# KentVision Code and title of the module

POLI0007 Politics and International Relations for University Study

# Division and School/Department or partner institution responsible for the module

Division of Human and Social Sciences, School of Politics and International Relations

# The level of the module

Level 3

# The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

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

**Autumn Start:** Autumn, Spring and Summer Terms

**Spring Start:** Spring (from week 16) and Summer Terms plus Summer Vacation

# Delivery of the module

* 1. **Mode of study**

In person

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

Canterbury

# Prerequisite and co-requisite modules and/or any module restrictions

None

# The course(s) of study to which the module contributes

* 1. **The module is compulsory for the following courses**

 BA (Hons) Politics and International Relations with a Foundation Year

* 1. **The module is optional for the following courses**

Credit International Foundation Programme

LLB (Hons) Law with a Foundation Year

BSc (Hons) Psychology with a Foundation Year

# A synopsis of the curriculum

Through this module, students will be given a broad introduction to the study of politics and international relations with particular emphasis on key debates within the discipline as well as contemporary events. Students will be introduced to the contested nature of politics before moving on to consider how political systems are formed, what major ideas are that drive them as well as the question of how we compare political systems. This will deepen into an examination of political ideologies as well as the role of the state and the nation. Furthermore, students will consider national government functions and how the decision making process works, and how this is being challenged by the process of globalisation. From globalisation, we will move to consider IR as an important aspect of the study of politics, looking at the key theoretical approaches (realism, liberalism) while relating this to contemporary events (war on terror, global economic changes). Students will also spend time studying international history in the twentieth century as an important background to contemporary events as well as a sustained examination of the politics or decolonisation and development. Lastly, the module will draw out some of the ethical questions which arise in international relations and give students an opportunity to debate and discuss them.

# Contact Hours

|  |  |  |
| --- | --- | --- |
| **Autumn Start** |  | **Spring Start** |
| Total contact hours: | 70 |  | Total contact hours: | 100 |
| Private study hours: | 230 |  | Private study hours: | 200 |
| Total Study hours: | 300 |  | Total Study hours: | 300 |

# Learning and teaching methods

This module will be delivered via lectures, seminars and workshops.

# The intended subject specific learning outcomes

On successfully completing the module students will be able to:

* 1. Recognise some of the main debates and ethical issues in political studies and international relations (IR) studies
	2. Understand and critically assess a range of approaches to forming and classifying political systems
	3. Recognise some of the major classic and contemporary political ideologies
	4. Comprehend the significance of states, nations and nationalism for political studies
	5. Understand the concept of globalisation and how it impacts on domestic political systems
	6. Grasp the major theoretical approaches to IR and understand the boundaries and significance of IR within the study of politics
	7. Acknowledge key moments in twentieth century international history
	8. Demonstrate awareness of the significance of the politics of decolonisation and development as well as the relationship between global north and global south in the contemporary world
	9. Demonstrate awareness of some of the key aspects of the machinery of government, including the legislature, executive and judiciary

# The intended generic learning outcomes

On successfully completing the module students will be able to:

* 1. Develop their academic reading, writing, listening and speaking skills
	2. Develop their critical awareness, critical-thinking and analytical skills
	3. Improve their ability to speak in public and lead seminars
	4. Develop awareness of some of the norms, strictures and demands of subject specific seminars and lectures in a UK education context
	5. Gain an enhanced understanding of the importance of independent study within a UK higher education context

# Assessment Strategy

* 1. **Main assessment methods**

Assignment 1 (1000 words) (15%)

Online test (45 minutes) (15%)

Assignment 2 (1500 words) (25%)

Seminar participation (5%)

Online Examination, (2 hours) (40%)

alternative assessment in lieu of exam:

Written Assignment (1,500 words)

* 1. **How the assessment methods outlined above fit with the course assessment strategy?**
	2. The assessments test knowledge gained in the module via traditional written papers (online test and exam) which prepare students for assessments in their substantive degree course. Essays/written assignments help students practice their English written skills as per the course learning outcomes. Seminar participation helps students practice their oral English skills and gain confidence in correctly using subject-specific terminology which they will need in their future studies.
	3. **Reassessment methods**

100% coursework

# Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

* 1. **Module learning outcomes against learning and teaching methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 12.6 | 12.7 | 12.8 | 12.9 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lectures  | **x** |  | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Workshops | **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** |

* 1. **Module learning outcomes against assessment methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 12.6 | 12.7 | 12.8 | 12.9 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment | **x** | **x** | **x** |  |  |  |  |  |  | **x** | **x** |  |  |  |
| Online Test | **x** | **x** | **x** |  |  |  |  |  |  |  |  | **x** | **x** |  |
| Written Assignment |  |  | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** | **x** |  |
| Seminar mark  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Online Examinationor JYA written assignment  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

# Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

# Inclusive module design

The Division 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

**MODULE RECORD**

**All revisions for this module are recorded in the table below for student and staff information.**

| **Date approved** | **New/ Material/ Major/ Minor revision** | **Start date of delivery of this version** | **Applies to new cohorts and/ or existing students**  | **Sections revised (if applicable)** |
| --- | --- | --- | --- | --- |
| 02.11.23 | Major | Sept 24 | New | 14.1 |
|  |  |  |  |  |
|  |  |  |  |  |