

38 School of Politics and International Relations

| PO701 Advocacy and Campaigning |          |         |       |               |                 |          |
|--------------------------------|----------|---------|-------|---------------|-----------------|----------|
| Version                        | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1                              | Brussels | Autumn  | M     | 20 (10)       | 100% Coursework |          |
| 1                              | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

**Availability**

MA Political Strategy and Communication (as a core/mandatory module); as an elective module to all MA programmes at BSIS

**Contact Hours**

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

**Department Checked**

05.03.2021

**Learning Outcomes**

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

1. Develop familiarity with the history of political mobilisation and social change as well as with some key theoretical frameworks used in the analysis of these phenomena;
2. Accrue a comprehensive knowledge and in-depth understanding of the practice of political campaigning and advocacy;
3. Inculcate a critical and reflexive attitude towards the various forms of political mobilisation (from lobbying to electoral campaigning);
4. Demonstrate and evaluate the utility of different approaches to political campaigning and advocacy;
5. Apply advanced theoretical perspectives to case studies;
6. Find, select, analyse, and use empirical material relating to political mobilization
7. Be able to conduct polling and surveys in politics, as well as critically assess surveys and use them in analyses of political mobilisation.
8. Recognise the normative dimensions of choices about the forms and means of political mobilization

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

1. work with theoretical knowledge and apply theory to key policy issues
2. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
3. have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices and thus be better positioned to develop their own solutions to international challenges.
4. engage in academic and professional communication with others
5. have independent learning ability required for further study or professional work
6. use the Internet, bibliographic search engines, online resources, and effectively conduct research

**Method of Assessment**

Political campaign design, 1,500 (20%)  
Essay, 3500 words (80%)

Reassessment methods: 100% coursework

**Preliminary Reading**

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

Bob, Clifford. 2005. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. Cambridge University Press

Kaufman-Lacusta, Maxine. 2011. *Refusing to Be Enemies: Palestinian and Israeli Nonviolent Resistance to the Israeli Occupation*. Ithaca Press. Norris, Pippa, Richard W. Frank, and Ferran Martínez i Coma (eds). 2015. *Contentious Elections: From Ballots to Barricades*, Routledge.

Libby, Pat. 2011. *The Lobbying Strategy Handbook: 10 Steps to Advancing Any Cause Effectively*, Sage Publications.

Zetter, Lionel. 2014. *Lobbying: The art of political persuasion* (3rd edition), Harriman House Publishers

de Waal, Alex. 2015. *Advocacy in Conflict: Critical Perspectives on Transnational Activism*. Zed Book Publishers.

## 2021-22 Postgraduate Module Handbook

### Pre-requisites

None

### Synopsis \*

The module explores forms of political mobilization, with a focus on political campaigning and advocacy in order to equip students with the capacity to analyse critically political mobilisation, as well as develop the skills to engage in a knowledgeable way in political campaigning and advocacy. The students will explore, with the help of academic supervisors and policy practitioners the conditions of success of national and transnational campaigns. The thematic scope of the module spans from campaign design in electoral mobilisation and protest politics to advocacy in conflict, international development, human rights and humanitarian organisations.

| <b>PO702 Qualitative Methods in Politics and International Relations</b> |            |         |       |               |                 |          |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version  | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1  | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |
| 1  | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

The module is compulsory for students on the 'research methods' pathway of one of the School of Politics and International Relations' MA programmes or on the School's PhD programme. The module is optional for other masters' level students across the university.

### Contact Hours

Total contact hours: 22  
Private study hours: 178  
Total study hours: 200

### Department Checked

05.03.2021

### Learning Outcomes

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

- 8.1 Identify and critically analyse different epistemological approaches used within politics/international relations .
- 8.2 Identify and evaluate the strengths/weaknesses of qualitative methods commonly used in politics/international relations, and to evaluate their role and qualities in comparison to other methodologies.
- 8.3 Understand at a detailed level the principal techniques of qualitative data collection and analysis in politics/international relations, know when it is appropriate to use them and be able to assess their strengths and weaknesses.
- 8.4 Critically evaluate qualitative analyses they encounter in the subject literature.
- 8.5 Deploy a range of qualitative techniques effectively.
- 8.6 Present their research results in a form acceptable for publication.

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

- 9.1: Work with theoretical knowledge at the forefront of their discipline
- 9.2: Have a comprehensive and applied understanding of qualitative methods and methodologies
- 9.3: Undertake analysis of complex, incomplete or contradictory areas of knowledge
- 9.4: Identify and solve complex problems in qualitative research.
- 9.5: Be reflective and self-critical in their research work including demonstrating awareness of advantages and challenges of research choices made
- 9.6: Engage in oral and written academic and professional communication with others, demonstrating a high level of skill in analysing and presenting scholarly information in the appropriate form
- 9.7: Demonstrate independent learning ability required for continuing professional development

### Method of Assessment

Document Analysis, 2,500 words (50%)  
Interviewing, 2,500 words (50%)

Reassessment methods: 100% coursework

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### Preliminary Reading

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

Bleiker, R. (2018) Visual Global Politics. Routledge

Bryman, A. (2004) Social Research Methods, Oxford: Oxford University Press.

Hesse-Biber, S. N. & Leavy, P. (2010, 2nd edition) The Practice of Qualitative Research, London: Sage.

Hollway, W. and Jefferson, T. (2000) Doing Qualitative Research Differently, London: Sage.

Klotz, A & Prakash, D. (eds) (2008) Qualitative Methods in International Relations: A Pluralist Guide. Basingstoke: Palgrave.

Kvale, S. (1996) Interviews: An Introduction to Qualitative Research Interviewing. Thousand Oaks, CA et al.: Sage

Mason, J. (2002, 2nd edition) Qualitative Researching, London: Sage.

Rose, G. (2014, 4th edition) Visual Methodologies: An Introduction to the Interpretation of Visual Materials.

### Pre-requisites

None

### Synopsis \*

This module covers various methods of collecting, analysing and interpreting qualitative data used in politics and international relations research. The aim of the module is for students to gain familiarity with a range of qualitative research techniques and to grasp the challenges of gathering and understanding data and producing new knowledge through qualitative research. Students will be taught about a number of methods including document analysis, interviewing, ethnography, discourse and narrative analysis. Students will have the opportunity to gain practical research experience in interviewing and document analysis and learn how to approach the analysis of data collected in these ways in the context of politics/IR projects.

## 2021-22 Postgraduate Module Handbook

| <b>PO8100 Quantitative Methodology for Political Science</b> |            |         |       |               |                 |          |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version  | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2  | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 2  | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Learning Outcomes

On successfully completing the module students will be able to:

#### 1. Essential Statistical Literacy:

Read, understand, and critically assess quantitative research in political science (including Comparative Behaviour, Conflict, and International Relations).

Assess research designs that incorporate quantitative methodologies, conceptualizations, and operationalizations common to political science.

Discern appropriateness of applied statistical techniques to the level and type of data used in political science.

Develop an understanding of strengths and weaknesses of the most common as well as prevailing types of models and statistical methods specific to political science.

Appraise the use of survey data, cross-national and cross-regional data, and conflict indicators used broadly in the comparative behaviour and international conflict fields.

#### 2. Statistical Abilities:

To determine and apply statistical techniques appropriate to the data, question, and theory under investigation.

Use statistical techniques to test an argument/hypothesis of a political phenomenon.

To understand the limitations of statistical techniques for research in political science.

Generate descriptive and inferential statistics using statistical software.

Interpret and analyze computer generated statistical output.

#### 3. Research Skills:

Rigorously employ quantitative methodology to address research questions in political science.

Present quantitative research in a clear, informative, and effective manner.

Evaluate other disciplinary quantitative research critically.

### Method of Assessment

Essay (research ideas) 2500-3000 words, 50%

Assignments, Moodle Quizzes 40%

Lecture and Seminar participation, 10%

### Preliminary Reading

Pollock, P.H. (2012) *The Essentials of Political Analysis*, 4th or 5th ed. CQ Press: Thousand Oaks CA.

de Vries, R. (2018). *Critical Statistics: Seeing Beyond the Headlines*. Red Globe Press: London.

Foster, L., Diamond, I., & Jefferies. (2014). *Beginning Statistics: An introduction for social scientists*. SAGE: London.

Treiman, D. (2009) *Quantitative data analysis: Doing social research to test ideas*. Jossey-Bass: San Francisco, CA

### Pre-requisites

PO825 (Philosophy and Methodology of Politics and International Relations)

### Synopsis \*

This course is designed for graduate students in Political Science and will serve as an introduction to quantitative methods for social science research. Given that a great deal of the research in Political Science is conducted in the language of quantitative methodology, students will learn the use of quantitative research methods as a tool to further their research and participation in social scientific debates. Students can further expect to be introduced to not only the means for conducting rigorous, empirical, and quantitative research in social science fields but also how this methodology adheres to the scientific accumulation of knowledge about these phenomena. The course is intended to develop core competencies in quantitative research. These competencies include methodological literacy (the ability to read, understand, and critically assess quantitative research); statistical abilities (the ability to determine, apply, and use the appropriate statistical techniques to inform and/or support an argument as well as understand the limitations of statistical techniques); and research skills (the ability to use and present quantitative methodology to address a research question).

## 2021-22 Postgraduate Module Handbook

| <b>PO8101</b> |            | <b>Comparative Political Behaviour</b> |       |               |                 |          |
|---------------|------------|--|-------|---------------|-----------------|----------|
| Version       | Campus     | Term(s)                                | Level | Credit (ECTS) | Assessment      | Convenor |
| 2             | Canterbury | Spring                                 | M     | 20 (10)       | 100% Coursework |          |

### Learning Outcomes

On successful completion of this module, students will be able to:

Analyse the appropriateness of using behavioural approaches to study political activities, along with understanding the main theoretical and empirical issues involved in undertaking and evaluating behavioural analysis.

Critically explore the link between citizens' actions and beliefs and the democratic status and vitality of political systems. Evaluate the main theories and models used to account for the way citizens make electoral choices, drawing on appropriate empirical evidence to explore the validity of these theories.

Evaluate the main theories and models used to account for citizens' engagement in political activities via different forms of participation, drawing on appropriate empirical evidence to explore the validity of these theories.

Identify and explain the behaviour of collective actors, notably political parties, and evaluate how far such behaviour by intermediary organisations affects the quality of democratic representation.

Apply this theoretical and conceptual knowledge to understanding and resolving some key contemporary issues in the behaviour of citizens in advanced democracies.

### Method of Assessment

100% coursework: One essay of =3000 words, worth 60% of the overall grade. One policy report of =3000 words, worth 40% of the overall grade.

### Preliminary Reading

Russell Dalton, *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*, CQ Press (2008). Lawrence LeDuc et al, eds, *Comparing Democracies 3: Elections and Voting in the 21st Century*, Sage (2010).

### Synopsis \*

The module introduces students to some of the core issues in the field of comparative political behaviour, one of the largest groupings within the field of comparative politics. The module begins by considering some of the basic theoretical issues involved in studying political behaviour. It then moves on to consider explanations for the two most significant issues within the field of comparative political behaviour, namely voting patterns and political participation. Within these blocks, the module includes discussion on various policy-relevant issues. The module then moves on to consider wider issues around political behaviour, notably the nature of public opinion and political representation.

| <b>PO8102</b> |          | <b>Brussels Internship</b> |       |               |                |          |
|---------------|----------|----------------------------|-------|---------------|----------------|----------|
| Version       | Campus   | Term(s)                    | Level | Credit (ECTS) | Assessment     | Convenor |
| 2             | Brussels | Whole Year                 | M     | 20 (10)       | Pass/Fail Only |          |

### Availability

The module is open to postgraduate students on all PG-T programmes irrespective of academic school but only the basis of internship availability.

### Contact Hours

Total contact hours: various depending on internship

Private study hours: various depending on internship

Total study hours: 200

### Department Checked

05.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

This module is designed to offer students the opportunity to gain valuable work experience in the institutions, international organizations, representations and companies in Brussels.

It provides students with the opportunity to:

- 8.1 Make connections between the skills and knowledge learned in their academic programme and the working environment.
- 8.2 Develop employability skills to make them more attractive to employers.
- 8.3 Experience first-hand the business and working culture of an organisation.
- 8.4 Gain confidence and develop a stronger set of personal and professional skills.
- 8.5 Develop more effective written and communication skills.
- 8.6 Extends commercial awareness of the context of decision making.
- 8.7 Expand business networks.
- 8.8 Develop self-awareness to enable them to make the successful transition between academic study and their chosen career.

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

Although the type of internship, its duration and the organizations where students are placed will vary considerably, the generic learning outcomes are broadly similar:

Students who successfully complete this module will be able to:

- 9.1 Communicate effectively and fluently in speech and writing; organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information.
- 9.2 Produce written documents; undertake online research; communicate using e-mail; process information using databases;
- 9.3 Define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals
- 9.4 Explore personal strengths and weaknesses; time management; review working environment; develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important skills include the setting of appropriate timescales with clear starting and finishing dates; presentation of a clear statement of the purposes and expected results of their work; and developing appropriate means of estimating and monitoring resources and use of time.
- 9.5 Identify and define problems; explore alternative solutions and discriminate between them.

### Method of Assessment

1500 word Placement Report and Employer's Report Pass/Fail

Reassessment methods: 100% coursework

### Preliminary Reading

Not required

### Pre-requisites

None

### Synopsis \*

Students will either apply for one of the advertised internships or identify an opportunity themselves. In the case of the former, the applications will be evaluated by the Career Advisor who will submit a short-list to the employer for interview. Once a candidate has been selected, the terms of the internship will be agreed between the employer and the University and a contract will then be signed by all three parties; student, university, employer. An example contract is attached.

Students are expected to bear all associated costs (for example, travel, insurance, accommodation) of internships themselves. In the event that the internship is remunerated the arrangements for this must be dealt with between the employer and the student.

The intake to this module will be limited in accordance with the number of internships available.

| PO8103  |          | Russia in International Affairs |       |               |                 |          |
|---------|----------|---------------------------------|-------|---------------|-----------------|----------|
| Version | Campus   | Term(s)                         | Level | Credit (ECTS) | Assessment      | Convenor |
| 1       | Brussels | Autumn                          | M     | 20 (10)       | 100% Coursework |          |
| 1       | Brussels | Spring                          | M     | 20 (10)       | 100% Coursework |          |

## 2021-22 Postgraduate Module Handbook

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

05.03.2021

### Learning Outcomes

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

- 1: have an advanced understanding of the position of Russia, its foreign policy and its relations within wider Europe and within the world
- 2: have an advanced understanding of Russian foreign policy and security doctrines, of the main actors and objectives in foreign policy-making
- 3: critically analyse the foreign policy and external relations of Russia, both regionally and globally and in different dimensions (political, economic, security, identity)
- 4: have a profound understanding of the post-Cold War international structures of governance and their impact on the international and European agenda
- 5: place the role of Russian foreign policy in its historical context
- 6: have an advanced understanding diverging theoretical interpretations of Russian foreign policy

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

Students who successfully complete this module

- 1: work with theoretical knowledge at the forefront of their discipline
- 2: 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
- 3: have a comprehensive understanding of methods and methodologies in their discipline
- 4: undertake analysis of complex, incomplete or contradictory areas of knowledge
- 5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 6: be reflective and self-critical in their research work
- 7: engage in academic and professional communication orally and in writing
- 8: have independent learning ability required for continuing professional study

### Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

### Preliminary Reading

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

Tsygankov A. (2016), *Russia's foreign policy: change and continuity in national identity* (Rowmann & Littlefield)

Cadier D. & M. Light (2015), *Russia's foreign policy: ideas, domestic politics and external relations* (Palgrave)

Sakwa R. (2014), *Frontline Ukraine. Crisis in the borderlands* (I.B. Tauris).

Morozov, V. (2015), *Russia's post-colonial identity* (Palgrave)

Dragneva R. & Wolczuk K. (2013), *Eurasian economic integration: law, policy and politics* (Edward Elgar)

Haukkala, H. (2011), *The EU-Russia Strategic Partnership: The Limits of Post-Sovereignty in International Relations* (Palgrave)

### Pre-requisites

None

### Synopsis \*

This module seeks to offer profound insights into the role of post-communist Russia in international affairs. It focuses both on the regional and global dimension. The module seeks to transcend easy stereotypes and opts for a pluralist theoretical approach. Identities and perceptions are regarded as key to understanding Russia's contemporary foreign policy. Actors, decision-making and objectives of foreign policy are approached against a historical background and linked to domestic developments.

Russia's foreign policy is studied at three levels: bilateral (with the EU, the US, post-Soviet countries, PR China, Middle East), regional (Eurasian integration initiatives) and multilateral (Russia's position within international organisations such as the United Nations, the OSCE, WTO, etc.). Different dimensions get specific attention: security, trade, energy, integration. Case studies will focus on topic theme (at the time of writing: Ukraine, Syria, sanctions, etc.)

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| <b>PO8104</b> |          | <b>Politics in the Middle East</b> |       |               |                 |          |
|---------------|----------|------------------------------------|-------|---------------|-----------------|----------|
| Version       | Campus   | Term(s)                            | Level | Credit (ECTS) | Assessment      | Convenor |
| 1             | Brussels | Autumn                             | M     | 20 (10)       | 100% Coursework |          |

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

05.03.2021

### Learning Outcomes

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

- 1: have a profound understanding of the security dynamics, politics and foreign policies in the MENA region
- 2: critically analyse politics in the MENA region in its different dimensions (political, security, economic, energy, identity) and within its historical context at an advanced level
- 3: have a profound understanding of the different actors operating in the MENA region, including the interpenetration of regional and global developments and the interconnectedness of issues and conflicts in the region
- 4: have an advanced understanding of identities and ideologies in the region (including religion and nationalism) and of their complexity
- 5: have a profound understanding of the issues of power and power relations in the region and the way those are perceived
- 6: apply different theoretical interpretations to politics and security in the Middle East

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

- 1 work with theoretical knowledge at the forefront of their discipline
- 2: 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
- 3: have a comprehensive understanding of methods and methodologies in their discipline
- 4: undertake analysis of complex, incomplete or contradictory areas of knowledge
- 5: have an advanced level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 6: be reflective and self-critical in their research work
- 7: engage in academic and professional communication orally and in writing
- 8: have independent learning ability required for continuing professional study

### Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

### Preliminary Reading

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

Fawcett, L. (2013), *International Relations of the Middle East* (OUP)

Gasiorowski M. & D. Long (eds.) (2013), *The Government and Politics of the Middle East and North Africa* (Westview)

Inbar, E. (ed.) (2013), *The Arab Spring, Democracy and Security: Domestic and International Ramifications*. Abindon, Routledge.

Ehteshami, A. (2015) *Globalization and Geopolitics in the Middle East: Old Games, New Rules*. Abingdon, Routledge.

Dakhlallah. F. (2012). "The League of Arab States and Regional Security: Towards an Arab Security Community?" In: *British Journal of Middle Eastern Studies* vol 39(3): 393-212.

Danahar, P. (2015), *The New Middle East: The World After the Arab Spring* (Bloomsbury)

### Pre-requisites

None

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### Synopsis \*

The focus of this module is the Middle East and Northern Africa (MENA region). The region has been at the centre of global politics and security concerns, but is also characterised by strong internal rivalries and conflict. The central emphasis of this module is on the interconnectedness of various issues and ideologies in the MENA region, as well as on the interaction between the politics of global and regional actors.

While the emphasis is on current developments, those are situated in their historical context, with particular attention for the legacy of colonialism, the Arab-Israeli conflict and Western stereotypical thinking about the region (Orientalism). Moving beyond stereotypes, the course highlights complexity and differentiation of the area.

It focuses on the politics, interests, power and identities of key regional actors (Turkey, Iran, Saudi Arabia, Egypt, Israel), as well as on the role of global powers (the United States, Russia, EU/European states). Both religious divides (Shi'a / Sunni) and political positions are critically analysed, taking into account (self-)perceptions and social construction. The same holds for ideologies, in particular Arab nationalism and the rise of radical Islamism.

Specific issues are extensively dealt with, such as: the conflict in Syria and its internationalisation, the Palestine question, the 'Arab Spring', energy in a changing context, Saudi-Iran rivalry, Iran's WMD programme, integration and cooperation (in particular the Gulf Cooperation Council, OPEC).

| <b>PO8106 Nationalism, Media and the Public Sphere</b> |          |         |       |               |                          |          |
|--|----------|---------|-------|---------------|--------------------------|----------|
| Version  | Campus   | Term(s) | Level | Credit (ECTS) | Assessment               | Convenor |
| 1  | Brussels | Autumn  | M     | 20 (10)       | Pass/Fail Only           |          |
| 2  | Brussels | Autumn  | M     | 20 (10)       | 60% Coursework, 40% Exam |          |

### Contact Hours

Total study hours: 200

Learning and teaching methods are set by the VUB (Free University Brussels) in accordance with its own rules and regulations. Collectively, the learning and teaching methods will enable to students to achieve the intended specific and generic learning outcomes of this module and students will undertake a period of study at VUB equivalent to that required for 20 Kent credits. Normally, contact will consist of a mix of lectures and seminars however, students are strongly encouraged to refer to the module guide for more detailed information

### Department Checked

08.03.2021

### Learning Outcomes

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

8.1 Demonstrate a profound knowledge of the latest evolutions and discussions at both the national and international level regarding journalism, politics and democracy.

8.2 Critically contextualise and evaluate current national and international developments and discussions.

8.3 Demonstrate profound insights into complex problems on the basis of an original framework of analysis, thereby expanding the theoretical basis related to journalism, politics and democracy.

8.4 Critically reflect on their own (geographical, social, cultural, local, personal, etc.) position in this field.

8.5 Critically discuss and debate current societal and scientific topics and theoretical developments related to journalism, politics and democracy.

8.6 Demonstrate a comprehensive understanding of methods and methodologies in their discipline.

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

9.1 Apply complex theoretical knowledge at the forefront of their discipline;

9.2 Undertake analysis of complex, incomplete or contradictory areas of knowledge;

9.3 Critically evaluate research; advanced scholarship and methodologies and argue alternative approaches;

9.4 Be reflective and self-critical in their research work;

9.5 Communicate their point of view in a clear and scientific-grounded argumentation to various target groups.

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### Method of Assessment

Pass/fail

Assessment methods are set by the partner institution in accordance with its own rules and regulations and may vary year-to-year. Assessments may include an individually written essays; group presentations; discussions and debates. Students should refer to the module guide for more detailed information. Collectively, the assessment methods will assess the achievement of all of the module's intended specific and generic learning outcomes. Kent will assess the module on a pass/fail basis therefore, credit achieved for this module will be contributory to the student's degree programme but will not contribute to the degree classification

Reassessment methods: 100% coursework

### Preliminary Reading

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

C. Bee & E. Bozzini (eds.) (2016), Mapping the European Public Sphere (Routledge).

E. Gellner (2008), Nations and Nationalism (Blackwell), 2nd ed.

J. Grimm, L. Huddy, P. Schmidt, J. Seethaler (eds.) (2016), Dynamics of National Identity. Media and Societal Factors of What We Are (Routledge).

C. Shirky (2011), The Political Power of Social Media: Technology, The Public Sphere and Political Change, Foreign Affairs, 90, 1, 28-41

### Pre-requisites

None

### Synopsis \*

This module focuses on theory and empirical work on national identity, nationalism, federalism, public sphere and the role media play in these phenomena, with a special interest for the Belgian and European case. More specifically, the module consecutively focuses on theories on national identity and nationalism (Gellner, Anderson, Hobsbawm, Billig, et al.), the history of national identity construction in Belgium (Belgium, Flanders, Wallonia, etc.), the debate on the necessity / existence of a European public sphere and the role of the media in this, the implications of this debate for Belgium and issues of democracy and public opinion in federal multilingual states.

| PO8107 International Security and Strategic Studies |          |         |       |               |                |          |
|---|----------|---------|-------|---------------|----------------|----------|
| Version   | Campus   | Term(s) | Level | Credit (ECTS) | Assessment     | Convenor |
| 1   | Brussels | Autumn  | M     | 20 (10)       | Pass/Fail Only |          |

### Contact Hours

Total contact hours: refer to VUB the module guide  
 Private study hours: refer to VUB the module guide  
 Total study hours: 200

Learning and teaching methods are set by the VUB (Free University Brussels) in accordance with its own rules and regulations. Collectively, the learning and teaching methods will enable students to achieve the intended specific and generic learning outcomes of this module and students will undertake a period of study at VUB equivalent to that required for 20 Kent credits. Normally, contact will consist of a mix of lectures and seminars however, students are strongly encouraged to refer to the module guide for more detailed information.

