



NCIUL

POSTGRADUATE 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, Section Useful Documents.

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 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 specialise 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

Overview

In a world where thousands of nuclear weapons exist, and more countries are trying to acquire them, where rising powers alter the global balance of power, where terrorist strikes come without warning, and thousands die each day from poverty caused by the way the international system operates, we need to know about and understand international relations.

The MA programme in International Relations will expose students to specialist study in key aspects of contemporary world affairs and conflicts and to a wide variety of different theoretical and methodological approaches to international relations, conflict and security.

The programme will offer 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 will enhance their understanding of the world, and consequently gives them more work- related opportunities. More specifically it will ensure that students who specialise in IR will acquire a specific knowledge of politics and global affairs and students who specialise in conflicts will acquire an advanced understanding of the historical, cultural, social and institutional context of the areas to be studied.

The programme will be constantly updated to introduce new insights from the theory of conflict and innovative policy strategies as developed in the field by practitioners and scholars.

Learners will develop a range of cognitive, communication and social skills creating a learning environment that is receptive to the needs and views of students and encourages them to achieve their full potential. Students will work together in small groups on projects and will be aided by course assistants, teaching fellows, and faculty members in a collaborative and non-competitive working environment.

The programme will be delivered by international academic staff with solid experience in their subject areas. All our core teaching faculty members are active researchers, attesting to the belief that the best pedagogy comes from faculty actively engaged in knowledge production themselves.

Educational Aims and Objectives

The programme offers innovative blended teaching and learning traditional face to face lectures and seminar/workshop/focus groups, as well as modern e-learning lessons in a dedicated VLE.

Teaching and learning focuses on politics and interstate relations within a global perspective, with a specific emphasis on developing core employability skills such as team work, coach-ability, problem solving and a deep understanding of the latest research and its practical implications.

The programme aims to develop students' strategic thinking and analytical skills to examine fundamental contemporary political and foreign affairs issues in a problem solving oriented way. Students are encouraged since the beginning to critically

analyse the consequences of their strategies and policies in a real-life scenario, while building their personal leadership style and attitude toward international relations. The programme places questions of political and international order and disorder, decision-making and political contestation at the centre of analysis.

A general introductory part, which comprises an advanced introduction to the core elements of the field of International Relations, is followed by two specific pathways: International Relations, and International Conflict and Security.

The Pathway in International Relations focuses more on interstate affairs, but with a more specialist approach than the relevant modules offered at BA level. It encourages students to focus on areas such as global economic governance, international law, the roots of prosperity and poverty. This is an excellent pathway to careers in a wide range of private and public-sector organisations, and for further academic study.

The Pathway in International Conflict and Security will ensure that students acquire a solid knowledge of the causes and dynamics of different kinds of contemporary conflict and security threats, of the evolution of strategy, insurgencies and counterinsurgencies. The pathway is excellent preparation for many PhD projects and various careers in the armed forces, diplomatic service, areas related to international conflict analysis and security issues as well as for career changes.

A distinctive feature of our programme is its multicultural diversity, expressed not only in terms of academic offer, but also in its delivery by international academic staff with solid experience in their subject areas. This key aspect will assure diversity and globalisation not only in terms of subject-areas, but also in learning and teaching styles and techniques.

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 MA International Relations 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 Postgraduate Certificate in International Relations students will be expected to achieve at least learning outcomes A1, A2, A3, B1, B2, C1, C2, C3, D1, D4, D5.

To be awarded a Postgraduate Diploma in International Relations, students will be expected to achieve at least learning outcomes A1, A2, A3, A4, A5, A6, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3, D4, D5, D6.

Knowledge

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

A1 know and understand different political systems; the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they

operate

A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts

A3 recognise and validate problems and formulate and test hypotheses in IR and conflict resolution independently and critically

A4 understand theories and methods used in politics, IR, history, law and conflict studies and evaluate different interpretations of political/historical issues and events

A5 demonstrate knowledge of recent advances within one's field and in related areas

A6 recognise current challenges to international order, cooperation, identity, and global issues, and possible strategies to address them

A7 understand the conditions under which certain strategies of counterinsurgency and international management are more or less likely to succeed

A8 demonstrate the ability to recognise and validate problems and to formulate and test hypotheses

A9 critically analyse contemporary global concepts through a reflective approach

A10 carry out an independent research project and write in a scholarly manner demonstrating familiarity with academic conventions, and dealing with complex issues both systematically and creatively

Cognitive skills

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

B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues

B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment

B3 scrutinize a series of international security issues and analyse how these are dealt with at the international level

B4 develop reasoned arguments, synthesising relevant information and exercising critical judgement

B5 demonstrate awareness and understanding of number and statistics as they apply to historical sources and concepts

B6 be creative, innovative and original in one's approach to research

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 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information

C5 process the variety of factors affecting the collection, processing and use of information, exploring the problems and possible practical solutions to issues of intelligence, war and security

C6 carry out research including some major theoretical and epistemological debates in the social sciences, presenting the practical implications of the major alternative political positions, analysing different types of strategy, considering the evolution of

the concepts and practices of conflict and security

Key Transferable Skills

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

D1 demonstrate flexibility and open-mindedness in problem solving and decision making

D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant

D3 show discipline and commitment to continued professional development

D4 use communication and information technology, including audio-visual technology, for the retrieval and presentation of information and where appropriate, statistical or numerical information

D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences

D6 be able to work efficiently both independently and/or within a team

D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions

D8 use a problem-based approach in order to improve employability skills

D9 create appropriate timescales for different stages of the research, present a clear statement of the purposes and expected results of the research, and develop appropriate means of estimating and monitoring resources and use of time.

Table 1. Learning Outcomes achieved in relation to exit awards

Award	Learning outcomes achieved
PG Certificate in International Relations	At least: A1, A2, A3 B1, B2 C1, C2, C3 D1, D4, D5
PG Diploma in International Relations	At least: A1, A2, A3, A4, A5, A6 B1, B2, B3, B4 C1, C2, C3, C4 D1, D2, D3, D4, D5, D6
MA in International Relations	A1-A10, B1-B6, C1-C6, D1-D9



Learning Outcomes and Curriculum Map

Level	Study module/unit	A1	A2	Programme outcomes																								D8	D9						
				A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8			D1	D2	D3	D4	D5	D6
7	Research Skills and Dissertation						B		B	V	V			V	V				V	V	D	V		V							V	V	V		V
	Comparative Politics	V	V			V				V			V	V					V	V	V	V	V					V	V	V	V				
	Themes and Issues in International Relations			V	V	V			V			V	V		V				V	V		V		V			V	V		V				V	
	International Legal Issues	V	V		V		V		V	V		V			V	V				V	V	V					V	V			V	V	V		
	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	
	Managing the Global Challenge	A6, A11, A12, B1, B6, B7, C2, C3, C4, D1, D2, D5, D6, D9, D10, D12 For this module the learning outcomes specified refer to the learning out-comes outlined in Template for Faculty of Business																																	
	Democracy in Crisis. 1900- 2015	V	V			V			V	V	V	V		V	V	V			V	V	V	V		V			V	V	V	V	V	V	V	V	
	Imperialism and Culture					V	V	V	V		V	V		V					V	V	V	V		V			V	V	V		V	V	V		
Prosperity and Poverty	V	V		V		V		V	V		V			V	V					V	V	V					V	V			V	V	V		
Insurgencies and Counter-insurgencies	V	V	V	V		V			V		V	V	V	V				V	V	V	V	V				V	V			V	V	V			
The Arab-Israeli Conflict	V			V		V					V	V						V	V	V	V	V									V	V	V		
Origins and Causes	V			V		V			V	V	V	V	V	V				V	V				V	V			V	V	V				V		

[illegible]

Learning and Teaching strategy/Assessment methods

Programme learning and teaching strategy

The MA in International Relations with Pathways 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 re- sources, (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 2. Examples of learning hour structures

	Total of taught hours divided into:	Lectures	Seminars/ Workshops	Revision	Independent learning hours divided into:	Formative Assessment	Summative Assessment	Independent study, Preparation for lectures, additional reading list and similar
10 CRED- ITS 100 NO- TIONAL LEARNING HOURS	40	24	12	4	60	10	25	25
20 CRED- ITS 200 NO- TIONAL LEARNING HOURS	80	42	30	8	120	25	45	50

Table 3. Assessment methods and student hours

This is a non-exhaustive list of assessment types that can be found as mean of assessment within the MA in International Relations with Pathways Programme.

Assessment method	Length	Learning hours
Written assignment (i.e., essay, report)	3,000 words	40 hours
Oral assessment	30-60 min	30-50 hours
Exam	1-3 hours	20-40 hours
Presentation	8-45 min	20-40 hours
Team Project		20-40 hours

Programme Structure

The MA in International Relations with Pathways programme is a 12-month programme (full-time), or 18 months part-time. Intake dates are September and January, while teaching terms are three: fall term (October to December), spring term (January to March) and summer term (April to June). Full time students will be able to complete class-based modules of the programme after two teaching terms. Part-time students will be able to complete class-based modules of the programme after four teaching terms.

Programme Structure			
	Credit points		Credit points
Research Skills and Dissertation	20		
International Security	20		
Themes and Issues in International Relations	30		
Dissertation	30		
<i>Your 80 credits can be taken from the modules listed below according to your chosen pathway</i>			
International Relations		International Conflict and Security	Credit points

International Legal Issues	20	Insurgencies and Counterinsurgencies	10
Managing the Global Challenge	20	The Arab-Israeli Conflict	10
Democracy in Crisis. 1900-2015	20	Origins and Causes of War	20
Imperialism and Culture	10	Strategy	20
Prosperity and Poverty	10	Comparative Politics	20
Total core module credits:	180	Total core module credits:	180

Core modules for Exit Awards

Modules		PG Certificate in International Relations
Themes and Issues in International Relations		
International Security		
Research Skills and Dissertation		
Modules		PG Diploma International Relations
International Legal Issues or	Origins and Causes of War	
Managing the Global Challenge or	Strategy	
Democracy in Crisis. 1900-2015 or	Comparative Politics	

Support for students

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 handbook 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 course, 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 activity to enhance students' performance, during office hours or by email, and provide emotional support in first instance. Each student has a personal tutor who will monitor the student's progress throughout the entire course. Students have 24/7 access to e-learning platform, <http://elearning.nciul.co.uk>, where they can log in in their MyNCIUL personal page to

find video lessons, slides, textbooks, assessment test, tool (e.g. chats and forums) for interacting with tutors and other students.

For more information, visit <http://nciul.ac.uk>.

Admission Criteria

The MA International Relations is available to 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). Full time students will be able to complete the programme after two teaching terms, while the third term will be used to work on their dissertation (12 months).

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. 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 will be able to complete the programme after four teaching terms, while the fifth term will be used to complete and submit their dissertation (18 months).

The minimum entry requirements are an honours degree at the 2.1 / upper second-class level or higher or equivalent (e.g. B / 3.0 GPA in the undergraduate degree) in politics, international relations, history, economics, management, language and linguistics, engineering, law or related social science subject. In addition to these entry requirements, prospective students are asked to provide evidence of their language abilities. IELTS 6.5, or TOEFL 85 (internet-based test) or 550 (paper-based), Cambridge Advanced Certificate, GCSE/IGCSE English grade C or above, or International equivalent.

General regulations on Admissions are available online at

<https://www.nciul.ac.uk/wp-content/uploads/2019/02/ACA-IROUVA-112-Regulations-validated-awards-version-revised-June-2018-V....pdf>

Start Times/Dates for Programmes

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 institutional initiatives can be found at <http://nciul.ac.uk>.

Pass Regulations

All postgraduate modules have a minimum pass mark for assessments in each assessment component, defined as overall continuous assessment score (OCAS). The pass mark is 50% for the MA International Relations.

