There are no mandatory prerequisites for this course.

SUBJECT DESCRIPTION
Campaigns are at the heart of political and social power and change. Political Communication is the base for election processes in democracies. Politics, public opinion, mass media, priming, citizen movements and campaigns are at the core of a systems where ideas, attitudes, behaviors, and votes can define the shape of a society or the world.

In this course we will learn how to be an active citizen, a campaign or advocacy leader, a member of a campaign team and perhaps, a leader running for office or part of the communications team at a political party, social movement, government body or institution.

Welcome to CAMPAIGNS! (yes, we will talk about Campaigns with capital letters, as this is the part of political communication that better summarizes the elements for all kind of political and advocacy efforts)

We will follow a selection of issues based on a hypothetical trainee joining a campaign team -first political and later switching to advocacy- and the learnings that are required to join, participate and eventually lead the campaign. We will become and active campaign team for and advocacy issue and a political campaign.

CONTENT WARNING

This course is going to look at real-life examples of political campaigning, from all times and views in a critical form. The forms of political communication and advocacy campaign, both examples and cases, studied in this course might contain visual and rhetorical themes of racism, sexism, pornography, violence, obscenity, and rape. This course may involve the exploration of these and other current tropes in use within social media or other channels. Course content is not modified to suit individual tastes, values, or religious beliefs and might be presented in its original format without redaction or adaptation. Students are invited to come to class and do research with an open mind to be able to analyze all kinds of political communications or advocacy campaigns in very rough issues and themes.

OBJECTIVES AND SKILLS

By the end of this course, students should have gained the following knowledge, skills and attitudes:

- Insight into ideological values and a practical perspective on political and advocacy communication.
- Understand how shaping public opinion for political and social influence objectives have evolved over time.
- Gain awareness about all the strategies, tools and methodologies that have been used and can be effective to shape public opinion, raise awareness on issues, and win elections.
- Become familiar with strategies and tactics from real-life examples, and develop skills to deal with basic campaign design and execution.
- Develop the skill to analyze and learn from other campaigns, tools and situations.
- Learn the theoretical concepts and get an opportunity to put them into practice in a controlled environment.
- Students will have a critical and open attitude towards media, public opinion, politics based on their understanding of political communications and advocacy movements.

METHODOLOGY
In this course students learn through in-class lectures, activities, and discussions that take place during class sessions, in combination with reading, writing, and research completed individually outside of class. Class sessions focus on one or two main theories or topics related to public opinion and political communication, which are introduced in the readings that students complete individually before class. During class these are further explicated and critiqued through interactive lectures, activities, and discussions. Students then practice applying the theories and concepts they have learned in a series of exercises over the course of the semester (two short individual essays, and two group campaign projects), in which they demonstrate their growing command of the material and ability to use it in real life scenarios of particular interest to them and to the subject.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>40.0 %</td>
<td>60 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>13.33 %</td>
<td>20 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>0.0 %</td>
<td>0 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>23.33 %</td>
<td>35 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>23.33 %</td>
<td>35 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>150 hours</td>
</tr>
</tbody>
</table>
SESSION 1

Course Overview

In this session we will review the objectives for the course. And all elements, requirements, derivables, rules and regulations, etc. We will follow a selection of issues based on a hypothetical trainee joining a campaign team and the learnings that are required to join, participate and eventually lead the campaign.

This content blocks will take one full sessions or perhaps two depending on relevance/class work/length of discussion.

