38 School of Politics and International Relations

PO555 International Organisation: The UN System

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Den Boer Dr A
1	Canterbury	Spring	I	15 (7.5)	90% Exam, 10% Coursework	Den Boer Dr A

Contact Hours

150 hours including: 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Critically assess theoretical perspectives on international organisations.
Understand the reasons for the historic growth in international organisations.
Understand the historical evolution of the UN system and its precursors in the twentieth century.
Appreciate the diversity and scope of UN activities in world politics.
Evaluate the effectiveness of the UN in regulating the use of force.
Assess the significance of international organisations in world politics.

Method of Assessment

50% coursework (essay); 50% exam.

Preliminary Reading

Thomas G. Weiss and Sam Daws, The Oxford Handbook on the United Nations, (New York: Oxford University Press, 2008).
Thomas G. Weiss, David P. Forsythe, Roger A. Coate, and Kelly-Kate Pease, The United Nations and Changing World Politics (Westview Press, 7th edition, 2013).
E. H. Carr, 'The Twenty Years' Crisis 1919-1939: An Introduction to the Study of International Relations' (Basingstoke: Palgrave, 2001)
Inis L Claude, Jr., 'Swords into Plowshares: The Problems and Progress of International Organisation' (New York: Random House, multiple editions)

Synopsis

This module explores the origins, evolution and role of international organisations in world politics. The aim is to understand how these institutions have developed, why states choose, refuse and fail to use these institutions as a means to achieve their objectives, and to what extent international organisations can promote international cooperation. The module takes the United Nations system as its central focus, but will also consider historical forms of international organisation as well as the processes of global governance. International organisations are involved in a wide variety of issues in contemporary international politics. This module will survey a selection of them, exploring the political differences and questions that arise in international responses to these issues.

PO557 Japan in the World

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Hyde Dr S

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Be familiar with why Japan is an important country to study both as a regional power and as the second largest economy in the World.
Understand the historical and geographical constraints on Japan
Understand the role of Japan in the regional and world international political economy, together with its role in international organisations
Understand the international relations of a country which is not part of the western bloc and be able to use this to inform about international relations in a western context
Understand the value of and methodology necessary to conduct regional studies.
Understand how political, security, economic, and historical issues interweave within different bi-lateral relationships to generate varying outcomes
Understand how political, security, economic, and historical issues interweave within different bi-lateral relationships to generate different outcomes.

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Hook G et al, Japan’s International Relations: Politics, Economics and Security (Routledge 2011)

Synopsis

This module explores the place of Japan in today’s international system. It not only investigates Japan’s most important bilateral relationships, such as the Japan-US axis and relations with China, Korea, etc., but also Japan’s increasing role in multilateral bodies, such as the UN, ASEAN and APEC. Economic questions and security issues will both be addressed alongside the problems of Japanese energy. Students are encouraged to develop an understanding of how the China/Japan

conflict gets more important and how Japan's perception may differ from those in Europe or the USA.

PO558 The Contemporary Politics of Japan

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Hyde Dr S
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Hyde Dr S

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Understand Japan's importance as an economic power and the political institutions that have nurtured this.
Understand the historical influence on Japan's political institutions
Understand the institutional rules and structures that constrain the Japanese political and bureaucratic process.
Analyse the reasons for Japan's electoral system and the process of electoral reform.
Understand the political culture of a non-western democracy.
Understand the value of and methodology necessary to conduct regional studies.
Use the knowledge gained from Japan to inform comparative political studies and be able to assess which factors are due to Japanese political culture and which can be attributed to the institutional framework

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Stockwin J.A.A., Governing Japan (Blackwell 2008)
Hyde S., The Transformation of the Japanese Left (Routledge 2009)

Synopsis

This module will examine the domestic politics of Japan, starting with the changes made by the American occupation. We will then explain the institutions and informal practices which maintained long-term one-party-dominant rule of the LDP (1955-1993). Attention will be paid to electoral rules, the government and opposition parties, collusion between the LDP/business/bureaucracy and voting behaviour.
Attention will then move to how the system has changed since the 1993 election which saw the LDP lose its majority. We will analyse the successes of Koizumi and the new era of post-Koizumi politics. We will assess the current Prime Minister and how he is running Japan. We will analyse the 2009 DPJ government and assess its' successes and failures. The module will end with assessment of the Fukushima management of the disaster and the new LDP government.

PO559 Ethics in International Relations

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Den Boer Dr A
1	Canterbury	Autumn	H	15 (7.5)	90% Exam, 10% Coursework	Den Boer Dr A

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Understand the complexity of ethical issues and the extent to which ethical judgements are applicable to international practice
Summarise and critically assess the dominant theories of international ethics
Understand and evaluate critical approaches to international morality in light of universalist and particularist arguments
Evaluate the ethics of key practices of international politics
Assess the role of human rights in international politics
Apply theoretical perspectives to case studies
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.

Method of Assessment

50% Coursework (2 seminar simulations (15%), essay (35%)); 50% exam

Preliminary Reading

Amstutz M International Ethics: Concepts, Theories and Cases in Global Politics, 3rd ed., Lanham MD: Rowman & Littlefield, 2008
Bell, D., ed. Ethics and World Politics, Oxford University Press, 2010.
Walzer M Just and Unjust Wars: A Moral Argument with Historical Illustrations, New York: Basic Books, 2006

Publications Synopsis

The aim of this module is to explore the role of ethics in international politics. We examine the meaning of morality and ethical judgement in the context of a number of issues and practices in international relations, including wars, terrorism, human rights, global inequality and multinational corporations. You will critically assess the ethical practices of states and non-state actors through theoretical analysis, case studies and simulation exercises. Continued overleaf 82

Restrictions

Stage 3 only.

Synopsis

The aim of this module is to explore the role of ethics in international politics. We examine the meaning of morality and ethical judgement in the context of a number of issues and practices in international relations, including wars, terrorism, human rights, global inequality and multinational corporations. Students will critically assess the ethical practices of states and non-state actors through theoretical analysis, case studies and simulation exercises

PO563 Foreign Policy Analysis and Management

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	90% Exam, 10% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Bode Dr I

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Summarise and critically assess the principal aspects of foreign policy as a mechanism of the international structure and foreign policy analysis as a subject area integrated into International Relations, along with displaying familiarity with the historical antecedents of foreign policy through the development of forms of diplomacy.
Describe the constituents of the foreign policy system: actors, the system (internal and external) and the complex series of motivational factors that lead to foreign policy implementation.
Compare the role of decision-making (psychological vs. rational-actor), as well as the endogenous and exogenous factors that inform the construction and direction of foreign policy.
Apply the theoretical aspects of FPA to case studies.

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

S. Smith, A. Hadfield, T. Dunne, (eds.) Foreign Policy: Theories, Actors, Cases, Oxford University Press, 2008.
C. Hill, The Changing Politics of Foreign Policy, Palgrave Macmillan, 2003.
M. Webber and M. Smith, Foreign Policy in a Transformed World, Prentice Hall, Pearson Education, 2002.
P. Sharp, Diplomatic Theory of International Relations, Cambridge, CUP, 2009.
M. Breuning, Foreign Policy Analysis. A Comparative Introduction, Palgrave Macmillan, 2007.
S.Walker, A. Malici, and M. Schafer, Rethinking Foreign Policy Analysis, Routledge, 2011.

Restrictions

Preference may be given to Politics and International Relations students (single and joint Honours).

Synopsis

This module examines the complex relationship between foreign policy analysis and foreign policy practice. It does so by exploring shifting approaches to making and examing foreign policy, including the contributions of IR theory to Foreign Policy Analysis. Historical antecedents of foreign policy as a practice are examined via observations of traditional bilateral and multilateral diplomacy, followed by traditional state-based actors, non-state actors, and the nature of the structure they inhabit. FP decision-making is then examined, followed by the process of foreign policy implementation. The issue of motivation is tackled through analyses of the largely domestic impact of culture, interests and identity and broader effect of intra-state norms, ethics, the issue of human rights. Case studies of key countries reinforce the practical implications of above-mentioned issues throughout the module.

PO566 Europe and the World

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Whitman Prof R
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Analyse and explain the development of the external economic and political policies of the European Union and assess their impact on the rest of the world.
Identify, analyse and assess the impact of contemporary global developments and issues on Europe.
Compare and contrast the response of some of the major European states to those global challenges through the analysis of their foreign policy.
Critically assess the EU's success in achieving its policy goals.
Engage in theoretical discourse on such issues as normative power, the Capability/expectations gap, and fortress Europe.
Effectively present well-informed arguments on the theoretical and empirical issues raised by the analysis of the inter-relationship between Europe and the world.

Preliminary Reading

Cameron, Fraser (2012). An Introduction to European Foreign Policy. London, Routledge. 2nd Edition
C. Hill & M. Smith (eds.) , International Relations and the European Union 2nd Edition (Oxford: OUP, 2011)
S. Keukeleire, The Foreign Policy of the European Union, Palgrave 2014
K. Smith, EU Foreign Policy in a Changing World Third edition (Polity Press, 2014)
I. Manners & R. Whitman (eds), The Foreign Policies of the European Union Member States (Manchester, MUP, 2000)
J. Howorth, Security and Deference Policy in the European Union 2nd Edition (Palgrave 2014)
J. Orbie (ed.), Europe's Global Role: External Policies of the European Union. Aldershot, Ashgate, 2008
C.Hill & R. Wong (eds), National and European Foreign Policies: Towards Europeanization (Routledge 2011)

Restrictions

Preference may be given to Politics and International Relations students (single and joint Honours).

Synopsis

This module focuses on European foreign policy, i.e. the 'external dimension' of European politics, exploring the relationship between Europe and the rest of the world. Following the creation of the European External Action Service (EEAS), the EU now stands poised to unleash significant foreign policy potential in its neighbourhood, and beyond. The difference between the EU and 'Europe' will be examined in component fashion through the foreign policies of some of the major European states.
Thereafter, the foreign policy tools of the EU will be looked at, after moving into an in-depth thematic treatment of the key foreign policy issues facing the EU vis-à-vis its security, defence, economic, trade and development relations, and its dynamics with 'rising powers', the US, its eastern and southern neighbours in Central Europe, Asia and North Africa.
Other issues include its burgeoning military capacity and a growing set of overseas military missions. Broader themes will include the impact of global developments on Europe, the international significance of European integration and the more general role of Europe in the new world order This course will draw on theories from political science and international relations and concepts defining Europe's global role.