Students will be granted a pass on a module if they have achieved a minimum overall continuous assessment score (OCAS), determined as a weighted average of the grades achieved for all assessment tasks). This minimum is calculated as 50%, however all individual components within a module must also achieve a minimum of 50% for the module to be passed overall.

More information can be found on NCIUL Institutional Regulations for OU validated awards <https://www.nciul.ac.uk/university-courses/specifications/regulations/> and the Assessment and Examination Handbook <https://www.nciul.ac.uk/download/assessment-and-examination-handbook/> 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 www.nciul.ac.uk in the Student Life section.

2. Contact details & General Information

Staff list and Contact Details

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

Programme leader for the MA International Relations is Dr Luisa Morettin.

Roberto Baldoli	Module Leader: Strategy
Marius Calu	Module Leader: Themes and Issues in International Relations
Marios Filis	Module Leader: Research Skills and Dissertation
Ernesto Gallo	Module Leader: Democracy in Crisis. 1900-2015
Peter Hough	Module Leader: Imperialism and Culture Prosperity and Poverty Comparative Politics
James Johnson	Module Leader: International Security
Maria Chiara Malaguti	Module leader: International Legal Issues
Shahin Malik	Module Leader: Themes and Issues in International Relations
Luisa Morettin	Module Leader: Origins and Causes of War The Arab-Israeli Conflict
Tonson Sango	Module leader: Insurgencies and Counterinsurgencies

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

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.

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.

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.

Appointment of the External Examiner for the MA in International Relations is pending and will be included here once made.

Administrative Staff

The Student Office deals with all your administrative needs during the MA 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: student.office@nciul.ac.uk phone: +44 (0) 2038461730

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.

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://nciul.ac.uk/resources/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.

3. Module Specification

RESEARCH SKILLS AND DISSERTATION

1. Factual information			
Module title	Research Skills and Dissertation	Level	7
Module tutor	Marios Filis	Credit value ECTS	20 10
Module type	Core Module Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>The rationale of the module is to equip students with a broad range of research skills, improving their ability to develop and carry on a research plan autonomously. Upon successful completion of the module learners will be able to conduct literature review, think over the research process, choose research methods and ethical issues relevant to the investigation of the topic and develop an appropriate research plan and instrumentation.</p> <p>The module is interdisciplinary and linked with other courses provided in the Pathway in International Conflict and Security.</p>

3. Aims of the module
<p>The module will provide learners with practical experience in the use of a wide variety of research tools/different types of evidence and the technical skills. It will enable students to manage an independent research project.</p>

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>A8 demonstrate the ability to recognise and validate problems and to formulate and test hypotheses</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p> <p>A10 carry out an independent research project and write in a scholarly manner demonstrating familiarity with academic conventions, and dealing with complex issues both systematically and creatively</p>	<p>Learning Outcomes A8-A10 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 an educational environment that supports and motivates learning, teaching and research activities of students and staff, through the promotion of training activities and professional development</p> <p>The opportunity to add specific skills to the curriculum, such as languages, placement offers to be linked to students' final business research projects or after graduation</p> <p>For each module, students will be expected to write one or more essays (or equivalent), make presentations or contribute to seminar discussions. Lecturers will expect a certain amount of additional reading from students. During seminars students will prepare papers and lead discussions or debates, and so develop their written and presentational skills.</p>

B. Cognitive skills	Learning and teaching strategy
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<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</p> <p>B4 develop reasoned arguments, synthesising relevant information and exercising critical judgement</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>Development of students' cognitive skills will take place by encouraging them to think about the evaluation and application of political and/or strategic theories and IR principles in different situations.</p>
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B. Cognitive skills	Learning and teaching strategy
<p>B5 demonstrate awareness and understanding of number and statistics as they apply to historical sources and concepts</p>	

C. Practical and professional skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>C1 retrieve and analyse material from a wide range of sources</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C3 produce work within time and quality frame- works</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p> <p>C6 carry out research including some major theoretical and epistemological debates in the social sciences, presenting the practical implications of the major alternative political positions,</p>	<p>Specifically, C1-C6 outcomes are central to student presentations and essay writing.</p> <p>Students will be encouraged to reflect on and improve their skills by means of immediate feedback</p> <p>Development of students' practical skills by means of a problem-based approach that takes into account employability skills and creative decision making to foster change, development, sustainability with the support of different teaching and learning techniques (seminars, team projects, tutorials, dissertation findings)</p> <p>Development of students' lifelong learning attitudes by means of continuous personal and professional development</p>

<p>analysing different types of strategy, considering the evolution of the concepts and practices of conflict and security</p>	
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D Key transferable skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D6 be able to work efficiently both independently and/or within a team</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 through- out the degree programme.</p> <p>Learning and teaching strategy methods will include:</p>
<p>D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions</p> <p>D9 create appropriate timescales for different stages of the research, present a clear statement of the purposes and expected results of the research, and develop appropriate means of estimating and monitoring resources and use of time</p>	<p>Students' key skills such as self-aware ness, independency, effective communication and working with others will be developed and encouraged by means of role plays, presentations and seminars</p> <p>Deepening of students' analytical, collaborative and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines</p> <p>Provision of opportunities for students to demonstrate their key strengths and values and further develop them by means of personal</p>

	development planning sessions
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6. Indicative content.
<p>The Philosophy and Principles of Research Qualitative Versus Quantitative Methods Collecting Data Evaluating Information Completing a Literature Review Analysing Research Data Quantitative Analysis Qualitative Analysis Content Analysis Writing-up</p>

7. Assessment strategy, assessment methods and their relative weightings
<p>Active participation is strongly recommended and will take the form of forums and short quizzes. The assessment is SUMMATIVE of: Coursework assignment (50%): a 3,000 words essay.</p> <p>Final Written Exam (50%), that consists in two open-ended questions to be chosen from a list.</p>

8. Mapping of assessment tasks to learning outcomes																
Assessment tasks	Learning outcomes															
			A 1 0													D9

Coursework assignment			√												√
Final Exam			√												

9. Teaching staff associated with the module
Name and contact details
Marios Filis; marios.filis@nciul.ac.uk
Appointments by appointment

10. Key reading list				
Author	Year	Title	Publisher	Location
Halperin S.	2011	Political Research: Methods and Practical Skills	OUP	Department
Burnham P.	2008	Research Methods in Politics	Palgrave Macmillan	Department
		Handouts		

11. Other indicative text (e.g. websites)
Case studies and on-line resources indicate by the Lecturer during the term. Other journal articles suggested by the instructor during the module.

INTERNATIONAL SECURITY

1. Factual information			
Module title	International Security	Level	7
Module tutor	James Johnson	Credit value ECTS credits	20 10
Module type	Core Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>The rationale of this module is to provide students with a grounding understanding of international security issues, including peacekeeping and state (re)building. By introducing students to a wide variety of intellectual traditions and contemporary ideas about the subject, the module enables students to understand and explain the most salient issues of conflicts, politics, and peacekeeping strategy in the contemporary world. In doing this it will focus on core concepts as the study of war and warfare, classical strategic theory and the use of force and how force is employed to achieve political and peacekeeping objectives.</p> <p>This module is deeply intertwined with other subject areas as history, politics, war, strategy provided in the MA Pathway in International Conflict and Security.</p>

3. Aims of the module
<p>The module aims at enabling students to understand, analyse and critically examine the orthodox as well as critical theories and approaches to security studies. Students will be able to reflect on how conflicts in the 21st Century have changed the perspective on the main debates in the academic literature.</p> <p>Upon completion of this module students will demonstrate comprehension of the challenges state officials for security and peacekeeping corps have to face in contemporary crises. Learners will be able to identify major theories and historical and contemporary arguments that apply to various case study's situations. This module will provide students with fundamental skills and knowledge to understand what pathways the international communities can deploy in response to crisis and what types of intervention can be considered in order to maintain and restore peace and security. Students also will survey current crises in different regional scenarios.</p>

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>A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A3 recognise and validate problems and formulate and test hypotheses in IR and conflict resolution independently and critically</p> <p>A4 understand theories and methods used in politics, IR, history, law and conflict studies and evaluate different interpretations of political/historical issues and events</p> <p>A5 demonstrate knowledge of recent advances within one's field and in related areas</p> <p>A6 recognise current challenges to international order, co-operation, identity, and global issues, and possible strategies to address them</p> <p>A7 understand the conditions under which certain strategies of counterinsurgency and international management are more or less likely to succeed</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p>	<p>Learning Outcomes A1-A9 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. These will be supplemented by the final dissertation.</p> <p>In order to achieve that, learning and teaching strategies as well as assessment methods will be underpinned by:</p> <p>Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding of IR and conflict subjects in a multidisciplinary context</p> <p>Provision of an educational environment that supports and motivates learning, teaching and research activities of students and staff, through the promotion of training activities and professional development</p> <p>For each module, students will be expected to write one or more essays (or equivalent), make presentations or contribute to seminar discussions. Lecturers will expect a certain amount of additional reading from students. During seminars students will prepare papers and lead discussions or debates, and so develop their written and presentational skills.</p>

B. Cognitive skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</p> <p>B4 develop reasoned arguments, synthesising relevant information and exercising critical judgement</p> <p>B5 demonstrate awareness and understanding of number and statistics as they apply to historical sources and concepts</p> <p>B6 be creative, innovative and original in one's approach to research</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>Development of students' cognitive skills will take place by encouraging them to think about the evaluation and application of political and/or strategic theories and IR principles in different situations.</p> <p>- Provision of the main tools for further development of the cognitive skills through seminars, tutorials and presentations.</p> <p>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.</p> <p>Creativity as well as analytical and critical thoughts will be encouraged in evaluating complex simulated or real scenarios.</p> <p>Case studies will assist students in understanding the relationship between theory and practical application of political, IR theories and conflict studies.</p>

C. Practical and professional skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p>	<p>Specifically, C1-C6 outcomes are central to student presentations and essay</p>

<p>C1 retrieve and analyse material from a wide range of sources</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C3 produce work within time and quality frameworks</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p> <p>C6 carry out research including some major theoretical and epistemological debates in the social sciences, presenting the practical implications of the major alternative political positions, analysing different types of strategy, considering the evolution of the concepts and practices of conflict and security</p>	<p>writing.</p> <p>Learners will be required to share, organise and present a variety of topics and data 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 by means of immediate feedback</p> <p>Development of students' practical skills by means of a problem-based approach that takes into account employability skills and creative decision making to foster change, development, sustainability 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' self-organisation and time management</p> <p>Development of students' key skills with a particular emphasis on communication, leadership and working with others through seminars and tutorial sessions</p> <p>Use of effective group discussions to develop students' ability to negotiate and influence others to achieve mutual beneficial goals and solve issues in a global perspective</p>
<p>C. Practical and professional skills</p>	<p>Learning and teaching strategy</p>

	<p>Student learning will take place in a variety of ways: during lectures, seminars, student led presentations, including also scheduled meetings of tutors and students in lectures/seminars or in a one-to-one dissertation tutor/supervisory role. Teaching and learning methods will encourage students to reflect on and take responsibility for their own learning</p>
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D Key transferable skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>D1 demonstrate flexibility and open-mindedness in problem solving and decision making</p> <p>D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant</p> <p>D3 show discipline and commitment to continued professional development</p> <p>D4 use communication and information technology, including audio-visual technology, for the retrieval and presentation of information and where appropriate, statistical or numerical information</p> <p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D6 be able to work efficiently both independently and/or within a team</p> <p>D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions</p> <p>D8 use a problem-based approach in order to improve employability skills</p> <p>D9 create appropriate timescales for different stages of the research, present a</p>	<p>Learning and teaching strategy methods will include: Students' key skills such as self-awareness, independency, effective communication and working with others will be developed and encouraged by means of role plays, presentations and seminars</p> <p>Giving full consideration to ethical aspects of security practice and development of students' ability to respond positively to new challenges in a globalised world</p> <p>The development of students' key skills will be more evident on communication and working with others through seminars and presentations.</p>

clear statement of the purposes and expected results of the research, and develop appropriate means of estimating and monitoring resources and use of time	
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6. Indicative content
<p>The module will typically cover the following topics:</p> <p>Introduction to security studies International peace and security post WWII Realism, liberalism, Marxism and security issues Global crisis and intervention: Civil wars and other conflicts Humanitarian interventions Conflict prevention and peacekeeping management International governance of post-conflict societies International and European security architecture</p>

