1. **Title of the module**

POLI6180 (PO618) East European Politics

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

Politics and International Relations

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

Level 5

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

15 credits (7.5 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**

This is an optional module for all students in the School of Politics and International Relations

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

1: Identify principal features of communist rule (inclusive of main institutions and political processes)

2: Understand the reasons for the fall of communist power in Eastern Europe

3: Describe, discuss and contrast patterns of change in the CEE/FSU using case-studies, and relate them to a broader paradigm of the 3rd wave of democratisation

4: Understand the main challenges of transitions for the CEE/FSU

5: Develop understanding of the nature of the newly emerged regimes, and relate them to a broader discussion of democracy, and the 4th wave transformations.

6: Describe and discuss the challenges and consequences of the EU enlargements, and the emergence of the new EU neighbourhood.

7: Identify challenges for building a wider Europe, and discuss future prospects for communism

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

1: undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments and advocate solutions to problems

2: be reflective and self-critical in their work

3: communicate ideas effectively and fluently in writing and/or in speech

4: use the internet, bibliographic search engines, online resources, and effectively conduct research, drawing on both primary and secondary sources

5: engage in academic and professional communication with others

6: have the independent learning ability required for further study or professional work

1. **A synopsis of the curriculum**

The module examines the politics of transition and change in the post-communist states in their effort to establish new democratic regimes and find their place in the world. The module consists of three main parts.

Part I focuses on the experience and nature of communist rule, to develop basic understanding of communism as an ideal, political system, and a life style.

Part II looks at transitions, examining regional patterns of change and relating them to the 3rd and 4th waves (coloured revolutions) of democratisation globally.

Part III discusses the issues of post-communist politics in Europe, by way of exploring the forms and quality of democracy in the new states, considering the effect of EU enlargements on the new Member States and the EU neighbours; and discussing the future of communism in the world.

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

**The Politics of Communism (Part I):**

* Swain,G. and Swain, N. Eastern Europe since 1945(Palgrave, Macmillan, 2009), 4th edition
* White, S. (ed.) Communist and Postcommunist Political Systems: an Introduction (Basingstoke: Macmillan, 1990), 3rd edition
* White, S. Communism and its Collapse (Routledge 2001)

**The Politics of Transition (Part II):**

* Berend, I. Central and Eastern Europe 1944-1993: Detour from the periphery to the periphery (Cambridge: Cambridge University Press, 1996), reprint 2004
* Bideleux, R. and Jeffries, I. A History of Eastern Europe: Crisis and Change (London, Routledge 2007), 2nd edition
* Crampton, R. Eastern Europe in the 21st century – and after (London: Routledge, 1997), 2nd edition
* East, R. and Pontin, J. Revolution and Change in Central and Eastern Europe (Continuum International, 1997) 2nd edition
* Rothschild, J. and Wingfield, N. Return to Diversity: A Political History of East Central Europe since World War II (Oxford: OUP, 2007), 4th edition

**The Politics of Post-Communism (Part III):**

* Brown, A, The Demise of Marxism-Leninism in Russia (Palgrave, 2004)
* Holmes, L. Post-communism: an Introduction (Oxford, Polity Press, 1997)
* Sakwa, R. Postcommunism (Buckingham: Open University Press, 1999)
* Ramet, S. Central and Southeast European Politics since 1989 (Cambridge University Press, 2010)
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay 1, 2500 words, 40%
* Essay 2, 3500 words, 60%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |
| Seminars  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018