

POLITICAL COMMUNICATION AND ADVOCACY CAMPAIGNS

IE University

Professor: **SUBIN PAUL**

E-mail: subinp@faculty.ie.edu

Academic year: 22-23

Degree course: THIRD

Semester: 1^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

This course introduces students to the study of notable communication strategies in electoral and institutional political campaigns as well as in advocacy campaigns. The students will learn current issues about the organization and development of electoral campaign teams, and also about the effectiveness of the electoral debates. It focuses on the management of new technologies, understanding that the network society is opening new perspectives in the world of communication in which citizens are called to occupy an increasingly active role. These digital communication platforms shape new social structures that affect ways in which political life and social mobilization are enacted.

OBJECTIVES AND SKILLS

Throughout the course, you will be able to:

1. Get an overview of Political Communication and Advocacy Campaigns.
2. Know and understand the strategies of Political Communication mainly in electoral contexts and to evaluate their influence on social behavior.
3. Learn the basic tools necessary for effective communication.
4. Gain expertise in public speaking, using multimedia elements, and debating ideas. They are essential elements to reach audiences.

The course is designed to develop the following competences:

Basic skills

- Understand and develop knowledge and skills through research to create original effective campaigns.
- Develop activities with these skills in new contexts. General competences
- Apply communication strategies and dissemination of ideas, particularly in plural, deliberative and democratically institutionalized societies.

Specific competences

- Apply strategies for development, communication and evaluation of political and advocative messages in electoral contexts.
- Understand and evaluate the influence of various communication strategies on the political and social behavior of citizens.
- Develop skills in the use of digital platforms for the management of electoral and advocacy campaign

METHODOLOGY

During the course, synchronous classes (22) will be combined with asynchronous classes (8) and the method used will mix lectures, videos, student group presentations, class discussions and case studies. The professor will introduce major concepts and cases that the student should know and understand for the development of each topic. Students will be provided with readings, activities, and videos to develop the content in preparation for the next session. Participation in this course is essential since the course contents are eminently practical and interactive. Part of the topics will be analyzed in class through videos, examples and dynamics. In class, oral presentations will be frequent. In general, the students should explain the conclusions reached in each work. At all times, the professor will be willing to keep the necessary meetings with the students to clarify the doubts that may arise with each topic. It is highly recommended that students who are connected online have the camera turned on during classes.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40 hours
Discussions	20.0 %	30 hours
Exercises	20.0 %	30 hours
Group work	20.0 %	30 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

PROGRAM

GENERAL OBSERVATIONS

1.- If I don't finish the topic in a session, I will follow it in the next one.

2.- COURSE CONTENTS

Core Topics and Sub-Topics

Foundations (An approach to the concepts, the power of Political communication, Ways the media influence elections)

Fundamental Political elements (Political campaigns, Presidential elections, electoral debates, political advertising)

External Political elements (Agenda in the context, lobbies an influence)

Advocacy campaigns (Concepts, tactics, strategies)

Disclaimer: The professor reserves himself the possibility of altering the syllabus slightly prior to starting course in the Fall. THE MOST UPDATED INFORMATION ABOUT WHAT YOU NEED TO DO FOR EACH SESSION WILL BE FOUND IN THE ANNOUNCEMENTS SECTION. In any case, compulsory bibliography remains the same, and professor will provide links to any eventual additions.

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction

- Discussion of syllabus.
- Expectations of students and professor.

Activities: We will watch and discuss the following video in class: "The Digital Campaign"

No readings due.

Video: *The Digital Campaign* (PBS)

SESSIONS 3 - 4 (ASYNCHRONOUS)

Political Communication: An Approach to the concepts.
The study of Political Communication.
The Power of Political Communication.

Activities: forum discussion (Blackboard) on the readings.

Compulsory reading for these sessions:

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapters 1 (from 'Defining Political Communication' to 'Media technology', and from 'A Global Phenomenon' to 'Conclusions') and 3 (from 'Putting it all together' to 'Social science and Political Communication') (See Bibliography)

Book Chapters: Kenski, K. and Jamieson, K.H. The Oxford Handbook of Political Communication. Chapter 5. (See Bibliography)

Article: Nielsen, Rasmus. "Political Communication research: New media, new challenges and new opportunities", in Journal of Media and communication research. Pages 8-16. (ced)

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapters 1 (p. 3-12, 17-26) 2 and 3 (p. 65-77). (See Bibliography) (Optional)

Book Chapters: Kaid, Lynda L. Handbook of Political Communication Research. Chapter 1. (See Bibliography) (Optional)

Article: Nielsen, Rasmus. "Political Communication research: New media, new challenges and new opportunities", in Journal of Media and communication research. Pages 5-8, 16-19. (ced) (Optional)

Topic: In your understanding, what is Political Communication and how useful it is for society?

