



# NCIUL

**UNDERGRADUATE  
PROGRAMME  
HANDBOOK**

**Faculty of Politics &  
International Relations**

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## About This Handbook

This Handbook is prepared to provide you with basic information about what you should expect from your experience at NCIUL, and where to get support in case of need. Be aware that in this Handbook we are providing you with a summary of our general regulations, and you should always refer to them to understand NCIUL policies and procedures. You will find links to our website within this Handbook, for you to use as a reference guide.

This Programme Handbook is prepared ahead of the academic period to which it relates, meaning that there may be changes to it by the time you are a student with us. These changes, alterations or amendments are necessary to provide you with a better learning experience and will be made available to you on our website, VLE and communicated to you by email.

### *Information in alternative formats*

This handbook is available online, in your MyNCU.

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact the Student Office.

We can supply sections from this publication as:

- a Word document with enlarged type – sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

### *Disclaimer*

This Handbook does not replace NCIUL's regulations. All students will be required, as a condition of enrolment, to abide by and submit to the procedures of NCIUL which are amended from time to time.

Every effort has been made to ensure the accuracy of the information contained within this Handbook, but it is subject to alteration without notice. NCIUL will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out in this Handbook. However, NCIUL reserves the right to make variations to the contents or methods of delivery of programmes, to discontinue programmes and to merge or combine programmes, if such action is reasonably considered to be necessary by NCIUL. If NCIUL discontinues any programme it will use its reasonable endeavours to provide a suitable alternative programme.

## **Welcome from the Director**

Welcome to NCIUL, an institution with an international style of education. Our distinguished faculty, with an almost limitless breadth of academic and business experience, offers our students a challenging, inspiring, and practical foundation for their future endeavours.

NCIUL seeks to deliver educational programs and high value services grounded upon the principles of truth, established practice and founded science for the end goal of producing a new breed of self-directed, competent leaders. With the help of technology, it is now possible for educational institutions, such as NCIUL, to fulfil this thrust. Education does not need to be confined to traditional settings because people who want to obtain their degrees or expand their educational qualifications can do so through alternative means. NCIUL's programs and curricula are comprehensive and at the same time, adhere with exemplary international standards. This means that the institution has received accreditation from ASIC after passing their reviews and after completing various requirements.

NCIUL, in its thrust to promote and accelerate leadership as well as professional development not only among its student body but also its faculty and other employees, harnesses current research, relevant curricular offerings and responsive support services. By taking this stance, NCIUL is assured that it plays a significant role in the creation and delivery of relevant knowledge and skill, thereby contributing to society in general. In its aim to serve as centre of knowledge and be part of the global education and science community, NCIUL also assumes responsibility for ongoing enhancement of a well-rounded, research-oriented academe. NCIUL takes pride in the opportunities and knowledge it offers to the international education landscape and values each student as they contribute to this legacy.

We are proud of our academic challenge and excellence, and we believe that every incoming student adds to our legacy. Our faculty members are encouraged to provide our students with the fundamentals that they will use for the rest of their careers, while imparting learning experiences and lessons that will serve them personally and professionally.

I am confident that NCIUL can meet and exceed your expectations. We are proud of the opportunities and experiences that NCIUL offers every day, and we hope you will become part of our community.

Kind Regards,

Stefano Bandecchi  
Director

## **Message from the Dean, Faculty of Politics and International Relations**

Welcome! Your new life at **NCIUL** starts here.

NCIUL offers world-class online and face to face courses designed to help you enhance your intellectual interests and skills. We provide you with a practical and ideal solution that makes it far more convenient to obtain a degree without leaving your home or giving up your job. Our degree programs are likewise perfect for those who wish to further specialize in a particular field without compromising career or business activities.

You can complete courses by following our interactive and dynamic degree programs through a highly-effective platform that combines lecture courses, internships, and practical and vocational activities to make e-learning a positive and dynamic experience.

### **Faculty of Politics & International Relations**

The Faculty of Politics & International Relations (PIR) is delighted to welcome its new students at the London Campus. Although NCIUL is still relatively new in the UK, we have come a long way in the Higher Education sector.

The Faculty of Politics & International Relations, with its friendly administrative and academic staff, will support your needs and enhance your learning experience in the vibrant city of London. Here our students are part of a strong community that knows no barriers and appreciates diversity, equality, and integration.

Our departments, as well as our programmes, are designed to engage students in an interactive way, through the use of innovative blended teaching and learning techniques, and through the use of both real-life problem-based and research evidence-based approaches. What we offer here, at NCIUL Faculty of Politics & International Relations, is a lifelong learning attitude to form the political scientists, foreign affairs experts and outstanding citizens of tomorrow.

We hope that your time as a student at NCIUL is successful and enjoyable, and best of luck with your studies.

**Dr Luisa Morettin**  
**Dean and Programme Leader**



# 1. Programme Specification

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## 1. Overview

NCIUL provides an interactive, innovative experience that aims to engage students in a broad variety of activities including the acquisition of in-depth knowledge of core subjects, and the enhancement of critical thinking skills so that students develop employability skills. We continue to promote a lifelong learning attitude.

At the Faculty of Politics & International Relations, academic excellence revolves around blended teaching and learning methods in a real life, problem-based approach. Through seminars, traditional lecturers, labs, workshops and team challenges, students are encouraged to deepen their knowledge in a way that matters once they graduate. At the same time, fostering a practical approach, students will have the chance to build interpersonal, transferable skills over time and throughout the programme.

In today's complex world modern states need political leaders and IR scholars and specialists capable to find ways to adapt nations to new challenges and changing relations so as to keep providing their people the core values that states are expected to uphold, namely security, freedom, justice and welfare.

The programme in Politics and International Relations is designed to form future embassy and Foreign Service officers, political aides, journalists, media analysts, policy advisors, speech writers, intelligence agents, foreign aid workers, fundraisers, and scholars.

As an increasingly complex world began to be influenced by globalisation and a greater number of issues emerged, there has been a constant increase in demand from students in the politics and international relations studies in the UK, indicating that the programme would generate a significant stream of potential learners.

The programme also cares for the future employment choices of students. Due to the very wide range of international relations careers, our Student Placement Office informs students of intern-ship opportunities at private and public sector and non-profits organizations throughout the year.

The strategic choice to provide such an innovative educational experience in central London is strictly linked to the programme's aims and learning objectives. London is a metropolis known for its multicultural diversity, equality and first class learning opportunities. Furthermore, the vibrant international and economic influences, and vast employment opportunities that London offers to graduates with a global understanding of politics and international relations are likely to generate a substantial demand for the programme from students.

## 2. Educational Aims and Objectives

The programme's aim is to equip students with understanding of politics and international relations. The politics elements of the degree develop critical thinking and independence of thought about politics and history. The international relations elements provide students with a sophisticated understanding of current affairs, both as a subject worthy of study and as an intellectual preparation for the widest possible range of career choices in areas such as national bodies, embassies and consulates, international organizations, charities, campaign groups and other non-governmental organizations. The key objectives are to:

- provide students with a rewarding educational experience that encourages a critical understanding of the multidimensional processes of globalisation and their impact on political ideas and institutions.
- develop a clear and thorough knowledge of the political, social, economic, historical, and cultural contexts of the international system and its institutions shaping world affairs. relations, with the empirical issues students may be more familiar with from news media.
- provide students with essential transferable skills such as independent critical and strategic thinking, analytical skills and confident decision-making.

- foster in students a sense of respect for diversity and responsibility towards society preparing them to become effective political scientists and leaders who are successful learners, confident individuals and responsible global citizens.
- provide a stimulating educational environment for students in central London, a metropolis known for its multicultural diversity, in accordance to the core spirit of the programme. The vibrant international influences and the vast employment opportunities that London offers to graduates with an understanding of politics and international relations are likely to offer even more advantages to our students.
- provide students with an opportunity to learn in a stimulating and engaging environment, with blended teaching techniques and both traditional and innovative methods. Knowledge and core competencies are provided online as well as offline, in accordance with students' learning styles, to promote employability, reflectiveness and self-awareness, through academic excellence and a problem-solving approach.

### 3. Programme Learning Outcomes

According to QAA, learning outcomes can be defined as “what a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.” Learning outcomes have a very important function when it comes to assessment, and must be aligned to the related programme assessment and award.

Learning outcomes for the BA (Hons) International Politics have been designed to progress within the whole programme, in relation to the level of knowledge/skills students are expected to achieve.

To be awarded a Certificate of Higher Education in International Politics, students will be expected to achieve learning outcomes A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3, D5, D7, D8.

To be awarded a Diploma of Higher Education in International Politics, students will be expected to achieve learning outcomes A1, A2, A3, A4, A5, A6, A7, B1, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4, D5, D6, D7, D8.

To be awarded a BA (Hons) International Politics, students will be expected to achieve learning outcomes A1-A11, B1-B9, C1-C9, and D1-D12.

#### Knowledge

*At the end of the programme, learners will be expected to:*

**A1** demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.

**A2** illustrate key historical and contemporary geopolitical, economic and social issues.

**A3** identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.

**A4** understand the different theoretical currents and concepts in political science and international relations.

**A5** show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.

**A6** reproduce the inter-connectedness of political, geographic, economic, social and ethnic processes.

**A7** illustrate the processes of globalisation and their impact on politics and policy.

**A8** demonstrate knowledge and understanding of the principles involved in ethical and responsible decision making in politics, law and foreign affairs.

**A9** critically analyse contemporary global concepts through a reflective approach.

**A10** list, explain and evaluate contemporary subject-related issues in relation to globalization and uncertainty, through work-based approaches.

**A11** demonstrate a solid foundation for professional development or further study.

### **Cognitive skills**

*At the end of the programme, learners will be expected to:*

**B1** summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates

**B2** critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels

**B3** analyse critically texts, data and concepts

**B4** evaluate the perspective, quality and accuracy of information resources with particular preference to politics and international affairs

**B5** evaluate theory and critique research within the discipline

**B6** demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines

**B7** identify problems and propose solutions based on the use of appropriate tools and protocols

**B8** take responsibility for their studies and work independently to appropriate standards on topics within the field of Politics and International Relations.

**B9** conduct original research and formulate creative ideas on subject-related topics

### **Practical and Professional Skills**

*At the end of the programme, learners will be expected to:*

**C1** retrieve and analyse material from a wide range of sources

**C2** present research findings in a clear and balanced manner and properly referenced

**C3** produce work within time and quality frameworks

**C4** support findings and ideas with informed literature and correct referencing

**C5** communicate with others clearly and concisely

**C6** plan, manage and execute work both individually and in teams

**C7** show ability to negotiate and influence others

**C8** demonstrate the ability of self- and peer-assessment

**C9** develop good receptive (reading, listening) as well as productive (writing and speaking) skills

### **Key Transferable Skills**

*At the end of the programme, learners will be expected to:*

- D1** plan, manage and organize work within time constraints, both individually and as part of a team
- D2** engage openly with diverse perspectives
- D3** demonstrate innovative and creative thinking to generate new ideas and deliver successful outcomes
- D4** show ability to identify strengths and/or weaknesses in a given argument
- D5** use quantitative skills to process data and examine political problems and phenomena
- D6** demonstrate ability to work with internal and external customers/political scientists and engage respectfully with people from a range of cultures
- D7** demonstrate literacy and numeracy skills
- D8** make effective use of IT skills
- D9** have developed key skills within independent and supervised contexts
- D10** develop a range of intellectual and personal skills applicable to further study and to a variety of careers
- D11** give and receive feedback with supporting evidence
- D12** operate in the global arena recognizing and evaluating contemporary complexity and cross country culture

**Table 1. Learning Outcomes achieved in relation to Award**

<b>Award</b>	<b>Learning outcomes achieved</b>
Certificate of Higher Education in International Politics	At least: A1, A2, A3, A4 B1, B2, B3, B4 C1, C2, C3, C4 D1, D2, D3, D5, D7, D8
Diploma of Higher Education in International Politics	At least: A1, A2, A3, A4, A5, A6, A7 B1, B2, B3, B4, B5, B6 C1, C2, C3, C4, C5, C6 D1, D2, D3, D4, D5, D6, D7, D8
BA (Hons) International Politics	A1-A11 B1-B9 C1-C9 D1-D12

### 1.3.1 Learning Outcomes and Curriculum Map

Level	Study module/ unit	Programme outcomes																																																
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11									
4	Intro to IR	v	v		v										v		v	v							v	v	v	v						v	v															
	20th Century International History	v	v			v									v		v	v								v	v	v							v	v														
	Problems in Global Politics	v	v	v	v										v	v	v	v								v	v	v							v	v														
	Political Economy	v	v	v	v										v	v	v	v								v	v	v							v	v														
	Intro to Politics	v	v	v	v										v	v	v	v	v							v	v	v							v	v														
	Geopolitics	v	v		v										v		v	v								v	v	v							v															
	International Law	v	v				v								v		v	v	v							v	v	v							v															

Level	Study module / unit	Programme outcomes																																									
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	A 12	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10		
5	Research Methods	v	v		v	v		v					v		v	v	v	v						v	v		v	v					v	v	v	v	v		v	v			
	Genocide	v	v	v			v						v	v	v	v	v	v						v		v	v	v	v				v	v		v			v	v			

5	Study module / unit	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	A 12	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10									
																1	1																										1	0						
	British Government & Politics	v			v	v	v		v			v	v	v	v	v	v						v	v	v	v				v	v			v	v			v	v											
	Government & Politics of the Middle East		v		v	v	v							v	v	v	v	v						v	v	v	v				v	v			v				v	v										
	Introduction to Islam History		v		v	v	v							v	v	v	v							v	v	v	v			v	v			v	v					v										
	Statecraft & Diplomacy				v	v	v	v						v	v	v	v	v						v	v	v	v			v	v			v	v			v	v			v	v							
	20th Cent European Pols & Foreign Relations		v		v	v	v	v	v					v		v	v	v	v					v	v	v	v						v	v			v	v			v	v								

	American Politics	v	v	v	v	V						v	v	v		v	v			v	v	v	v	v	v			v	v		v	v		v	v			
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	Global Business Planning	A6, A7, A8, B1, B3, C1, C4, C5, D1, D2, D6, D8, D9, D12 <i>*Programme Outcomes refer to Template for Faculty of Business</i>																																						
	Strategic Management	A2, A9,A11, A12, B1, B2, B4, B5, C2, C3, C5, D1, D3, D4, D6, D11, D12 <i>*Programme Outcomes refer to Template for Faculty of Business</i>																																						
Level	Study module / unit	Programme outcomes																																						
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
6	Dissertation	v	v	v	v	V	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
	Post-Communist Russia	v	v	v	V	v							v	v	v	v	v					v	v	v	v			v	v	v					v	v	v			
	Democratic Systems	v	v	v	v	V							v	v	v	v	v					v	v	v	v			v	v	v	v	v	v	v	v	v	v			

Terrorism & Fundamentalism	v	v	v	v	v							v	v	v	v			v	v	v	v			v	v	v	v	v	v			v						
History of Economic Thought	A1, A2, A3, B1, B2, C4, D6, D12																																					
Government and Politics of China	v	v	v		V	v	v		v	v		v	v	v		v	v		v		v		v	v	v	v			v	v	v	v	v	v		v	v	
International Migration		v	v	v	V	v	v	v	v			v	v	v	v	v			v	v		v	v	v	v			v				v				v		
Intl Migration & Refugee Law	v	v			v	v		v	v		v	v			v			v	v	v							v			v		v		v				v
Africa and Globalisation	v	v	v			v					v	v	v	v				v	v	v				v	v				v	v		v						

## 4. Learning and Teaching Strategy/Assessment Strategy

### 1.4.1 Programme learning and teaching strategy

The BA (Hons) International Politics programme's learning and teaching strategy is developed in accordance with the overall NCIUL Learning, Teaching and Assessment Strategy 2017-23 which follows five key themes; (1) student engagement in learning, (2) enhancing learning resources, (3) assessment for learning, (4) work-based and problem-based approaches as well as placement opportunities as mean to enhance employability skills, and (5) students as partners and change agents.

In that sense, the Programme follows some core principles that can be summarised as follows:

- Learning experience should be varied and up to date, to engage and motivate the students.
- The learning experience provided aims to be challenging, globally oriented, and intellectually stimulating in ways that develop critical thinking in a lifelong learning attitude.
- Learning should be personalised and facilitated by personal tutoring and support.
- Using a work-based and problem-based approach to learning, students' employability skills are enhanced in a natural way, to facilitate placement opportunities.
- Staff is encouraged to link theoretical knowledge to research findings, to implement learning.
- Assessment is designed for learning, not simply of learning. In that sense, a continuous assessment scheme is put in place to ensure theoretical and practical learning that is assessed in a reliable, fair and consistent way.
- Assessment should always include timing and effective feedback.
- Assessment is designed to be manageable for both students and staff, to ensure its quality.
- Both students and staff are encouraged to develop personally and professionally through reflective processes.

**Table 1. Examples of learning hour structures**

	Total of taught hours divided into:	Lectures	Seminars/ Workshops/ Labs	Revision	Independent learning hours divided into:	Formative Assessment	Summative Assessment	Independent study, Preparation for lectures, additional reading list and similar
10 CREDITS 100 NOTIONAL LEARNING HOURS	40	24	12	4	60	10	25	25

15 CREDITS 150 NOTIONAL LEARNING HOURS	60	36	18	6	90	15	35	40
20 CREDITS 200 NOTIONAL LEARNING HOURS	80	42	30	8	120	25	45	50

**Table 2. Assessment methods and study hours**

This is a non-exhaustive list of assessment types that can be found as mean of assessment within the BA (Hon) International Politics Programme.

Assessment method	Length	Learning hours
Level 4 assignment	1,500 words	20 hours
Level 5 assignment	2,000 words	30 hours
Level 6 assignment	2,500 words	40 hours
Oral assessment	20 min	20 hours
Exam	1-3 hours	20-40 hours
Presentation	8-45 min	20-40 hours
Team Project		20-40 hours

## Programme Structure

The BA (Hons) International Politics is structured among three years (four, in case of Foundation Course), to provide students with a deep understanding of contemporary political issues in a global perspective. The range of subjects is designed to engage students while offering them the opportunity to have a flavour for different possible career paths.

<b>Programme Structure - LEVEL 3 (Foundation)</b>			
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>
<b>SEMESTER 1</b>			
Introduction to Contemporary History	20		
Academic Writing	20		
Advanced Computer Skills	20		
<b>SEMESTER 2</b>			
Introduction to Global Politics	20		
Principles of International Relations	20		
Western Philosophy: Major Thinkers	20		
<b>Total core module credits:</b>	<b>120</b>		
<b>Programme Structure - LEVEL 4 (First Year)</b>			

Compulsory modules	Credit points	Optional modules	Credit points
<b>SEMESTER 1</b>			
Introduction to International Relations	20		
20 <sup>th</sup> Century International History	10		
Introduction to Politics	20		
Political Economy	20		
<b>SEMESTER 2</b>			
Problems in Global Politics	10		
Geopolitics	20		
International Law	20		

**Possible Exit Award: Certificate of Higher Education in International Politics: 120 credits**

<b>Programme Structure - LEVEL 5 (Second Year)</b>			
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>
<b>SEMESTER 1</b>			
Research Methods	20		
Introduction to Islamic History	10		
British Government and Politics	15		
Government and Politics of the Middle East	15		
<b>SEMESTER 2</b>			
<b>The outstanding 60 credits can be chosen from the following optional modules</b>			
		Genocide	15
		Statecraft and Diplomacy	15
		20 <sup>th</sup> Century European Politics and Foreign Relations	15
		American Politics	15
		Global Business Planning	15
		Strategic Management	15
<b>Total core module credits</b>	<b>120</b>	<b>Total optional module credits students need to choose</b>	<b>60</b>

**Possible Exit Award: Diploma of Higher Education in International Politics: 240 credits**

<b>Programme Structure - LEVEL 6 (Third Year)</b>			
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>
<b>SEMESTER 1</b>			
Post-Communist Russia	20		
Democratic Systems	20		
Terrorism and Fundamentalism in the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries	10		
Dissertation	30		
<b>SEMESTER 2</b> The outstanding 40 credits can be chosen from the following optional modules		History of Economic Thought	20
		Government and Politics of China	20
		International Migration	20
		International Migration and Refugee Law	20
		Africa and Globalisation	20
<b>Total core module credits:</b>	<b>120</b>	<b>Total optional module credits students need to choose</b>	<b>40</b>

**BA (Hons) International Politics: 360 credits**



## **Distinctive Features of the Programme**

The programme is designed for two different modes of delivery, both of them capable of engaging students with an innovative teaching and learning experience. At registration, students will decide whether they will be considered students in presence or distant learners. For the first group, dedicated resources will comprehend also traditional face to face lectures and intensive seminar/workshop/focus groups, while our e-learning students will be engaged by means of modern e-learning lessons in a dedicated VLE, with high quality online assessment opportunities and arrangements for group assignments with other peers.

