



University of
New Haven

Political Marketing

SECTION I: Course Overview

Course Code: POL351BCN

Subject Area(s): Political Science

Prerequisites: See Below

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

Within the context of important elections and referenda in the Western world, propaganda, persuasion, and political manipulation have always existed. However, in a rapidly changing world, political allegiances and convictions shift more quickly than ever. Politicians, political programs, and political measures are products that have to be sold like any other; therefore, political marketing must also fluctuate in response. Whatever the political content, it can be made attractive to the citizen using special tactics and strategies.

This course focuses on what political marketing is and how it works. You will study how political leaders, ideas, candidates, parties, programs, and actions are sold on the political market. Important concepts like branding, targeting, positioning, e-marketing, and framing will be analyzed from a political science perspective. You will be able to describe aggressive, defensive, sales-oriented, and populist strategies, as well as explore the importance of political market research. You will also compare the US and the host culture forms of political marketing. Finally, we will discuss the impact and consequences political marketing may have on democracy and the governance of states.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Outline where and how politics and marketing meet through the lens of case studies.
- Describe the most common and important political marketing strategies, techniques, and tools.
- Develop a marketing strategy for a political candidate, party, or policy.
- Assess the policy contents versus the political marketing strategies and techniques within a political discourse.

- Discuss the potential impacts and consequences of marketing strategies and techniques on democracy and the governance of states.

PREREQUISITES

There are no prerequisites for this course; however, previous coursework in political science and/or marketing is advised.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 1 day(s) per week	1 Absence	4 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 st	2 nd	3 rd	4 th
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused.

even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Oral Presentation	10%
Independent Learning Activities	10%
Research Paper	20%
Mid-Term Exam	25%
Final Exam	25%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad – are ultimately made by the your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should

understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Oral Presentation (10%): You will be required to offer a short oral presentation on an exemplifying case in the context of the course session. The case and presentation will be assigned to you at the beginning of the course. The case will be the basis for your research paper too (see below). Both content and form will be taken into account. The aim is to elaborate on common political marketing strategies and techniques used, as well as discussing the impacts of these strategies on politics and society. Further information will be provided regarding format expectations.

Independent Learning Activity (10%): You will complete one assignment based on the guest speaker visit or on one of the AICAP activities recommended for this course or any other independent learning activity suggested throughout the course. This assignment consists of one 500-word report on the guest speaker/AICAP or independent learning activity, which sums up and analyzes the activity in the context of the course, and underlines relevant course facts and findings. Your topic is to be chosen in accordance with the instructor, who will provide you with further guidelines. Alternative assignment proposals made by the student may be taken into consideration.

Research Paper (20%): This 2000-word paper is an elaboration of the case study assigned for your oral presentation at the beginning of the course. The paper is to be handed in the day of the mid-term exam regardless of the date of your oral presentation. The topic is subject to approval by the instructor. It cannot be a simple summation of the presentation, but must fully explain the impacts and consequences of marketing strategies and techniques used in your case study. Following academic practice, all sources should be cited and a full bibliography should be included.

Mid-Term & Final Exams (25%+25%): The mid-term and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above.

The instructor reserves the right to make changes or modifications to this syllabus as needed

They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The written mid-term examination will cover the first half of the course whilst the final examination will only cover material presented and discussed in the second half of the course. The final exam will consist of two parts: in the first part you will be asked to develop a marketing strategy for a political candidate, party, or policy; the second part will include questions related to the topics covered in class.

EXPERIENTIAL LEARNING ACTIVITIES

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city, as well as bring the local community into the classroom. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP).

Guest Lectures

- Lecture of a political adviser of one Spanish political party

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The AICAP activities selected for this course were chosen for their relevance to the course's learning objectives. While these activities may not be mandatory, you are highly encouraged to attend. Please check the Forms of Assessment section to find out if AICAP activities are related to any specific form of assessment.