PO579 Post Communist Russia

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Sakwa Prof R

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Contextualise Russia's post-communist transition in the broader pattern of post-Cold War comparative politics;
Understand the problems facing the development of democracy in Russia;
Have a detailed understanding of the main institutions and political processes;
Identify the major political forces in contemporary Russia;
Evaluate the strengths and weaknesses of post-communist Russian leadership;
Be familiar with the works of the major writers about post-Russia.

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Bacon, E., Contemporary Russia (London, Palgrave , 2014)
Danks, Catherine, Politics Russia, 1st edn (Harlow, Pearson, 2009)
Fish, MS Democracy Derailed in Russia: The Failure of Open Politics (Cambridge, Cambridge University Press, 2005)
Remington Thomas, Politics in Russia, 4th edn. (London, Pearson Longman, 2006)
Sakwa R, Russian Politics and Society, 4th ed. (London, Routledge, 2008)
Sakwa R, Putin: Russia's Choice, 2nd ed (London, Routledge , 2008)
Sakwa, R, Putin Redux: Power and Contradiction in Contemporary Russia (London, Routledge, 2014)

Tsygankov, A, Russia and the West from Alexander to Putin: Honor in International Relations (Cambridge, Cambridge University Press, 2014).
Wegren S (ed.), Putin's Russia, 6th edn. (Boulder, CO, Rowman & Littlefield, 2015)
White S, Sakwa R and Hale H (eds), Developments in Russian Politics, 8th edn. (London, Palgrave, 2014)

Publications Synopsis

We examine the main challenges facing postcommunist Russia and in particular assess the development of democracy. We discuss the main institutions and political processes: the presidency, parliament, federalism, elections, party development and foreign policy, as well as discuss Yeltsin's and Putin's leadership. The module ends with a broader evaluation of issues such as the relationship of markets to democracy, civil society and its discontents, nationalism, political culture and democracy and Russia's place in the world.

Synopsis

We examine the main challenges facing post-communist Russia and in particular assess the development of democracy. We discuss the main institutions and political processes: the presidency, parliament, federalism, elections, party development and foreign policy, as well as discuss Yeltin's, Putin's and Medvedev's leadership. We end with a broader evaluation of issues like the relationship of markets to democracy, civil society and its discontents, nationalism, political culture and democracy and Russia's place in the world.

PO590 Specialist Dissertation (2 units)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Wroe Dr A
1	Canterbury	Autumn and Spring	H	30 (15)	70% Project, 30% Coursework	Wroe Dr A

Contact Hours

300 hours including: 20 hours lectures, 14 hours workshops, 8 hours student conference, 265 study hours

Learning Outcomes

On successful completion of the module, students will:

be familiar with the literature relevant to their research project;
be familiar with the theories, concepts and methods relevant to their research projects;
be able to examine and critically evaluate different theories and interpretations of political events, issues and solutions to political problems as required by their dissertation projects, and be able to support the evaluation with evidence and reasoning;
be able to conduct research independently by drawing on feedback from peers and academic supervisors, by exercising reflection and self-criticism, and by managing time and resources effectively;
be able to communicate the findings of their research effectively and fluently, both orally (in a conference setting) and in a substantial piece of writing (8,000-word dissertation);
be able to undertake analysis of complex areas of knowledge and make carefully constructed arguments and advocate solutions to practical and/or academic problems;
have independent learning ability required for further study or professional work.

Method of Assessment

100% coursework (specialist dissertation of 8000 words (70%), conference presentation (20%), dissertation outline (5%), 3 x progress reports (5%))

Preliminary Reading

Booth, WX, Columb GG & Williams JM The Craft of Research (University of Chicago Press, 3rd edn 2008)

Restrictions

This module is only available to stage 3 students in the School of Politics and International Relations (single or joint Honours). Students must have an average of at least 60% in their stage 2 coursework to undertake this module.

Synopsis

PO590 gives students an opportunity to write an 8,000-word dissertation on a topic of their choice, thus allowing them to become specialists in the subject area they find most interesting. A series of lectures and seminars will guide students through the research process from turning research interests into proper research questions, to choosing a method, to designing the research, and to conducting the research. Students will also have supervisors who will be able to advise them on how to make effective progress with their projects. PO590 gives interested final-year students an opportunity to creatively apply what they have learned in their programmes in order to produce a 'showpiece' of academic work, which can be used as a writing sample in support of applications for jobs or admission to graduate studies. The module also includes the PO590 Student Conference (normally held on the Friday of the Spring term reading week), where students present their projects and preliminary findings.

Students with a poor record of coursework submission and with an average of coursework grades of less than 60% across all their Stage 2 modules will not be allowed to attend PO590. If you register for this module but fail to meet these conditions – good record of coursework submission and an average of 60% or higher in Stage 2 coursework grades – you will be asked to change your registration and select alternative modules.

PO592 Rights, Freedoms and Individualism:Contemporary Liberalism in Question

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Gilliam Dr C
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Gilliam Dr C

Availability

Not Available in 2016/2017.

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Be able to reflect upon several of the political ideals and institutions that are often taken for granted in political discourse in westernised societies;
Have a deeper knowledge of liberal ideas and the debates surrounding them;
Be able to interpret some of the key texts by liberal writers and their critics;
Be able to express the debates surrounding liberalism in their own words;
Be capable of critically evaluating different perspectives on liberalism and situating them vis-à-vis one another.

Method of Assessment

100% Coursework (20% Written Reconstruction; 80% Essay).

Preliminary Reading

Kymlicka W Contemporary Political Philosophy 2nd edition (Oxford, Oxford UP, 2002)
Okin SM Justice, Gender and the Family (New York, Basic Books , 1989)
Avineri S & de Shalit A (eds.) Communiantrianism and Individualism (Oxford, Blackwell , 1992)

Synopsis

Anglo-American countries, such as the United Kingdom, the United States, Australia, New Zealand and Canada, along with many Western European societies, have long prided themselves on their respect for liberal values. More recently, with the collapse of the Soviet Union and agitation for rights and civil freedoms in many Asian countries, liberalism has extended its reach as a source of political thought and action. Liberalism's values, practices and institutions are now admired, emulated, invoked and desired in many parts of the world. In this module, we look at liberalism as a philosophy of politics by studying the work of some of its major contemporary exponents and detractors. We examine the different approaches to liberalism advanced by figures such as John Rawls, Richard Rorty, and Will Kymlicka. To complement our understanding of liberalism, we consider the communitarian criticisms from thinkers like Charles Taylor and Michael Sandel, the feminist criticism of liberalism by Susan Moller Okin, and the post-structuralist criticisms from Michel Foucault.

PO597 Governance & Politics of Contemporary China

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Lee Dr PK

Contact Hours

150 hours including 22 lecture/seminar; 128 study hours

Learning Outcomes

Understand the evolution of China's political institutions.
Understand the predominant role of the Communist Party in ruling the country.
Analyse the pressing issues challenging the country in its path to development.
Analyse China's importance as a political power and a rising economic power and analyse its role in the emerging post-Cold War regional and global order.
Use the knowledge earned from the study of China to inform comparative political studies.

Method of Assessment

50% coursework (seminar presentation (10%), essay (40%)); 50% exam.

Preliminary Reading

Saich, T Governance and Politics of China, 3rd edn. (Basingstoke: Palgrave Macmillan, 2010) (key text).
Dreyer, J.T., China's Political System: Modernization and Tradition, 8th Ed. (NY: Longman, 2012).
Guo, S., Chinese Politics and Government: Power, Ideology, and Organization (Abingdon: Routledge, 2013).
Joseph, W.A. (ed), Politics in China: An Introduction (NY: Oxford University Press, 2010).
MacFaquhar, R. (ed), The Politics of China: Sixty Years of the People's Republic of China (Cambridge: Cambridge University Press, 2011).
See the library reading list for this module.

Synopsis

This module aims to provide students with a critical review of China's political development in the 20th and early 21st centuries. After a brief overview of China's political history since 1949, it is designed around two core blocks of study.

The first block looks at the principal political institutions that include the Communist Party, the government (the State Council), the legislature (the National People's Congress) and the military (the People's Liberation Army).

The second block examines the socio-political issues and challenges facing the country in its ongoing development. They range from the prospects of democratisation and the growth of civil society, the issue of quality of life in the areas of the environment and public health, corruption, nationalism and ethnic minorities, national reunification, territorial disputes with neighbouring countries to China's engagement with global governance.

A major theme of the module is to address why the Chinese communist regime is more durable and resilient than other non-democratic countries in achieving both economic growth and political stability and acquiring international influence, despite the fact that it faces numerous mounting development and governance challenges.

PO599 European Security Co-operation since 1945

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	55% Coursework, 45% Exam	
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Haastrup Dr T

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Students who complete this course will have acquired a broad knowledge of the Cold War history of European security, which serves as a background to understanding European contemporary security architecture.
Further, they will have gained the skills to read and analyse documents from international organisations relating to the development of European security cooperation.
Students will also be able to analyse current issues in European security cooperation and Europe's role in international security.
Additionally, students will beBe able to read and understand official documents and communiqués.

Method of Assessment

50% coursework; 50% exam

Preliminary Reading

Aybet G (2001). The Dynamics of European Security Co-operation 1945-1991
Cottey, A. (2012). Security in 21st Century Europe
Jones, S. G. (2007) The Rise of European Security Cooperation
Marsh, S and Rees W. (2011). The European Union in the Security of Europe

Synopsis

This module places the contemporary developments in European security integration within a historical context while focusing on institutional formation and the role of nation-states with the view to highlight continuities and changes constituted in the new Security Architecture. The module locates (Western) Europe's place in international security vis-à-vis other actors including the United States and emerging powers in order to determine what type of security identity Europe has carved for itself in the post-War period. The module further considers the implications of cooperation for Europe's ability to respond to external New Security Challenges.

