1. **Title of the module**

POLI6900 (PO690) - Contending Approaches to World Politics: Concepts and Theories

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 (Level 4, Level 5, Level 6 or Level 7)**

5

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

15 (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**

The module contributes to all programmes offered by, and with, the School of Politics and International Relations

1. **The intended subject specific learning outcomes.  
    On successfully completing the module students will be able to:**
2. Demonstrate knowledge of key theories and concepts of international relations including significant historical traditions and debates
3. Demonstrate the ability to subject some of these theories and concepts to critical analysis
4. Relate theories and concepts of international relations to historical events and contexts
5. Analyse contemporary international politics in terms of existing theories of international relations
6. Demonstrate an understanding of how the choice of theories and frameworks shapes policy makers’ practical responses to political events and developments
7. **The intended generic learning outcomes.  
    On successfully completing the module students will be able to:**
8. Appreciate and explain the role of theories and concepts in the formation of knowledge
9. Express views on the relationship between theory and political practice and how they inform each other
10. Develop reasoned arguments, synthesise relevant information and exercise critical judgement
11. Communicate ideas effectively and fluently in writing
12. Use information and communication technology for bibliographical searches, data acquisition, data analysis and presentation
13. Work independently, demonstrating initiative, self-organisation and time-management
14. **A synopsis of the curriculum**

This module provides an overview of key theories, concepts and debates in the discipline of international relations: examples of such theories include liberalism, realism, international society approaches, Marxism, critical theory, post-structuralism and feminism. The theories will be introduced and evaluated in terms of their weaknesses and strengths. This will require some discussion of how theories contribute to the formation of knowledge and how they are to be ‘tested’ or evaluated.

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

**annually)**

Dunne, Tim and Kurki, Milja et al, *International Relations Theories: Discipline and Diversity* (Oxford: Oxford University Press, 4th ed. 2016)

Jackson, Robert and Sorensen, George et al, *Introduction to International Relations: Theories and Approaches* (Oxford: Oxford University Press, 2018)

Burchill, Scott and Linklater, Andrew (eds), *Theories of International Relations* (Basingstoke: Palgrave Macmillan, 5th ed. 2013)

Brown, Chris and Ainley, Kirsten, *Understanding International Relations* (London: Red Globe Press, 4th ed. 2009)

McGlinchey, Stephen; Scheinpflug, Christian and Walters, Rosie (eds), *International Relations Theory* (Bristol: E-International Relations Publishing, 2017)

1. **Learning and teaching methods**

Contact hours: lecture and seminars 22

Private study: 128

Total study hours: 150

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

2,500-word essay (50%)

2-hr exam (50%)

13.2 Reassessment methods

100% Coursework Reassessment

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 | 8.5 | 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** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam | **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**

The ‘international’ – what it is and how it works – is the subject of this module.

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**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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