7. Assessment strategy, assessment methods and their relative weightings
<p>Active participation will take the form of online multiple-choice tests that will enable students to monitor their progress.</p> <p>The assessment is SUMMATIVE of:</p> <p>Coursework assignment (50%), mid-term, that consists in one 3,000-word essay that analyses a case study assigned by the Lecturer at the beginning of the Module.</p> <p>Final Written Exam (50%): two-hour exam at the end of the term, consisting in two essay questions to be chosen from a list of six.</p>

8. Mapping of assessment tasks to learning outcomes													
Assessment tasks	Learning outcomes												
	A2	A3	A4	A5	A6	A7	A9	B1	B2	B4	B5	B6	
Essay	√	√		√	√	√		√	√	√	√	√	
Final Exam		√	√	√	√	√	√				√		
Assessment tasks	Learning outcomes												
	C1	C2	C3	C4	C6	D1	D2	D3	D4	D5	D6	D7	
Essay	√	√	√	√	√	√	√	√	√	√	√	√	
Final Exam			√										

9. Teaching staff associated with the module
Name and contact details
James Johnson – Appointments upon request

10. Key reading list				
Author	Year	Title	Publisher	Location
Collins, A.	2016	Contemporary Security Studies (4th edition)	Oxford UP	Department
Howard, M.	2001	The Invention of Peace	Profile Books	Department
Williams, P. D.	2008	Security Studies: An Introduction (2nd edition)	Routledge	Department
Howard, M., Andreopoulos, G., Shulman, M. (eds)	1994	The Laws of War: Constraints on Warfare in the Western World	Yale UP	Department
		Handouts distributed in class		

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

THEMES AND ISSUES IN INTERNATIONAL RELATIONS

1. Factual Information			
Module title	Themes and Issues in International Relations	Level	7
Module tutor	Shahin Malik Marius Calu	Credit value ECTS	30 15
Module type	Core Module Taught	Notional learning hours	300

2. Rationale for the module and its links with other modules
<p>Since theories and ideas are essential for understanding and explaining the world, the rationale of this module is to examine contemporary International Relations theory at an advanced post-graduate level. The course will explore how application of different conceptual frameworks generates different forms of understanding and explanations.</p> <p>After analysing conceptual frameworks and modes of analysis used by IR theories, the module will cover specific topics such as: dimensions of power, international politics of identity in the post-1989 period; the developing world, Arab Spring and neo-colonialism; the global financial crisis; forced displacement of populations and 'durable' solutions; human rights and the responsibility to protect.</p> <p>The module is a fundamental introduction to the courses offered in the MA programme.</p>

3. Aims of the module
<p>The aim of the module is to develop in students a detailed understanding of competing theoretical perspectives in International Relations and an important awareness of the relationship between theory, context and practice about international politics.</p>

4. Pre-requisite modules or specified entry requirements
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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>A3 recognise and validate problems and formulate and test hypotheses in IR and conflict resolution independently and critically</p> <p>A4 understand theories and methods used in politics, IR, history, law and conflict studies and evaluate different interpretations of political/historical issues and events</p> <p>A5 demonstrate knowledge of recent advances within one's field and in related areas</p> <p>A8 demonstrate the ability to recognise and validate problems and to formulate and test hypotheses</p>	<p>Learning Outcomes A3, A4, A5, A8 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>Lecturers will expect a certain amount of additional reading from students. During seminars students will prepare papers and lead discussions or debates, and so develop their written and presentational skills.</p>

B. Cognitive skills	Learning and teaching strategy
<p>By the end of teaching and training process, students are expected to show ability to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</p> <p>B4 develop reasoned arguments, synthesising relevant information and exercising critical judgement</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>Development of students' cognitive skills will take place by encouraging them to think about the evaluation and application of political and/or strategic theories and IR principles in different situations.</p> <p>Creativity as well as analytical and critical thoughts will be encouraged in evaluating complex simulated or real scenarios. Case studies will assist students in understanding the relationship between theory and practical application of political, IR theories and conflict studies.</p>

C. Practical and professional skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>C1 retrieve and analyse material from a wide range of sources</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p> <p>C6 carry out research including some major theoretical and epistemological debates in the social sciences, presenting the practical implications of the major alternative political positions, analysing different types of strategy, considering the evolution of the concepts and practices of conflict and security</p>	<p>Learners will be required to share, organise and present a variety of topics and data 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 by means of immediate feedback</p> <p>Development of students' practical skills by means of a problem-based approach that takes into account employability skills and creative decision 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 materials to develop students' self-organisation and time management</p>

D Key transferable skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>D1 demonstrate flexibility and open-mindedness in problem solving and decision making</p> <p>D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant</p> <p>D4 use communication and information technology, including audio-visual technology, for the retrieval and presentation of information and where appropriate, statistical or numerical information</p> <p>D9 create appropriate timescales for different stages of the research, present a clear statement of the purposes and expected results of the research, and develop</p>	<p>Learning and teaching strategy methods will include:</p> <p>Deepening of students' analytical, collaborative and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines</p> <p>Development of students' lifelong learning attitude through continuous personal and professional development</p> <p>Giving full consideration to ethical aspects of IR practice and development of students' ability to respond positively to new challenges</p>

appropriate means of estimating and monitoring resources and use of time	
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6. Indicative content.
<p>The module will cover the following topics:</p> <ul style="list-style-type: none"> - theories of world politics

6. Indicative content.
<p>The evolution of International Relations, an overview. Theory and Practice. Realism vs. Utopianism, the Liberal challenge, the Realist and Neo-Realist tradition, Structuralism and Neo-Marxist approaches, from Positivism to Post-Positivism, Post-Modernism, Feminism, Social Constructivism and adopting the middle ground</p> <p>function of IOs (UN, NATO, EU, World Bank, IMF) in promoting international cooperation in security, peace-keeping, trade, environment, and human rights</p> <p>the most critical areas in contemporary world politics, with emphasis placed on their historical and political background and American involvement in each crisis</p> <p>the evolution of international economic relations in finance and economic development</p> <p>politics of international trade, focusing both on relations among advanced industrial nations and on relations between developed and developing countries</p> <p>conflict between international legal obligations and domestic politics of citizenship, immigration, asylum</p>

7. Assessment strategy, assessment methods and their relative weightings
<p>Active participation will be fundamental in order to consolidate students' knowledge. Participation will include case studies, quizzes and analysis of case studies.</p> <p>The assessment is SUMMATIVE of:</p> <p>Coursework assignment (40%), consisting in one 3,000-word essay</p> <p>Final Written Exam (60%): two open ended questions on topics covered during the course</p>

8. Mapping of assessment tasks to learning outcomes																
Assessment tasks	Learning outcomes															
	A3	A4	A5	A8	B1	B2	B4	C1	C2	C4	C6	D1	D2	D4	D9	

Assignment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Essay	√	√	√	√			√								

9. Teaching staff associated with the module
Name and contact details
Shahin Malik, Shahin.malik@nciul.ac.uk Appointments upon request

10. Key reading list				
Author	Year	Title	Publisher	Location
Brown, C., and Ainley, K.	2009	Understanding International Relations (4th edition)	Palgrave Macmillan	Department
Fiddian-Qasmiyeh, E., Loescher , G and Long, K. (eds)	2016	The Oxford Handbook of Refugee and Forced Migration Studies	OUP	Department
Forest, James J. F.	2015	The Terrorism Lectures: A Comprehensive Collection for Students of Terrorism, Counterterrorism, and National Security	Nortia Press	Department
Haass, R.	2017	World in Disarray: American Foreign Policy and the Crisis of the Old Order	Penguin Press	Department
Tadjbakhsh, S.	2008	Human Security Concepts and Implications	Routledge	Department
		Handouts		

11. Other indicative text (e.g. websites)
Case studies and online resources indicated by the Lecturer during the term. The international relations sections of newspapers and magazines, e.g. Foreign Affairs, The Economist Other journal articles suggested by the instructor during the module.

INTERNATIONAL LEGAL ISSUES

1. Factual information			
Module title	International Legal Issues	Level	7
Module tutor	Maria Chiara Malaguti	Credit value ECTS credits	20 10
Module type	Core Module - Pathway in IR Taught	Notional learning hours	200

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

The rationale for this module is to analyse contemporary international legal issues brought about by the globalisation of the world economy.

The course will be problem-based, rather than doctrinal, and will focus on controversial and challenging issues in contemporary international politics – including the recent examples of the use of force, inter- national economic integration, international criminal law and the promotion and protection of human rights.

Due to its topics the course is linked to modules such as Themes and Issues in International Relations and Comparative Politics.

3. Aims of the module

The course aims to introduce students to the study of international legal issues. The module seeks to:

develop students' understanding and awareness of the way in which international relations and politics interact with the international legal system; acquaint students with some of the problems arising in international contracts; highlight how international legal issues are closely linked to contemporary geopolitics and political theory develop the ability to analyse, articulate and write on the subject, by linking previous or current experience with an academic inquiry.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A1 know and understand different political systems; the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they operate</p> <p>A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A4 understand theories and methods used in politics, IR, history, law and conflict studies and evaluate different interpretations of political/historical issues and events</p> <p>A6 recognise current challenges to international order, co-operation, identity, and global issues, and possible strategies to address them</p> <p>A8 demonstrate the ability to recognise and validate problems and to formulate and test hypotheses</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p>	<p>The module will offer 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>Lectures will examine international law's limits and possibilities in relation to a set of contemporary inter- and trans-national concerns brought about by the globalisation of the world economy.</p> <p>During seminars students will address international 'problems', placing international law in broader social, political, and historical contexts as one possible source of 'solutions'.</p>
B. Cognitive skills	Learning and teaching strategy
<p>At the end of the module learners will be expected to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B4 develop reasoned arguments, synthesising relevant information and exercising critical judgement</p> <p>B5 demonstrate awareness and understanding of number and statistics as they apply to historical sources and concepts</p>	<p>The module is designed as a series of seminars and student-led focus groups, where discussion, analysis and evaluation will enable students to develop their critical thinking about key issues in contemporary legal problems from an international perspective.</p>

C. Practical and professional skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C3 produce work within time and quality frameworks</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p>	<p>The assignment and student-led activities provide the meanings to achieve learning outcomes C2, C3 and C4. 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>

D Key transferable skills	Learning and teaching strategy
<p>D1 demonstrate flexibility and open-mindedness in problem solving and decision making</p> <p>D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant</p> <p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D6 be able to work efficiently both independently and/or within a team</p> <p>D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions</p>	<p>Active participation, independent study and research, as well as reflection on writing the assignment.</p>

6. Indicative content
<p>The module will typically cover the following legal issues:</p> <p>international trade and finance global trade and finance institutions transnational corporate activities intellectual property</p> <p>dispute resolution mechanisms protection of the environment</p> <p>social and ethical issues including labour standards, human rights, and cultural issues</p>

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 (40%), mid-term, that consists in one 3,000-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 in essay questions (each worth 30%) to be chosen from a list of eight.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																
	A 1	A2	A4	A6	A8	A9	B1	B4	B5	C2	C3	C4	D1	D2	D5	D6	D7
Essay	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	v	v	v		v		v

9. Teaching staff associated with the module

Name and contact details

Maria Chiara Malaguti; mariachiara.malaguti@nciul.ac.uk; Appointments upon request.