- Madrid & Art Museums
- Reshaping the City: Urban Transformations in Barcelona
- Barcelona speaks: Graffiti & Street Art Tour
- Barça Soccer Match
- Changemakers in Action
- Speak Local, Be Global
- Creating brand & business: *Room Mate* hotels visit

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Lees-Marshment, J. et al., *Political Marketing, Principles and Applications* (3rd Edition), Routledge, London - New York, 2019, 266p.

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Baines, P., 'Political Public Relations and Election Campaigning', in: Strömbäck, J. and Kiouisis, S. (eds.), Political Public Relations: Principles and Applications, Routledge, London - New York, 2011, p.115-137.

Baines, P. et al., 'Positioning in Political Marketing: How Semiotic Analysis Adds Value to Traditional Survey Approaches', Journal of Marketing Management, 30 (1-2), (2014), p.172-200.

Bigi, A., Treen, E. and Bal, A., 'How Customer and Product Orientations Shape Political Brands', Journal of Product and Brand Management, 25 (4), (2016), p.365-372.

Brainmates, '5 Minutes with Stephen Quain, US Political Campaign Manager', in: Brainmates blog post, 2010. [<https://brainmates.com.au/general/5-minutes-with-stephen-quain-us-political-campaign-manager/>].

Daily, C., 'Why Branding Is Critical During a Political Campaign', in: Zimmer Radio Inc. blog post, September 29, 2017. [<https://info.zimmermarketing.com/blog/why-branding-is-critical-during-a-political-campaign>].

Ducharme, J., 'What to Know About Brad Parscale, Donald Trump's 2020 Campaign Manager', in: Time, February 27, 2018. [<https://time.com/5177627/brad-parscale-donald-trump-campaign-manager/>].

Gelders, D. and Ihlen, O., 'Government Communication About Potential Policies: Public Relations, Propaganda or Both?', Public Relations Review, 36 (1), (2010), p.59-62.

Hallahan, K., 'Political Public Relations and Strategic Framing', in: Strömbäck, J. and Kiouisis, S. (eds.), Political Public Relations: Principles and Applications, Routledge, London - New York, 2011, p.177-212.

Hulsse, R., 'The Catwalk Power: Germany's New Foreign Image Policy', Journal of International Relations and Development, 12 (3), 2009, p.293-316.

Jackson, N., 'General Election Marketing - Selling a Can of Beans, Building a Favours Bank or Managing an Event?', Journal of Public Affairs, 13(3), (2013), p.251-259.

Klein, E. and Kliff, S., 'Obama's Last Campaign: Inside the White House Plan to Sell Obamacare', The Washington Post Wonkblog post, July 17, 2013. [<https://www.washingtonpost.com/news/wonk/wp/2013/07/17/obamas-last-campaign-inside-the-white-house-plan-to-sell-obamacare/?arc404=true>].

Kruikemeier, S., 'How Political Candidates Use Twitter and the Impact on Votes', Computers in Human Behavior, 34, (2014), p.131-139.

Kruikemeier, S., Sezgin, M. and Boerman, S.C., 'Political Microtargeting: Relationship Between Personalized Advertising on Facebook and Voters' Responses', Cyberpsychology, Behavior, and Social Networking, 19 (6), (2016), p.367-372.

Lee, J. and Lim, Y., 'Gendered Campaign Tweets: The Cases of Hillary Clinton and Donald Trump', Public Relations Review, 42 (5), (2016), p.849-855.

Lees-Marshment, J., 'The Democratic Contribution of Political Market Researchers', Journal of Public Affairs, 15 (1), (2015), p.1-10.

Lieber, P.S. and Golan, G.J., 'Political Public Relations, News Management, and Agenda Indexing', in: Strömbäck, J. and Kiouisis, S. (eds.), Political Public Relations: Principles and Applications, Routledge, London - New York, 2011, p.54-74.

Maier, M. et al., 'Political Marketing in Germany', in: Lees-Marshment, J., Strömbäck, J. and Rudd, C. (eds.), Global Political Marketing, Routledge, London - New York, 2010, p.34-51.