PO611 Politics of the European Union

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	Dardanelli Dr P

Contact Hours

150 hours including: 11 hours lectures, 11 hours seminars; 128 study hours

Learning Outcomes

On successful completion of the module, students will:
- be familiar with and understand the main constitutional and governmental structures of today's European Union;
- be able to analyse and critically assess the origins and effects of these structures, by using the conceptual and theoretical tools of comparative politics, international relations and relevant sources;
- appreciate and be able to explain the changing nature of the political process in the European Union and the role played by political parties, interest groups, social movements and public opinion;
- be able to assess the role and influence of states on the political process of the EU;
- be able to interpret and critically evaluate the main issues in the contemporary political debate in the EU.

Method of Assessment

50% coursework (one 2,500-3,000 word essay); 50% end of year examination.

Preliminary Reading

Cini, M. and N. Perez-Solorzano Borragan. Eds. 2013. European Union Politics. Fourth Edition. Oxford University Press: Oxford.
Hix, S. and B Hoyland. 2011. The Political System of the European Union. Third Edition. Palgrave: Basingstoke.
Nugent, N. 2010. The Government and Politics of the European Union. Seventh Edition. Palgrave: Basingstoke.

Synopsis

On any one day in Brussels hundreds of negotiations on European Union (EU) legislation take place on issues ranging from the regulation of financial services in Europe to the promotion of democracy in the EU's near neighbourhood. The purpose of this module is to introduce students to the negotiation system that is European Union, how it has evolved politically since its creation and how it works, both in theory and in practice. Students gain an in-depth understanding of the dynamic of European integration over time and the politics behind this process of integration. Students will analyse the functioning and roles of the EU's main institutional bodies, investigate how legislation is produced and implemented and how the various political actors with a stake in EU decision-making interact both formally and informally. The module also addresses key political questions underpinning EU decision-making EU, such as political support for the EU amongst its citizens, the EU's underlying democratic legitimacy and finally its future development.

PO612 Policy-making in the EU

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Not available in 2015/16.

Contact Hours

150 hours including 11 hours lectures, 11 hours seminars; 128 study hours

Learning Outcomes

On successful completion of the module, students will be able to:
- analyse and explain the development of the main policies of the European Union and in so doing have gained a thorough understanding of these policies;
- critically assess the EU's success in achieving its policy goals;
- understand the process of policy-making in the EU, from policy formulation and negotiation through to implementation;
- appreciate the challenges facing the EU and its policy-making process as it has expanded from 15 to 28 members and beyond;
- engage critically with important political issues facing policy makers in the EU both at national and European levels and appreciate their consequences for future policy-making in the EU.

Method of Assessment

50% coursework (one 2,500-3,000 word essay and one reflective report based on participation in seminar simulation); 50% end of year examination.

Preliminary Reading

Cini, M. and N. Perez-Solorzano Borragan. Eds. 2013. European Union Politics. Fourth Edition. Oxford University Press: Oxford.
Wallace, H., M. Pollack and Young. Eds. 2010. Policy-Making in the European Union. Sixth Edition. Oxford University Press: Oxford.
Egan, M., N. Nugent and W.E. Paterson Eds. 2009. Research Agendas in EU Studies. Stalking the Elephant. Palgrave: Basingstoke.

Pre-requisites

PO611 Politics of the European Union

Synopsis

Since the mid-1980s the EU has experienced an intense period of constitution building with the ratification of more than five amending treaties. These treaty changes have significantly altered the Union's policy-making process both in terms of competence and policy reach. Nearly every area of domestic public policy now has some 'European' dimension. At the same time the EU has also experienced deep economic crisis and increased questioning of the purpose and trajectory of European integration and policy-making. The focus of this module is on the European Union (EU) as a system of public policy-making at the heart of all these changes. The module will address topics including: the evolution of various flagship EU policies including the Single Market programme, environmental policy, economic and monetary policy, foreign, security and defence policy, and justice and home affairs. At the end of the module, students will be able to conceptualise and contextualise key developments in EU policy-making. They will also be able to analyse the kind of political and economic order that has emerged in Europe today as well as the various challenges it faces.

PO616 The Politics of Trust (in the USA)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Wroe Dr A

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

have a thorough knowledge of the American political system and many of the problems it faces;
understand the role and significance of trust in political systems;
understand the various competing explanations as to why Americans specifically and citizens generally distrust government;
be able to think critically about these competing explanations;
critique the literature to identify potential 'holes' in the current research;
be able to use comparative analysis to inform their thinking

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Dionne, EJ Jr. Why Americans Hate Politics (New York: Simon and Schuster, 1991)
Esler, G The United States of Anger: The People and the American Dream (London: Penguin Books , 1997)
Norris P (ed.) Critical Citizens: Global Support for Democratic Governance (Oxford: Oxford University Press , 1999)
Nye, JS Jr., Zelikow PK & King DC (eds.) Why People Don't Trust Government (Cambridge, Massachusetts: Harvard University Press, 1997)
Dalton Russell, Democratic Challenges, Democratic Choices (Oxford University Press, 2004)

Pre-requisites

PO617 Contemporary Politics and Government in the USA

Restrictions

Stage 3 only. Students must have completed PO617 before taking this module.

Synopsis

Much recent academic and popular commentary has focused on citizens' supposed mistrust of government, especially in the United States of America. The central aim of the Politics of Trust is to uncover the reasons for Americans' malaise. However, students will also examine other western democracies where trust has fallen to see if these countries' experiences can inform our understanding of the US case specifically and the politics of trust more generally. The course begins with a history of trust in America, with an overview of the putative reasons for declining trust in the post-World War II period, with an examination of the experiences of other western democracies. The second part turns to the specific explanations for declining trust as posited by academics and political commentators. Explanations include the crisis of government performance, spin, the internecine warfare between Republicans and Democrats, the changing nature of the modern labour market, declining social capital, and the media.

PO617 Contemporary Politics and Government in the United States

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Wroe Dr A

Contact Hours

300 hours including 44 hours lecture/seminar; 256 study hours

Learning Outcomes

have a thorough knowledge of the structure of the US governmental system;
be able to describe and account for the operation of the US's political institutions, including those 'intermediate' institutions (parties, media etc) that link citizens to their government;
understand how the individual institutions interact and work together (or not, as the case may be);
comprehend the relationship between government institutions and the US's cultural and societal attributes;
understand how the governmental structure and political culture interact to produce certain policy outcomes;
understand the US's role and place in the world;
be able to identify and analyse some of the major political problems facing the US at the dawn of a new

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

McKay D, American Politics and Society, -8th edition (Oxford: Blackwell, 2013)
McKay D, Houghton D & Wroe A Controversies in American Politics and Society, (Oxford Blackwell, 2002)
Brogan H The Penguin History of the United States of America, revised edition (London: Penguin, 2001)
Hudson, WE American Democracy in Peril: Eight Challenges to America's Future, 6th edition (CQ Press, 2009)
Peele G, Bailey CJ, Cain B & Peters BG (eds.), Developments in American Politics 7 (Basingstoke: Palgrave, 2014)
Singh R Governing America: The Politics of a Divided Democracy (Oxford: OUP 2003)

Pre-requisites

This module is a pre-requisite for PO616 The Politics of Trust (in the USA)

Publications Synopsis

This module offers a comprehensive introduction to the politics and national government of the United States. It introduces you to the 'foundations' of the US political system, examining the history of the republic, its economy and society, the values and beliefs American people subscribe to, and the basic structure of the political system. We will also examine those 'intermediate' institutions (interest groups, parties, elections and the media) that link people to their government, and the three key institutions of the federal government: the Congress, Presidency and Supreme Court. Lastly, we focus on the policymaking process in the US. We will look at economic policy, civil rights and liberties and foreign policy, ask how and why policy is made as it is, and examine the extent to which the policy solutions produced by the political system are optimal.

Synopsis

PO617 offers a comprehensive introduction to the politics and national government of the United States. It introduces students to the 'foundations' of the US political system, examining the history of the republic, its economy and society, the values and beliefs American people subscribe to, and the basic structure of the political system. We will also examine those 'intermediate' institutions (interest groups, parties, elections and the media) that link people to their government, and the three key institutions of the federal government: the Congress, Presidency and Supreme Court. Lastly, we focus on the policymaking process in the US. We will look at economic policy, civil rights and liberties and foreign policy, ask how and why policy is made as it is, and examine the extent to which the policy solutions produced by the political system are optimal.

PO618 East European Politics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Korosteleva Prof E

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Identify principal features of communist rule (inclusive of main institutions and political processes).
Understand the reasons for the fall of communist power in Eastern Europe.
Describe, discuss and contrast patterns of change in the CEE/FSU using case-studies. Relate them to a broader paradigm of the 3rd wave of democratisation.
Understand the main challenges of transitions for the CEE/FSU.
Develop understanding of the nature of the newly emerged regimes, and relate them to a broader discussion of democracy, and the 4th wave transformations.
Describe and discuss the challenges and consequences of the EU enlargements, and the emergence of the new EU neighbourhood.

Method of Assessment

100% coursework.