### Department Checked

05.03.2021

### Learning Outcomes

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

1. Demonstrate a profound knowledge of contemporary theoretical and conceptual debates in international security and strategic studies;
2. Demonstrate a sophisticated understanding of current trends in international security and strategy;
3. Demonstrate a profound insight of regional politics and conflicts;
4. Demonstrate a sophisticated knowledge of International institutions;
5. Conduct complex policy and strategic analysis of security issues;
6. Demonstrate a comprehensive understanding of methods and methodologies in their discipline.

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

1. Apply complex theoretical knowledge at the forefront of their discipline;
2. Undertake analysis of complex, incomplete or contradictory areas of knowledge;
3. Critically evaluate research; advanced scholarship and methodologies and argue alternative approaches;
4. Be reflective and self-critical in their research work;
5. Communicate their findings in an oral and written way.

### Method of Assessment

Pass/Fail 100%

The Assessment methods are set by the partner institution in accordance with its own rules and regulations and may vary year-to-year. Assessments may include an individually written essays; presentations; discussions and debates. Students should refer to the module guide for more detailed information.

Collectively, the assessment methods will assess the achievement of all of the module's intended specific and generic learning outcomes. Kent will assess the module on a pass/fail basis therefore, credit achieved for this module will be contributory to the student's degree programme but will not contribute to the degree classification.

Reassessment methods: 100% coursework

### Preliminary Reading

The reading list is set by the partner institution.

### Pre-requisites

None

### Synopsis \*

War and peace have the power to change world order and the daily lives we lead. This module aims to provide students with a conceptual toolkit to navigate contemporary questions in international security as perceived from a European perspective and make them familiar with key debates in strategic studies. Combining insights from history, political science, international relations and economics in an interdisciplinary spirit, this module offers students a range of topics delivered by academics and expert policy-makers. These topics will cover various conceptual questions (such as the causes of war, the logic of deterrence and the function of strategy) as well as geographical and thematic approaches (such as the present instability in the wider European neighbourhood, the transatlantic relationship and security in East Asia).

## 2021-22 Postgraduate Module Handbook

| <b>PO8108</b> | <b>Advanced Research Design in Politics and International Relations</b> |         |       |               |                 |          |
|---------------|---|---------|-------|---------------|-----------------|----------|
| Version       | Campus  | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1             | Canterbury  | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

The module is an optional module for all Master's and Phd programs in the School of Politics and International Relations

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

12.03.21

### Learning Outcomes

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

8.1: Demonstrate an advanced understanding of the foundations and practice of research and research design, including the philosophy of research methods, in politics and international relations

8.2: Demonstrate an advanced understanding of the role of research questions, and possess the ability to identify an advanced-level researchable question in politics and international relations

8.3: Build and defend a theoretical argument in politics and international relations at an advanced level

8.4: Understand the strengths and weaknesses of different ways of testing theoretical arguments in politics and international relations, including scientific hypothesis testing

8.5: Understand the rationale for, and identify different ways of using, quantitative and qualitative data, from a wide range of methods including, but not limited to, narratives, interviews, observational, ethnographic, and mixed methods, to assess theoretical propositions in politics and international relations and assess the strengths and weaknesses of research designs and methods using these forms of data

8.6: Write an advanced level research proposal in politics and international relations which reflects critically on how the research design and methods chosen answer the chosen research question

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

9.1 work with theoretical knowledge at the forefront of their discipline

9.2: Have a comprehensive understanding of methods and methodologies in their discipline

9.3: undertake analysis of complex, incomplete or contradictory areas of knowledge

9.4: Be reflective and self-critical in their research work

9.5: engage in oral and written academic and professional communication with others, demonstrating skill in analysing and presenting scholarly information in the appropriate form including posters, literature reviews and appropriate referencing formats

9.6: Have independent learning ability required for continuing professional study

### Method of Assessment

Poster focussing on Research Question, including Literature Review and Theoretical Argument, 40%

Outline of research design and methods, 2500 words, 60%

Reassessment methods: 100% coursework

### Preliminary Reading

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

Abbott, A. (2004). *Methods of Discovery: Heuristics for the Social Sciences*, Norton (Contemporary Societies Series).

Brady, H. E., & Collier, D. (Eds.). (2010). *Rethinking social inquiry: Diverse tools, shared standards*. Rowman & Littlefield Publishers.

Toshkov, D. (2016). *Research Design in Political Science*. Palgrave Macmillan.

Jackson, P. T. (2010). *The conduct of inquiry in international relations: philosophy of science and its implications for the study of world politics*. Routledge.

Leopold, D., & Stears, M. (2008). *Political theory: methods and approaches*. Oxford University Press.

Schwartz-Shea, Peregrine & Yanow, Dvora. (2012). *Interpretive research design: concepts and processes*. Routledge

### Pre-requisites

None

### Restrictions

The module is limited to students who are either on the 'research methods' pathway of one of the School of Politics and International Relations' MA programmes or part of the School's PhD programme.

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

The purpose of this module is to provide students with an understanding of the foundations and practices of research and research design in politics and international relations at an advanced level. It will enable students to understand the connections between research questions and the theory and methods used to explore them; and to understand the rationales and contexts that shape different choices about research questions, research designs and research methods, including epistemological, ontological and practical issues. Upon finishing the module students will be able to make and defend their own choices on research design and understand the menu of choices available to them as they develop their research careers. In pursuit of these goals the module will in its core section introduce students to debates about the main approaches to investigation in politics and international relations as well as an understanding of the main elements of different research designs, including the intellectual and practical issues that need to be addressed when making choices about these elements. Following this core section, students will have a choice to develop their understanding of different forms of research design along specialist pathways including causal analysis, interpretative analysis and normative and critical political theory. These elements have been chosen because they represent the three research traditions which are most broadly represented in political science, international relations and political theory. Students will be encouraged to attend sessions beyond their own specialisation to gain a wider perspective on their own work and to facilitate their understanding of other research approaches within the profession.

| <b>PO8109 Middle Eastern Politics and Society</b> |            |         |       |               |                 |          |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version   | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1   | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 1   | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

This module is primarily designed for students on MA programmes within the School of Politics and International Relations. The module is also open to all MA students across the university.

### Contact Hours

Contact hours: 22  
Private study hours: 178  
Total hours: 200

### Department Checked

05.03.2021

### Learning Outcomes

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

- 8.1 Demonstrate an advanced understanding of key features of politics in the Middle East
- 8.2 Undertake high-level analysis of core concepts, theories and debates relating to the outbreak and resolution of political conflict
- 8.3 Relate their understanding of Middle Eastern politics to theories and analyses of politics within the wider international system
- 8.4 Relate the concepts and findings of studies of Middle Eastern politics to core debates within the discipline at an advanced level
- 8.5 Understand at an advanced level the relationship between current features of Middle Eastern politics and historical developments and patterns in the region

The intended generic learning outcomes. On successfully completing the module students will:

- 9.1 Have a level of conceptual understanding that will allow them to critically evaluate a range of theoretical arguments found within the scholarly literature
- 9.2: Have a comprehensive understanding of research methods in their discipline, including an awareness of the strengths and limitations of different methods.
- 9.3: Be able to undertake analysis of complex, incomplete or contradictory areas of knowledge
- 9.4: Be reflective and self-critical in their research work
- 9.5: Be able to engage in oral and written academic and professional communication with others, demonstrating skill in analysing and presenting scholarly information in the appropriate form
- 9.6: Have independent learning ability required for continuing professional study

### Method of Assessment

Essay 1, 2,500 words (30%)  
Essay 2, 3,500 words (70%)

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Background readings:

MacQueen, Benjamin. An Introduction to Middle East Politics. London: Sage, 2013.

Gerges, Fawaz A (ed.). The New Middle East: Protest and Revolution in the Arab World. New York: Cambridge, 2013

Fawcett, Louise (ed.). International Relations of the Middle East. Oxford: Oxford University Press, 2013.

Halliday, Fred. The Middle East in International Relations. Cambridge: Cambridge University Press, 2005.

Ayubi, Nazih N. Over-Stating the Arab State: Politics and Society in the Middle East. London: I.B. Tauris, 2008.

### Pre-requisites

None. However, some knowledge of the Middle East would be beneficial. This can be gained from the background readings listed below.

### Synopsis \*

The module is designed to provide students with an advanced understanding of politics in the Middle East. The module covers various social (e.g. identities), economic (e.g. role of natural resources) and religious (e.g. role of Islam) themes, and thus provides students with a wide-ranging perspective from which to analyse the political life of the region. Particular emphasis is placed on the nature and causes of conflict and political violence, and on the role of the state. The module also focuses on the historical development of the region as a way of helping students to understand the nature and causes of its contemporary political situation.

| PO8112 Policies and Politics of Health and Health Care in Humanitarian Disaste |          |         |       |               |                 |          |
|--|----------|---------|-------|---------------|-----------------|----------|
| Version  | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1  | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 1  | Brussels | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Contact Hours

Total contact hours: 24

Total private study hours: 176

Total of 200 hours.

### Department Checked

05.03.2021

### Learning Outcomes

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

1. Demonstrate an advanced understanding of the politics and policies that are relevant to health/ disease and provision of health care in emergency situations, in a multi-disciplinary way;
2. Evaluate critically political and structural challenges to health care provision and access to health care, physical and mental, in a wide variety of settings linked to complex emergencies;
3. Critically evaluate the impact of international actors in a variety of emergency situations;
4. Demonstrate an advanced understanding of the interaction of factors such as poverty and income inequality, governmental corruption and underdeveloped or insecure infrastructure on provision of and access to health care, as well as the spread, or containment, of disease;
5. Apply established principles and theoretical approaches to governance of new and emerging health challenges and disease.

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

1. Conduct effective in-depth, independent research into a particular problem, including extrapolating from potentially incomplete data, clearly communicating conclusions in writing;
2. Synthesize and analyse disparate material in an original and self-directed manner;
3. Apply theoretical concepts to case studies, displaying an advanced conceptual understanding;
4. Demonstrate a comprehensive understanding of relevant techniques, which may include interdisciplinarity;
5. Think clearly about reading material and discussion, develop logical arguments and communicate these clearly;
6. Have exercised initiative and personal responsibility in managing their time and demonstrated independent learning ability.

### Method of Assessment

1. 1500-word policy analysis (20%)
2. 3500-word research essay (80%)

Reassessment methods: 100% coursework (5000-word essay)

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Adhikari, B., Mishra, S.R., Marahatta, S.B., Kaehler, N., Paudel, K., Adhikari, J. and Raut, S., 2017. Earthquakes, fuel crisis, power outages, and health Care in Nepal: implications for the future. *Disaster medicine and public health preparedness*, 11(5), pp.625-632.

Avogo, W.A. and Agadjanian, V., 2010. Forced migration and child health and mortality in Angola. *Social Science & Medicine*, 70(1), pp.53-60.

Gostin, L.O., 2007. Meeting the survival needs of the world's least healthy people: a proposed model for global health governance. *Jama*, 298(2), pp.225-228.

Harman, S. and Wenham, C., 2018. Governing Ebola: between global health and medical humanitarianism. *Globalizations*, 15(3), pp.362-376.

Howell, E., Waidmann, T., Holla, N., Birdsall, N. and Jiang, K., 2018. The Impact of Civil Conflict on Child Malnutrition and Mortality, Nigeria

Rushton, S., 2011. Global health security: security for whom? Security from what? *Political Studies*, 59(4), pp.779-796.

### Pre-requisites

None

### Synopsis \*

This module examines provision of and access to health care, and spread/ containment of disease, in complex humanitarian situations and disasters, as well as examining relevant politics and political trends, at international, national and local levels. Such complex situations may include, but not be limited to, natural disasters (such as floods, earthquakes, droughts and, broadly, climate change); conflict and violence (including civil wars, unrest, mass riots etc); refugee flows and reception, including refugee camps, formal and informal, but could also include extreme poverty, inequality and inadequate infrastructure. The module takes a Global view of these issues and is not limited to consideration of the Global South.

The module will examine governance and coordination of health care and disease in such situations, examining (challenges to) provision of care, both mental and physical, and containment of disease. It will also examine to what extent these situations themselves do or do not exacerbate illness, yet may be fertile ground for innovative home-grown approaches to addressing illness, health and disease. How can policies curtail the former and support the latter? To what extent can those who intervene in an emergency exacerbate the situation or violate professional ethics? UN peacekeeper involvement in the 2010-17 cholera epidemic in Haiti is one such case, while sexual misconduct by NGO or international organisation staff might be another; these or similar cases will be used to discuss ethics and professional standards.

While the cholera outbreak in Haiti may constitute a relevant case through which to explore the interaction of national (Haitian) and international (UN) governance, other epidemics may instead be seen as the interaction of natural disease and the nature of outbreak of disease.

The module will address both physical and mental health and health care in humanitarian disasters, focusing on those which are particularly relevant from a development studies, conflict studies or migration studies perspective. Students will, in examining policies affecting health and health care in emergencies, explore the inter-related and cyclical nature of, for instance, poverty/ inequality and health; violence/ conflict and health; migration/ flight and health. Case studies will be used to address policy and resolution (or not) of these challenges.

| PO8113 Conflict Transformation and Peace |          |         |       |               |                 |          |
|--|----------|---------|-------|---------------|-----------------|----------|
| Version                                  | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1  | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

International Conflict and Security

### Contact Hours

Total contact hours (lecture + seminar): 24

Private study hours: 176

Total study hours: 200

### Department Checked

05.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will:

1. demonstrate solid knowledge of trends and forms of contemporary violent conflicts;
2. demonstrate a thorough command of key concepts in Peace Studies and the scholarly debates surrounding them;
3. be able to engage critically with the underlying philosophies as well as concrete trappings of the wide range of policies promoting peace, locally and globally;
4. analyse in-depth a contemporary conflict and, on the basis of this analysis, assess alternative strategies for peace

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

1. work with advanced theoretical knowledge and apply theory to key policy issues;
2. undertake comprehensive analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments;
3. have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices and thus be better positioned to develop their own solutions to international challenges;
4. be reflective and self-critical in their work;
5. engage in academic and professional communication with others;
6. have independent learning ability required for further study or professional work;
7. use the Internet, bibliographic search engines, online resources, and effectively conduct research.

### Method of Assessment

Mid-term exercise: Dissecting a peace agreement, 1,500 words (20%).  
Essay, 3500 words (80%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Berdal, Mats R. (2009) *Building peace after war*. Abingdon: Routledge.

Campbell, Susanna, David Chandler and Meera Sabaratnam (2011) *A Liberal Peace? The Problem and Practices of Peacebuilding*. London: Zed Books.

Philpott, Daniel (2015) *Just and Unjust Peace: An Ethic of Political Reconciliation*. Oxford: Oxford University Press.

Richmond, Oliver (2016) *Peace Formation and Political Order in Conflict Affected Societies*. Oxford: Oxford University Press.

Richmond, Oliver and Sandra Poggoda (2016) *Post-Liberal Peace Transitions: Between Peace Formation and State Formation*. Edinburgh: Edinburgh University Press.

Sriram, Chandra Lekha (2008) *Peace as governance: power-sharing, armed groups and contemporary peace negotiations*. Basingstoke: Palgrave Macmillan.

Walter, Barbara F. (2002) *Committing to peace: the successful settlements of civil wars*. Princeton: Princeton University Press.

### Pre-requisites

None

### Synopsis \*

The module will cover the following topics, some of which will be directly illustrated by invited practitioners:

- Defining concepts. What is peace? Peacemaking. Peacekeeping. Conflict resolution. Conflict transformation.
- Contemporary wars
- When do conflicts escalate / de-escalate / end?
- Foreign interventions and peacekeeping
- Peacemaking (inc. Mediation, Peace talks, Peace agreements)
- Legacies of war
- Post-conflict security governance
- Demobilisation, Disarmament, Reintegration
- Security sector reform
- Accommodating divided societies. Peace and constitutional design
- Transforming economies of war / post-conflict recovery
- Reparations and justice
- The politics of memorialisation

## 2021-22 Postgraduate Module Handbook

| <b>PO8114 Governance and War in Cyberspace</b> |            |         |       |               |                 |          |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version  | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1  | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 1  | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

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

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Department Checked

05.03.2021

### Learning Outcomes

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

1. Understand and critically assess various definitions of cyberspace, confidently dividing these into social and technical forms.
2. Demonstrate a rigorous comprehension of the existing structures for the governance of cyberspace, and the challenges of progressing this governance regime further.
3. Critique the manner in which cyberspace can be used as a means of power projection by both state and non-state actors.
4. Demonstrate a keen critical understanding of cyber weaponry and its potential effects, confidently distinguishing between 'costly nuisances' and 'cyber disasters'.
5. Critically analyse the role of identity and representation in the formulation of a 'Politics of Cybersecurity', with reference to relevant case studies.
6. Rigorously apply knowledge gained in the module to assess cases of both 'online' and 'offline' conflagration.

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

1. Gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources.
2. Identify, investigate, analyse, formulate and advocate solutions to problems.
3. Develop reasoned arguments, synthesise relevant information and exercise critical judgement.
4. Be self-reflective and critical of their own work.
5. Effectively use online bibliographic search engines, online resources, and conduct research.
6. Engage in academic and professional communication with others in both verbal and written format.

### Method of Assessment

Policy paper, 1,500 words (40%)  
Individual essay, 3,500 words (60%)

Reassessment methods: 100% coursework

### Preliminary Reading

Thomas Chen, Lee Jarvis and Stuart Macdonald, (2014) *Cyberterrorism: Understanding, Assessment, and Response*, New York: Springer

Nazli Choucri et al., (2019) *Cyberspace and International Relations: The Co-Evolution Dilemma*, Cambridge MA: MIT Press

Lucas Kello, (2018) *The Virtual Weapon and International Order*, New Haven CT: Yale University Press

Jan-Frederick Kremer and Benedikt Muller, (2014) *Cyberspace and International Relations: Theory, Prospects and Challenges*, New York: Springer

David Sanger, (2018) *The Perfect Weapon: War, Sabotage, and Fear in the Cyber Age*, London: Scribe

Damien Van Puyvelde and Aaron Brantly, (2019) *Cybersecurity: Politics, Governance and Conflict in Cyberspace*, Cambridge: Polity Press

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module provides an overview of the degree to which cyberspace continues to revolutionise the operations of both state and non-state actors, and the challenges of governing this 'fifth sphere' of power projection. Whilst this module is not entrenched in International Relations or Security Studies theory, students will have the opportunity to apply both traditional and non-traditional approaches to the politics of cyberspace. Key themes include: 21st century technology, cyber warfare, espionage, surveillance, deterrence theory, cyberterrorism, and representation of threatening cyber-entities. Students will develop a toolkit to critique the existing state and NGO-based governance regime for cyberspace, and will convey arguments both for and against a 'Geneva Convention' for cyberspace.

| PO814   | European Foreign and Security Policy in the 21st Century |         |       |               |                 |          |
|---------|--|---------|-------|---------------|-----------------|----------|
| Version | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2       | Brussels   | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

MA EU External Relations

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

### Department Checked

05.03.2021

### Learning Outcomes

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

1. ensure that students acquire knowledge and understanding in theories and analysis in a supportive and responsive learning environment
2. develop students' capacities to think critically about political events, ideas and institutions
3. provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate
4. assist students to develop cognitive and transferable skills relevant to their vocational and personal development

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

1. communicate effectively and fluently in speech and writing; organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information;
2. explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time.
3. recognise and appreciate the existence of different theoretical perspectives in economics and environmental studies;
4. identify and define problems; explore alternative solutions and discriminate between them;
5. proactively manage their own career progression and development and are supported in developing skills in researching and retrieving information on opportunities for internships and employment and continuing personal and career development.

### Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Hill, C. and Smith, M. (eds.) International Relations and the European Union (Oxford: Oxford University Press) 2nd Edition.

Missiroli, A. (ed.) A Handbook – The EU and the World: Players and Policies Post-Lisbon (Paris: EU Institute for Security Studies).

Peen Rodt, A., Whitman, R.G. and Wolff, S. (eds.) Theorising the European Union as an International Security Provider (London: Routledge).

Tocci, N. (2017) Framing the EU Global Strategy: A Stronger Europe in a Fragile World (London: Palgrave Macmillan).

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

Shifts in regional and international security are affecting Europe in increasingly puzzling and intense ways. The current strategic landscape is one where a plethora of internal and external security challenges confronts Europe: climate change, migration, Daesh and terrorism, energy security, disinformation, cybersecurity, Russia's annexation of Crimea and global power balances are to name but a few. Added to these challenges are new political dynamics such as the shifting nature of the Euro-Atlantic relationship and the future of relations between the European Union (EU) and the United Kingdom. This is a historical period that demands greater knowledge of and critical engagement with security dynamics and Europe's place in the world.

To this end, the course aims to provide students with the opportunity to engage with debates and literature on the security dynamics facing Europe in the 21st century. The course draws on conceptual and theoretical approaches to international and European security, but it also provides students with empirical insights into policy responses to various crises. Accordingly, the course principally looks at the EU's Common Foreign and Security Policy (CFSP) and Common Security and Defence Policy (CSDP); the North Atlantic Treaty Organisation's (NATO) role in deterrence; hybrid security challenges; the internal-external nexus of security; institutional responses to security crises; and the relationship between supranational and intergovernmental responses to security.

| PO817 Resistance and Alternatives to Capitalism and Democracy |            |         |       |               |                 |          |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version   | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2   | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Learning Outcomes

Analyse the relations between the state and the market and also between different democratic regimes and market economies, along with an understanding of the main debates over conceptual distinctions such as left-right, democracy and authoritarianism or state capitalism vs. market capitalism.

Apply core theories and concepts of state and market formation to some key political and socio-economic models in the world from 1848 to the present day, with a focus on examples of market-states and post-democratic regimes.

Deploy conceptual approaches and empirical evidence to assess the explanatory value of different theories, and draw on the results to explain patterns of evolution of different political and socio-economic models.

Explain the main factors that account for the convergence or divergence of states and markets and for the democratization or de-democratization of different political systems.

Critically assess different ideas and practices aimed at reforming or transforming different examples of post-democratic market-states.

Explore the spectrum of possible alternatives to post-democratic market-states both within existing systems and beyond by critically examining other traditions.

### Method of Assessment

100% coursework

### Preliminary Reading

Giovanni Arrighi, *The Long Twentieth Century. Money, Power, and the Origins of Our Times* (London: Verso, 1994)

Philip Bobbitt, *The Shield of Achilles. War, Peace and the Course of History* (London: Penguin, 2003)

Luigino Bruni and Stefano Zamagni, *Civil Economy: Efficiency, Equity, Public Happiness* (Bern: Peter Lang, 2007)

Colin Crouch, *Post-Democracy* (Cambridge: Polity Press, 2004)

Karl Polanyi, *The Great Transformation. The Political and Economic Origins of Our Time* (Boston: Beacon Press, 2000 [orig. pub. 1944])

Richard Robison (ed.) *The Neo-liberal Revolution: forging the market state* (Basingstoke: Palgrave Macmillan, 2006)

Emmanuel Todd, *Après la démocratie* (Paris : Gallimard, 2008)

Sheldon S. Wolin, *Democracy Incorporated: Managed Democracy and the Specter of Inverted Totalitarianism* (Princeton, NJ: Princeton University Press, 2008)

### Synopsis \*

This module is situated at the interface of political theory and political economy. It seeks to explore the complex and multi-faceted links between democracy and capitalism in the period from 1848 to the present day. The particular focus is on relations between the state and the market as well as the evolution of different democratic regimes and market economies. Similar emphasis will be on conceptual issues and empirical evidence (though no statistical or econometric skills will be required).

The first part of the module examines the formation of 'market-states', beginning with a critical discussion of this concept in recent scholarship. This will be the starting point for a wider engagement with Smithian, Marxist, Keynesian and neo-liberal accounts. The focus will be on those who theorise the conditions for the convergence of state and market, including Smith, Marx, Keynes and Friedman but also some contemporary theorists. Emphasis will be on strategies of resistance and alternatives to capitalism (e.g. Karl Polanyi, Catholic Social Teaching, civil economy).

The second part turns to the evolution of democracy in relation to capitalism. A brief survey of the recent post-democracy literature will be followed by a discussion of key concepts. Examples include the work of the Frankfurt School on capitalism and democracy as "quasi-religions" and various arguments that formal democratic representation and abstract capitalist exchange engender a "society of spectacle". Just as the first part focuses on the state and the market, so the second part puts emphasis on the interaction between the politics of democracy and the economics of capitalism.