10. Key reading list

Author	Year	Title	Publisher	Location
Dixon, M., McCorquodale, R., Williams, S.	2011	Cases and Materials on International Law	Oxford University Press	Department
Crawford, J. & Koskenniemi, M. (eds)	2012	The Cambridge Companion to International Law	Cambridge University Press	Department
Silverburg, S. R.	2011	International Law: Contemporary Issues and Future Developments	Westview Press	Department
Trebilcock, M. J.	2015	Advanced Introduction to International Trade Law	Edward Elgar	Department



		Handouts distributed in class		
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11. Other indicative text (e.g. websites)

Case studies, journal articles and online resources indicate by the Lecturer during the term.

MANAGING THE GLOBAL CHALLENGE

1. Factual information			
Module title	Managing the Global Challenge	Level	6
Module tutor	Nooreen Jaffer Khan	Credit value ECTS	20 10
Module type	Core Module - Pathway in IR Taught	Notional learning hours	200

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

Managers and leaders face every day more complex issues related to globalisation. How can they be ready for such disrupt events? The module is designed as a final analytical evaluation of the tools, theories, practices and principles presented during the whole programme, linking that prior knowledge to actual global challenges.

3. Aims of the module

Using tools such as design thinking, creativity and knowledge management, students will have the chance to think strategically about global issues such as climate, poverty and human rights. The main objective of this module is to enhance students' critical analysis of a difficult problem and list a series of credible solutions that prove their ability to become change agents.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
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<p>At the end of the module, learners will be expected to:</p> <p>A6: Demonstrate knowledge of the key factors affecting strategic decision making in business practice, and present analytical inputs for innovative organizational behaviour</p> <p>A11: demonstrate a solid foundation for further study or professional development</p> <p>A12: critically analyse contemporary global concepts through a reflective approach</p>	<p>The module aims to provide students with a deep understanding of the systemic links within the organisation, and their practical implications. 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>
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B. Cognitive skills	Learning and teaching strategy
<p>At the end of the module learners will be expected to:</p> <p>B1: demonstrate critical thinking, analysis and synthesis of complex management, financial and economic issues</p> <p>B6: Adapt and utilize prior knowledge and new information in order to critically present a solution to a given problem</p> <p>B7: integrate a reflective attitude towards the analysis of cross-cultural and global concepts, and relative solutions</p>	<p>The module is designed as a series of seminars and student-led focus groups, where discussion, analysis and evaluation of prior knowledge is requested.</p> <p>Students will explore different learning and teaching techniques, such as flipped classroom, focus group and role plays. They will be encouraged to research topics before the seminar, in order to actively participate.</p>

C. Practical and professional skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C2: design creative strategies to synthesise information in a global context to generate new approaches to business matters</p> <p>C3: apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas</p> <p>C4: 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>The assignment and student-led activities provide the meanings to achieve learning outcomes C2, C3 and C4. 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>

D Key transferable skills	Learning and teaching strategy
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<p>At the end of the module, learners will be expected to:</p> <p>D1: use creativity in problem solving and decision making</p> <p>D2: demonstrate the ability to work independently</p> <p>D5: clearly communicate orally and in writing, for academic and professional audiences</p> <p>D6: present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions</p> <p>D9: operate in the global arena recognizing and evaluating contemporary complexity and cross- country culture</p> <p>D10: use of a reflective approach to evaluate concepts and scenarios</p> <p>D12: develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters</p>	<p>Active participation, independent study and research, as well as reflection on writing the assignment.</p>
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6. Indicative content.

The module will cover different global challenges, such as poverty, immigration, water and food, and so on. Students' suggestion of specific arguments are welcome. For every topic, appropriate case studies will be presented, and they will be used as starting point for conversation. Students are encouraged to come to class prepared, and in few occasions, there will be the chance to try a flipped classroom approach.

7. Assessment strategy, assessment methods and their relative weightings

The assessment is **SUMMATIVE** of:

Active participation (30%) in class, seminars, focus groups and other learning opportunities.

Reflective writing (70%): students are required to present a reflecting piece of writing, 3,000 word long, about one or more global issues that they want to analyse. Case studies and theoretical positions presented during lectures/seminars/focus groups can be used as support of their individual thesis

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A6	A1 1	A12	B1	B6	B7	C2	C3	C4	D1	D2	D5	D6	D9	D1 0	D1 2
Participation	X			X	X		X			X		X	X	X	X	
Reflective Writing	X	X	X	X		X		X	X		X	X		X		X

9. Teaching staff associated with the module

Name and contact details

Nooreen Jaffer Khan; Office appointments upon request.

10. Key reading list

Author	Year	Title	Publisher	Location
		Notes from the Lecturer		Online
Goldman Schuyler, K.; Baugher, J.E., & Jironet, K.	2016	Creative Social Change: Leadership for a Healthy World (Building Leadership Bridges)	Emerald Group Publishing Ltd.	Department

10. Key reading list

Author	Year	Title	Publisher	Location
Bartlett, C. and Beamish, P.	2011	Transnational Management: Texts, Cases, and Readings in Cross-Border Management. 6th Ed.	McGraw-Hill	Department
Daniels, J. D., Radebaugh, L.H. and Sullivan, D.P.	2013	International Business Environments and Operations. 14th Ed.	Pearson	Department
Deresky, H.	2014	International Management: Managing Across Borders and Cultures. 8th ed.	Pearson	Department

Guay, T. R.	2014	The Business Environment of Europe: Firms, Governments, and Institutions	Cambridge Univ. Press	Department
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11. Other indicative text (e.g. websites)

Case studies given by the instructor;
Daily UK and international credible newspapers, such as The Financial Times, The Sunday Times, The New York Times and so on.

DEMOCRACY IN CRISIS, 1900-2015

1. 1. Factual information			
Module title	Democracy in Crisis, 1900-2015	Level	7
Module tutor	Ernesto Gallo	Credit value ECTS credits	20 10
Module type	Core Module Pathway in IR Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>The rationale of this module is to illustrate and define what democracy is and what moral arguments make it preferable to alternative forms of governance. Students will investigate the stages that follow one another when democracy shifts into something else. These moments of crisis fundamentally defines the perimeter of the various incarnations of democracy. Although in advanced contemporary capitalistic societies the public opinion disenchantment from the institutions is mounting year by year, unlike the first decades of the 20th century, there is very little appetite for a radical change in how these societies are governed. Democracy is widely recognised as the lesser evil. This module will lead students to critically examine the normative side of how democracy works. At the same time, more recent social, political and ethical issues arising in relation to the exercise of power by the democratic state that are eroding the consensus democratic institutions have will be analysed. The module, therefore, links up with the other modules Prosperity and Poverty, and International Security offered in this programme.</p>

3. Aims of the module
<p>The module aims at enabling students to understand, analyse and critically examine the core concepts and principles associated with the idea of democracy. Students will be able to reflect on what makes these principles weaker in the eye of the public opinion in contemporary society.</p> <p>Upon completion of this module students will demonstrate comprehension of major theories and historical and contemporary arguments that strengthen the favour for this form of government compared to others.</p> <p>This module will provide students with fundamental skills and knowledge to understand the modern form of the political party and its recent evolutions into protest movements and the related rise of populism. Students also will survey the contemporary situation in democratic states.</p>

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>A1 know and understand different political systems; the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they operate</p> <p>A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A5 demonstrate knowledge of recent advances within one's field and in related areas</p> <p>A8 demonstrate the ability to recognise and validate problems and to formulate and test hypotheses</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p> <p>A10 carry out an independent research project and write in a scholarly manner demonstrating familiarity with academic conventions, and dealing with complex issues both systematically and creatively</p>	<p>Learning and teaching strategies as well as assessment methods will be underpinned by:</p> <p>Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding of democracy</p> <p>A particular emphasis will be given to teaching methods that result in a combination of theoretical learning and practical application in order to enhance students' employability skills and opportunities</p> <p>Provision of an educational environment that supports and motivates learning, teaching and research activities of students and staff, through the promotion of training activities and professional development</p> <p>The opportunity to add specific skills to the curriculum, such as languages, placement offers to be linked to students' final business research projects or after graduation</p> <p>During seminars students will prepare papers and lead discussions or debates, and so develop their written and presentational skills.</p>

B. Cognitive skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>Development of students' cognitive skills will take place by encouraging them to think</p>

<p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</p> <p>B4 develop reasoned arguments, synthesising relevant information and exercising critical judgement</p> <p>B5 demonstrate awareness and understanding of number and statistics as they apply to historical sources and concepts</p> <p>B6 be creative, innovative and original in one's approach to research</p>	<p>About the evaluation and application of political and/or strategic theories and IR principles in different situations.</p> <p>Provision of the main tools for further development of the cognitive skills through seminars, tutorials and presentations.</p> <p>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.</p>
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C. Practical and professional skills	Learning and teaching strategy
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<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>C1 retrieve and analyse material from a wide range of sources</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C3 produce work within time and quality frameworks</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p> <p>C6 carry out research including some major theoretical and epistemological debates in the social sciences, presenting the practical implications of the major alternative political positions, analysing different types of strategy, considering the evolution of the concepts and practices of conflict and security</p>	<p>Learners will be required to share, organise and present a variety of topics and data 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 by means of immediate feedback</p> <p>Use of a wide variety of subject-specific and industry materials to develop students' self- organisation and time management</p> <p>Development of students' key skills with a particular emphasis on communication, leadership and working with others through seminars and tutorial sessions</p> <p>Use of effective group discussions to develop students' ability to negotiate and influence others to achieve mutual beneficial goals and solve issues in a global perspective</p> <p>Development of students' lifelong learning attitudes by means of continuous personal and professional development</p> <p>Deepen of strategic and political awareness to prepare students for an immediate career in the global context</p> <p>Student learning will take place in a variety of ways: during lectures, seminars, student led presentations, including also scheduled meetings of tutors and students in lectures/seminars or in a one-to-one dissertation tutor/supervisory role.</p> <p>Teaching and learning methods will encourage students to reflect on and take responsibility for their own learning</p>
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D Key transferable skills	Learning and teaching strategy
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<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>D1 demonstrate flexibility and open-mindedness in problem solving and decision making</p> <p>D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant</p> <p>D3 show discipline and commitment to continued professional development</p> <p>D4 use communication and information technology, including audio-visual technology, for the retrieval and presentation of information and where appropriate, statistical or numerical information</p> <p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D6 be able to work efficiently both independently and/or within a team</p> <p>D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions</p> <p>D8 use a problem-based approach in order to improve employability skills</p> <p>D9 create appropriate timescales for different stages of the research, present a clear statement of the purposes and expected results of the research, and develop appropriate means of estimating and monitoring resources and use of time</p>	<p>Learning and teaching strategy methods will include:</p> <p>Students' key skills such as self-awareness, independency, effective communication and working with others will be developed and encouraged by means of role plays, presentations and seminars</p> <p>Use of different study situations. Learners will have the opportunity to work with others from different cultural backgrounds and take into account and respect other individuals' needs, ideas and perspectives</p> <p>Provision of opportunities for students to demonstrate their key strengths and values and further develop them by means of personal development planning sessions</p> <p>Deepening of students' analytical, collaborative and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines</p> <p>Development of students' lifelong learning attitude through continuous personal and professional development</p> <p>Giving full consideration to ethical aspects of IR practice and development of students' ability to respond positively to new challenges</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:

Is Democracy a Moral Requirement for all States?
 State Institutions and Democracy
 The Origins of Modern Political Parties
 Democracy in Time of Crisis: Could History Repeat Itself?
 Bureaucracy and Technocracy: Democracy's nemesis
 Contemporary Disenchantment with Representative democracy
 Populist, Anti-capitalist, Anti-globalization Movements
 New Challenges for Democracy: The Narrative of the Alternative Facts

7. Assessment strategy, assessment methods and their relative weightings

Active participation will consist of presentations and online discussion groups. The assessment is **SUMMATIVE** of:

Coursework assignment (50%), mid-term, that consists in one 3,000-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 in essay questions to be chosen from a list of eight.