SESSIONS 5 - 6 (ASYNCHRONOUS)

Media and Political knowledge.
A typology of media effects.
Six ways the media influence elections.

Activities: forum discussion (Blackboard) on the readings.

Compulsory readings for these sessions:

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapter 4 (from 'Why Do People know so little?' to 'Media and Political Knowledge: Information and Misinformation', and from 'Putting it together' to 'Political knowledge in the age of the Internet and Social Media') (See Bibliography)

Book Chapters: Kenski, K. and Jamieson, K.H. The Oxford Handbook of Political Communication. Chapter 4 (from 'changes in the media environment' to 'conclusion'). (See Bibliography)

Article: Six ways the media influence elections, by Andra Brichacek. Video by Ryan Lund and Aaron Nelson. (School of Journalism and Communication)

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapter 4 (p. 95-98, 102-107, 109-120) (See Bibliography) (Optional)

Topic: how is the influence that media have on people's political decisions?

SESSIONS 7 - 8 (LIVE IN-PERSON)

Political Advertising. Spots.

The professor will explain the main concepts in class.

Activities: we will watch several videos that will serve to raise the most important contents of this topic.

- BARACK OBAMA
- HILLARY CLINTON
- DONALD TRUMP
- BERNIE SANDERS
- JOE BIDEN

Compulsory readings for these sessions:

Book Chapters: Kenski, K. and Jamieson, K.H. The Oxford Handbook of Political Communication. Chapter 11 (from 'political advertising effects' to 'Audience Variables in Effects of Political Advertisements'). (See Bibliography)

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapter 13 (from 'Strategic Features of Political Advertising' to 'Political Advertising content and effects') (See Bibliography)

Video: BARACK OBAMA (Youtube)

Video: HILLARY CLINTON (Youtube)

Video: DONALD TRUMP (Youtube)

Video: BERNIE SANDERS (Youtube)

Video: JOE BIDEN (Youtube)

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapter 13 (from 'Political Advertising content and effects' to 'The broader perspective of Campaign finance'). (See Bibliography) (Optional)

Article: Haselmayer, M. (2019). "Negative campaigning and its consequences: a review and a look ahead". In French Politics. Pages 1-18 (ced) (Optional)

SESSIONS 9 - 10 (LIVE IN-PERSON)

Students, individually, must present a video of a political spot (preferably from their respective countries) and accompany it with the main characteristics (intentionality, execution, differentiation from others, etc.) of that spot.

The video's length should be 30" (you can use a fragment) and the presentation should be 1' (in total 1' 30" minutes each student).

You are required to apply concepts from the readings to your analysis, if applicable.

Based on the analysis, students will write a one-page paper (12 point single spaced) and email it to the professor.

SESSIONS 11 - 12 (LIVE IN-PERSON)

Students, individually, must present a video of a political spot (preferably from their respective countries) and accompany it with the main characteristics (intentionality, execution, differentiation from others, etc.) of that spot.

The video's length should be 30" (you can use a fragment) and the presentation should be 1' (in total 1' 30" minutes each student).

You are required to apply concepts from the readings to your analysis, if applicable.

They will deliver by email those characteristics in a one-page paper (12 point single spaced) to the professor.

Political Campaigns and their communication.

Presidential Election Campaign.

Presidential Nominations in the Media Age.

The professor will explain the main concepts in class.

Activities: we will watch several videos that will serve to raise the most important contents of this topic.

Compulsory readings for these sessions:

Book Chapters: Kenski, K. and Jamieson, K.H. The Oxford Handbook of Political Communication. Chapter 13 (from 'State of the field' to 'Face to face Canvassing', and from 'Directions for future research' to 'final thoughts'). (See Bibliography)

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapters 8 (from '20th Century campaigns' to 'political marketing', and from 'Presidential Campaigns in the Digital Marketplace' to 'online political marketing') and 11. (See Bibliography)

Multimedia Documentation: Presidential election process.