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| <b>PO824      Analysing World Politics</b> |            |         |       |               |                 |          |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version                                    | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 3  | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |
| 2  | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |
| 2  | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

Compulsory to: International Relations MA; International Relations and International Law MA  
Optional to: MA programmes in Politics and International Relations

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

15.01.21

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Have a critical awareness of the discipline's history
- 8.2 Demonstrate awareness of the key debates
- 8.3 Demonstrate an ability to critically identify key debates in the discipline
- 8.4 Demonstrate an understanding of key concepts in IR
- 8.5 Understand connections between IR theory, political theory and philosophy
- 8.6 Show awareness of methodological and epistemological implications of theoretical positions

### Method of Assessment

Essay 1, 3000 words (50%)  
Essay 2, 3000 words (50%)

### Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

Tim Dunne, Milja Kurki and Steve Smith (eds), *International Relations Theories: Discipline and Diversity*, 4th Edition (Oxford: Oxford University Press, 2013).  
Henrik Bliddal, Casper Sylvest and Peter Wilson (eds), *Classics of International Relations: Essays in Criticism and Appreciation* (Abingdon: Routledge, 2013).  
Burchill et al. (2013) *Theories of International Relations*. New York, Palgrave Macmillan.  
Lawson, Stephanie (2015): *Theories of International Relations: Contending Approaches to World Politics*  
Zvobgo and Loken, *Why Race Matters in IR*.  
Mohanty, *Under Western Eyes: Feminist Scholarship and Colonial Discourses*

### Synopsis \*

Whenever we make a statement about international affairs, and world politics we rely on certain (often implicit) theoretical assumptions: about power, interests, identities, norms and how they relate to the behaviour of international actors. Whether we like it or not, we are 'doomed' to rely on theories. The starting-point of this course is not that theories are the only possible and all-encompassing approach to the study of international affairs, but that they are helpful to understand, compare and critically evaluate interpretations of international issues: if we all use theoretical assumptions, we better make them explicit and understood, to make sure what exactly we are claiming.

International Relations theories are not approached as strict categories with clear boundaries, but rather as a continuously evolving debate. The course does not attempt to give an encyclopaedic overview of all theories of International Relations, but rather to confront different views. The main objective is to understand the core differences between different theoretical approaches.

## 2021-22 Postgraduate Module Handbook

| <b>PO825 Philosophy &amp; Methodology of Politics and International Relations</b> |            |         |       |               |                 |          |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version   | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2   | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

All MA offerings by the School of Politics and International Relations

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

05.03.2021

### Learning Outcomes

Upon completion of the module students will be able to:

- identify, summarise and critically assess the main positions in key debates within the philosophy of the social and political sciences.
- identify and deal with the ethical and normative questions involved in social and political inquiry
- reflect on the ontological and epistemological aspects of social and political inquiry
- appreciate the contested nature of knowledge in social and political science
- reflect on the relationship between 'theory' and 'practice' in social and political inquiry
- identify, summarise and critically assess some of the most important approaches and methods employed in the study of politics and international relations
- discuss the philosophical and methodological issues at stake in relation to both their own research and that of others.

### Method of Assessment

100% Coursework

Essay 1 (collective), 2500 words (50%)

Essay 2 (individual), 2500 words (50%)

Reassessment methods: 100% coursework

### Preliminary Reading

Colin Hay, *Political Analysis: A Critical Introduction* (Basingstoke: Palgrave, 2002).

Dimitri Toshkov, *Research Design in Political Science* (Palgrave MacMillan 2016);

### Pre-requisites

None

### Synopsis \*

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.

## 2021-22 Postgraduate Module Handbook

| <b>PO828 Theories of Conflict and Violence</b> |            |         |       |               |                 |          |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version  | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2  | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 2  | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

International Conflict Analysis MA

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

12.03.21

### Learning Outcomes

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

- 8.1 Understand key historical and theoretical issues in international conflict and the study of war and peace
- 8.2 Explain and evaluate the nature, causes and effects of conflict, at the state and international levels
- 8.3 Be able to critically identify key debates in theories of conflict and violence studies
- 8.4 Understand and critically interpret key concepts in conflict studies
- 8.5 Be familiar with applied methodological and epistemological methods in the field of conflict studies

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

- 9.1 demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources
- 9.2 apply theoretical and conceptual frameworks to the analysis of politics and international relations
- 9.3 use a variety of research methods and evaluate critically their application in the scholarly literature
- 9.4 conduct research in politics and international relations demonstrating awareness of epistemological, methodological and ethical principles

### Method of Assessment

Essay (6000 words) (100%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Adrian Guelke's, *Politics of Deeply Divided Societies*, 2012

Hall, John A. *The State of the Nation: Ernest Gellner and the Theory of Nationalism*. Cambridge University Press 1988

Horowitz, Donald. *Ethnic Groups in Conflict*. Berkeley: University of California Press, 1985

Hugh Miall, Oliver Ramsbotham, Tom Woodhouse. *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, Cambridge: Polity. 2005

McGarry, John and Brendan O'Leary. *The Politics of Ethnic Conflict Regulation*. London: Routledge, 1993

Neophytos Loizides, *The Politics of Majority Nationalism: Framing Peace, Stalemates and Conflict*, Stanford 2015

### Pre-requisites

None

### Synopsis \*

This module will examine how conflict research has evolved within the field of political science and International Relations. It will initially investigate competing theories on conflict and violence highlighting specific case studies and new security concerns. The theoretical reflections will focus on the understanding of modern nationalism in world politics as well as different aspects of conflict ranging from inter-state to intra-state conflict. Moreover, students will be exposed to a detailed and critical analysis of the political and constitutional options in societies beset by violent ethnic conflict, with particular emphasis being given to mechanisms directed at the achievement of political accommodation.

## 2021-22 Postgraduate Module Handbook

| <b>PO831</b> | <b>The European Union in the World</b> |         |       |               |                 |          |
|--------------|--|---------|-------|---------------|-----------------|----------|
| Version      | Campus                                 | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 3            | Canterbury                             | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 3            | Canterbury                             | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

EU International Relations and Diplomacy MA

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

12.03.21

### Learning Outcomes

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

8.1 have a good understanding of the complex inter-relationship between Europe, the EU and the rest of the world, with particular reference to the debates surrounding the issues of global and regional change

8.2 have a good understanding of the major developments in EU Foreign Policy at the regional and global levels

8.3 understand the identity of the EU as an international actor, including the controversies and challenges it raises

8.4 critically analyse the role of the EU as a normative and/or civilian actor

8.5 place the role of Europe and the EU in its historical and wider theoretical context

8.6 be familiar with core concepts, theories and debates on global change and European external relations

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

9.1: work with theoretical knowledge at the forefront of their discipline

9.2 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

9.3 have a comprehensive understanding of methods and methodologies in their discipline

9.4 undertake analysis of complex, incomplete or contradictory areas of knowledge

9.5 have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

9.6 be reflective and self-critical in their research work

9.7 engage in academic and professional communication orally and in writing

9.8 have independent learning ability required for continuing professional study

### Method of Assessment

Essay, 4500 words (80%)

Oral presentation (20%)

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Boening, A., Kremer, J-F., and van Loon, A. (eds.) (2013) *Global Power Europe*, Vol. 1 & 2. (Berlin)

Bretherton C., Vogler, J. (2006), *The European Union as Global Actor*. London, Routledge

Chakrabarty, D. (2007) *Provincialising Europe: Postcolonial Thought and Historical Difference* (Princeton University Press)

Whitman, R. (ed.) (2011) *Normative Power Europe: Empirical and Theoretical Perspectives* (Palgrave)

Hill C., Smith M. (eds.) (2011), *International Relations and the European Union* (OUP), 2nd edition

Lucarelli, S. and Fioramonti, L. (2011) *External Perceptions of the EU as a Global Actor* (London: Routledge)

Mahbubani, K (2008) *The New Asian Hemisphere: The Irresistible Shift of Global Power to the East* (N.Y.: Public Affairs)

Manners, I. (2013) 'Assessing the Decennial, Reassessing the Global: understanding European Union normative power in global politics', in Special Issue 'European Union and Normative Power: Assessing the Decade,' *Cooperation and Conflict*, 48(2)

Telo, M. (ed.) (2009) *EU and Global Governance* (Routledge)

### Pre-requisites

None

### Synopsis \*

This module focuses on the position of Europe and the EU in particular - what it does and how it does it - in the world, through the perceptions of the other. The first challenge of this broad approach is to tackle the question 'what is Europe?', by way of situating Europe between the regional and global change, and understanding its multifaceted, multi-actor and multi-level environment and associated with it challenges, in the increasingly inter-dependent and inter-polar world. As part of the exercise we will focus more specifically on EU actorness reiterated through the changing modes of governance – from disciplinary and hierarchical, to more adaptable and from a distance – and democracy promotion policies, to understand how it behaves vis-à-vis the outside world. Premised on this, we will examine EU actorness in practical terms by referring to EU interactions with 'the other' – from the neighbourhood, BRICS, to US, and Russia. The objective is to cross-compare 'what the EU is' and 'what it does' to enable wider generalisations of 'what kind of transformative power the EU is?' today, in this increasingly globalising world.

| PO832 Conflict Resolution in World Politics |            |         |       |               |                 |          |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version                                     | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2   | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |
| 2   | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

International Conflict Analysis MA;  
Peace and Conflict Studies (International Joint Award) MA.

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

12.03.21

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

1. have a critical awareness of the main theories and currents of thinking in the field of conflict resolution and conflict analysis
2. demonstrate an advanced understanding of the complex nature of contemporary conflicts and of the range of domestic and international actors involved in them
3. critically assess the appropriateness, scope and limitations of a range of approaches to conflict resolution in contemporary conflicts at different phases in the conflict's course
4. have an introduction to the skills involved in conflict resolution, including conflict analysis, active listening, mediation and negotiation
5. see a conflict from the point of view of different protagonists
6. appreciate the wider context of conflicts and be able to relate concepts of conflict analysis and conflict resolution to a wider understanding of world politics

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

1. work with theoretical knowledge at the forefront of this field
2. be aware of the ethical dimensions of the discourses and practices in conflict resolution as well as of their own work in particular
3. have a comprehensive understanding of methods and methodologies in their discipline
4. undertake analysis of complex, incomplete or contradictory area of knowledge
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
6. be reflective and self-critical in their research work
7. engage in academic and professional communication with others
8. have independent learning ability required for continuing professional study

### Method of Assessment

Essay 1, 2000 words (30%)

Essay 2, 4000 words (70%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Unger, B, Lundström, S. Planta, K. and Austin, B. (eds.) 2013, Peace Infrastructures: Assessing Concept and Practice. Online at <http://www.berghof-handbook.net/>

Barash, D. & C. Webel Peace and Conflict Studies 3rd Ed. (Sage, 2013)

Bercovitch J, V Kremenyuk and W.Zartman (eds.) The Sage Handbook of Conflict Resolution. London: Sage, 2009

Cochrane, F. Ending Wars, Polity Press, 2008.

Cordell K and Wolff S Ethnic Conflict. Cambridge: Polity, 2009.

Kriesberg, Louis, Constructive Conflicts, 3rd Ed. Oxford: Rowman and Littlefield. 2007.

Crocker, C. et al (ed.) Leashing the Dogs of War: Conflict Management in a Divided World. US Institute of Peace, 2007. (or earlier editions e.g. Turbulent Peace; Herding Cats: USIP.)

Darby, J and R Mac Ginty (eds.) Contemporary peacemaking: conflict, violence and peace processes, Basingstoke: Palgrave, 2003.

Deutsch, M. et al (eds) Handbook of Conflict Resolution: Theory and Practice. San Francisco: Jossey-Bass, 2006.

Wallensteen, P. (2012) Understanding Conflict Resolution: War Peace and the Global System 3rd Sage.

### Pre-requisites

None

### Synopsis \*

The module aims to introduce current thinking and practice in the field on conflict resolution, conflict management and conflict transformation, including conflict prevention and peace-building. Can protracted violent conflicts be prevented, and how are they brought to an end? Is it possible to deal with the root causes of conflict? How do the wider conflicts in the international system impact on local and regional conflicts, and under what circumstances are conflicts transformed? We will explore these questions with reference to theories of conflict resolution, comparative studies and case studies. The module will focus mainly on international and intra-state conflict. There will be opportunities to discuss conflicts at other levels, such as the role of diasporas and the media in conflict and its transformation. You are encouraged to draw on your own personal knowledge of conflict situations.

## 2021-22 Postgraduate Module Handbook

| PO846 Global Political Economy |          |         |       |               |                 |          |
|--------------------------------|----------|---------|-------|---------------|-----------------|----------|
| Version                        | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 3                              | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 2                              | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

MA International Political Economy

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

### Department Checked

08.03.2021

### Learning Outcomes

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

1. Develop an understanding of the main theories, concepts, and approaches to International Political Economy, as they developed in historical perspective, in order to contextualise and situate the main debates within the recent evolution of the global political economic system;
2. Understand key structures of the international economy (trade, investment, finance, monetary matters, development regionalization, globalization, democratization) and place these in a theoretical and historical context;
3. Develop in depth analyses of key concepts used in the explanation of each structure of the international political economy;
4. Demonstrate and evaluate the utility of different modes of explanation in international political economy, while contextualising this sub-discipline within the discipline of International Relations as a whole;
5. Inculcate a critical and reflexive attitude towards various schools, approaches, paradigms, and traditions of interpretation in international political economy.
6. Apply theoretical perspectives to case studies.
7. Find, select, analyse, and use empirical material relating to international political economy;
8. Understand the scope and limits of extant theoretical concepts in light of developments in the globalizing international political economy;
9. Recognize the normative dimensions of choices about the allocations of resources, and the tools of governance in the international political economy.
10. Develop a more critical view of the capacities and limits of contemporary economic analysis and its policy implications.
11. Develop a degree of familiarity with the narrative of change in the post-war world economy

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

1. work with theoretical knowledge and apply theory to key policy issues
2. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
3. have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices and thus be better positioned to develop their own solutions to international challenges.
4. be reflective and self-critical in their work
5. engage in academic and professional communication with others
6. have independent learning ability required for further study or professional work
7. use the Internet, bibliographic search engines, online resources, and effectively conduct research

### Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Thomas Oatley, International Political Economy (Routledge, 2013: 5th Edition)

Darel E. Paul and Abba Amawi, The Theoretical Evolution of International Political Economy: A Reader\*(Oxford University Press, 2013: 3rd edition)

Dani Rodrik, Straight Talk on Trade: Ideas for a Sane World Economy. Princeton University Press, 2017.

Dani Rodrik, The Globalization Paradox. Norton & Company. 2011.

### Pre-requisites

None

### Synopsis <span style = "color:red;">\*/</span>

The module explores doctrines of state-economy relations and theories of international political economy in order to equip students with a capacity to analyse the complexities of an ever-more dynamic global economy in ways that the disciplines of economics and international relations on their own cannot capture. Our focus is on the transformation of democratic capitalism from its emergence as an institutionalised social order in the 19th century, to its 20th century modalities (the post-WWII welfare state and the late 20th century neoliberalism) to its current form.

| PO848   | Negotiation and Mediation |         |       |               |                 |          |
|---------|---------------------------|---------|-------|---------------|-----------------|----------|
| Version | Campus                    | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 4       | Canterbury                | Autumn  | M     | 20 (10)       | 100% Coursework |          |
| 4       | Brussels                  | Autumn  | M     | 20 (10)       | 100% Coursework |          |
| 4       | Canterbury                | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Contact Hours

Canterbury:

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Brussels:

Contact hours: 24

Private study hours: 176

Total hours: 200

### Learning Outcomes

At Canterbury, on successfully completing the module students will be able to:

Understand and critically evaluate key historical and theoretical issues in the field of conflict resolution

Gain knowledge of the main theoretical schools that study mediation and negotiation

Understand and evaluate the main concepts and techniques used in bilateral and multilateral negotiation as well as in mediation, the most common form of conflict management and resolution

Experience the practice of negotiation and mediation through a series of practical exercises conducted throughout the module

Gain a critical understanding of the applied methodological and epistemological methods in the field of conflict resolution

Critically analyse historical and current cases of conflict management and transformation

At Brussels, on successfully completing the module students will be able to:

On successfully completing the module students will be able to:

Understand key historical and theoretical issues in the field of conflict resolution

Have some familiarity with the main theoretical schools that study mediation and negotiation

Understand the main concepts and techniques used in bilateral and multilateral negotiation as well as in mediation, the most common form of conflict management and resolution

Experience the practice of negotiation and mediation through a series of practical exercises conducted throughout the module

Gain familiarity with the applied methodological and epistemological methods in the field of conflict resolution

Critically analyse historical and current cases of conflict management and transformation

### Method of Assessment

Canterbury:

Essay, 4000 words, 70%

Participation in Simulations & Reflective Assignment 1500 words, 30%

Brussels:

Essay 1, 2,000 words (20%)

Essay 2, 4,000-5,000 words (80%)

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

#### Canterbury:

- Fisher, R. W.L. Ury, & B. Patton. (2012). *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd Edition. New York: Penguin Books.
- Ramsbotham, Miall, H, & T. Woodhouse. (2016). *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, Cambridge: Polity. (4th Edition).
- Beardsley, K. (2011). *The Mediation Dilemma*, Cornell: Cornell University Press.
- Diehl, P & M. Grieg. (2012). *International Mediation*, London: Polity.
- Starkey, B. M.A. Boyer & J. Wilkenfeld. (2005). *Negotiating a Complex World: an Introduction to International Negotiation*, 2nd edition, Boulder: Rowmand & Littlefield Publishers.
- Crocker. C.A. et al. (eds) (2006). *Herding Cats*, Washington, D.C.: United States Institute of Peace Press.
- Bercovitch, J.(ed) (1996). *Resolving International Conflicts: The Theory and Practice of Mediation*, Washington DC:Lynne Rienner.
- Zartman, W. I. (ed). (2007). *Peacemaking in International Conflict: Methods and Techniques*, Washington DC: U.S. Institute of Peace Press.

#### Brussels:

- Carlsnaes, Walter, Thomas Risse, and Beth A Simmons, eds. 2002. *Handbook of International Relations*. Thousand Oaks, CA: SAGE
- Hugh Miall, Oliver Ramsbotham, Tom Woodhouse (2005). *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, Cambridge: Polity.
- Thomas Schelling. (1960). *The Strategy of Conflict*. Cambridge, Mass: Harvard University Press.
- Azar, Edward E. *The Management of Protracted Social Conflict: Theory and Cases*. Bookfield, VT: Gower Pub. Co., 1990.
- Thomas Princen (1992) *Intermediaries in International Conflict*. Princeton University Press.
- I. William Zartman and J. Lewis Rasmussen, eds. (1997). *Peacemaking in International Conflict: Methods and Techniques*, U.S. Institute of Peace Press

### Synopsis \*

#### Canterbury:

The course provides an overview and a framework for considering the field of international conflict resolution. The students have the opportunity to explore conflict resolution methods such as mediation, negotiation, collaborative problem solving, and alternative dispute resolution. The approach is interdisciplinary and juxtaposes traditional approaches in conflict management with the scientific study of conflict and cooperation. Across the term students will be exposed to a range of different theories and approaches to conflict management and be required to practically apply the course content in a number of simulations.

#### Brussels:

The course provides an overview and framework for considering the evolving field of international conflict resolution with an emphasis on negotiation and mediation. The module will focus primarily on the practical as well as on the theoretical aspects of negotiation and mediation, or more broadly third party intervention in conflicts. Its aims are to give the students an overview of the main problems involved in negotiation and mediation (broadly defined), but also to give them a chance to work individually and in groups on case studies and material related to the resolution of conflicts. The course is designed to introduce the students to theories of negotiation and bargaining, discuss the applicability of various tools and techniques in problem solving real cases of international conflict, and allow them to make use of such techniques in role playing and simulations.

### Availability

Autumn

### Contact Hours

24

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand key historical and theoretical issues in the field of conflict resolution
- 8.2 Have some familiarity with the main theoretical schools that study mediation and negotiation
- 8.3 Understand the main concepts and techniques used in bilateral and multilateral negotiation as well as in mediation, the most common form of conflict management and resolution
- 8.4 Experience the practice of negotiation and mediation through a series of practical exercises conducted throughout the module
- 8.5 Gain familiarity with the applied methodological and epistemological methods in the field of conflict resolution
- 8.6 Critically analyse historical and current cases of conflict management and transformation
- 9.1 Work with theoretical knowledge at the forefront of their discipline
- 9.2 Engage critically with the conflict resolution process, in particular negotiation and mediation, including the vocabulary, concepts, theories and methods of conflict resolution
- 9.3 Demonstrate a comprehensive understanding of methods and methodologies in their discipline
- 9.4 Demonstrate reasoned arguments, supported by relevant information, and exercise critical thinking
- 9.5 Show a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 9.6 Describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information
- 9.7 Engage in academic and professional communication orally and in writing
- 9.8 Demonstrate independent learning ability required for continuing professional study
- 9.9 Collaborate with others and contribute effectively to the achievement of common goals

### Method of Assessment

- Essay 1, 2,000 words (20%)  
Essay 2, 4,000-5,000 words (80%)

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

Carlsnaes, Walter, Thomas Risse, and Beth A Simmons, eds. 2002. Handbook of International Relations. Thousand Oaks, CA: SAGE

Hugh Miall, Oliver Ramsbotham, Tom Woodhouse (2005). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, Cambridge: Polity.

Thomas Schelling. (1960). The Strategy of Conflict. Cambridge, Mass: Harvard University Press.

Azar, Edward E. The Management of Protracted Social Conflict: Theory and Cases. Bookfield, VT: Gower Pub. Co., 1990.

Thomas Princen (1992) Intermediaries in International Conflict. Princeton University Press.

I. William Zartman and J. Lewis Rasmussen, eds. (1997). Peacemaking in International Conflict: Methods and Techniques, U.S. Institute of Peace Press

### Synopsis \*

The course provides an overview and framework for considering the evolving field of international conflict resolution with an emphasis on negotiation and mediation. The module will focus primarily on the practical as well as on the theoretical aspects of negotiation and mediation, or more broadly third party intervention in conflicts. Its aims are to give the students an overview of the main problems involved in negotiation and mediation (broadly defined), but also to give them a chance to work individually and in groups on case studies and material related to the resolution of conflicts. The course is designed to introduce the students to theories of negotiation and bargaining, discuss the applicability of various tools and techniques in problem solving real cases of international conflict, and allow them to make use of such techniques in role playing and simulations.

| <b>PO866 Federalism and Governance</b> |            |         |       |               |                 |          |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version                                | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 3                                      | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 3                                      | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

The module is not compulsory for any Kent programme. It is optional for students taking Masters programmes within the School of Politics and International Relations, and within other schools.

### Contact Hours

Total contact hours: 22  
 Private study hours: 178  
 Total study hours: 200

### Department Checked

05.03.2021

### Learning Outcomes

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

- 8.1. Have a detailed and critical understanding of the core concepts, theories and debates relating to federalism and multi-level governance
- 8.2. Have a detailed understanding of the role and the limits of federal institutions in conflict management, drawing on key debates within the conceptual and empirical literatures
- 8.3. Have a critical understanding of, and an ability to use, the main analytic tools deployed in assessing multi-level forms of governance
- 8.4. Assess processes of European integration through a federal lens by reference to a critical reading of arguments and debates within the academic literature.

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

- 9.1 work with theoretical knowledge at the forefront of their discipline
- 9.2 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
- 9.3 Have a comprehensive understanding of methods and methodologies in their discipline
- 9.4 undertake analysis of complex, incomplete or contradictory areas of knowledge
- 9.5 Have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 9.6 Be reflective and self-critical in their research work
- 9.7 engage in academic and professional communication orally and in writing
- 9.8 Have independent learning ability required for continuing professional study

## 2021-22 Postgraduate Module Handbook

### Method of Assessment

Essay 1, 1500 words (30%)  
Essay 2, 4000 words (70%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Bache, Ian, and Matthew Flinders, eds. *Multi-level Governance*. Oxford University Press, 2004.

Burgess, Michael. *Comparative Federalism: Theory and Practice*. Routledge, 2006.

Burgess, Michael. In *Search of the Federal Spirit: New Theoretical and Empirical Perspectives in Comparative Federalism*. Oxford University Press, 2012.

Elazar, Daniel J. *Exploring Federalism*. University of Alabama Press, 1987.

Friedrich, Carl J. *Trends of Federalism in Theory and Practice*. Praeger, 1968.

Gagnon, Alain-G., Soeren Keil, and Sean Mueller, eds. *Understanding Federalism and Federation*. Ashgate, 2015.

Gaudreault-DesBiens, Jean-François, and Fabien Gélinas, eds. *The States and Moods of Federalism: Governance, Identity and Methodology*. Éditions Yvon Blais 2005.

Hueglin, Thomas O., and Alan Fenna. *Comparative Federalism: A Systematic Enquiry*. University of Toronto Press, 2015.

