1. **Title of the module**

POLI8660 (PO866) Federalism and Governance

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn OR Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

The module is not compulsory for any Kent programme. It is optional for students taking Masters programmes within the School of Politics and International Relations, and within other schools.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Have a detailed and critical understanding of the core concepts, theories and debates relating to federalism and multi-level governance
   2. Have a detailed understanding of the role and the limits of federal institutions in conflict management, drawing on key debates within the conceptual and empirical literatures
   3. Have a critical understanding of, and an ability to use, the main analytic tools deployed in assessing multi-level forms of governance
   4. Assess processes of European integration through a federal lens by reference to a critical reading of arguments and debates within the academic literature.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 work with theoretical knowledge at the forefront of their discipline

9.2 Be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular

9.3 Have a comprehensive understanding of methods and methodologies in their discipline

9.4 undertake analysis of complex, incomplete or contradictory areas of knowledge

9.5 Have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

9.6 Be reflective and self-critical in their research work

9.7 engage in academic and professional communication orally and in writing

9.8 Have independent learning ability required for continuing professional study

1. **A synopsis of the curriculum**

The module uses the concept of federalism as a tool to analyse a wide range of political structures and processes, all of which have at their heart the purpose of diffusing political power. Focusing initially on classical federal states, and exploring their multi-level organisation of political authority, the module will continue to explore the relevance and use of federalism in contemporary national and supra-national institutions. Special attention will be paid to the European Union and to its multi-level framework of governance, as well as to the concepts closely related to federalism, such as consociationalism.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Bache, Ian, and Matthew Flinders, eds. *Multi-level Governance*. Oxford University Press, 2004.

Burgess, Michael. *Comparative Federalism: Theory and Practice*. Routledge, 2006.

Burgess, Michael. *In Search of the Federal Spirit: New Theoretical and Empirical Perspectives in Comparative Federalism*. Oxford University Press, 2012.

Elazar, Daniel J. *Exploring Federalism*. University of Alabama Press, 1987.

Friedrich, Carl J. *Trends of Federalism in Theory and Practice*. Praeger, 1968.

Gagnon, Alain-G., Soeren Keil, and Sean Mueller, eds. *Understanding Federalism and Federation*. Ashgate, 2015.

Gaudreault-DesBiens, Jean-François, and Fabien Gélinas, eds. *The States and Moods of Federalism: Governance, Identity and Methodology*. Éditions Yvon Blais 2005.

Hueglin, Thomas O., and Alan Fenna. *Comparative Federalism: A Systematic Enquiry*. University of Toronto Press, 2015.

Karmis, Dimitrios, and Wayne Norman, eds. *Theories of Federalism: A Reader*. Palgrave Macmillan, 2005.

King, Preston. *Federalism and Federation*. Johns Hopkins University Press, 1982.

Ward, Ann, and Lee Ward, eds. *The Ashgate Research Companion to Federalism*, Ashgate, 2009.

1. **Learning and Teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods.**
   1. Main assessment methods

Essay 1, 1500 words (30%)

Essay 2, 4000 words (70%)

13.2 Reassessment methods

100% coursework

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | x | x | x | x | x | x | x | x | x |  | X |
| Weekly class | x | x | x | x | x | x | x | x | x | x | x |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical review | x |  | x |  | x | X | x | x | x |  | x | X |
| Essay | x | x | x | X | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
| 15/07/16 | Major | January 2017 | 1, 8, 10, 11, 12, 13, 14, 17, 18 | Yes |
|  |  |  |  |  |

Revised FSO Feb 2018