We will deal with political campaigns and their similarities to advocacy campaigns, and dedicate an specific block of content to the peculiarities of these.
- Political communication, public opinion and campaigns (of all kinds)
- Why campaigning and advocacy campaigns are insane things created by very sane people (opening lecture).
- Power and the need for support.
- Why we need people, why “the people” need leaders and institutions.
- The long history of campaigning.
- Why campaigns are effective.
- Running yourself or helping someone run for office.
- Strategy and campaign planning:
  - Objectives
  - Resourcing
  - Political or campaign platform
  - Time and agenda
  - Research
  - Opponents
  - Alliances
  - Analysis, tools, KPIs
  - Data, data, data
  - Microtargeting: from “soccer moms” to “Hockey dads”.
  - Campaign team and staffing
  - Planning and time/resource allocation
  - Political comms
  - Economical management
  - Political rhetoric
  - D day. Campaign deadline.
  - The election night. You won. You lost.
  - In office.
  - The new campaign.
  - Team for office, and team dynamics
  - Campaigns for thing that are not votes.
  - Why you need to campaign and plan for day to day situations that are not actually campaigns
  - Parties, bodies, organizations… the other roles of campaigning
  - Political, communications consultants, agencies and gurus
  - How to work with external help
  - …And how to run away from them.
  - The long term effect: team and change
- Advocacy campaigns:
  - Differences and similarities with political campaigns.
  - Social comms.
  - Trends and tribes.
  - Social rhetoric, narratives and storytelling.
  - Fundraising.
Ongoing work:
- Weirdos and innovators. Let’s find some great campaigns out there in the wild.(for the two papers already mentioned)

**Practical Issues**
Will review Syllabus, requirements, readings, etc.

**All sessions in the syllabus include info in this format:**

**Title**
Title for the session

**Area/Focus**
Main area for the session
- Strategy
- Political comms
- Advocacy Campaign
- Course

**Type**
The type of class you are going to have this day
- Lecture
- Practice
- Derivable
- Exam

**Objective**
What we want to achieve in this session, what you should be ready to discuss based on mandatory and recommended readings, films.

**Deliverable**
What you have to do!

**Discussion topics**
At the start of the class you should be able to answer the following questions

**Actions**
Why you have to do in or right after this session

**Compulsory Prereading**
Mandatory readings. Have to be read before the class! If a book is marked several times in sequential order it means the recommended time to read full book aligned with sessions

**Compulsory Previewings**
Mandatory viewings of multimedia. Should be watched before the class!

**Other recommended/suggested readings**
Other recommended readings or films to gain further insight into the subject. If you want to earn and A+ this is the place to start (or if you come back to search for knowledge sometime down the road in your career)

**Case**
Cases might brought up for discussion or reference in the class. Make sure you are familiar with the names and a basic knowledge through your own research from general open sources. You might be asked to briefly explain the mentioned person or situation

**SESSION 2**
SESSION S2
Title: Why campaigning. (opening lecture).
Area/Focus: Strategy
Type: Lecture
Objective: Learn the need for campaigns in political and social environments. Why campaigning and advocacy campaigns are insane things created by very sane people.
Deliverable: Team list and member contact details
Discussion topics: Why do you think Campaign is a system used for more than 2,000 years? Can you think of other ways to implement democracy? Do democracies need campaigns?
Actions: Select subject of teams
Compulsory Prereading:
Compulsory Previewings:
- Sir Lynton Crosby Master Class https://youtu.be/H_YareK6WKk
Other recommended/suggested readings:

Case: Cato the Young, Cicero, Julius Cesar, Sir Lynton Crosby, David Cameron, Boris Johnson

M.D.: Sir Lynton Crosby Master Class

SESSION 3
SESSION S3
Title: Power and need for support
Area/Focus: Strategy
Type: Lecture
Objective: Review why democracy is based on elections. The role of communication in politics
Deliverable: Team system to organize information collaborative. Initial list of contents
Discussion topics: Why most democratic and non democratic systems have some form of realistic or imaginative election systems and representation? Why we need people, why “the people” need leaders and institutions? Why select them?
Actions: Create team canvas to include campaign elements to shape into plan(team)
Compulsory Previewings:
- Documentary series: “The run for the white house” (Netflix) Any chapter you feel attractive by subject
Other recommended/suggested readings:
Case: Nixon, Hitler, Kim Jong Un, Fidel Castro

SESSION 4
SESSION:S4
Title: Campaigning history
Area/Focus: Strategy
Type: Practice
Objective: Look into the past for examples of political campaigns that can be of value in today's environment.
Deliverable: List of campaigns to be analyzed (INDIVIDUAL)
Discussion topics: How was the world when there was no internet, Facebook or even electricity? Can you learn something from campaigns from centuries ago? What has changed and what's is still to be found today that we see in historical campaigns?
Actions: Select your political campaign search (individual)
Compulsory Prereading:
Other recommended/suggested readings:

Case: Black legends and empires. Classical US campaigns from the documentary series.