Book Chapters: Kenski, K. and Jamieson, K.H. The Oxford Handbook of Political Communication. Chapter 14. (See Bibliography) (Optional)

Article: 19 Things We Learned from the 2016 Election, by Andrew Gelman and Julia Azari, in STATISTICS AND PUBLIC POLICY 2017, VOL. 4, NO. 1, -10 (ced) (Optional)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Previous sessions' wrap up.

Electoral debates

The professor will explain the main concepts in class.

Activities: During the second session we'll watch 20 minutes of a presidential debate + 20' discussion in teams (breakout rooms) + 40' analysis of debate through live discussion.

- NIXON vs. KENNEDY
- OBAMA vs. ROMNEY
- TRUMP vs. HILLARY
- MERKEL vs. SCHULZ
- JOHNSON vs. HUNT

Compulsory readings for these sessions: (to be done in advance)

Video: NIXON vs. KENNEDY (Youtube)

Video: OBAMA vs. ROMNEY (Youtube)

Video: TRUMP vs. HILLARY (Youtube)

Video: MERKEL vs. SCHULZ (Youtube)

Video: JOHNSON vs. HUNT (Youtube)

Book Chapters: Kenski, K. and Jamieson, K.H. The Oxford Handbook of Political Communication. Chapter 12 (from 'Whether to debate and under what auspices' to 'Debates affect learning, perceived viability, and support'). (See Bibliography)

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapter 14 (from 'Debate functions and definitions' to 'Modern History of Key Presidential debates'). (See Bibliography)

Book Chapters: Kenski, K. and Jamieson, K.H. The Oxford Handbook of Political Communication. Chapter 12 (from 'Debates affect learning, perceived viability, and support' to 'Conclusions'). (See Bibliography) (Optional)

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapter 14 (from 'Modern History of Key Presidential debates' to 'Conclusions'). (See Bibliography) (Optional)

SESSIONS 15 - 16 (LIVE IN-PERSON)

Building the Agenda in the context of Political Communication and Advocacy Campaigns.
Framing in the context of Political Communication and Advocacy Campaigns.

The professor will explain the main concepts in class.

Activities: During the second session we'll watch 20 minutes of debates + 20' discussion in teams (breakout rooms) + 40' analysis of the agenda and the framing in the debate through live discussion.

Compulsory readings for these sessions: (to be done in advance)

Book Chapters: Kenski, K. and Jamieson, K.H. The Oxford Handbook of Political Communication. Chapters 26 (from 'News Sources: Presidents and Public Relations' to 'Intermedia Agenda Setting'), 34 (from 'Critical Questions that remain' to 'references'). (See Bibliography)

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapters 6 (from 'Political agenda building' to 'Conclusions') and 7 (from 'Immigration' to 'Social Scientific Underpinnings'). (See Bibliography)

Book Chapters: Lakoff, George (1990). Don't Think of an Elephant: Know Your Values and Frame the Debate (Optional)

Book Chapters: Kenski, K. and Jamieson, K.H. The Oxford Handbook of Political Communication. Chapters 26 (from 'Intermedia Agenda Setting' to 'Unexpected events'), 34 (from 'introduction' to 'Critical Questions that remain') and 44. (See Bibliography) (Optional)

Book Chapters: Perloff, Richard M. The Dynamics of Political Communication. Chapters 6 (from 'What we know about agenda-setting' to 'Political agenda building') and 7 (from 'Social Scientific Underpinnings' to 'Conclusions'). (See Bibliography) (Optional)

Topic: Politicians tell us about what we should talk and think. True or false?

SESSIONS 17 - 18 (ASYNCHRONOUS)

One-on-one class meetings: I will use the class time for mandatory one-on-one meetings with students about their progress. More information to follow.

SESSIONS 19 - 20 (LIVE IN-PERSON)

Lobby: influence, success.
Main lobbies.

The professor will explain the main concepts in class.

Activities: we will watch several videos that will serve to raise the most important contents of this topic.

Compulsory readings for these sessions:

Video: Interest groups and lobbying (khanacademy.org)

Video: Inside the NRA's scandals and financial troubles (cnbc.com)

Video: AIPAC Conference: Convention of pro-israeli group kicks off (Youtube)

Working Paper: The Corporate Europe Observatory guide to the murky world of EU lobbying

Multimedia Documentation: Top 10 biggest EU lobby spenders

Article: Mahoney, Christine (2007). "Lobbying Success in the United States and the European Union". In International Publ. Pol. (ced)

Article: Murse, Tom (2019). "What Does a Lobbyist Do?" (ThoughtCo)

Article: Drutman, Lee. (2015). "How Corporate Lobbyists Conquered American Democracy". (The Atlantic)

Article: Perticone, Joe (2019). "The 20 companies and groups that spend the most money to influence lawmakers". In Business Insider.