McNeely, C.L. and Hahm, J., 'The Big (Data) Bang: Policy, Prospects, and Challenges', *Review of Policy Research*, 31 (4), (2014), p.304-310.

Nielsen, S.W. and Larsen, M.V., 'Party Brands and Voting', *Electoral Studies*, 33, (2014), p.153-165.

Ormrod, R.P. et al., 'Strategy, Market Orientation and Performance: the Political Context', *Journal of Public Affairs*, 15 (1), (2015), p.37-52.

Rademacher, E.W. and Tuchfarber, A.J., 'Pre-election Polling and Political Campaigns', in: Newman, B.I. (ed.), *Handbook of Political Marketing*, SAGE, Thousand Oaks, 1999, p.197-222.

Rothmayr, C. and Hardmeier, S., 'Government and Polling: Use and Impact of Polls in the Policy-making Process in Switzerland', *International Journal of Public Opinion Research*, 14 (2), (2002), p.123-140.

Schweiger, G. and Aadami, M., 'The Nonverbal Image of Politicians and Political Parties', in: Newman, B.I. (ed.), *Handbook of Political Marketing*, SAGE, Thousand Oaks, 1999, p.347-364.

Serazio, M., 'Branding Politics: Emotion, Authenticity, and the Marketing Culture of American Political Communication', *Journal of Consumer Culture*, 17 (2), (2017), p.225-241.

Smith, G. and French, A., 'The Political Brand: A Consumer Perspective', *Marketing Theory*, 9 (2), (2009), p.209-226.

Strömbäck, J., 'Political Market-Oriented in a Multi-Party System: the Swedish Case', in: Lees-Marshment, J., Strömbäck, J. and Rudd, C. (eds.), *Global Political Marketing*, Routledge, London - New York, 2010, p.52-64.

Tracey, S., 'Trust, Trump, and the Turnout: A Marketer's Point of View', *American Behavioral Scientist*, 61 (5), (2017), p.526-532.

Trump, D., *Contract with the American Voter*, 2016.
[<https://assets.donaldjtrump.com/landings/contract/O-TRU-102316-Contractv02.pdf>].

Williams, D.R., 'How Trump's Political Brand Captured the White House', *International Policy Digest*, January 12, 2017. [<https://intpolicydigest.org/2017/01/22/how-trump-s-political-brand-captured-the-white-house/>].

Winston, J., 'How the Trump Campaign Built an Identity Database and Used Facebook Ads to Win the Election', *Medium*, November 18, 2016. [<https://medium.com/startup-grind/how-the-trump-campaign-built-an-identity-database-and-used-facebook-ads-to-win-the-election-4ff7d24269ac#.xpwe08w8b>].

Wood, S., 'Rebranding the Nation: Germany's Image Politics', *International Politics*, 54 (2), (2017), p.161-181.

REQUIRED FILMS

Channel 4 News, 'Cambridge Analytica Uncovered: Secret Filming Reveals Election Tricks', *Channel 4 News*, March 19, 2018.
[https://www.youtube.com/watch?time_continue=1&v=mpbeOCKZFfQ].

Conservative Party of Canada, 'Proven Leadership', *YouTube Campaign Advert*, May 25, 2015.
[<https://www.youtube.com/watch?v=um1pc0ZpW10&feature=youtu.be>].

Liberal Party of Canada, '27 Promises Kept', *YouTube Campaign Advert*, November 4, 2016.
[<https://www.youtube.com/watch?v=OWGV9ORPctQ&feature=youtu.be>].

Obama, B., 'The Road We've Traveled', Pre-campaign Mini documentary, March 15, 2012. [<https://www.youtube.com/watch?v=2POembdArVo>].

O'Rourke, B., 'Just Launched Our First Ad', *Twitter post*, July 27, 2018. [<https://twitter.com/BetoORourke/status/1022466953288593409>].

'Memorable Conservative, Labour and Liberal Democrat Posters from Previous Election Campaigns', *The Telegraph*. [<https://www.telegraph.co.uk/news/picturegalleries/uknews/7582239/Memorable-Conservative-Labour-and-Liberal-Democrat-posters-from-previous-election-campaigns.html?image=14>].

