

**PCS 406 Policy Analysis and Peace Advocacy (3 UNITS)**

# COURSE SYLLABUS

Prepared by

**Demola Akinyoade (PhD)**

**Office D25, Peace and Conflict Studies Unit**

**College of Social and Management Sciences**

**Department of Political Science and International Studies**

[demola.akinyoade@abuad.edu.ng](mailto:demola.akinyoade.abuad@gmail.com)

+234 805 770 2787

January 2018

## Course Description

Policy analysis and advocacy is about ‘analysis of’ and ‘analysis for’ policy and lobbying governments, organisations, and individuals to create or strengthen the conditions or infrastructures for sustainable peace. The course will therefore be both theoretical and practical. The theoretical part will introduce students to the concepts of policy, public policy, policy analysis and peace advocacy. The practical part will cover the techniques of ‘analysis for’ policy where students will identify a social problem within the campus and come up with a policy to address the issue. Specific skills to cover include: defining the social problem, gathering the evidence of the problem, identifying the causes of the problem, evaluating existing (public) policy, developing public policy solutions, selecting the best public policy solution, identifying benefits and costs, collecting information on benefits and costs, describing the policy to be implemented, identifying the players, estimating issues position, power, and priority for each player, prince chart, selecting a player for developing a strategy, constructing a prince political map, describing a political strategy, assessing the impact of the proposed strategy. Furthermore students will be trained on the use of social media for peace advocacy. The practical aspect of ‘analysis of’ policy will involve critical analysis of the Draft Nigeria Peace Policy. Specific techniques such as analyzing policies critically—mainly the clarity in the statement of objectives; internal consistency of policy statements; the logic between declarations and action and the policy environment will be covered. The course is heavy in-class and out-of-class activities.

# Core Objectives

To let students know the roles of policies and advocacy in shaping the events in society and equip them with necessary skills and techniques to analyse, develop and advocate for policies that will remove causes of conflict and strengthen the conditions for sustainable peace.

# Student Learning Outcomes

At the end of the course students should be able to:

1. Understand core concepts such as policy, policy cycle, public policy, policy analyses, and advocacy;
2. Understand theoretical orientations in public policy analysis;
3. Differentiate between ‘analysis for’ and ‘analysis of’ policy;
4. Acquire the requisite skills and techniques for doing both;
5. Understand the draft Nigeria Peace Policy, its contents, strengths and weaknesses;
6. Understand advocacy and its role in policy adoption and implementation;
7. Acquire necessary skills for lobbying and advocacy;
8. Use social media for policy analyses and advocacy; and
9. Employ policy analyses and advocacy to reduce causes of conflict and strengthen the conditions for sustainable peace in the society.

# Course Outline

## Topic 1: Understanding key concepts in policy analysis and advocacy Wks 1&2

The topic will introduce students to key concepts such as policy, public policy, and policy analysis, advocacy, and peace advocacy.

***Objective***: Students to gain understanding of key concepts germane to the theory and practice of policy analysis and advocacy.

**Continuous Assessment I (Presentation** **I)**: Each student to present, with the aid of PowerPoint on one key concept.

## Topic 2: Introduction to models and theories of public policy Week 3

The topic will introduce students to few relevant theories in the behaviouralist and normative models.

***Objective***: to introduce students to theoretical orientations in public policy and their implications.

**Continuous Assessment II (Seminar Paper and Presentation** **II)**: Each student to write a seminar paper and present on one theory of public policy concept, with the aid of PowerPoint.

## Topic 3: Introduction to Policy Analysis Week 4

The topic will introduce students to the process of policy analysis. Distinction will be made between the two major fields—analysis for policy and analysis of policy. Emphasis will be placed on the policy analysis process.

***Objective***: to make students understand the policy analysis process and to be able to differentiate between analysis for policy and analysis of policy.

## Topic 4: Analysis of policy: The Nigeria Peace Policy Week 5&6

The topic covers practical analysis of the Draft Nigeria Peace Policy (NPP) as an analytical case study. The Draft Nigeria Peace Policy will be used for the practical session. Specific techniques such as analyzing policies critically—mainly the clarity in the statement of objectives; internal consistency of policy statements; the logic between declarations and action and the policy environment will be covered.

***Objective***: to introduce students to the NPP as a case of policy to be analysed, and practically take them through its analysis with the intent of equipping them with the knowledge, skills, and abilities techniques and skills to do analysis of policy.

## Continuous assessment CA (written test) Week 6

This will test students’ knowledge of the topics covered in the past 6 weeks. Particular focus will be on topics covered from week 1 to 4. This constitutes 20% of CA

## Topic 5: Using social media for policy analysis and peace advocacy Week 7&8

The topic will teach students the use social media—Facebook, Twitter, Google Hangout, Whatsapp, etc.—for policy analysis and peace advocacy. Students will be required to use existing or open social media accounts for practical sessions.