Preliminary Reading

The Politics of Communism (Part I):
Swain,G. and Swain, N. Eastern Europe since 1945(Palgrave, Macmillan, 2009), 4th edition

Holmes, L. Post-communism: an Introduction (Oxford, Polity Press, 1997)
White, S. (ed.) Communist and Postcommunist Political Systems: an Introduction (Basingstoke: Macmillan, 1990), 3rd edition
White, S. Communism and its Collapse (Routledge 2001)
The Politics of Transition (Part II):
Berend, I. Central and Eastern Europe 1944-1993: Detour from the periphery to the periphery (Cambridge: Cambridge University Press, 1996), reprint 2004

Bideleux, R. and Jeffries, I. A History of Eastern Europe: Crisis and Change (London, Routledge 2007), 2nd edition
Crampton, R. Eastern Europe in the 21st century – and after (London: Routledge, 1997), 2nd edition
East, R. and Pontin, J. Revolution and Change in Central and Eastern Europe (Continuum International, 1997) 2nd edition
Rothschild, J. and Wingfield, N. Return to Diversity: A Political History of East Central Europe since World War II (Oxford: OUP, 2007), 4th edition
The Politics of Post-Communism (Part III):
Brown, A, The Demise of Marxism-Leninism in Russia (Palgrave, 2004)

Sakwa, R. Postcommunism (Buckingham: Open University Press, 1999)
Ramet, S. Central and Southeast European Politics since 1989 (Cambridge University Press, 2010)

Synopsis

The module examines the politics of transition and change in post-communist countries in their effort to establish new democratic regimes and find their place in the world. The module consists of three main parts.
Part I focuses on the experience and nature of communist rule, to develop basic understanding of communism as an ideal, political system, and a life style. Part II looks at transitions, examining regional patterns of change and relating them to the 3rd and 4th waves (coloured revolutions) of democratisation globally. Part III discusses the issues of post-communist politics in Europe, by way of exploring the forms and quality of democracy in the new states, considering the effect of EU enlargements on the new Member States and the EU neighbours; and discussing the future of communism in the world.

PO623 Modern Political Thought

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Devellennes Dr C

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

aware of key developments in the history of modern Western political thought;
able to identify the main thinkers representing these development;
able to summarise the political ideas of these thinkers;
able to situate these developments within the relevant historical context;
able to evaluate the ethical meaning and implications of these developments;
able to assess the intellectual legacy of the thinkers discussed in this module;

Method of Assessment

100% coursework.

Preliminary Reading

Boucher D & Kelly P (eds.) Political Thinkers: from Socrates to the Present 2nd edition (Oxford, OUP 2009)

Synopsis

This module provides an introduction to some of the major developments in Western political thought by discussing the work and impact of key figures such as Machiavelli, Hobbes, Spinoza, Rousseau, Kant, Wollstonecraft, Mill, Marx, and Nietzsche. Focusing on reading the primary works of these thinkers, putting them in their historical context, and understanding their reception in contemporary scholarship, this module addresses the overall problems which 'modernity' poses for political theory in Western societies.

PO626 Year Abroad Work Placement

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	120 (60)	100% Coursework	
1	Canterbury	Autumn and Spring	I	120 (60)	Pass/Fail Only	

PO629 Terrorism and Political Violence

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Biegon Dr R

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Understand the epistemological difficulties involved in the use of the concept of "terrorism" and definitional problems posed by the word "terrorism".
Acquire in-depth understanding of different theories which attempt to identify the causes of terrorism and political violence
Be familiar with the historical background of the modern phenomenon of terrorism, by tracing the development of terrorist tactics from the antiquity to the present
Attain a general understanding of the emergence of terrorism and political violence in different parts of the world, including the United Kingdom
Understand the main features of Islamic radicalism and its relationship to terrorism and political violence
Understand the logic of counter-terrorism and its impact of democracy and human rights
Understand various methodological problems involved in the study of terrorism and political violence

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Martin, G Understanding Terrorism, Challenges, Perspectives and Issues (Sage Publications, 2nd edn., 2006)
O'Kane, Rosemary, Terrorism (Harlow: Pearson Education Limited, 2012)
Whittaker, David, Terrorists and Terrorism (London: Routledge, 2004
Whittaker, David, Terrorism Reader (Oxen: Routledge, third edition, 2007)
Hoffman, Bruce. Inside Terrorism (New York: Columbia University Press, 1998)

Restrictions

Due to reasons which will be explained during the first lecture, Lecture Capture/Kent Player is not used for this module. Students who have an ILP should contact the module convenor as soon as possible to make special arrangements. Students who may have other educational reasons for wanting to record the lectures should also contact the module convenor.

Synopsis

This module introduces students into the study of terrorism and political violence, and thereafter deepens their knowledge of the controversial aspects of this subject. The initial lectures will deal with definitional problems involved in the concept of "terrorism" and various theories about the causes of political violence in its different forms. With a point of departure in a chronological review tracing the origins of the phenomenon long back in history, the module will later study the emergence of political terrorism during the second half of the 19th century. This will be followed by a study of state and dissident terrorism in different parts of the world. The module will also address the relationship between religious radicalism and different forms of political violence, including "new terrorism" and possible use of weapons of mass destruction. Then, the focus of attention will be shifted to implications of various counter-terrorism strategies and "The War on Terrorism" for democracy and human rights. These issues will be addressed with a special focus on methodological problems involved in the study of terrorism and political violence.

PO630 Politics of The Middle East

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Kurtulus Dr E

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

Be familiar with different aspects of the Middle Eastern conflict and the region as a security complex
Understand the implications that the Middle East has for international relations theory
Understand the historical background of the making of the modern Middle East and the roles that the imperial legacy and the Cold War has played in this
Understand the different aspects of the Palestinian conflict and the role that this conflict plays in shaping the modern Middle East
Understand the rise and fall of Arab nationalism and the emergence of Islamic radicalism
Be familiar with methodological problems involved in conducting area studies and difficulties related to objectivity
Understand the Western academic approaches to the Middle Eastern societies with a special focus on the question of "Orientalism"

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Fromkin DA Peace to End All Peace – the Fall of the Ottoman Empire and the Creation of the Modern Middle East (New York: Avon Books , 1989)
Kedouri E Politics in the Middle East (Oxford: Oxford University Press , 1992)
Mansfield P The Arabs (Harmondsworth: Penguin Books , 1980)
Said EW Orientalism (Routledge & Kegan Press , 1978)
Cleveland, William L., A History of the Modern Middle East, (Boulder: Westview Press, 3rd edition, 2004)
Goldschmidt, Arthur and Davidson, Lawrence, A Concise History of the Middle East (Boulder: Westview Press, 8th edition, 2006)
Fawcett, Louise (ed.), International Relations of the Middle East (Oxford: Oxford University Press, Second Edition, 2005)

Restrictions

Due to reasons which will be explained during the first lecture, Lecture Capture/Kent Player is not used for this module. Students who have an ILP should contact the module convenor as soon as possible to make special arrangements. Students who may have other educational reasons for wanting to record the lectures should also contact the module convenor.

Synopsis

This module introduces students into the study of the Middle East as a region and an arena of international conflict. Against the background of a historical review of the developments in the 20th century, the module will focus on the colonial past of the region, the imperial legacy, the emergence of the Arab-Israeli conflict, the origins of the Palestinian-Israeli conflict and the impact of sub-state loyalties – i.e. factors which have shaped the Middle East as a region and as a security complex. In this context, the students will explore the ideological developments in the region, most important among them, the rise and fall of Arab nationalism, the emergence of Islamic radicalism and the consolidation of the Israeli right. Adopting an international relations perspective, the module will also cover the impact of outside state actors, such as USA, Russia and the EU on the Middle East as a whole and on the relationships among those states that compose this region. Finally, the students will study the debate about "Orientalism" and the problematic aspects of the Western academic study of the Middle East and the Islamic world. These issues will be addressed with a special focus on the problem of bias involved in the academic study of the Middle East.

PO634 Understanding US Foreign Policy: War, Trans- formation and Terror

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Flockhart Prof T
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

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.

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Michael Cox & Doug Stokes (eds.) US Foreign Policy (Oxford: Oxford University Press, 2012) 2nd Edition.
Inderjeet Parmar, Linda B. Miller and Mark Ledwidge (eds.) New Directions in U.S. Foreign Policy (London: Routledge, 2013).
William Wohlforth and Stephen G. Brooks, World Out of Balance: International Relations Theory and the Challenge of American Hegemony (Princeton: Princeton University Press, 2008)
Christopher Layne, The Peace of Illusions: American Grand Strategy from 1940 to the Present (Ithaca: Cornell University Press, 2006)
G. John Ikenberry, Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order (Princeton: Princeton University Press, 2011).
Andrew Bacevich, Washington Rules (New York: Metropolitan Books, 2010).

Restrictions

Stage 3 only. Preference may be given to Politics and International Relations students (single and joint honours).

Synopsis

This module offers a comprehensive study of US foreign policy since 1945. Ranging from ‘containment’, ‘democratic enlargement’, and ‘the war on terror’ the module introduces students to the concept of ‘grand strategy’ and the need to understand the broader intellectual platform and foundations of the way in which the United States engages with the world. A number of case studies are used to explore this such as the work of George Kennan, the Vietnam War, and the move towards ‘smart power’ under presidents Bush and Obama. In addition to this the course also explores questions on the social construction of state identity in the American national consciousness and how both the media and political elites help to shape public opinion and attitudes that relate to America’s ‘friends’, ‘allies’, and ‘enemies’. The course also explores the concept of ‘soft power’ as a method of extending American influence and power in the world and questions the idea of American decline.

PO638 Political Behaviour in Britain

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Seyd Mr B

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Learning Outcomes

By the end of this module, students will be able to:
* Understand the role that behavioural approaches can play in describing, analysing and understanding political outcomes, along with an appreciation of the main debates over the role of behavioural approaches to political analysis.
* Apply core theories and models of political behaviour to some of the key political issues in contemporary Britain.
* Use primary and secondary evidence to evaluate the effectiveness of these models in explaining patterns of political behaviour among citizens and groups.
* Understand the main causes of various forms of political behaviour among individuals and groups.
* Analyse the role that external agencies (notably the media) play in shaping patterns of individual and group behaviour.

Method of Assessment

100% coursework: two 3,000 word essays.

Preliminary Reading

RUSSELL DALTON Citizen Politics, 6th edition, CQ Press (2013)
DAVID DENVER, CHRIS CARMEN AND ROB JOHNS, Elections and Voters in Britain, 3rd edition, Palgrave (2012)
CHARLES PATTIE, PATRICK SEYD AND PAUL WHITELEY Citizenship in Britain, Cambridge (2004)

Synopsis

The module examines the nature of political behaviour in Britain today. It focuses on two key issues. The first is the way that citizens participate in politics. The module explores the nature of political participation, and how this has changed in the last few decades. It also examines the characteristics of people who participate, and the factors that motivate individuals to engage in different forms of political participation. The second key issue examined is voting behaviour. The module considers how far electoral decisions are shaped by stable 'sociological' factors, and how far voters today are less closely aligned with parties and more open to the influence of particular policy messages, personalities and media coverage. Alongside this focus on the behaviour of citizens, the module also considers the activities of key intermediary organisations, such as legislators. Throughout, the module seeks to develop students' understanding and analytical skills, by considering theories and models of political behaviour along with the way data and other evidence can be brought to bear in testing the validity of these models.