SESSION 5
SESSION:S5
Title: Effective Campaigning: objectives, Microtargeting
Area/Focus: Political comms
Type: Lecture
Objective: How objectives shape our campaign, and which objectives we can really set. O. Why campaigns are effective.
Discussion topics: Getting elected is the only possible outcome of political communications and campaign? How to do campaigning when you know you are not going to win? Why convince all when you can convince those that make you win?
Actions: Apply to your Campaign (TEAM)
Compulsory Prereading:

Other recommended/suggested readings:
SESSION 6

SESSION:S6
Title: Running or helping someone run
Area/Focus: Political comms
Type: Practice
Objective: The difference from the future official and the team perspective
Deliverable: Advance in your team campaign (TEAM) allocated and directed work in class
Discussion topics: Do you think you can be in an election yourself? What's on the stakes? What should a team member know about what's in the mind of someone running for office?
Actions: Apply to your Campaign (TEAM)

Compulsory Prereading:

Other recommended/suggested readings:

SESSION 7

SESSION:S7
Title: Strategy:, resourcing, Political Platform. Messaging
Area/Focus: Political comms
Type: Lecture
Objective: Setting up campaign
Discussion topics: What should you do first in your campaign? How to get and manage minimum resources to start?
Actions: Apply to your Campaign (TEAM)

Compulsory Prereading:
Compulsory Previewings:

- Ronald Reagan Speech, "A time for Choosing", Barak Obama speech at the DNC Convention
  https://www.reaganlibrary.gov/timechoosing
- Barack Obama's entire Democratic convention speech - CNN Video
  speech-sot.cnn

Other recomended/suggested readings:


SESSION 8

SESSION:S8
Title: Strategy: Time and agenda, Research, Opponents, debates, Allies
Area/Focus: Political comms
Type: Practice
Objective: Research to base campaign in realistic and contrasted situations
Deliverable: Advance in your team campaign (TEAM) allocated and directed work in class
Discussion topics: What should you know for your campaign? Internal or external info?
Actions: Apply to hour Campaign (TEAM)
Compulsory Prereading:


Compulsory Previewings:

- Documentary: “Best of enemies” (Netflix)

Case: Gore Vidal, William F. Buckley Jr, Donald Trump, Hillary Clinton

SESSION 9
SESSION S9
Title: Campaign planning: Analysis, tools, KPI's, Data, Microtargeting
Area/Focus: Political comms
Type: Lecture
Objective: Measuring and monitoring evolution, results
Deliverable:
Discussion topics: How to deal with big data? Is there "too much information? What are the key elements a campaign should monitor?
Actions: Apply to your Campaign (TEAM), last minute questions about your INDIVIDUAL campaign analysis
Compulsory Prereading:
Other recommended/suggested readings:

Case: Jeb Bush, Barak Obama


SESSION 10
SESSION: S10
Title: STUDENT PRESENTATIONS: CAMPAIGN EXAMPLES
Area/Focus: Course
Type: Derivable
Objective: We will review examples analyzed individually by students and presented to the class
Deliverable: Paper: Political Campaign analysis (INDIVIDUAL) 3 page report and 2-3 slides presentation to the class and as executive summary
Discussion topics: What makes a good political campaign?

All students will present to the class and turn in their report and slides. The presentation will consist of a 3 minute brief on campaign example of their choosing.

Evaluation: This presentations will be individual. Will be rated on a 0-10 scale for all these areas proportional to the final grade for this evaluation. 1. Depth of analysis. 2. Insight from the student. 3. Extrapolation to general campaigning (take aways) 4. Document presentation. 5. Oral presentation (quality and creativity).