***Objective***: to expose students to the potentials of social media and build their capacity to use it in policy analysis, peace advocacy or other social campaigns.

**Continuous Assessment III**: Each student to master the use of at least one social media platform to use for peace advocacy. The use should be demonstrated in a presentation with the aid of PowerPoint.

## Topic 6: Analysis for Policy Week 9-13

The topic involves practical sessions on analysis for policy. It covers knowledge, skills, and abilities to equip students with competences and hands-on skills to develop policies tailored towards solving pressing social problems and create/build and strengthen conditions for sustainable peace. Students will be required to identify pressing social issue within the campus and come up with appropriate policies.

Specific areas to cover and skills to develop include: defining the social problem, gathering the evidence of the problem, identifying the causes of the problem, evaluating existing (public) policy, developing public policy solutions, selecting the best public policy solution, identifying benefits and costs, collecting information on benefits and costs, describing the policy to be implemented, identifying the players, estimating issues position, power, and priority for each player, prince chart, selecting a player for developing a strategy, constructing a prince political map, describing a political strategy, assessing the impact of the proposed strategy.

***Objective***: to equip students with competences and hands-on skills to develop policies tailored towards solving pressing social problems and create/build and strengthen conditions for sustainable peace.

***Practicum***: classes on analysis for policy will involve in-and-out of class activities using workbook. Students will submit this workbook at the end of the semester and it will be graded as part of their continuous assessment.

***Seminar paper:*** Students will submit a policy proposal on the problem identified in the course of week 7 to 11.The workbook and seminar paper constitutes 55% of CA

## Revision Week 14

We will revise and evaluate the whole course this week. The revision will be in line with the core objectives and students learning outcomes of the course. It will focus on examination preparation. Past and practice questions will be treated with students. Also, students will evaluate the course and the teacher (probably electronically) with the aim of improving it against the next session.

# Course Assessment Structure

Students’ assessment in this course include continuous assessment—class attendance, test, and term paper—and examination. Students should get familiar with the marks allocated to each required academic activity for this course as shown below.

## Grading

### Activity Marks

1. Continuous Assessment 40%
   1. Class Attendance 25% 10 marks
2. Punctuality 75% (minimum) 3%
3. Regularity 75% (minimum) 3%
4. Participation (question, contributions) 4%
   1. Written Test 20% 8 marks
   2. Workbook and policy proposal paper 55% 22 marks

1. Examination: 60%

**Total 100%**

Useful organisations and websites for further capacity building and professional development in relevant areas:

1. <http://www.peaceadvocacynetwork.org/>
2. <http://ccppa.org.ng/>
3. <http://www.citad4peace.org.ng/index.php/en/activities/advocacy-for-peace>
4. <https://www.actforpeace.org.au/Learn/How-we-work/Advocacy-and-campaigns>
5. Ctb.ku.edu/en/table-of-ontents/advocacy/advocacy-principles/overview/main

## Continuous Assessment

Continuous Assessment (CA) makes up 40% of the total marks for this course. It comprises class attendance, written and oral tests, term paper and is spread out throughout the semester (it is in that sense that it is continuous).

### Class Attendance

Students are expected to attend classes regularly, punctually and to participate in class discussions and activities. I mark attendance in each class and note students’ punctuality and participation. The university requires 75% class attendance for students to sit for the examination of the affected course. I will not take any excuse for absenting yourself in class unless you have genuine reason to do so AND you contact me before the class. Consulting the reading materials ahead will make it easier to participate in class. Refer to the list of required and recommended readings in this Course Syllabus. The list may be updated as the course proceeds.

### Test

Test will be conducted at the end of the sixth week. It will cover all topics treated as at the time of the test. So you already know the AOC—area of concentration. As it is against the ethics of the teaching profession to give IMPROMPTU test, all students will be duly notified of the date and format of the test. I will normally NOT conduct make-up test except in EXCEPTIONAL cases—health[[1]](#footnote-1) or circumstances which I judge to be outside the control of the affected student. I will treat each case on its merits.

### Activities and Policy Proposal

The course is high in activities. Class activities will involve the use of workbook. There will also be out-of-class activities. Students will work individually and in groups on these activities.

Policy paper offers students the opportunity to present their original thoughts, critical thinking and creativity. I therefore take it as a VERY SERIOUS form of assessment.