PO645 Market States and Post Democracy

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Pabst Dr A

Contact Hours

150 hours including 22 hours of lectures and seminars and 128 study hours

Learning Outcomes

Analyse the relations between the state and the market since 1848.
Learn and apply different theories of capitalism and democracy.
Understand how market-states and post-democratic regimes emerge and evolve.
Evaluate reforms or transformations of capitalism and democracy.
Explore different strategies of resistance to post-democratic market-states.
Be familiar with alternatives to capitalism and democracy.

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Giovanni Arrighi, The Long Twentieth Century. Money, Power, and the Origens of our Times (London: Verso, 1994)
Colin Crouch, Post-Democracy (Cambridge: Polity Press, 2004)
Richard Robison (ed.), The Neo-liberal Revolution: forging the market state (Basingstoke: Palgrave Macmillan, 2006)
Karl Polanyi, The Great Transformation. The Political and Economic Origins of our Time (Boston: Beacon Press, 2000)
Sheldon S. Wolin, Democracy Incorporated: Managed Democracy and the Specter of Inverted Totalitarianism (Princeton, NJ: Princeton University Press, 2008)

Restrictions

Stage 3 only

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. 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. 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 conception of capitalism and democracy as "quasi-religions" (Walter Benjamin) and various arguments that formal democratic representation and abstract capitalist exchange engender a "society of spectacle".

PO646 Presidents, Parliaments and Democracy

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Morgan-Jones Dr E

Contact Hours

150 hours including 22 lecture/seminar hours and 128 study hours

Learning Outcomes

A good knowledge of the theories and literature addressing the consequences of different executive formats and variation within these formats for democratic government.
The ability to critically evaluate the strengths and weaknesses of these theories with reference both to their theoretical coherence and empirical evidence.
Be able to draw upon a range of case specific and comparative evidence to support their arguments.
Be familiar with key problems in the empirical study of the effects of constitutional design.

Be able to identify different ways of conceptualizing and measuring different aspects of democratic performance and be able to consider the implications of these measures for our knowledge of the consequences of constitutional design.

Method of Assessment

50% coursework; 50% exam.

Preliminary Reading

Cheibub, Jose Antonio. 2007. Presidentialism, parliamentarism, and democracy. Cambridge University Press.
Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. 2013. Principles of Comparative Politics. CQ Press
Strom, Kaare. 2003. Delegation and accountability in parliamentary democracies. Oxford; New York; Oxford University Press.
Tsebelis, George. 2002. Veto players: how political institutions work. Princeton NJ: Princeton University Press.

Synopsis

This module introduces students to central debates about the influence of different executive formats on democratic government. The course examines the differences between and within presidential, parliamentary and semi-presidential constitutions and examines their consequences for the quality of democracy and for policy outcomes. The course initially focuses on identifying the key institutions and processes that shape the behaviour and strategies of politicians in the executive, before moving on to consider the consequences of these for governance, policy-making and democratic stability. Throughout the central focus is on understanding the extent and the ways that formal political institutions may shape how politicians respond to citizen preferences, bargain with each other to resolve political conflict and choose policies. Students will be exposed to different ways of thinking about the impact of political institutions on politics, different ways of conceptualizing and measuring democratic performance and encouraged to think about how a broad range of other factors may interact with constitutional formats to shape outcomes. The approach used will be broadly comparative and will use case-specific and cross-national evidence from both developed and less developed democracies in all regions of the world.

PO652 Politics in the Classroom

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Devellennes Dr C

Contact Hours

150 hours including 12 hours initial training and support classes, 18 hours placement time, 120 study hours.

Learning Outcomes

Ability to present core political ideologies and concepts as well as key features of both UK and international politics clearly within a classroom setting;
Students will realize the importance of professional responsibility and will have followed professional guidelines;
Understanding of the National Curriculum and the role of citizenship and politics within it;
Knowledge of the organisation within schools and the management of people within them.

Method of Assessment

20% Teacher Evaluation, 80% Portfolio

Preliminary Reading

Information on the National Curriculum: http://www.nc.uk.net
Heywood, A. Politics: A Foundation, third edition, Basingstoke, Palgrave Macmillan, 2007.
Geoghegan, V. And Wilford, R. (eds) Political Ideologies: An Introduction, fourth edition, London, Routledge, (forthcoming 2013).
Leach, R. The Politics Companion, Basingstoke, Palgrave Macmillan, 2008.

Restrictions

Places on the module are strictly limited and are only available to students in the School of Politics and International Relations (single and joint Honours); students will be required to attend an interview and participation in the module is subject to a successful DBS check.

Synopsis

The module will begin with training sessions for the students in the Autumn term. These will include sessions on the relationship with the teacher, how to behave with pupils, as well as how to organise an engaging and informative session on an aspect of politics drawn from the national curriculum. These sessions will be run by the Partnership Development Office. After training the student will spend one session per week for six weeks in a school in Spring term (this session includes time to travel to and from the School, preparation and debrief time with the teacher and ‘in class’ time with the teacher and pupils – 3 hours in total). They will begin by observing lessons taught by their designated teacher and possibly other teachers. Later they will act somewhat in the role of a teaching assistant by working with individual pupils or with a small group. They may take ‘hotspots’: brief sessions with the whole class where they explain a topic or talk about aspects of university life. Finally the student will progress to the role of “teacher” and will be expected to lead an entire lesson.
The student will be required to keep a weekly log of their activities. Each student will also create resources to aid in the delivery of citizenship and politics within the curriculum. Finally, the student will devise a special project (final taught lesson) in consultation with the teacher and with the module convener. They must then implement and evaluate the project.

PO653 Marxism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	
2	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	
2	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

150 hours including 44 lecture/seminar; 106 study hours. Autumn term.
(lecture/seminar hours split: 22 lecture/seminar and 22 'Capital' lecture/seminar)

Learning Outcomes

Understand the main ideas of Karl Marx, Fredrick Engels and later Marxists in relation to politics and international relations.
Demonstrate first-hand knowledge of some of the principal writings of Marx, Engels and some later Marxists.
Demonstrate familiarity with major Marxist debates and theories.
Understand the political context within which key Marxist theories and debates emerged.
Understand some of the major criticisms of Marxism.
Deploy Marxism as an explanatory theory and understand its political implications.

Method of Assessment

Participation in class (10%), Participation in 'Capital' workshops (10%)
40% coursework (essay of 3,000 words)
40% exam

Preliminary Reading

Goran Therborn, 'From Marxism to Post-Marxism' (London: Verso, 2008)
Francis Wheen, 'Karl Marx' (London: Fourth Estate, 2010)
Fredrick Engels, 'Socialism: Utopian and Scientific' (multiple editions)
David Harvey, 'The Enigma of Capital and the Crises of Capitalism' (London: Profile Books, 2010)
Karl Marx, 'Economic and Philosophic Manuscripts' (multiple editions)
Schlomo Avineri, 'The Social and Political Thought of Karl Marx' (Cambridge: Cambridge University Press, 1968)
Jonathan Joseph, 'Marxism and Social Theory' (Basingstoke: Palgrave Macmillan, 2006)

Restrictions

Stage 3 only.
Preference may be given to Politics and International Relations students (single and joint Honours).

Synopsis

The module is aimed to introduce students to Marxist theory and to enable them to assess both the contemporary and historical significance of Marxism in world politics. Students are expected to read some of the key texts of Karl Marx and Fredrick Engels and to consider varied interpretations and critiques of Marxist methods, writings and theories. Students are also expected to consider the political contexts in which these theories and debates emerged and their implications for political practice. Students are not expected to demonstrate any detailed knowledge of the history of Marxist-inspired governments, regimes or political movements.

PO654 Politics of Deeply Divided Societies

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Rasaratnam Dr M

Contact Hours

150 hours including 11 hours of lectures; 11 hours of seminars; 128 hours independent study.

Learning Outcomes

Comprehend history and contemporary problems facing deeply divided societies.

Develop expertise on the main methods and theoretical approaches to mediation and conflict resolution.

Learn how to understand and evaluate opposing views and frameworks in the study of deeply divided societies.

Learn basic negotiation skills and participate in group simulations aiming to discuss and resolve problems in deeply divided societies.

Examine and evaluate principal institutional responses to protracted conflicts and apply those to deeply divided societies.

Method of Assessment

50% coursework: 50% exam

Preliminary Reading

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

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

Kymlicka, Will (1995). Multicultural Citizenship: A Liberal Theory of Minority Rights, (Oxford: Clarendon Press). read chapters 1,2,6 pages (1-33 and 108-130)

Arend Lijphart, 1969. "Consociational Democracy," World Politics, Vol.21 (2): 207-225

Fisher, Roger and William Ury, Getting to Yes: Negotiating Agreement Without Giving In, Penguin, 1983

Radha Kumar, "The Troubled History of Partition," Foreign Affairs 76, 1 (January/February 1997): 22-34

Synopsis

This module explores the linkages between mediation theory and the practice of conflict resolution in deeply divided societies. Topics include the theory and practice of negotiations, conflict escalation and peace mediations while specific emphasis will be given to the role of regional or international institutions in early conflict prevention. The module applies negotiation theory in the study of state disintegration, demographic and environmental conflict, property rights, federal management and transitional justice. The course engages with the core literature in negotiation theory and exposes students to a number of simulations aiming to improve negotiation skills (identifying best alternatives, revealing or not preferences, identifying win-win arrangements, defeating spoilers and exercising veto rights). Because of the practical skills taught in the module and the interactive nature of in-class simulations, students are expected to attend lectures and tutorials. Finally, the course examines the role of citizens and community organizations in peace mediations focusing on a number of selected case studies from deeply divided societies specifically Israel/Palestine, the former Yugoslavia, South Africa, Greece/Turkey (including Cyprus & the Kurdish issue), Rwanda and Northern Ireland.