Each student can benefit from one to one tutorial sessions for academic enhancement, as well as dedicated tutors who will monitor the student's progress throughout the entire programme. Timely feedback is always provided by lecturers in order to guide students to achieve their potential.

The programme develops students' critical thinking and analytical skills to examine fundamental contemporary political issues in a problem solving oriented way. Students are encouraged since the beginning to critically analyse the consequences of their positions, while building their personal attitude toward politics and foreign affairs.

The programme offers a solid basis for all students in their professional development, giving them a clear understanding of the career path they will choose. The contemporary and global focus in the curriculum enhances their understanding of the world, and consequently gives them more work related opportunities.

Another distinctive feature of the programme is its multicultural diversity, not only expressed in the academic offer, also in its delivery by international academic staff with solid experience in their subject areas. This key aspect will assure diversity and globalisation in learning and teaching styles and techniques, as well as up-to-date, practical influences in research areas.

## **Student Support**

Support for students is provided through different mechanisms. These include free access to several educational facilities to enable studying and socialisation; provision of a student hand-book where to find all sorts of helpful information. Course materials, library and computer centre, online interactive intranet, continual assistance from personal tutors throughout the entire programme, access to support service and availability of all staff during office hours are other advantages. Lecturers are happy to provide feedback and suggest extra-curricular activities and reading to enhance students' performance, during office hours or by email. Each student has a personal tutor who will monitor the student's progress throughout the entire programme.

Students have 24/7 access to e-learning platform, <http://elearning.nciul.co.uk>, where they can log in in their MyNCU personal page to find video lessons, slides, textbooks, assessment test, tool (e.g. chats and forums) for interacting with tutors and other students. For further information, visit <http://nciul.ac.uk>.

## Admission Criteria

The BA (Hons) International Politics seeks prospective students interested in different modes of delivery.

**Face-to-face Students** will experience a traditional UK learning environment, within an international context and will attend face-to-face lectures and seminars in our London campus. They will have access to a variety of physical and online resources.

**Distance Learners** are typically students resident in the UK, who wish to study more flexibly perhaps due to other personal and/or work commitments. These students are able to access online materials through an extensive VLE.

**Full time students**: both distance learners and face-to-face students can apply for full time programme. In general terms, while intake dates are September and January, teaching terms are three: fall term (October to December), spring term (January to March) and summer term (April to June).

**Part-time students**: both distance learners and face-to-face students can apply for a part time mode of delivery. In that case, students will find all the information they need in relation to programme structure and module specification in their Welcome Package.

A minimum of three passes at GCE A level at grade C or above, and five passes at GCSE/IGCSE at grade C or above including English and Maths.

The following qualifications are also accepted:

- Five Scottish Highers
- Five Irish Leaving Certificate
- Italian Maturità
- German Abitur
- French Baccalaureate
- Swedish Slutbetyg
- US High School Diploma with 3 APs at grade 3 or 2 APs at grade 4.

International Baccalaureate Full Diploma or Other equivalent international qualifications as outlined by the National Academic Recognition Centre (NARIC). For any queries, students are encouraged to contact the Admissions Office.

Language requirements: evidence of English language ability, e.g., Toefl min 85 (internet- based) or 550 (paper-based); IELTS min 6.0. In case language requirements are not met immediately (i.e. IELTS 5.5), NCIUL reserves the right to provide or request the student to participate to an intensive full time course before the beginning of the first term.

## Start Times/Dates for Programme

Intake dates for distance learning students and those in presence are September and January of each academic year.

New students starting their first semester are expected to start their semester on the first day of Induction Week, to ensure they are all set aware of their new environment at NCIUL.

In case of unavoidable delay or emergency, students they must begin their semester no later than the Monday of the second week of study. However, if they cannot be present before the deadline, students will be advised to defer their entry to the following semester.

**2019-2020:**

Autumn Semester: 23 September - 20 December  
Spring Semester: 20 January – 31 May

**2020-2021:**

Autumn Semester: 21 September - 19 December  
Spring Semester: t.b.c.

Details of academic week numbers and other NCIUL's initiatives can be found at <http://www.nciul.ac.uk/student-life/student-activities-resources/academic-calendar/> .

## Assessment

### Pass Regulation

Students must achieve at least 40 out of 100 to pass undergraduate (level 4-6) units

For students to receive a pass they need to achieve an Overall Continuous Assessment Score (OCAS) of 40% from across the assessment tasks. This means that students must achieve at least 40 in each assessment components in order to work out the relative OCAS.

Each module will detail how this grade is made up. Students who have passed a module are not allowed to retake it in order to achieve a higher mark.

Individual assignments are weighted to reflect their relative importance. So, for example, you will have a module whose overall continuous assessment score is composed by 20% of the score obtained with assignment A 30% of the score obtained with assignment B and 50% from assignment C.

More information can be found on NCIUL Institutional Regulations for OU validated awards (<http://www.nciul.ac.uk/university-courses/specifications/regulations/>) and the Assessment and Examination Handbook (<http://www.nciul.ac.uk/policies/>), including information with regard to re-sit, retakes, alternative assessment, and similar. Deferrals and withdrawals are explained within the Deferrals and withdrawals policy.

### Students' Complaints and Appeals

Students have the right to make a complaint or an appeal to NCIUL, in case they believe they have been mistakenly judged.

Specific guidelines and procedures can be consulted on the Students' Complaints and Appeals policies, available at <http://nciul.ac.uk/policies/>.

# 2.

## Contact Details & General Info

## 1. List and Contact Details

Academic staff, Graduate Teaching Assistants (GTAs) and tutors have individual webpages that are accessible through [www.nciul.ac.uk](http://www.nciul.ac.uk). There, you can find contact details, a brief biography and research interest.

Programme leader for the BA in International Politics is Dr Luisa Morettin.

Orna Almog	<b>Module Leader:</b> Introduction to Islamic History Government and Politics of the Middle East
Valentina Caivano	<b>Module Tutor:</b> Geopolitics
Marios Calu	<b>Module Leader:</b> Introduction to International Relations
Marios Filis	<b>Module Leader:</b> Democratic Systems Dissertation Research Methods
Ernesto Gallo	<b>Module Leader:</b> Introduction to Politics American Politics
Ioannis Gkliatis	<b>Module Leader:</b> Global Business Planning
Peter Hough	<b>Module Leader:</b> Problems in Global Politics Political Economy Statecraft and Diplomacy 20 <sup>th</sup> Century European Politics

James Johnson	<b>Module Leader:</b> Government and Politics of China
Dimitrios Koufopoulos	<b>Module Leader:</b> Global Business Planning Strategic Management
Marzia Maccaferri	<b>Module Leader:</b> 20 <sup>th</sup> Century International History British Government and Politics
Maria Chiara Malaguti	<b>Module leader:</b> International Law International Migration and Refugee Law
Nazrin Mehdiyeva	<b>Module Leader:</b> Post-Communist Russia
Luisa Morettin	<b>Module Leader:</b> Genocide Geopolitics
Tonson Sango	<b>Module leader:</b> Africa and Globalization
Gabriele Serafini	<b>Module leader:</b> History of Economic Thought
Dimitris Skleparis	<b>Module leader:</b> International Migration
Neil Southern	<b>Module leader:</b> Terrorism and Fundamentalism in the 20th and 21st Century
Adele Cecilia Tedeschi	<b>Module leader:</b> International Law

## **Module Leaders**

Have a responsibility for individual modules, which make up the programme. They evaluate assignments, give feedback to students, as well as monitor student progress and can modify the module's curriculum to fit needs. Each module has a module leader.

## **Personal Tutors**

Are the first point of contact for all your academic matters from assignment help to seeking support from other services. You will be required to have a one-to-one, 1 hour tutorial (either face-to-face or through Skype) with your tutor at least once every 4 months. However, they can be contacted by email or by the telephone and have appointed office hours where you can drop-in at any point during the working day. Please check their pages for more information.

## **2. Office Hours**

All our academic staff are available during office hours.

Meetings can be arranged either in person or through virtual means (for example Skype). Tutors have appointed office hours where you can drop-in at any point during the working day. Please check individual availability through your VLE Personal Page.

## **3. External Examiners**

External examiners are another important part of the programmes at NCIUL.

They are responsible for:

- moderating summatively assessed work at module and programme level;
- evaluating all forms of assessment which contribute to your degree result;
- evaluating, and helping ensure fairness and consistency in the assessment process;
- commenting on draft examination papers and assessment tasks as appropriate;
- reporting on the structure, content, academic standards and teaching of programmes;
- commenting, if invited to do so, on any alleged cases of assessment irregularities.

## **4. Administrative Staff**

The Student Office deals with all your administrative needs during the BA Programme. It is located at our administrative campus, top floor.

Our address: 4 Selsdon Way – London - E14 9TS

Opening Hours: Monday to Friday, from 9:00 am to 4:00 pm.

Contact details: email: [studentoffice@nciul.ac.uk](mailto:studentoffice@nciul.ac.uk) phone: +44 (0) 2038461730

## **5. Communication between NCIUL and students**

Academic staff members and the NCIUL administrative team will usually communicate with you by email, using the preferred email you gave during your enrolment. When you write to staff, please remember to always provide:

- full name and registration number;
- address the person you are contacting with politeness and not too informally;
- clearly explain the reasons of your email;
- check everything before pushing the 'send' button.

Staff will aim to respond within 2 working days, however in exceptional circumstances this may not be possible. If you are having difficulty in contacting a member of staff, please contact the administrative office instead.

## **6. Your Contact and Personal Details**

NCIUL will keep contact details and other personal data about you on our secure computer system. This data is treated as strictly confidential and are stored on encrypted databases on secure servers. You can request to review this data by contacting the Student Office. Please refer to <http://www.nciul.ac.uk/policies/>.

It is very important that you keep us informed of any changes to your personal contact details and of your emergency contact at all times. Some data can be changed on your personal page on the VLE (for example, such as your address, telephone number or email address). However please note that you cannot change your first and last (family) names online. This has to be done in person at NCIUL with the academic registrar. Official supporting documentation (marriage certificate, passport etc.) will need to be provided.



## **2. Module Specification**

# INTRODUCTION TO INTERNATIONAL RELATIONS

1. Factual information			
<b>Module title</b>	Introduction to International Relations	<b>Level</b>	4
<b>Module tutor</b>	Marius Calu	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	200

## 2. Rationale for the module and its links with other modules

As International Relations are the backbone of our deeply connected and intertwined world, the rationale of this course is to provide students with a thorough overview of the major theories in the field of International Relations as well as major approaches in world politics.

The course will develop along three different perspectives: historical, theoretical and empirical. First, following a historical approach the module will appraise the major historical events occurred in the 20<sup>th</sup> and 21<sup>st</sup> century as World War I and World War II, Cold War, and decolonization process. Secondly, following a theoretical perspective, the course will look at liberal realist, Marxist, constructivist, postmodernist and feminist approaches. Lastly, following an empirical perspective the module will analyse different current issues as the rise of China, revolution and crisis in the Middle East, international security and globalisation, and economic development.

## 3. Aims of the module

The aim of the module is to provide students with the background and conceptual tools they need to understand contemporary international relations. The module, giving students a fundamental knowledge of the major international and regional institutions in world politics as well as the major theories developed and employed to analyse of world politics, is linked to other courses in this BA programme, such as Geopolitics, 20th Century International History, Introduction to Politics, and Government and Politics of the Middle East.

#### 4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>By the end of the teaching and training process, students are expected to show ability to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p>	<p>Outcomes A1, A2, A4 are woven into the whole module and their acquisition will be carried out through a combination of frontal and online teaching through lectures, seminars, web-based guided study, tutorials, as well as guided independent and group work.</p> <p>Provision of challenging and intellectually stimulating learning experience to engage all students in discussion can be found in seminars where all students will make a presentation. Private study will be supported by weekly reading lists and the use of Blackboard. A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>Students should demonstrate the following cognitive skills:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p>	<p>Acquisition of B1, B4, and B6 will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>These will develop students' cognitive skills by encouraging them to think about the evaluation and application of theories of world politics and principles in different situations.</p> <p>Creativity as well as analytical and critical thoughts are encouraged in evaluating complex simulated or real_scenarios. Case studies will assist students in understanding the relationship between theory and practical application of international relations.</p>

C. Practical and professional skills	Learning and teaching strategy
<p><i>Students should demonstrate the following practical and professional skills:</i></p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C5</b> communicate with others clearly and concisely</p>	<p>Learners will be required to present a variety of data and information orally to fellow students and the module leader</p> <p>The use of a wide variety of subject-specific materials will develop students' decision-making abilities, self- organisation and time management.</p> <p>Students will be encouraged to reflect on and improve their skills through feedback at all levels.</p>
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Acquisition of transferable skills is a slow process gained through practice that will be built over time and its development will be progressed throughout the degree programme.</p> <p>The development of students' key skills will be more evident on communication and working with others through seminars and presentations.</p>

## 6. Indicative content.

Theories of world politics: Realism, Liberalism, Marxism, Social Constructivism, Feminism, Neo-Realism and Neo-Liberalism.

Structures and processes: the United Nations, transnational actors, international organisations.

International issues: environmental issues, humanitarian intervention, global trade and finance, nuclear proliferation, terrorism.

Globalization and the post-cold war order.

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will include: multiple choice tests, in-class participation (where applicable), presentations and online activities.

The SUMMATIVE assessment is made of:

Coursework assignment (50%), that consists in one 1,500-word essay.

Final Written Exam (50%) two-hour exam at the end of the term, consisting of two essay questions (each worth 25%) to be chosen from a list of essay questions.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	A 1	A 2	A 4	B 1	B 4	B 6	C 2	C 3	C 4	C5	D 1	D2	D 7	D 8
Essay	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√	√	√											

## 9. Teaching staff associated with the module

Marius Calu marius.calu@nciul.ac.uk, office appointments after/before classes upon request.

## 10. Key reading list

Author	Year	Title	Publisher	Location
J. Baylis, S. Smith, P. Owens	2011	The Globalization of World Politics: An Introduction to International Relations	Oxford University Press	Department

M. B. Steger	2009	Globalization: A Very Short Introduction	Oxford University Press	Department
Marius Calu		Handouts		
<b>10. Other indicative text</b>				
<ul style="list-style-type: none"> <li>• Case studies and online resources indicated by the Lecturer during the course.</li> <li>• Journal articles suggested by the instructor during the module.</li> </ul>				

## 20th CENTURY INTERNATIONAL HISTORY

<b>1. 1. Factual information</b>			
<b>Module title</b>	20th Century International History	<b>Level</b>	4
<b>Module tutor</b>	Marzia Maccaferri	<b>Credit value ECTS</b>	10 5
<b>Module type</b>	Core Taught	<b>Notional Learning hours</b>	100

### 2. Rationale for the module and its links with other modules

International relations are the product of historical change which means that in order to understand one, students must consider the other.

This module introduces students to 20th century international history beyond Eurocentric perspectives covering also events in Asia, the Middle East, Africa and the Americas. The programme will focus on the history of relations between states and on the broad ideological, cultural and economic elements that have influenced the evolution of international politics.

The course will highlight four powerful trends that have dominated the world in 1900. First the trend towards globalisation, thanks to the rapid growth of trade and finance and advances in transport. Second, the quest for modernity shaped by ideological doctrines ranging from Fascism and Communism to political Islam. Third, the shifting of power away from Europe to the United States and the Soviet Union, the end of colonial empires and the rise of newly independent nation-states in Africa and Asia. Fourth, the most distinctive hallmark of the twentieth century: the descent into barbarous conflict seen not only as wars (the First World War, the Second World War, the Cold War, civil wars, colonial wars, ethno-political wars) and forced removals, but also acts of planned state-sponsored violence and campaigns of genocide.

Large emphasis will also be devoted to twentieth century ideologies that, when stripped by time or partisanship of their political and economic connections, “become a moralising form of explanation for mass killing,” as historian Timothy Snyder pointed out.

The link between this course and other modules is very close. Last century’s political and social developments have shaped today’s world and their study forms a fundamental basis for the understanding of current politics and international relations.

### 3. Aims of the module

The module aims at enabling students to understand, analyse and critically examine the major events of the twentieth century. In so doing it will assist them to understand themselves, others and their world, and broaden their perspective by examining events, ideas and movements.

Learners will develop social, political, economic and cultural understanding by means of primary and secondary sources. Students will also explore continuity and change, causation and consequence, and construct historical arguments based on evidence.

### 4. Pre-requisite modules or specified entry requirements

None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic, social and ethnic processes.</p>	<p>The learning outcomes are woven into the whole module and their acquisition will be, at all levels, carried out through a combination of frontal and online teaching through lectures, seminars, web based guided study, in class discussions, as well as guided independent and group work.</p> <p>Provision of challenging and intellectually stimulating learning experience to engage all students in discussion can be found in seminars where all students will make a presentation. Private study will be supported by weekly reading lists and the use of Blackboard.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>



<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p>	<p>Acquisition of learning outcomes will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>They will be developed and encouraged by means of practical coursework projects, while interaction with lecturers and peers will refine students' intellectual skills.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p>	<p>Learners will be required to deliver presentations to fellow students and module leaders, and during seminars.</p> <p>Use of a wide range of primary and secondary historical sources to develop students' knowledge and critical evaluation of the past.</p> <p>Development of historical awareness to prepare students for a career in the global context.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Different study situations will be used. Students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.</p> <p>Provision of opportunities for students to demonstrate their key strengths and values and further develop them through personal development planning sessions.</p> <p>Development of students' lifelong learning attitude through continuous personal and professional development.</p> <p>Deepening of students' analytical and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines.</p>
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## 6. Indicative content

The module will typically cover the following topics:

- The Great Powers, the First World War and the search for European stability 1917-29
- The origins of the Pacific War 1900-41
- European Colonial Empires 1900-45
- The United States and the Americas 1900-45
- The Second World War 1939-1945
- The Cold War in Europe and Asia
- The Vietnam Wars 1945-79
- Japan, South Korea and Taiwan 1945-2000
- Ideology and Nationalism: China and North Korea 1949-2000
- Africa: Decolonisation and Independence 1945-2000
- The Arab-Israeli Conflict 1949-2000
- The United States and Latin America 1945-2000
- Political Islam 1928-2000
- European Integration 1945-2000

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will consist of presentations and focus groups.

The assessment is SUMMATIVE of:

Essay (40%) to be handed in in week 10. The 1,500 words essay will be on a topic covered during the lectures.

Final Written Exam (60%): two hour exam at the end of the term, consisting of two essay questions (each worth 30%) to be chosen from a list of essay questions.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes												
	A 1	A 2	A 6	B 1	B 4	B 6	C 2	C 3	C 4	D 1	D 2	D 7	D 8
Essay	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√	√	√							√	√		

## 9. Teaching staff associated with the module

Marzia Maccaferri, marzia.maccaferri@nciul.ac.uk, office appointments after/before classes upon request.

## 10. Key reading list

Author	Year	Title	Publisher	Location
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Best, A., Hanhimaeki, J., Maiolo, J. and Schulze, K.	2014	International History of the Twentieth Century and Beyond (3 <sup>rd</sup> edition)	Routledge	Department
Hobsbawn, E.	1994	The Age of Extremes. The Short Twentieth Century, 1914-1991	Michael Joseph	Department
Marzia Maccaferri		Handouts		

### 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the term.
- Other journal articles, book chapters, essays suggested by the instructor during the module.

## INTRODUCTION TO POLITICS

<b>1. 1. Factual information</b>			
<b>Module title</b>	Introduction to Politics	<b>Level</b>	4
<b>Module tutor</b>	Ernesto Gallo	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Core Taught	<b>Notional Learning hours</b>	200

### 2. Rationale for the module and its links with other modules

Politics is, by its own nature, a highly disputed field of the human experience. This is not only because it concerns the understanding of the behaviour of men and women to whom the power of the State is entrusted, as well as elites and other social groups, but also because the process and methods through which this knowledge is acquired must be carefully evaluated.

Political experience and facts, what and how can be known about them, and consequently interpreted them, are themes of constant debate in this field.

The overall rationale and aim of this module is to expose students to these contentious topics. To this end, alternatives and their critique are discussed and positioned within the scope of the module giving representation of classic as well as more innovative epistemological, ontological and methodological issues.

### 3. Aims of the module

The module aims at enabling students to understand, analyse and critically examine the major debates in the fields. In so doing it will assist them to understand themselves, others and their world, and broaden their perspective by examining events in relation to political ideas and political systems.

Students will investigate the political structures of the State, the continuity over time and change of its institutions; the binary sets of politics and policy, qualitative and quantitative approaches to the study of politics, inference and interpretation; and how to use evidence in argumentation, narrative, propaganda and political language. Learners will develop a more refined political understanding by means of primary and secondary sources.

Upon completion of this module students will have gained more sophisticated ability to go beyond opinions and arguments looking directly at facts and evidence, and consequently analyse and provide explanations of political information. This module will provide students with fundamental skills and knowledge to place other modules in this degree programme in a correct perspective and take advantage of a refined understanding of political interconnections in a globalised world.