RECOMMENDED READINGS/FILMS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Bendle, N., Ryoo, J. and Nastasoïu, A., 'The 2016 US Primaries: Parties and Candidates in the World of Big Data', in: Gillies, J. (ed.), *Political Marketing in the 2016 U.S. Presidential Election*, Palgrave Macmillan, New York - Basingstoke, 2018, p.65-80.

Birch, L. and Petry, F., 'The Use of Public Opinion Research by Government: Insights from American and Canadian Research', in: Lees-Marshment, J. (ed.), *The Routledge Handbook of Political Marketing*, Routledge, London - New York, 2012, p.342-453.

Braun, A., 'The Role of Opinion Research in Setting Campaign Strategy', in: Lees-Marshment, J. (ed.), *The Routledge Handbook of Political Marketing*, Routledge, London - New York, 2012, p.7-19.

Busby, R. and Cronshaw, S., 'Political Branding: The Tea Party and Its Use of Participation Branding', *Journal of Political Marketing*, 14 (1-2), (2015), p.96-110.

Conley, B.M., 'The Politics of Hope: The Democratic Party and the Institutionalization of the Obama Brand in the 2010 Mid-term Elections', in: Lees-Marshment, J. (ed.), *The Routledge Handbook of Political Marketing*, Routledge, London - New York, 2012, p.124-135.

Conley, B.M., 'Thinking What He Says: Market Research and the Making of Donald Trump's 2016 Presidential Election', in: Gillies, J. (ed.), *Political Marketing in the 2016 U.S. Presidential Election*, Palgrave Macmillan, New York - Basingstoke, 2018, p.29-48.

Cosgrove, K.M., 'Political Branding in the Modern Age - Effective Strategies, Tools and Techniques', in: Lees-Marshment, J. (ed.), *The Routledge Handbook of Political Marketing*, Routledge, London - New York, 2012, p.107-123.

Cosgrove, K.M., 'Trump and the Republican Brand Fresh', in: Gillies, J. (ed.), *Political Marketing in the 2016 U.S. Presidential Election*, Palgrave Macmillan, New York - Basingstoke, 2018, p.49-64.

Devine, T., 'Obama Campaigns for Re-election', in: Johnson, D.W. (ed.), *Campaigning for President 2012: Strategy and Tactics*, Routledge, London - New York, 2013, p.137-150.

Elder, E., 'The Clinton Campaign: Appeals to Moderate Swing Voters Through Anti-Trump Targeted Communication', in: Gillies, J. (ed.), *Political Marketing in the 2016 U.S. Presidential Election*, Palgrave Macmillan, New York - Basingstoke, 2018, p.81-95.

Elder, E. and Phillips, J.B., 'Appeals to the Hispanic Demographic: Targeting Through Facebook Autoplay Videos by the Clinton Campaign During the 2015/2016 Presidential Primaries', *Journal of Political Marketing*, 16 (3-4), (2017), p.319-342.

Issenberg, S., *The Victory Lab: The Secret Science of Winning Campaigns*, Crown Publishing Group, New York, 2012, 416p.

Johnson, D.W., 'Campaigning in the Twenty-first Century: Change and Continuity in American Political Marketing', in: Lees-Marshment, J. (ed.), *The Routledge Handbook of Political Marketing*, Routledge, London - New York, 2012, p.205-217.

Levenshus, A., 'Online Relationship Management in a Presidential Campaign: A Case Study of the Obama's Campaign's Management of Its Internet-integrated Grassroots Effort', *Journal of Public Relations Research*, 22 (3), (2010), p.313-335.

Marsh, D. and Fawcett, P., 'Branding Public Policy', in: Lees-Marshment, J. (ed.), *The Routledge Handbook of Political Marketing*, Routledge, London - New York, 2012, p.329-341.

Mylona, I., 'SMS In Everyday Political Marketing in Greece', *Journal of Political Marketing*, 7 (3), (2008), p.278-294.