SESSION 11
SESSION S11
Title:
Area/Focus: Political comms
Type: Practice
Objective: Open class discussion from the campaigns presented by students to the class
Deliverable:
Discussion topics: What can we learn from the cases presented? What has surprised you? What's common in all of them? What makes the difference?
Case: Cases presented by students in previous session

SESSION 12
SESSION S12
Title: Campaign Planning: political comms, media, rhetoric, advertising, budgeting,
Area/Focus: Political comms
Type: Lecture
Objective: Learning practical planning elements to have in a campaign, how rhetoric and narratives should accommodate to channels and resources, and basic budgeting.
Actions: Apply to your Campaign (TEAM)
Compulsory Prereading:
Compulsory Previewings:
- Mashable: most influential campaigns https://mashable.com/2012/09/13/influential-campaign-ads/?europe=true
Other recommended/suggested readings:

SESSION 13
SESSION:S13
Title: Campaign seasons, D Day, Election Night, Winning and losing
Area/Focus: Political comms
Type: Practice
Objective: Learn how the real campaigning time is the time to deliver, not to plan
Deliverable: Advance in your team campaign (TEAM) allocated and directed work in class
Discussion topics: What should you do in the real campaign time? Do you think this period should exist? What’s do Putin and Marco Rubio share in their speeches? Differences?
Actions: Apply to your Campaign (TEAM)

Compulsory Previewings:
- Vladimir Putin Win election Speech (2018),
- Marco Rubio Concession Speech (2016)
  https://www.washingtonpost.com/video/politics/watch-marco-rubios-emotional-concession-speech/2016/03/16/52fa402c-eb55-11e5-a9ce-681055c7a05f_video.html?utm_term=.b07c00850457

Other recommended/suggested readings:

Case: Vladimir Putin, Marco Rubio

SESSION 14
SESSION:S14
Title: In office (team, campaigning for non voting objectives, day to day), parties, bodies, organizations opposition, priming and agenda setting,
Area/Focus: Political comms
Type: Lecture
Objective: The difference from political campaigning to government and office. How priming works and can affect

Discussion topics: What should an elected officer do first? What’s the difference from running to office from sitting in office? What do McCombs & Shaw consider agenda setting? What is the relation between agenda setting and priming? Differences?
Actions: Apply to your Campaign (TEAM)

Compulsory Prereading:
SESSION 15

Title: Campaigning for non voting objectives, New campaigns, Consultants and external help
Area/Focus: Political comms
Type: Practice
Objective: Learning how campaign is not a season, but a state of mind for the political activity. Dealing with all kinds of potential help, and issues, from usual political operatives.

Discussion topics: Why should you keep campaigning your actions? What’s different from promises to action? Should they differ? Why?
Actions: Apply to your Campaign (TEAM)

Compulsory Prereading:
- Donald Trump and the Fall of the Republican Campaign Guru
- The Rise Of Karl Rove, Vanity Fair
- Karl Rove, Top Strategist, Is Leaving the White House, NYT, August 13, 2007
- Sir Lynton Crosby's election secrets revealed, GQ
  http://www.gq-magazine.co.uk/article/lynton-crosby-secrets

Compulsory Previewings:
- Documentary “Get me Roger Rtone” (Netflix),
- Lynton Crosby, Master Class Political Campaigning
  https://youtu.be/H_YareK6WKk

Other recommended/suggested readings:

Case: Karl Rove, Steve Bannon, Roger Stone, Sir Lynton Crosby, David Cameron, Boris Johnson
SESSION 16
SESSION:S16
Title: GUIDED TEAM WORK IN CLASS
Area/Focus: Political comms
Type: Practice

Deliverable: Advance in your team campaign (TEAM) allocated and directed work in class

Other recommended/suggested readings:


SESSION 17
SESSION:S17
Title: TEAM PRESENTATIONS
Area/Focus: Course
Type: Derivable

Objective: ALL TEAMS PRESENT THEIR POLITICAL CAMPAIGNS

Deliverable: Political Campaign in class Presentation and written document (30 page) and 10-12 slides presentation to the class and as executive summary (TEAM)

All TEAMS will present to the class and turn in their report and slides. The presentation will consist of a 10-12 minute review of their proposed campaign and must include at least examples of materials (Poster, video)

Evaluation: This presentations will be done by the whole Team. Will be rated on a 0-10 scale for all these areas proportional to the final grade for this evaluation. 1. Overall strategy and forcefull narrative and messaging. 2. Covering all relevant elements for a campaign 3. Realism (Things can be really done within a reasonable budget, actions are possible to launch, ...) 4. Document presentation and use of visuals (ie. video, desing. 5. Oral presentation (quality and creativity).