#### 4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p>	<p>Acquisition of A1 – A4 is through a combination of lectures, seminars individual and group activities.</p> <p>Detailed lesson plans, reading lists (including papers, journal articles and book chapters) and audio-visual material uploaded on Blackboard will support private study and extend the in-class learning process.</p> <p>The requirement that all students will deliver a presentation with Q&amp;A at the end will strengthen learners' confidence of their knowledge and create an environment of open debate.</p> <p>Hand-outs distributed in class and/or uploaded on Blackboard for each lecture will help students in their revision and consolidation process.</p>
B. Cognitive skills	Learning and teaching strategy

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and inter- national relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p>	<p>Acquisition of B1 – B5 takes place though the usual medium of lectures, workshops, and seminar discussions of key points of debate in the field and other material.</p> <p>This will reflect student progression together with essay writing and presentations that will enable learners to improve their intellectual skills and political analysis.</p> <p>Course feedback will assist students in developing and refining their critical work.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p>	<p>Student’s practical skills will be developed by a range of activities: lectures, tutorials, projects, case- study analysis and online teaching support.</p> <p>Especially presentations and seminars are intended to develop learners’ professional attitudes and the need to present their work in a balanced and clear fashion.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Acquisition of D1 – D8 skills will be developed throughout the course thanks to essay writing, presentations, group work, within constraints of time and using high academic standards.</p> <p>The module will help learners to communicate effectively in a variety of situations, showing initiative and self-motivation, creativity and integrity, and having a good study/work attitude, all skills that are valuable across all industries.</p>
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## 6. Indicative content

The module will typically cover the following topics:

- Introduction to Political Concepts, Contexts, and Variables
- Locating and Understanding Scholarly Sources, Abstracts and Literature Reviews
- Schools and Strands in Political Science
- Theory and Methods
- The Theory of Complex Phenomena
- Function of General Laws in Politics
- General Laws and Human Behaviour
- Neutrality in Political Science
- Facts vs Propaganda
- Decision Making Process
- Performance in Politics



## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will take the form of case study analysis that will be discussed during face-to-face seminars or in forums for DL programmes.

The assessment is SUMMATIVE of:

Coursework assignment (50%), that consists in one 1,500 word essay that analyses a case study assigned by the Lecturer at the beginning of the Module.

Final Written Exam (50%): two hour exam at the end of the term, consisting of two open ended questions to be chosen from a list.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A 1	A 2	A3	A 4	B1	B2	B3	B4	B5	C2	C3	C4	D1	D2	D7	D8
Essay	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√	√	√	√										√		

## 9. Teaching staff associated with the module

Ernesto Gallo [Ernesto.gallo@nciul.ac.uk](mailto:Ernesto.gallo@nciul.ac.uk)

Office and online appointments after/before classes upon request.

## 10. Key reading list

Author	Year	Title	Publisher	Location
Pollock, Philip H.	2011	Essentials of Political Analysis (4th edition)	CQ Press	Department

Colin, Hay	200 2	Political Analysis: A Critical Introduction	Palgrave Macmillan	Department
		Handouts distributed in class		
<b>11. Other indicative text</b>				
<ul style="list-style-type: none"> <li>• Case studies and online resources indicated by the Lecturer during the term.</li> <li>• Other journal articles, book chapters, essays suggested by the instructor during the module.</li> </ul>				

## POLITICAL ECONOMY

<b>1. 1. Factual information</b>			
<b>Module title</b>	Political Economy	<b>Level</b>	4
<b>Module tutor</b>	Peter Hough	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	200

## 2. Rationale for the module and its links with other modules

The rationale of this course is to introduce students to the basic concepts of political economy and it will be useful for a better understanding of the others subjects offered by the programme. The module covers micro and macroeconomic models building and analysis. Then, it discusses selected topics in current economic policy illustrating how different economic theories apply to specific issues. Students will be introduced to ideas and legacy of Adam Smith, Karl Marx and John Maynard Keynes. The module also discusses more contemporary views on neoliberalism, globalization, the ongoing global economic crisis and the revolutions in economic thought that took place in the late nineteenth and early twentieth centuries, culminating in the rise of neoclassical economics and American institutionalism. These competing traditions are then used to explore the debate over state and market in the twentieth century.

Students will develop the theoretical knowledge necessary to understand the interdependence between economics and politics. Emphasis will be given not only on analysing theories of political economy, but also on the empirical evidence and the policy implications of these models. On this purpose, the module will examine similarities and differences among organization of state-market relations across the world in a variety of fields: labour markets and industrial relations, corporate governance, economic regulation and industrial policy, and social protection. So it will take over questions such as: Why is it easier to take over companies in the United Kingdom than in Spain? How can welfare policies improve (or not) economic competitiveness?

### 3. Aims of the module

This course aims to introduce students to the study of Political Economy. The course will

- acquaint students with the modern literature in theoretical and applied political economy, examining and discussing key thinkers, theories and ideas in political economy
- develop students' understanding and knowledge of fundamental arguments about political economy
- help students engage with recent applied literature in core journals of political economy and prepare them for possible later research on this topic.

### 3. 4. Pre-requisite modules or specified entry requirements None.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to:</p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p>	<p>The purpose of this module is to teach basic concepts of political economy.</p> <p>In order to achieve that and offer a better engagement in learning, lectures and peer-led seminars will be organised, as well as flipped classroom exercises. Constructive, critical discussion will be encouraged in any topics, giving students a no judgemental place where to confront themselves and their ideas on political economy.</p>
B. Cognitive skills	Learning and teaching strategy

<p>Students should demonstrate the following cognitive skills:</p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p>	<p>Provision of the main vehicles for further development of the cognitive skills will be achieved through seminars, tutorials and case studies.</p> <p>Encouraging students to interact with lecturers and peers using relevant examples and current research in political economy, to build valuable knowledge as well as enhancing their individual attitudes and strengths.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p>Students should demonstrate the following practical and professional skills:</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p>	<p>Students will be encouraged to reflect on and improve their skills through feedback. Development of students' practical skills will be achieved through a problem-based approach that takes into account employability skills and creative decision making, with the support of different teaching and learning techniques (seminars, team projects, tutorials).</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

Students should demonstrate following transferable skills:

**D1** plan, manage and organize work within time constraints, both individually and as part of a team

**D2** engage openly with diverse perspectives

**D7** demonstrate literacy and numeracy skills

**D8** make effective use of IT skills

PBL exercises and presentations will be used to test knowledge in practice, as well as to build transferable skills that have real impact on the students' employability rate.

## 6. Indicative content

The module will typically cover the following topics:

- Classical Political Economy
- Marxist Political Economy
- Neo-Classical Political Economy
- Evolutionary Political Economy
- States Versus Markets: The Contested Role of Politics in the Economy

### 7. Assessment strategy, assessment methods and their relative weightings

Active participation will take the form of case study analysis that will be discussed during face-to-face seminars or in forums for DL programmes.

The assessment is SUMMATIVE of:

Mid-term essay (50%) – word count 1,500 words to be chosen from a list of topics/questions covering the first part of the module.

Final Essay (50%) – word count: 1,500 words to be chosen from a list of topics/questions covering the second part of the module

### 8. Mapping of assessment tasks to learning outcomes

#### Learning outcomes

A 1	A 2	A3	A 4	B1	B2	B3	B4	C2	C3	C4	D1	D2	D7	D8
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## 9. Teaching staff associated with the module

Peter Hough, [peter.hough@nciul.ac.uk](mailto:peter.hough@nciul.ac.uk)

Office and online appointments after/before classes upon request.

<b>10. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Ravenhill, John	2016	Global Political Economy (5 <sup>th</sup> ed)	OUP	Department
<b>11. Other indicative text</b>				
Further reading:				
<ul style="list-style-type: none"><li>• Haynes, Hough, Malik &amp; Pettiford, <i>World Politics: International Relations and Globalisation in the 21st Century</i>, 2<sup>nd</sup> edition, (Sage, 2017)</li><li>• Robert O'Brien and Marc Williams, <i>Global Political Economy</i>, 5<sup>th</sup> Edition, (Palgrave, 2016)</li></ul>				



## PROBLEMS IN GLOBAL POLITICS

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>Problems in Global Politics</b>	<b>Level</b>	4
<b>Module tutor</b>	Peter Hough	<b>Credit value ECTS</b>	10 5
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	100

### 2. Rationale for the module and its links with other modules

The rationale of this module is to provide students with a systematic understanding of global politics in its multifaceted aspects and issues. It is designed to analyse the different dimensions of globalisation and its links with international politics and human rights. Thus, during the module several trends in international politics as terrorism, migration, identity and cultural issues will be scrutinised in depth to understand political actors, SUNDERLANDs, and global phenomena.

In particular, students will acquire a critical understanding of global politics issues evolving from their historical roots to the present international circumstances. To this end, theoretical foundations plus case studies will be provided during the module to enhance the ability of students to evaluate and critique political information.

The module is closely linked to Democratic Systems and all geopolitical related modules offered in this programme.

### 3. Aims of the module

The module aims at enabling students to understand and critically examine the theoretical and empirical approaches to the study of current global social, economic and political developments. In particular, this module enables students to understand, analyse and critically examine the major issues occurred in the global political arena and how they affect our present time.

Upon completion of this module students will have gained the ability to see contacts among societies in terms of mutual interactions and benefits.

This module will provide students with fundamental knowledge to compare different events of recent history, their relation with the past, and evaluate the attempts to shape an acceptable governance of global issues.

#### 4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p>	<p>A combination of lectures, seminars, and individual and group activities will lead to the acquisition of A1 through A4 key knowledge points.</p> <p>Detailed lesson plans, reading lists (including papers, journal articles and book chapters) and audio-visual material uploaded on Black-board will support private study and extend the in-class learning process.</p> <p>The requirement that all students will deliver a presentation with Q&amp;A at the end will strengthen learners' confidence of their knowledge and create an environment of open debate.</p> <p>Outline slides and auto-evaluation tests for each lecture uploaded on Blackboard will help students in their revision and consolidation process.</p>
B. Cognitive skills	Learning and teaching strategy

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p>	<p>Discussions of key points of debate in the field will lead to the acquisition of B1 through B4 skills and will take place within the usual activities of lectures, workshops, and seminars.</p> <p>This will reflect student progression together with essay writing and presentations that will enable learners to improve their critical approach to the subject and strengthen their intellectual skills and political analysis skills.</p> <p>Lectures' feedback will assist students in developing and refining their critical work.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p>	<p>Tutorials, projects, case-study analysis and online teaching support will develop student's practical skills.</p> <p>The need to present their work in a balanced and clear fashion, combined with presentations' requirements intend to develop learners' professional attitudes both individually and in teams basis.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Acquisition of D1, D2, D7, D8 skills will be developed throughout the course thanks to essay writing, presentations, group work, within constraints of time and using high academic standards.</p> <p>Students will be encouraged to make effective use of all IT resources available to them in order to enhance their academic work and productivity.</p> <p>The module will help learners to communicate effectively in a variety of situations, showing initiative and self-motivation, creativity and integrity, and having a good attitude towards their study, all skills that are valuable across all industries.</p>
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## 6. Indicative content

The module will typically cover the following topics:

- Introduction to Global Politics
- Theories of Global Politics
- War and Peace
- Identity and Culture
- The Role of Religion Today
- Islamic States And Movements
- Obedience, Resistance and Force
- Media, Power and Democracy
- Environmental Politics and Sustainable Development

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will take the form of discussions and presentations. The assessment is SUMMATIVE of:

Coursework assignment (50%), that consists in one 1,500 word essay that analyses a case study assigned by the Lecturer at the beginning of the Module.

Final Written Exam (50%): two open ended questions to be chosen from a list of six.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes														
	A1	A2	A3	A4	B1	B2	B3	B4	C2	C3	C4	D1	D2	D7	D8
Essay	√	√			√	√		√	√	√	√	√		√	√
Final Exam		√	√	√	√	√	√					√	√		

## 9. Teaching staff associated with the module

Peter Hough, [peter.hough@nciul.ac.uk](mailto:peter.hough@nciul.ac.uk); Office and online appointments after/before classes upon request.

## 10. Key reading list

Author	Year	Title	Publisher	Location

Haynes, Hough, Malik & Pettiford	2017	World Politics: International Relations and Globalisation in the 21st Century, 2nd edition	Sage	Department
Required readings and case studies				Online platform
<b>11. Other indicative text</b>				
<ul style="list-style-type: none"> <li>• Case studies and online resources indicated by the Lecturer during the term.</li> <li>• Other journal articles, book chapters, essays suggested by the instructor during the module.</li> </ul>				

# GEOPOLITICS

<b>1. 1. Factual information</b>			
<b>Module title</b>	Geopolitics	<b>Level</b>	4
<b>Module tutor</b>	Luisa Morettin (Module Leader) Valentina Caivano (Module Tutor)	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	200

## 2. Rationale for the module and its links with other modules

The rationale of this module is to develop a critical understanding of the political-geographical dimension of the globalization process. Although geopolitics is usually perceived as more obvious in the past and less important in our age of global connections, this module shows why geography still matters.

This course provides students with a clear understanding of how the land on which we live has always shaped and still shapes the wars, the powers, the politics and social development of human beings. Showing the role of basic physical realities that underpin national and international politics, the module will examine case studies, for instance the East China Sea dispute, the post-Soviet geostrategic area of Kazakhstan, Turkmenistan, Tajikistan, Kyrgyzstan and Uzbekistan, rich in oil and gas, and the territorial consequences of '9/11'. That will enhance the student's capability to understand the fundamental parts of the 'why' as well as the 'what' major powers are attracted to.

Students will reflect on how despite satellite technology, the power of airlift and the reach of missiles, geopolitics still affects every country, whether at war or at peace, shaping not just the choices of world leaders, but history.

The module is linked to other courses by means of contemporary debates on nationalism, territorialisation, globalization and borders and is inter-disciplinary, drawing on ideas from a range of academic disciplines including geography, history, political science, sociology, international relations as well as cultural studies.

## 3. Aims of the module

Looking at the past, present and future, the module aims to provide students with a deep understanding of geopolitical choices in relation to a global contest. Learners are encouraged to

explore the importance of natural landscape and natural resources in political and economic decision-making. In so doing students will appreciate the pressure of military operations, the impact of sanctions and embargoes, and the presence of transnational organized crime networks.

**4. Pre-requisite modules or specified entry requirements:** None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in the module.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p>	<p>Knowledge outcomes are woven into all modules and their acquisition will be carried out through a combination of frontal and online teaching through lectures, seminars, web-based guided study, tutorials, as well as guided independent and group work.</p> <p>Provision of challenging and intellectually stimulating learning experience to engage all students in discussion can be found in seminars where all students will make a presentation. Private study will be supported by weekly reading lists and the use of Blackboard.</p> <p>A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>



<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates.</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs.</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>These will develop students' intellectual skills by encouraging them to think about the evaluation and application of political theories and principles in different situations.</p> <p>Creativity as well as analytical and critical thoughts are encouraged in evaluating complex simulated or real scenarios. Case studies will assist students in understanding the relationship between theory and practical application of political theories.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced.</p> <p><b>C3</b> produce work within time and quality frameworks.</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing.</p>	<p>Students will be encouraged to reflect on and improve their skills through feedback at all levels. Development of students' practical skills through a problem-based approach, that takes into account employability skills and creative decision making, with the support of different teaching and learning techniques (seminars, team projects, tutorials, dissertation findings)</p> <p>Use of a wide variety of subject-specific materials to develop students' decision-making abilities, self-organisation and time management.</p> <p>Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate, to achieve mutually beneficial goals, and to solve political and IR problems in a global perspective.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team.</p> <p><b>D7</b> demonstrate literacy and numeracy skills.</p> <p><b>D8</b> make effective use of IT skills.</p>	<p>Students will learn how to apply creative approach to generate solutions to various problems.</p> <p>Students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.</p> <p>Deepening of students' analytical and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines.</p>
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## 6. Indicative content

The module will typically cover the following topics:

- Approaches to the importance of geography for politics and strategy
- Maps and geopolitics
- Feminist geopolitics
- Geopolitics and national identity
- Global landscapes: Iron Curtain, Third World, Rogue States
- Mastering space and hegemony
- Conflicts, violence and peace-building in Central Asia
- Russia's expansion
- The huge continent: Africa
- USA and Latin America
- A European view of the world: the Middle East
- Japan and Korea

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will consist of presentations and online discussion groups.

The assessment is SUMMATIVE of:

Essay (40%) to be handed in in week 10. The 1,500 words essay will be on a topic covered during the lectures.

Final Written Exam (60%): two hour exam at the end of the term, consisting of two essay questions (each worth 30%) to be chosen from a list of essay questions.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes												
	A 1	A 2	A 4	B1	B3	B4		C2	C3	C4	D1	D7	D8
Essay	√	√	√	√	√	√		√	√	√	√	√	√
Final Exam	√	√	√										

## 9. Teaching staff associated with the module

Valentina Caivano; valentina.caivano@nciul.ac.uk, office appointments after/before classes upon request.

## 10. Key reading list

Author	Year	Title	Publisher	Location
Dodds, Klaus	2005	Global Geopolitics: A Critical Introduction	Routledge	Department
Pickles, John	2004	A History of Spaces: Cartographic Reason, Mapping and the Geo Coded World	Routledge	Department

Storey, David	2012	Territories: The Claiming of Space	Routledge	Department
		Handouts distributed in class		

### 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the term.
- The geopolitical sections/articles of newspapers and magazines, e.g. Foreign Affairs, The Economist, etc.
- Other journal articles suggested by the instructor during the module.

## INTERNATIONAL LAW

<b>1. 1. Factual information</b>			
<b>Module title</b>	International Law	<b>Level</b>	4
<b>Module tutor</b>	Cecilia Tedeschi Maria Chiara Malaguti	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	200

## 2. Rationale for the module and its links with other modules

The rationale of this course is to introduce students to the basic concepts and methods used in International Law. The course will focus on sources, subjects and sanctions as ways into understanding the theory of international law. In this course, students will discover how to identify the sources, principles and subjects of public international law as well as to understand how public international law and international bodies regulate the behaviour of State and non-State actors; and how to apply public international law to hypothetical and actual case studies. The basic principles of international law concerning statehood, criminal jurisdiction, the law of treaties, state responsibility, peaceful settlement of disputes, and the rules on recourse to force will all be covered.

Knowledge of the key principles and substantive topics will be matched with understanding of the operation of international law in the real world. Therefore, course will introduce students to the current debates and challenges in this subject, with a focus on topical examples which will bring the subject to life and motivate students to explore the subject more fully. At this purpose, students will be encouraged to approach the subject critically and to develop their analytic skills to the highest level.

The course is relevant to a wide range of careers in law, government, politics, international relations, the media, and international business and it will be of interest to all students who take an interest in current affairs, international relations, the international order, international peace and security. For these reasons this module may be very useful for a better understanding of the others subjects of the module.

### 3. Aims of the module

This course aims to introduce students to the study of International Law. The course seeks to:

1. develop students' understanding and awareness of the way in which international relations and politics interact with the international legal system;
2. acquaint students with the modern literature in International Law examining and discussing the major theoretical debates on the role of law in the international legal order;
3. evaluate the international legality of contemporary political events and the ability of law to influence State behaviour;
4. develop the ability to analyse, articulate and write on the subject, by linking previous or current experience with an academic inquiry, particularly via the dissertation.

**4. Pre-requisite modules or specified entry requirements:** None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p>By the end of the teaching and training process, students are expected to</p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic, social and ethnic processes.</p>	<p>Outcomes A1, A2, A6 are woven into the module and their acquisition will be carried out through a combination of frontal and online teaching through lectures, seminars, web-based guided study, tutorials, as well as guided independent and group work.</p> <p>Provision of challenging and intellectually stimulating learning experience to engage all students in discussion may be found in seminars where all students will make a presentation. Private study will be supported by weekly reading lists and the use of the online platform.</p> <p>A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>

<p>Students should demonstrate the following cognitive skills:</p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>These will develop students' cognitive skills by encouraging them to think about the evaluation and application of political theories and principles in different situations.</p> <p>Creativity as well as analytical and critical thoughts are encouraged in evaluating complex simulated or real scenarios. Case studies will assist students in understanding the relationship between theory and practical application of political theories.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p>Students should demonstrate the following practical and professional skills:</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p>	<p>Specifically C2, C3, C4 outcomes are central to student presentations. Learners will be required to pre- sent a variety of data and information orally to fellow students and module leaders, using a range of IT methods.</p> <p>Students will be encouraged to reflect on and improve their skills through feedback.</p> <p>Development of students' practical skills through a problem-based approach, that takes into account employability skills and creative decision making, with the support of different teaching and learning techniques (seminars, team projects, tutorials, dissertation findings) Use of a wide variety of subject-specific materials to develop students' decision-making abilities, self-organisation and time management. Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate, to achieve mutually beneficial goals, and to solve political and IR problems in a global perspective.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p>Students should demonstrate following transferable skills:</p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Development of students' key skills within independent and supervised contexts. Students will learn how to apply creative approach to generate solutions to various problems.</p> <p>Use of different study situations. Students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.</p> <p>Provision of opportunities for students to demonstrate their key strengths and values and further develop them through personal development planning sessions.</p> <p>Development of students' lifelong learning attitude through continuous personal and professional development.</p>
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## 6. Indicative content

The module will typically cover the following topics:

Introduction: The distinctive nature of international law 2. The sources of international law; the relation between international and national law 3. States as subjects of international law 4. International organizations, companies, individuals and groups 5. Jurisdiction and immunity from jurisdiction 6. The law of treaties 7. Responsibility in international law 8. Diplomatic and consular relations 9. The law of the sea 10. Basic concepts of International Human Rights Law.