PO656 Humans at War

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Toros Dr H

Contact Hours

150 hours including 30 hours of lectures and seminars/Q&A session with external speaker; 120 hours independent study.

Learning Outcomes

On successful completion of this module, students will be able to:
understand the key approaches to agency in social and political theory.
identify the various actors involved in warfare and peacemaking.
understand the social, political and experiential aspects of the various types of actors involved in war.
critically engage with conflict studies and International Relations, and challenge the underlying assumptions of the field.
identify cognate disciplines studying actors in war including sociology, anthropology and ethnography of war.
analyze testimonies of war (written, oral, video, photographic).
engage with experiential knowledge and link it to theoretical approaches to conflict.
formulate questions in face to face contact with interviewees.
understand the ethical issues linked to interviews with actors involved in war.

Method of Assessment

100% coursework (2 essays of approximately 2,500 words, each worth 50%).

Preliminary Reading

Dallaire, Romeo. (2005). Shake Hands with the Devil: The Failure of Humanity in Rwanda. London: Carroll & Graf.
Levi, Primo. (1996) If This is a Man; The Truce. London: Abacus.
Nordstrom, Carolyn. (1997) A Different Kind of War Story. Philadelphia: University of Pennsylvania Press.
Nordstrom, C. and A. Robben (eds). (1995) Fieldwork Under Fire: Contemporary Studies of Violence and Survival. Berkeley, CA: University of California Press.

Restrictions

STAGE 3 Only. Preference will be given to Politics and International Relations students (single and joint Honours).

The weekly lecture/seminar sessions WILL NOT be recorded on lecture capture due to the sensitive nature of the material covered. Talks by guest speakers will also not be recorded. Any student with an ILP should contact the module convenor at the start of the module to discuss arrangements for recordings if included in their ILP.

Synopsis

This module aims to investigate the different roles and experiences of human beings at and in war. Following an introduction to issues regarding agency (How do people act in the social world? How much freedom do they have? What impact can their actions have?), the course will examine the roles of combatants (both state and non-state), civilians (men,

women and children), and third parties (peacekeepers, humanitarian workers, journalists, and academics). The module will draw on academic literature, but also written, oral and video testimony and artwork to examine these categories first as a social group (examining questions such as age brackets, income brackets, education, life expectancy), then in terms of their political functions and roles, and finally in an attempt to access some degree of experiential knowledge of war and peace. Due to the sensitive nature of the material examined, the module will not be using lecture capture.

PO657 Political Research and Analysis

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Sudulich Dr L
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	Sudulich Dr L

Contact Hours

150 hours including: Lectures (11 contact hours) and Seminars/PC Laboratory Sessions (11 contact hours); 128 study hours.

Learning Outcomes

On successful completion of this module students will understand the importance of quantitative research methods for the cumulative growth of knowledge in the political and social sciences, including the use of basic logic of the empirical research process. This course will make students familiar with key methodological and statistical concepts relevant to quantitative data analysis, as well as improve their ability to critically evaluate arguments supported by quantitative work. They will be able to select and evaluate statistical tests appropriate to explore substantive research questions in the fields of politics and international relations, formulate and test simple hypotheses using bivariate and multivariate designs, and develop the basic ability to enter, code, manipulate, and examine data sets within statistical software. In doing so, students develop their intellectual skills of gathering, organizing, and deploying evidence, data and information to develop and defend reasoned arguments, synthesise relevant information and exercise critical judgement. All of this serves to deepen students' transferable skills of using communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information.

Method of Assessment

60% coursework (weekly assignments), 40% exam (students sit a 1 hour exam where they are tested on the topics dealt with in the module)

Restrictions

Stage 2 only.

Synopsis

The study of social and political phenomena is a vast endeavour and this class will serve as an introduction to methods for social science research. This 15 credit intermediate-level module is normally taken in Stage II. It provides a basic, non-technical introduction to the use of quantitative methods in the political sciences for students from a variety of educational backgrounds (including those with very limited knowledge of mathematical terminology and notation). The progression of this course will address scientific research design and methodology and consider many examples of such research In short, it seeks to enable students to read, interpret, and critically assess arguments drawing on quantitative methods in Politics and International Relations. Students with some prior exposure to quantitative methods will have the opportunity to improve their command of statistical software as well as apply their general statistical skills to data sets commonly found in policy and academic work.

The module is divided into two main components: In the first part, students will be introduced to both the logic of empirical research in the social sciences and to basic concepts and techniques of descriptive uni-, bi-, and multi-variate data analysis. The second part will focus on uni-, bi-, and multi-variate inferential statistics. ICT skills will be acquired/enhanced of students by the introduction to and use of statistical software (SPSS). The focus will be on student-centred learning and critical reflection of selected examples of quantitative work in seminars and group work.

PO658 The Rise of China

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Lee Dr PK

Contact Hours

150 hours including 11 lecture hours, 11 seminar hours and 128 study hours.

Learning Outcomes

Understand the differing nature of Chinese and Western conceptions and practices of world order in the 19th century.
Understand the influence of imperialism, revolution, nationalism and modernisation on the evolution of China's political system.
Understand Chinese historical political traditions that continue to mould present-day China.
Analyse the key political issues that have challenged the country in its path to development in the 20th and early 21st centuries.
Provide the foundations to inform comparative political studies of East Asia.

Method of Assessment

100% coursework (essay 1 of 2,000 words (40%) and essay 2 of 3,000 words (60%)).

Preliminary Reading

June Grasso, Jay Corrin and Michael Kort, Modernization and Revolution in China: From the Opium War to the Olympics, 4th ed. (Armonk, NY: M E Sharpe, 2009)

Restrictions

Not available to students who have taken PO318 The Rise of China.

Synopsis

This module aims to provide students with a critical review of China's hegemonic role in pre-modern East Asia and its political development since the 1840s when it was forced to open up to the outside world and to lay a solid foundation for even more detailed study of present-day China.

It deals with a recurrent theme in the study of Chinese politics, that is, how successive Chinese leaderships since the 1840s have reconciled Chinese indigenous political culture with models of modernisations that originated in the West. Focus is on how indigenous and foreign models for state-building and political development have guided Chinese thinking about national rejuvenation and modernisation.

This module assumes no prior knowledge of Chinese history or politics, and introduces students to the defining features of the Chinese traditional political system, including: Confucianism and Legalism, the causes of the demise of imperial China in 1911, the abortive attempts of republicanism and constitutionalism between 1912 and 1949, the rise of communism, and major political events since 1949 as well as its recent ascendancy.

Questions to be explored in this module include: Why did the Chinese imperial system fail to meet the challenges and encroachment from the West and Japan? How did Chinese leaders understand 'modernisation'? Why did Chinese political elites embrace communism? What have been the impacts of revolutions on China's external behaviour and relations, post-1949? How has China's worldview been 'socially constructed' in its interactions with Western powers? What is China's grand strategy for development in the early 21st century?

PO659 Resistance, Suffering and Leadership

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Rossbach Dr S

Contact Hours

Weekly two-hour lecture/seminar for 11 weeks.

Learning Outcomes

Upon successful completion of the module, students will:

have a good understanding of the historical contexts and the empirical details of the lives lived by Gandhi, Mandela and Suu Kyi.
be familiar with the ideas and principles that inspired Gandhi, Mandela and Suu Kyi.
have a good understanding of 'political biography' as a method in political science and be able to critically evaluate the limits and potential insights of this method.
be familiar with theories and concepts describing the complex interaction between 'agency' and 'structure' in politics and be able to evaluate such theories and concepts in relation to concrete examples.
be familiar with theories and concepts describing the complex link between 'ideas' and political outcomes and be able to evaluate such theories and concepts in relation to concrete examples.
be familiar with theories and principles of leadership and their application in the world of politics and be able to evaluate different leadership styles in terms of their effectiveness in a variety of circumstances.

Method of Assessment

100% coursework.

Preliminary Reading

MK Gandhi, An Autobiography or the Story of My Experiments with Truth (Penguin, 1982)
N Mandela, Long Walk to Freedom (Little, Brown, 1994)
AS Suu Kyi, Freedom From Fear (Penguin, 2010)

Synopsis

This module will look at the political lives of three of the icons of contemporary world politics: Mohandas Karamchand Gandhi, Nelson Mandela and Aung San Suu Kyi. The module will begin with a brief introduction to biographical narrative as a method in political science. We will then discuss these three figures in three blocks of three weeks each, leaving one week for a concluding and comparative discussion (and one reading week). Throughout the module, the key themes of the title – resistance, suffering (sacrifice) and leadership – will serve as a focus as the module considers the lives of Gandhi, Mandela and Suu Kyi and their impact on world politics. Each block will first discuss the political life of the leader in question, after which one week will be devoted to some of his/her key primary writings, leaving one week to consider the meaning of resistance, suffering and leadership in each of the three lives.

PO660 International Conflict and Cooperation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	Clayton Dr G

Contact Hours

150 hours including 11 lecture hours, 11 seminar hours, 128 study hours.

Learning Outcomes

Understand and critically assess various definitions of conflict.
Present a basic understanding of various approaches to the analysis of international conflict.
Appreciate the diverse range of methods used to study international conflict and conflict resolution, in particular the scientific approach.
Understand the diverse views on conflict resolution.
Critically analyse the strengths and weaknesses of different conflict resolution approaches.
Apply knowledge gained in the module to cases of international conflict.

Method of Assessment

50% coursework (Essay 35%; Bi-Weekly Reading Exam 15%); 50% exam

Preliminary Reading

Ramsbotham, O. H. Miall; & T. Woodhouse. (2013). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, Cambridge: Polity. (3rd Edition).
Barash, D. and C. Webel. (2013). Peace and Conflict Studies, 3rd ed, Thousand Oaks, Sage Publications.
Bercovitch, J. and R. Jackson (2009). Conflict Resolution in the 21st century: Principles, Methods, and Approaches. Ann Arbor: University of Michigan Press.