SESSION 18
SESSION:S18
Title: TEAM PRESENTATIONS
Area/Focus: Course
Type: Derivable

Objective: ALL TEAMS PRESENT THEIR POLITICAL CAMPAIGNS

Deliverable: Political Campaign in class Presentation and written document (30 page) and 10-12 slides presentation to the class and as executive summary (TEAM)

All TEAMS will present to the class and turn in their report and slides. The presentation will consist of a 10-12 minute review of their proposed campaign and must include at least examples of materials (Poster, video)

Evaluation: This presentations will be done by the whole Team. Will be rated on a 0-10 scale for all these areas proportional to the final grade for this evaluation. 1. Overall strategy and forcefull narrative and messaging. 2. Covering all relevant elements for a campaign 3. Realism (Things can be really done within a reasonable budget, actions are possible to launch, ...) 4. Document presentation and use of visuals (ie. video, desing. 5. Oral presentation (quality and creativity).
SESSION 19
SESSION:S19
Title: Advocacy versus political campaigning
Area/Focus: Advocacy Campaign
Type: Lecture
Objective: Difference and similarities advocacy and political campaigning

Discussion topics: What's is three process for advocacy? How it differs from politics? What limits are there for advocacy?
Actions: Team Shuffle, new teams
Compulsory Prereading:

Case:
- Greenpeace.
- The climate change movement.
- The pirate party: advocacy becomes political campaign

SESSION 20
SESSION:S20
Title: Tribes, trends, activation
Area/Focus: Advocacy Campaign
Type: Practice
Objective: How groups emerge, evolve and shape public opinion
Deliverable: List of campaigns to be analyzed (INDIVIDUAL)

Discussion topics: How small groups can influence bigger groups? What is new in the age of individual opinion? Are there tribes and groups that modify individual opinion?
Actions: Select your advocacy campaign search (individual)
Compulsory Prereading:

Other recommended/suggested readings: Note, After Sessions 1 and 2 Teacher will update recommended readings and cases from his personal library based on the advocacy focus students prefer for their cases and personal interests

SESSION 21
SESSION:S21
Title: Social narrative and storytelling. Digital advocacy.
Area/Focus: Advocacy Campaign
Type: Lecture
Objective: Learn how narratives and stories shape advocacy campaigns
Deliverable:
Discussion topics: Humor, Music, Entertainment media

Compulsory Prereading: 

16 | 16/07/2018
Other recommended/suggested readings: Note, After Sessions 1 and 2 Teacher will update recommended readings and cases from his personal library based on the advocacy focus students prefer for their cases and personal interests

Case:
- Bernays and WWI
- Nayirah and Kuwait.

SESSION 22
SESSION:S22
Title: STUDENT PRESENTATIONS: CAMPAIGN EXAMPLES
Area/Focus: Course
Type: Derivable
Objective: We will review examples analyzed individually by students
Deliverable: Paper: Advocacy Campaign analysis (INDIVIDUAL) 3 page report and 2-3 slides presentation to the class and as executive summary
Discussion topics: What makes a good advocacy campaign?

All students will present to the class and turn in their report and slides. The presentation will consist of a 3 minute brief on campaign example of their choosing.

Evaluation: This presentations will be individual. Will be rated on a 0-10 scale for all these areas proportional to the final grade for this evaluation. 1. Depth of analysis. 2. Insight from the student 3. Extrapolation to general campaigning (take aways) 4. Document presentation. 5. Oral presentation (quality and creativity).

SESSION 23
SESSION:S23
Title:
Area/Focus: Advocacy Campaign
Type: Practice
Objective: Open class discussion from the campaigns presented by students to the class

Discussion topics: What can we learn from the cases presented? What has surprised you? What's common in all of them? What makes the difference?