### 7. Assessment strategy, assessment methods and their relative weightings

Active participation will take the form of case study analysis that will be discussed during face-to-face seminars or in forums for DL programmes.

The assessment is SUMMATIVE of:

Essay (30%) consisting in one 1,500 word essay that analyses a case study assigned by the Lecturer.

Final Exam (70%) consisting of two essay questions from a list of topics.



## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes												
	A 1	A 2	A 6	B 1	B 3	B 4	B 5	C 2	C 3	C 4	D 1	D 7	D 8
Essay	X						X	X	X	X	X		
Final Exam		X	X	X	X	X						X	X

## 9. Teaching staff associated with the module

Cecilia Tedeschi, [cecilia.tedeschi@nciul.ac.uk](mailto:cecilia.tedeschi@nciul.ac.uk)

Maria Chiara Malaguti, [mariachiara.malaguti@nciul.ac.uk](mailto:mariachiara.malaguti@nciul.ac.uk)

## 10. Key reading list

Author	Year	Title	Publisher	Location
Cassese, Antonio	2014	International Law, 2 <sup>nd</sup> edition	OUP	Department
Fleur Johns, Richard Joyce, Sundhya Pahuja	2011	Events: The Force of International Law	Routledge	Department
Prabhakar Singh and Benoît Mayer (eds.)	2014	Critical International Law	OUP	Department

## 11. Other indicative text

Case studies and online resources indicated by the Lecturer during the term.

## RESEARCH METHODS

<b>1. 1. Factual information</b>			
<b>Module title</b>	Research Methods	<b>Level</b>	5
<b>Module tutor</b>	Marios Filis	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	200

### 2. Rationale for the module and its links with other modules

The rationale of this module is to enabling students to understand empirical research methods. They will learn about different sources of data and how to use them. Different research methods will be covered: empirical analysis, quantitative and qualitative data analysis.

The overall rationale of this module is to provide students with a comprehensive knowledge of how political scientists know what they know; and how knowledge is acquired in the social sciences. This module in Research Methods aims at enabling students to conduct research independently. They will be able to assess the quality of information they examine and review other people's research with a critical eye.

This course introduces students to techniques used for research in the study of politics. Students learn to think systematically about research design and causality and how data and theory fit together. Topics covered include also designing a research project, identifying causal relationships, ethical considerations in research and various data gathering methods (such as interviews, focus groups, experiments, surveys, etc.).

At the end of the course, students will understand the principles of empirical research, appreciate the differences and similarities between qualitative and quantitative methods, be able to critically evaluate how other people have conducted research, and be better equipped to conduct their own investigations. This module forms direct links with Introduction to Politics module.

### 3. Aims of the module

*By the end of this module students will be expected to:*

- a. formulate and write research questions, hypotheses and research objectives and select a research design
- b. examine critically the importance of a sampling strategy in both quantitative and qualitative research and be familiar with key sampling methods
- c. undertake a critical literature review and recognise the strengths and weaknesses in secondary data
- d. explain and critique basic statistical concepts and principles, choose appropriate statistical tests to look for differences in data
- e. describe the basic procedures for the thematic analysis of qualitative data and be able to prepare, code and analyse qualitative data
- f. write a research proposal that demonstrates an understanding of the research process and the key principles of research ethics
- g. identify and appraise appropriate paths for the dissemination of research findings

### 4. Pre-requisite modules or specified entry requirements: None.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in the core and elective modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p> <p><b>A7</b> illustrate the processes of globalisation and their impact on politics and policy.</p>	<p>The module will be taught using a combination of lectures, group tutorials and self-directed work.</p> <p>Lectures for the module will take place weekly and will provide general information about the principles that guide the practice of social research.</p> <p>In addition to the lectures there is a programme of tutorials that will focus on the development of practical research skills including research design, data collection, data analysis and the presentation of results.</p>
<p><b>B. Cognitive skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p>	<p>Acquisition of cognitive skills is through the medium of lectures, seminars, and workshops as well as through coursework feedback and the use on online sources.</p> <p>More specifically the module's tutorials and lectures will give students the opportunity to research and critically analyse founding principles and definitions in the field giving them an ample grounding in key concepts.</p> <p>An essay will require students to research one or more topics, critically assess evidence and develop and communicate an individual argument.</p> <p>The exam will test students for their broad knowledge of the topics within the module.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C5</b> communicate with others clearly and concisely</p>	<p>The acquisition of practical and professional skills will take place through a mix of lectures, seminars, workshops and project tutorials, accompanied by online teaching support and feedback.</p> <p>More specifically focused lectures and student participation in seminar/tutorial debates will train learners to act autonomously with limited direction within agreed guidelines and within constraints of time.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D3</b> demonstrate innovative and creative thinking to generate new ideas and deliver successful outcomes</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D5</b> use quantitative skills to process data and examine political problems and phenomena</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Producing essays, analysing case studies, reading project reports and participating to in class debates will help students to become effective and reliable learners capable to achieve high academic standards and to enhance their future employability skills.</p>

## 6. Indicative content

*The module will typically cover the following topics*

- Introduction to Research and the Research Process
- Research Ethics and Integrity
- Critical appraisal
- Introduction to Quantitative Research
- Study Designs and Methods
- Analysis and Interpretation of Quantitative Data
- Critical Appraisal of Quantitative Research Qualitative Research
- Introduction to Qualitative Research, Study Designs and Methods
- Analysis and Interpretation of Qualitative Data
- Critical Appraisal of Qualitative Research
- Mixed Methods Research
- Introduction to Mixed Methods Research, Study Designs and Methods
- Analysis and Interpretation of Mixed Methods Data
- Critical Appraisal of Mixed Methods Research

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation is of paramount importance for achieving good results in your assessments. It will take the form of quizzes, presentations and case study analysis.

The assessment is SUMMATIVE of:

Coursework assignment (50%), that consists in one 2,000 word essay.

Final Written Exam (50%): two open ended essay questions to be chosen from a list.

## 8. Mapping of assessment tasks to learning outcomes

**Learning  
outcomes**

Assessment tasks	A 1	A 2	A 4	A 5	A 7		B 1	B 3	B 4	B 5	B 6	C 1	C 2	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 7	D 8	
	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Essay	√	√	√	√	√							√									√		
Final Exam																							

## 9. Teaching staff associated with the module

Marios Filis, [marios.filis@nciul.ac.uk](mailto:marios.filis@nciul.ac.uk)  
 Appointments before or after classes

### 10. Key reading list

Author	Year	Title	Publisher	Location
Bryman, A.	2015	Social Research Methods (5 <sup>th</sup> edition)	Oxford	Department

### 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the course.
- Journal articles suggested by the instructor during the module.

# GENOCIDE

1. 1. Factual information			
<b>Module title</b>	Genocide	<b>Level</b>	5
<b>Module tutor</b>	Luisa Morettin	<b>Credit value ECTS</b>	15 7.5
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	150

## 2. Rationale for the module and its links with other modules

The module's rationale is to provide an introduction to genocide as a historical phenomenon and a legal concept, discussing the role of state-building, imperialism, war and social revolution in fuelling genocide by means of case studies. The course is designed to encourage interdisciplinary awareness drawing also on concepts and theories from psychology, anthropology and sociology. Attention will be paid to ongoing disputes over what constitutes appropriate terminology in this subject area. It also includes contentious issues such as 'cultural genocide' and whether post 9/11 terrorism falls under the rubric.

The programme will explore various episodes of genocide throughout world history and concludes by asking whether historical understanding can help us to prevent genocide in the future or if the anxieties of our era could once again give rise to imagined enemies and scapegoats.

## 3. Aims of the module

The aim of the module is to develop an awareness of social diversity and inequality.

The course will provide a framework for thinking about the phenomenology of killing, the conditions that facilitate atrocities, the contingency of genocidal processes and their legitimization. The course aims to supply a wide range of case studies of genocides worldwide and will help students to answer questions such as: Is Hitler's concept of *Lebensraum* as distant from our own ways of thinking as we believe? What is mass killing/genocide and how is it facilitated in war? How are war crimes denied or rationalized? How have societies constructed us and them dichotomies of difference? When mass killing is on the way, will it announce itself in the language we are familiar with?



**4. Pre-requisite modules or specified entry requirements.** None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic, social and ethnic processes.</p>	<p>The module will provide students with a critical insight into how key theorists have developed their ideas on genocide and will develop their appreciation of the methodological complexities associated with this field and the historical controversies that have surrounded it.</p> <p>In order to achieve these goals and offer a better engagement in learning, peer-led seminars will be organised, as well as flipped classroom exercises. Constructive, critical discussion will be encouraged in any topics, giving students a no judgmental place where to confront themselves and their ideas on ethical issues.</p> <p>Detailed lesson plans for each lecture will help students in their revision and consolidation process.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p>	<p>The module is designed as a series of lectures, seminars and student-led focus groups, where discussion, analysis and evaluation of prior knowledge is requested. Lectures and seminars will enable students to demonstrate a fluent and critical understanding of the character of atrocities in a comparative, theoretical and historical way.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of sources</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C5</b> communicate with others clearly and concisely</p> <p><b>C6</b> plan, manage and execute work both individually and in teams</p>	<p>The assignment and student-led activities provide the meanings to achieve C band learning outcomes. Independent work as well as reflective process and discussion with peers offer the chance to build on practical and professional skills, both for individual and team projects.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Producing essays, analysing case studies, reading project reports and participating to in-class debates will help students to become effective and reliable learners capable not only to achieve the standards required of undergraduate study, but also enhance their future employability skills.</p>
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## 6. Indicative content

The module will typically cover the following topics:

- Understanding genocide: the politics of uniqueness and psychological, sociological and anthropological perspectives
- Ethnicity and ethnic conflict, gendercide, democide
- The state, imperialism and genocide
- Genocides of indigenous people
- The Ottoman destruction of Christian minorities
- Stalinism and Maoism
- The Jewish Holocaust
- State violence and genocide in Latin America
- Cambodia and the Khmer Rouge
- Bosnia and Kosovo
- Rwanda, Congo and Darfur
- Memory and denial
- Responses to genocide: the Hague and Geneva conventions, war crimes tribunals and the International Criminal Court

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation is fundamental towards achieving good results in all summative assessments. It will involve multiple choice questionnaires and group presentations based on case study analysis.

The assessment is SUMMATIVE of:

Coursework assignment (40%), that consists in one 2,000 words essay that analyses a case study assigned by the Lecturer at the beginning of the Module.

Final Written Exam (60%): two hour exam at the end of the term consisting of two essay questions (each worth 30%).

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																			
	A 1	A 2	A 3	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 3	C 4	C 5	C 6	D 1	D 2	D 4	D 7	D 8
Essay	v	v	v	v	v	v	v			v	v	v	v	v	v	v	v	v	v	v
Final Exam	v	v	v	v				v	v			v		v		v		v		

## 9. Teaching staff associated with the module

**Luisa Morettin** [luisa.morettin@nciul.ac.uk](mailto:luisa.morettin@nciul.ac.uk); Office appointments after/before classes upon request.

10. Key reading list				
Author	Year	Title	Publisher	Location
Bloxam, D. and Dirk Moses, A., (eds.)	2010	The Oxford Handbook of Genocide Studies	OUP	Department
Laban Hinton, Alexander, (ed.)	2002	Annihilating Difference: The Anthropology of Genocide	University of California Press	Department
		Handouts distributed in class/uploaded on the platform		

## 11. Other indicative texts

- Case studies and online resources indicated by the Lecturer during the term.
- The political sections of newspapers, e.g. Foreign Affairs, The Economist, and reports from Amnesty international
- Other journal articles suggested by the instructor during the module.

### Further Reading:

Balakina, P., 2004 *The Burning Tigris: The Armenian Genocide and America's Response*, (Harper Collins, 2004)

Hatzfeld, J. and Sontag, S., *Machete Season. The Killers in Rwanda Speak*, (Macmillan, 2006)

Mamdani, M., *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*, (Princeton University Press, 2001)

## BRITISH GOVERNMENT AND POLITICS

1. 1. Factual information			
<b>Module title</b>	<b>British Government and Politics</b>	<b>Level</b>	5
<b>Module tutor</b>	Marzia Maccaferri	<b>Credit value</b>	15
		<b>ECTS</b>	7.5
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	150

### 2. Rationale for the module and its links with other modules

The rationale of this module is to discuss the basic approaches to what constitute the core of the British politics today in the light of recent Brexit. In particular, students will acquire a critical understanding of the current issues on how British government works combining theoretical aspects of policy-making choices with social and political events that shape governmental action.

This course provides, therefore, a policy-centred approach to the study of British politics. In doing so, students will develop an up-to-date knowledge and broader understanding of the political system of the UK and will be able to analyse the process of government in relation to parliamentary procedures; multi-level governance structure in the UK as a whole and in a devolution of powers perspective. Learners will survey also central electoral systems, political parties and patterns in voting behaviour. This module forms links with Introduction to Politics module and all other modules dealing with constitutional and governmental analysis, such as American Politics, offered in this programme.

### 3. Aims of the module

The module aims at enabling students to understand and critically examine the theory and practice of analysing public policies in Britain. Students will demonstrate comprehension of the differences in formal and informal instruments of policy-making and related implementation, especially how multi-layered governance structure works.

Upon completion of this module students will be able to evaluate the consequences of different policy-making choices set against the devolution of power landscape and Brexit.

Learners will develop a more refined understanding of how the relationship between the centre

and the periphery in Britain shapes the government decision-making process.

This module will provide students with fundamental skills and knowledge to compare different events of British political life and their impact in broader social terms.

**4. Pre-requisite modules or specified entry requirements.** None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in the core and elective modules offered.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic and social processes</p> <p><b>A7</b> illustrate the processes of globalisation and their impact on politics and policy.</p>	<p>A combination of lectures, seminars, and individual and group activities will lead to the acquisition of A1, A4, A6, and A7 key knowledge points.</p> <p>Detailed lesson plans, reading lists (including papers, journal articles and book chapters) and audio-visual material uploaded on Blackboard will support private study and extend the in- class learning process.</p> <p>The requirement that all students will deliver a presentation with Q&amp;A at the end will strengthen learners' confidence of their knowledge and create an environment of open debate.</p> <p>Outline slides and auto-evaluation tests for each lecture uploaded on Blackboard will help students in their revision and consolidation process.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p>	<p>Discussions of key points of debate in the field will lead to the acquisition of B1 through B5 skills and will take place within the usual activities of lectures, workshops, and seminars.</p> <p>This will reflect student progression together with essay writing and presentations that will enable learners to improve their critical approach to the subject and strengthen their intellectual skills and political analysis skills.</p> <p>Lectures' feedback will assist students in developing and refining their critical work.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C5</b> communicate with others clearly and concisely</p> <p><b>C6</b> plan, manage and execute work both individually and in teams</p>	<p>Tutorials, projects, case-study analysis and online teaching support will develop student's practical skills.</p> <p>The need to present their work in a balanced and clear fashion, combined with presentations' requirements intend to develop learners' professional attitudes both individually and on a team basis.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>



<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Acquisition of D1 – D11 skills will be developed throughout the course thanks to essay writing, presentations, group work, within constraints of time and using high academic standards.</p> <p>Students will be encouraged to make effective use of all IT resources available to them in order to enhance their academic work and productivity.</p> <p>The module will help learners to communicate effectively in a variety of situations, showing initiative and self-motivation, creativity and integrity, and having a good attitude towards their study, all skills that are valuable across all industries.</p>
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## 6. Indicative content

The module will typically cover the following topics:

- The Policy Process in UK
- Policy Formulation
- The Cabinet
- Policy Initiation
- Parliamentary Process
- Devolution of Power
- Implementation Theories and Agency
- Evaluating Policy Outcomes and Impact
- Power Theories, Actors and Institutions, and Voting Behaviours
- Brexit and the EU

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation is fundamental towards achieving good results in the summative assessments. It will consist of individual presentations, quizzes and group-based work on case studies.

The assessment is SUMMATIVE of:

Coursework assignment (50%), that consists in one 2,000 word essay that analyses a case study assigned by the Lecturer at the beginning of the Module.

Final Written Exam (50%): two hour exam at the end of the term consisting of two open ended questions from a choice of essay questions.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																						
	A 1	A 4	A 6	A 7	A 10	B 1	B 2	B 3	B 4	B 5	C 1	C 3	C 5	C 6		D 1	D 2	D 4	D 7	D 8	D 9		
Essay	√	√		√		√	√	√	√	√	√	√	√	√		√		√	√	√	√		
Final Exam		√	√	√	√																		

## 9. Teaching staff associated with the module

TBC

<b>10. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Dorey, P.	2014	Policy Making in Britain: An Introduction	SAGE	Department
Kingdom, J. and Fairclough, P.	2014	Government and Politics in Britain (4th edition)	Polity Press	Department
		Required readings and case studies (hand-outs distributed in class)		

<b>11. Other indicative text</b>
<ul style="list-style-type: none"><li>• Case studies and online resources indicated by the Lecturer during the term.</li><li>• Other journal articles, book chapters, essays suggested by the instructor during the module.</li></ul>

## GOVERNMENT & POLITICS OF THE MIDDLE EAST

1. 1. Factual information			
<b>Module title</b>	<b>Government and Politics of the Middle East</b>	<b>Level</b>	5
<b>Module tutor</b>	Orna Almog	<b>Credit value ECTS</b>	15 7.5
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	150

### 2. Rationale for the module and its links with other modules

The rationale of this module on Government and Politics of the Middle East is to provide students with a clear understanding of why and how the Middle East is a pivotal region in international relations and global politics.

The module examines the politics of Middle East since the fall of the Ottoman Empire in 1918 to the eruption of the Arab revolts in 2010-2011. It will give an overview of the major political issues, forces and developments providing also an analysis of the wider political contexts in which they occurred.

It examines key issues in Middle Eastern domestic and regional politics, developing a critical understanding of the patterns of state-society interaction in the region, the processes of state formation, the constitution of social and political forces.

Attention will be devoted also to the rise and fall of ideologies that affected Middle Eastern political environment as Arab Nationalism, Arab Socialism and Political Islam.

The module is linked to other courses as Geopolitics, Terrorism and Fundamentalism in the 20<sup>th</sup> and 21<sup>st</sup> century, Introduction to Islamic History and The Arab-Israeli conflict.

### 3. Aims of the module

The module aims at enabling students to understand, analyse and critically examine the major political and sociological trends found in the contemporary Middle Eastern region. It provides students with a thorough overview of the key scholarly debates and theories as they relate to the Middle East.

Students will develop their skills of political analysis through critical reading, lectures and informed discussion and in the writing of essays.

### 4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during inter- actions in interstate relations.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic and social processes.</p>	<p>Outcomes A2, A3, A5, and A6 are woven into the modules and their acquisition will be carried out through a combination of frontal and online teaching through lectures, seminars, web based guided study, tutorials, as well as guided independent and group work.</p> <p>Provision of challenging and intellectually stimulating learning experience to engage all students in discussion can be found in seminars where all students will make a presentation.</p>
B. Cognitive skills	Learning and teaching strategy

<p>Students should demonstrate the following cognitive skills:</p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p>	<p>Acquisition of B1-B6 will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>These will develop students' cognitive skills by encouraging them to think about the evaluation and application of political theories and principles in different situations.</p> <p>Analytical and critical thoughts are encouraged. Case studies will assist students in understanding the relationship between theory and practical application of political theories.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p>Students should demonstrate the following practical and professional skills:</p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C5</b> communicate with others clearly and concisely</p>	<p>Specifically C1 – C5 outcomes are central to student presentations. Learners will be required to present a variety of data and information orally to fellow students and module leaders, using a range of IT methods.</p> <p>The use of a wide variety of subject-specific materials will develop students' self-organisation and time management.</p> <p>Students will be encouraged to reflect on and improve their skills through feedback.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p>Students should demonstrate following transferable skills:</p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D4</b> show ability to identify strengths and/ or weaknesses in a given argument</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>There is particular emphasis on seminar work. Students are expected to read extensively, to make a number of presentations and to engage actively in seminar discussions. They are also expected to write papers, guided by their course tutors, but requiring both independent and team work.</p>
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## 6. Indicative content

Introduction to the Middle East: Geography and background  
Historical Background and Islamic Civilization  
The Early Modern Ottoman Empire and the Arab World  
The Mandate system in the Bilad al-Sham  
Nation building in Turkey and Iran  
The Second World War and its consequences  
The formation of nation states  
The Arab-Israeli Conflict  
Arab nationalism and Nasserism  
The 1967 war and its consequences  
Syria and Iraq under Ba'thism  
Revolution and Islamic Republic in Iran  
The oil boom and the emergence of Gulf countries  
The role of the United States in the region  
The Iraqi war and the fall of Saddam Hussein  
The Arab Spring  
War on Terror

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation is fundamental towards achieving good results in the summative assessments. It will consist of individual presentations, forums and multiple choice tests.

