instructions to form a small group, discuss and work on the prompt together, and at the end each group has one student share the group's opinion on the prompt.	How engaged the students are; Whether they have any questions towards the instructor;	About 20-25 minutes

<sup>1</sup> I think we can record part of the group activity as the 10-minute record for this class, which we can analyze further and allow other peers from our class to give some valuable feedback on.

	each group will have 5-6 minutes to discuss the topic within the group. At the end of the class, each group have one student share what is the group's consensus on the topic.				
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**How is this lesson reflective of evidence-based practices?** For example, describe active learning techniques, technology choices, specific learning strategies, alignment between learning objectives, assessments, and student experiences, universal design for learning, the promotion of equity and inclusion, or any other practice you intentionally demonstrated in your lesson.

This session utilizes both lecture and group activity to enhance the students' engagement level and help students achieve the learning objectives stipulated at the beginning of this lesson plan. A group activity can help students get a better understanding of the content of the lecture, gain a better understanding of a specific country's party and its party system, and apply theory to the actual world.

\*Notes on questions/problems to work on during this session:

My advisor told me recently to use a microphone during the lecture because some students complained to him that in my previous lecture, some students could not hear me. So, first of all, I want to make sure that this time, all the students in the classroom can hear me properly. Next, I want to make my lecture slower in speed, have fewer modal particles, and make the sentences more fluent. Next, I also want to make sure to face the

audience when I am speaking, spend less time staring at the screens, and make sure to have some eye contact with the students when I am speaking, and ask them if they are following my lecture. Last but not least, I want to have more student engagement during the lecture, i.e., through some group activities.

\*When to start recording : I think we can start the recording when we come to talk about “What is the party system” (on slide 26); I will explain to the students that there will be a record from now on and I will probably pause 3-5 seconds to wait for Mascha to start the recording. The recording can last until the end of the class or end when some students have given their answers to the group activity.