SESSION 24
SESSION S24
Title: Fund Raising, framing and agenda-setting
Area/Focus: Advocacy Campaign
Type: Lecture
Objective: Advocacy runs on money. How and where it can be found, and how sometimes it’s not about money
Discussion topics: Fund raising, Framing, Agenda-setting from an advocacy perspective
Actions:
Compulsory Prereading:

Other recommended/suggested readings: Note, After Sessions 1 and 2 Teacher will update recommended readings and cases from his personal library based on the advocacy focus students prefer for their cases and personal interests

Case: Note, After Sessions 1 and 2 Teacher will update recommended readings and cases from his personal library based on the advocacy focus students prefer for their cases and personal interests

SESSION 25
SESSION S25
Title: GUIDED TEAM WORK IN CLASS
Area/Focus: Advocacy Campaign
Type: Practice
Objective:
Deliverable: Advance in your team campaign (TEAM) allocated and directed work in class

Actions: Apply to hour Campaign (TEAM)
Compulsory Prereading:

SESSION 26
SESSION S26
Title: TEAM PRESENTATIONS
Area/Focus: Course
Type: Derivable
Objective: ALL TEAMS PRESENT THEIR ADVOCACY CAMPAIGNS
Deliverable: Advocacy Campaign Presentation and written document (15 page) and 10-12 slides presentation to the class and as executive summary (TEAM)

All TEAMS will present to the class and turn in their report and slides. The presentation will consist of a 10-12 minute review of their proposed campaign and must include at least examples of materials (Poster, video)
SESSION 27

SESSION:S27
Title: TEAM PRESENTATIONS
Area/Focus: Course
Type: Derivable
Objective: ALL TEAMS PRESENT THEIR ADVOCACY CAMPAIGNS
Deliverable: Advocacy Campaign Presentation and written document (15 page) and 10-12 slides presentation to the class and as executive summary (TEAM)

All TEAMS will present to the class and turn in their report and slides. The presentation will consist of a 10-12 minute review of their proposed campaign and must include at least examples of materials (Poster, video)

Evaluation: This presentations will be done by the whole Team. Will be rated on a 0-10 scale for all these areas proportional to the final grade for this evaluation. 1. Overall strategy and forcefull narrative and messaging. 2. Covering all relevant elements for a campaign 3. Realism (Things can be really done within a reasonable budget, actions are possible to launch, ...) 4. Document presentation and use of visuals (ie. video, design. 5. Oral presentation (quality and creativity).

SESSION 28

SESSION:S28
Title: Presentation Reviews
Area/Focus: Course
Type: Practice
Objective: Open class discussion from the campaigns presented by students to the class (Both political and advocacy)
Deliverable:
Discussion topics: What can we learn from the cases presented? What has surprised you? What's common in all of them? What makes the difference?

SESSION 29

SESSION:S29
Title: Team presentation Feedback.
Area/Focus: Strategy
Type: Lecture
Objective: To wrap-up all learnings from the subject and teacher's own real life experience

SESSION 30

SESSION:S30
Title: How I have lost several campaigns Closing lecture. Final thoughts.
Area/Focus: Strategy
Discussion topics: Open discussion about the subject. Careers. General Feedback
Compulsory Prereading:

Compulsory Previewings: None
Other recommended/suggested readings: None
Case: All
BIBLIOGRAPHY

Compulsory


Chapters to be read as marked per sessions. Additional chapters as recommended readings


Available at Amazon https://amzn.to/2Jq3Flz both in paper and kindle format.

(Reading at your own pace after, better aligned with session 20 and 21)

Please check other compulsoruy readings per session

Recommended


EVALUATION CRITERIA
The course uses a combination of techniques and concepts, to enhance personal and group learning through:

• Videos.
• Personal experiences.
• Role-plays.
• Group discussions.
• Questionnaires.
• Shared best practices.
• Activities.
• Practical cases.
• Instruction.
• Etc.

To get all the benefits of the program, it's very important to bring to the session an open mind and a participative attitude.