Article: Frankenfield, Jake (2018). "Which Industry Spends the Most on Lobbying?" (Investopia) (ced)

Also, in these sessions you will have to email the professor a one sentence proposal about the chosen country for final presentation (you'll find more information in Sessions 27&28).

SESSIONS 21 - 22 (LIVE IN-PERSON)

Case study: Chile vs. USA

The presidential elections in Chile are held on November 21st.

After presenting basic notions (compulsory readings) about how the political systems work, in the first session, the students will defend in teams (breakout rooms), in the second session, if these systems reflect the reality of the American and Chilean societies, what are the projects and problems of the next years, the future of the parties... The concepts given in the previous classes will be taken into account.

Compulsory readings:

Article: United States of America: US elections 2020: a simple guide to the race for the White House (The Guardian)

Multimedia Documentation: Chile: Election Resources on the Internet: Presidential and Legislative Elections in Chile, Parts I and II

SESSIONS 23 - 24 (ASYNCHRONOUS)

Advocacy campaigns: concept.

Successful Communication.

Activities: forum discussion (Blackboard) on the readings and slides (to be done in advance)

The professor will explain the main concepts in class.

Students will have to watch these videos before the class and then they will have to comment on them in the sessions.

Compulsory readings:

Video: Theory of change for advocacy and campaigns (bond.org)

Video: CDC: Tips From Former Smokers - Terrie H.'s Tip Ad (Youtube)

Video: CASE STUDY: LOVE HAS NO LABELS FANS OF LOVE (ben-grossman.com)

Video: What makes a brilliant advocacy strategy? with KirstyMcNeill (Youtube)

Multimedia Documentation: Advocacy Campaign Award

Multimedia Documentation: 5 Best Advocacy Campaigns: Combining Authenticity With Effective Hashtags

Multimedia Documentation: European Year for Rare Diseases

Article: Gen, Sheldon and Wright, Amy C. (2013). "Policy advocacy organizations: A framework linking theory and practice". In Journal of Policy Practice. Pages 6-10. (ced)

Book Chapters: Guthrie, Kendall, Louie, Justin, David, Tom and Foster, Catherine Crystal. (2005). The Challenge of Assessing Policy and Advocacy Activities. Pages 6-14. (ced)

Working Paper: The 9 Laws of Successful Advocacy Communications

Topic: Which type of campaign is more influential: political or advocacy? Why?

SESSIONS 25 - 26 (LIVE IN-PERSON)

Tactics and strategies.

Activities: Students should present, individually and in the second session, an example of these campaigns (preferably from their respective countries) and accompany it with the main characteristics (intentionality, objectives, etc.).

The presentation's length should be 1' 15" each student.

You are required to apply concepts from the readings to your analysis, if applicable.

They will deliver these characteristics in a one-page paper (12 point single spaced) to the professor.

Compulsory readings:

Book Chapters: Zherka, Illir. Winning the Inside Game: The Handbook of Advocacy Strategies. The ten strategies.

Working Paper: Advocacy Action Guide. A ToolKit for Strategic Policy Advocacy Campaigns

SESSIONS 27 - 28 (LIVE IN-PERSON)

Students should present, individually, an example of these campaigns (preferably from their respective countries) and accompany it with the main characteristics (intentionality, objectives, etc.).

The presentation's length should be 1' 15" each student.

You are required to apply concepts from the readings to your analysis, if applicable.

They will deliver these characteristics in a one-page paper (12 point single spaced) to the professor.

Students will be divided into five equal groups and will have to make a presentation in class about the following title: "How to advise the parties and leaders in (country) about their messages, strategies, debates or social media". Each group can choose a country from the following: Germany, Brazil, United Kingdom, India, Mexico, South Africa, or Spain.

In sessions 19 & 20 students will choose their country and they will receive the instructions to prepare the presentation. From then students can ask the professor to clarify the doubts that may arise.

After each presentation a debate will open so that the other groups and the professor can ask questions and refute the arguments.

The exposure time per group will be 20' (12' intervention and 8' questions). For the presentation you can use the materials you need.