8. Mapping of assessment tasks to learning outcomes

	Learning outcomes															
Assessment tasks	A1	A2	A5	A8	A9	A10	B1	B2	B4	B5	B6					
Essay	√	√		√	√	√		√	√	√	√					
Final Exam		√	√	√	√	√	√				√					
	Learning outcomes															
Assessment tasks	C1	C2	C3	C4	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9		
Essay	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
Final Exam			√										√			

9. Teaching staff associated with the module

Name and contact details

Ernesto Gallo Ernesto.gallo@nciul.ac.uk;

Office and online appointments after/before classes upon request

10. Key reading list

Author	Year	Title	Publisher	Location
Graeber, D.	2013	The Democracy Project: A History, a Crisis, a Movement	Allen Lane	Department
Panebianco, A.	1988	Political Parties: Organisation and Power	Cambridge UP	Department
Habermas, J.	2008	The Structural Transformation of the Public Sphere	Polity Press	Department
Hague, R. and Harrop, M.	2013	Comparative Government and Politics – An Introduction (9th edition)	Palgrave Macmillan	Department
		Handouts distributed in class		

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

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.

IMPERIALISM AND CULTURE

1. 1. Factual information			
Module title	Imperialism and Culture	Level	7
Module tutor	Peter Hough	Credit value ECTS	10 5
Module type	Core Module Pathway in IR Taught	Notional learning hours	100

2. Rationale for the module and its links with other modules
<p>The rationale of this module is to offer a critical understanding of the relationship between imperialism and culture, between national identities in the post-colonial age and the nature of globalisation.</p> <p>This course, after providing an introduction on how empires form and how they develop over time, focuses on the response to Western dominance in terms of movements of decolonization across the third world and in terms of cultural resistance. In this context culture, as E. Said stated, culture has a two-fold meaning since it is conceived both as source of identity and as artistic practice. In this second meaning, it constitutes one of the main connections with imperialism.</p> <p>The course will assess both meanings of the term, giving also large emphasis to colonialism, post-colonialism and nationalism and their links with imperialism. Attention will be devoted to the legacies of imperialism in the contemporaneity focusing on issues as global migration, international terrorism and economic exploitation.</p> <p>The module is inter-disciplinary and linked with other courses such as Themes and Issues in International Relations, Prosperity and Poverty.</p>

3. Aims of the module
<p>The main aims of the module are to:</p> <ul style="list-style-type: none"> provide solid and grounding theoretical and empirical understanding of the nature of old and con- temporary imperialism and its links with culture illustrate the nature and significance of imperialism and globalisation provide comprehensive knowledge of cross-cultural contact between American, Russian, European and colonised peoples in the colonial period engage students in critical examination of core concepts and themes relevant to understanding the relationship between imperialism and culture

3. Aims of the module
fostering an advanced level of understanding of the political, cultural and social consequences of colonial rule analyse the political economy of empires and globalisation
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>A5 demonstrate knowledge of recent advances within the field and in related areas</p> <p>A6 recognise current challenges to international order, cooperation, identity, and global issues, and possible strategies to address them</p> <p>A7 understand the conditions under which certain strategies of counterinsurgency and international management are more or less likely to succeed</p> <p>A8 demonstrate the ability to recognise and validate problems and to formulate and test hypotheses</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p>	<p>Learning Outcomes A5-A9 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>In order to achieve that, learning and teaching strategies as well as assessment methods will be underpinned by:</p> <p>Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding of IR and conflict subjects in a multidisciplinary context</p> <p>Provision of the best learning experience that takes into account different learning and teaching styles. Innovative online and offline teaching methods will be offered. Examples of these methods are traditional lectures, seminars, web-based guided study, tutorials, projects, group work or project work, and case study analysis</p>

B. Cognitive skills	Learning and teaching strategy
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<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</p> <p>B4 develop reasoned arguments, synthesising relevant information and exercising critical judgement</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>- Development of students' cognitive skills will take place by encouraging them to think about the evaluation and application of political and/or strategic theories and IR principles in different situations.</p>
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C. Practical and professional skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>C1 retrieve and analyse material from a wide range of sources</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C3 produce work within time and quality frameworks</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p> <p>C6 carry out research including some major theoretical and epistemological debates in the social sciences, presenting the practical implications of the major alternative political positions, analysing different types of strategy, considering the evolution of the concepts and practices of conflict and security</p>	<p>Specifically, C1-C6 outcomes are central to student presentations and essay writing.</p> <p>- Students will be encouraged to reflect on and improve their skills by means of immediate feedback</p>

D Key transferable skills	Learning and teaching strategy
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<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>D1 demonstrate flexibility and open-mindedness in problem solving and decision making</p> <p>D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant</p> <p>D3 show discipline and commitment to continued professional development</p>	<p>Learning and teaching strategy methods will include:</p> <p>Role plays, presentations and seminar discussions</p>
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D Key transferable skills	Learning and teaching strategy
<p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D6 be able to work efficiently both independently and/or within a team</p> <p>D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions</p>	

6. Indicative content.

Imperialism and its history in the late Nineteenth Century. Geography and Culture
 Themes of cultural resistance Nation, Nationalism and ethnicity Colonialism and Post-colonialism
 Decolonization and 'Neo-Imperialism'
 Critics of Empire and challenges to Globalisation Movements and Migrations

7. Assessment strategy, assessment methods and their relative weightings

Active participation will consist of multiple choice questionnaires and online discussion groups. The assessment is SUMMATIVE of:
 Coursework assignment (50%) a presentation based on a topic agreed on with the lecturer

Final Written Exam (50%), that consists in one 3,000-word essay.

8. Mapping of assessment tasks to learning outcomes

	Learning outcomes																	
Assessment tasks	A5	A6	A7	A8	A9	B1	B2	B4	C1	C2	C3	C4	C6	D1	D2	D3	D5	D6
Assignment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

8. Mapping of assessment tasks to learning outcomes

	Learning outcomes																		
Assessment tasks	A5	A6	A7	A8	A9	B1	B2	B4	C1	C2	C3	C4	C6	D1	D2	D3	D5	D6	D7
Final Exam	√	√	√	√	√	√													

9. Teaching staff associated with the module

Name and contact details

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

10. Key reading list

Author	Year	Title	Publisher	Location
Bayly, C. A.:	2004	The Birth of the Modern World, 1780- 1914: Global Connections and Comparisons	Blackwell Pub.	Department
Burns, Adam	2017	American Imperialism: The Territorial Expansion of the United States, 1783- 2013	BAAS Paper- backs	Department
Cooper, Frederick	2005	Colonialism in question: theory, knowledge, history	University of California Press	Department
Said, Edward W.	1994	Culture and Imperialism	Vintage Press	Department
		Handouts		

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

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

PROSPERITY AND POVERTY

1. 1. Factual information			
Module title	Prosperity and Poverty	Level	7
Module tutor	Peter Hough	Credit value ECTS credits	10 5
Module type	Core Module - Pathway in IR Taught	Notional learning hours	100

2. Rationale for the module and its links with other modules
<p>The rationale of this module is to develop a critical understanding of the existing puzzle of economic, social and political inequality in the current world scenario. Experts have struggled for decades to find a convincing answer to the issue of poverty. By providing stories of success and failure and juxtaposing dissimilar-similar examples, dissimilar in terms of socio- economic indicators and similar regionally and geographically, for instance North and South Korea, the course will examine why modern level of prosperity rests upon political foundations. Analysing historical evidence from Africa, Latin America and China, the course will also help students understand topics such as European expansion, authoritarian growth, and revolution. Learners will examine the role of health, democratization, urbanization, demography, economic institutions and political struggle in the prosperity making process.</p> <p>The module is interdisciplinary and linked with other courses by drawing on ideas from a range of academic disciplines including economic development, geography, history, as well as cultural studies.</p>

3. Aims of the module
<p>Looking at the past, present and future, the module aims to help students understand the concept of development and its different forms and examine the poverty-inequality-growth nexus. Learners will be able to explore and critically evaluate the relationship between poverty and violence and analyse what development policy should look like in the 21st century.</p> <p>The module also aims to make students familiar with competing theories from Collier/Hoeffler and Fearon/Laitin that try to explain why violence might be greater in poor countries; theories of urban bias from Bates and Lipton, which try to explain why rural African countries have had poor agricultural policies; theories of famine from Adam Smith and Malthus to Amartya Sen's theory of entitlements and the theory about democracy and famine.</p>

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A1 know and understand different political systems; the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they operate</p> <p>A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A4 understand theories and methods used in politics, IR, history, law and conflict studies and evaluate different interpretations of political/historical issues and events</p> <p>A6 recognise current challenges to international order, cooperation, identity, and global issues, and possible strategies to address them</p> <p>A8 demonstrate the ability to recognise and validate problems and to formulate and test hypotheses</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p>	<p>The module will offer 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>Lectures will examine the vital role government plays in economic development, analysing the political, social and economic factors that elevate any society from poverty to prosperity.</p> <p>After learning the most recent theories on economic development, students will lead seminars and make individual and group presentations by applying them to case studies of individual countries.</p>
B. Cognitive skills	Learning and teaching strategy

<p>At the end of the module learners will be expected to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B4 develop reasoned arguments, synthesizing relevant information and exercising critical judgement</p> <p>B5 demonstrate awareness and understanding of number and statistics as they apply to historical sources and concepts</p>	<p>The module is designed as a series of seminars and student-led focus groups, where discussion, analysis and evaluation will enable students to develop their critical thinking about key issues in global development, combining perspectives from the fields of health, politics, economics, sociology and anthropology.</p>
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C. Practical and professional skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C3 produce work within time and quality frameworks</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p>	<p>The assignment and student-led activities provide the meanings to achieve learning outcomes C2, C3 and C4. 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>

D Key transferable skills	Learning and teaching strategy
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<p>D1 demonstrate flexibility and open-mindedness in problem solving and decision making</p> <p>D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant</p> <p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D6 be able to work efficiently both independently and/or within a team</p> <p>D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions</p>	<p>Active participation, independent study and research, as well as reflection on writing the assignment.</p>
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6. Indicative content

The module will typically cover the following topics:

- European colonialism, natural resources and the impoverishment of parts of the world
- Population and development
- Poverty, inequality, health and growth
- Poverty and violence
- Urban bias
- How the past shapes the present and how institutions change through political conflict
- Institutions that encourage prosperity
- Institutions that create poverty

7. Assessment strategy, assessment methods and their relative weightings

Active participation will consist of presentations and online discussion groups. The assessment is **SUMMATIVE** of:

Coursework assignment (40%), mid-term, that consists in one 3,000-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 in essay questions to be chosen from a list of six.

8. Mapping of assessment tasks to learning outcomes

	Learning outcomes
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Assessment tasks	A1	A2	A4	A6	A8	A9	B1	B4	B5	C2	C3	C4	D1	D2	D5	D 6	D7
Essay	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	v	v	v		v		v

9. Teaching staff associated with the module

Name and contact details

Peter Hough, Peter.hough@nciul.ac.uk; Office appointments after/before classes upon request.

