1. **Title of the module**

POLI9030 (PO903) Political Strategy

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

School of Politics and International Relations, Brussels School of International Studies

1. **The level of the module (e.g. 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)**

Term I or II

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

None

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

The MA in (Specialisation) with Secondary Specialisation; primarily MA in Political Strategy and Communication.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Understand policy process (at national, international, and transnational levels) as embedded in relations of power and relevant social norms, while also being able to assess the role played by different actors (state and non-state) in the policy process;
3. Analyse and evaluate strategies and techniques for bargaining, advocacy, civil action, and lobbying based on their instrumental rationales, while also assessing the ethical aspects of such activities.
4. Critically asses the analytical utility of concepts, theories, and methods relevant to political strategy, particularly in their applications to contemporary issues and problems;
5. Evaluate the interrelationships between the literatures and methodologies of public policy, politics, and international relations and related disciplines, such as law, political theory, economics, sociology and history as they relate to political strategy and advocacy;
6. Describe, evaluate and apply different approaches to collecting, analysing and presenting social and technical information.
7. Apply theories to case studies and carry out a small, independent research project;
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 empirical issues and will have a level of conceptual understanding that will allow them to critically evaluate research, policies, and social practices;

2: be aware of the ethical dimensions of the scholarly work done in their discipline as well as in their own work;

3: be able to undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments;

4: be reflective and self-critical in their work and will have independent learning ability required for further academic or professional development;

5: be able to communicate the conclusions and outcomes of their research and decision-making to specialist and non-specialist audiences in academic and professional contexts.

1. **A synopsis of the curriculum**

The module engages in conceptual discussions of “the political”, power, strategy, political tactics, policy process, and different (state and non-state) actors in it, agenda setting, etc., It surveys diverse methodologies applicable to analyses of political strategy (Game Theory, Decision Theory, Case Study, Foucauldian and Critical approaches to political strategy, and simulation exercises). Furthermore, it includes in-depth examinations of strategic interactions drawing on relevant and contemporary empirical case studies. Finally, the module includes a simulation exercise enacting negotiation, bargaining and crisis management dynamics in an international institutional setting.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

DeNardo, James. *Power in Numbers: The Political Strategy of Protest and Rebellion*. Princeton: Princeton University Press.1985

Dixit, Avinash K., Reiley, David H. and Skeath, Susan, *Games of Strategy*. 4th ed., New York: W.W. Norton. 2015

Gouliamos, Kostas, Theocharous, Antonis and Newman, Bruce I.(eds.) *Political Marketing: Strategic 'Campaign Culture'*. New York: Routledge, 2013

Freedman, Lawrence. *Strategy: A History*. Oxford: Oxford University Press. 2013

Paroutis, Sotirios, Heracleous, Loizos and Angwin, Duncan. *Practicing Strategy: Text and Cases*. 2nd Edition London: Sage, 2016

Schelling, Thomas C. *The Strategy of Conflict*. Cambridge, MA: Harvard University Press, 1963.

Simons, Jonathan. *Foucault and the Political*. 2nd Edition. New York: Routledge, 2002

1. **Learning and Teaching methods**

Contact hours: 24

Private study hours: 176

Total hours: 200

1. **Assessment methods.**
   1. Main Assessment Methods

Strategy paper, 1,000 words (20%)

Strategy evaluation paper, 1,000 words (10%)

Research essay, 5,000 words (70%)

13.2 Reassessment Methods

Like-for-like.

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study &**  **Seminar Preparation** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Lectures** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |  |  |
| **Seminars** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Essay (4,000-word research paper)** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Strategy paper (up to 1,000 words)** | **x** | **x** | **x** | **x** |  |  |  |  | **x** | **x** |  | **x** |
| **Strategy evaluation paper (up to 1,000 words)** | **x** | **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**

This module’s content and methodological approach closely examine international social relations and power dynamics. The module sheds light on the contested methods and effects of power strategies in diverse global contexts.

Moreover, internationalisation is reflected in this module’s assessment pattern, in particular in its emphasis on the in-class simulation exercise. Finally, discussions, debates, and joint research in seminars encourages students to exchange and compare experiences related to the module’s central themes, thereby fostering conversations about the rationality and effects of power across the world.

**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.**

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