The assessment will be a SUMMATIVE of:

Essay (40%) one 2,000 words essay from a case studies list provided by the lecturer and covering some of the module topics.

Final Written Exam (60%), that consists in two open ended essay questions to be chosen from a list of six.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																			
	A 2	A 3	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 4	D 7	D 8
Essay	√			√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√	√	√						√					√						



## 9. Teaching staff associated with the module

Orna Almog; [orna.almog@nciul.ac.uk](mailto:orna.almog@nciul.ac.uk) – Appointments upon request before or after class.

10. Key reading list				
Author	Year	Title	Publisher	Location
Halliday, F.	2005	The Middle East in International Relations: Power, Politics and Ideology	Cambridge University Press	Department
Durac V. and Cavatorta F.	2015	Politics and Governance in the Middle East	Palgrave Macmillan	Department

## 11. Other indicative text

- Case studies and online resources indicate by the Lecturer during the term.
  - The political sections of magazines, e.g. Foreign Affairs, The Economist •
- Other journal articles suggested by the instructor during the module.

## INTRODUCTION TO ISLAMIC HISTORY

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>Introduction to Islamic History</b>	<b>Level</b>	5
<b>Module tutor</b>	Orna Almog	<b>Credit value</b>	10
		<b>ECTS</b>	5
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	100

### 2. Rationale for the module and its links with other modules

The rationale of this module on Introduction to Islamic History is to explain what Islam is and how it spread worldwide.

This module provides learners with systematic understanding of the history of Islam from the 7<sup>th</sup> to the 21st century. After sketching an overview of Muslim world the module will focus on geography, peoples, cultures, and languages, introducing the main events in the early history of Islam. Subsequently, the focus will shift on contemporary issues such as the idea of jihad and its development, the rise of political Islam in the 20 century and its links with the resurgence of religious terrorism and fundamentalism. In doing so it will also highlight the link between politics and religion in Muslim and Arab world, helping students to familiarise with the basic concepts of Islam and enabling them to understand, analyse and critically examine contemporary Islam.

The course is closely linked with other modules provided by the BA programme such as Government and Politics of the Middle East, Twentieth Century International History and Terrorism and Fundamentalism in the Twentieth and Twenty-first Century.

### 3. Aims of the module

The module aims at enabling students to discuss, identify and critically evaluate the major political and historical trends found in contemporary Islam. It provides students with a thorough overview of the key scholarly debates and theories as they relate to Islam.

Students will develop their skills of political analysis through critical reading, lectures and informed discussion and in the writing of essays.

The study of history of Islam will strengthen students' international perspective, skills, and knowledge that will help them to better understand other modules in this degree programme and take advantage of opportunities in the increasingly global world.

#### 4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>By the end of the teaching and training process, students are expected to show ability to:</i></p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic and social processes.</p> <p><b>A7</b> illustrate the processes of globalisation and their impact on politics and policy.</p>	<p>The module aims to provide students with an understanding of Islamic history. In order to achieve that and offer a better engagement in learning, tutorials will be organised, next to web- based guided study and more traditional lectures.</p> <p>Provision of challenging and intellectually stimulating learning experience to engage all students in discussion can be found in seminars where all students will make a presentation. Private study will be supported by weekly reading lists and the use of the online platform.</p>
B. Cognitive skills	Learning and teaching strategy

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p>	<p>Acquisition of B1-B4 will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>These will develop students' cognitive skills by encouraging them to think about the evaluation and application of political theories and principles in different situations.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p>Students should demonstrate the following practical and professional skills:</p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C5</b> communicate with others clearly and concisely</p> <p><b>C6</b> plan, manage and execute work both individually and in teams</p> <p><b>C8</b> demonstrate the ability of self- and peer-assessment</p>	<p>The assignment and student-led activities provide the meanings to achieve learning outcomes C1, C3, C5, C6, and C8.</p> <p>Independent work as well as reflective process and discussion with peers offer the chance to build on practical and professional skills, both for individual and team projects.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p>Students should demonstrate following transferable skills:</p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D6</b> demonstrate ability to work with internal and external customers/ political scientists and engage respectfully with people from a range of cultures</p>	<p>Acquisition of transferable skills is a slow process gained through practice that will be built over time and its development will be progressed throughout the degree programme.</p> <p>The development of students' key skills will be more evident on communication and working with others through seminars and presentations.</p>
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## 6. Indicative content

*The module will typically cover the following topics*

- Life and legacy of the Prophet Muhammad
- Islamic sacred texts: the Quran and the Hadith
- Five pillars of Islam
- Succession to the Prophet and Sunni-Shia schism
- Jihad: from the Qur'an to Da'esh
- Political Islam in modern and contemporary era
- Women and Islam
- Islam in the West

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation is an essential requirement for passing the assessments of this module. It consists of monitored online exercises, short presentations and a mock exam.

The SUMMATIVE assessment consists of:

Coursework essay (40%) that consists in one 2,000 word essay from a list of topics made available by the lecturer at the beginning of the term.

Final Written Exam (60%): two hour exam at the end of the term, consisting in a two open ended questions to be chosen from a list of six.

### 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																
	A2	A4	A6	A7	B1	B2	B3	B4	C1	C3	C5	C6	C8	D1	D2	D4	D6
Essay	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√	√	√	√	√												

### 9. Teaching staff associated with the module

Orna Almog; orna.almog@nciul.ac.uk Office and online appointments after/before classes upon request.

### 10. Key reading list

Author	Year	Title	Publisher	Location
Ruthven, M.	2012	Islam: A Very Short Introduction	Oxford University Press	Department

Sonn, T.	2015	Islam: History, Religion, and Politics	Wiley Blackwell	Department
Tibi, B.	2005	Islam Between Culture and Politics	Palgrave Macmillan	Department

### 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the term.
- Other journal articles suggested by the instructor during the module.

## STATECRAFT AND DIPLOMACY

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>Statecraft and Diplomacy</b>	<b>Level</b>	5
<b>Module tutor</b>	Peter Hough	<b>Credit value ECTS</b>	15 7.5
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	150

### 2. Rationale for the module and its links with other modules

The rationale of this module is to discuss the basic approaches to the theory and practice of modern diplomacy and statecraft. In particular, students will acquire a critical understanding of the current issues involved in the study of diplomacy combining theoretical and comparative aspects of main foreign policy issues and events of the twentieth and twenty-first centuries whose roots can be found in the broader contemporary era.

Students will be able to analyse how diplomatic craft is systematically forged through the international law on one hand; and through negotiations' outcome as well as the enforcement of the so-called coercive diplomacy through economic sanctions and other diplomatic actions. This module forms links with Introduction to politics module and all other modules dealing with international history and relations offered in this programme.

### 3. Aims of the module

The module aims at enabling students to understand, analyse and critically examine knowledge theories and practice of diplomacy. Students will demonstrate comprehension of the differences in formal and informal instruments of diplomatic craft, especially how international law and negotiating techniques work.

Upon completion of this module students will be able to evaluate the consequences different international policy-making choices set on the world stage.



Learners will develop a more refined understanding of how public diplomacy and the relationship between strong-weak nations around the world shape the international order's change and dynamics.

This module will provide students with fundamental skills and knowledge to compare different events of the twentieth and twenty-first centuries and their influence in statecraft policies.

#### 4. Pre-requisite modules or specified entry requirements

None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic, social and ethnic processes.</p> <p><b>A7</b> illustrate the processes of globalisation and their impact on politics and policy.</p>	<p>Acquisition of A4, A5, A6 and A7 is through a combination of lectures, seminars individual and group activities.</p> <p>Detailed lesson plans, reading lists (including papers, journal articles and book chapters) and audio-visual material uploaded on Blackboard will support private study and extend the in-class learning process.</p> <p>The requirement that all students will deliver a presentation with Q&amp;A at the end will strengthen learners' confidence of their knowledge and create an environment of open debate.</p> <p>Hand-outs distributed in class and/or uploaded on Blackboard for each lecture will help students in their revision and consolidation process.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p>	<p>Acquisition of B1 – B5 takes place though the usual medium of lectures, workshops, and seminar discussions of key points of debate in the field and other material.</p> <p>This will reflect student progression together with essay writing and presentations that will enable learners to improve their intellectual skills and political analysis.</p> <p>Course feedback will assist students in developing and refining their critical work.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C5</b> communicate with others clearly and concisely</p> <p><b>C6</b> plan, manage and execute work both individually and in teams</p> <p><b>C9</b> develop good receptive (reading, listening) as well as productive (writing and speaking) skills</p>	<p>Student’s practical skills will be developed by a range of activities: lectures, tutorials, projects, case-study analysis and online teaching support.</p> <p>Especially presentations and seminars are intended to develop learners’ professional attitudes and the need to present their work in a balanced and clear fashion.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D5</b> use quantitative skills to process data and examine political problems and phenomena</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Acquisition of key transferable skills will be developed throughout the course thanks to essay writing, presentations, group work, within constraints of time and using high academic standards.</p> <p>The module will help learners to communicate effectively in a variety of situations, showing initiative and self-motivation, creativity and integrity, and having a good study/work attitude, all skills that are valuable across all industries.</p>
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## 6. Indicative content

The module will typically cover the following topics:

The History and Evolution of Diplomacy  
Diplomacy: Policy, Practice and Procedures  
Realism and Foreign Policy  
Foreign Policy Analysis  
Liberalism and Statecraft  
Constructivism and Foreign Policy  
Diplomatic Discourse  
The Diplomatic Politics of the EU  
Economic Diplomacy  
Economic Statecraft  
Emergency Simulations  
The Role of Public Opinion and National Security  
Implementation and Diplomatic Behaviour Case Studies: United Kingdom, United States, Russia, China

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation is very important for achieving best results. It will take the form of short presentations and multiple choice tests.

The assessment is SUMMATIVE of:

Coursework assignment (30%), that consists of a 2,000 words essay.

Final exam (70%), that consists in two essay questions (35% each) from a list of five topics.

## 8. Mapping of assessment tasks to learning outcomes

### Learning outcomes

Assessment tasks	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 5	C 9	D 1	D 2	D 4	D 5	D 7	D 8
	Essay	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√	√	√	√	√	√	√	√	√	√		√		√	√		√			

## 9. Teaching staff associated with the module

Peter Hough, [peter.hough@nciul.ac.uk](mailto:peter.hough@nciul.ac.uk) Appointments upon request and after classes

## 10. Key reading list

Author	Year	Title	Publisher	Location
S.Smith (ed)	2016	Foreign Policy: Theories, Actors, Cases		Department
		Handouts distributed in class and up- loaded on the platform		

## 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the term.
- Other journal articles, book chapters, essays suggested by the instructor during the module.

Mintz, A., *Understanding Foreign Policy Decision Making*, (Cambridge University Press, 2010)

Hill, C., *Foreign Policy in the Twenty-First Century* (2nd Edition), (Basingstoke: Palgrave Mac- millan, 2016)

## 20th CENTURY EUROPEAN POLITICS & FOREIGN RELATIONS

1. 1. Factual information			
<b>Module title</b>	20th Century European Politics and Foreign Relations	<b>Level</b>	5
<b>Module tutor</b>	Peter Hough	<b>Credit value ECTS</b>	15 7.5
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	150

### 2. Rationale for the module and its links with other modules

The rationale of this module is to provide students with a broad knowledge of European past and current issues. The module is based on mixed approach in three different disciplines (Contemporary History, Comparative Politics and International Relations) with the aim of enabling students to critically understand and examine the major events occurred in Twentieth century Europe.

This module will provide a theoretical and conceptual understanding of the processes of integration involved in European foreign, security and defence policies of key EU member states such as France, Germany and the United Kingdom, and a historical grounding in the evolution of transatlantic relations.

### 3. Aims of the module

The course aims to provide an understanding of the EU as an actor in the foreign, security and defence policy fields and a conceptual overview of the most important topics for Europe. Specific case studies will be used to illustrate concepts and explore key themes.

### 4. Pre-requisite modules or specified entry requirements

None.

## 5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic and social processes.</p> <p><b>A7</b> illustrate the processes of globalisation and their impact on politics and policy.</p>	<p>Outcomes A2 – A7 are woven into the module and their acquisition will be carried out through a combination of frontal and online teaching through lectures, seminars, web-based guided study, tutorials, as well as guided independent and group work.</p> <p>Private study will be supported by weekly reading lists and the use of Blackboard. A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.</p>

<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p>Students should demonstrate the following cognitive skills:</p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p>	<p>Acquisition of B1, B3, B4, B5, and B6 will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>These will develop students' cognitive skills by encouraging them to think about the evaluation and application of political theories and principles in different situations.</p> <p>Case studies will assist students in understanding the relationship between theory and practical application of European foreign relations.</p> <p>Group work on various exercises will improve individual self-confidence and team effort that will be assessed mainly during presentations. The use of a range of media and IT methods will develop students' skills in those areas.</p> <p>By using knowledge from previous levels, learners will develop the ability to think more laterally when tackling international and political issues. This skill together with student progression will be assessed both by presentations and the final examination.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p>Students should demonstrate the following practical and professional skills:</p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C5</b> communicate with others clearly and concisely</p>	<p>Learners will be required to present a variety of data and information orally to fellow students and module leaders, using a range of IT methods.</p> <p>The use of a wide variety of subject-specific materials will develop students' decision-making abilities, self-organisation and time management. Students will be encouraged to reflect on and improve their skills through feedback.</p>



D Key transferable skills	Learning and teaching strategy
<p>Students should demonstrate following transferable skills:</p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D5</b> use quantitative skills to process data and examine political problems and phenomena</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D9</b> have developed key skills within independent and supervised contexts</p>	<p>Acquisition of transferable skills is a slow process gained through practice that will be built over time and its development will be progressed throughout the degree programme.</p> <p>The development of students' key skills will be more evident on communication and working with others through seminars and presentations.</p>

## 6. Indicative content

Pre-war and post-war period

Wartime cooperation and Cold War stalemate: Germany, the US and the Soviet Union

European integration and transatlantic alliance

The post-war boom and economic integration

Decolonisation, NATO and De Gaulle

The fall of the Berlin Wall

The EU and migration issues

EU-UN Relations: cooperation in peacekeeping

The EU and energy policy

Greece in the EU

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation is strongly recommended in order to pass this module. It will consist of a short presentation, forum participation, and multiple choice tests.

The assessment is SUMMATIVE of:

Coursework assignment (50%): one 2,000 word essay to be submitted towards the end of the term and covering one of the major topics covered during the module.

Final Written Exam (50%), that consists in two open ended questions from a list of six.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																					
	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 4	D 5	D 7	D9
Essay	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√		√	√														√	√	√		

## 9. Teaching staff associated with the module

Peter Hough, peter.hough@nciul.ac.uk. Appointments after class and upon request

## 10. Key reading list

Author	Year	Title	Publisher	Location
Hill, Christopher & Smith, Michael (eds)	2011	International Relations and the European Union (2 <sup>nd</sup> edition)	Oxford University Press	Department

## 11. Other indicative text (e.g. websites)

- Case studies and online resources indicate by the Lecturer during the term.
- The European sections of magazines, e.g. Foreign Affairs, The Economist
- Other journal articles suggested by the instructor during the module.

Kagan, R., *Paradise and Power: America and Europe in the New World Order*, (Atlantic Books, 2003)

## AMERICAN POLITICS

1. 1. Factual information			
<b>Module title</b>	<b>American Politics</b>	<b>Level</b>	5
<b>Module tutor</b>	Ernesto Gallo	<b>Credit value</b> <b>ECTS</b>	15 7.5
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	150

### 2. Rationale for the module and its links with other modules

The rationale of this course is to provide a policy-centred approach to the study of American politics. It will cover the cultural and constitutional foundations of American politics and how they influenced the structure of government; in particular, how American institutions operate in shaping law and public policy.

Students will be introduced to on-going debates over economic inequality, partisan polarization, racism, and immigration that characterise American political cultures.

Students will survey and critically examine American Constitution, American political culture, civil rights, the presidency, Congress, Supreme Court, political parties, elections, the political behaviour of ordinary citizens, public opinion, and interest groups.

### 3. Aims of the module

The module aims at enabling students to understand, analyse and critically examine contemporary American politics. The course is designed to let the students to understand and evaluate the logic of American government's institutions, and the intended and unintended consequences of their political outcome; how these same institutions influence the political behaviour of citizens, activists, legislators, and political leaders.

Students will investigate the political structures of the United States. They will be able to describe the essential formal and informal features of U.S. politics and federalism, the three branches of government, and how political parties are unique to this political culture. Learners will develop this political understanding of US institutions by means of primary and secondary sources.

This module will provide students with knowledge to contextualise American politics in an appropriate comparative perspective. The module will equip students with knowledge to study further for other modules in this degree programme (International Law and Democratic Systems).

**4. Pre-requisite modules or specified entry requirements: None.**

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in the core and elective modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic and social processes.</p>	<p>Acquisition of A1 – A10 is through a combination of lectures, seminars individual and group activities.</p> <p>Detailed lesson plans, reading lists (including papers, journal articles and book chapters) and audio-visual material uploaded on Blackboard will support private study and extend the in-class learning process.</p> <p>The requirement that all students will deliver a presentation with Q&amp;A at the end will strengthen learners' confidence of their knowledge and create an environment of open debate.</p> <p>Hand-outs distributed in class and/or uploaded on Blackboard for each lecture will help students in their revision and consolidation process.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p>	<p>Acquisition of B1 – B6 takes place though the usual medium of lectures, workshops, and seminar discussions of key points of debate in the field and other material.</p> <p>This will reflect student progression together with essay writing and presentations that will enable learners to improve their intellectual skills and political analysis.</p> <p>Course feedback will assist students in developing and refining their critical work.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C5</b> communicate with others clearly and concisely</p> <p><b>C6</b> plan, manage and execute work both individually and in teams</p>	<p>Student’s practical skills will be developed by a range of activities: lectures, tutorials, projects, case-study analysis and online teaching support.</p> <p>Especially presentations and seminars are intended to develop learners’ professional attitudes and the need to present their work in a balanced and clear fashion.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D5</b> use quantitative skills to process data and examine political problems and phenomena</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Acquisition of D1, D2, D4, D5, D7 and D8 skills will be developed throughout the course thanks to essay writing, presentations, group work, within constraints of time and using high academic standards.</p> <p>The module will help learners to communicate effectively in a variety of situations, showing initiative and self-motivation, creativity and integrity, and having a good study/work attitude, all skills that are valuable across all industries.</p>
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## 6. Indicative content

The module will typically cover the following topics:

- Introduction to American Foundations
- The American Political Tradition
- The Constitution
- American Congress
- The Presidency
- The Judiciary
- Federalism and Political Geography
- Citizens and Public Opinion
- Parties, Organized Interests, and the US Political System
- Polarization and Extremism
- Economic Inequality
- Race and Racism

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will require students to take part in forums and take multiples choice tests and mock exam.

The assessment is SUMMATIVE of:

Coursework assignment (50%) consisting in one 2,000 word essay that analyses a case study assigned by the Lecturer at the beginning of the Module.

Final Written Exam (50%), consisting in two open ended questions to be chosen from a list of topics covered during by the module lectures.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																						
	A 1	A 2	A 3	A 5	A 6	B 1	B 2	B 3	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 4	D 5	D 7	D 8	
Essay	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√	√	√	√	√																	√	

## 9. Teaching staff associated with the module

Ernesto Gallo, [Ernesto.gallo@nciul.ac.uk](mailto:Ernesto.gallo@nciul.ac.uk) Appointments after class and upon request.

## 10. Key reading list

Author	Year	Title	Publisher	Location



Kernell, Samuel, and Steven S. Smith (eds)	2009	Principles and Practice of American Politics: Classic and Contemporary Readings (4th edition)	CQ Press	Department
		Handouts distributed in class and uploaded on the VLE environment		

### 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the term.
- Other journal articles, book chapters, essays suggested by the instructor during the module.

## GLOBAL BUSINESS PLANNING

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>Global Business Planning</b>	<b>Level</b>	5
<b>Module tutor</b>	Dimitrios N. Koufopoulos Ioannis Gkliatis	<b>Credit value ECTS</b>	15 7.5
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	150

### 2. Rationale for the module and its links with other modules

Rationale for the module and its links with other modules in this course, students will learn how to prepare a comprehensive strategy for launching a new business either as a new business or as new business line in an existing firm through the preparation of a business plan.

The course is therefore an application of what students have learned in finance, economics and management to effective decision making.