It's critical to make a practical approach, where participant will experience and practice the tools and behaviors related with leadership of advocacy and political campaigns.

There will be a backbone for the course based on the contents lists, will review cases aligned with each step. On a continuous work we will apply them to two ongoing class campaigns. One purely political. Another campaign to be an advocacy campaign. These campaigns will be developed over the course in teams, step by step, as the course evolves over the relevant phases of campaigning.

Some key players from the industry might be invited to the class or visit their offices. Coordinated with students we will be in contact with active campaigns in SPAIN.

**INDIVIDUAL PRESENTATIONS (15%+15%=30%)**

Paper: You will select a political campaign to analyze individually(by session 4) . Will research on your own. Derivable "Political Campaign analysis (INDIVIDUAL)" 3 page report and 2-3 slides presentation to the class and as executive summary. More details on the derivable will be explained in session 1 and before deadline.

Paper: You will select a political campaign to analyze individually(by session 20). Will research on your own. Derivable: "Advocacy Campaign analysis (INDIVIDUAL)" 3 page report and 2-3 slides presentation to the class and as executive summary. More details on the derivable will be explained in session 1 and before deadline.

Specific details on evaluations for these presentations can be found in the detail for the sessions.

**GROUP WORKS AND PRESENTATIONS (20%+20%=40%)**

Teams for this work will be selected on sessions 1 and 2 for the Political campaign work.

Team will create a full political campaign campaign strategy and plan with the geographical, theme and time limitations set by professor in session 1 and 2. Teams will work towards the presentation of a full Political Campaign in class Presentation and written document(30 page) and 10-12 slides presentation to the class and as executive summary (TEAM).

Depending on class dynamics teams might be shuffled and new teams created on session 19 for the Advocacy Campaign work.

Team will create a full advocacy campaign strategy and plan with the geographical, theme and time limitations set by professor in session 1 and 2. Teams will work towards the presentation of a full Advocacy Campaign Presentation and written document (15 page) and 10-12 slides presentation to the class and as executive summary (TEAM).

Evaluation is based on a student’s attendance and informed participation in the sessions were TEAM activities are central.
Specific details on evaluations for these presentations can be found in the detail for the sessions.

CLASS PARTICIPATION (20%)
Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying.
Moving ‘Your Peers’ Understanding Forward: Great ideas can be lost through poor presentation. A high-quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.
Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation.
Respect: any disturbance or lose of respect for the professor and/or students (chatting with colleagues, using your laptop / mobile phone, etc.) will entitle the professor to give a 0 independently of the overall participation.
Evaluation is based on a student’s attendance and informed participation in the sessions.
In this subject the use of laptop or any electronic device is forbidden in class except when asked by the professor for use on class activities.

WORKGROUPS (10%)
I will evaluate not only the team results, but also your team dynamics and individual when preparing the campaigns in class, and review from other team members.

IMPORTANT NOTE ON ATTENDANCE (IT WILL AFFECT GRADING AS A % OF FINAL ATTENDANCE)
A very relevant part of my evaluation comes from class participation and in class activities. Also team work to be conducted, supervised and presented in the class. Assistance to the classes is mandatory, taking into account the general considerations of IE University: students must assist to at least 70% of the sessions to pass the course. We will not make any exception to this rule; for any personal situation, please speech to the Dean of Undergraduate Studies. **This does not mean you can skip 30% of the classes. If you don’t show up for a class you will not be evaluated for that class, thus getting a cero for that sessions, and this is going to affect your grade proportionally.**

Lack of attendance will affect final grading as it will be applied as a percentage to overall evaluation. Students who miss a class will have to make up for it by extra works to be defined individually by teacher and due before final evaluation. If you missed a class it is your obligation to ask the extra work, and present/tur it in before final evaluation, or that session will count as a 0.

Students are expected to arrive promptly for each class and to remain for the entire session. Please demonstrate courtesy and respect for the professor and for other students during class by turning off cell phones, not using the computer during the class, not reading the newspaper during class, not sitting in the back talking about non-related topics, etc.
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 enrol 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.