Karmis, Dimitrios, and Wayne Norman, eds. *Theories of Federalism: A Reader*. Palgrave Macmillan, 2005.

King, Preston. *Federalism and Federation*. Johns Hopkins University Press, 1982.

Ward, Ann, and Lee Ward, eds. *The Ashgate Research Companion to Federalism*, Ashgate, 2009.

### Pre-requisites

None

### Synopsis \*

The module uses the concept of federalism as a tool to analyse a wide range of political structures and processes, all of which have at their heart the purpose of diffusing political power. Focusing initially on classical federal states, and exploring their multi-level organisation of political authority, the module will continue to explore the relevance and use of federalism in contemporary national and supra-national institutions. Special attention will be paid to the European Union and to its multi-level framework of governance, as well as to the concepts closely related to federalism, such as consociationalism.

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| <b>PO881</b> | <b>State, Market and Society</b> |         |       |               |                 |          |
|--------------|----------------------------------|---------|-------|---------------|-----------------|----------|
| Version      | Campus                           | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2            | Brussels                         | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

MA International Political Economy

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

1. understand the complex interrelationships among civil society, states and the markets, as these relationships are patterned and regulated through various forms of governance.
2. demonstrate familiarity with the major theoretical approaches to political economy and international political economy in particular, from classical and Marxist political economy to 20th century critics of market society;
3. formulate responses to descriptive and analytical question (e.g. Who exercises power in the global economy and how? What is the role of the state in mediating between individuals and markets? ) as well as and normative and prescriptive questions (e.g: should markets be subordinated to human social relations or vice versa?);
4. articulate their own theoretical stance in the context of the subject matter covered and be able to apply it to issues of contemporary relevance.

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

1. Analytical thought and writing: reflect upon complex ideas and arguments; digest, analyse and test scholarly views; relate scholarly ideas and arguments to issues and circumstances in the contemporary global political economy; summarise and analyse scholarly arguments in writing.
2. Advocacy and defence: formulate an opinion in response to an issue or question, construct coherent and persuasive arguments to advocate one's view and defend that view against criticism
3. Communication and presentation skills: prepare oral and written presentations of information and viewpoints to peers; respond to comment and criticism from peers; lead and manage group discussion
4. Problem-solving: respond at short notice to questions and challenges making use of knowledge, analytical tools and perspectives acquired in the module

### Method of Assessment

Research Paper, 5000 words (100%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Albena Azmanova, *The Scandal of Reason: A Critical Theory of Political Judgment*, Columbia University Press, 2012. (Students can purchase the book from me – the cheapest option, at 25 euro).

Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (1904-5). Any edition that contains the Author's Introduction. The E-book in Temple library does not contain it.

Karl Polanyi, *The Great Transformation*. Any edition. Available as e-book (Kent Library)

Giafranco Poggio, *The Development of the Modern State*, Stanford University Press, 1978.

Susan Strange, *States and Markets*, 2nd edn., London: Pinter Publishers, 1994.

A Karl Marx reader (any edition). I recommend: Jon Elster. ed., *Karl Marx: A Reader*, Cambridge University Press, 1986; McLelland, David, ed.. *Karl Marx, Selected Writings*, 2nd edn. Oxford: Oxford University Press, 2000.

David Sydorski, *The Liberal Tradition in European Thought* (Putnam Press, 1970) – available cheaply from Amazon

### Pre-requisites

None

### Synopsis \*

A critical understanding of the key dynamics of social, political and economic life, of the relationships between states, markets, individuals and the civil societies in which they function, is an essential basis for the study of international relations, international political economy, and conflict resolution. The module introduces students to the main issues and theoretical approaches in the study of modern Western democracies.

| PO901 International Relations for International Lawyers |          |         |       |               |                 |          |
|---|----------|---------|-------|---------------|-----------------|----------|
| Version   | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2   | Brussels | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

Autumn

### Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

On successful completion of the module, students will:

- understand the complexity of international issues and the extent to which politics relates to, informs, and is shaped by, the international legal and normative frameworks
- be able to explain and understand key debates and core concepts in IR, particularly as they relate to concepts of law
- be able to critically analyse IR theories and their normative dimensions
- identify the practical and ethical problems and limits of international law, state sovereignty, and international justice with regard to key state and non-state practices
- be able to use IR theories and concepts to analyse current international issues in the field of International Law
- be able to identify dividing lines between different theories and how they relate to International Law

These specific learning outcomes contribute to achieving the learning outcomes of our postgraduate programmes by demonstrating knowledge of the following:

- key concepts, theories and methods used in the study of politics and international relations and their application to the analysis of political ideas, institutions, practices and issues in the global arena
- the political dynamics of interaction between people, events, ideas and institutions
- the contestable nature of many concepts and different approaches to the study of Politics and International Relations
- the normative and positive foundations of political ideas
- the nature and significance of politics as a global activity
- different interpretations of world political events and issues.

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

Students who successfully complete this module:

- will be able to work with theoretical knowledge and apply theory to practical issues
- will be aware of the relationships between international politics and international law, as these developed as related but distinct fields of knowledge
- will be able to undertake analysis of complex debates and make carefully constructed arguments
- will have a level of conceptual understanding that will allow them to evaluate critically research, policies, and practices
- will be reflective and self-critical in their work
- will be able to engage in academic and professional communication with others
- will have independent learning ability required for further study or professional work

By helping students to progress towards these generic learning outcomes, the module contributes to achieving the general aims of our postgraduate programmes, which aim to

- Provide the tools to evaluate different interpretations of world political events and issues;
- Communicate effectively and fluently in speech and writing;
- Identify, investigate, analyse, formulate and advocate solutions to problems;
- Develop reasoned arguments, synthesise relevant information and exercise critical judgement
- Work independently, demonstrating initiative, self-organization and time-management

### Method of Assessment

Students write one essay of approximately 5000 words on a topic relating International Relations theory to international law

### Preliminary Reading

Dunne T., Kurki M., Smith S. (2007), *International Relations. Discipline and Diversity*. Oxford University Press.

Carlsnaes W., Risse T., Simmons B. (eds.) (2006), *Handbook of International Relations*. London, Sage.

Byers, M (ed.) (2000), *The Role of Law in International Politics: Essays in International Relations and International Law*. Oxford University Press.

Barker J. C. (2000), *International Law and International Relations*. London, Continuum.

Arend, A. C. (1999), *Legal Rules and International Society*. Oxford University Press.

Hsuing J. (1997), *Anarchy and Order: The Interplay of Politics and Law in International Relations*.

Lynne Reinner, 1997.

### Synopsis \*

The course follows the general line of the module International Relations Theory (PO824), but focuses debates and cases on the relation between International Relations and International Law, the diffusion of norms, compliance, governance, hard and soft law.

The course starts by raising the problem of perception in International Relations and by highlighting some of the core dividing lines underlying theoretical debates (explaining/understanding, positivism/post-positivism, rationalism/constructivism, etc.). It critically looks into the Levels of Analysis approach and brings up the Agency-Structure problem. After having set the parameters of the debate, different theories are studied in depth: Classical Realism, Structural Realism, Liberalism, Neo-Liberal Institutionalism, the neo-neo debate, Constructivism, the English School, normative theory, Marxism and Critical Theory. To conclude, the course treats two major, related debates about the state of the world: one on the post-Cold War (dis)order, the other on globalization. This allows to demonstrate how theories interrelate and how they can be applied to current events.

The specific International Law dimension consists of four major parts:

- the (sometimes problematic) relation between the disciplines of International Relations (IR) and International Law (IL) and between politics and law
- the assessment of International Law by the different theoretical strands
- international institutions, international regimes, norms and compliance
- the role of law in a changing world: governance and globalisation

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| <b>PO903 Political Strategy</b> |          |         |       |               |                 |          |
|---------------------------------|----------|---------|-------|---------------|-----------------|----------|
| Version                         | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2                               | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Contact Hours

Contact hours: 24  
Private study hours: 176  
Total hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

1. Understand policy process (at national, international, and transnational levels) as embedded in relations of power and relevant social norms, while also being able to assess the role played by different actors (state and non-state) in the policy process;
2. Analyse and evaluate strategies and techniques for bargaining, advocacy, civil action, and lobbying based on their instrumental rationales, while also assessing the ethical aspects of such activities.
3. Critically assess the analytical utility of concepts, theories, and methods relevant to political strategy, particularly in their applications to contemporary issues and problems;
4. Evaluate the interrelationships between the literatures and methodologies of public policy, politics, and international relations and related disciplines, such as law, political theory, economics, sociology and history as they relate to political strategy and advocacy;
5. Describe, evaluate and apply different approaches to collecting, analysing and presenting social and technical information.
6. Apply theories to case studies and carry out a small, independent research project;

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

1. work with theoretical knowledge and apply theory to empirical issues and will have a level of conceptual understanding that will allow them to critically evaluate research, policies, and social practices;
- 2: be aware of the ethical dimensions of the scholarly work done in their discipline as well as in their own work;
- 3: be able to undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments;
- 4: be reflective and self-critical in their work and will have independent learning ability required for further academic or professional development;
- 5: be able to communicate the conclusions and outcomes of their research and decision-making to specialist and non-specialist audiences in academic and professional contexts.

### Method of Assessment

Strategy paper, 1,000 words (20%)  
Strategy evaluation paper, 1,000 words (10%)  
Research essay, 5,000 words (70%)

Reassessment Methods: Like-for-like.

### Preliminary Reading

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

DeNardo, James. *Power in Numbers: The Political Strategy of Protest and Rebellion*. Princeton: Princeton University Press. 1985

Dixit, Avinash K., Reiley, David H. and Skeath, Susan, *Games of Strategy*. 4th ed., New York: W.W. Norton. 2015

Gouliamos, Kostas, Theocharous, Antonis and Newman, Bruce I.(eds.) *Political Marketing: Strategic 'Campaign Culture'*. New York: Routledge, 2013

Freedman, Lawrence. *Strategy: A History*. Oxford: Oxford University Press. 2013

Paroutis, Sotirios, Heracleous, Loizos and Angwin, Duncan. *Practicing Strategy: Text and Cases*. 2nd Edition London: Sage, 2016

Schelling, Thomas C. *The Strategy of Conflict*. Cambridge, MA: Harvard University Press, 1963.

Simons, Jonathan. *Foucault and the Political*. 2nd Edition. New York: Routledge, 2002

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

The module engages in conceptual discussions of "the political", power, strategy, political tactics, policy process, and different (state and non-state) actors in it, agenda setting, etc.. It surveys diverse methodologies applicable to analyses of political strategy (Game Theory, Decision Theory, Case Study, Foucauldian and Critical approaches to political strategy, and simulation exercises). Furthermore, it includes in-depth examinations of strategic interactions drawing on relevant and contemporary empirical case studies. Finally, the module includes a simulation exercise enacting negotiation, bargaining and crisis management dynamics in an international institutional setting.

| <b>PO904 The Politics of International Development</b> |          |         |       |               |                 |          |
|--|----------|---------|-------|---------------|-----------------|----------|
| Version  | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2  | Brussels | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

MA International Development

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

1. understand, and be able to locate contemporary debates on politics of development in a broader theoretical and historical perspective
2. relate empirical problems in Latin America, Africa, and Asia to the modes of intervention of the major development institutions (UN System, IMF, World Bank), assess their roles in the formulation of global/regional development policies and reflect critically on the appropriateness of their interventions, with reference to the theoretical background of policy prescriptions;
3. understand and be able to evaluate critically dominant theoretical models (such as modernisation theory and dependency theory) within the contexts in which they were developed in the post-WW2 decades
4. show sensitivity to the historical and geopolitical context of politics of development, relating national and regional debates to the processes of global politics;
5. identify the practical and ethical problems and limits of policy agendas (such as SDGs, MDGs, UN reform)

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

1. work with theoretical knowledge and apply theory to practical issues
2. demonstrate awareness of the ethical dimensions of the scholarly work done in their discipline in general as well as in their own work
3. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
4. demonstrate a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices
5. reflect upon and critique their work
6. use the Internet, bibliographic search engines, online resources, and effectively conduct research
7. engage in academic and professional communication with others
8. show and grow independent learning ability required for further study or professional work.

### Method of Assessment

Peer Assessment (20%)

Essay (80%)

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Césaire, Aimé (2001) *Discourse on Colonialism*. New York: New York University Press

Easterly, William (2008) (ed.) *Reinventing Foreign Aid*. Cambridge, MA: MIT Press

Easterly, William (2006) *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Oxford: Oxford University Press

Escobar, Arturo (2012) *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press

Ferguson, James (1994) *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota Press

Mitchell, Timothy (2002) *Rule of Experts: Egypt, Techno-politics, Modernity*. Berkeley: University of California Press

Mitchell, Timothy (ed.) (2000) *Questions of Modernity*. Minneapolis: University of Minnesota Press

Potter, Robert et al (2008) *Geographies of Development: An Introduction to Development Studies*. Harlow: Pearson Education Limited. Third Edition

Rist, Gilbert (2008). *The History of Development: From Western Origins to Global Faith*, 3rd edition. London & New York: Zed Books

Said, Edward (1978) *Orientalism*. New York: Pantheon Books (Random House)

### Pre-requisites

None

### Synopsis

This module studies how power relations shape the policy and academic practice of International Development. It helps the students rethink critically the ideas and realities of wealth, hunger, poverty, health, (in)equality, economic growth, and progress. It consists of four core elements.

First, the course examines how power relations have shaped the origins and meanings of development ideas and images integral to them (those of backwardness, failure, misery, hunger, progress, wealth, etc.). It problematizes the historical role and legacy of colonialism and exploitation of humans and natural resources as inseparable from the riddles of poverty and (un)successful economic growth across formerly colonized spaces.

Second, the module goes on to analyze the mainstream framings and definitions of development problems as well as some of the historically deployed solutions, interventions, strategies, and models of growth and development.

The third part of the course consists of a detailed study of state, interstate and non-state development actors, their development agendas, approaches, instruments and track records, as well as the aid and international trade regimes that they have established to tackle "underdevelopment" and poverty across the globe. Finally, the survey of international development structures and actors concludes with an inquiry into the potentials and prospects for alternative, more equitable, more inclusive and more effective approaches to human welfare and safety.

| PO914   |            | Year Abroad Mark One |       |               |                 |          |
|---------|------------|----------------------|-------|---------------|-----------------|----------|
| Version | Campus     | Term(s)              | Level | Credit (ECTS) | Assessment      | Convenor |
| 2       | Canterbury | Whole Year           | M     | 60 (30)       | 100% Coursework |          |

### Synopsis

This module is used for the School's MA year abroad marks, where applicable.

| PO915   |            | Year Abroad Mark Two |       |               |                 |          |
|---------|------------|----------------------|-------|---------------|-----------------|----------|
| Version | Campus     | Term(s)              | Level | Credit (ECTS) | Assessment      | Convenor |
| 2       | Canterbury | Whole Year           | M     | 60 (30)       | 100% Coursework |          |

### Synopsis

This module is used for the School's MA year abroad marks, where applicable.

| PO916   |            | Security in a Changing World |       |               |                 |          |
|---------|------------|------------------------------|-------|---------------|-----------------|----------|
| Version | Campus     | Term(s)                      | Level | Credit (ECTS) | Assessment      | Convenor |
| 4       | Canterbury | Spring                       | M     | 20 (10)       | 100% Coursework |          |

**Availability**

Security and Terrorism MA

**Contact Hours**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

**Department Checked**

12.03.21

**Learning Outcomes**

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

- 1: demonstrate a conceptual understanding by which to critically evaluate contending approaches to international security
- 2: appreciate key issues and dynamics regard conflict and the use of force in international relations.
- 3: demonstrate advanced knowledge of the theoretical debates about the meaning of security in international relations and their relationship to practice
- 4: demonstrate a comprehensive understanding of the evolution of security studies and practice
- 5: apply theoretical and conceptual frameworks to the analysis of politics and international relations
- 6: use a variety of research methods and evaluate critically their application in the scholarly literature
- 7: conduct research in politics and international relations demonstrating awareness of epistemological, methodological and ethical principles
- 8: demonstrate a systemic understanding and critical awareness of the following issues in international security: energy security, peace building, war crimes, international law and intelligence

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

- 1: work with theoretical knowledge at the forefront of their discipline;
- 2: aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular;
- 3: have a comprehensive understanding of methods and methodologies in their discipline;
- 4: undertake analysis of complex, incomplete or contradictory areas of knowledge;
- 5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
- 6: be reflective and self-critical in their research work;
- 7: engage in academic and professional communication orally and in writing;
- 8: have independent learning ability required for continuing professional study.
- 9: demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources;

**Method of Assessment**

Essay, 3500 words (70%)

Presentation (20%)

Weekly Participation reports (10%)

Reassessment methods: 100% coursework

**Preliminary Reading**

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

Williams, Paul. D. (ed) (2013). Security Studies: An Introduction 2nd ed. Abingdon: Routledge

Buzan, B. and L. Hansen (2010) The Evolution of International Security (Cambridge University Press).

Collins, A. (2013). Contemporary Security Studies, 3rd ed. Oxford: Oxford UP.

Dannreuther, R. (2013). International Security: The Contemporary Agenda. 2nd ed. (Cambridge: Polity Press).

Smith, M. E. (2010). International Security: Politics, Policy, Prospects. Basingstoke: Palgrave Macmillan.

**Pre-requisites**

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module focuses on the evolution of security studies as a discipline and its implications for practice. We examine a variety of theoretical and empirical materials that provide students with the basis for analysing pressing questions related to issues of war, security and peace in the world today. This module thus provides a good grounding for understanding contemporary security challenges (such as the environmental degradation, conflict, gender-based insecurity, terrorism, mass surveillance and arms proliferation among others) and our responses to them. It will engage with debates around the 'broadening' and 'deepening' agenda of security studies, which has extended the scope of security studies beyond the nation-state, and the role of new security actors.

| PO917 Terrorism and Crimes of the State |            |         |       |               |                 |          |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version                                 | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 4                                       | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |
| 4                                       | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

MA in Security and Terrorism

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

- 1: Analyse competing definitions of terrorism, counter-terrorism and state terrorism.
- 2: Appreciate the impact that efforts in the name of counter-terrorism in liberal democratic states have had on human rights and civil liberties at home, and relate these to broader ethical debates.
- 3: Develop an understanding of policies that liberal democratic states have enacted in the name of countering terrorism, and evaluate the impact that they have had on the populations of targeted states
- 4: Evaluate critically the strengths and weaknesses of competing theoretical approaches, derived from International Relations and Security Studies, to questions of terrorism, counter-terrorism and state terrorism in light of the empirical cases studied

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

- 1: work with theoretical knowledge at the forefront of their discipline
- 2: have a comprehensive understanding of methods and methodologies in their discipline
- 3: undertake analysis of complex, incomplete or contradictory areas of knowledge
- 4: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 5: be reflective and self-critical in their research work
- 6: engage in academic and professional communication orally and in writing
- 7: have independent learning ability required for continuing professional study

### Method of Assessment

Critical review, 30%

Essay, 4000 words, 70%

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Becker, T. (2006), *Terrorism and the State: Rethinking the Rules of State Responsibility* (Oxford and Portland, Oregon: Hart Publishing)

Blakeley, Ruth, *State Terrorism and Neoliberalism: The North in the South*, (London: Routledge, 2009). ISBN: 0415686172.

Booth, K., Dunne, T., *Terror in Our Time* (London: Routledge, 2011), ISBN: 0415678315.

Booth, Ken and Dunne, Tim (eds.), *Worlds in Collision: Terror and the Future of Global Order*, (Basingstoke : Palgrave, 2002). ISBN: 0333998057

Collins, Alan (ed.), *Contemporary Security Studies*, (Oxford: Oxford University Press, 2006). ISBN: 9780199284696

George, A. (1991), *Western State Terrorism* (Cambridge: Polity Press)

Jackson, R., Smyth, M.B., and Gunning, J. (eds.), *Critical Terrorism Studies: A New Research Agenda*, eds. Richard Jackson, Marie Breen Smyth, and Jeroen Gunning, *Routledge Critical Terrorism Studies*, (London: Routledge, 2009). ISBN: 978-0415574150.

Lutz, James and Lutz, Brenda, *Global Terrorism*, (London: Routledge, 2008). ISBN: 978-0415772464

McClintock, M. (1985), *The American Connection, Volume One: State Terror and Popular Resistance in El Salvador* (London: Zed Books Ltd

Stohl, M. and Lopez, G. (eds.) (1984), *The State as Terrorist: The Dynamics of Governmental Violence and Repression* (Westport, Connecticut: Greenwood Press)

### Pre-requisites

None

### Synopsis \*

The purpose of the module is to develop an understanding of the complex relationships between terrorism, counter-terrorism efforts, and human rights, both at home and abroad. Central to the module is the role of the state in responding to terrorism, in attempting to prevent terrorism, and in itself using and sponsoring terrorism. In this regard students are encouraged to re-evaluate assumptions about the state and its place in domestic and international politics, focusing particularly on crimes by the state. Students will be introduced to competing approaches to the study of terrorism, many of which are grounded in wider theories and approaches common to International

Relations and Security Studies. One of the challenges of the module is to think critically about the implications and consequences of those various approaches. The module will begin by looking at the various methodological, theoretical, and definitional challenges associated with the study of terrorism. Building on this grounding, students will then begin analysing terrorism, counter-terrorism and the role of the state through a number of case studies drawn from the 20th and early 21st Centuries. They will be encouraged to relate each of the case studies to the broader methodological and theoretical debates explored in the first few weeks of the module.

| PO924 Foreign Policy Analysis |          |         |       |               |                          |          |
|-------------------------------|----------|---------|-------|---------------|--------------------------|----------|
| Version                       | Campus   | Term(s) | Level | Credit (ECTS) | Assessment               | Convenor |
| 2                             | Brussels | Autumn  | M     | 20 (10)       | 50% Coursework, 50% Exam |          |
| 2                             | Brussels | Autumn  | M     | 20 (10)       | 100% Coursework          |          |
| 2                             | Brussels | Spring  | M     | 20 (10)       | 50% Coursework, 50% Exam |          |
| 2                             | Brussels | Spring  | M     | 20 (10)       | 100% Coursework          |          |

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

04.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

- 8.1. demonstrate systematic understanding of the nature of modern diplomacy, and a critical awareness of the formulation of foreign policy in relation to theories of decision-making;
- 8.2. analyse the role of foreign policy and diplomacy in different conceptual approaches in the discipline of IR;
- 8.3. analyse foreign policy in terms of both structural aspects and specific motivations;
- 8.4. develop an advanced understanding of the main epistemological and methodological issues relevant to foreign policy analysis, including the major theoretical debates between different traditions and their theoretical approaches and ontological concerns, in order to propose new hypotheses where appropriate.

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

- 9.1. work with theoretical knowledge at the forefront of their discipline
- 9.2. 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
- 9.3. have a comprehensive understanding of methods and methodologies in their discipline, and practically apply them
- 9.4. undertake analysis of complex, incomplete or contradictory areas of knowledge systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- 9.5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 9.6. be reflective, creative, original and self-critical in their research work
- 9.7. engage in academic and professional communication orally and in writing
- 9.8. have independent learning ability required for continuing professional study

### Method of Assessment

Essay, 5000 words (80%)

Seminar presentation – draft foreign policy speech, 5-7 minutes (20%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

1. Hudson, Valerie M. (2014) *Foreign Policy Analysis: Classic and Contemporary Theory*. Lanham, MD: Rowman & Littlefield. \*key text\*
2. Smith, Steve A., Amelia Hadfield-Amkahn, Tim Dunne (eds.) (2012) *Foreign Policy: Theories, Actors, Cases*. Oxford: Oxford University Press. \*key text\*
3. Bjola, Corneliu and Markus Kornprobst (2013) *Understanding International Diplomacy: Theory, Practice and Ethics*. Abingdon, Oxon., New York: Routledge.
4. Campbell, David (1998) *Writing Security: United States Foreign Policy and the Politics of Identity*. Minneapolis: University of Minnesota Press.
5. Hill, Christopher (2013) *The National Interest in Question: Foreign Policy in Multicultural Societies*. Oxford: Oxford University Press.

