**UNIVERSITAS INDONESIA**
**DEPARTMENT OF PUBLIC ADMINISTRATION**
**FACULTY OF ADMINISTRATIVE SCIENCE**

**ADPU601023**
**POLICY ADVOCACY**
**(3 POINTS)**
**TERM 1 2025/2026**

## COURSE INFORMATION

**Course Length:**
25 August 2025 – 19 December 2025

**Course Schedule:**
To be Announced

**Classroom:**
To be Announced
*Attendance is <u>required</u> at all teaching sessions

**Course Overview:**
The course fundamental studies are process and models of policy communication and policy advocacy. The discussion will contain material regarding the policy communication process including its elements, as well as models, forms and techniques of policy communication. In addition, the understanding, processes and models of policy advocacy as well as forms and techniques of policy advocacy will also be studied.

The teaching method used refers to Student-Centered Learning with the main methods used being flipped classrooms, project-based learning, and group discussions. In a number of lecture sessions it will be conducted in a flipped classroom where students will be given pretests and assignments asynchronously to then be deepened in synchronous meetings with the facilitator (lecturer). In a number of other sessions, students will be given project assignments to work on in groups and then group discussions will be held synchronously to discuss and discuss project assignments from each group. The learning method will be carried out entirely online or in a combination of online and offline (if the situation permits). In meeting sessions that use the flipped classroom teaching method, the synchronous session will end with a post-test to determine the level of student understanding of the material provided. Furthermore, the answer keys and feedback will be delivered asynchronously to serve as material for students to reflect on. While in meeting sessions that use project assignments and group discussions, measurement will be carried out through assignment rubrics and discussion rubrics. Feedback on project assignments will be carried out synchronously during group discussions. In this course, the language of instruction used is English and most of the references material provided will be in English.

## Course Learning Outcomes (CLO):

**CLO 1** : Students are able to apply the basic principles of administrative science related to processes and models of policy communication through the development of integrity, critical thinking, creative and innovative skills in solving problems at individual and group levels (C3)

**CLO 2** : Students are able to apply the basic principles of administrative science related to policy advocacy through the development of integrity, critical thinking, creative and innovative skills in solving problems at individual and group levels (C3)

## Sub-CLO:
- Sub-CLO1 Students are able to fully explain the policy communication process including its elements (C2)
- Sub-CLO2 Students are able to explain models of policy communication (C3)
- Sub-CLO3 Students are able to explain forms of policy communication (C3)
- Sub-CLO4 Students are able to apply policy communication techniques (C3)
- Sub-CLO5 Students are able to explain the meaning, process, and model of policy advocacy (C2)
- Sub-CLO6 Students are able to explain forms of policy advocacy (C3)
- Sub-CLO7 Students are able to explain policy advocacy techniques (C3)
- Sub-CLO8 Students are able to apply policy advocacy (C3)

## References:
- Scoot M Cutlip, Allen H. Center, and Glen M. Broom, 2000, Effective Public Relations, Eight Edition, New Jersey: Prentice Hall
- Annette L Gardner, and Claire D Brindis, 2017, Advocacy and Policy Change Evaluation: Theory and Practice, Stanford: Stanford University Press
- Thomas A Birkland, 2016, An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making, Eight Edition, London: Routldege
- Michael Hill, 2005, The Public Policy Process, Fourth Edition, Harlow: Longman
- Eduardo Araral, Scott Fritzen, Michael Howlett, M. Ramesh and Xun Wu, 2012, Routledge Handbook of Public Policy, London: Routledge
- Riant Nugroho, 2017, Public Policy, Jakarta: Elex Media Komputind

## Assessment Components:
1. Post Test                    = 20%
2. Project Assignment      = 20%
3. Group Discussion        = 20%
4. Written Test 1 (Mid-Term)  = 20%
5. Written Test 2 (Final Exam)  = 20%

## Course Content:

| No | Session | Lecture Material | References |
|----|---------|------------------|------------|
| 1 | I | **Policy Communication and Elements**<br>- Policy communication process<br>- Elements of communication policy: communicators, messages, media, communicators, effects, feedback. | Cutlip, Center, Broom (2000), Chapter 1, Chapter 3, Chapter 5, Chapter 7 |

| | | | Aralal et.all (2012), Chapter 16 |
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| 2 | II | **Policy Communication Models**<br>- Policy communication model: linear communication model, interactive communication model. | Cutlip, Center, Broom (2000), Chapter 7, 8 |
| 3 | III | **Policy Communication Models**<br>- Policy communication model: network communication model | Cutlip, Center, Broom (2000), Chapter 7, 8 |
| 4 | IV | **Forms of Policy Communication**<br>- Intrapersonal communication<br>- Interpersonal communication<br>- Group communication<br>- Mass communication | Cutlip, Center, Broom (2000), Chapter 9, 10 |
| 5 | V | **Policy Communication Techniques**<br>- Persuasion<br>- Campaign<br>- Publicity | Cutlip, Center, Broom (2000), Chapter 11, 12, 13, 14, 16 |
| 6 | VI | **Policy Communication Techniques**<br>- Lobbies,<br>- Government communications,<br>- Human relations | Cutlip, Center, Broom (2000), Chapter 11, 12, 13, 14, 16 |
| 7 | VII | **Policy Communication Techniques**<br>- Negotiation,<br>- Diplomacy,<br>- Online communication | Cutlip, Center, Broom (2000), Chapter 11, 12, 13, 14, 16 |
| **8** | VIII | **Mid-Term Exam (Lectures 1-7)** | Cutlip, Center, Broom (2000); Aralal et.all (2012) |
| 9 | IX | **Policy Advocacy Definition, Process, and Models**<br>- Analysis, strategy, mobilization, action, evaluation, and sustainability<br>- Model of policy advocacy | Hill (2005), Chapter 1; Gardner and Brindis (2017), Chapter 2 |
| 10 | X | **Forms of Policy Advocacy**<br>- Working in a system, lobbying, organizing meetings, writing and submitting policy papers | Gardner and Brindis (2017), Chapter 2, Chapter 3, Chapter 4 |
| 11 | XI | **Forms of Policy Advocacy**<br>- Designing, preparing and delivering public presentations as well as conducting public demonstrations | Gardner and Brindis (2017), Chapter 2, Chapter 3, Chapter 4 |
| 12 | XII | **Policy Advocacy Techniques**<br>- Identify a credible organization leader<br>- Issue investigation<br>- Facts finding<br>- Strategy formulation<br>- Acquiring support<br>- Mobilization | Gardner and Brindis (2017), Chapter 3, Chapter 4, Chapter 5 |

| 13 | XIII | **Policy Advocacy**<br>- Project assignment announcement<br>- Students prepare the proposal and presentation of the project assignment<br>- Students present their project assignment to the class<br>- Class discussion of the result of the project assignment | Gardner and Brindis (2017), Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 7 |
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| 14 | XIV | **Policy Advocacy**<br>- Project assignment announcement<br>- Students prepare the proposal and presentation of the project assignment<br>- Students present their project assignment to the class<br>- Class discussion of the result of the project assignment | Gardner and Brindis (2017), Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 7 |
| 15 | XV | **Policy Advocacy**<br>- Project assignment announcement<br>- Students prepare the proposal and presentation of the project assignment<br>- Students present their project assignment to the class<br>- Class discussion of the result of the project assignment | Gardner and Brindis (2017), Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 7 |
| 16 | XVI | **Final Exam (Lectures 9-15)** | Hill (2005); Gardner and Brindis (2017) |