10. Key reading list

Author	Year	Title	Publisher	Location
Acemoglu, D. and Robinson, J.	2012	Why Nations Fail: The Origins of Power, Prosperity, and Poverty	Crown Publishers	Department
Banerjee, Abhijit V. and Esther Duflo.	2011	Poor Economics: A Radical Re- thinking of the Way to Fight Global Poverty	Public Affairs/Penguin	Department
Bates, Robert	1983	Essays on the Political Economy of Rural Africa.	Cambridge University Press	Department
Krishna, Anirudh (ed.)	2008	Poverty, Participation and Democracy: A Global Perspective	Cambridge University Press	Department
Sen, Amartya	1999	Development as Freedom	Oxford University Press	Department

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

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

INSURGENCIES AND COUNTERINSURGENCIES

1. 1. Factual information			
Module title	Insurgencies and Counterinsurgencies	Level	7
Module tutor	Tonson Sango	Credit value ECTS	10 5
Module type	Core Module Pathway in Conflict and Security Taught	Notional learning hours	100

2. Rationale for the module and its links with other modules
<p>Although insurgency can be traced back millennia, it is since 1945 that these acts of rebellion or irregular warfare against constituted political authorities and counterinsurgency have become the most prevalent forms of conflict. They have become so acute in recent years that much intellectual, military and economic capital has been used up in efforts to contain them.</p> <p>This module is about the use of force for political outcomes that forms an integral component of the current international system, which links this topic to other modules in the Pathway in International Conflict and Security.</p> <p>On the one hand the course will focus on the roots, rationales, challenges, and trends associated with insurgencies and counter-insurgency, analysing them comparatively. Attention will be paid to the role of locally raised police which were often the most likely perpetrators of atrocities, and civil-military relationships. Learners will be enabled to spot continuity, divergence and development across time and place and will be introduced to contested narratives and debates that will then be explored further in the seminars.</p> <p>On the other the module will investigate if national peculiarities of warfare can be identified, that is if a strategic culture, nationality style and mentality dictate a national style of warfare despite lessons learned from others' experience of insurgency.</p> <p>The third strand of the course will explore the more recent history of insurgency and counterinsurgency (COIN). The study of Maoist prototypical type of insurgency will be followed by an analysis of the British approach to counterinsurgency in Malaya (1948-60), Northern Ireland (1969-2007) and in the Helmand Province in Afghanistan (2006), by the French experience in Algeria and Indochina, and by the American war in Vietnam. A series of case studies will also identify ethical challenges as experienced in urban centres such as Baghdad, during the Iraqi insurgency of 2003-2011, and Grozny in 2004, during the Second Chechen War.</p>

3. Aims of the module

The module will help students to understand the nature and scope of insurgency and counter-insurgency practices, providing them with a theoretical and empirical exploration of these phenomena around the world and across time.

Learners will critically reflect on the contemporary international security environment, the increasing role of sub-state actors and the response of major powers. The module will show how 'national styles' of insurgency and counterinsurgency evolve, influenced by transnational trends, ideas and practices.

Most importantly, students will develop new interpretations to the case studies examined, will learn to appreciate the complexity and diversity of conflict situations, and how successful certain models of counterinsurgency, such as the 'hearts and minds' approach, truly are.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A 1: demonstrate an in-depth knowledge and understanding of the concept, typology and the origins of insurgency and counterinsurgency</p> <p>A2: A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A3: recognise and validate problems and formulate and test hypotheses in IR and conflict resolution independently and critically</p> <p>A4 understand theories and methods used in politics, IR, history, law and conflict studies and evaluate different interpretations of political/historical issues and events</p> <p>A6: recognise current challenges to international order, co-operation, identity, and global issues, and possible strategies to address them</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p>	<p>Learning Outcomes A1, A2, A3, A4, A6, A9 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. These will be supplemented by the final dissertation.</p> <p>Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding of IR and conflict subjects in a multidisciplinary context</p> <p>Provision of the best learning experience that takes into account different learning and teaching styles. Innovative online and offline teaching methods will be offered. Examples of these methods are traditional lectures, seminars, web-based guided study, tutorials, projects, group work or project work, and case study analysis</p> <p>A particular emphasis will be given to</p>



	teaching methods that result in a combination of theoretical learning and practical application in order to enhance students' employability skills and opportunities
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B. Cognitive skills	Learning and teaching strategy
<p>At the end of the module learners will be expected to:</p> <p>B1: demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</p> <p>B3: scrutinize a series of international security issues and analyse how these are dealt with at the international level</p> <p>B4: develop reasoned arguments, synthesizing relevant information and exercising critical judgment</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>Development of students' cognitive skills will take place by encouraging them to think about the evaluation and application of insurgency and counterinsurgency patterns.</p> <p>Creativity as well as analytical and critical thoughts will be encouraged in evaluating complex simulated or real scenarios. Case studies will assist students in understanding the relationship between theory and practical application of conflict studies.</p>
C. Practical and professional skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C1: retrieve and analyse material from a wide range of sources</p> <p>C2: present research findings in a clear and balanced manner and properly referenced</p> <p>C3: produce work within time and quality frameworks</p> <p>C4 : describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p> <p>C5: process the variety of factors affecting the collection, processing and use of information, exploring the problems and possible practical solutions to issues of intelligence, war and security</p>	<p>Learners will be required to share, organise and present a variety of topics and data 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 by means of immediate feedback</p> <p>Development of students' practical skills by means of a problem-based approach that takes into account employability skills with the support of different teaching and learning techniques (seminars, team projects, tutorials)</p>
D. Key transferable skills	Learning and teaching strategy

<p>At the end of the module, learners will be expected to:</p> <p>D1 demonstrate flexibility and open-mindedness in problem solving and decision making</p> <p>D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant</p> <p>D4 use communication and information technology, including audio-visual technology, for the retrieval and presentation of information and where appropriate, statistical or numerical information</p> <p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D6 be able to work efficiently both independently and/or within a team</p>	<p>Students' key skills such as self-awareness, independency, effective communication and working with others will be developed and encouraged by means of role plays, presentations and seminars</p> <p>Use of different study situations. Learners will have the opportunity to work with others from different cultural backgrounds and take into account and respect other individuals' needs, ideas and perspectives</p> <p>Provision of opportunities for students to demonstrate their key strengths and values and further develop them by means of personal development planning sessions</p>
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6. Indicative content

The module will typically cover the following topics:

- The roots of insurgency and of counter-insurgency
- 'National styles' of insurgency and counterinsurgency
- Contemporary and historical COIN. Theory and practice of concepts such as security, control, resistance, insurgency and terrorism
- Discourses of culture in conflict resolution
- Resistance during the Second World War
- Mao and revolutionary warfare
- The British in Kenya, Malaya and Afghanistan, the French in Algeria and Indochina, the US in Vietnam
- Palestinian resistance
- Politics as a continuation of war
- Coalition forces in Iraq and Afghanistan
- Syria's insurrection and repression

7. Assessment strategy, assessment methods and their relative weightings

Active participation will consist of presentations and online discussion groups. The assessment is **SUMMATIVE** of:
Coursework assignment (30%), that consists in one 3,000-word essay to be submitted by week 9. It will analyse a case study assigned by the Lecturer at the beginning of the module.

Final Written Exam (70%): at the end of the term, consisting in two-hour exam with two essay questions to be chosen from a list.

8. Mapping of assessment tasks to learning outcomes																			
Assessment tasks	Learning outcomes																		
	A 1	A 2	A 3	A 4	A 6	A 9	B1	B2	B3	B4	C1	C2	C4	C5	D1	D2	D4	D 5	D6
Final Exam	√	√	√	√	√	√	√	√	√	√					√				
Essay	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

9. Teaching staff associated with the module	
Name and contact details	
Tonson Sango Tonson.sango@nciul.ac.uk; Office appointments after/before classes upon request.	

10. Key reading list				
Author	Year	Title	Publisher	Location
Avruch, K.	2006	Culture and Conflict Resolution	US Institute of Peace Press	Department
Beckett, Ian F. W.	2001	Modern Insurgencies and Counter-Insurgencies: Guerrillas and Their Opponents since 1750	Routledge	Department
Cooke, P. and Shepherd, B.	2013	European Resistance in the Second World War	Praetorian Press	Department
Heuser, B. and Sghamir, E.	2016	Insurgencies and Counter-insurgencies	Cambridge University Press	Department

Marston, D. and Malkasian, C.	2010	Counterinsurgency in Modern Warfare	Osprey	Department
Mulaj, K. (ed.)	2010	Violent Non-State Actors in World Politics	Columbia University Press	Department
Waver, O., Buzan, B., de Wilde, J.	1998	Security: A New Framework for Analysis	Lynne Rienner	Department
		Handouts distributed in class/on Blackboard		

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

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

THE ARAB ISRAELI CONFLICT

1. 1. Factual information			
Module title	The Arab-Israeli Conflict	Level	7
Module tutor	Luisa Morettin	Credit value ECTS	10 5
Module type	Core Module Pathway in Conflict and Security Taught	Notional learning hours	100

2. Rationale for the module and its links with other modules
<p>The Arab-Israeli conflict is one of the most acrimonious and ongoing disputes of contemporary era.</p> <p>The module provides an historical overview of the Israel-Palestine conflict and examines its political, social and cultural reasons and reflections, from late Nineteenth century to the present.</p> <p>The module will trace the emergence of Zionism and Arab nationalism in the late nineteenth and early twentieth century. It then focuses on the impact of the British mandate on Arab-Jewish relations and its culmination in the establishment of the State of Israel and the collapse and dispersal of Palestinian Arab society. The module will highlight the international and regional reasons of the wars of 1948, 1956, 1967 and 1973, taking into account how the Arab-Israeli conflict affected the historical and political development of Arab neighbouring states. Attention will be also paid to the rise of Palestinian resistance and to the refugee question.</p> <p>Emphasis will be also devoted to the peace talks: from the 1993 Oslo Peace Accords, to 2000 Camp David and 2001 Taba.</p>

3. Aims of the module
<p>The overall aim of the module is to enable students to understand the main reasons and consequences of the Arab-Israeli conflict.</p> <p>Looking at the past and present of the Arab-Israeli conflict the course provides students with a deep knowledge of the issue, in relation to the wider Middle Eastern and international context.</p> <p>Students will develop, political, religious, economic and cultural understanding of the Arab-Israeli issues by means of primary and secondary sources. They also will be</p>

engaged in some of the lively debates surrounding the Arab-Israeli conflict in both its regional and international contexts.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A5 demonstrate knowledge of recent advances within one's field and in related areas</p> <p>A6 recognise current challenges to international order, co-operation, identity, and global issues, and possible strategies to address them</p>	<p>Detailed lesson plans, reading lists (including papers, journal articles and book chapters)</p> <p>Teaching the Arab-Israeli conflict will enable students to work with different approaches towards politics and history and to identify and critically discuss the ways in which historians offer different interpretations.</p> <p>Teacher-guided reflections and students' participation in debate will highlight aspects of the seemingly unending cycle of violence in the region. In so doing the lecturer will help students to express their thinking and reasoning processes when explaining the conflict's causes and consequences in a political and historical perspective.</p>
B. Cognitive skills	Learning and teaching strategy

<p>At the end of the module learners will be expected to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</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 the Arab-Israeli conflict.</p>
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C. Practical and professional skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C1 retrieve and analyse material from a wide range of sources</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C3 produce work within time and quality frameworks</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p> <p>C5 process the variety of factors affecting the collection, processing and use of information, exploring the problems and possible practical solutions to issues of intelligence, war and security</p>	<p>Student practical skills will be developed by a range of activities: lectures, tutorials, projects, Case - study analysis and online teaching support.</p>

D Key transferable skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D6 be able to work efficiently both independently and/or within a team</p> <p>D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions</p>	<p>Students will learn to retrieve ideas from primary and secondary sources demonstrating ability to work independently</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.</p> <p>The module will help students to communicate effectively in a variety of situations, showing initiative and</p>

	self-motivation, creativity and integrity, and having a good study/work attitude.
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6. Indicative content
<p>The module will typically cover the following topics</p> <p>The Rise of Zionism and Arab Nationalism World War I and Its Aftermath: the Hussein-McMahon Correspondence, The Balfour Declaration</p> <p>World War II and its consequences The Israel War of Independence, and the Palestinian Naqba The 1956 Suez War and the Development of Palestinian Nationalism The 1967 Six Day War The 1973 Yom Kippur War The refugee issue and its consequences: from Black September to the 1982 Lebanon War. The first Palestinian uprising, the Intifada (1987-1991) From the 1993 Oslo Peace Accords, to 2000 Camp David and 2001 Taba</p>

7. Assessment strategy, assessment methods and their relative weightings
<p>Active participation will consist of presentations and multiple-choice tests. The assessment is SUMMATIVE of:</p> <p>Course assignment (50%): one 3,000-word essay that analyses a case-study/topic assigned by the Lecturer at the beginning of the Module</p> <p>Final written Exam (50%): two-hour exam at the end of the term, consisting in two essay questions to be chosen from a list of six topics.</p>

8. Mapping of assessment tasks to learning outcomes	
Assessment	Learning outcomes



tasks	A2	A5	A6	B1	B2	C1	C2	C3	C4	C5	D5	D6	D7
Essay	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

Name and contact details

Luisa Morettin; luisa.morettin@nciul.ac.uk Appointments upon request

10. Key reading list

Author	Year	Title	Publisher	Location
Gelvin, J.L	2007	The Israel-Palestine Conflict: One Hundred Years of War	Cambridge University Press	Department
Pappe I.	2006	The Making of the Arab-Israeli Conflict	IB Tauris	Department
Tamari, S.,	2009	Mountain Against the Sea: Essays on Palestinian Society and Culture	University of California Press	Department
		Handouts distributed in class		

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

Online resources indicate by the Lecturer during the term.