### Pre-requisites

None

### Synopsis \*

Foreign Policy Analysis (FPA) is a field of study that analytically straddles international relations and comparative politics. It captures the porousness of the borders between the domestic and international, examining the rich interchanges which happen in between. The module understands foreign policy as a processual, relational and thoroughly political phenomenon. In the ocean of possible methods of study of how state and non-state actors (such as the EU) and various social structures shape (and are shaped by) events and expressions of power across the globe, this module adopts a fourfold approach. First, it analyses foreign policy practices of states from a variety of theoretical perspectives (realist, liberal, constructivist, and critical). It highlights their mutual tensions and complementarities in addressing two central questions of FPA: Why and how do states engage in and articulate cooperation and conflict abroad? Second, having learned about the different conceptual lenses, the module moves on to combine them with a layered understanding of foreign policy practices structured along multiple levels of analysis (international systemic, state, sub-state, and individual). Third, the module will focus on the different foreign policy actors (governments and their bureaucracies, domestic and transnational social groups, individuals, etc.) and conceptual models that explain their decisions and actions in international relations (including the role of power, psychology, and rationality in the dynamics of individual and group-level decision-making). Herein, your understanding of theories will certainly come in handy since they largely inform these more specific models. Finally, we will discuss a set of distinct 'mechanics' of foreign policy, such as power (including preventive and coercive diplomacy, and the questions of ethics) and strategy. The module will conclude with exploring change in foreign policy, revisiting the domestic-international nexus in foreign policy formulation and implementation.

## 2021-22 Postgraduate Module Handbook

| <b>PO925</b> |          | <b>Histories of International Conflict</b> |       |               |                 |          |
|--------------|----------|--|-------|---------------|-----------------|----------|
| Version      | Campus   | Term(s)                                    | Level | Credit (ECTS) | Assessment      | Convenor |
| 2            | Brussels | Autumn                                     | M     | 20 (10)       | 100% Coursework |          |
| 2            | Brussels | Spring                                     | M     | 20 (10)       | 100% Coursework |          |

### Availability

The module is designed as an optional course for the MA students in International Conflict and Security at the Brussels School of International Studies. It is also available as an elective for the MA in Migration Studies and the LLM in International Law with International Relations (at Brussels).

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

- 1: Provide a firm historical grounding for understanding interstate conflicts and intrastate conflicts with an international dimension since 1648;
- 2: Illustrate through the use of cases and examples the complex causes and dynamics of different types of international conflict;
- 3: Critically identify key debates in the discipline of political studies relating to the study of conflict;
- 4: Outline and understand the main concepts in the study of conflict historically;
- 5: Highlight those areas where comparisons between conflicts will be most fruitful;
- 6: Appreciate what political scientists (especially those in International Relations and International Conflict Analysis) and historians of international relations and conflict can learn from each another by writing an essay, which takes into account how practitioners in each discipline have approached the problem of the causes of international conflicts.

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

- 1: work with theoretical knowledge at the forefront of their discipline;
- 2: engage critically with conflict phenomena, including the vocabulary, concepts, theories and methods of conflict studies;
- 3: have a comprehensive understanding of methods and methodologies in their discipline;
- 4: develop reasoned arguments, supported by relevant information, and exercise critical thinking;
- 5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
- 6: describe, evaluate, and apply different approaches involved in collecting, analysing, and presenting social scientific and historical information;
- 7: engage in academic and professional communication orally and in writing;
- 8: have independent learning ability required for continuing professional study;
- 9: collaborate with others and contribute effectively to the achievement of common goals.

### Method of Assessment

Essay proposal (15%)  
Essay, 5000 words (85%)

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Antony Best, et al., International History of the Twentieth Century (2004; 2nd ed. June 2008)

Ian Beckett, The Great War 2nd ed. (2007)

Daniel S. Geller and J. David Singer. Nations at War: A Scientific Study of International Conflict (1998)

John Keegan, A History of Warfare (1993)

James Turner Johnson, Just War Tradition and the Restraint of War: A Moral and Historical Inquiry (1984)

Paul Kennedy, The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000 (1987)

Evan Luard, Conflict and Peace in the Modern International System: A Study of the Principles of International Order. 2nd edition (1988)

Silvio Pons and Federico Romero, eds., Rethinking the End of the Cold War: Issues, Interpretations, Periodizations (2005)

Robert I. Rotberg and Theodore K. Rabb, eds., The Origin and Prevention of Major Wars (1989)

Paul W. Schroeder, Systems, Stability, and Statecraft: Essays on the International History of Modern Europe. David Wetzel, Robert Jervis, and Jack S. Levy, eds. (2004)

### Pre-requisites

None

### Synopsis \*

This module examines the origins and causes of particular conflicts, illustrating empirical material (historical, political/organisational, economic) as well as narratives of the parties, through the lens of conflict theory. Different types of conflicts are examined, ranging from modern interstate war to ethnic intrastate conflict, in order to illuminate the various dynamics of conflict initiation, intensity, duration, and the potential for resolution of different types of conflicts. Although the main emphasis is on analyzing international conflicts in the 20th century, comparative reference will be made to earlier conflicts as well as those that have occurred at the beginning of the 21st century. Overall, the political, economic, and ideological background to, influence on, and consequences of, selected conflicts are stressed. Moreover, though the military aspects of certain conflicts are discussed in terms of impact and outcome, this course does not concentrate on battles and warfare per se. Highlighted will be the World Wars and conflicts related to the Cold War. Other problems of interest will be the success and failure of collective security, revolutionary and civil wars, the role of nationalism, regional disputes, recent attempts at "humanitarian" intervention in the post-Cold War period, and the international implications of the "War on Terrorism" since September 11, 2001.

| PO929 Development: Theory and Practice |          |         |       |               |                 |          |
|--|----------|---------|-------|---------------|-----------------|----------|
| Version                                | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2                                      | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

International Development MA

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

### Department Checked

04.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

1. Knowledge and understanding of theoretical and empirical issues in development, including questions of inclusion/exclusion from legal, economic, financial, political and social perspectives.
2. Knowledge and understanding of key actors and institutions in each field of activity (see part two of the curriculum), including an appreciation of how they operate on a state and international level. This also includes self-awareness of the participant in the development field (see part three of the curriculum).
3. Knowledge and understanding of the various perspectives that provide for a critical perspective of development practices.
4. Knowledge and understanding of economic, political and legal institutions, structures and policies (see especially part two of curriculum).
5. Knowledge and understanding of the changing role of development issues in the context of global affairs, amongst other in reference to migration, security, conflict, indigenous rights.
6. Knowledge and understanding of development practice as a critical endeavour, incorporating theory, practice and self-awareness.

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

1. Understand and participate in academic and professional discussions on development.
2. Locate and critically assess academic literature and professional resources.
3. Develop a critical understanding of their desired professional role in the field of development.
4. Undertake research and formulate arguments on various contemporary challenges to development and exclusion, and be able to present a substantiated opinion.

### Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Roxanne Lynn Doty, *Imperial Encounters: The Politics of Representation in North South Relations* (University of Minnesota Press 1996)

Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World* (Princeton UP 1995)

J. Ferguson, *The Anti-Politics Machine: "Development", Depoliticization and Bureaucratic Power in Lesotho* ((University of Minnesota Press 1996)

Britha Mikkelsen, *Methods for Development Work and Research- A New Guide for Practitioners* (Sage, 2nd ed., 2005)

David Mosse, *Cultivating Development- An Ethnography of Aid Policy and Practice* (Pluto 2005)

Roger Riddell, *Does Foreign Aid Really Work?* (OUP 2007)

Alex de Waal, *Famine that Kills: Darfur, Sudan* (OUP 2005)

### Pre-requisites

None

### Synopsis \*

The module offers an advanced, critical perspective on contemporary approaches to international development and instruments of foreign aid. It proceeds in three steps. We first look at how state formation, institutions and development outcomes interplay in the long run. We then study how, in the twentieth century, ideas emerged and evolved to promote (changing) development goals and how these ideas translated into practice to eventually form the aid industry, whose contemporary instruments and politics are finally scrutinised. Particular attention will be paid to the ambiguous nature and trappings of the donor-recipients relationship.

The aim of this module is to enable students to develop an understanding of contemporary issues in development; to reflect on how ideas inform practice and vice-versa; to relate theoretical and empirical notions; to have an understanding of key actors and institutions in the fields of activity; to establish differences between challenges faced by humanitarian and classic development actors respectively; to allow students to engage critically in development practice, incorporating theory, practice and self-awareness.

Upon successful completion of the course students should be able to understand and participate in academic and professional discussions on development; be able to locate and critically assess academic literature and professional resources; develop a critical understanding of the desired professional role in the field of development; undertake research and formulate arguments on various contemporary challenges to development and exclusion, and be able to present a substantiated opinion.

| PO930 Critical Approaches to Security |          |         |       |               |                 |          |
|---------------------------------------|----------|---------|-------|---------------|-----------------|----------|
| Version                               | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 3                                     | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

**Availability**

Contributes to MA (Primary Specialisation) with (Secondary Specialisation), particularly MA in International Conflict and Security.

**Contact Hours**

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

**Department Checked**

04.03.2021

**Learning Outcomes**

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

- 8.1. Demonstrate advanced knowledge and understanding of issues of security, and related problems of political and international order due to the changing ontology of the 'international'.
- 8.2. Demonstrate in-depth knowledge and understanding of security practices and their impact on practices of power and governmentality in liberal and illiberal contexts, conflicts and post-conflict situations.
- 8.3. Demonstrate advanced knowledge and understanding of theoretical frameworks to analyse past and contemporary security challenges.
- 8.4. Demonstrate a strong capacity to conduct independent research in the field of critical security and conflict analysis, integrating conceptual and empirical issues.

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

- 9.1. Gather, organise and deploy evidence, data and information from a variety of secondary and primary sources.
- 9.2. Develop reasoned arguments, synthesise relevant information and exercise critical judgement.
- 9.3. Communicate effectively and fluently in speech and writing; organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information.
- 9.4. Manage their own learning self-critically: reflect on their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills.
- 9.5. Work with others: define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals.
- 9.6. Exercise time-management under the pressure of deadlines.

**Method of Assessment**

Essay, 5000 words, 100%

Reassessment methods: 100% coursework

**Preliminary Reading**

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

- 1. Balzacq, Thierry (ed.) (2011) *Securitization Theory: How Security Problems Emerge and Dissolve*. Abingdon, Oxon & New York: Routledge.
- 2. Buzan, Barry, Ole Wæver, and Jaap de Wilde (1998) *Security: A New Framework for Analysis*. Boulder, CO & London: Lynne Rienner.
- 3. Buzan, Barry and Lene Hansen (2009) *The Evolution of International Security Studies*. Cambridge: Cambridge University Press.
- 4. Campbell, David (1998) *Writing Security: United States Foreign Policy and the Politics of Identity*. Manchester: Manchester University Press.
- 5. Foucault, Michel (2007) *Security, Territory, Population*. New York: Picador.

**Pre-requisites**

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This module examines 'security' as one of the key concepts in International Relations (IR) theory, providing a thorough overview of the evolution of Security Studies as an academic sub-field from traditional Strategic Studies to contemporary critical approaches. The aim is to critically engage with major theories, concepts and debates of Security Studies with an emphasis on contemporary critical approaches to security. The module will provide a theoretical and conceptual scaffolding for analysing contemporary world politics through the lens of security, following the twists and turns of the concept and its application across the broad field of Social Sciences. Why do states and the United Nations speak increasingly about 'human security', rather than 'national security'? Why do states prefer 'security' and 'defence' to invoking 'war'? What is 'ontological security' and how is it related to physical security? Should we put individuals or states at the centre of global security studies? Looking for the politics behind speaking and acting security, we will discuss how Security Studies has developed as an academic field from its narrow beginnings as Strategic Studies to the contemporary complex and broadened field of social and political inquiry.

The module investigates how 'security' sits with other core IR concepts, such as 'power', 'sovereignty', and 'liberty', along with problems, such as war and the use of force in international politics across different traditional and critical traditions. The module outlines the main traditional and critical approaches to security, discussing competing ideas and criticism on various theoretical approaches in the study of security. It purposefully inquires and addresses the ethics of various politics of security. The module combines the reading and discussion of the central academic and policy debates, concepts and issues of security politics with students' own thinking and research projects. It thus aims to help students to master major writings and thinking in the field, and to support their own MA dissertation projects.

| PO932 International Relations Theory |          |         |       |               |                          |          |
|--------------------------------------|----------|---------|-------|---------------|--------------------------|----------|
| Version                              | Campus   | Term(s) | Level | Credit (ECTS) | Assessment               | Convenor |
| 2                                    | Brussels | Autumn  | M     | 20 (10)       | 50% Coursework, 50% Exam |          |

### Availability

International Relations MA

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

1. reflect critically on the discipline and its history
2. explain and understand key debates and core concepts in IR
3. critically analyse IR theories and their normative dimensions
4. have a good understanding of connections between IR theory, political theory and philosophy
5. use IR theories and concepts to analyse current international issues
6. identify dividing lines between different theories and situate theories in the broader framework of IRT

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

1. work with theoretical knowledge at the forefront of their discipline
2. 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
3. have a comprehensive understanding of methods and methodologies in their discipline
4. undertake analysis of complex, incomplete or contradictory areas of knowledge
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
6. be reflective and self-critical in their research work
7. engage in academic and professional communication orally and in writing
8. have independent learning ability required for continuing professional study

### Method of Assessment

Essay, 3000 words (50%)

Exam, 2 hours (50%)

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

T. Dunne, Kurki M., Smith S., International Relations: Discipline and Diversity, 2013 (3rd edition) or 2016 (4th edition). Oxford: Oxford University Press.

Carlsnaes W., Risse T., Simmons B. (eds.) (2006), Handbook of International Relations. London, Sage.

Brown C. (2004) , Understanding International Relations. Palgrave MacMillan.

Hollis, M. & Smith, S. (1990) Explaining and understanding international relations. Oxford, Clarendon Press.

Booth K., Smith S. (eds.) (1995), International Relations Theory Today. Cambridge, Polity Press.

### Pre-requisites

None

### Synopsis \*

This module introduces a range of theoretical approaches to the study of international relations. It does so by confronting different views, in close connection to current or historical events or developments.

The course starts by raising the problem of perception in International Relations and by highlighting some of the core dividing lines underlying theoretical debates (explaining/understanding, positivism/post-positivism, rationalism/constructivism, etc.). It critically looks into the Levels of Analysis approach and brings up the Agency-Structure problem. After having set the parameters of the debate, different theories are studied in depth: Classical Realism, Structural Realism, Liberalism, Neo-Liberal Institutionalism, the neo-neo debate, Constructivism, the English School, normative theory, Marxism and Critical Theory. To conclude, the course treats two major, related debates about the state of the world: one on the post-Cold War (dis)order, the other on globalization. This allows to demonstrate how theories interrelate and how they can be applied to current events.

| PO933   | Theories of Conflict and Violence |         |       |               |                 |          |
|---------|-----------------------------------|---------|-------|---------------|-----------------|----------|
| Version | Campus                            | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2       | Brussels                          | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

International Conflict and Security MA

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

1. Understand key historical and theoretical issues in international conflict and the study of war and peace
2. Understand and explain conflict, including conflict at the international and intra-state levels
3. critically identify key debates in the discipline
4. Understand key concepts in Conflict Studies
5. Familiarize with applied methodological and epistemological methods in the field
6. Critically analyse historical and current cases of both intra-state and inter-state conflict

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

1. work with theoretical knowledge at the forefront of their discipline
2. engage critically with conflict phenomena, including the vocabulary, concepts, theories and methods of conflict studies
3. have a comprehensive understanding of methods and methodologies in their discipline
4. develop reasoned arguments, supported by relevant information, and exercise critical thinking
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
6. describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information
7. engage in academic and professional communication orally and in writing
8. have independent learning ability required for continuing professional study
9. collaborate with others and contribute effectively to the achievement of common goals

## 2021-22 Postgraduate Module Handbook

### Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Carlsnaes, Walter, Thomas Risse, and Beth A Simmons, eds. (2002). Handbook of International Relations. Thousand Oaks, CA: Sage.

Hugh Miall, Oliver Ramsbotham, Tom Woodhouse (2005). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, Cambridge: Polity.

Thomas Schelling. (1960). The Strategy of Conflict. Cambridge, Mass: Harvard University Press.

Gregg Barak. (2003). Violence and Nonviolence: Pathways to Understanding. Sage Publications.

Azar, Edward E. (1990) The Management of Protracted Social Conflict: Theory and Cases. Bookfield, VT: Gower Pub. Co..

### Pre-requisites

None

### Synopsis \*

Conflict in its many forms has been a permanent feature of human history. While not all conflict is destructive, violent conflict has caused innumerable deaths and intense suffering. Over the centuries, inter-state war has been the major concern of the international community. The Nineteenth and Twentieth Centuries are widely regarded as the most violent and destructive period of the modern era. As a result of the massive loss of life over the past two centuries, the study of conflict has developed considerably.

Today, however, the vast majority of conflicts and potential conflicts of concern to the international community are internal conflicts, most often in states or across regions undergoing major political, social, and economic transition and dislocation. These conflicts generally have different causes from inter-state war, as well as different effects and dynamics. A major challenge is to improve our understanding of such conflict in order to develop new approaches to conflict management and prevention.

Technologies of violence and their public uses for maximal political impact have also evolved significantly, forcing scholars to re-consider their conceptualisation of warfare.

Theories of Conflict and Violence is designed to examine the various approaches that have been developed to understand collective political violence in its different forms, notably by looking into the logics of users of force and the dynamics of their actions.

The aim of the course is to give students a comprehensive overview of the various theories of contemporary collective political violence. In the course of the module, it will be demonstrated how theories of conflict have evolved, and how theory seeks to explain why conflicts start, the constraints and opportunities that actors face, the characteristics of conflict, and the changing dynamics of conflict.

| PO934 Conflict and Security |          |         |       |               |                 |          |
|-----------------------------|----------|---------|-------|---------------|-----------------|----------|
| Version                     | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2                           | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

International Conflict and Security MA

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

### Department Checked

04.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

1. Explain and use key concepts in the theory and practice of international conflict and security
2. Develop and apply criteria for the evaluation of different forms of international management of conflicts and of security issues
3. Evaluate and explain success and failure of different international efforts for managing contemporary conflicts and deal with security issues
4. Draw on a variety of sources of information on international conflicts and security issues, including on-line resources
5. Appreciate the ethical and normative dilemmas in the management of international conflicts and security issues
6. Identify current political challenges to international peace and security

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

1. work with theoretical knowledge at the forefront of their discipline
2. 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
3. have a comprehensive understanding of methods and methodologies in their discipline
4. undertake analysis of complex, incomplete or contradictory areas of knowledge
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
6. be reflective and self-critical in their research work
7. engage in academic and professional communication orally and in writing
8. have independent learning ability required for continuing professional study

### Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Barkawi, Tarak (2006) *Globalization and War*. Rowman and Littlefield.

Bridoux, Jeff and Milja Kurki (2014) *Democracy Promotion: A Critical Introduction*. Abingdon: Routledge.

Campbell, Susanna, David Chandler and Meera Sabaratnam (2011) *A Liberal Peace? The Problem and Practices of Peacebuilding*. London: Zed Books.

Cramer, Christopher (2006) *Civil War Is Not a Stupid Thing: Accounting for Violence in Developing Countries*. London: Hurst & Co.

Duffield, Mark (2014) *Global Governance and the New Wars: The Merging of Development and Security*. London and New York: Zed Books. \*key text\*

Lebow, Richard Ned (2010) *Why Nations Fight: Past and Future Motives for War*. Cambridge: CUP.

MacGinty R. 2006. *No War, No Peace, The Rejuvenation of Stalled Peace Processes and Peace Accords*. Basingstoke: Palgrave Macmillan.

Porch, Douglas (2013) *Counterinsurgency: Exposing the Myths of the New Way of War*. Cambridge: CUP.

Richmond Oliver P. 2007. *The Transformation of Peace*. Basingstoke: Palgrave Macmillan.

Strachan, Hew and Sibylle Scheipers (eds) (2011) *The Changing Character of War*. Oxford University Press.

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

Security politics happens in between war and peace. Both are highly contested political concepts, as are 'conflict' and 'violence', that various theories try to decontest. The module explores the transformation of war in the contemporary era due to the disintegration of the state's monopoly on organised political violence. We will examine a diverse assortment of conflict constellations, including civil wars, counterinsurgencies and counterterrorist campaigns, along with information, cyber and hybrid warfare. What is the relationship between changes in military technology and the way particular wars are fought and justified, or conflicts managed and pacified? How to measure violence and conflict? Who has a responsibility to protect, and for whom are peace and security for? Ranging from the privatisation and commercialisation of organised political violence, globalisation and humanitarian wars, we examine the power and consequences of framing contemporary conflicts in particular ways. The module is divided in three main sections. First, we address the sources and causes of current conflicts in various hotspots across the globe. Second, we examine a variety of contemporary methods of conflict management and prevention. Third, we focus on the key question of ending conflicts and bringing peace, examining the premises and promises of democratic and liberal peace theories along with various transitional justice policies.

| <b>PO935 Global Governance and International Organisation</b> |          |         |       |               |                          |          |
|---|----------|---------|-------|---------------|--------------------------|----------|
| Version   | Campus   | Term(s) | Level | Credit (ECTS) | Assessment               | Convenor |
| 2   | Brussels | Spring  | M     | 20 (10)       | 50% Coursework, 50% Exam |          |
| 2   | Brussels | Autumn  | M     | 20 (10)       | 50% Coursework, 50% Exam |          |

### Availability

MA in International Relations  
MA in European Public Policy  
MA in International Political Economy  
MA in Political Strategy and Communication

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

- 1: appreciate the different levels of analysis – international, domestic, regional, transnational – at which global policy is formulated; understand the different mechanisms of interest creation, articulation, and implementation at those different levels; and understand the relationship and interplay between them in the formulation of global policy
- 2: summarise and critically assess the dominant theories of policy making, from the local to the global.
- 3: understand and evaluate the relative merits of different approaches to global policy making in multilateral diplomacy, including the opportunities and limitations of each approach.
- 4: understand and analyse the emergence and development of global institutions and especially the United Nations system
- 5: assess the role of different actors in the policy process – civil society, governmental, inter-governmental organisations -, in particular the actors involved in the UN system;
- 6: apply theoretical perspectives to case studies in global governance
- 7: identify the practical and ethical problems and limits of international law, state sovereignty, and international justice with regard to key state and non-state practices in a global context

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

- 1: work with theoretical knowledge and apply theory to practical issues
- 2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as in their own work
- 3: undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
- 4: have a level of conceptual understanding that will allow them to evaluate research, policies, and practices critically
- 5: be reflective and self-critical in their work
- 6: use the internet, bibliographic search engines, online resources, and effectively conduct research
- 7: engage in academic and professional communication with others
- 8: have independent learning ability required for further study or professional work

## 2021-22 Postgraduate Module Handbook

### Method of Assessment

Essay, 3000 words (50%)

Exam, 2 hours (50%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

J. Timmons Roberts and Amy Bellone Hite (eds.) The Globalisation and Development Reader, Oxford, Blackwell 2007

Paul Taylor and A.J.R.Groom (eds.), The United Nations at the Millennium, London, Continuum, 2000

Rorden Wilkinson (ed.), The Global Governance Reader, London, Routledge, 2005

Ramesh Thakur, The United Nations, Peace and Security, Cambridge, Cambridge University Press, 2006.

Alain Noel and Jean-Philippe Thérien: Left and Right in Global Politics, Cambridge University Press, 2008.

Rob Reinalda, Routledge History of International Organisations: From 1815 to the Present Day, London, Routledge, 2009.

Journal 'Global Governance'

### Pre-requisites

None

### Synopsis \*

The aim of this course is to achieve an analytical understanding of global governance and international organizations. More specifically, the course aims to deepen the students':

- contextual understanding of the history of international organizations;
- understanding of theories explaining actor behavior and policy outcomes in the context of international organizations and global governance;
- analytical and practical understanding of various global governance fora and policies;
- understanding of philosophical and normative accounts of global governance;
- understanding of strategies, norms and interests that drive the states and non-governmental actors in various global governance fora and policy areas (e.g. the United Nations, the WTO, the G7/G8/G20, global security governance, global economic governance, global development cooperation, etc.).

## 2021-22 Postgraduate Module Handbook

| <b>PO936 Resistance in Practice</b> |            |         |       |               |                 |          |
|-------------------------------------|------------|---------|-------|---------------|-----------------|----------|
| Version                             | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2                                   | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 3                                   | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

Optional to: MA programmes in Politics and International Relations

### Contact Hours

Total contact hours 32 (inclusive of hours on trip – 8)

Private study hours 168

Total study hours 200

### Department Checked

15.01.21

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Reflect critically upon the relationship between political theory and specific practices of resistance
- 8.2 Articulate the theoretical foundations of specific instances of social and political resistance
- 8.3 Analyse the relationship between practices of resistance and different models of the political
- 8.4 Critically explore the relationship between art practices, resistance, and political theory
- 8.5 Conceive and execute a theoretically informed and clearly articulated practice of resistance

### Method of Assessment

Critical commentary (1000 words) 20%

Essay (4000 words) 80%

OR

Documented Practice of Resistance 80%

Reassessment methods

100% coursework

### Preliminary Reading

Ormiston, G. and Schriff A. (eds) *Transforming the Hermeneutic Context* (Albany, NY: State University of New York Press, 1990).

