1. **Title of the module**

POLI6610 (PO661) - Fact, Evidence, Knowledge and Power

1. **Division which will be responsible for management of the module**

Division of Human and Social Sciences, School of 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**

Pre and/or Co-requisite: POLI6870 Political Research Analysis

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

Politics BA;

Politics and International Relations BA;

Politics and International Relations (Bi-Diplôme) BA;

Politics and International Relations with a Language BA;

Politics and International Relations with a year in North America BA;

Politics and International Relations with a year in Continental Europe BA;

Politics and International Relations with a year in China/Hong Kong BA;

Politics and International Relations with a year in Japan BA;

Politics and International Relations with a year in the Asia-Pacific BA;

War and Conflict BA;

Politics and Law BA;

History and Politics BA

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate knowledge of the purposes of descriptive and causal analysis in politics and international relations
	2. Demonstrate knowledge of the main research designs used in politics and international relations and the ability to evaluate their strengths and weaknesses as they are employed to investigate substantive questions of interest
	3. Demonstrate knowledge of some of the main ways that researchers collect and analyse data in politics and international relations
	4. Demonstrate some of the skills in data collection and analysis used by researchers in politics and international relations
2. **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
	4. use the internet, bibliographic search engines and online resources, and effectively conduct research, drawing on both primary and secondary sources
	5. engage in academic and professional communication with others
	6. learn independently as required for further study or professional work
3. **A synopsis of the curriculum**

This course builds on students' knowledge of the approaches and methods used in the study of politics and international relations introduced in the first year of the degree program and the foundation in the analysis of quantitative data established in the second year. Students will be asked to consider the nature and purposes of descriptive and causal analysis in politics and international relations. Students will develop skills in choosing, using and evaluating the research designs, and techniques for the collection and analyses of data used by researchers in these fields. Emphasis in the course will be placed on a mixed methods approach to political analysis that enables student to integrate, analyse and evaluate both qualitative and quantitative data. In addition to developing a conceptual and theoretical understanding of different approaches to evidence gathering and analyses and how they can be combined, students will also have the opportunity to extend their skills in practical data analyses.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Van Evera, S. (1997). Guide to Methods for Students of Political Science. Cornell University Press.
* King, G., Keohane, R. O., & Verba, S. (1994). Designing Social Inquiry: Scientific Inference in Qualitative Research. Princeton University Press.
* Brady, H. E., & Collier, D. (Eds.). (2010). Rethinking Social Inquiry: Diverse Tools, Shared Standards. Rowman & Littlefield Publisher
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Moodle quizzes x3 (15%)
* Project, 3000 words (85%)

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Independent Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture  | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Seminars  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Moodle Quizzes | **X** | **X** | **X** |  |  |  |  | **X** |  | **X** |
| Project | **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.

**DIVISIONAL 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) |
| 17/01/17 | Major | Spring 2017 | 5, 11, 13 | No |
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Revised FSO Jan 2018