ORIGINS AND CAUSES OF WAR

1. Factual information			
Module title	Origins and Causes of War	Level	7
Module tutor	Luisa Morettin	Credit value ECTS	20 10
Module type	Core module Pathway in Conflict and Security Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>The rationale of this module is to give learners a grounding understanding of what war is and the reasons why states and people go to war. Defining war and peace following different theoretical approaches will be the basis and the starting point of this course.</p> <p>The reasoning will follow the major theoretical contributions to the study of war focusing on different authors in different time in order to retrace the evolution of political thought regarding war issues. Among others, the theories of Herodotus, Machiavelli, and Hobbes will be analysed and discussed during the module. This theoretical section of the module will be completed through analysis of the historical development of the modern system of states from its origins in the Peace of Westphalia in 1648 until the end of the nineteenth century.</p> <p>Finally, the attention will shift on contemporaneity: the module looks at the origins of the major international conflicts of the 20th and 21st century as some case studies will be analysed and discussed.</p> <p>The module is closely linked with other courses such as International Security and Insurgencies and Counterinsurgencies provided in the Pathway in International Conflict and Security.</p>

3. Aims of the module
<p>Looking at the past, present and future, the module on Origins and Causes of War aims at providing students with a thorough understanding of the theoretical and geopolitical reasons at the origins of wars. In the light of this, during the course important theoretical arguments and perspectives on the causes of war will be presented and applied to a variety of current cases.</p>

4. Pre-requisite modules or specified entry requirements
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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>A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A4 understand theories and methods used in politics, IR, history, law and conflict studies and evaluate different interpretations of political/historical issues and events</p> <p>A6 recognise current challenges to international order, cooperation, identity, and global issues, and possible strategies to address them</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p> <p>A10 carry out an independent research project and write in a scholarly manner demonstrating familiarity with academic conventions, and dealing with complex issues both systematically and creatively</p>	<p>Learning and teaching strategies as well as assessment methods will be underpinned by:</p> <p>Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding of IR and conflict subjects in a multidisciplinary context</p> <p>Provision of the best learning experience that takes into account different learning and teaching styles. Innovative online and offline teaching methods will be offered. Examples of these methods are traditional lectures, seminars, web-based guided study, tutorials, projects, group work or project work, and case study analysis</p> <p>For this module, students will be expected to write one or more essays (or equivalent), make presentations or contribute to seminar discussions. Lecturers will expect a certain amount of additional reading from students.</p>
B. Cognitive skills	Learning and teaching strategy

<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</p> <p>B3 scrutinize a series of international security issues and analyse how these are dealt with at the international level</p> <p>B4 develop reasoned arguments, synthesising relevant information and exercising critical judgement</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>Provision of the main tools for further development of the cognitive skills through seminars, tutorials and presentations.</p> <p>Case studies will assist students in understanding the relationship between theory and practical application of political, IR theories and conflict studies.</p>
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C. Practical and professional skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>C1 retrieve and analyse material from a wide range of sources</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C5 process the variety of factors affecting the collection, processing and use of information, exploring the problems and possible practical solutions to issues of intelligence, war and security</p> <p>C6 carry out research including some major theoretical and epistemological debates in the social sciences, presenting the practical implications of the major alternative political positions, analysing different types of strategy, considering the evolution of the concepts and practices of conflict and security</p>	<p>Learners will be required to share, organise and present a variety of conflict related topics 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 by means of immediate feedback</p> <p>Use of a wide variety of subject-specific and industry materials to develop students' self-organisation and time management</p>

D. Key transferable skills	Learning and teaching strategy
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<p>D1 demonstrate flexibility and open-mindedness in problem solving and decision making</p> <p>D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant</p> <p>D3 show discipline and commitment to continued professional development</p> <p>D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions</p>	<p>Learning and teaching strategy methods will include:</p> <p>Deepening of students' analytical, collaborative and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines</p> <p>Development of students' lifelong learning attitude through continuous personal and professional development</p> <p>Giving full consideration to ethical aspects of conflict practice and development of students' ability to respond positively to new challenges</p>
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6. Indicative content.

The module will cover the following topics:

- types of conflicts, ranging from modern interstate war to ethnic intrastate conflict
- the dynamics of conflict initiation, intensity, duration, and the potential for resolution of different types of conflicts
- moral and other restraints on warfare and violence.
- Legal aspects of war
- revolutionary and civil wars
- the role of nationalism
- regional disputes
- recent attempts at "humanitarian" intervention in the post-Cold War period
- the international implications of the "War on Terrorism" since September 11, 2001

7. Assessment strategy, assessment methods and their relative weightings

Active participation will consist of presentations and multiple-choice tests. The assessment is SUMMATIVE of:

Essay (50%) that consists in one 3,000-word essay on an interstate conflict or conflict with an international dimension that has occurred since 1900.

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																
	A2	A4	A6	A9	A10	B1	B2	B3	B4	C1	C2	C5	C6	D1	D2	D3	D7
Essay	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Final Exam	√	√	√	√	√												

9. Teaching staff associated with the module
Name and contact details
Luisa Morettin, luisa.morettin@nciul.ac.uk Appointments before or after class upon request.

10. Key reading list				
Author	Year	Title	Publisher	Location
D. Sobek	2009	The Causes of War	Polity Press	Department
I. Morris	2014	War: What is it good for?	Profile Books	Department

11. Other indicative text (e.g. websites)
Case studies and online resources indicate by the Lecturer during the term. Other journal articles suggested by the instructor during the module.
J. T. Johnson, Just War Tradition and the Restraint of War: A Moral and Historical Inquiry, (Princeton University Press, 1984)
D. Kagan, On the Origins of War and the Preservation of Peace (1995)
Anchor Doubleday, Silvio Pons and Federico Romero, (eds) Reinterpreting the End of the Cold War: Issues, Interpretations, Periodizations, (Routledge, 2005)
G. Stoessinger, Why Nations Go to War (11th edition), (Cengage Learning, 2010)
Waltz, Man, the State and War. A Theoretical Analysis, Columbia University Press, 2001)

STRATEGY

1. Factual information			
Module title	Strategy	Level	7
Module tutor	Roberto Baldoli	Credit value ECTS credits	20 10
Module type	Core Module Pathway Conflict and Security Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>The rationale of the module is the evolution of strategic thought, the social institutions within which it operates, and how it has influenced conflict, both in terms of the application of violence and its avoidance. Ranging across warfare and technology, small wars and total warfare, the course will demonstrate how strategy has fluctuated over time in its aims, excesses and limitations. The module will provide students with a general overview and understanding of chronology, sources and key concepts. Drawing strongly upon history for its case studies the module is linked with other courses such as Origins and Causes of War, International Security as well as Insurgencies and Counterinsurgencies.</p>

3. Aims of the module
<p>The course aims to provide students with a thorough understanding of different aspects of the art of conflict and strategy: from the ethics of war to the Napoleonic paradigm, from total war to maritime strategy and air power, from asymmetric wars to counterinsurgency.</p> <p>Each week students will focus on particular theorists and practitioners, considering the development of military and political thinking and its relationship to major conflicts, ranging primarily from the Napoleonic wars to the most recent conflicts in Iraq and Afghanistan.</p> <p>Studying this module will give learners a good introduction to the complexities of creating, using and re- straining force around the world today.</p>

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A4 understand theories and methods used in politics, IR, history, law and conflict studies and evaluate different interpretations of political/historical issues and events</p> <p>A8 demonstrate the ability to recognise and validate problems and to formulate and test hypotheses</p>	<p>This module is taught through a mixture of lectures, seminars and study groups. Lectures lay out the terrain, providing a framework for students to explore strategic issues in greater depth. There are also seminars and a revision class. Seminars include student presentations relating to specific aspects of the module and will enable learners to participate in debates about strategy.</p>
B. Cognitive skills	Learning and teaching strategy
<p>At the end of the module learners will be expected to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</p> <p>B4 develop reasoned arguments, synthesizing relevant information and exercising critical judgement</p>	<p>The module is designed as a series of seminars and student-led focus groups, where discussion, analysis and evaluation of prior knowledge is requested.</p> <p>Students will explore different learning and teaching techniques, such as flipped classroom, focus group and role plays. They will be encouraged to research topics before the seminar, in order to actively participate.</p>

C. Practical and professional skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C1 retrieve and analyse material from a wide range of sources</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C3 produce work within time and quality frameworks</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p> <p>C5 process the variety of factors affecting the collection, processing and use of information, exploring the problems and possible practical solutions to issues of intelligence, war and security</p>	<p>Throughout the module students will engage in directed and self-directed study, for example through pre-seminar reading.</p> <p>Use of a wide variety of subject-specific materials to develop students' judgment abilities, self-organisation and time management.</p> <p>Use of a set of problem-solving techniques and effective group discussions is meant to enhance students' ability to analyse strategic issues.</p>

D. Key transferable skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D9 create appropriate timescales for different stages of the research, present a clear statement of the purposes and expected results of the research, and develop appropriate means of estimating and monitoring resources and use of time</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>

6. Indicative content

The module will typically cover the following topics:

Introduction: How does strategy work?

Historical perspectives: the Greeks, Sun Tzu, Machiavelli

Clausewitz the Idealist vs Clausewitz the Realist and Napoleon

6. Indicative content

Bismarck, von Moltke and the Franco-Prussian War (1870)

The First World War, the Schlieffen Plan and Total War

US lessons from the Second World War

Strategy from above and strategy from below

The Rise and Fall of Nuclear Strategy (Schelling, Khan)

Counterinsurgency

Technology and strategy: The First Gulf War

Terrorist threat

Iraq and Afghanistan – failures of strategy?

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%) that consists in one 3,000-word piece of work

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												
	A2	A4	A8	B1	B2	B4	C1	C2	C3	C4	C5	D5	D9
Essay					v		v		v		v	v	
Final Exam	v	v	v	v	v	v		v		v			v

9. Teaching staff associated with the module
Name and contact details
Roberto Baldoli, roberto.baldoli@nciul.ac.uk ; Office appointments after/before classes upon request.

