1. **Title of the module**

POLI7010 (PO701) Advocacy and Campaigning

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 (as a core/mandatory module); as an elective module to all MA programmes at BSIS

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Develop familiarity with the history of political mobilisation and social change as well as with some key theoretical frameworks used in the analysis of these phenomena;
3. Accrue a comprehensive knowledge and in-depth understanding of the practice of political campaigning and advocacy;
4. Inculcate a critical and reflexive attitude towards the various forms of political mobilisation (from lobbying to electoral campaigning);
5. Demonstrate and evaluate the utility of different approaches to political campaigning and advocacy;
6. Apply advanced theoretical perspectives to case studies;
7. Find, select, analyse, and use empirical material relating to political mobilization
8. Be able to conduct polling and surveys in politics, as well as critically assess surveys and use them in analyses of political mobilisation.
9. Recognise the normative dimensions of choices about the forms and means of political mobilization
10. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
11. work with theoretical knowledge and apply theory to key policy issues
12. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
13. have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices and thus be better positioned to develop their own solutions to international challenges.
14. engage in academic and professional communication with others
15. have independent learning ability required for further study or professional work
16. use the Internet, bibliographic search engines, online resources, and effectively conduct research
17. **A synopsis of the curriculum**

The module explores forms of political mobilization, with a focus on political campaigning and advocacy in order to equip students with the capacity to analyse critically political mobilisation, as well as develop the skills to engage in a knowledgeable way in political campaigning and advocacy. The students will explore, with the help of academic supervisors and policy practitioners the conditions of success of national and transnational campaigns. The thematic scope of the module spans from campaign design in electoral mobilisation and protest politics to advocacy in conflict, international development, human rights and humanitarian organisations.

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

# Bob, Clifford. 2005. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. Cambridge University Press

Kaufman-Lacusta, Maxine. 2011. *Refusing to Be Enemies: Palestinian and Israeli Nonviolent Resistance to the Israeli Occupation*. Ithaca Press.

# Norris, Pippa, [Richard W. Frank](https://www.amazon.com/s/ref%3Ddp_byline_sr_ebooks_2?ie=UTF8&text=Richard+W.+Frank&search-alias=digital-text&field-author=Richard+W.+Frank&sort=relevancerank), and [Ferran Martínez i Coma](https://www.amazon.com/s/ref%3Ddp_byline_sr_ebooks_3?ie=UTF8&text=Ferran+Mart%C3%ADnez+i+Coma&search-alias=digital-text&field-author=Ferran+Mart%C3%ADnez+i+Coma&sort=relevancerank) (eds). 2015. *Contentious Elections: From Ballots to Barricades*, Routledge.

# Libby, Pat. 2011. *The Lobbying Strategy Handbook: 10 Steps to Advancing Any Cause Effectively*, Sage Publications.

# Zetter, Lionel. 2014. *Lobbying: The art of political persuasion* (3rd edition), Harriman House Publishers

de Waal, Alex. 2015. *Advocacy in Conflict: Critical Perspectives on Transnational Activism*. Zed Book Publishers.

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**

13.1. Main assessment methods

* political campaign design, 1,500 (20%)
* Essay, 3500 words (80%)

13.2. Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Module learning outcome**
 | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Lectures  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Private study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Political Campaign Design  |  | **X** | **X** | **X** |  | **X** | **X** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Lectures  | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars  | **X** | **X** | **X** | **X** | **X** | **X** |
| Private study | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** |
| Political Campaign Design |  |  | **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**

The module’s subject matter spans from local to trans-national political mobilisation. Both in their coursework and discussions in class, students are encouraged to bring in perspectives from the full spectrum of geopolitical localities.

**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) |
|  |  |  |  |  |
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Revised FSO March 2018