Robinson, C., 'Interacting Leaders', in: Lees-Marshment, J. (ed.), *The Routledge Handbook of Political Marketing*, Routledge, London - New York, 2012, p.257-270.

Ryoo, J. and Bendle, N., 'Understanding the Social Media Strategies of US Primary Candidates', *Journal of Political Marketing*, 16 (3-4), (2017), p.244-266.

Simons, G., 'Stability and Change in Putin's Political Image During the 2000 and 2012 Presidential Elections: Putin 1.0 and Putin 2.0?', *Journal of Political Marketing*, 15 (2-3), (2016), p.149-170.

Speed, R., Butler, P. and Collins, N., 'Human Branding in Political Marketing: Applying Contemporary Branding Thought to Political Parties and Their Leaders', *Journal of Political Marketing*, 14 (1-2), (2015), p.129-151.

Vatel (2000), Director: Roland Joffé

Winder, G. and Tenscher, J., 'Populism as Political Marketing Technique', in: Lees-Marshment, J. (ed.), *The Routledge Handbook of Political Marketing*, Routledge, London - New York, 2012, p.230-242.

ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEA Classroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It

The instructor reserves the right to make changes or modifications to this syllabus as needed

is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

COURSE CALENDAR
Political Marketing

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction: The syllabus, the course, & their details	General overview & discussion	Prepare questions on syllabus and course in general
2	Political Marketing: What is this? Political Science & Marketing The Market & the Product	Lecture & Discussion	<u>Readings:</u> <ul style="list-style-type: none"> Lees-Marshment et al. (pp. 1-16). Jackson, 'General Election Marketing' (pp. 251-259). Serazio, 'Branding Politics' (pp. 225-241).
3	Strategies I: Targeting, Positioning Strategies	Oral Presentations (Case Studies) Lecture & Discussion	<u>Readings:</u> <ul style="list-style-type: none"> Lees-Marshment et al. (pp. 17-24). Baines et al., 'Positioning in Political Marketing' (pp. 172-200).
4	Strategies II: Market & Sales Oriented Strategies Populist Strategies	Oral Presentations (Case Studies) Lecture & Discussion	<u>Readings:</u> <ul style="list-style-type: none"> Lees-Marshment et al. (pp. 25-34). Maier et al., 'Political Marketing in Germany' (pp. 34-51). Strömbäck, 'Political Market-Oriented in a Multi-Party System: the Swedish Case' (pp. 52-64).
5	Strategies III: General Considerations on Strategies	Lecture & Discussion	<u>Readings:</u> <ul style="list-style-type: none"> Lees-Marshment et al., (pp. 35-52). Bigi, Treen and Bal, 'How Customer and Product Orientations Shape Political Brands' (pp. 365-372). Ormrod et al., 'Strategy, Market Orientation and Performance' (pp. 37-52).
6	Market Research I: The Political Market and Consumer Candidate, Policies and Opposition Quantitative and/versus Qualitative Research	Oral Presentations (Case Studies) Lecture & Discussion	<u>Readings:</u> <ul style="list-style-type: none"> Lees-Marshment et al. (pp. 53-85). Rothmayr and Hardmeier, 'Government and Polling' (pp. 123-140).
7	Market Research II: Big Data Analysis Informal Low-Cost Research	Oral Presentations (Case Studies) Lecture & Discussion	<u>Readings:</u> <ul style="list-style-type: none"> McNeely and Hahm, 'The Big (Data) Bang: Policy, Prospects, and Challenges' (pp. 304-310). Rademacher and Tuchfarber, 'Pre-election Polling and Political Campaigns' (pp. 197-222).