10. Key reading list				
Author	Year	Title	Publisher	Location
Clark, General Wesley K.	2001	Waging Modern War: Bosnia, Kosovo and the Future of Combat	Oxford: Public Affairs	Department
Freedman, L.	2013	Strategy. A History	Oxford University Press	Department
Howard, Michael	2001	The Invention of Peace	Profile Books	Department
Howard, M., Andreopoulos, G., Shulman, M. (eds.)	1994	The Laws of War: Constraints on Warfare in the Western World	Yale University Press	Department
Kaldor, Mary	1999	New Wars and Old Wars	University of California Press	Department
Stone, J.	2011	Military Strategy: The Politics and Technique of War	Continuum International Publishing	Department
		Handouts distributed in class		

11. Other indicative text (e.g. websites)
<p>Case studies and online resources indicate by the Lecturer during the term.</p> <p>Other journal articles suggested by the instructor during the module like the Journal of Strategic Studies</p> <p>Clausewitz, Carl von. On War</p> <p>Machiavelli, Niccolo, The Prince</p> <p>Bell, David A., The First Total War: Napoleon's Europe and the Birth of Modern Warfare, (London: Bloomsbury, 2007)</p> <p>Gat, Azar, The Origins of Military Thought, (Oxford: OUP, 1982)</p>

COMPARATIVE POLITICS

1. 1. Information			
Module title	Comparative Politics	Level	7
Module tutor	Peter Hough	Credit value ECTS credits	20 10
Module type	Core Module Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>This module introduces students to the logic of comparative politics questioning the theoretical examination of state and government in relation to different political systems, their organization, and related classification.</p> <p>Students will appraise how comparatively reasoning works, and consequently what questions can be answered applying this reasoning: how to evaluate political continuity and change across time and in different regions of the world; how citizens behave in relation to political institutions and systems; how political parties, the media, lobbies and other interest groups influence this process and its outcome – democracy against authoritarianism.</p> <p>The overall rationale of this module is to enable students to compare (and consequently classify) institutions, parties and electoral systems, and political forces that have determined and shaped the political culture across countries in a globalised perspective.</p> <p>This is a core module with direct links with modules of both pathways in this programme.</p>

3. Aims of the module
<p>The module aims at enabling students to understand, analyse and critically examine the relationship between the state and government, and how political systems affect the related political culture of a country.</p> <p>Students will be able to classify political systems according to comparative methods investigating the structures of executive, legislative and judicial institutions.</p>

3. Aims of the module

Upon completion of this module students will demonstrate comprehension of major theories and methods of Comparative Politics. Learners will develop a more refined political understanding of how different electoral and party systems around the world shape structures and institutions of the state.

This core module will provide students with fundamental skills and knowledge to inform the choices of their elective modules in this degree programme and take advantage of a refined ability to compare different political cultures, structures and their far-reaching and global interconnections.

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>A1 know and understand different political systems; the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they operate</p> <p>A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A5 demonstrate knowledge of recent advances within one's field and in related areas</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p>	<p>Learning and teaching strategies as well as assessment methods will be underpinned by:</p> <p>Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding of IR and conflict subjects in a multidisciplinary context</p> <p>Traditional lectures, seminars, web-based guided study, tutorials, projects, group work, and case study analysis will enhance students' understanding of comparative politics</p> <p>A particular emphasis will be given to teaching methods that result in a combination of theoretical learning and practical application in order to enhance students' employability skills and opportunities</p> <p>Students will be expected to write one or more essays (or equivalent), make presentations or contribute to seminar discussions. Lecturers will expect a certain amount of additional reading from students.</p>

B. Cognitive skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues</p> <p>B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment</p> <p>B4 develop reasoned arguments, synthesising relevant information and exercising critical judgement</p> <p>B5 demonstrate awareness and understanding of number and statistics as they apply to historical sources and concepts</p>	<p>Acquisition of cognitive skills will take place by means of lectures, seminars, tutorials, online sources and course feedback.</p> <p>Development of students' cognitive skills will take place by encouraging them to think about the evaluation and application of political theories to different situations.</p>

C. Practical and professional skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>C1 retrieve and analyse material from a wide range of sources</p> <p>C2 present research findings in a clear and balanced manner and properly referenced</p> <p>C3 produce work within time and quality frameworks</p> <p>C4 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information</p> <p>C5 process the variety of factors affecting the collection, processing and use of information, exploring the problems and possible practical solutions to issues of intelligence, war and security</p>	<p>Learners will be required to share, organise and present a variety of topics and data to fellow students and module leaders, using a range of IT methods</p> <p>Student learning will take place in a variety of ways: during lectures, seminars, student led presentations, including also scheduled meetings of tutors and students in lectures/seminars or in a one-to-one dissertation tutor/supervisory role.</p> <p>Teaching and learning methods will encourage students to reflect on and take responsibility for their own learning</p>

D Key transferable skills	Learning and teaching strategy
<p>By the end of the teaching and training process, students are expected to show ability to:</p> <p>D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant</p> <p>D3 show discipline and commitment to continued professional development</p> <p>D4 use communication and information technology, including audio-visual technology, for the retrieval and presentation of information and where appropriate, statistical or numerical information</p> <p>D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences</p> <p>D6 be able to work efficiently both independently and/or within a team</p> <p>D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions</p>	<p>Students' key skills such as self-awareness, independency, effective communication and working with others will be developed and encouraged by means of role plays, presentations and seminars</p> <p>Learners will have the opportunity to work with others from different cultural backgrounds and take into account and respect other individuals' needs, ideas and perspectives</p> <p>Development of students' lifelong learning attitude through continuous personal and professional development</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
<p>The module will typically cover the following topics:</p> <p>Political concepts – An overview</p> <p>Democracy</p> <p>An authoritarian state</p> <p>Constitution, government, and law</p> <p>Political structures and governance</p> <p>The executive, legislative and judicial institutions</p> <p>Political culture and interest groups</p> <p>Political parties</p> <p>Elections and voters</p> <p>Legislatures</p> <p>Case studies: United Kingdom, USA, Russia, Italy, Japan</p>

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%), mid-term, that consists in one 3,000-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 in two essay questions to be chosen from a list of eight.

8. Mapping of assessment tasks to learning outcomes

		8. Mapping of assessment tasks to learning outcomes																
Assessment tasks		Learning outcomes																
		A1	A2	A5	A9	B1	B2	B 4	B5	C1	C2	C3	C5	D2	D3	D 5	D 6	D 7
Essay		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

Name and contact details

Peter Hough; peter.hough@nciul.ac.uk

Appointments upon request

10. Key reading list

Author	Year	Title	Publisher	Location
Caramani, Daniele	2013	Comparative Politics (3rd edition)	Oxford University Press	Department
O'Neil, P. et al.	2015	Cases in Comparative Politics (5th edition)	W. W. Norton & Company	Department

10. Key reading list				
Author	Year	Title	Publisher	Location
Landman, Todd	2008	Issues and Methods in Comparative Politics – An Introduction (3rd edition)	Routledge	Department
Hague, Rod and Martin Harrop	2013	Comparative Government and Politics – An Introduction (9th edition)	Palgrave Macmillan	Department
		Handouts distributed in class		aa

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

DISSERTATION

1. 1. Factual information			
Module title	Dissertation	Level	7
Module tutor	Marios Filis and a member of academic staff, according to availability and students' area of specialization	Credit value ECTS	30 15
Module type	Core project	Notional learning hours	300

2. Rationale for the module and its links with other modules
<p>The module is designed to offer guidance and support to students while undertaking their final extended research project. Students have already successfully completed Applied Research Methods module 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.</p> <p>The module does offer lecturers in form of block teaching (three intensive days), with specialists from other Faculties to enhance students' knowledge of qualitative and quantitative methods to assess, analyse and formulate original research that can effectively contribute to a chosen area of global management. Practical seminars in social sciences research methods are offered as well as a supervisor that works closely to the students and meet them regularly.</p> <p>Students are also encouraged to get involved in formal professional training and to use the skills learned from the module on a real business environment.</p> <p>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.</p>

3. Aims of the module
<p>The module aims to support and guide students while they independently produce a piece of extended 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. Students will have the chance to formulate a draft research proposal during Applied Research Methods module and be in contact with their supervisor well in advance, usually around week 6-8 (November/March).</p> <p>Students are encouraged to actively contact and secure their supervisor. In case this is not possible, 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.</p>
Pre-requisite modules or specified entry requirements
Successful completion of all other modules within the programme.
5. Intended learning outcomes
A. Knowledge and understanding
<p>At the end of the module, learners will be expected to:</p> <p>A1 know and understand different political systems; the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they operate</p> <p>A2 understand the history, i.e. origins, evolution and contemporary dynamics, of the international, political and interstate system and world conflicts</p> <p>A3 recognise and validate problems and formulate and test hypotheses in IR and conflict resolution independently and critically</p> <p>A4 understand theories and methods used in politics, IR, history, law and conflict studies and evaluate different interpretations of political/historical issues and events</p> <p>A5 demonstrate knowledge of recent advances within one's field and in related areas</p> <p>A6 recognise current challenges to international order, cooperation, identity, and global issues, and possible strategies to address them</p> <p>A7 understand the conditions under which certain strategies of counterinsurgency and international management are more or less likely to succeed</p> <p>A8 demonstrate the ability to recognise and validate problems and to formulate and test hypotheses</p> <p>A9 critically analyse contemporary global concepts through a reflective approach</p> <p>A10 carry out an independent research project and write in a scholarly manner demonstrating familiarity with academic conventions, and dealing with complex issues both systematically and creatively</p>

B. Cognitive skills

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

B1 demonstrate critical thinking, analysis and synthesis of complex political, ethic, international and strategic issues

B2 evaluate the effectiveness of different theoretical approaches, concepts and practical tools to analyse complex scenarios in a global environment

B3 scrutinize a series of international security issues and analyse how these are dealt with at the international level

B4 develop reasoned arguments, sintering relevant information and exercising critical judgement

B5 demonstrate awareness and understanding of number and statistics as they apply to historical sources and concepts

B6 be creative, innovative and original in one's approach to research

C. Practical and professional skills

At the end of the module, 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 describe, evaluate and apply different approaches to collecting, analysing and presenting political and interstate information

C5 process the variety of factors affecting the collection, processing and use of information, exploring the problems and possible practical solutions to issues of intelligence, war and security

C6 carry out research including some major theoretical and epistemological debates in the social sciences, presenting the practical implications of the major alternative political positions, analysing different types of strategy, considering the evolution of the concepts and practices of conflict and security

D Key transferable skills

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

- D1 demonstrate flexibility and open-mindedness in problem solving and decision making
- D2 demonstrate self-awareness, motivation, thoroughness, initiative and the ability to identify their own training needs, work independently and to be self-reliant
- D3 show discipline and commitment to continued professional development
- D4 use communication and information technology, including audio-visual technology, for the retrieval and presentation of information and where appropriate, statistical or numerical information
- D5 demonstrate the ability to communicate clearly, both orally and in writing, for academic and professional audiences
- D6 be able to work efficiently both independently and/or within a team
- D7 present personal opinions in a global-oriented perspective, supported by relevant theoretical references and/or practical solutions
- D8 use a problem-based approach in order to improve employability skills
- D9 create appropriate timescales for different stages of the research, present a clear statement of the purposes and expected results of the research, and develop appropriate means of estimating and monitoring resources and use of time

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. It should be divided in Chapters and take into account previous feedback from Applied Research Methods module. Students 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 re-submitting.

Summative assessment

Dissertation (100%): The student will be assessed on their final submitted dissertation of 12,000 words (+/- 10%). This does not include references and appendices. In case final submission exceeds the word limit, there may be penalties with mark deductions. 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.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																														
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9
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

9. Teaching staff associated with the module

Name and contact details

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

Author	Year	Title	Publisher	Location
tba		tba		

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



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