1. **Title of the module**

POLI8680 (PO868) - Political Communication

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA Political Strategy and Communication

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. understand the nature of political communication and its centrality in the management of modern politics;
3. understand and evaluate the relative merits of key theoretical approaches to political communication, including the opportunities and limitations of each approach;
4. become familiar with techniques of political rhetoric; be able to analyse the communication tools used by politicians, lobbyists, and other politically oriented actors; evaluate the ethics of key practices of political communication.
5. understand the nature of political ideologies, propaganda, and the use of spin control in disseminating a political message; understand the debates on free democratic speech in terms of its ethical and normative content;
6. understand the role of different forms of media in the shaping of the public agenda and how new technologies have affected the communication strategies most commonly used in politics.
7. apply theoretical perspectives to the analysis of case studies.
8. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
9. work with theoretical knowledge and apply theory to practical issues and will have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices;
10. be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as in their own work;
11. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments;
12. be reflective and self-critical in their work and will have independent learning ability required for further study or professional work;
13. use the internet, bibliographic search engines, online resources, and effectively conduct research
14. engage in academic and professional communication with others.
15. **A synopsis of the curriculum**

Political communication is all that happens when people interact in a political context -- that is, when the ‘rules of the game’ of collective life are being challenged and settled; political communication takes place even if that interaction is done badly and in poor taste, including when actors ‘mis-communicate’, or don’t say a word. Most commonly, the term describes the interplay among political actors as well as between political actors and publics. Whatever forms it takes -- oral, visual, or written – it engages a process of affective as well as cognitive mobilisation of ideas, feelings as well as facts, meant not simply to inform, but above all -- to persuade. Political Communication as an academic field of study has a double commitment. First – to introduce to students the tools typically engaged in political communication as an activity (rhetorical devises, forms of framing, agenda-setting, political marketing techniques, crafting of communication strategies); second – to develop skills in the analysis of the process and outcomes of political communication (content analysis, discourse analysis). And this is what this module will do, as long as the students take ownership of that process of learning and plunge with hearts and minds into the ambition to communicate better and to understand communication better.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Azmanova, A. 2012. The Scandal of Reason: A Critical Theory of Political Judgment. Columbia University Press, 2012
* Keith, W. and Lundberg, Ch. (2008), The Essential Guide to Rhetoric. Bedford/St Martins Publishers
* Lilleker, Darren G. ( 2007) Key Concepts in Political Communication, Sage Publications
* McNair, Brian (2011), 5th Edition, An Introduction to Political Communication, Routledge
* Wodak and Meyer (2013). Methods of Critical Discourse Analysis, Sage, 2nd Edition.
* Wodak, Ruth. 2013. Right-wing populism in Europe politics and discourse (London : Bloomsbury)
1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Draft Communication Plan (20%)

Case study (30%)

Essay, 3500 words (50%)

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures  | **x** | **x** |  | **x** | **x** |  | **x** | **x** | **x** |  |  |  |
| Seminars  |  |  | **x** |  |  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Private study |  |  | **x** |  |  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Draft Communication Plan |  |  | **x** | **x** |  |  |  |  |  |  |  | **x** |
| Case Study | **x** | **x** |  |  |  | **x** |  |  | **x** |  |  |  |
| Essay | **x** | **x** |  |  | **x** | **x** | **x** |  | **x** | **x** | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Brussels

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see <https://www.kent.ac.uk/global/curriculum.html>.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018