The instructor reserves the right to make changes or modifications to this syllabus as needed

8	MIDTERM EXAM	Exam Review MIDTERM EXAM	MIDTERM EXAM *Research Papers to be handed in
9	Political Branding: Branding Leaders, Candidates & Parties	Oral Presentations (Case Studies) Guest Speaker Discussion	<u>Readings:</u> <ul style="list-style-type: none"> • Lees-Marshment et al. (pp. 86-98). • Daily, 'Why Branding Is Critical During a Political Campaign', • Williams, 'How Trump's Political Brand Captured the White House' • Nielsen and Larsen, 'Party Brands and Voting', (pp. 153-165).
10	Political Branding: Branding Programmes, Policies, Cities & Nations	Oral Presentations (Case Studies) Lecture & Discussion	<u>Readings:</u> <ul style="list-style-type: none"> • Lees-Marshment et al. (pp. 98-117). • Hulsse, 'The Catwalk Power: Germany's New Foreign Image Policy' (pp. 293-316). • Wood, 'Rebranding the Nation: Germany's Image Politics' (pp. 161-181).
11	Static Communication: Tools Campaigns Crisis Management	Oral Presentations (Case Studies) Lecture & Discussion	<u>Readings:</u> <ul style="list-style-type: none"> • Lees-Marshment et al. (pp. 152-182). • Brainmates, '5 Minutes with Stephen Quain, US Political Campaign Manager' • Ducharme, 'What to Know About Brad Parscale, Donald Trump's 2020 Campaign Manager' • Gelders and Ihlen, 'Government Communication About Potential Policies:' (pp. 59-62). • Kruikemeier, Sezgin and Boerman, 'Political Microtargeting:', (pp. 367-372). • Schweiger and Aadami, 'The Nonverbal Image of Politicians and Political Parties' (pp.347-364). • Tracey, 'Trust, Trump, and the Turnout:', (pp. 526-532). • Winston, 'How the Trump Campaign Built an Identity Database and Used Facebook Ads to Win the Election' <u>Audio-visual materials:</u> <ul style="list-style-type: none"> • Channel 4 News, 'Cambridge Analytica Uncovered: Secret Filming Reveals Election Tricks'

The instructor reserves the right to make changes or modifications to this syllabus as needed

12	<p align="center">Relational & Interactive Communication: E-Marketing Public Relations Interactive & Responsive Leadership Reputation Management</p>	<p align="center">Oral Presentations (Case Studies) Lecture & Discussion</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Lees-Marshment et al. (pp. 183-210). • Baines, 'Political Public Relations and Election Campaigning' (pp. 115-137). • Hallahan, 'Political Public Relations and Strategic Framing' (pp. 177-212). • Kruikemeier, 'How Political Candidates Use Twitter and the Impact on Votes' (pp. 131-139). • Lee and Lim, 'Gendered Campaign Tweets:' (pp. 849-855). • Lieber and Golan, 'Political Public Relations, News Management, and Agenda Indexing' (pp. 54-74). <p><u>Audio-visual materials:</u></p> <ul style="list-style-type: none"> • O'Rourke, B., 'Just Launched Our First Ad'
13	<p align="center">Marketing & Delivery: Managing Expectations, Problems in Delivery, Communicating Delivery</p>	<p align="center">Lecture & Discussion</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Lees-Marshment et al. (pp. 211-239). • Klein and Kliff, 'Obama's Last Campaign:' • Trump, <i>Contract with the American Voter</i>. <p><u>Audio-visual materials:</u></p> <ul style="list-style-type: none"> • Conservative Party of Canada, 'Proven Leadership' • Liberal Party of Canada, '27 Promises Kept' • Obama, B., 'The Road We've Traveled', • 'Memorable Conservative, Labour and Liberal Democrat Posters from Previous Election Campaigns', <i>The Telegraph</i>.
14	<p align="center">Political Marketing in Democracy The Role of Political Marketing (Politicians, Citizens, and Policies) The Ethical Question</p>	<p align="center">Lecture & Discussion Exam Review</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Lees-Marshment et al. (pp. 240-264). • Lees-Marshment, 'The Democratic Contribution of Political Market Researchers' (p. 1-10). • Smith and French, 'The Political Brand:' (pp. 209-226). <p>*Submit Independent Learning Activity</p>
15	<p>FINAL EXAM</p>		

The instructor reserves the right to make changes or modifications to this syllabus as needed

SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)