West, D. *An Introduction to Continental Philosophy* (Cambridge: Polity Press, 2000).

Smith, N. *Strong Hermeneutics: Contingency and Moral Identity* (London: Routledge, 1997).

Coole, D. *Negativity and Politics: Dionysus and Dialectics from Kant to Poststructuralism* (London: Routledge, 2000).

Carver, T. and Martin, J. (eds) *Palgrave Advances in Continental Political Thought* (Basingstoke: Palgrave, 2005).

Critchley, S. and Schroeder, W. R. (eds) *A Companion to Continental Philosophy* (Oxford: Blackwell, 1998).

### Synopsis \*

This module will look at how ideas of resistance are translated into political action. What are the modalities, costs and consequences of this process? We will look at specific instances of resistance to political authority and examine the techniques of resistance employed, the assumptions that underpin these techniques, and the tensions and problems that arise as ideas are actualised in political reality. Studying historical examples of resistance will help us reflect on the complex relationship between theory and practice in political reality.

As part of the Resistance in Practice module, students can choose between submitting an academic essay on a historical instance of resistance and performing a practice of resistance. We envision that such practices of resistance could involve poetry, theatre, painting, sculpture, video, film, photography, music, and other forms of artistic expression. The practice must be a documented practice, which means that students must submit not just the performance but also a portfolio in which they reflect on what they did and why. Early in the module, students interested in submitting a documented practice for assessment discuss their ideas with the module convenor, and they will continue to work on their projects with the help of a supervisor.

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| <b>PO937 Art, Resistance and Political Theory</b> |            |         |       |               |                 |          |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version   | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 3   | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Contact Hours

11 two hour lecture/seminars

### Learning Outcomes

On successfully completing the module students will be able to:

1. Critically reflect upon the relationship between political theory and concepts of art and of resistance
2. Articulate the theoretical and conceptual foundations of the relationship between art, politics and social and political resistance
3. Analyse the relationship between theories of art, of resistance and different accounts of the political
4. Critically explore the relationship between critiques, theories of art and of resistance, as well as alternative social and political models
5. Conceive and execute a theoretically well informed and clearly articulated assessment of a theory or theories of art and of resistance
6. Conduct conceptually informed research on the interaction between theory & practice, art & resistance, politics & art and politics & resistance.

### Method of Assessment

100% coursework (1500 word critical review (of two articles or one book, chosen by each student) (20%), 4000 word research essay (80%))

### Preliminary Reading

Augustine, *The City of God against the Pagans*, trans. Robert Dyson (Cambridge: Cambridge University Press, 1998)  
 Badiou, Alain, *Being and Event*, trans. Oliver Feltham (London: Continuum, 2007)  
 Hegel, G.W.F., *Elements of the Philosophy of Right*, trans. Alan Wood (Cambridge: Cambridge University Press, 1992)  
 Hobbes, Thomas, *Leviathan*, ed. and trans. Richard Tuck and Michael Silverthorne (Cambridge: Cambridge University Press, 1998)  
 Locke, John, *Two Treatises of Government*, ed. Peter Laslett (Cambridge: Cambridge University Press, 1997)  
 Marx, Karl, *Selected Writings*, ed. David McLellan, revised ed. (Oxford: Oxford University Press, 2000)  
 Plato, *The Republic*, in *The Dialogues of Plato*, trans. B. Jowett (New York: Random House, 1937), Vol. I, pp. 589-879.  
 Rousseau, Jean-Jacques, *The Basic Political Writings*, trans. Donald A. Cress (Indianapolis: Hackett, 1987)

### Synopsis \*

This module will address the relationship between theories and practices of resistance from the perspective of theory. As such, it will focus on specific ideas and models that conceptualise and theorise resistance to political authority with a view to examining the following: the philosophical and political bases of resistance; the presuppositions that underpin theories of resistance; the appeal to alternative ideas and arrangements; the tensions and possible contradictions that characterise such theories.

There are two dimensions to this module. First of all, the theme of resistance will be explored in the history of political ideas, from Plato via patristic, medieval and modern thinkers to contemporary writings such as those of Alain Badiou. Secondly, the theme of resistance will be related to different conceptions of the political and rival accounts of alternative arrangements to the prevailing order. As such, this module provides a strong grounding in theories of resistance that prepares students for the second core module on practices of resistance.

| <b>PO939 Identity, the State and Belonging</b> |          |         |       |               |                 |          |
|--|----------|---------|-------|---------------|-----------------|----------|
| Version  | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2  | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

MA in Migration Studies (Brussels) and other MA programmes

### Contact Hours

Total contact hours: 24  
 Private study hours: 176  
 Total study hours: 200

### Department Checked

04.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

1. understand the interaction between migration and identity;
2. examine the differences – and implications of those differences – between immigrant minorities and autochthonous minorities;
3. examine different theoretical approaches to the study of identity;
4. examine the situation of diasporas and their role both in the diaspora and in the titular nation from cultural, legal and political perspectives;
5. examine the influence of laws upon belonging/membership and the interaction with identity;
6. understand the variety of ways in which "belonging" (or membership) can be defined;
7. understand the impact a state and its policies can have upon identity and belonging/membership.

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

1. Conduct effective in-depth, independent research into a particular problem;
2. Synthesize and analyse disparate material;
3. Apply theoretical concepts to case studies;
4. Analyse case studies in an interdisciplinary manner, applying appropriate theoretical concepts;
5. Think clearly about reading material and discussion and to express reasoned arguments verbally in a seminar setting;
6. Develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format.

### Method of Assessment

Presentation, 10 minutes (10%)

Research paper, 5000 words (90%).

Reassessment methods: 100% coursework.

### Preliminary Reading

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

Anderson, B. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Bauböck, R. 1996. "Cultural Minority Rights for Immigrants" In: *International Migration Review*, Vol 30 (1): 203-250.

Bauböck, R. 2006. "Citizenship And Migration – Concepts And Controversies" In: *Migration and Citizenship: Legal Status, Rights and Political Participation*, ed. Rainer Bauböck.

Fallon, K. 2003. "Transforming Women's Citizenship Rights within an Emerging Democratic State: The Case of Ghana" In: *Gender and Society*, Vol. 17 (4): 525-543

Kurthen, H. 1995. "Germany at the Crossroads: National Identity and the Challenges of Immigration" In: *International Migration Review*, Vol. 29 (4): 914-938.

Martinez, L. 2005. "Yes We Can: Latino Participation in Unconventional Politics" In: *Social Forces*, Vol 84(1): 135-155.

Mavroudi, E. 2007. "Learning to be Palestinian in Athens: constructing national identities in diaspora" In: *Global Networks* Vol 7(4): 392–411.

Morris, L. 1997. "Globalization, Migration and the Nation-State: The Path to a Post-National Europe?" In: *The British Journal of Sociology*, Vol. 48 (2): 192-209.

Noiriel, G. 1995. "Immigration: Amnesia and Memory" In: *French Historical Studies*, Vol. 19 (2): 367-380.

Soysal, Y. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago: Chicago UP.

Tsuda, T. Forthcoming. "Ambivalent Encounters with the Ethnic Homeland: Diasporic Return in Comparative Perspective" In: *Diasporic Homecomings: Ethnic Return Migrants in Comparative Perspective*, ed. Takeyuki Tsuda. Palo Alto: Stanford University Press

### Pre-requisites

None

### Synopsis \*

This module will begin by outlining key issues relating to migration in the context of nationalism, national identity and belonging/membership. It will explore the definitions of each of these terms from a variety of theoretical/disciplinary perspectives. The interactions between the three will be examined as well. In so doing, the module will look at diaspora groups, immigrant groups, non-migrant populations and minorities. Developing and developed countries will both be discussed, while minorities such as African-Americans in the United States as well as Hungarians in Romania will be included. Sociological, political science and legal perspectives will be emphasized.

| <b>PO940 Theories of Migration, Integration and Citizenship</b> |          |         |       |               |                 |          |
|---|----------|---------|-------|---------------|-----------------|----------|
| Version   | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2   | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

**Availability**

International Migration MA

**Contact Hours**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

**Department Checked**

04.03.2021

**Learning Outcomes**

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

1. gain a clear understanding of and be able to describe and apply migration theory to specific migratory and integration situations;
2. understand the differences between jus soli and jus sanguinis citizenship policies, as well as understanding the distinction between formal citizenship and substantive citizenship and the significance of those distinctions;
3. understand the complex nature of international migration from a range of disciplinary perspectives;
4. identify the strengths and limitations of distinctive disciplinary perspectives on the migration field;
5. assess the extent to which different theoretical perspectives can illuminate concrete examples of international migration.

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

1. Conduct effective in-depth, independent research into a particular problem;
2. Synthesize and analyse disparate material;
3. Apply theoretical concepts to case studies;
4. Analyse case studies in an interdisciplinary manner, applying appropriate theoretical concepts;
5. Think clearly about reading material and discussion and to express reasoned arguments verbally in a seminar setting;
6. Develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format.

**Method of Assessment**

Presentation (10%)

Essay, 5000 words (90%)

Reassessment methods: 100% coursework

**Preliminary Reading**

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

The Age of Migration, 4th or 5th edition, by Stephen Castles, Hein de Haas and Mark Miller

Gordon, M. 1964. Assimilation in American Life: The Role of Race, Religion and National Origins. New York: Oxford UP.

Heisler, B.S. 2000. "The Sociology of Immigration: From Assimilation to Segmented Integration, from the American Experience to the Global Arena." In: Migration Theory: Talking Across Disciplines, eds. Caroline B. Brettell and James F. Hollifield. London: Routledge.

**Pre-requisites**

None

**Synopsis**

This module will present key theories of migration, integration and citizenship from a variety of disciplinary perspectives, primarily sociological and political science, but including elements of anthropology and psychology. This curriculum will ensure that students gain an understanding of the most significant theories in the field, including the importance of the context of reception, including government policy and public opinion as well as institutional factors. Through the presentation and discussion of the theories, students will gain the knowledge of how the theories are applied to specific examples/case studies.

| <b>PO941 Migration: Conflict, the State and Human Rights</b> |          |         |       |               |                 |          |
|--|----------|---------|-------|---------------|-----------------|----------|
| Version  | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2  | Brussels | Autumn  | M     | 20 (10)       | 100% Coursework |          |

## 2021-22 Postgraduate Module Handbook

### Availability

International Migration MA

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

1. identify the major trends in international migration in the 20th and 21st centuries (A1);
2. be familiar with salient typologies of migration, for example, labour migration, trafficking and smuggling and forms of forced migration including those involving refugees and internally displaced persons (A1);
3. explain differing patterns of migration across the globe and the drivers behind these patterns (A2);
4. know the roles of key 'actors' including the state, the host societies, immigrant populations and sending countries (A1);
5. discuss in a reasoned manner the relevance of (lack of) immigration control for the sovereignty of the nation-state (A1).
6. understand the crucial human rights differences between trafficking and smuggling and the implications of this distinction for legislators and law enforcement (A1);

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

1. Conduct effective in-depth, independent research into a particular problem (B1-6, D2);
2. Synthesize and analyse disparate material (D4-5);
3. Apply theoretical concepts to case studies (C1-3);
4. Analyse case studies in an interdisciplinary manner, applying appropriate theoretical concepts (C3);
5. Think clearly about reading material and discussion and to express reasoned arguments verbally in a seminar setting (D1);
6. Develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format (A3-6, D4).

### Method of Assessment

Presentation (10%)

Essay 5000 words (90%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

Stephen Castles and Mark J. Miller *The Age of Migration* (3rd, 4th or 5th edition) Palgrave Macmillan)

Migration: the COMPAS Anthology (2014)

Marie-Bénédicte Dembour (2015) *When Humans Become Migrants* Study of the European Court of Human Rights with an Inter-American Counterpoint

Alexander Betts and Paul Collier (2015) *Refuge: Transforming a Broken Refugee System*

Ruben Andersson (2014) *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*

Bridget Anderson (2013) *Us and Them?: The Dangerous Politics of Immigration Control*

Julia O'Connell Davidson (2015) *Modern Slavery: The Margins of Freedom*

### Pre-requisites

None

### Synopsis \*

The module will address the wide variety of migration in the world, primarily from a contemporary perspective, but also including some historical comparison. This examination will broadly be structured along three lines of investigation: conflict, human rights and the state. The first comes into play with the discussion of refugees and internally displaced persons (IDPs), while human rights (and conflict, to some extent) are discussed in the sessions on trafficking, smuggling and irregular migration. State control of migration is an overarching theme throughout the module, but is explicitly discussed in many sessions, including a discussion of nation-state sovereignty and migration, labour migration and family unification. These themes will be addressed in both developing and developed countries, while we will seek to identify any patterns which are similar in different regions of the world (e.g. post-war guestworker migration to Germany and contemporary migration to South Korea and Japan).

| PO942 Resistance and the Politics of Truth |            |         |       |               |                 |          |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version                                    | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2  | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

**Availability**

Available as an optional module for MA programmes in Politics and International Relations

**Contact Hours**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

**Department Checked**

04.03.2021

**Learning Outcomes**

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

1. Critically reflect upon the relationship between truth and theories of resistance
2. Articulate the theoretical and conceptual claims within major poststructuralist and post-foundational perspectives on truth and resistance
3. Analyse the relationship between truth and resistance in light of poststructuralist and post-foundational accounts of the political
4. Critically explore the competing event-oriented ontologies that ground poststructuralist and post-foundational accounts of the political
5. Conceive and execute a theoretically well informed and clearly articulated assessment of the relationship between truth and the politics of resistance

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

1. Think critically about social and political ideas, actors and institutions
2. Critically assess contemporary academic debates about different theoretical perspectives
3. Be prepared to conduct theoretical research on the interaction between theory and practice in political philosophy
4. Be prepared to communicate individually and in groups the results of this research both in speech and in writing
5. Understand the problematic character of critical inquiry in political theory
6. Relate the academic study of social and political theory to questions of public concern

**Method of Assessment**

Critical review, 1500 words, 20%

Essay, 4000 words, 80%

Reassessment methods: 100% coursework

**Preliminary Reading**

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

Foucault, M. and Chomsky, N. 'Human Nature: Justice vs. Power. A Debate Between Noam Chomsky and Michel Foucault', *The Chomsky-Foucault Debate: On Human Nature*, London: The New Press, 2006.

Foucault, M. 'Truth and Power', *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, London: Harvester Wheatsheaf, 1980.

Foucault, M. 'Subjectivity and Truth', *The Politics of Truth*, New York: Semiotext(e), 2007.

Foucault, M. and Deleuze, G. 'Intellectuals and Power', in Foucault, *Language, Counter-Memory, Practice*, New York: Cornell University Press, 1980.

Deleuze, G. and Guattari, F. 'Introduction: Rhizome', *A Thousand Plateaus: Capitalism and Schizophrenia*, vol. 2, London: Continuum, 1988.

Deleuze, G. 'The Image of Thought', *Difference and Repetition*, New York: Columbia University Press, 1995.

Badiou, . A. 'Philosophy and Politics', *Radical Philosophy*, vol. 96, 1999.

Badiou, A. 'Politics as a Truth Procedure', *Metapolitics*, London: Verso, 2005.

Badiou, A. 'Bodies, Languages, Truths', *Logics of Worlds*, London: Continuum, 2009.

**Pre-requisites**

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

'The truth will set you free' is a maxim that is central to both theories and practices of resistance. It is a claim that has, nonetheless, come under fire from a wide array of critical perspectives not the least of which are those of the poststructuralist and post-foundational political philosophies that have emerged during the second half of the twentieth century and that continue to inspire admiration and condemnation in almost equal measure. In this module, 'poststructuralist' will refer to a body of work produced primarily in France since the 1960s that seeks to develop the structuralist critique of humanism in ways that recognise the contingent nature of meaning generating structures and thereby challenge what we mean by truth and its relation to political practice and thought. The main representatives of this perspective in this module will be Michel Foucault and Gilles Deleuze. By 'post-foundational' is meant a body of work that critically questions poststructuralist approaches to contingency while reinvigorating the concept of truth as a political force. The primary representative of this approach is Alain Badiou. Despite their differences, both perspectives rest upon an event-oriented ontology – the view that events are ontologically primary – but they have conceived of this in competing ways. A main theme of the module will be how to understand the relationship between truth and politics as an event.

| <b>PO944 Gender in Conflicts, Migration and Development</b> |          |         |       |               |                 |          |
|---|----------|---------|-------|---------------|-----------------|----------|
| Version   | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 3   | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

The module is most relevant to the MA programme in International Conflict and Security, MA in International Development and MA in International Migration, but it will be open to students enrolled in MA or LLM programmes.

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

1. Explain and use in an advanced way key concepts in the theory and practice of gender and conflicts, including forced migration and development-related issues. .
2. Have an advanced understanding of the relationship between gender – as the social notion of gender, not limited to male/female dichotomies – and power and more generally gender and the social structure
3. Learn to explore critically gender roles in society and specifically in conflict situations, including contexts of forced migration
4. Have an advanced understanding of how masculinities and femininities work in peace and conflict times and their links to the construction of notions of combatants, soldiers, victims and perpetrators, internal and external actors
5. Critically assess the implications of international policies and initiatives aiming at "mainstreaming gender" in peacekeeping, peace-building and international development.
6. Draw on a variety of sources of information on international conflicts and gender issues, including on-line resources.

The intended generic learning outcomes. On successfully completing the module students will:

1. work with theoretical knowledge at the forefront of their discipline
2. 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
3. undertake analysis of complex, incomplete or contradictory areas of knowledge
4. have a level of conceptual understanding in their discipline that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
5. be reflective and self-critical in their research work
6. engage in academic and professional communication orally and in writing
7. have independent learning ability required for continuing professional study

### Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

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### Preliminary Reading

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

Anderlini Sanam Naraghi (2007), *Women Building Peace, What they do, Why it Matters*, Boulder, Lynne Rienner.

Haidukowski-Ahmed Maroussia, Khanlou Nazilla, Moussa Helene (eds), *Not Born a Refugee Woman. Contesting Identities, Rethinking Practices*, New York, Berghahan Books.

Jacobs S., Jacobson R., Marchbank J. (eds) (2000), *States of Conflict. Gender, Violence and Resistance*, London, New York, Zed Books.

Goldstein Joshua S. (2001), *War and Gender, How Gender Shapes the War System and Vice Versa*, Cambridge, Cambridge University Press.

Kaufmann Joyce P., Williams Kristen P. (2007), *Women, the State, and War. A Comparative Perspective on Citizenship and Nationalism*, Lanham, Lexington Books.

Mazurana Dyan, Raven-Roberts Angela, Parpart Jane (2005), *Gender, Conflict and Peacekeeping*, London, Rowman and Littlefield.

O'Keefe, Theresa (2013), *Feminist Identity, Development and Activism in Revolutionary Movements*, New York, Palgrave Macmillan

Shepherd, Laura J. (2015), *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, New York, Routledge.

Sjoberg Laura, Gentry Caron E. (2007), *Mothers, Monsters, Whores, Women's Violence in Global Politics*, London, Zed Books.

Sutton Barbara, Morgen Sandra, and Novkov Julie (eds.) (2008), *Critical Perspectives on Gender, Race, and Militarization*, New Brunswick, Rutgers University Press.

### Pre-requisites

None

### Synopsis \*

This module will explore the relationships between gender and conflicts, focusing on constructions of masculinities and femininities in peace and conflict-times, including forced migration and post-conflict situations. A key focus of the course will be on the intersections of gender with other dimensions that make up power relations in society, such as class, race, caste, ethnicity, religion etc. We will discuss the relationships between gender and militarism, gender, power and violence and gender, peacebuilding and international development. The goal for this course is to develop an understanding of how gender structures relations of power, forms of violence and the politics of conflict, security and humanitarian intervention through a critical analysis of academic and policy literature. Gender refers to the socially constructed roles, behaviours and norms, which define hierarchies of masculinities and femininities in society.

The women, peace and security agenda and the broader focus on gender mainstreaming, gender specialists and trainers in conflict, security and development policies have further emphasised the centrality of gender in global politics. Yet, issues such as civilians increasingly becoming targets of violence, forced migration, the growing nexus of peace-building, security and international development, the continuum of gender-based violence, security and counter-terrorist policies, necessitate more complex approaches, taking into account the multiple ways in which gender structures forms of violence and political and socio-economic relations at the local, international and global levels.

## 2021-22 Postgraduate Module Handbook

| <b>PO946</b> |            | <b>International Environmental Politics</b> |       |               |                 |          |
|--------------|------------|---|-------|---------------|-----------------|----------|
| Version      | Campus     | Term(s)                                     | Level | Credit (ECTS) | Assessment      | Convenor |
| 2            | Canterbury | Spring                                      | M     | 20 (10)       | 100% Coursework |          |

### Learning Outcomes

Appreciate the complexity of international environmental decision making within the context of uncertainty, domestic politics, and international constraints.  
 Conceptualise ways to assess the effects of international institutions and apply these to evaluate the role of international institutions in the provision of international environmental goods.  
 Comprehend and explain, using up-to-date theoretical accounts, negotiation outcomes, institutional effects, institutional design, and policy implementation.  
 Evaluate theoretical explanations and academic debates relating to international environmental outcomes and environmental governance by drawing on primary and secondary qualitative evidence as well as quantitative evidence.  
 Be able to evaluate policy debates relating to key issues in international environmental politics and articulate policy solutions by bringing both evidence and theoretical reasoning to bear on the problems.

### Method of Assessment

100% coursework

### Preliminary Reading

Barrett, Scott. 2005. *Environment and statecraft: the strategy of environmental treaty-making*, Oxford: Oxford University Press.  
 Ronald B. Mitchell. 2009. *International Politics and the Environment*, London: Sage  
 Chasek, Pamela. 2001. *Earth Negotiations : Analyzing Thirty Years of Environmental Diplomacy*, Tokyo: United Nations University.  
 Dai, Xinyuan. 2007. *International Institutions and National Policy*. Cambridge: Cambridge University Press.  
 Miles, Eduard et al (eds.). 2002. *Environmental Regime Effectiveness: Confronting Theory with Evidence*, Cambridge MA: MIT Press.  
 Grundig, Frank. 2009. Political strategy and climate policy: a rational choice perspective, *Environmental Politics* 18 (5).  
 Hovi, Jon, D.F. Sprinz and Arild Underdal, 2009. Implementing Long-Term Climate Policy: Time Inconsistency, Domestic Politics, and International Anarchy. *Global Environmental Politics*, 9 (3)

### Synopsis \*

This module examines the international community's responses to international environmental problems. Thus understanding and explaining why and how actors (state and non-state) resolve conflicts and set up international environmental institutions to provide governance and how successful or effective these governance structures are is at the heart of this module. We accomplish this by considering various theoretical accounts, including accounts of power, interests, knowledge, and domestic politics that allow us to understand and explain international environmental outcomes. The module also considers aspects of institutional design such as institutional design that addresses problems of enforcement and participation as well as aspects of the normative dimension of environmental decisions-making at the international level.

| <b>PO947</b> |          | <b>Public Policy Analysis</b> |       |               |                          |          |
|--------------|----------|-------------------------------|-------|---------------|--------------------------|----------|
| Version      | Campus   | Term(s)                       | Level | Credit (ECTS) | Assessment               | Convenor |
| 2            | Brussels | Autumn                        | M     | 20 (10)       | 60% Coursework, 40% Exam |          |
| 2            | Brussels | Autumn                        | M     | 20 (10)       | Pass/Fail Only           |          |

### Contact Hours

Total contact hours:  
 Private study hours:  
 Total study hours: 200

Learning and teaching methods are set by the VUB (Free University Brussels) in accordance with its own rules and regulations. Collectively, the learning and teaching methods will enable to students to achieve the intended specific and generic learning outcomes of this module and students will undertake a period of study at VUB equivalent to that required for 20 Kent credits.

Normally, contact will consist of a mix of lectures and seminars however, students are strongly encouraged to refer to the module guide for more detailed information.

### Department Checked

04.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

1. Demonstrate advanced knowledge of the history of policy analysis and the most common approaches in political science;
2. Demonstrate strong familiarity with different methods in policy analysis and the advantages and disadvantages;
3. Discuss critically examples of current practice and research in policy;
4. Demonstrate advanced skills in the preparation and presentation of a briefing note.
5. Demonstrate a comprehensive understanding of methods and methodologies in their discipline;

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

1. Apply complex theoretical knowledge at the forefront of their discipline;
2. Undertake analysis of complex, incomplete or contradictory areas of knowledge;
3. Critically evaluate research; advanced scholarship and methodologies and argue alternative approaches;
4. Be reflective and self-critical in their research work;
5. Engage in academic and professional communication orally and in writing.