### 3. Aims of the module

The course aims to provide all basic skills necessary to concoct, prepare and deliver an effective strategy for the development of a new business and transform it in a business plan.

The module aims to put the student in the capacity of:

- Integrating all components of a business plan
- Structuring the components of a strategically & financially sound dynamic business plan
- Analysing key strategic factors impacting business
- Implementing a new product/ service feasibility analysis
- Preparing a SWOT ( strengths, weaknesses, opportunities and threats) analysis
- Defining a capital structure and capital sources
- Presenting a business plan (written form and orally)

### 4. Pre-requisite modules or specified entry requirements

None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A6</b> Demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organizational behaviour.</p> <p><b>A7</b> evaluate and compare different business scenarios in global environment as informed by business management, financial management, and marketing management.</p> <p><b>A8</b> identify potential competitive advantage of the business in a target market and design innovative approaches to maximize it through a reflective approach</p>	<p><i>Learning and teaching strategy includes</i></p> <p>Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding in a multi- disciplinary context. Examples of these methods are traditional lectures, seminars, web- based guided study, tutorial, projects, creative reflective portfolios, guided independent and group work, and case study analysis. •</p> <p>A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.</p> <p>Provision of educational environment that supports and motivates learning, teaching and research activities of students and staff, through the promotion of training activities and professional development. Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding in a multidisciplinary context.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>

*At the end of the module learners will be expected to:*

**B1** demonstrate critical thinking, analysis and synthesis of complex management, financial and economic issues

**B3** creatively formulate and solve business problems using different tools and techniques from a variety of resources

*Learning and teaching strategy includes:*

Development of students' cognitive skills by encouraging them to reflect about themselves and their environment, while analysing and synthesising knowledge acquired in different topics. Creativity as well as analytical and critical thoughts are encouraged in evaluating and applying business theories and principles in complex simulated or real scenarios.

Provision of the main vehicles for further development of the cognitive skills through seminars, tutorials and case studies.

Encouraging students to interact with lecturers and peers using relevant examples and current research in the main subject areas, to build valuable knowledge as well as enhancing their individual attitudes and strengths.

<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues</p> <p><b>C4</b> identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change</p> <p><b>C5</b> integrate research and work based approaches in order to analyse a business, both internally and in the global context</p>	<p><i>Learning and teaching strategy includes:</i></p> <p>Development of students' practical skills through a problem-based approach, that takes into account employability skills and creative decision making, with the support of different teaching and learning techniques (seminars, team projects, tutorials, dissertation findings).</p> <p>Use of a wide variety of subject-specific and industry materials to develop students' decision-making abilities, self-organisation and time management.</p> <p>Development of students' key skills with a particular emphasis on communication and working with others through seminar and tutorial sessions. Students are required to pre- pare and present different types of information (qualitative and quantitative) orally and in writing using a variety of media and IT methods.</p> <p>Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.</p> <p>Development of students' lifelong learning attitude through continuous personal and professional development.</p> <p>Development of leadership abilities and commercial awareness to prepare students for a career in the global context.</p>
<b>D Key transferable skills</b>	<b>Learning and teaching strategy</b>

*At the end of the module, learners will be expected to:*

**D1** use creativity in problem solving and decision making

**D2** demonstrate the ability to work independently

**D6** present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

**D8** solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

**D9** operate in the global arena recognizing and evaluating contemporary complexity and cross country culture

**D12** develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

*Learning and teaching strategy includes:*

Use of information technology for collecting, analysing and presenting information

Development of students' key skills within independent and supervised contexts. Students will learn how to apply creative approach to generate solutions to various business problems.

Use of different study situations as students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.

Provision of opportunities for students to demonstrate their key strengths and values and further develop them through personal development planning sessions.

Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.

Development of students' lifelong learning attitude through continuous personal and professional development.

Deepening of students' analytical, entrepreneurial, collaborative and independent re- search skills requiring the performance under pressure in timed assessment conditions or to the given deadlines.

Giving full consideration to ethical aspects of global business practice and development of students' ability to respond positively to new challenges which are prevalent in the global business environment.

## 6. Indicative content

The course is divided into two parts:

The first part is more theoretical, and aims to analyse all the key aspects of business planning including data analysis and market assessment. Six Topics will capture the theoretical part covering issues regarding Business Plan development (i.e. purpose of a plan, industry analysis, market analysis, marketing plan, management team and company structure, operations plan and product design, financial projections).

The second part deals with the analytical part of business planning, and it is designed to monitor students' progression with practical exercises and tools.

### 7. Assessment strategy, assessment methods and their relative weightings

Active participation is fundamental towards achieving good results in the summative assessments. It will add interest to the topic and reinforce learning thanks to discussions followed by your lecturer's feedback.

Active participation will consist of individual presentations, quizzes, and group-based work on case studies.

The assessment is SUMMATIVE of:

Coursework assignment (60%): one 2,000 words essay that analyses a case study assigned by the lecturer at the beginning of the module.

Final Written Exam (40%): a two hour exam at the end of the term consisting of two open ended questions from a choice of essay questions.

### 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes													
	A 6	A7	A 8	B 1	B3	C1	C4	C5	D1	D2	D6	D8	D9	D1 2
Business Plan	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Individual Reflective summary	X	X	X	X	X									X

## 9. Teaching Staff associated with the module

Dimitrios N. Koufopoulos and Ioannis P. Gkliatis. Office appointments after/before class upon request.

<b>10. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Barringer, B.	2014	Preparing Effective Business Plans: An Entrepreneurial Approach	Pearson Education	Department
Colin Barrow, Paul Barrow and Robert Brown	2015	The Business Plan Work- book: A Practical Guide to New Venture Creation and Development	Kogan Page	Department
Katz, J.A. and Green, R.P.	2008, 3 <sup>rd</sup> edition	Entrepreneurial Small Business	McGraw Hill	Department
Rhonda Abrams	2014	Successful Business Plan: Secrets and Strategies	Planning shop Ed.	Department

<b>11. Other indicative text (e.g. websites)</b>
J.Mullins , R. Komisar, (2009). Getting to Plan. HBS publishing Boston.



# STRATEGIC MANAGEMENT

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>Strategic Management</b>	<b>Level</b>	5
<b>Module tutor</b>	Dimitrios Koufopoulos	<b>Credit value ECTS</b>	15 7.5
<b>Module type</b>	Optional Taught and project based	<b>Notional learning hours</b>	150
<b>2. Rationale for the module and its links with other modules</b>			
<p>In a global perspective, developing a strategic view is essential to organizations. Understanding the key issues companies face and the way they use to adapt themselves in order to dominate complex business environments, is a central aspect of managerial success.</p> <p>This module represents the logic counterpart in a process of critical analysis and business planning development, and its link to real life scenarios presented in a PBL approach underpins previous knowledge of business principles and mechanisms as learned during the first year, while becoming a foundation point for other advanced modules, such as Strategic Analysis, Knowledge Management and Innovation.</p>			
<b>3. Aims of the module</b>			
<p>The module aims to provide students with a deep, practical understanding of what is actually strategy, and its link to vision and mission. Through the development of a strategic view, students will be able to recognise threats and advantages in a specific market, and will be allowed to formulate their own strategic plans to respond to change and innovation in the business environment. The peculiarity of this module is that it has been designed in a Problem-Based Learning perspective, meaning that students will learn not from traditional lectures, but applying prior knowledge and tools in order to analyse, evaluate and propose an original solution to a given problem.</p>			
<b>4. Pre-requisite modules or specified entry requirements</b>			
None			

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A2</b> : identify and analyse complex systems, processes and environment in which the business operates</p> <p><b>A9</b> : list, explain and evaluate contemporary business issues in relation to globalization and uncertainty, through a work-based approach</p> <p><b>A11</b>: demonstrate a solid foundation for further study or professional development</p> <p><b>A12</b> : critically analyse contemporary global concepts through a reflective approach</p>	<p>The innovative use of a PBL approach to provide students with traditional knowledge on strategic management is the result of a new academic tendency against the utility - and opportunity - to teach this subject in a traditional way. The lecturer will provide students with enough framework to plan and design every aspect of their own organisation, in order to practically understand what strategy means. Their strategic decisions will then be reviewed by a panel of peers and lecturers, in a real life scenario game where strategy is taught in a practical way.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b>: Demonstrate critical thinking, analysis and synthesis of complex management, financial and economic issues</p> <p><b>B2</b> : evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment</p> <p><b>B4</b> : identify contemporary global issues and evaluate managerial, organisational and economical concepts to analyse the market</p> <p><b>B5</b> : research theoretical principles and assess them to design practical solutions to innovate the business</p>	<p>Role plays, peer discussion, team work, analysis of real and fake data, interpretation of the global market, use of prior knowledge, presentation of their findings and so on, are innovative and engaging ways to achieve cognitive skills for a lifelong learning attitude. The idea to find knowledge to use to contest or justify their position helps self-awareness, independency and at the same time provide a safe environment in which students can test their research skills, as well as their general ability in linking knowledge from different subjects.</p>

C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C2</b> : design creative strategies to synthesise information in a global context to generate new approaches to business matters</p> <p><b>C3</b> : apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas</p> <p><b>C5</b>: integrate research and work based approaches in order to analyse a business, both internally and in the global context</p>	<p>The module design helps achieving learning outcomes C2, C3 and C5. PBL encourages both individual and team work, building a collaborative inquisitive approach towards knowledge itself and others.</p>
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b>: use creativity in problem solving and decision making</p> <p><b>D3</b> : employ research skills using different IT tools, online resources and database</p> <p><b>D4</b> : demonstrate to be collaborative in team projects</p> <p><b>D6</b> : present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions</p> <p><b>D11</b> : use a problem-based approach to improve employability skills</p> <p><b>D12</b> : develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters</p>	<p>PBL exercises are a very good method to test knowledge in practice, as well as to build transferable skills that have real impact on the students' employability rate.</p> <p>Organisations nowadays value graduates that do not necessarily have the knowledge, rather they know where to find it and are quick to adjust their strategic plans and attitudes when tested.</p>

## 6. Indicative content.

The module will cover different topics, such as:

- definition of strategy and its meaning in the global context;
- formulation of a strategy, with specific emphasis on the role of mission and vision;
- strategy implementation, particularly in conditions of change and uncertainty;

## 6. Indicative content.

- Introduction to proper tools for strategic analysis.

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation is fundamental towards achieving good results in the summative assessments. It will consist of individual presentations, quizzes, and group-based work on case studies.

The assessment is **SUMMATIVE** of:

Coursework assignment (60%): one 2,000 words essay that analyses a case study assigned by the lecturer at the beginning of the module.

Final Written Exam (40%): a two hour exam at the end of the term consisting of two open ended questions from a choice of essay questions.

## 8. Mapping of assessment tasks to learning outcomes

Assessment	Learning outcomes																
tasks	A 2	A 9	A 11	A 1 2	B 1	B 2	B 4	B 5	C 2	C 3	C 5	D 1	D 3	D 4	D 6	D 1 1	D 1 2

Essay	X	X	X	X	X		X	X		X			X		X	X	
Team challenge	X			X	X	X	X	X	X	X	X	X		X	X	X	X

### 9. Teaching staff associated with the module

#### Name and contact details

Dimitrios Koufopoulos,  
 Koufopoulos.nciul@nciul.ac.uk Office appointments after/before  
 classes upon request.

### 10. Key reading list

Author	Year	Title	Publisher	Location
		Notes and case studies from the lecturer		online
Pitt, M., & Koufopoulos D.	2012	Essentials of Strategic Management	Sage	Department

### 11. Other indicative text

De Wit, B. & Meyer, R. (2010). *Strategy: Process, Content, Context*. Thomson, Ed. 4. Grant, R. (2010).

*Contemporary Strategy Analysis*. Blackwell, Ed. 7.

Johnson, G., Scholes, K. & Whittington, R. (2008). *Exploring Corporate Strategy*. FT Prentice-Hall, Ed. 8.

Recommended relevant monographs and selected readings:

Baden-Fuller, C., and Stopford, J. (1992). *Rejuvenating the Mature Business*.

Routledge. Campbell, A., and Sommers Luchs, K. (Eds., 1997). *Core Competency based Strategy*. Thomson.

Dixit, A., and Nalebuff, B. (1991). *Thinking Strategically*. Norton.

Foss, N. (1997). *Resources, Firms and Strategies*. Oxford Institution Press. Goold, M., Campbell, A. and Alexander, M. (1994). *Corporate Strategy*. John Wiley.

Hamel, G. & Heene, A. (1994). *Competence-Based Competition*. Wiley. Hendry, J. (2004). *Between Enterprise and Ethics: Business and Management in a Bi- moral Society*. Oxford Univ. Press.

Kay, J. (1995). *Foundations of Corporate Success*. Oxford Univ. Press.

Mintzberg, H., Ahlstrand, B. and Lampel, J. (1998). *Strategy Safari*. Prentice-Hall.

Nonaka, I., and Takeuchi, H. (1995). *The Knowledge-Creating Company*. Oxford Univ. Press.

Porter, M. (1980). *Competitive Strategy*. Free Press.

Porter, M. (1985). *Competitive Advantage*. Free Press.

Quinn, J.B. (1980). *Strategies for Change: Logical Incrementalism*. McGraw-Hill.

Sutherland, J. & Canwell, D. (2004). *Key Concepts in Strategic Management*. Palgrave Macmillan. Whittington, R. (2000). *What is Strategy and Does it Matter?* Thomson Learning.

Volberda, H. & Elfring, T. (Eds.) (2001). *Rethinking Strategy*. Sage.

Strategy articles in:

- Academic journals such as: *British Journal of Management*, *Journal of Management*, *Journal of Management Studies*; *Journal of Business Strategy*; *Long Range Planning*; *Sloan Management Review*; *Strategic Change*; *Strategic Management Journal*

- Practitioner-oriented journals and business newspapers such as: *Business Age*; *Business Week*; *Economist*; *Financial Times*; *Fortune*; *Harvard Business Review*; *Management Today*; *The Business*; *Wall Street Journal*

# POST-COMMUNIST RUSSIA

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>Post-Communist Russia</b>	<b>Level</b>	6
<b>Module tutor</b>	Nazrin Mehdiyeva	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	200

## **2. Rationale for the module and its links with other modules**

This module will provide students with a comprehensive critical examination of current political developments in post-Communist Russia in relation to its Soviet past.

The rationale of this module is to let students survey and critically analyse all the different issues, such as the transition to a democratic system; the hegemonic role of the presidency under Putin; the electoral and parliamentary system; the control of its territory between federalist and regionalist forces; and all economic, foreign, security and defence policies, that followed after the post-communist transition years up to the more recent come back as regional and global power.

Students will develop an up-to-date knowledge of all crisis that surround Russia borders and define its relations with the EU, China and the US on one hand; and all challenges within its borders that shape its main institutions, political processes and policies on the other. This module forms direct links with Government and Politics of China module drawing comparisons related to the two countries' revolutionary and communist related past.

## **3. Aims of the module**

The module aims at enabling students to understand and critically examine the theoretical and empirical approaches to the study of current social, economic and political developments in post-Communist Russia.

Students will demonstrate comprehension of the complexity and correlation of the various challenges that the Russian society faces.

Upon completion of this module students will be able to evaluate the consequences Russian domestic or foreign and security policy have in its relation with international institutions.

Learners will develop a more refined understanding of the relationship between the centre and domestic regional forces amidst broad corruption allegations and good governance aspirations.

This module will provide students with fundamental knowledge to compare different events of Russian recent history, their relation with its Soviet past, and evaluate the political behaviour of post-Communist Russian leadership from Yeltsin to Putin and Medvedev.

**4. Pre-requisite modules or specified entry requirements:** None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in the core and elective modules offered.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic and social processes.</p> <p><b>A7</b> illustrate the processes of globalisation and their impact on politics and policy.</p>	<p>A combination of lectures, seminars, and individual and group activities will lead to the acquisition of A1 through A11 key knowledge points.</p> <p>Detailed lesson plans, reading lists (including papers, journal articles and book chapters) and audio-visual material uploaded on Blackboard will support private study and extend the in-class learning process.</p> <p>The requirement that all students will deliver a presentation with Q&amp;A at the end will strengthen learners' confidence of their knowledge and create an environment of open debate.</p> <p>Outline slides and auto-evaluation tests for each lecture uploaded on Blackboard will help students in their revision and consolidation process.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>



<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p>	<p>Discussions of key points of debate in the field will lead to the acquisition of B1 through B5 skills and will take place within the usual activities of lectures, workshops, and seminars.</p> <p>This will reflect student progression together with essay writing and presentations that will enable learners to improve their critical approach to the subject and strengthen their intellectual skills and political analysis skills.</p> <p>Lectures' feedback will assist students in developing and refining their critical work.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C5</b> communicate with others clearly and concisely</p> <p><b>C6</b> plan, manage and execute work both individually and in teams</p>	<p>Tutorials, projects, case-study analysis and online teaching support will develop student's practical skills.</p> <p>The need to present their work in a balanced and clear fashion, combined with presentations' requirements intend to develop learners' professional attitudes both individually and on team basis.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p> <p><b>D9</b> have developed key skills within independent and supervised contexts</p>	<p>Acquisition of D1 – D11 skills will be developed throughout the course thanks to essay writing, presentations, group work, within constraints of time and using high academic standards.</p> <p>Students will be encouraged to make effective use of all IT resources available to them in order to enhance their academic work and productivity.</p> <p>The module will help learners to communicate effectively in a variety of situations, showing initiative and self-motivation, creativity and integrity, and having a good attitude towards their study, all skills that are valuable across all industries.</p>
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## 6. Indicative content

The module will typically cover the following topics:

- Post-Communist Years: An Introduction
- Soviet Heritage
- Russian Policy and Society
- Transition and Gaps to a Democratic System
- New Role for the Presidency
- The Electoral And Parliamentary System
- Foreign, Security And Defence Policies
- Centralised Governance and Control over Territory Integrity •Political Use of Energy in Eurasian Relations
- Russia within Global Systems Case studies:
  - Yeltsin’s Presidency •
  - Putin’s Presidency

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will require students to deliver a short presentation and take multiple choice tests that will allow them to monitor their progress.

The SUMMATIVE assessment will consist of:

Coursework assignment (50%): one 2,500 word essay that analyses a case study assigned by the Lecturer at the beginning of the module.

Final Written Exam (50%), that consists in a two hour exam. Students will be required to answer two open ended questions from a list provided.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																						
	A 1	A 3	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	C 1	C 3	C 5	C 6	C 8	C 9	D 1	D 2	D 4	D 7	D 8	D 9	
Essay	√	√			√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam		√	√	√	√													√					

## 9. Teaching staff associated with the module

Nazrin Mehdiyeva; Appointments after lessons upon request

Urban, M.	2010	Cultures of Power in Post-Communist Russia: An Analysis of Elite Political Discourse	CUP	Department
		Handouts		Online platform

## 10. Key reading list

Author	Year	Title	Publisher	Location
Danks, C.	2009	Politics Russia	Pearson	Department
Glazunov, M.	2013	Business in Post-Communist Russia: Privatisation and the Limits of Transformation	Routledge	Department
Sakwa, R.	2008	Russian Politics and Society	Routledge	Department

## 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the term.
- Other journal articles, book chapters, essays suggested by the instructor during the module.

# DEMOCRATIC SYSTEMS

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>Democratic Systems</b>	<b>Level</b>	6
<b>Module tutor</b>	tba	<b>Credit value</b>	20
		<b>ECTS</b>	10
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	200

## 2. Rationale for the module and its links with other modules

The rationale of this module is to directed students to focus their attention on how democratic government is shaped by various executive formats. They will examine presidential, parliamentary and semi-presidential constitutions and what differences in policy- making they produce. Contemporary democratic ideas will be examined in contrast with the behaviour of politicians in office with the aim to show how democratic theory and democratic practice may differ in terms of how political conflict is resolved and policy- making choices are drawn.

The module also will show how democratic values are deconstructed and reinterpreted to respond to current trends in contemporary society.

## 3. Aims of the module

The aim of the module is to enable students to understand, analyse and critically examine different constitutions.

Bearing in mind the importance of the structures of executive, legislative and judicial institutions for the state, students will demonstrate comprehension of the differences in presidential, parliamentary and semi-presidential constitutions.

Upon completion of this module students will be able to evaluate the consequences different executive formats have on democratic government and policy-making choices.

Learners will develop a more refined understanding of how different constitutions around the world shape democratic change and dynamics.

This module will provide students with fundamental skills and knowledge to compare different constitutions and their ultimate political outcome establishing links with the module Immigration, Nationality and Refugee Law offered at Level 6 as well.