In the end, each group must give the professor a five-page power point document with their presentation.

All the members of the group must participate in each presentation.

SESSIONS 29 - 30 (LIVE IN-PERSON)

Students will be divided into five equal groups and will have to make a presentation in class about the following title: "How to advise the parties and leaders in (country) about their messages, strategies, debates or social media". Each group can choose a country from the following: Germany, Brazil, United Kingdom, India, Mexico, South Africa or Spain.

In sessions 19 & 20 students will choose their country and they will receive the instructions to prepare the presentation. From then students can ask the professor to clarify the doubts that may arise.

After each presentation a debate will open so that the other groups and the professor can ask questions and refute the arguments.

The exposure time per group will be 20' (12' intervention and 8' questions). For the presentation you can use the materials you need.

In the end, each group must give the professor a five-page power point document with their presentation.

All the members of the group must participate in each presentation.

BIBLIOGRAPHY

Compulsory

- Richard M. Perloff. (2021). *The Dynamics of Political Communication. Media Politics in a digital age*. 3rd edition. Routledge Taylor & Francis Group. ISBN 9780367279417 (Printed)

- Edited by Kate Kenski and Kathleen Hall Jamieson.. (2019). *The Oxford Handbook of Political Communication*. Oxford University Press. ISBN 9780190090456 (Printed)

- Ilir Zherka. *Winning the Inside Game: The Handbook of Advocacy Strategies*. Ilir Zherka. ISBN 9780615600611 (Printed)

- Edited by Lynda Lee Kaid. (2004). *Handbook of Political Communication Research*. 1st edition. Lawrence Erlbaum Associates, Publishers. ISBN 9780805837759 (Printed)

EVALUATION CRITERIA

GENERAL OBSERVATIONS

Each student can take 4 exams per subject in 2 consecutive courses.

Dates and location of the retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.

ATTENDANCE POLICY

Attendance in this course is mandatory. Moreover, students who do not attend 70% of all sessions automatically fail the course (meaning they lose the 1st and 2nd exams and go directly to the 3rd one).

The maximum grade that a student may obtain in the 2nd exam session is 8,0.

PARTICIPATION AND ATTENDANCE (20%)

You are expected to come to class. It is mandatory to attend 70% of the classes. Students who do not comply with this percentage of attendance lose the 1st and 2nd exams and go directly to the 3rd one.

The participation grade will be based on your contributions throughout the forums (asynchronous).

A percentage of your grade will be objectively calculated based on your attendance according to the following rubric:

5	9 absences, the maximum allowed before you automatically fail the class
6	8 absences
6,5	7 absences
7	6 absences
7,5	5 absences
8	4 absences
8,5	3 absences
9	2 absences
9,5	1 absence
10	0 absences

Participation in class discussions, in-class exercises and other activities is an important component of this course. Recall that listening carefully is as important a component of participation as speaking. Your participation grade at the end of the semester will be based cumulatively on your contributions over the course of the semester.

Participation is graded using the criteria below, which are adapted from:

<http://cte.virginia.edu/teaching-tips/grading-class-participation/>

The average level of participation usually satisfies the criteria for a "7".

Grade 0-4,9

- Criteria: When present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.

Grade 5,0-6,9

- Criteria: Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.

Grade 7-8,9

- Criteria: Demonstrates good preparation: knows reading facts well, has thought through implications of them. Offers interpretations and analysis of reading material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds thoughtfully to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.

Grade 9,0-10,0

- Criteria: Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (e.g., other readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of class material (e.g., puts together pieces of the discussion to develop new approaches that take the class further). Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.

Group presentation (35%)

You are expected to complete a final project with your group and present it in front of the class. With this project you will have the chance to reflect upon what you have learnt about Political Communication.

Students will be divided into five equal groups and will have to make a presentation in class about the following title: "How to advise the parties and leaders in (country) about their messages, strategies, debates or social media". Each group can choose a country from the following: Germany, Brazil, United Kingdom, India, Mexico, South Africa or Spain.

In sessions 19 & 20 students will choose their country and they will receive the instructions to prepare the presentation. From then students can ask the professor to clarify the doubts that may arise.

After each presentation a debate will open so that the other groups and the professor can ask questions and refute the arguments.

The exposure time per group will be 20' (12' intervention and 8' questions). For the presentation you can use the materials you need.

In the end, each group must give the professor a five-page power point document with their presentation.

All the members of the group must participate in each presentation.

