1. **Title of the module**

POLI8250 (PO825) - Philosophy and Methodology of Politics and International Relations

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)**

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**

All MA offerings by 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. identify, summarise and critically assess the main positions in key debates within the philosophy of the social and political sciences.
3. identify and deal with the ethical and normative questions involved in social and political inquiry
4. reflect on the ontological and epistemological aspects of social and political inquiry
5. appreciate the contested nature of knowledge in social and political science
6. reflect on the relationship between 'theory' and 'practice' in social and political inquiry
7. identify, summarise and critically assess some of the most important approaches and methods employed in the study of politics and international relations
8. discuss the philosophical and methodological issues at stake in relation to both their own research and that of others.
9. understand and be able to apply to research questions the basic principles of research design in politics and IR
10. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
11. work with theoretical knowledge at the forefront of their discipline
12. 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
13. have a comprehensive understanding of methods and methodologies in their discipline
14. undertake analysis of complex, incomplete or contradictory area of knowledge
15. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
16. be reflective and self-critical in their research work
17. engage in academic and professional communication orally and in writing
18. have independent learning ability required for continuing professional study
19. understand how the relationship between concepts, theories and data shape the choices researchers make about both research design and the methods that they employ?
20. develop reasoned justifications for their choice of research design and methods.
21. plan their research and their acquisition of specific methodological skills
22. **A synopsis of the curriculum**

Students of politics ‘have not been, in general, sufficiently reflective about the nature and scope of their discipline. They just do it rather than talk about it'’(G.Stoker). Given that political scientists study people – individuals, groups, states, nations, cultures – rather than ‘things’, PO825 moves from the assumption that politics students ought to be reflective about their research. The module aims to provide an opportunity for reflection by presenting some of the key theoretical and methodological debates in politics and international relations. These debates deal with issues such as: the concept of ‘the political’ and the concept of power; the relationship between structure and agency; the causal and constitutive role of ideas and discourse; positivism and post-positivism; critical theory, emancipation, and the importance of normative questions; an introduction to quantitative and qualitative research, and to research design and research ethics. The module is designed as early preparation for the MA dissertation module and will encourage students to think about the philosophical underpinnings of particular research methods, the relationship between methodology and conceptual analysis, and the appropriate ways to incorporate these into research design.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Colin Hay, Political Analysis: A Critical Introduction (Basingstoke: Palgrave).
* Dimitri Toshkov, Research Design in Political Science (Palgrave MacMillan 2016)
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 (collective), 2500 words (50%)
* Essay 2 (individual), 2500 words (50%)

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* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* | *9.9* | *9.10* | *9.11* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Collective essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Individual Essay | **X** | **X** | **X** | **X** | **X** | **X** | **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.

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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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018