### Method of Assessment

Pass/Fail

Assessment methods are set by the partner institution in accordance with its own rules and regulations and may vary year-to-year. Assessments may include an individually written essays; group presentations; discussions and debates. Students should refer to the module guide for more detailed information.

Collectively, the assessment methods will assess the achievement of all of the module's intended specific and generic learning outcomes. Kent will assess the module on a pass/fail basis therefore, credit achieved for this module will be contributory to the student's degree programme but will not contribute to the degree classification.

Reassessment methods: 100% coursework

### Preliminary Reading

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

Thomas A. Birkland, *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*, M. E. Sharpe, 2011 (Third edition).

Marcus Carson, Tom R. Burns, Dolores Calvo (eds.), *Paradigms in Public Policy: Theory and Practice of Paradigm Shifts in the EU*, Peter Lang, 2010 (New edition).

William N. Dunn, *Public Policy Analysis: An Introduction*, Pearson, Prentice Hall, New Jersey, 2011 (Fifth Edition).

Michael Hill, *The Public Policy Process*, Pearson Longman, 2013 (Sixth Edition).

Michael Moran, Martin Rein, Robert Goodin (eds.), *The Oxford Handbook of Public Policy*, Oxford University Press, 2006.

### Pre-requisites

None

### Synopsis \*

Public policy analysis is a problem-oriented, multidisciplinary, and value-oriented system of analysing policy, both for descriptive and prescriptive ends. The methods used stretch over several disciplines, but this course aims to introduce the approach to policy analysis practiced in political science. It divides the policy process in phases and presents the most important theoretical approaches and research results that illuminate the specific features of each moment in the policy cycle, from the setting of an agenda, through decision-making, to the implementation and evaluation of policy. Contrasting theoretical approaches are presented as reflections of a tension between policy analysis for policy and about policy. The student acquires critical tools for a better understanding of present day policy analysis and the relative advantages and disadvantages of different approaches, which are then applied in the preparation of a model policy analysis.

The course introduces the policy cycle approach. Subsequently, major approaches to public policy analysis are introduced and evaluated in view of their explanatory strengths and weaknesses. The course then offers an in depth discussion of each policy phase in the cycle, highlighting key theoretical and empirical contributions relevant to the policy phase under scrutiny. While learning the policy cycle approach, we will concentrate on key concepts and case studies, aimed at the furthering of critical skills needed for contextual and fine analysis of policy. The course offers students a framework to conduct their own research on a policy or policy reform/change. Students need to apply the policy cycle approach to a concrete case study, in the form of a Briefing Note.

| PO948 Europe and Global Change |          |         |       |               |                 |          |
|--------------------------------|----------|---------|-------|---------------|-----------------|----------|
| Version                        | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2                              | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |

## 2021-22 Postgraduate Module Handbook

### Availability

The module is primarily, but not solely, intended for the MA programmes in International Relations, European Public Policy and International Conflict Analysis at UKB

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

SLO1: have a good understanding of the changing global political and economic structures and Europe's place within them

SLO2: have a good understanding of the major challenges for Europe following from global change

SLO3: critically analyse the foreign policies of the EU and of major individual European states with the outside world, both regionally and globally and in different dimensions (political, economic, security)

SLO4: integrate the outsider's perspective into their analysis of European external relations

SLO5: place the role of Europe and the EU in its historical and larger theoretical context

SLO6: be familiar with the core concepts, theories and debates on global change and European external relations

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

GLO1: work with theoretical knowledge at the forefront of their discipline

GLO2: 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

GLO3: have a comprehensive understanding of methods and methodologies in their discipline

GLO4: undertake analysis of complex, incomplete or contradictory areas of knowledge

GLO5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

GLO6: be reflective and self-critical in their research work

GLO7: engage in academic and professional communication orally and in writing

GLO8: have independent learning ability required for continuing professional study

### Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

### Preliminary Reading

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

Hill C., Smith M. (eds.) (2011), *International Relations and the European Union*. Oxford University Press.

Bretherton C., Vogler, J. (2006), *The European Union as Global Actor*. London, Routledge.

Cooper, R. (2004). *The Breaking of Nations: Order and Chaos in the Twenty-First Century*. Atlantic Monthly Press.

Orbie, J. (ed.) (2008), *Europe's Global Role*. Hampshire, Ashgate.

Tonra B., Christiansen, T. (eds.) (2004), *Rethinking European Union Foreign Policy*. Manchester University Press.

Lucarelli, S. and Manners, I. (eds.) (2006), *Values and principles in European Foreign Policy*. London, Routledge.

Tiersky, R. And R. Van Oudenaren (eds.) (2010), *European Foreign Policies*. Plymouth: Rowman and Littlefield

### Pre-requisites

None

### Synopsis <span style =

This course seeks to offer an International Relations perspective on one of the most crucial challenges today: how is Europe's role in the world changing? The course starts from the idea that the economic globalisation since the beginning of the 1990s is increasingly translated into new political structures. New players have arisen and new challenges have emerged. Inevitably this changes the role of Europe. The focus is both on wider Europe and on the EU. Both dimensions of integration and of fragmentation are taken into account, so that Europe appears in its multi-dimensional complex forms (states and regional organisations). Different aspects are dealt with: interests, power, identity, perception, institutions; regional and global impact; foreign policies, trade, development cooperation; multilateralism; global challenges (climate change, energy, financial markets, etc.). Also the varying role of the EU in international organisations (UN, WTO, IMF, etc.) is being studied. Students learn to approach these issues in a critical and balanced way.

## 2021-22 Postgraduate Module Handbook

| <b>PO949</b> |          | <b>EU Politics and Governance (Brussels)</b> |       |               |                 |          |
|--------------|----------|--|-------|---------------|-----------------|----------|
| Version      | Campus   | Term(s)                                      | Level | Credit (ECTS) | Assessment      | Convenor |
| 2            | Brussels | Autumn                                       | M     | 20 (10)       | 100% Coursework |          |

### Availability

MA in European Public Policy; the module contributes to other MA programmes at the Brussels campus

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

SLO1: understand and explain the EU institutional framework, in particular inter-institutional relations and multi-level relations

SLO2: appreciate EU policy-making as a diverse and complex set of interactions between different formal and informal actors and analyse it in terms of governance, networks, power and influence

SLO3: understand and critically assess the main political factors at work in the EU

SLO4: apply theories of European integration;

SLO5: have a profound understanding of decision-making procedures within the EU

SLO6: develop good negotiation and communication skills

SLO7: have a good understanding of the core concepts of European integration

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

GLO1: work with theoretical knowledge and apply theory to practical issues

GLO2: aware of the ethical dimensions of the scholarly work done in their discipline in general as well as in their own work

GLO3: undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments

GLO4: have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices

GLO5: be reflective and self-critical in their work

GLO6: use the internet, bibliographic search engines, online resources, and effectively conduct research

GLO7: engage in academic and professional communication with others

GLO8: have independent learning ability required for further study or professional work

### Method of Assessment

Simulation exercise and two page briefing note (20%)

Essay, 5000 words (80%).

Reassessment methods: 100% coursework.

### Preliminary Reading

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

Neill Nugent, *The Government and Politics of the European Union*. Palgrave MacMillan, 2006.

Michelle Cini (ed.), *European Union Politics*. Oxford University Press, 2006.

Simon Hix & Bjorn Hoyland, *The Political System of the European Union*. Palgrave MacMillan, 2011.

Mette Eilstrup-Sangiovanni (ed.), *Debates on European Integration. A Reader*. Palgrave MacMillan, 2006.

Desmond Dinan, *Europe Recast. A History of European Union*. Palgrave MacMillan, 2004

Wiener A., Diez T. (ed.), *European Integration Theory*. Oxford University Press, 2004.

Wallace W., Wallace H., Pollack M. (eds.), *Policy-making in the European Union*. Oxford University Press, 2005.

Featherstone, K. and C.M. Radaelli (eds) *The Politics of Europeanization*. Oxford University Press, 2003.

Paolo Graziano & Maarten Vink, *Europeanization. New Research Agendas*. Palgrave MacMillan, 2006

Simon Bulmer & Christian Lequesne (eds.), *The Member States of the European Union*. Oxford University Press, 2005 .

## 2021-22 Postgraduate Module Handbook

### Pre-requisites

None

### Synopsis \*

The course has a double focus. First, it deals with the formal role of institutions and actors in the EU. Secondly, it focuses on the politics and governance structures in the EU. It looks into power and influence, interests, coalition formation, balancing, bargaining, policy networks and multilevel governance, as well as issues of identity and perception. During seminars a case of EU legislation is being studied, so that students learn to apply different concepts and approaches to a specific case. Moreover, by studying the chronological development of this case through the stages of the policy cycle, students come to grips with both the formal competencies and political factors that influence the process. The course is concluded by a research-based simulation game at COREPER level. Students play the role of member states. For the simulation students have to do autonomous research to prepare their national position, giving the exercise a new dimension. The purpose is for students to be able to retrieve and analyse relevant information and to understand the practicalities of decision-making, its complexity and political character.

| PO950 The Governance of the European Union |            |         |       |               |                 |          |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version                                    | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2  | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Learning Outcomes

On successful completion of the module, students will have acquired:

Advanced familiarity with the main theoretical approaches to the study of governance in the EU.

The ability to apply them to complex empirical cases in the EU system of governance.

In-depth knowledge of the horizontal pattern of interaction between the central institutions of the European Union.

In-depth knowledge of the vertical pattern of interaction between institutions and actors at the state and Union level.

Advanced ability to evaluate these processes of governance against normative political principles.

### Method of Assessment

100% coursework.

### Preliminary Reading

Cini, Michelle and Nieves Solorzano-Borragan. 2013. European Union Politics. Fourth Edition. Oxford: Oxford University Press.

### Synopsis \*

The aim of the module is offer an advanced understanding of the functioning of the European Union as a system of supra-national governance. It is divided into two main parts. The first part focusses on the key institutions involved in the governance process and analyses the nature and functioning of each of them as well as the interaction among them from a theoretical, empirical and normative perspective. The second part focusses on the system's 'outputs' in terms of public policy, with particular attention paid to the fields of market regulation, monetary union, justice and home affairs, and enlargement. The module ends with a debate on the effectiveness and the legitimacy of the European Union as a system of supra-national governance and on how it should be reformed to maximise those aspects.

| PO951 States, Nations and Democracy |            |         |       |               |                 |          |
|-------------------------------------|------------|---------|-------|---------------|-----------------|----------|
| Version                             | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 2                                   | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

Optional module for all PDips/MAs offered by the School of Politics and International Relations

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

05.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

- 8.1 Apply the concepts, theories, methods of comparative politics to the study of the connections between statehood, nationality, and democracy
- 8.2 Identify the main factors that account for the historical rise of the modern state as the dominant form of political organisation
- 8.3 Understand the process through which the modern state has acquired national and democratic characters
- 8.4 Understand the main aspects of the process of state formation, structuring, restructuring, and termination across space and time and their connections with nationality and democracy
- 8.5 Identify the key contemporary challenges to the democratic national state and their likely future trajectory

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

- 9.1 General research skills, especially bibliographic and computing skills
- 9.2 gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources
- 9.3 identify, investigate, analyse, formulate and advocate solutions to problems
- 9.4 develop reasoned arguments, synthesise relevant information and exercise critical judgement
- 9.5 reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills
- 9.6 manage their own learning self-critically
- 9.7 communicate effectively and fluently in speech and writing (including, where appropriate, the use of IT); organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information
- 9.8 produce written documents; undertake online research; communicate using e-mail; process information using databases
- 9.9 explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation or internship report); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time
- 9.10 identify and define problems; explore alternative solutions and discriminate between them

### Method of Assessment

Quiz 20 questions covering core readings over the term, 15%  
Essay 1, 2000 words, 35%  
Essay 2, 3500 words, 50%

Reassessment methods: 100% coursework

### Preliminary Reading

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

- Alesina, Alberto and Enrico Spolaore. 2003. *The Size of Nations*. Cambridge, Ma, USA: MIT Press
- Colomer, Josep. 2007. *Great Empires, Small Nations – The Uncertain Future of the Sovereign State*. London: Routledge
- Dahl, Robert. 1971. *Polyarchy*. New Haven, Ct, USA: Yale University Press
- Ertman, Thomas. 1997. *Birth of the Leviathan*. Cambridge: Cambridge University Press
- Greenfeld, Liah. 1992. *Nationalism – Five Roads to Modernity*. Cambridge, Ma, USA: Harvard University Press
- Hirst, Paul and Graham Thompson. 1995. *Globalization and the Future of the Nation State*. *Economy and Society* 24/3: 408-42
- Riker, William. 1964. *Federalism – Origin, Operation, Significance*. Boston, Ma, USA: Little, brown
- Tilly, Charles. 1990. *Coercion, Capital, and European States, AD990-1990*. Oxford: Blackwell

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

The module draws from comparative politics, international relations, and political thought to analyse the past, present, and future of the democratic national state, the dominant form of political system in today's world. It addresses questions such as: Why are some states federal and others unitary? What explains the resilience of nationalism? Does economic integration lead to political disintegration? Why has regional integration gone much further in Europe than elsewhere? Is multi-national democracy possible? The module first charts the emergence of the modern state and its transformation into a national and democratic form of political system. Subsequently, it explores some key aspects of the formation, structuring, restructuring, and termination of states such as the unitary/federal dichotomy, processes of devolution, the challenge of secession, the question of the connections between the economic environment and the number and size of states, the phenomenon of supra-state regional integration, and the connections between nationality and democracy. It concludes by assessing the challenges facing the democratic national state in the 21st century and their likely trajectory in the foreseeable future.

| <b>PO953 Understanding Political Institutions</b> |            |         |       |               |                 |          |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version   | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 4   | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Learning Outcomes

Demonstrate critical awareness of the substantive, theoretical and empirical questions addressed by scholars of comparative politics.

Demonstrate the ability to critically and systematically evaluate different theoretical perspectives and empirical methods used in comparative politics and assess the basis on which they contribute to our knowledge of politics.

Be able to develop arguments and make critically informed judgements about the origins and organisation of the state, dictatorship and democracy, and the operation and consequences of key political institutions for governmental performance. Critically evaluate the role of social, economic, historical, institutional political contexts in which the nation state and its political institutions have developed and functioned.

Make informed judgements demonstrating the ability to use and critically evaluate a range of comparative and case specific evidence to support their arguments.

Apply this theoretical and conceptual knowledge to develop a self-directed and original understanding of and ability to resolve some key contemporary issues in advanced or developing states.

### Method of Assessment

100% coursework.

### Preliminary Reading

Clark, W Golder, M and Golder S, 2013, Principles of Comparative Politics, Sage

Brady, H. and D. Collier (eds) 2010 Rethinking Social Inquiry: Diverse Tools, Shared Standards. Rowman and Littlefield

Cheibub, José Antônio. 2007. Presidentialism, Parliamentarism, and Democracy. Cambridge University Press

Lichbach, Mark Irving, and Alan S. Zuckerman. 2009. Comparative Politics: Rationality, Culture, and Structure. Cambridge University Press

Munk, G and Snyder, J. 2007 (eds) Passion, Craft and Method in Comparative Politics, John Hopkins University Press

Tsebelis, George. 2002. Veto players : how political institutions work. Princeton University Press

### Synopsis \*

The aim of the module is to enable students to develop an advanced understanding of central questions in comparative politics. Students will examine questions that have been of enduring interest to comparative political scientists including the origins and influence of the state, the causes and consequences of authoritarian and democratic forms of government and variations within these regime types for governmental performance including the operation and function of key political institutions. As students engage with these questions they will also be introduced to theoretical, conceptual and methodological questions and debates within comparative politics and will explore the interaction between economic, social, historical, political and institutional factors in explaining similarities and differences in the political development of nations.

| <b>PO954 Power, Interests and Identity in the Asia-Pacific (Brussels)</b> |          |         |       |               |                 |          |
|---|----------|---------|-------|---------------|-----------------|----------|
| Version   | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 4   | Brussels | Spring  | M     | 20 (10)       | 100% Coursework |          |
| 4   | Brussels | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

The module is primarily, but not solely, intended for the MA in International Relations and the MA in Conflict and Security at BSIS

### Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

## 2021-22 Postgraduate Module Handbook

### Department Checked

08.03.2021

### Learning Outcomes

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

8.1: understand the contemporary political, economic and security dynamics in the Asia-Pacific, as well as the historical and geopolitical settings of the region

8.2: critically analyse the foreign policies and national security strategies of the main regional players, namely the US, China and Japan, as well as the issues defining major power relations

8.3: examine the key sources of conflict and instability in the Asia-Pacific region, including unresolved historical disputes, territorial claims and sovereignty issues

8.4: explore the trends for cooperation and institution building in the Asia-Pacific both from a regional and comparative (with the EU) perspective

8.5: explain the international relations in the Asia-Pacific by applying the most relevant International Relations Theories

8.6: understand contemporary relations in the Asia-Pacific by placing regional issues in the larger context of global politics

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

9.1: have general research skills, especially bibliographic and computing skills;

9.2: gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources;

9.3: identify, investigate, analyse, formulate and advocate solutions to problems;

9.4: develop reasoned arguments, synthesise relevant information and exercise critical judgement,

9.5: reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills, manage their own learning self-critically

### Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

### Preliminary Reading

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

Jacob Bercovitch and Mikio Oishi (2010), *International Conflict in the Asia-Pacific: Patterns, Consequences and Management*. Routledge Global Security Studies.

Kevin P. Clements (ed.) (2018), *Identity, Trust, and Reconciliation in East Asia: Dealing with Painful History to Create a Peaceful Present*. Palgrave Macmillan.

Michael K. Connors, Rémy Davison, Jörn Dosch (2018), *The New Global Politics of the Asia Pacific*. Third edition. Abingdon: Routledge.

Sumit Ganguly, Joseph Chinyong Liow and Andrew Scobell (eds.) (2018), *The Routledge Handbook of Asian Security Studies*. Second edition. New York: Routledge.

G. John Ikenberry and Michael Mastanduno (eds.) (2003), *International Relations Theory and the Asia-Pacific*. Columbia University Press.

G. John Ikenberry and Chung-In Moon (eds.) (2007), *The United State and Northeast Asia: Debates, Issues and New Order*. Plymouth: Rowman & Littlefield.

Byung-Kook Kim and Anthony Jones (eds.) (2007), *Power and Security in Northeast Asia: Shifting Strategies*. London: Lynne Rienner.

Robert S. Ross and Oystein Tunsjo (eds.) (2017), *Strategic Adjustment and the Rise of China: Power and Politics in East Asia*. Cornell University Press.

David Shambaugh and Michael Yahuda (eds.) (2014), *International Relations of Asia*. Second edition. Plymouth: Rowman & Littlefield.

Michael Yahuda (2011), *The International Politics of the Asia-Pacific*. Third edition. Abingdon: Routledge.

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

The module starts with introductory sessions, which examine the historical and geopolitical settings of the Asia-Pacific, conceptualise it as a region, and explore the main contending theoretical perspectives relevant to the study of the region's international relations. Following the introduction, attention is given to the foreign policies of, and the relations between the major powers – the US, China and Japan. The module further investigates the unresolved historical problems between Japan, China and South Korea, and rising nationalism in the Asia-Pacific, and the major sources of regional conflict – the Taiwan issue, North Korea's nuclearisation, and the territorial disputes in the East and South China Seas. Also discussed are Russia's and the EU's regional policies, as well as regional cooperation and Asian-Pacific institution building, including in the framework of APEC, ASEAN+3 and the East Asia Summit. The module concludes by examining the main trends in the evolving regional order in the Asia-Pacific.

| <b>PO955 Human Security in Forced Migration</b> |          |         |       |               |                 |          |
|---|----------|---------|-------|---------------|-----------------|----------|
| Version   | Campus   | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1   | Brussels | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

05.03.2021

### Learning Outcomes

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

1. Have an advanced understanding of the concept of human security and how it applies in forced migration in a multi-disciplinary way;
2. Have an advanced understanding of forced migration typologies, including the migration cycle, mixed flows and the non-binary nature of migration;
3. Have an understanding of the nature and role of borders, border control and the securitisation of borders;
4. Identification of the effects on mental health of conflicts, including the impact of war, forced migration, internal displacement, torture, and trafficking
5. Have an advanced understanding of the provision of health and social care services for refugees and (forced) migrants and of the challenges forced migrants face in accessing the services available both during and after migration.

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

1. Conduct effective in-depth, independent research into a particular problem;
2. Synthesize and analyze disparate material;
3. Apply theoretical concepts to case studies;
4. Analyze case studies in an interdisciplinary manner, applying appropriate theoretical concepts
5. Think clearly about reading material and discussion and to express reasoned arguments verbally in a seminar setting;
6. Develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format.

### Method of Assessment

Essay 5000 words 100%

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Andersson, R. (2016). "Europe's failed fight against irregular migration: ethnographic notes on a counterproductive industry" *Journal of Ethnic and Migration Studies*, <http://dx.doi.org/10.1080/1369183X.2016.1139446>

Betts, A. (2010). "Survival Migration: a New Protection Framework", *Global Governance*, 16(3), 361-82.

Department of Health (2000) *Framework for the Assessment of Children in Need and their Families*, London, The Stationary Office

Carens, J. (2014) An overview of the ethics of immigration, *Critical Review of International Social and Political Philosophy*, 17(5), 538-559

Castles, S (2003) 'Towards a Sociology of Forced Migration and Social Transformation'. *Sociology*. Vol 37(1): 13-34. BSA Publications Ltd.

Lutz, L. (2010): Gender in the Migratory Process, *Journal of Ethnic and Migration Studies*, 36(10), 1647-1663

Majumder, P. et al. (2015). 'This doctor, I not trust him, I'm not safe': The perceptions of mental health and services by unaccompanied refugee adolescents.' *International Journal of Psychiatry*, 61(2), 129-136

Methmann, C and A. Oels. (2015) "From 'fearing' to 'empowering' climate refugees: Governing climate-induced migration in the name of resilience", *Security Dialogue* 46(1), 51-68.

O'Connell Davidson, J (2011). "Moving Children? Child trafficking, child migration and child rights" *Critical Social Policy* 31: 454 DOI: 10.1177/0261018311405014

Paris, R. (2001). "Human Security: Paradigm Shift or Hot Air?" *International Security* 26(2), 87-102.

### Pre-requisites

None

### Synopsis \*

The module will broadly discuss the impact of the experience of forced migration upon the individuals and communities involved, both in sending, receiving and transit countries. In this module, we understand forced migration to be a broad concept which includes conflict- and climate-event-generated refugees, asylum-seekers, internally displaced persons (IDPs), victims of trafficking, irregular migrants, unaccompanied minors, as well as political refugees, and others still. Migration is understood to include both South-North and South-South migration.

The module will be framed by the concept of human security, as well as theoretical and conceptual approaches to the overall well-being of forced migrants. Well-being so stated includes not only the granting of refugee status – often mistakenly seen as the end of the experience of forced migration – but broader social integration, inclusion and sense of belonging, as well as health and mental health. The concept of borders and border control, including the securitisation of borders and more conceptual borders, such as that between citizen and non-citizen, child and adult, forced and voluntary returnee, will be explored. These overarching concepts will then be maintained throughout the term via a discussion of topics such as human security, health and mental well-being and a variety of forced migrants including, but not restricted to asylum-seekers and refugees.

| <b>PO956 Public Opinion: Nature and Measurement</b> |            |         |       |               |                 |          |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version   | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1   | Canterbury | Spring  | M     | 20 (10)       | 100% Coursework |          |

### Availability

MSc in Political Psychology

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

05.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

- 8.1 Understand and critically evaluate key perspectives and debates on the nature and formation of public opinion.
- 8.2 Have a critical understanding of the way in which public attitudes may be said to be 'constructed', and of the principal factors that influence this construction.
- 8.3 evaluate the role of external agencies in shaping the information to which citizens are exposed, and the processes by which citizens internalise such information.
- 8.4 Have a critical understanding of academic debates over the informational and 'rational' content of public attitudes
- 8.5 evaluate academic arguments over how far citizens' attitudes and behaviour are consistent with the requirements of democratic theory.

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

- 9.1 Have gained a critical understanding of relevant perspectives within the field of political psychology, and of the ways in which these perspectives inform the analysis and understanding of public opinion.
- 9.2 Have gained a critical understanding of the various theories and methods used in the psychological study of public opinion, and be able to use this understanding to evaluate the relative merits of different theoretical and methodological approaches.
- 9.3 identify and critically evaluate theories and empirical findings within the literature on political psychology, and to apply these evaluations in helping to address and resolve key political issues.
- 9.4 evaluate complex issues, and to express their ideas and conclusions effectively in oral and written form.
- 9.5 Manifest self-direction and originality in tackling issues, along with a critical awareness of their own understanding and skills and an ability to advance these.