If it is not finished in these sessions it will be extended to sessions 29 & 30.

Individual presentations (2) 30%

You will be required to submit 2 one-page papers over the course.

With these essays you will have the chance to apply the concepts given in class.

Each student will choose a video of a political spot (preferably from their respective countries) and accompany it with the main characteristics (intentionality, execution, differentiation from others, etc.) of that spot.

The video's length should be 30" (you can use a fragment) and the presentation should be 1' (in total 1' 30" minutes each student).

Also, each student should present an example of advocacy campaigns (preferably from their respective countries) and accompany it with the main characteristics (intentionality, objectives, etc.).

The presentation's length should be 1' 15" each student.

In both cases they will deliver those characteristics in a one-page paper (12 point single spaced) to the professor.

Electoral debates (2) 10%

There will be an analysis about several debates in teams (breakout rooms).

Participation and arguments used by students will be valued.

Case study (5%)

The presidential elections in Chile are held on November 21st.

The students will defend in groups (breakout rooms), in the second session, if these systems (Chilean and USA) reflect the reality of the American and Chilean societies, what are the projects and problems of the next years, the future of the parties...

Participation and arguments used by students will be valued.

STUDENTS RETAKING THE COURSE

Students who are retaking the course should be in contact with the professor in the first week of class.

RETAKE POLICY

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance and go directly to the 3rd one (they will need to enroll again in this course next academic year).

Grading for retakes will be subject to the following rules:

- Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).
- Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
- The maximum grade that a student may obtain in any type of retake will be 8 out of 10.
- The retakes will consist on a comprehensive exam. The grade will depend only on the performance in this exam; continuous evaluation over the semester will not be taken into account. This exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8.
- The students in their third attempt must do: Two short essays (20% each) and one final exam consisting of an in-class exam and a take-home essay (30% each).

PLAGIARISM

It is your responsibility to follow IE's policies regarding academic honesty. Plagiarism is, in all cases, a serious academic offence which can result in failing an assignment, failing the course, or even expulsion from the University.

Criteria	Percentage	Comments
Class Participation	20 %	Class Participation
Group Presentation	35 %	Oral and written
Individual Presentation (2)	30 %	Oral and written
Electoral debates (2)	10 %	Oral
Case study	5 %	Oral

PROFESSOR BIO

Professor: **SUBIN PAUL**

E-mail: subinp@faculty.ie.edu

Subin Paul, Assistant Professor of Communication at IE University, specializes in the questions of media, culture, and politics, with a focus on South Asia. His work has appeared in journals such as the International Journal of Communication, Digital Journalism, Contemporary South Asia, and Modern Asian Studies. He was a recipient of the Columbia University Taraknath Das Foundation Award for the year 2018. Subin holds a PhD in Mass Communications from the University of Iowa, USA.

OTHER INFORMATION

CODE OF CONDUCT IN CLASS

1. Be on time: Students arriving more than 5 minutes late will be marked as "Absent".

Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent".

Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

ADDITIONAL MATERIALS:

ARTICLES:

- Nielsen, Rasmus (2014). "Political Communication research: New media, new challenges and new opportunities", in Journal of Media and communication research. Pages 5-22:
<https://tidsskrift.dk/mediekultur/article/view/9712>
- Six ways the media influence elections Story by Andra Brichacek. Video by Ryan Lund and Aaron Nelson, in School of Journalism and Communication: <https://journalism.uoregon.edu/news/six-ways-media-influences-elections>
- Gelman, A., and Azari, J (2017). "19 things we learned from the 2016 election", in Statistics and Public Policy: <https://amstat.tandfonline.com/doi/full/10.1080/2330443X.2017.1356775#.XVavty0rxuU>