### Plagiarism

I’m aware that a few students are in the habit of ‘copying and pasting’ from internet and other sources and presenting them as their original ideas. This is called **PLAGIARISM** and it is a very grievous offence in the university system. Academic staff and students have been severely punished for plagiarizing. This unpopular act of STEALING is almost becoming the order of the day among Nigerian undergraduates. To check plagiarism, I have installed on my personal computer special computer software (plagiarism checker) to help me check students’ papers for plagiarism. And believe me, it is effective. I will STRONGLY encourage you, therefore, not to plagiarize. This will save both of us some embarrassment, time and effort. To be on the safe side, therefore, I do STRONGLY encourage you to use online plagiarism checker to check your paper before submitting them. Free plagiarism checking is provided online. Google plagiarism checker and Google will give you several to choose from. Here is one of such websites offering this service:

www.grammarly.com/**Plagiarism**\_**Check**‎. (This checks your grammar as well!)

Reference ALL materials you use for your term paper appropriately, using the **APA referencing style[[2]](#footnote-2)** (5th or 6th edition). There is an automated way you can do this using Microsoft Word processor[[3]](#footnote-3). I have developed a format for the layout of the term paper. You MUST use this template for your term paper.

# Examination

Examination in this course carries 60% of the marks. It will normally be a three-hour paper in which candidates will be asked to answer four of six questions provided. I encourage you to spend ENOUGH time on your answers. Examiners or invigilators don’t ‘eat’ EXAM TIME. There is NO SENSE in showing off or bragging that you finished the paper before the allotted time. Nobody awards marks or prizes to those who finish their papers first. Rather, marks and sometimes, prizes are awarded to students who demonstrate critical thinking, originality of thought and supply sufficient information in answering exam questions. Note that generally exam questions are properly ‘weighed’ before time is allotted to the paper. There are technical ways of doing this. So, generally speaking, if you think you have finished a three-hour paper in one-and-a-half hours, chances are you have not supplied sufficient information in your answers.

# Punishment for non-compliance

1. Plagiarism: Losing the 15marks for the term paper and reporting the student to the appropriate quarters in the university.
2. Bad referencing: Deduction of marks (at my discretion) and returning the paper to the student to re-do the referencing part.
3. Not using the term paper template: Deduction of marks (at my discretion) and return of the paper to student to make rework the paper using the template.
4. Absenteeism, non-punctuality and irregularity in class: loss of appropriate marks. Possibility of not being allowed to write the exam.

# Students’ Responsibility

For a most rewarding teaching and learning experience students are required to:

1. Read the assigned readings before each class;
2. Attend classes punctually, participate in class discussions and other course activities;
3. Write the written test;
4. Turn in your term paper in the **required format** and on or before the due date;
5. Complete other course assignments on a timely basis;
6. Sit for the final exam.

# Other Important Information

**Student-Teacher Relationship:** I do look forward to fruitful relationship with students of this course. So, feel free to discuss with me as often as you deem necessary on issues relating to the course and others about your academic life. I am available to provide students with support services in form of learning assistances, advising and mentoring in line with the vision of ABUAD in producing world-class graduates. You may book appointment with me during my visiting hours (to be communicated in class) or correspond with me via email, phone. Ordinarily, I will respond to your e-mail and phone messages. If I do not respond to them in a reasonable amount of time, then you should assume that I did not receive your message and try to re-send them or use other means.

Students are responsible for all relevant announcements and information provided during classes and online media. If you must miss a lecture for whatever reason, let me know ahead of the class and be sure to get a copy of the notes and information updates from your classmate(s).

I will do all that I can to help you learn the material and succeed in this course. However, you are responsible for learning the material. I have assigned the books for a reason — they will help you to better understand the course. I expect you to read them! I have **NO** sympathy for students who do not put in required effort.

You will succeed in this course if you complete the readings and assignments by the due dates, attend class regularly, and ASK QUESTIONS when you don’t understand. I encourage you to make frequent use of my office hours and other media for contact.

**Student with Physical Challenges:** In order to give all students level playing ground, students with physical challenges in hearing, sight, etc. should see me to discuss appropriate provisions for their peculiar situations.

**Academic Honesty and Integrity:** Academic dishonesty is a completely unacceptable mode of conduct and is not tolerated in a university environment. It is punishable offence in ABUAD regulations and procedures. Discipline may include suspension or expulsion from the University.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, lying for another person, signing the attendance sheet for someone absent, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

It will be unfair to everyone if I make exceptions to the policies described in this syllabus. **I will THEREFORE not make exceptions**.

Looking forward to a rewarding teaching and learning experience with you. Thanks.

1. There must be hard evidence in form of doctor’s report showing that students is actually unfit or receiving medical treatment during the period of the test. [↑](#footnote-ref-1)
2. I will also provide electronic copy of APA referencing style on request. [↑](#footnote-ref-2)
3. I’ll take few minutes during one of the classes to teach those of you who might not know this facility. [↑](#footnote-ref-3)