Pre-requisites

PO325 Introduction to Conflict Analysis and Resolution is a recommended (but not required) pre-requisite module.

Synopsis

The course provides an overview of the broad field of international conflict analysis and resolution. Students have the opportunity to explore the motivations driving different forms of conflict, including interpersonal, group and civil violence. Students will also be exposed to a range of theories and approaches used to understand violent conflict, and a number of different methods of conflict resolution (e.g. negotiation, mediation, peacekeeping operations, and transitional justice.) The approach is interdisciplinary and juxtaposes traditional approaches used to study conflict management with new scientific studies of conflict and cooperation.

PO661 Comparative Politics: Dictatorship and Democracy

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
3	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Morgan-Jones Dr E

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours.

Learning Outcomes

Knowledge of the purposes of descriptive and causal analysis in politics and international relations.
Knowledge of the main research designs used in politics and international relations and the ability to evaluate their strength and weaknesses as they are employed to investigate substantive questions of interest.
Knowledge of some of the main ways researchers collect and analyses data in politics and international relations and the ability to evaluate their strengths and weaknesses.
The development of skills in data collection and analysis.

Method of Assessment

65% course work, 35% exam.

Preliminary Reading

King, G., Keohane, R. O., & Verba, S. (1994). Designing social inquiry: Scientific inference in qualitative research. Princeton University Press.
Van Evera, S. (1997). Guide to methods for students of political science. Cornell University Press.
Brady, H. E., & Collier, D. (Eds.). (2010). Rethinking social inquiry: Diverse tools, shared standards. Rowman & Littlefield Publishers.

Synopsis

This module is currently under revision as we are adjusting its contents to the changes we have made last year to our first year courses. Students will be emailed updated module information as soon as the review is completed. The revised PO661 module will build on and develop students' knowledge of the approaches and methods used in the study of politics and international Relations introduced in the first year of the degree program and the foundation in the analysis of quantitative data established in the second year. We will consider the nature and purposes of descriptive and causal analysis in politics and international relations, thereby developing skills in choosing, using and evaluating the research designs and techniques for the collection and analyses of data used by researchers in these fields. Emphasis in the course will be placed on a mixed methods approach to political analysis that enables student to integrate, analyse and evaluate both qualitative and quantitative information. In addition to developing a conceptual and theoretical understanding of different approaches to evidence gathering and analyses and how they can be combined, students will also have the opportunity to extent their skills in practical data analyses.

PO664 Conflict Analysis and Northern Ireland: History, Politics & Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

This module will not be available in 2015/16.

Contact Hours

150 hours including 22 hours workshop (one 2-hour workshop per week); 128 study hours.

Learning Outcomes

On successful completion of the module, students will be able to:
Demonstrate an in-depth knowledge of the historical development and recent political history of Northern Ireland;

Understand the connections between events in Northern Ireland from 1921-2013 and wider theoretical principles behind conflict management and conflict transformation;
Evaluate the central issues that underpinned community conflict in Northern Ireland and how British policy evolved in the region;
Apply the empirical detail of the Northern Ireland case to wider conceptual debates relating to the roles of direct and indirect actors in conflict, the role of spoilers in emerging peace processes and the advantages and limits of consociational democracy in political settlements;
Understand the linkages between politics, history and culture within a politically divided society;
Appreciate and understand the complex patterns of sectarianism in Northern Ireland and how relationships between nationalists and unionists have been affected by the peace process over the last 20 years.

Method of Assessment

50% Course work 50% Exam.

Preliminary Reading

Cochrane, F. (2013) Northern Ireland: The Reluctant Peace
(The course will be structured around this new book and purchase is recommended)

Conflict Archive on the Internet (CAIN) Background on the Northern Ireland Conflict
Online at: http://cain.ulst.ac.uk/othelem/index.html

Darby, J. (1995) 'Conflict in Northern Ireland: A Background Essay'
Online at: http://cain.ulst.ac.uk/othelem/facets.htm#chap2

Dixon, P. (2001) Northern Ireland: The Politics of War and Peace, Palgrave
Farrell, M. (1980) Northern Ireland: The Orange State, Pluto Press
FitzDuff, M & L. O'Hagan (2009) The Northern Ireland Troubles: INCORE Background Paper
Online at: http://cain.ulst.ac.uk/othelem/incorepaper09.htm

Fox, C. (1997) The Making of a Minority,
Online at: http://cain.ulst.ac.uk/othelem/fox.htm

Hancock, L. (1998) Northern Ireland: Troubles Brewing
Online at: http://cain.ulst.ac.uk/othelem/landon.htm

McGarry, J. & B. O'Leary (1995) Explaining Northern Ireland: Broken Images, Blackwell.
O'Leary, B. & J. McGarry (1993) The Politics of Antagonism: Understanding Northern Ireland, Athlone Press.
Tonge, J (2006) Northern Ireland, Polity.
Tonge, J. (1998) Northern Ireland: Conflict and Change, Prentice Hall.

Pre-requisites

None.

Synopsis

This course will provide students with an in-depth knowledge of the recent political history of Northern Ireland. The course will be accessible to all students, whether they are new to the topic or not. The main objective of the course is to provide students with a greater understanding of one of the most complex regions within the United Kingdom. Students who take the course will learn about the central issues that underpinned community conflict, why sectarian conflict broke out in the region in the late 1960s, why it continued for so long, and what political dynamics led to the 'peace process' of the 1990s. In addition to looking at the conventional historical and political development of Northern Ireland, the course will also focus on wider aspects of the society such as representations in Irish poetry, music and sport, and the way in which these have mirrored political and cultural relationships within the region.

PO665 Advanced Topics in Politics and International Relation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Den Boer Dr A
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	Sakwa Prof R

Contact Hours

150 hours including a weekly 2-hour seminar (22 hours); 128 hours independent study.

Method of Assessment

100% coursework (Reconstruction or critical literature review (20%), 4000 word essay (80%))

Pre-requisites

In order to study this module, students must have obtained an average of 60% or more in their stage 2 coursework.

Restrictions

This module is only available to stage 3 students in the School of Politics and International Relations (single or joint Honours) who have obtained an average of 60% or more in their stage 2 coursework.
Students may only take one topic within this module. Further details will be available at the information session held in Spring term.

Synopsis

This module is designed to offer Stage 3 Politics and International Relations students an opportunity to study a topic in politics and international relations at an advanced level. Participation will be limited to students who have demonstrated strong writing and analytical skills in their Stage 2 coursework (with a minimum average of 60%) and the topics may vary from year to year depending on the research and teaching interests of academic staff. The module will build on the concepts, theories and methods that students have acquired in their previous studies, introducing them to more advanced readings and further developing their knowledge and understanding of the scholarship at the forefront of their discipline in a given issue area. Students will work very closely with academic staff and will benefit from their research expertise and individual feedback in a small group setting. The module will assist students in developing their critical and analytical skills and help them to understand the uncertainty, ambiguity and limits of knowledge concerning their advanced topic in politics and/or international relations.
FOR THE 2015/2016 ACADEMIC YEAR

Three topics will be offered: two in the Autumn Term and one in the Spring Term. Students may only take one topic within this module.

Topic title: Global Gender Justice (Autumn Term)

This module addresses some of the complex issues regarding achieving justice for women internationally through a thematic examination of classical and cutting-edge scholarship in the areas of gender, security, and human rights. We will interrogate practices of representation of women as victims and explore the cultural, religious, political, and social challenges and barriers to achieving gender justice within the family, the community, the state and global society. We will analyse the effectiveness and limits of international organisations, international human rights instruments, NGOs and activists to bring about change in women's lives. The seminar will be guided by an overall aim to explore the extent to which gender inequality within the state has an impact on state behaviour, with a specific focus on state development and state security.

Students gain an awareness of the following themes: the situation of women around the world; the ways in which gender affects social, political, and economic status; the evolving study of gender in international politics (with an emphasis on security and human rights); the political implications of scholarship; and the links between gender, feminism, and activism.

The seminar requires previous knowledge of international relations, but will introduce students to feminist theories relevant to the study of gender in international relations. The two-hour weekly seminar will involve a close reading of key texts as a group as well as discussion/debate of the weekly topics.

Topic title: India in the twenty first century (Autumn Term)

This course introduces students to the central issues and dynamics that define Indian politics today, situating these within their historical development. It examines the shifting dynamics of Indian party politics, the politics of economic reform, the causes and consequences of ongoing economic inequalities, the politics of welfare as well as the Maoist insurgency and its links to conflicts over economic redistribution. The course also examines the politics of identity focussing on how differences of caste, religion, language and region and the often violent conflicts these entail. It will then examine gender relations situating these in the context of social change and shifting power relations. Finally the course discusses the main issues and problems of Indian foreign policy, in particular India's often fraught regional relations and the search for global power status. In the course of studying these topics, students will be introduced to the key scholars, themes and debates that have defined the political science and political economy literature on India. It does not presume any prior knowledge of Indian politics.

Topic title: Russia and its Neighbours (Spring Term)

The crisis over Ukraine from 2013 was stark demonstration of the failure to establish an inclusive and mutually legitimate system of European security and international politics after the end of the Cold War. On the one side, Russia was treated as a defeated power, even though the country did not see itself as such, and was assigned a modest role in world affairs. In the end this provoked a type of Weimar syndrome in a country whose dignity and interests were perceived to have been ignored. On the other side, the European Union and NATO have claimed to be advancing a type of 'post-modern' politics in which traditional Westphalian notions of balance of power and geopolitical interests have given way to a benign notion of economic and normative homogenization. Two contrasting visions of world order came into contestation.

The module will examine the evolution of Russian foreign policy since the end of the Cold War and its interactions with the EU and N

PO666 Religion and International Politics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Mavelli Dr L

Contact Hours

150 hours including 22 hours lecture/seminar (1 hour lecture and 1 hour seminar per week); 128 hours independent study.