STUDENTS RETAKING THE COURSE (en la ¨tercera convocatoria¨)

Students who are taking the course for the second time are required to contact the professor at the beginning of the semester to make any necessary special arrangements.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Presentation 1</td>
<td>15 %</td>
<td>Paper: Political Campaign analysis (INDIVIDUAL) 3 page report and 2-3 slides presentation to the class and as executive summary</td>
</tr>
<tr>
<td>Individual Presentation 2</td>
<td>15 %</td>
<td>Paper: Advocacy Campaign analysis (INDIVIDUAL) 3 page report and 2-3 slides presentation to the class and as executive summary</td>
</tr>
<tr>
<td>Group Presentation 1</td>
<td>20 %</td>
<td>Political Campaign in class Presentation and written document (30 page) and 10-12 slides presentation to the class and as executive summary (TEAM)</td>
</tr>
<tr>
<td>Group Presentation 2</td>
<td>20 %</td>
<td>Advocacy Campaign Presentation and written document (15 page) and 10-12 slides presentation to the class and as executive summary (TEAM)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20 %</td>
<td>We will combine examples, cases- both classic and recent - theory and in class practice. Your participation and comments during the class are essential for your individual evaluation.</td>
</tr>
<tr>
<td>---------------------</td>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Workgroups</td>
<td>10 %</td>
<td>I Will evaluate not only the team results, but also your team dynamics and individual when preparing the campaigns in class, and review from other team members.</td>
</tr>
</tbody>
</table>

**PROFESSOR BIO**

Professor: **VICTOR MANUEL SÁNCHEZ DEL REAL**

E-mail: vmsanchez@faculty.ie.edu

**VICTOR SANCHEZ DEL REAL**
Víctor Sánchez del Real, vmmsanchez@faculty.ie.edu, is one of the best known spanish experts and academics in strategic Communication, Political and social campaigning, Personal Branding and Entrepreneur branding.

Prof. Sanchez has a wide experience both in the political arena and social campaigning. He’s has taken part in several Spanish local, regional(state) and national elections. Also has been strategist and participated in many social movements, campaigns for election at boards and other bodies (I.e.: industry representation groups, university councils, ...) and advocacy and lobbying both national and at the EU.

He currently helps a political party in Spain and several NGO’s campaigns. He is also the European representative of the European Innovative Media Publishers association, representing the largest group of media publishers and companies that are active in the sector of media publishing within the European Union.

Victor (@sanchezdelreal) is founder of elocuent.com (@Elocuent1) a reference on personal branding, for entrepreneurs, professionals and small companies. Journalist, and professor at business schools (ICADE, IESE, EEN,…), universities (IE University, Fco. De Vitoria, ...), and entrepreneur and business engagements. He also has regular presence in media as an analyst (Intereconomia, Telemadrid, Tele 5, BBC, RNE, GestionaRadio,…).

As a consultant and CEO of one of the biggest PR agencies in Spain, and a reference in this market, Victor has shared his advice with big brands and corporations, top executives in Fortune500 and IBEX companies, as well as politicians, entrepreneurs and public personalities. Recently he was selected by a national TV and BBC to analyze the image of King Juan Carlos of Spain on abdication to King Felipe, among historians and spanish business leaders.

Academic Background
MIT-SLOAN Business School (current)
MIT Sloan Executive Certificate Strategy and innovation, Management and Leadership.
Social Media, Leadership and management courses.
2016-2018

IESE Business School – (In collaboration with HARVARD/Kennedy School of Government)
Programa avanzado de dirección campañas electorales, Comunicación política (Political Campaign Management course)
2011 – 2011

IESE Business School - University of Navarra
PDD, Advanced Management Program
2004 – 2004

Comillas Pontifical University / ICADE
Master, Comunicación
1994 – 1995
MASTER ICADE-UPC

Universidad Complutense
Licenciado, Publicidad y Relaciones Públicas
1987 – 1993

Other information of interest:
? www.elocuent.com
? vmmsanchez@faculty.ie.edu
OTHER INFORMATION
Office hours: In session 1 we will explain office hours and contact 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.