**4. Pre-requisite modules or specified entry requirements:** None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic, social and ethnic processes.</p>	<p>Acquisition of A1 – A6 is through a combination of lectures, seminars individual and group activities.</p> <p>Detailed lesson plans, reading lists (including papers, journal articles and book chapters) and audio-visual material uploaded on Blackboard will support private study and extend the in-class learning process.</p> <p>The requirement that all students will deliver a presentation with Q&amp;A at the end will strengthen learners' confidence of their knowledge and create an environment of open debate.</p> <p>Hand-outs distributed in class and/or uploaded on the online platform for each lecture will help students in their revision and consolidation process.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p>	<p>Acquisition of B1 – B5 takes place though the usual medium of lectures, workshops, and seminar discussions of key comparative methods and other material.</p> <p>This will reflect student progression together with essay writing and presentations that will enable learners to improve their intellectual skills and comparative analysis.</p> <p>Course feedback will assist students in developing and refining their critical work.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of sources</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C5</b> communicate with others clearly and concisely</p>	<p>Student's practical skills will be developed by a range of activities: lectures, tutorials, projects, case-study analysis and online teaching support.</p> <p>Especially presentations and seminars are intended to develop learners' professional attitudes and the need to present their work in a balanced and clear fashion.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

*At the end of the module, learners will be expected to:*

**D1** plan, manage and organize work within time constraints, both individually and as part of a team

**D2** engage openly with diverse perspectives

**D3** demonstrate innovative and creative thinking to generate new ideas and deliver successful outcomes

**D4** show ability to identify strengths and/or weaknesses in a given argument

**D5** use quantitative skills to process data and examine political problems and phenomena

**D6** demonstrate ability to work with internal and external customers/political scientists and engage respectfully with people from a range of cultures

**D7** demonstrate literacy and numeracy skills

**D8** make effective use of IT skills

Acquisition of D1 – D8 skills will be developed throughout the course thanks to essay writing, presentations, group work, within constraints of time and using high academic standards.

The module will help learners to communicate effectively in a variety of situations, showing initiative and self-motivation, creativity and integrity, and having a good study/work attitude, all skills that are valuable across all industries.

## 6. Indicative content

The module will typically cover the following topics:

- Comparing democratic systems
- How democracies emerge
- Presidentialism
- Semi-presidentialism
- Parliamentarism
- The virtues and flaws of the formats
- Political parties system and presidentialism
- Coalition governments and parliamentarism
- Case studies: USA, France, Germany, Italy



## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will be required for a successful completion of the module. It will take the form of reflective questionnaires, short presentations and exercises.

The SUMMATIVE assessment is made up of:

Coursework assignment (40%): that consists in one 2,500 word essay that analyses a case study assigned by the Lecturer at the beginning of the Module.

Final Written Exam (60%) two hour exam at the end of the term, consisting of two open ended questions.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																								
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	
Coursework	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√
Final Exam	√	√	√	√	√			√						√											

## 9. Teaching staff associated with the module

TBC

## 10. Key reading list

Author	Year	Title	Publisher	Location
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Arend Lijphart	2012	Patterns of Democracy: Government Forms and Performance in Thirty-six Countries	Yale UP	Department
		Handouts distributed in class		

## 11. Other indicative text (e.g. websites)

### Further reading:

Arend Lijphart (ed.), *Parliamentary Versus Presidential Government*, OUP (Oxford Readings in Politics and Government), 1994.

Hans Keman, *Comparative Democratic Politics: A Guide to Contemporary Theory and Research*, SAGE, 2002.

# TERRORISM AND FUNDAMENTALISM IN THE 20th AND 21st CENTURIES

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>Terrorism and Fundamentalism in the 20th and 21st Centuries</b>	<b>Level</b>	6
<b>Module tutor</b>	Neil Southern	<b>Credit value ECTS</b>	10 5
<b>Module type</b>	Core Taught	<b>Notional learning hours</b>	100

## 2. Rationale for the module and its links with other modules

What is terrorism? What is fundamentalism? How do they differ? How far do they overlap? The module introduces students to terrorism and fundamentalism in the 20th and 21st century, focusing also on their impact on international security.

The first section aim at define terrorism and fundamentalism. It will highlight the difference between terrorism and fundamentalism and between top-down (state) terrorism and bottom-up terrorism. Topics will include, but will not be limited to: anti-colonial terrorism, right-wing and secular revolutionary terrorism and modern and contemporary religious terrorism. The section will focus on case-studies of terrorism and fundamentalism from a historical perspective.

With the aim of underlying the deep connection between anti-colonial terrorism of the past and today religious fundamentalism the case of Algeria will be presented as a case-study.

The second part of the module will focus on Political Islam and Muslim religious fundamentalism. The module will highlight its historical causes and its evolution from al-Qa'eda to Da'esh. Topics will but will not be limited to: jihad (definition and evolution), Wahabism, Muslim Brotherhood and Sayyd Qutb, political terrorism in the Middle East, al-Qa'eda, and Da'esh.

## 3. Aims of the module

The module aims at enabling students to understand, analyse and critically examine the phenomenon of terrorism and fundamentalism in the contemporary in the 20th and 21st centuries. It provides students with a thorough overview of the differences between terrorism and fundamentalism and between top-down (state) terrorism and bottom-up terrorism.

The module will particularly enable students to critically and constructively engage on much recent work in the field of 'terrorism studies', with a view on how best to conduct this kind of

research themselves.

Students will develop their skills of political analysis through critical reading, lectures and informed discussion and in the writing of essays.

**4. Pre-requisite modules or specified entry requirements:** None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A4</b> understand the different theoretical currents and concepts in political science and international relations.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p>	<p>Acquisition of A1-A5 is through a combination of lectures, seminars individual and group activities</p> <p>Detailed lesson plans, reading lists (including papers, journal articles and book chapters)</p> <p>Teaching the government and politics of the Middle East will enable students to work with different approaches towards politics and history.</p> <p>Teacher-guided reflections and student’s participation in debate will accelerate skill acquisition. In so doing the lecturer will help students to express their thinking and reasoning processes when explaining the role of Middle East in a political and historical perspective.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p>	<p>Acquisition of B2-B5 takes place through the usual medium of lectures, workshops, and seminar discussions of key historical texts and other material.</p> <p>This will reflect student progression together with essay writing and presentations that will enable learners to improve their intellectual skills and critical analysis of Middle East political and historical developments.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of sources</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C9</b> develop good receptive (reading, listening) as well as productive (writing and speaking) skills</p>	<p>Student practical skills will be developed by a range of activities: lectures, tutorials, projects, case-study analysis and on-line teaching support.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

*At the end of the module, learners will be expected to:*

- D1** plan, manage and organize work within time constraints, both individually and as part of a team
- D2** engage openly with diverse perspectives
- D3** demonstrate innovative and creative thinking to generate new ideas and deliver successful outcomes
- D4** show ability to identify strengths and/or weaknesses in a given argument
- D5** use quantitative skills to process data and examine political problems and phenomena
- D9** have developed key skills within independent and supervised contexts

Producing essays, analysing case-studies, reading project reports and participating to in-class debates will help students to become effective and reliable learners.

The module will help students to communicate effectively in a variety of situations, showing initiative and self-motivation, creativity and integrity, and having a good study/work attitude, all skills that are valuable for across all industries.

## **6. Indicative content**

*The module will typically cover the following topics*

Conceptualizing terrorism explaining its causes conceptualizing fundamentalism and explaining its causes Terrorism in Europe:

- The Baader-Meinhof gang of West Germany
- Italy's Red Brigades
- ETA
- IRA

Anti-colonial terrorism: Algeria as a case-study. Religious and political fundamentalism in Middle East:

- Jihad: definition and evolution
- Wahabism
- Muslim Brotherhood and Sayyid Qutb
- Political terrorism in the Middle East: Hamas and Hezbollah
- From al-Qa'eda to Da'esh
- Foreign fighters
- Places and forms of radicalization

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation is required in order to achieve the outlined learning outcomes. Reflective questionnaires and home exercises will be allocated by the module leader on a weekly basis.

The SUMMATIVE assessment will consist of:

Coursework assignment (40%) consisting in one 2,500 word essay.

Final Written Exam (60%) two open ended questions to be chosen from a list of six

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																			
	A1	A2	A3	A4	A5	B2	B3	B4	B5	C1	C2	C3	C4	C9	D1	D2	D3	D4	D5	D9
Coursework	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√
Final Exam	√	√	√	√	√							√			√	√	√	√		

## 9. Teaching staff associated with the module

Neil Southern, neil.southern@nciul.ac.uk; Appointments after classes and by request.

## 10. Key reading list

Author	Year	Title	Publisher	Location
Chaliand Gerard and Blin, Arnaud	2016	The History of Terrorism: from Antiquity to ISIS	University of California Press	Department
		Handouts		Online platform

## 11. Other indicative text

### Recommended reading:

- Bailes, Alyson J. K. And Frommelt, Isabel (eds.), *Business and Security: Public-Private Sector Relationships in a New Security Environment*, (Oxford, OUP, 2004)
- Bell, J. Bowyer, *A Time of Terror: How Democratic Societies Respond to Revolutionary Violence*, (New York: Basic Books, 1978)
- Dunlop, John B., *The 2002 Dubrovka and 2004 Beslan Hostage Crisis: A Critique of Russian Counter-Terrorism*, Soviet and Post-Soviet Politics and Society 26, (Stuttgart: ibidem-Verlag, 2006)
- Ganor, Boaz, *The Counter-Terrorism Puzzle: A Guide for Decision Makers*, (New Brunswick, NJ: Transaction Publishers, 2005)
- Kelsay, John, *Arguing the Just War in Islam*, (Cambridge, MA: Harvard University Press, 2007).
- Phythian, Mark and Peter, Gill, *Intelligence in an Insecure World*, (Cambridge: Polity, 2006)
- Raphaeli, N., 'Financing of Terrorism: Sources, Methods, and Channels,' *Terrorism and Political Violence*, (2003) 15, 4: 59-82.



# DISSERTATION

<b>1. 1. Factual information</b>			
<b>Module title</b>	Dissertation	<b>Level</b>	6
<b>Module tutor</b>	Marios Filis and a member of academic staff, according to availability and students' interest	<b>Credit value ECTS</b>	30 15
<b>Module type</b>	Core project	<b>Notional learning hours</b>	300

## **2. Rationale for the module and its links with other modules**

The module is designed to offer guidance and support to students at the end of their three-year programme. Students have already successfully completed Research Methods modules and should be able at this stage to apply qualitative and quantitative methods to specific topic related knowledge, in order to submit an original piece of work in a subject chosen by them.

The module does not offer lecturers, however practical seminars in social sciences research methods are offered as well as a supervisor that works closely to the students and meet them regularly. The module aims to develop in students the ability to use the analysed data to produce a coherent and structured dissertation that takes into account formative feedback and guidance from their supervisor, as well as their prior learning, in order to fulfil their research questions and objectives.

## **3. Aims of the module**

The module aims to support and guide students while they independently produce a piece of academic research, called dissertation. Students have the opportunity to apply their prior knowledge in qualitative and quantitative research methods for business, to a chosen subject they particularly liked.

A supervisor will be assigned among our academic staff, usually in consideration of the chosen subject. Formative feedback will be provided, along with suggestions for further studies. Students will be expected to demonstrate their awareness of the theoretical, philosophical and practical consequences of the theories used to answer their research questions.

## **4. Pre-requisite modules or specified entry requirements**

Successful completion of all other modules within the programme.

## 5. Intended learning outcomes

### A. Knowledge and understanding

*At the end of the module, learners will be expected to:*

By the end of the teaching and training process, students are expected to show ability to:

**A2** illustrate key historical and contemporary geopolitical, economic and social issues.

**A3** identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.

**A4** understand the different theoretical currents and concepts in political science and international relations.

**A5** show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.

**A6** reproduce the inter-connectedness of political, geographic, economic, social and ethnic processes.

**A7** illustrate the processes of globalisation and their impact on politics and policy.

**A8** demonstrate knowledge and understanding of the principles involved in ethical and responsible decision making in politics, law and foreign affairs.

**A9** critically analyse contemporary global concepts through a reflective approach.

**A10** list, explain and evaluate contemporary subject-related issues in relation to globalization and uncertainty, through work-based approaches.

**A11** demonstrate a solid foundation for professional development or further study.

### B. Cognitive skills

Students should demonstrate the following cognitive skills:

**B1** summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates

**B2** critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels

**B4** evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs

**B6** demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines

**B7** identify problems and propose solutions based on the use of appropriate tools and protocols

**B8** take responsibility for their studies and work independently to appropriate standards on topics within the field of Politics and International Relations.

**B9** conduct original research and formulate creative ideas on subject-related topics

### C. Practical and professional skills

Students should demonstrate the following practical and professional skills:

**C1** retrieve and analyse material from a wide range of sources

**C2** present research findings in a clear and balanced manner and properly referenced

**C3** produce work within time and quality frameworks

**C4** support findings and ideas with informed literature and correct referencing

**C5** communicate with others clearly and concisely

**C6** plan, manage and execute work both individually and in teams

**C7** show ability to negotiate and influence others

**C8** demonstrate the ability of self- and peer-assessment

**C9** develop good receptive (reading, listening) as well as productive (writing and speaking) skills

### D Key transferable skills

Students should demonstrate following transferable skills:

- D1** plan, manage and organize work within time constraints, both individually and as part of a team
- D2** engage openly with diverse perspectives
- D3** demonstrate innovative and creative thinking to generate new ideas and deliver successful outcomes
- D4** show ability to identify strengths and/or weaknesses in a given argument
- D5** use quantitative skills to process data and examine political problems and phenomena
- D6** demonstrate ability to work with internal and external customers/political scientists and engage respectfully with people from a range of cultures
- D7** demonstrate literacy and numeracy skills
- D8** make effective use of IT skills
- D9** have developed key skills within independent and supervised contexts
- D10** develop a range of intellectual and personal skills applicable to further study and to a variety of careers
- D11** give and receive feedback with supporting evidence
- D12** operate in the global arena recognizing and evaluating contemporary complexity and cross country culture

## **6. Indicative content**

Students will undertake independent research, while taking advantage of the support and feedback from their designated or chosen supervisor.

Specific material can be accessed on the VLE Personal Page, as a mean to provide further guidance and support along with regular meetings with a supervisor. Students are encouraged to independently research databases and other reading materials, available online 24/7. Guidance on referencing and good academic conduct are offered on the VLE Personal Page. Students can also benefit from submitting their drafts to TurnItIn for a similarity and grammar check.

## 7. Assessment strategy, assessment methods and their relative weightings

Students are required to take independent research, applying prior knowledge and conducting self-directed study. A supervisor will guide them through the overall process, offering academic advice and formative feedback.

### *Formative Assessment*

Dissertation draft(s): students can benefit from submitting to their supervisor one draft of their dissertation. They are encouraged to submit it first to TurnItIn, and in case the supervisor believes the student will need to modify a substantial part of it, a second draft can be submitted. Students must address their supervisor's comments and feedback before resubmitting.

### *Summative assessment*

Dissertation (100%): The student will be assessed on their final submitted dissertation of 8,000 words. This assessment requires that students engage effectively with a research project that relies on planning, data collection, and data analysis resulting in a well-planned and well-written individual academic research submission.

Assessment tasks	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	B1	B2	B4	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D5	D6	D7	D8	D9	D10	D11	D12
Dissertation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## 9. Teaching staff associated with the module

A member of our academic staff will be appointed as supervisor, according to staff availability and students' interest on the topic.

## 10. Key reading list

Tba

## 11. Other indicative text (e.g. websites)

Handouts distributed in class and uploaded on the Institution's platform.

## HISTORY OF ECONOMIC THOUGHT

<b>1.1. Factual information</b>			
<b>Module title</b>	History of Economic Thought	<b>Level</b>	6
<b>Module tutor</b>	Gabriele Serafini	<b>Credit value ECTS</b>	20 5
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	200

### 2. Rationale for the module and its links with other modules

Knowing different economic theories is fundamental for an expert in international relations who has to understand nature of markets, different kinds of economic agents and value creation mechanisms she/he will face in her/his activity. For this purpose, studying various schools of thought, in a comparative analysis, allows to build managerial skills and operate within international contexts.

In this way, the module integrates competences acquired in other modules in an overall economic picture.

### 3. Aims of the module

The module aims to present the different theoretical frameworks elaborated by leading economists in the history of economic thought of the last centuries. Students will learn about the different schools of thought and their different assumptions, ways of thinking and capacities to identify and describe different economic contexts.

**4.Pre-requisite modules or specified entry requirements:** None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p>	<p>Learning outcomes A1, A2 and A13 are achieved through lectures, seminars and assignments.</p> <p>Blended teaching methods will be paired to online individual quizzes and activities on the dedicated VLE. Video clips, journal articles and further readings will be selected to deepen students' understanding of topics</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to law, political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p>	<p>The comparative perspective used in the module facilitates the achievement of such learning outcomes, and it deepens students' skills to evaluate and face different economic scenarios</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C4:</b> identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change</p>	<p>Learning outcome C4 is achieved through coursework assignments, seminars and discussion groups.</p>
<b>D Key transferable skills</b>	<b>Learning and teaching strategy</b>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D6</b> demonstrate ability to work with internal and external customers/political scientists and engage respectfully with people from a range of cultures</p> <p><b>D12</b> operate in the global arena recognizing and evaluating contemporary complexity and cross country culture</p>	<p>Learning outcomes D6 and D10 are achieved through coursework assignments, seminars, discussion groups and active participation in class.</p>

## 6. Indicative content.

The module will typically cover the following topics:

- Objects and methods of economics and history of economic thought
- Classical economics (A. Smith, D. Ricardo, K. Marx)
- Neoclassical economics (first and second generation)
- J.M. Keynes, F. von Hayek, Neoclassical synthesis, M. Friedman
- Cambridge controversy, New classical macroeconomics
- Value creation: Business theories and Economics theories

## 7. Assessment strategy, assessment methods and their relative weightings



**I. FORMATIVE ASSESSMENT**

Online Quizzes: two online quizzes that can test students' understanding and evaluate their progress throughout the module. They consist of multiple choice questions on topics explained and discussed in class and during seminars. Their main objective is to prepare gradually students in their own time and comfort zone, in order to build on their knowledge and understanding of theoretical approaches and principles.

**II. SUMMATIVE ASSESSMENT**

Coursework assignment (50%), that consists in one 2,500 word essay or project that analyses a topic assigned by the Lecturer at the beginning of the Module.

Final Written Exam (50%): two hour exam at the end of the term, consisting in three open questions (25 points each, for a total of 75 points).

**8. Mapping of assessment tasks to learning outcomes**

Assessment tasks	Learning outcomes							
	A1	A2	A3	B1	B2	C4	D6	D12
Essay	X	X	X		X	X	X	
Final exam			X	X	X			X

**9. Teaching staff associated with the module**

Gabriele Serafini [gabriele.serafini@unicusano.it](mailto:gabriele.serafini@unicusano.it) Office appointments after/before classes upon request.

**10. Key reading list**

Author	Year	Title	Publisher	Location
G. Serafini	2017	Notes from the lecturer		Online platform

H. Landreth , D . C . Colander	2002	History of Economic Thought ( <i>Introduction and Chapters from 3 to 11, and 15</i> )	Houghton Mifflin Company	Department
<b>11. Other indicative text</b>				
Journal articles and extracts from leading economists' works				

## GOVERNMENT AND POLITICS OF CHINA

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>Government and Politics of China</b>	<b>Level</b>	6
<b>Module tutor</b>	James Johnson	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	200

### 2. Rationale for the module and its links with other modules

China is one of the emerging superpowers of contemporary era and one of the fastest growing economics in the world.

Having this in mind, the rationale of this module is to highlight the role of China in the global context and politics. The module is designed to cover three different sections that will provide an overview of China past, present and future challenges and developments.

The first part will focus on China recent history, from the Communist revolution onwards with a focus on the consequences of China's revolutionary past for the current political order.

The second part will highlight the principal political institutions that include the Communist Party, government (the State Council), the legislature (the National People's Congress) and the military (the People's Liberation Army).

The third part will examine the socio-political issues and challenges facing the country in its ongoing development.

This module will give students the opportunity to critically analyse the transformation of Chinese communist system of governance and establish links with the module Government and Politics of the Middle East and American Politics.

### 3. Aims of the module

By the end of this module students will be expected to:

- Understand the evolution of China's political institutions in a historical perspective.
- Provide students with a thorough overview of how government and politics are organised and

function in the People's Republic of China.

- Introduce students to the complex and distinct nature of Chinese politics, along with their historical and theoretical basis.