Learning Outcomes

On successful completion of the module, students will be able to:
understand the key debates surrounding the question of religion in international politics, from the 'clash of civilisations' to the 'power of secular formations'.

summarise and critically evaluate the dominant theoretical approaches to the study of religion in international politics
understand the role of religion and secularity in the processes of state formation, construction of security and production of political violence
assess the role that religion plays in contemporary practices of emancipation and resistance
identify key ethical and normative questions raised by religion in the public sphere
apply theoretical perspectives to case studies.

Method of Assessment

50% coursework (3000 essay), 50% exam.

Preliminary Reading

Scott Thomas, The Global Resurgence of Religion and the Transformation of International Relations: The Struggle for the Soul of the Twenty-first Century (New York: Palgrave Macmillan, 2005).
Jack Snyder (ed.), Religion and International Relations Theory (New York: Columbia University Press, 2011)
Luca Mavelli, Europe's Encounter with Islam: The Secular and the Postsecular (Abingdon: Routledge, 2012)
Judith Butler, Jurgën Habermas, Charles Taylor, Cornel West, The Power of Religion in the Public Sphere, edited by Eduardo Mendieta and Jonathan VanAntwerpen, (New York, Columbia University Press, 2011)
William T. Cavanaugh, The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict (Oxford: Oxford University Press, 2009)
Elizabeth Shakman Hurd, The Politics of Secularism in International Relations (Princeton: Princeton University Press, 2008)
Jeffrey Haynes, An Introduction to International Relations and Religion (Pearson, 2nd edition 2011)

Synopsis

This module introduces students to the complex set of questions surrounding religion in international politics. The module begins by exploring contending political and sociological understandings of religion at the turn of the 20th century. It looks, in particular, at the constructed nature of the categories of the 'religious' and the 'secular', and at the limits of the secularization thesis, which anticipated the privatization, decline and ultimately disappearance of religion in modernity. The discussion then turns to the relation between religion and secularism in Europe – with a focus on the question of European identity, multiculturalism, the relation between Europe and Islam and the numerous controversies surrounding Islam in Europe – and in the United States – with a focus on the concept of civil religion and the role of religious rhetoric and thinking in US foreign policy, particularly in the so-called 'war on terror'. The module then explores the relation between religion and violence by looking at the role of the 16th and 17th wars of religion in the process of modern state formation and by asking whether there is a genuine connection between religion and violence. The concluding part of the module focuses on the emerging concept of the 'postsecular', its contending meanings, understandings and possible applications by focusing on the case of the 2011 Egyptian revolution.

PO667 War and Peace in International Society

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Molloy Dr S

Contact Hours

150 hours including 22 hours lecture/seminar (1 hour lecture and 1 hour seminar per week); 128 hours independent study.

Learning Outcomes

On successful completion of the module, students will be able to:
understand the complex nature of international society.

summarise and critically assess the dominant theories of international society.
identify and evaluate the central features of international society.
understand continuity and change within international society.
apply theoretical perspectives to contemporary international society.
identify both practical and ethical problems of international society from a variety of theoretical positions.

Method of Assessment

50% coursework (2,500 word essay), 50% exam.

Preliminary Reading

Hedley Bull, The Anarchical Society: A Study of Order in World Politics, 4th Edition (Basingstoke: Palgrave Macmillan, 2012)
Martin Wight, Power Politics 2nd Edition, (London: Leicester University Press, 1995)
Martin Wight, International Theory: The Three Traditions (Leicester: Leicester University Press, 1991)
Adam Watson, Evolution of International Society: A Comparative Historical Analysis @nd Edition (London: Routledge, 2009)
Tim Dunne, Inventing International Society (Basingstoke: Palgrave, 1998)

Synopsis

The purpose of the module is to enable students to critically engage with the International Society (or “English School”) approach to International Relations. Combining political theory, IR theory, philosophy, sociology, and history this approach seeks to understand the theory and practice of international politics by reference to the historical development of relations between large scale political entities (from empires, hordes, kingdoms, to the modern nation-state and beyond) and the discourses that have emerged (Machiavellian, Grotian, Kantian) in response to the development of first European international society and eventually world society. The course focuses on the central features of international society - war and peace - as they have been conceived by the three traditions and members of the English School from Martin Wight to more contemporary figures.

PO669 Conservatism: Politics and International Relations of the Right

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Cunliffe Dr P

Contact Hours

150 hours including 22 hours lecture/seminar (11 hours lectures and 11 hours seminars); 128 hours independent study.

Learning Outcomes

Demonstrate understanding and knowledge of conservative views on the state, the market, society and international relations.
Demonstrate first-hand knowledge of some of the key writings of major conservative thinkers.
Understand aspects of coherence and diversity within the conservative political tradition.
Demonstrate familiarity with major debates within the conservative political tradition.
Understand the political, historical, and social context within which conservative thinkers have developed their theories and ideas.
Demonstrate understanding of some of the major criticisms of conservative politics.
Demonstrate an ability to analyse, make use of and criticise the secondary literature on conservative thinkers and their ideas.

Method of Assessment

100% coursework. Students will be required to submit two pieces of coursework: 1.) a 1500 word reconstruction in their own words of an extract of text from the work of a key conservative thinker, chosen from a select range of thinkers offered by the module convenors (30% of overall mark) and 2.) a 3000 word essay answering one question chosen from a range of questions offered by the module convenors and relating to course material (60% of overall mark). Essay questions will encourage students to undertake comparison across thinkers on the course and the module as a whole. Students will also be assessed on their seminar participation (10%).

Preliminary Reading

Edmund Burke, Reflections on the Revolution in France (1790)
Friedrich Hayek, The Road to Serfdom (1944)
G.W.F. Hegel, Elements of The Philosophy of Right (1820)
James Gregor, Origins and Doctrine of Fascism: With Selections from Other Works by Giovanni Gentile (2004)
Corey Robin, The Reactionary Mind: Conservatism from Edmund Burke to Sarah Palin (2011)
Carl Schmitt, The Concept of the Political, 1996 [1927]
Roger Scruton, Political Philosophy: An Argument for Conservatism (2003)
Michael Oakeshott, Rationalism in Politics and Other Essays (1962)

Alexis de Tocqueville, Democracy in America (1840)

Synopsis

The curriculum is intended to familiarise students with the conservative tradition in modern politics. This is achieved by reference to a range of key conservative thinkers selected by the module convenors to help students understand the diversity of the conservative tradition and consider what factors help to cohere it. Comparison within the tradition and across a variety of thinkers is achieved by examining these thinkers' views on four basic categories of modern politics, namely the state, the market, society and international relations. In order to meet these broad learning outcomes, essay questions will be designed in order to ensure that students have to compare at least two thinkers. The module is structured around lectures and seminars. The module will be team-taught, allowing for a wider range of teaching and research expertise from both module convenors.

PO671 International Security

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Haastrup Dr T

Contact Hours

150 hours including 22 hours lectures and seminars; 128 hours independent study.

Learning Outcomes

On completion of this module students will:
Achieve a detailed knowledge and understanding of traditional and critical approaches to security studies;
Be able to apply concepts of security studies to specific case studies;
Have developed a critical understanding of the key literature and thinkers in security studies.

Method of Assessment

50% exam; 50% coursework (1 essay of 2500 words [40%] and 1 writing assignment of 750 words [10%]).

Preliminary Reading

Peoples, C & Vaughan-Williams, N. (2010). Critical Security Studies: An Introduction, Abingdon: Routledge.
Williams, Paul (ed) (2008) Security Studies: An Introduction, Routledge.

Synopsis

This module provides an introduction to the various approaches to security studies by way of introducing key thinkers, the key literature. Its core aim is to provide a solid theoretical and conceptual grounding for students interested in the diversity of issues, institutions and actors engaged in the practice of international security.

PO675 Politics and IR Internship

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Grundig Dr F

Learning Outcomes

On successful completion of this module, students will:

1. Be able to apply concepts, theories and methods used in the study of politics to the analysis of political issues
2. Have learned how the intellectual knowledge gained through university study can be applied to a variety of practical work-based tasks and issues;
3. Have gained an awareness and understanding of the nature of work within the broad politics field, and of some of the key knowledge-based and practical issues facing employees and organisations
4. Have developed an understanding of the value of work-based learning opportunities for students of Politics and International Relations, and been able to communicate this understanding to fellow students.
5. Have developed a set of learning and practical skills related to the work undertaken in the placement organisation.

Method of Assessment

100% Coursework (50% essay, 35% portfolio, 15% presentation)

Restrictions

Stage 3 only. Places on the module are strictly limited and are only available to students in the School of Politics and International Relations (single and joint Honours); students will be required to attend an interview and participation in the module is subject to students obtaining their own internship.

Synopsis

This module blends practical workplace experience, in the form of an internship in the area of politics and international relations, with taught seminars and private study. The internship will allow students to experience first-hand the practical application of their degree subject in the wider world of work, and will provide the opportunity to develop transferable skills such as teamwork, communication and self-organisation. The taught seminars will provide an opportunity to reflect upon, and develop, knowledge of the sector and its relationship with the academic field of study, using the student's internship experiences and a range of other resources. This will include input from School staff and alumni working in relevant fields,

as well as appropriate support from employability and careers-guidance professionals.

It will be the student's responsibility to source and apply for internship opportunities, but assistance will be provided both by the School's Employability, Internships, Placements and Alumni Relations Officer, and the University's Careers and Employability Service. These opportunities should be in an organisation whose aims and activities are broadly related to politics and international relations, and the internship should reflect these activities and give the student the opportunity to work in a way which allows the module learning objectives to be achieved. Students on pre-approved School-administered internships (currently those based with Kent Union and the Representation of the EU Commission to the UK) will also be eligible to take this module.

The internship must consist of at least 60 hours of work, but this may be spread across a number of days / weeks and need not be a full-time position. The module convenor will approve of all internship opportunities prior to their commencement and students are advised to liaise closely with the module convenor and other appropriate staff in good time. Internships must finish by the date of the final seminar, and the School will provide all documentation and relevant insurance / health and safety checks to ensure that the placement meets both University and sector requirements and guidance on work-related learning opportunities.