### Method of Assessment

Essay 1, 3000 words, 40%  
Essay 2, 3000 words, 60%

13.2 Reassessment methods: 100% coursework

### Preliminary Reading

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

James Kuklinski, ed, Citizens and Politics: Perspectives from Political Psychology, Cambridge (2008)

Richard Lau and David Redlawsk, How Voters Decide, Cambridge (2006)

Milton Lodge and Charles Taber, The Rationalizing Voter, Cambridge (2013)

Roger Tourangeau et al, The Psychology of Survey Response, Cambridge (2000)

John Zaller, The Nature and Origins of Mass Opinion, Cambridge (1992)

### Pre-requisites

None

### Synopsis \*

This module complements the core programme module ('Political Psychology') by providing students with a detailed introduction to the nature and study of public opinion. Opinion and attitudes are central to the choices that citizens make and to the way they behave, which in turn are core outcomes in politics. Yet the nature and formation of those attitudes are complex, and shaped by a range of individual and contextual factors, which are central subjects within psychology. This module therefore brings together perspectives from both political science and psychology, in helping students to understand how citizens form attitudes and opinions, the processes and considerations that underpin attitude formation, the factors and actors that influence these formative processes and the effect that citizens' attitudes have on their behaviour. The module will also consider the principal ways in which we identify and measure public opinion, notably through surveys. Underpinning the module will be the central question of whether the nature of citizens' opinions are consistent with the assumptions and demands of modern democratic states.

| PO957   |          | African Politics |       |               |                 |          |
|---------|----------|------------------|-------|---------------|-----------------|----------|
| Version | Campus   | Term(s)          | Level | Credit (ECTS) | Assessment      | Convenor |
| 1       | Brussels | Spring           | M     | 20 (10)       | 100% Coursework |          |

### Contact Hours

Total contact hours: 24  
Private study hours: 176  
Total study hours: 200

### Department Checked

05.03.2021

## 2021-22 Postgraduate Module Handbook

### Learning Outcomes

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

- 8.1: have a good understanding of the varieties and modalities of governance of African political regimes
- 8.2: have a good understanding of the pre-colonial, colonial and postcolonial political, social and economic transformations shaping contemporary African regimes
- 8.3: have a comprehensive picture of the conceptualisations of contemporary African systems of governance and, in particular, the political economy and normative representations they rely on
- 8.4: analyse ongoing political dynamics in Africa with the adequate conceptual tools: democratisation, social mobilisation, identity politics, coups, political violence, electoral politics etc.
- 8.5: understand how African countries relate to each other, cooperatively or not, formally (regionalisation) or not (cross border activities, migration, political destabilisation via proxies etc.)
- 8.6: have a deep understanding of the way African countries currently relate to the rest of the world economically or politically (bilaterally, multilaterally, via INGOs or private sector partnerships in the North or in the South). Whether Africa's 'extraversion' (Bayart) today has anything in common with historical patterns of the African continent global connectedness will be investigated

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

- 9.1: work with theoretical knowledge at the forefront of their discipline
- 9.2: 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
- 9.3: have a comprehensive understanding of methods and methodologies in their discipline
- 9.4: undertake analysis of complex, incomplete or contradictory areas of knowledge
- 9.5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 9.6: be reflective and self-critical in their research work
- 9.7: engage in academic and professional communication orally and in writing
- 9.8: have independent learning ability required for continuing professional study

### Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

### Preliminary Reading

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

Bach, D. and Gazibo, M (ed). 2012. Neopatrimonialism in Africa and Beyond. London: Routledge

Bates, R. 2008. When things fell apart. Cambridge: Cambridge University Press

Bayart, J.-F. 2009. The State in Africa. Polity

Boone, C. 2014. Property and Political order in Africa. Cambridge: Cambridge University Press

Cheeseman, N. and Anderson, D. 2013. Routledge Handbook of African Politics. Routledge

Herbst, J. 2000. States and Power in Africa. Princeton: Princeton University Press

Mamdani, M. 1996. Citizen and Subject. Princeton: Princeton University Press

Mbembe, A. 2001. On the Postcolony. University of California Press

### Pre-requisites

None

### Synopsis \*

The module will engage with the abundant literature in political science, history, sociology and anthropology concerned with the transformations of the state and the societies in Africa. Africanist literature is empirically exceptionally rich and conceptually innovative. The objective of the module is to explore the tools this literature offers to study contemporary political dynamics on the continent, using a comparative approach, and understand the importance of Africa in international relations

| PO958   |          | US Foreign Policy |       |               |                 |          |
|---------|----------|-------------------|-------|---------------|-----------------|----------|
| Version | Campus   | Term(s)           | Level | Credit (ECTS) | Assessment      | Convenor |
| 1       | Brussels | Spring            | M     | 20 (10)       | 100% Coursework |          |

## 2021-22 Postgraduate Module Handbook

### Availability

This module will be of interest to students in a range of programs, in particular MA in International Relations (Primary Specialization) with Foreign Policy Analysis (Secondary Area of Specialization).

### Contact Hours

Contact hours: 24  
Private study hours: 176  
Total hours: 200

### Department Checked

05.03.2021

### Learning Outcomes

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

8.1 understand, independently research and critically evaluate contemporary debates on the formulation and practice of foreign policy of the United States in broader international, theoretical (such as Political Realism or Two-Level Games), spatial (geopolitical) and historical contexts

8.2: understand and critique leading policy and normative ("ideological") frameworks used to describe and interpret the politics and practice of US foreign policy (e.g. neoconservatism, liberal internationalism, non-interventionism, isolationism, etc.)

8.3: understand and critique various historical and popular discourses of "Self" that have informed the politics and practice of US foreign policy (e.g. American exceptionalism, Manifest Destiny, frontier spirit, post-nationalism, declinism, etc.)

8.4: analyse the politics of American foreign policy in a manner informed of the formal decision-making apparatus and various governmental and non-governmental actors and structures

8.5: assess and understand the role of international institutions and regimes (e.g. the UN, NATO, IMF, World Bank, nonproliferation regime, WTO, bilateral and multilateral free trade agreements, etc.) in constraining and enabling the politics, articulation and pursuit of US foreign policy goals and strategies

8.6: identify the practical and ethical problems and political and practical limits of US foreign policy goals, strategies and instruments (e.g. support for democracy abroad, maintaining bilateral and multilateral alliances, unilateral intervention, humanitarian intervention, nation and state building abroad, or the use of ISTAR, drones and precision bombing in the War on Terror, etc.)

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

9.1: work with theoretical knowledge and recognize theory as integral to the realities of diverse social spaces

9.2: reflect upon the ethics of the scholarly work done in their broader discipline in general as well as in their own work

9.3: analyse complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments

9.4: command a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices

9.5: reflect upon and critique their work

9.6: use the internet, bibliographic search engines, online resources, and effectively conduct research

9.7: engage in academic and professional debates and conversations with others

9.8: show and grow independent learning ability required for further study or professional work

### Method of Assessment

Evaluation paper, 1,000 words (10%)  
Research essay, 4,000 words (70%)

Reassessment Methods: Like-for-like.

### Preliminary Reading

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

Campbell, David (1998) *Writing Security*. Minneapolis, MN: University of Minnesota Press

Smith, Steve; Hadfield, Amelia and Dunne, Tim (2012) *Foreign Policy: Theories, Actors, Cases*. 2nd edition. Oxford: Oxford University Press

Stephanson, Anders (1995) *Manifest Destiny: American Expansion and the Empire of Right*. Hill and Wang

Goldstein, Gordon M. (2008) *Lessons in Disaster: McGeorge Bundy and the Path to War in Vietnam*. New York: Henry Holt

Darnton, Christopher (2014) *Rivalry and Alliance Politics in Cold War Latin America*. Baltimore, MD: Johns Hopkins University Press

Inbar, Efraim and Rynhold, Jonathan (2016) *US Foreign Policy and Global Standing in the 21st Century: Realities and Perceptions*. New York: Routledge

### Pre-requisites

None

## 2021-22 Postgraduate Module Handbook

### Synopsis \*

This class analyzes American identities, power, and policy-making processes in encounters between multiple American "Selves" and "Others" in the world. It examines historical and contemporary interactions with places and actors abroad through sets of ideas, strategies, and technologies commonly labeled "foreign policy". It does so through a bifocal approach. First, after the module is situated at the intersection of Foreign Policy Analysis, International Relations, Security Studies, and Geopolitics, it turns to the discourses of American exceptionalism, Manifest Destiny, frontier spirit, post-nationalism, and declinism to outline how they have shaped the conduct of US foreign policy and its purported tendencies toward "isolationism", "adventurism", and "interventionism". Second, the module focuses on case studies of American involvements with political elites, populations, economies, military apparatuses, and ideologies across Europe, Latin America, the Middle East, Central and Southeast Asia. Roughly, they are divided into Cold War and post-Cold War timeframes.

| PO959 Europe in Crisis |            |         |       |               |                 |          |
|------------------------|------------|---------|-------|---------------|-----------------|----------|
| Version                | Campus     | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1                      | Canterbury | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

EU International Relations and Diplomacy MA

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

12.03.21

### Learning Outcomes

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

1. demonstrate a capacity to appraise European policy making from different theoretical perspectives
2. demonstrate an in depth knowledge of key policy areas and institutions within the EU polity
3. demonstrate a deep and systematic understanding of the political, economic and social features of Europe in the contemporary world order
4. demonstrate the capacity to critically assess the differing interpretations of crises in the European context
5. demonstrate the ability to design and undertake substantial investigation to address European policymaking

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

1. work with theoretical knowledge at the forefront of their discipline;
2. 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;
3. have a comprehensive understanding of methods and methodologies in their discipline;
4. undertake analysis of complex, incomplete or contradictory areas of knowledge;
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
6. be reflective and self-critical in their research work;
7. engage in academic and professional communication orally and in writing;
8. have independent learning ability required for continuing professional study;.
9. demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources.

### Method of Assessment

Essay, 3500 words (60%)

Group Policy Paper, 3500 words (40%)

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Dinan, D; Nugent, N and Paterson, WE (2017) The European Union in Crisis Palgrave Macmillan

Outhwaite, W. (2017) Brexit: Sociological Responses, Anthem Press

Guiraudon, V., C. Ruzza and H.J. Trenz. (2015). Europe's Prolonged Crisis: The Making or the Unmaking of a Political Union, Palgrave Macmillan

Chaban, N and Holland, M (2014) Communicating Europe in Times of Crisis: External Perceptions of the European Union, Palgrave Macmillan

### Pre-requisites

None

### Synopsis \*

The module aims to address topical events in the processes of European Integration and External Relations taking crises as a potential engine for change. Students are asked to engage in this process of change through scholarly investigation that uses primary textual and visual sources from multiple critical perspectives.

The module is intended to be both theoretically sophisticated and accessible to students, thus providing invaluable knowledge for understanding and analysing the contemporary policy practices of the European Union. This hands-on approach should prove both stimulating and pedagogically useful as students explore how policies create crises and crises may inform new approaches to governance.

The module assesses European policy themes in the light of the different interpretative and heuristic tools provided by the theories drawn from a variety of approaches in the social sciences. There is a core emphasis on locating the potential origins of crises and on identifying processes of change or transforming crises. The critical nature of the module allows for the exploration of competing theoretical perspectives and indeed practitioner interpretation of contemporary crises in the European context.

## 2021-22 Postgraduate Module Handbook

| PO961   | Politics and Conflict in Sub-Saharan Africa |         |       |               |                 |          |
|---------|---|---------|-------|---------------|-----------------|----------|
| Version | Campus                                      | Term(s) | Level | Credit (ECTS) | Assessment      | Convenor |
| 1       | Canterbury                                  | Autumn  | M     | 20 (10)       | 100% Coursework |          |

### Availability

This module is primarily designed for students on MA programmes within the School of Politics and International Relations. The module is also open to all MA students across the university.

### Contact Hours

Contact hours: 22  
Private study hours: 178  
Total hours: 200

### Department Checked

04.03.2021

### Learning Outcomes

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

- 8.1. Demonstrate critical understanding of key theoretical debates over processes of political and social change in contemporary sub-Saharan Africa.
- 8.2. Show a comprehensive understanding of the key concepts through which to analyse the main political dynamics in sub-Saharan Africa
- 8.3. Critically understand the roles of different actors within key political, economic and social power structures within sub-Saharan African states.
- 8.4. Show an advanced understanding of trends in democratisation and authoritarian rule in post-colonial sub-Saharan African regimes
- 8.5. Critically assess the factors that drive political instability and conflict within and across sub-Saharan African states.

### Method of Assessment

Essay 1, 3,000 words (40%)  
Essay 2, 3,000 words (60%)

Reassessment methods: 100% coursework

### Preliminary Reading

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

N Cheeseman and D Anderson, Routledge Handbook of African Politics. Routledge (2013)

Crawford Young, The Postcolonial State in Africa: Fifty Years of Independence, University of Wisconsin Press (2012)

Kate Baldwin, The Paradox of Traditional Chiefs in Democratic Africa, Cambridge: Cambridge University Press (2015)

William Brown and Sophie Harman (eds) African Agency and International Politics, Routledge (2013)

Mahmood Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism, Princeton University Press (1996)

Achille Mbembe, On the Postcolony, University of California Press (2001)

### Pre-requisites

None

### Synopsis \*

This module explores topics and themes in post-colonial sub-Saharan African politics, with a particular focus on conflict and peacebuilding. We will look at colonial legacies, processes of state formation, and the nature and dynamics of political development at the national and local levels. We will also critically reflect on theories and concepts developed in the fields of comparative politics, peace and conflict research, and international relations and apply them to the study of Africa. In this module, we aim at offering solid foundations to the understanding of politics and conflict in Africa, which include colonial legacies, societal characteristics and economic challenges that shape the politics of sub-Saharan African states until today.

## 2021-22 Postgraduate Module Handbook

| <b>PO966</b> |         | <b>Research Methods Training II</b> |       |               |              |          |
|--------------|---------|-------------------------------------|-------|---------------|--------------|----------|
| Version      | Campus  | Term(s)                             | Level | Credit (ECTS) | Assessment   | Convenor |
| 1            | Marburg | Spring                              | M     | 60 (30)       | 100% Project |          |

### Availability

Available on MA Peace and Conflict Studies Only.

### Contact Hours

Total contact hours: 13

Private study hours: 587

Total study hours: 600

### Department Checked

17.08.21

### Learning Outcomes

On successfully completing the module students will be able to:

1. Have a good understanding of the issues involved in formulating a meaningful and feasible research question, as well as of the ways of dealing with these issues.
2. Understand how to work methodically and systematically in their studies, and to adopt a critical perspective in their use of work done by other political and social scientists
3. Be able to apply their knowledge and skills to a research project that they have developed on their own.
4. Be able to conduct an advanced academic research project, present the findings, and write-up in a concise and coherent manner.
5. Have a good familiarity with learning resources in politics and international relations, including primary and secondary sources, and different forms of data and other empirical materials.
6. Critically engage with political phenomena, including the vocabulary, concepts, theories and methods of political debate
7. Examine and evaluate different interpretations of political issues and events and solutions to political problems.
8. Describe, evaluate and apply different intellectual approaches in collecting, analysing and presenting political information.

### Method of Assessment

Dissertation, 14000 words (100%)

Reassessment instrument: 100% coursework

### Preliminary Reading

- Stella Cottrell, *Dissertation and Project Reports: a Step by Step Guide*, Palgrave 2014
- Jonathan Biggam, *Succeeding with your Master's Dissertation: a Step by Step Handbook*, Open University Press, 2011 (2nd edition)
- Mark. J. Smith, *Social Science in Question*, London: Sage, 2003
- Alan Bryman, *Social Research Methods*, Oxford University Press, 2012 (4th edition)
- David Marsh and Gerry Stoker, *Theory and Methods in Political Science*, Basingstoke: Palgrave Macmillan, 2010 (3rd edition)
- Peter Burnham, Karin Gilland, Wyn Grant, and Zig Layton-Henry, *Research Methods in Politics*, Basingstoke: Palgrave Macmillan, 2008 (2nd edition)
- Gary King, Robert O. Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press, 1994
- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, Chicago and London: The University of Chicago Press, 2008 (3rd edition)
- Kjell Erik Rudestam and Rae R. Newton, *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, London: Sage, 2007 (3rd edition)
- Gina Wisker, *The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD*, Basingstoke: Palgrave, 2007 (2nd edition)

### Pre-requisites

POLI9640 Research Methods Training I and POLI990 Research Methods Training 2

### Restrictions

Taught at Marburg

### Synopsis \*

This module builds on and applies the skills and learning outcomes attained in Stage 1 of all PGT courses, and in particular Research Methods 1 & 2. It does so through the assessment of individual MA thesis projects, including via oral presentation and a final thesis document. This dissertation forms a major assessed element of the Masters course and is on a topic that falls within the scope of your MA. The overall goal is to help you move through the components of the dissertation, including the actual research as well as presenting and writing up your findings.

| <b>PO997</b> |          | <b>Dissertation in Politics and International Relations</b> |       |               |                             |          |
|--------------|----------|---|-------|---------------|-----------------------------|----------|
| Version      | Campus   | Term(s)   | Level | Credit (ECTS) | Assessment                  | Convenor |
| 2            | Brussels | Spring  | M     | 60 (30)       | 85% Project, 15% Coursework |          |

## 2021-22 Postgraduate Module Handbook

|   |          |            |   |         |                                      |
|---|----------|------------|---|---------|--------------------------------------|
| 2 | Brussels | Whole Year | M | 60 (30) | 85% Project, 10% Coursework, 5% Exam |
| 2 | Brussels | Whole Year | M | 60 (30) | 85% Project, 15% Coursework          |
| 2 | Brussels | Spring     | M | 60 (30) | 85% Project, 10% Coursework, 5% Exam |
| 2 | Brussels | Whole Year | M | 60 (30) | Pass/Fail Only                       |
| 2 | Brussels | Spring     | M | 60 (30) | Pass/Fail Only                       |

### Availability

All Politics and International Relations postgraduate taught MA programmes delivered in Brussels

### Contact Hours

Total contact hours: 47  
Private study hours: 553  
Total study hours: 600

### Supervision:

Students will be allocated a supervisor who will help the students to gain momentum in their research. Meetings would normally be expected to take place on a regular basis and could be arranged via office hours and/or email. The supervisor will guide the students towards the relevant (general and specialised) literature, help with the design of the project and offer subject-specific advice.

### Department Checked

12.03.21

### Learning Outcomes

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

1. Demonstrate a sophisticated understanding the ontological, epistemological, and methodological issues involved in the research design of projects in international relations, and the relationship between these concepts.
2. Conceptualise a question for investigation, and to design the appropriate research methodology.
3. Demonstrate a sophisticated understanding of the relationship between a problem, theoretical approach, research design, and analysis.
4. Deploy and operationalise successfully the appropriate concepts in the philosophy of social science to inform a research design leading to a successful conclusion in the production of a dissertation
5. Follow logically the research design, overcoming any anticipated and unanticipated problems in the empirical research, realising the successful conclusion of the product in the form of a dissertation
6. Apply theoretical perspectives in law, politics and international relations to case studies

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

1. Work with complex theoretical knowledge and critically apply theory to practical issues.
2. Demonstrate a critical awareness of the ethical, metaphysical, theoretical, epistemological, and methodological dimensions of the scholarly work done in their discipline in general and in their own work.
3. Undertake an analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments.
4. Demonstrate a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices.
5. Be reflective and self-critical in their work
6. Use the libraries, the internet, bibliographic search engines, online resources, and effectively conduct complex research
7. Engage in sophisticated academic and professional communication with others
8. Demonstrate a highly developed independent learning ability required for further study or professional work

### Method of Assessment

Dissertation Proposal, 1500 words (10%)  
Group Project (5%)  
Dissertation, 14000 words (85%)

Reassessment methods: 100% coursework

## 2021-22 Postgraduate Module Handbook

### Preliminary Reading

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

Banakar, R. and Travers M. (eds.), *An Introduction to Law and Social Theory*, Hart Publishing, Oxford, 2002.

Hollis M., *The Philosophy of Social Science: An Introduction*, Cambridge University Press, Cambridge, 1994.

Hollis M. and Smith S., *Explaining and Understanding in International Relations*, Clarendon, Oxford, 1990.

King, G., Keohane, R. and Verba S., *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton University Press, 1996.

May, T., *Social Research: Issues, Methods and Processes*, Sage, London, 1997.

Potter, S. (Ed), *Doing Postgraduate Research* (Sage/Open University, 2002)

Webb, K., *An Introduction to Problems in the Philosophy of Social Sciences*, Pinter, London, 1996.

### Pre-requisites

None

### Synopsis \*

The module is built around 16 hours of lectures and 24 hours of seminars over the course of one term. Following on from *Fundamentals of Dissertation and Research in Politics and International Relations (PO9971)* which addressed the ontological, epistemological, and methodological issues in the social sciences; the main approaches to social science; analytical approaches, modes of reasoning (deduction, induction) and levels of analysis (agency, structure, co-determination); this module will demonstrate how these concepts are used differently in different subject-specific contexts which represent the main fields of inquiry at BSIS, including legal analysis, political analysis, historical analysis, and economic analysis. The module then moves on to practical questions of research and writing the dissertation, including the construction of the dissertation proposal and the dissertation itself, the use of research materials (qualitative and quantitative data), using research and resources (libraries, documentation, and the internet); and drafting and writing, including the use of appropriate academic style and format.

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| <b>PO998</b> |            | <b>Dissertation:Politics</b> |       |               |              |          |
|--------------|------------|------------------------------|-------|---------------|--------------|----------|
| Version      | Campus     | Term(s)                      | Level | Credit (ECTS) | Assessment   | Convenor |
| 2            | Canterbury | Whole Year                   | M     | 60 (30)       | 100% Project |          |

### Contact Hours

Total contact hours: 8  
Private study hours: 592  
Total study hours: 600

### Learning Outcomes

On successfully completing the module students will be able to:  
have a good awareness of the issues involved in formulating a meaningful and feasible research question, as well as of the ways of dealing with these issues.  
understand how to work methodically and systematically in their studies, and to adopt a critical perspective in their use of work done by other political and social scientists  
have a good familiarity with learning resources in politics and international relations, including primary and secondary sources, and different forms of data and other empirical materials.  
be familiar with the literature, theories, concepts and methods relevant to their research topic  
critically engage with political phenomena, including the vocabulary, concepts, theories and methods of political debate  
examine and evaluate different interpretations of political issues and events and solutions to political problems  
describe, evaluate and apply different intellectual approaches in collecting, analysing and presenting political information  
have a familiarity with the various conventions of academic writing (style, citation, bibliography etc.)

### Method of Assessment

Presentation at student conference (10%)  
Dissertation, 12000 words (90%)

### Preliminary Reading

Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*, 2005, Cambridge: MIT Press.  
Stephen van Evera, *Guide to Methods for Students of Political Science*, Cornell: Cornell University, 1997.  
Alan D. Monroe, *Essentials of Political Research. Essentials of Political Science*, Boulder, Colo: Westview Press, 2000.  
Sandra Halperin and Oliver Heath, *Political Research Methods and Practical Skills*, Oxford 2017 (2nd edition).  
Mark. J. Smith, *Social Science in Question*, London: Sage, 2003.  
Alan Bryman, *Social Research Methods*, Oxford University Press, 2012 (4th edition).  
David Marsh and Gerry Stoker, *Theory and Methods in Political Science*, Basingstoke: Palgrave Macmillan, 2010 (3rd edition).  
Stella Cottrell, *Dissertation and Project Reports: a Step by Step Guide*, Palgrave 2014.  
Jonathan Biggam, *Succeeding with your Master's Dissertation: a Step by Step Handbook*, Open University Press, 2011 (2nd edition).  
Kjell Erik Rudestam and Rae R. Newton, *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, London: Sage, 2007 (3rd edition).  
Gina Wisker, *The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD*, Basingstoke: Palgrave, 2007 (2nd edition).

### Restrictions

This Module is for students on MA courses in the School of Politics and International Relations only.

### Synopsis \*

This module offers an introduction to writing a postgraduate dissertation, which forms a major assessed element of the Masters programme. The dissertation is on a topic that falls within the scope of each student's MA programme. The purpose of the dissertation is to give students the leeway and time to follow and develop their own particular research interests, while receiving guidance from members of staff. Supervision of work on the dissertation is concentrated in the second half of the academic year (spring-summer). The lecture elements of the module offer a general overview of the components of the dissertation, along with identifying methods and techniques for writing a successful dissertation.