#### 4. Pre-requisite modules or specified entry requirements

None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in the core and elective modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic and social processes.</p> <p><b>A7</b> illustrate the processes of globalisation and their impact on politics and policy.</p> <p><b>A9</b> critically analyse contemporary global concepts through a reflective approach.</p> <p><b>A10</b> list, explain and evaluate contemporary subject-related issues in</p>	<p>The module will be taught using a combination of lectures, group tutorials and self-directed work.</p> <p>Lectures for the module will take place weekly and will provide general information about the principles that guide the practice of social research.</p> <p>In addition to the lectures there is a programme of tutorials that will focus on the development of practical research skills including research design, data collection, data analysis and the presentation of results.</p>

relation to globalization and uncertainty, through work-based approaches

<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p> <p><b>B8</b> take responsibility for their studies and work independently to appropriate standards on topics within the field of Politics and International Relations.</p>	<p>Acquisition of cognitive skills is through the medium of lectures, seminars, and workshops as well as through coursework feedback and the use of on online sources.</p> <p>More specifically the module's tutorials and lectures will give students the opportunity to research and critically analyse founding principles and definitions in the field giving them an ample grounding in key concepts.</p> <p>An essay will require students to research one or more topics, critically assess evidence and develop and communicate an individual argument.</p> <p>The exam will test students for their broad knowledge of the topics within the module.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C5</b> communicate with others clearly and concisely</p> <p><b>C6</b> plan, manage and execute work both individually and in teams</p> <p><b>C9</b> develop good receptive (reading, listening) as well as productive (writing and speaking) skills</p>	<p>The acquisition of practical and professional skills will take place through a mix of lectures, seminars, workshops and project tutorials, accompanied by online teaching support and feedback.</p> <p>More specifically focused lectures and student participation in seminar/tutorial debates will train learners to act autonomously with limited direction within agreed guidelines and within constraints of time.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D3</b> demonstrate innovative and creative thinking to generate new ideas and deliver successful outcomes</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D5</b> use quantitative skills to process data and examine political problems and phenomena</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p> <p><b>D8</b> make effective use of IT skills</p>	<p>Producing essays, analysing case studies, reading project reports and participating to in class debates will help students to become effective and reliable learners capable to achieve thigh academic standards and to enhance their future employability skills.</p>
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## 6. Indicative content.

*The module will typically cover the following topics*

- China's history and culture
- Mao's legacy: Chinese politics before 1978
- Formal political system
- Policy processes and local governance
- State-society relationship
- China's Foreign policy
- Case study, China in Africa: exploitation or international aid?
- Sino-Japanese relations
- Sino-US relations

### 7. Assessment strategy, assessment methods and their relative weightings

Active participation is strongly recommended in order to monitor your progression and knowledge of the course contents. Students will be required to take online multiple choice tests and take part in forums.

The SUMMATIVE assessment will consist of:

- I. Essay 1: a 2,000 words essay worth 50% to be submitted by week 7
- II. Essay 2: a 2,500 words essay worth 50% to be submitted by week 12.

### 8. Mapping of assessment tasks to learning outcomes

#### Learning outcomes

Assessment tasks	A 1	A 2	A 3	A 5	A 6	A 7	A 9	A 10	B 1	B 2	B 3	B 6	B 8	C 1	C 3	C 4	C 5	C 6	C 9	D 1	D 2	D 3	D 4	D 5	D 7	D 8
	Essay	√	√		√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Essay	√	√	√	√	√	√	√	√											√		√					√

### 9. Teaching staff associated with the module

James Johnson, [james.johnson@nciul.ac.uk](mailto:james.johnson@nciul.ac.uk); Appointments upon request

### 10. Key reading list

Author	Year	Title	Publisher	Location
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Guo, S.,	2013	Chinese Politics and Government: Power, Ideology, and Organization	Routledge	Department
Halliday F.	2010	Governance and Politics of China	Palgrave Macmillan	Department
		Handouts distributed in class		
<b>11. Other indicative text</b>				
<ul style="list-style-type: none"> <li>• Online resources indicate by the Lecturer during the term.</li> </ul>				

## INTERNATIONAL MIGRATION

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>International Migration</b>	<b>Level</b>	6
<b>Module tutor</b>	Dimitris Skleparis	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	200

## 2. Rationale for the module and its links with other modules

The rationale of this module is to explain migration in depth as well as to survey the ways in which it is politically and legally recognised. A particular focus will be put on the analysis of the factors active in the field and to the politics of international migration management today.

The module first examines the larger dynamics in which migration is embedded. Among them: migration as a product of multinational production; migration as displacement of people caused by governmental military operations, civil war or persecution (political, social, ethnic, religious); migration as domestic and international mobilization of poor people by austerity - policies; migration as a cross - border flow associated with circulation of capitals; migration as internal and cross - border movement caused by climate change and environmental disasters.

The second part of the module explores the way migration is recognized and managed. In particular, the way migration-related policy instruments are constructed and contextualised around migrant right's movement and other issues (economics, labour markets, right-wing policies, populism, terror fear, nationalism) and what are the human rights implications of international migration.

The course will introduce the students to different intergovernmental organisations active in the migration field (IOM, the ICMPD, UNHCR and Frontex) and also review the primary tools implemented at the EU, bi-national or regional level in order to critically analyse the roles of different political actors in of the migration governance today.

The module is linked to other courses such as International Migration and Refugee Law.

### 3. Aims of the module

The overall aim of the module is to provide an understanding of migration-related political issues, including causes of migration and critical analysis of the democratic qualities of migration governance today.

In this sense, an intersectional analytic approach to the figure of the “displaced person” will evaluate migration as an issue cutting across different social, economic and political spheres, to frame the ways in which economic, social and political actors treat the phenomenon itself today.

The course is also meant to provide the students with an understanding of development of human rights law and to evaluate discrimination in a contextualised way.

For example, the course will build on the work that the different intergovernmental organisations - active in the migration field - have done to recognise the complexity of the migration experience. In doing so, the course reviews jurisprudence, cases and policies in which migration governance is articulated.

Overall, learners will be encouraged to acquire the main theoretical and juridical tools needed to engage in contemporary debates on migration.

### 4. Pre-requisite modules or specified entry requirements

None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>

At the end of the teaching and training process, students are expected to show ability to:

**A2** illustrate key historical and contemporary geopolitical, economic and social issues.

**A3** identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.

**A4** understand the different theoretical currents and concepts in political science and international relations.

**A5** show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.

**A6** reproduce the inter-connectedness of political, geographic, economic and social processes.

**A7** illustrate the processes of globalisation and their impact on politics and policy.

**A8** demonstrate knowledge and understanding of the principles involved in ethical and responsible decision making in politics and foreign affairs

Level 6 modules will expand the knowledge learning outcomes from previous levels.

Outcomes A2 – A9 are woven into all modules and their acquisition will be carried out through a combination of frontal and online teaching through lectures, seminars, web-based guided study, tutorials, as well as guided independent and group work. These will be supplemented by the dissertation tutorials at level 6.

Private study will be supported by weekly reading lists and the use of Blackboard.

A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.

<p><b>A9</b> carry out research in the fields of politics and international relations, using a variety of research methods, in a self-critical way and with appropriate use of evidence</p>	
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<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p>Students should demonstrate the following cognitive skills:</p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p> <p><b>B5</b> evaluate theory and critique research within the discipline</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p> <p><b>B9</b> conduct original research and formulate creative ideas on subject-related topics</p>	<p>Acquisition of B1-B6 will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>These will develop students' cognitive skills by encouraging them to think about the evaluation and application of political theories and principles in different situations.</p> <p>Case studies will assist students in understanding the relationship between theory and practical application of political theories.</p> <p>B9 will be developed and encouraged by means of practical coursework projects and dissertation tutorials, while interaction with lecturers and peers will refine students' intellectual skills.</p> <p>The variety of assessments reflects the wish of the staff to maximise the opportunities for students to display their strengths.</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>

<p>Students should demonstrate the following practical and professional skills:</p> <p><b>C1</b> retrieve and analyse material from a wide range of sources</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C4</b> support findings and ideas with informed literature and correct referencing</p> <p><b>C5</b> communicate with others clearly and concisely</p> <p><b>C6</b> plan, manage and execute work both individually and in teams</p> <p><b>C8</b> demonstrate the ability of self- and peer-assessment</p>	<p style="text-align: right;">Student's</p> <p>practical skills will be developed by a range of activities: lectures, tutorials, projects, case-study analysis and online teaching support.</p> <p>Especially presentations and seminars are intended to develop learners' professional attitudes and the need to present their work in a balanced and clear fashion.</p>
<b>D Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p>Students should demonstrate following transferable skills:</p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D7</b> demonstrate literacy and numeracy skills</p>	<p>Acquisition of D1 – D4 - D7 skills will be developed throughout the course thanks to essay writing, presentations, group work, within constraints of time and using high academic standards.</p> <p>The module will help learners to communicate effectively in a variety of situations, showing initiative and self- motivation, creativity and integrity, and having a good study/work attitude, all skills that are valuable across all industries.</p>

## 6. Indicative content.

- Global migration in historical perspective
- Political and Legal recognition of migration
- Migration and multinational production
- Forced migration

- Climate migration
- Migration and austerity policies
- Human rights Law
- International migration management
- Actors and mechanisms of migration governance<sup>[P SEP]</sup>

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will include weekly exercises and multiple choice tests. A feedback will be provided.

The assessment is SUMMATIVE of:

Essay (30%), on a topic covered by the module contents.

Final Written Exam (70%): that consists in two essay questions (each worth 35%) from a list of questions

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																								
	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	B 1	B 2	B 3	B 4	B 5	B 6	B 9	C 1	C 3	C 4	C 5	C 6	C 8	D 1	D 4	D 7	
Essay		v														v			v	v	v				v
Final Exam	v		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v					v	v	

## 9. Teaching staff associated with the module

Dimitris Skleparis, [Dimitris.skleparis@nciul.ac.uk](mailto:Dimitris.skleparis@nciul.ac.uk). Appointment upon request.

## 10. Key reading list

Author	Year	Title	Publisher	Location
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M. Geiger	2010	Migration, Minorities and Citizenship	Palgrave Macmillan	Department
E. Mavroudi and C. Nagel	2016	Global Migration: Patterns, Processes, and Politics	Routledge	Department
S. Castles and M. J. Miller	2013	The Age of Migration	Palgrave Macmillan	Department
G. Lazaridis	2015	International Migration into Europe. From Subjects to Abjects	Palgrave Macmillan	Department

### 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the term.
- Other journal articles suggested by the instructor during the module.



## INTERNATIONAL MIGRATION AND REFUGEE LAW

<b>1. 1. Factual information</b>			
<b>Module title</b>	<b>International Migration and Refugee Law</b>	<b>Level</b>	6
<b>Module tutor</b>	Maria Chiara Malaguti	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	200

### 2. Rationale for the module and its links with other modules

The rationale of this module is to provide a critical understanding of both the international and European regime of refugee protection.

The course that is closely linked to the module 'Migration' will provide a comprehensive and accessible overview of the many different elements of international law that govern the movement of persons.

It will critically assess the disparate sources of international migration law, including the relevant treaties and custom, from within refugee law, human rights law, humanitarian law, labour law, trade law, maritime and air law, criminal law, and consular and diplomatic law.

### 3. Aims of the module

The overall aim of the module is to illustrate the main principles of the international and European refugee regime and their applications in different contexts so that students will gain a general overview of the implementation of international migration law at regional and national levels (in comparative perspective).

The course will also provide students with the capacity to handle primary sources of law and secondary sources of literature. Learners will be able to critically evaluate the policies and values inherent in refugee law, distinguish between different categories of migrants, recognizing their contextual issues and rights under international law, thus developing an individual reform perspective.

### 4. Pre-requisite modules or specified entry requirements: None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A5</b> show knowledge of the political, social, economic, historical, and cultural contexts of the international system and the institutions shaping world affairs.</p> <p><b>A6</b> reproduce the inter-connectedness of political, geographic, economic, social and ethnic processes.</p> <p><b>A8</b> demonstrate knowledge and understanding of the principles involved in ethical and responsible decision making in politics and foreign affairs</p> <p><b>A10</b> list, explain and evaluate contemporary subject-related issues in relation to globalization and uncertainty, through work-based approaches.</p> <p><b>A11</b> demonstrate a solid foundation for professional development or further study.</p>	<p>Outcomes A1, A2, A5, A6, A8, A10, and A11 are woven into the module and their acquisition will be carried out through a combination of frontal and online teaching through lectures, seminars, web-based guided study, tutorials, as well as guided independent and group work.</p> <p>Provision of challenging and intellectually stimulating learning experience to engage all students in discussion can be found in seminars where all students will make a presentation on a specific aspect of refugee law. Private study will be supported by weekly reading lists and the use of Blackboard.</p> <p>A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>

<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B6</b> demonstrate an ability to construct essay arguments using evidence from the appropriate disciplines</p>	<p>Acquisition of B2, B6 will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>These will develop students' cognitive skills by encouraging them to think about the evaluation and application of political theories and principles in different situations.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p>	<p>The use of a wide variety of subject-specific materials will develop students' decision-making abilities, self- organisation and time management.</p> <p>Students will be encouraged to reflect on and improve their skills through feedback at all levels.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p> <p><b>D6</b> demonstrate ability to work with internal and external customers/ political scientists and engage respectfully with people from a range of cultures</p> <p><b>D9</b> have developed key skills within independent and supervised contexts</p>	<p>Acquisition of transferable skills is a slow process gained through practice that will be built over time and its development will be progressed and monitored during the course.</p> <p>The development of students' key skills will be more evident on communication and working with others through seminars and presentations.</p>
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## 6. Indicative content

The module will typically cover the following topics:

- The contemporary context of international law relating to forced migration and international law as a source of refugee rights
- Definition of 'refugee' and the notion of 'protection'
- Authority and responsibility of states
- The 1951 Refugee Convention relating to the status of refugees
- International framework for refugee protection
- European Protection of refugees – the ECHR and other regional instruments
- EU competence on migration and the Common European Asylum System (CEAS) – Externalisation of asylum: interception, interdiction and extraterritoriality issues in EU policy
- Deficit of protection at International Law – displacement
- Surpassing International Law in the protection of forced migrants • Case studies: Rwanda, Darfur, Palestine, Iraq, Sudan

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will enable students to consolidate what they learnt during their lectures. It will take the form of reflective questionnaires and forums.

The assessment is **SUMMATIVE** of:

Coursework assignment (50%), that consists in one 2,500 word essay that analyses a case study assigned by the Lecturer at the beginning of the Module.

Final Written Exam (60%): two hour exam at the end of the term, consisting of two essay questions (each worth 25 points) to be chosen from a list of four.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A 1	A 2	A 5	A 6	A 8	A 10	A 11	B 2	B 6	C 1	C2	C3	D1	D4	D6	D 9

Essay	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√	√	√	√	√	√										

### 9. Teaching staff associated with the module

Rossella Pulvirenti; [rossella.pulvirenti@nciul.ac.uk](mailto:rossella.pulvirenti@nciul.ac.uk). Appointments before or after classes upon request.

### 10. Key reading list

Author	Year	Title	Publisher	Location
Clapham, A. and Gaeta, P.	2014	The Oxford Handbook of International Law in Armed Conflict	OUP	Department
Goodwin-Gill G. and McAdam J.	2007	The Refugee in International Law	Clarendon Press	Department
Hathaway J. and Foster M.	2014	The Law of Refugee Status	Cambridge University Press	Department
		Handouts distributed in class		

### 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the course.
- Journal articles suggested by the instructor during the module.

## AFRICA AND GLOBALISATION

<b>1.1. Factual information</b>			
<b>Module title</b>	<b>Africa and Globalisation</b>	<b>Level</b>	6
<b>Module tutor</b>	Tonson Sango	<b>Credit value ECTS</b>	20 10
<b>Module type</b>	Optional Taught	<b>Notional learning hours</b>	200

### 2. Rationale for the module and its links with other modules

The rationale of this module is to explore how the process of intensification of economic, political, social and cultural relations that we call globalization impacts on African states, especially in sub-Saharan Africa. Does it impinge adversely on many aspects of Africa's existence also causing the risk of cultural atrophy, or has it eased international trade and commerce, while calling for greater accountability of leaders to their people? How did Africans respond to the opportunities and challenges offered by changes in the global economy?

The course is closely linked to the other modules of the programme through its multidisciplinary perspectives and by paying attention to the historical, political-economic and cultural aspects of the African continent. Issues of poverty, development, aid and trade will be considered.

### 3. Aims of the module

The overall aim of the module is to illustrate the changing nature of African social institutions such as the state, the economy and civil society, in the context of globalisation and global capitalism.

The course will also will survey how African social and political institutions have developed over Africa's greatly varied geography. The module will take a case-study approach, examining a range of different contemporary issues and diverse localities across the African continent. Comparative examples will be used to make students familiar with the common challenges faced by developing countries in an industrializing and globalizing world.

### 4. Pre-requisite modules or specified entry requirements

None.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> demonstrate understanding of a substantial body of subject-based knowledge in politics and foreign affairs from the structured programme of study in the core and elective modules offered.</p> <p><b>A2</b> illustrate key historical and contemporary geopolitical, economic and social issues.</p> <p><b>A3</b> identify, recognize and mention the major actors in the political international system on the macro, mezzo, and micro levels of analysis, and explain their functions during interactions in interstate relations.</p> <p><b>A7</b> illustrate the processes of globalisation and their impact on politics and policy.</p>	<p>Outcomes A1, A2, A3, A7 are woven into this module and their acquisition will be, at all levels, carried out through a combination of frontal and online teaching through lectures, seminars, web-based guided study, tutorials, as well as guided independent and group work.</p> <p>Provision of challenging and intellectually stimulating learning experience to engage all students in discussion can be found in seminars where all students will make a presentation. Private study will be supported by weekly reading lists and the use of Blackboard.</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>



<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b> summarise a range of information and data from a variety of sources related to political and foreign affairs debates</p> <p><b>B2</b> critically analyse a wide range of concepts and practices within politics and international relations and their application at national and international levels</p> <p><b>B3</b> analyse critically texts, data and concepts</p> <p><b>B4</b> evaluate the perspective, quality and accuracy of information resources with particular reference to politics and international affairs</p>	<p>Acquisition of B1-B4 will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>These will develop students' cognitive skills by encouraging them to think about the evaluation and application of political theories and principles in different situations.</p> <p>Creativity as well as analytical and critical thoughts are encouraged in evaluating complex simulated or real scenarios. Case studies will assist students in understanding the relationship between theory and practical application of political theories.</p>
<p><b>C. Practical and professional skills</b></p>	<p><b>Learning and teaching strategy</b></p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> retrieve and analyse material from a wide range of source</p> <p><b>C2</b> present research findings in a clear and balanced manner and properly referenced</p> <p><b>C3</b> produce work within time and quality frameworks</p> <p><b>C5</b> communicate with others clearly and concisely</p> <p><b>C6</b> plan, manage and execute work both individually and in teams</p>	<p>Specifically C1 – C6 outcomes are central to student presentations. Learners will be required to present a variety of data and information orally to fellow students and module leaders, using a range of IT methods.</p> <p>The use of a wide variety of subject-specific materials will develop students' decision-making abilities, self-organisation and time management.</p> <p>Students will be encouraged to reflect on and improve their skills through feedback on activities such as essay writing, individual presentations and group work.</p>
<p><b>D Key transferable skills</b></p>	<p><b>Learning and teaching strategy</b></p>

<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1</b> plan, manage and organize work within time constraints, both individually and as part of a team</p> <p><b>D2</b> engage openly with diverse perspectives</p> <p><b>D4</b> show ability to identify strengths and/or weaknesses in a given argument</p>	<p>Acquisition of transferable skills is a slow process gained through practice that will be built over time and its development will be progressed throughout the degree programme.</p> <p>The development of students' key skills will be more evident on communication and working with others through seminars and presentations</p>
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## 6. Indicative content

The module will typically cover the following topics:

- The slave trade
- Early Colonial Political Economy From colonies to Third World
- Obstacles to Development Since 1960
- The globalization backlash
- African Economic Performance
- What policy response to globalization?
- Achieving good governance, maintaining macroeconomic stability and accelerating structural reform
- Globalization and regional integration

## 7. Assessment strategy, assessment methods and their relative weightings

Active participation will entail short individual and group presentations.

The assessment is SUMMATIVE of:

Coursework assignment (50%), that consists in one 2,500 word essay that analyses a case study assigned by the Lecturer at the beginning of the Module.

Final Written Exam (50%): two hour exam at the end of the term, consisting of two essay questions (each worth 25 points) to be chosen from a list of four.

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A 1	A2	A3	A7	B1	B2	B3	B4	C1	C 2	C3	C 5	C 6	D 1	D 2	D 4
Essay	√	√	√	√												
Final Exam	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

## 9. Teaching staff associated with the module

Tonson Sango      Tonson.sango@nciul.ac.uk; Office appointments upon request.

## 10. Key reading list

Author	Year	Title	Publisher	Location
Ackah, C, and Aryeetey (eds.)	2012	Globalization, Trade and Poverty in Ghana	IDRC	Department
Cooper, Frederick	2002	Africa Since 1940. The Past of the Present	Cambridge University Press	Department

Mazrui, Ali	2005	Nkrumah's Legacy and Africa's Triple heritage between Globalization and Counter Terrorism	Ghana University Press	Department
Ninsin, Kwame A.	2012	Globalized Africa: Political, Social and Economic Impact	Freedom Publications	Department

### 11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the course.
- Journal articles suggested by the instructor during the module.



# NCIUL

*4 Selsdon Way, London - E14 9TS*

*Tel: (0044) 020 3846 1730*

*info@nciul.ac.uk*

**nciul.ac.uk**