- Haselmayer, M. (2019). "Negative campaigning and its consequences: a review and a look ahead". In French Politics. Pages 1-18. <https://link.springer.com/article/10.1057/s41253-019-00084-8>
- Garcia, Serena (2015). "Can Cyberactivism Effectuate Global Political Change?". In Academic Leadership Journal in Student Research: <https://pdfs.semanticscholar.org/803a/c5a9596203446ad72948533e100c745bb338.pdf>
- Garrett, R. Sam (2016). "Super PACs in Federal Elections: Overview and Issues for Congress". In Congressional Research Service: <https://fas.org/sgp/crs/misc/R42042.pdf>
- Owen, Celia. "The Past Decade and Future of Political Media: The Ascendance of Social Media". In Open Mind: <https://www.bbvaopenmind.com/en/articles/the-past-decade-and-future-of-political-media-the-ascendance-of-social-media/>
- Mahoney, Christine (2007). "Lobbying Success in the United States and the European Union". In International Publ. Pol: <https://pdfs.semanticscholar.org/9ea3/e49087170c3a07c21d807bf7a9267abd09a8.pdf>
- Murse, Tom (2019). "What Does a Lobbyist Do?". In ThoughtCo.: <https://www.thoughtco.com/what-does-a-lobbyist-do-3367609>
- Drutman, Lee. (2015). "How Corporate Lobbyists Conquered American Democracy". In The Atlantic.: <https://www.theatlantic.com/business/archive/2015/04/how-corporate-lobbyists-conquered-american-democracy/390822/>
- Perticone, Joe (2019). "The 20 companies and groups that spend the most money to influence lawmakers". In Business Insider.: <https://www.businessinsider.es/lobbying-groups-spent-most-money-washington-dc-2018-2019-3?r=US&IR=T>
- Frankenfield, Jake (2018). "Which Industry Spends the Most on Lobbying?". In Investopedia.: <https://www.investopedia.com/investing/which-industry-spends-most-lobbying-antm-so/>
- Gen, Sheldon and Wright, Amy C. (2013). "Policy advocacy organizations: A framework linking theory and practice". In Journal of Policy Practice.: <https://ro.uow.edu.au/cgi/viewcontent.cgi?referer=https://www.google.es/&httpsredir=1&article=1897&context=sspapers>
- Guthrie, Kendall, Louie, Justin, David, Tom and Foster, Catherine Crystal. (2005). The Challenge of Assessing Policy and Advocacy Activities: http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/2005_-_Guthrie_-_The_challenge_of_assessing_policy_advocacy.pdf

- The 9 Laws of Successful Advocacy
Communications: <https://www.nae.edu/File.aspx?id=21570>
- Advocacy Action Guide . A ToolKit for Strategic Policy Advocacy
Campaigns: https://www.tobaccofreekids.org/assets/global/pdfs/en/BAI_Advocacy_Toolkit.pdf
- Argentine election season begins with much-watched primaries, By DEBORA REY and ALMUDENA CALATRAVA, in The Seattle Times: <https://www.seattletimes.com/nation-world/nation/argentine-election-season-begins-with-much-watched-primaries/>
- US elections 2020: a simple guide to the race for the White House: <https://www.theguardian.com/us-news/2019/jun/12/us-election-2020-simple-guide-electoral-college-primaries>
- Election Resources on the Internet:
Presidential and Legislative Elections in Chile, Parts I and II. by Manuel Álvarez-Rivera: http://electionresources.org/cl/index_en.html

WEBS

<https://www.opensecrets.org>

Presidential election process. <https://www.usa.gov/election>

VIDEOS

- BARACK OBAMA: we are the ones song by will.i.am: <https://www.youtube.com/watch?v=ghSJsEVf0pU>
- HILLARY CLINTON: <https://www.youtube.com/watch?t=98&v=0uY7gLZDmn4>
- DONALD TRUMP: <https://www.youtube.com/watch?v=nKqCEuv5c6M>
- BERNIE SANDERS: <https://www.youtube.com/watch?v=hwwwn9zHT-8>
- JOE BIDEN: <https://www.youtube.com/watch?v=VbOU2fTg6cl>
- NIXON vs. KENNEDY: <https://www.youtube.com/watch?v=smcP6Vp21As>
- OBAMA vs. ROMNEY: <https://www.youtube.com/watch?v=dOJ4icKhNCE>
- TRUMP vs. HILLARY: <https://www.youtube.com/watch?v=TKklphtBFtw>
- MERKEL vs. SCHULZ: <https://www.youtube.com/watch?v=4La7ngaCxxU&app=desktop>
- JOHNSON vs. HUNT: <https://m.youtube.com/watch?v=ZDwHqk3I7Ac>
- Video of the beginning of Obama's campaign: <https://www.youtube.com/watch?v=jjXyqcx-mYY>
- Marco Rubio: <https://www.youtube.com/watch?v=rTKrZ3gm1Bo>

RECOMMENDED

- Lakoff, George (1990). Don't Think of an Elephant: Know Your Values and Frame the Debate: <https://bdgrdemocracy.files.wordpress.com/2014/04/whose-freedom-full-text.pdf>