

**- Nichtamtliche Lesefassung -**

*Mit Auszügen aus den Allgemeinen Bestimmungen für Studien- und Prüfungsordnungen in Bachelor- und Masterstudiengängen an der Philipps-Universität Marburg vom 20. Dezember 2004 in der Fassung vom 24. August 2009.*

Zur Verbesserung der Lesbarkeit wurde die ursprüngliche Fassung vom 11. Mai 2011 sowie die 1. Änderungssatzung vom 24. Oktober 2012 und die 2. Änderungssatzung vom 21. Juni 2013 in diesem Dokument zusammengefügt.

*Die Rechtsverbindlichkeit der Studien- und Prüfungsordnung, veröffentlicht in den Amtlichen Mitteilungen der Philipps-Universität, bleibt davon unberührt.*

Der Fachbereichsrat des Fachbereichs Gesellschaftswissenschaften und Philosophie der Philipps-Universität Marburg hat gem. § 44 Abs. 1 Hessisches Hochschulgesetz (HHG) in der Fassung vom 14. Dezember 2009 (GVBl. I S. 666) am 11. Mai 2011 folgende Studien- und Prüfungsordnung beschlossen:

und am 24. Oktober 2012 die 1. Änderung der Ordnung beschlossen:

und am 21. Juni 2013 die 2. Änderung der Ordnung beschlossen:

**Studien- und Prüfungsordnung  
für den internationalen Kooperationsstudiengang  
Peace and Conflict Studies  
mit dem Doppelabschluss (double degree) „Master of Arts (M.A.)“  
des Fachbereichs Gesellschaftswissenschaften und Philosophie  
der Philipps-Universität Marburg und  
der School of Politics and International Relations der University of Kent  
vom 11. Mai 2011  
in der Fassung der zweiten Änderung vom 21. Juni 2013**

Veröffentlicht in den Amtlichen Mitteilungen der Philipps-Universität (Nr. 41/2011) am 28.06.2011  
die erste Änderung veröffentlicht in (Nr. 42/2012) am 02.11.2012  
die zweite Änderung veröffentlicht in (Nr. 44/2013) am 19.08.2013

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## § 1

### Anwendungsbereich

(1) Diese Studien- und Prüfungsordnung (nachfolgend Masterordnung genannt) regelt auf der Grundlage der Allgemeinen Bestimmungen für Studien- und Prüfungsordnungen in Bachelor und Masterstudiengängen an der Philipps-Universität Marburg vom 20. Dezember 2004 (StAnz. Nr. 10/2006 S. 585) in der Fassung vom 24. August 2009 (Amtliche Mitteilungen der Philipps-Universität Marburg 11/2009) – nachfolgend *Allgemeine Bestimmungen* genannt – Ziele, Inhalt, Aufbau und Gliederung des Studiengangs sowie Anforderung und Verfahren der Prüfungsleistungen der Philipps-Universität Marburg im englischsprachigen Kooperationsstudiengang „Peace and Conflict Studies“ mit dem Doppelabschluss „Master of Arts“ (M.A.).

(2) Das Zentrum für Konfliktforschung der Philipps-Universität Marburg und die School of Politics and International Relations der University of Kent haben einen Kooperationsvertrag (Memorandum of Agreement) unterzeichnet, der die Modalitäten der Kooperation zwischen den beiden Hochschulen im Rahmen des gemeinsamen Masterprogramms regelt. Die Erstellung der Studien- und Prüfungsordnungen des gemeinsamen Masterstudiengangs erfolgte auf der Basis dieses Kooperationsvertrags. Änderungen, die den Kooperationsvertrag und damit die Studien- und Prüfungsordnung betreffen, werden von beiden Partnern gemeinsam getroffen. Der Prüfungsausschuss hat bei der Wahrung seiner Aufgaben die Regelungen des Kooperationsvertrages zu beachten. Das Joint Board wacht über die Einhaltung des Kooperationsvertrages.

## § 2

### Ziel des Studiums

(1) Der Masterstudiengang ist ein forschungsorientierter, multidisziplinär und international ausgerichteter Studiengang, der an der Philipps-Universität Marburg und der University of Kent studiert wird. Sein Gegenstand sind Konflikte und Friedensprozesse im internationalen Wandel. In ihm sollen Studierende vertiefte Fachkenntnisse der Friedens- und Konfliktforschung sowie die Fähigkeit erwerben, Konflikte im nationalen und internationalen Kontext erforschen und analysieren, Konfliktregelmöglichkeiten erarbeiten, sowie selbst an der Bearbeitung von Konflikten mitwirken zu können.

Zur Erreichung dieses Qualifikationsprofils zielt der Studiengang auf die Entwicklung der folgenden Kompetenzen:

- analytische Kompetenz als Fähigkeit zur systematischen Analyse von Konflikten nach Konfliktgegenstand, -geschichte, -ursachen, -parteien, -verlauf und -regelung unter Berücksichtigung politischer, kultureller, ökologischer und ökonomischer Faktoren
- soziale Kompetenz als Fähigkeit, sich in andere wissenschaftliche, politische, kulturelle und lebensweltliche Positionen hineinversetzen zu können, sowie eigene Positionen zu relativieren (z.B. interkulturelle Kompetenz), Fähigkeit zur Teamarbeit, Praxiskompetenz, z.B. Fähigkeit, sich mit relevanten Institutionen und Organisationen im In- und Ausland verständigen zu können, Kommunikations- und (Fremd-)Sprachenkompetenz. Soziale Kompetenz umfasst auch die selbstbewusste Eigenständigkeit, d.h. Entscheidungen treffen und diese der Kritik aussetzen zu können

- Wissen über die Grundlagen der Friedens- und Konfliktforschung, die Fachgeschichte, Theorien und Konfliktregelungsformen sowie Wissen über sowohl typische als auch konkrete Konfliktlagen
- Forschungskompetenz als Kompetenz zur multidisziplinären Anwendung sozialwissenschaftlicher Methoden und Theorien auf empirische Konfliktlagen im nationalen und internationalen Kontext
- Interkulturelle Kompetenzen durch das Studium in zwei unterschiedlichen akademischen Kulturen
- Organisationskompetenz
- Medien- und Präsentationskompetenz

(2) Aufgrund des Qualifikationsprofils und den zugrunde liegenden individuellen Kompetenzen sind ausbildungsadäquate Tätigkeiten in folgenden Berufsfeldern möglich:

- Wissenschaft (Universität, Forschungseinrichtungen, v. a. auch in multidisziplinären und internationalen Forschungszusammenhängen)
- Zivile Konfliktbearbeitung (z.B. Nichtregierungsorganisationen)
- Internationale Institutionen und Organisationen (z.B. im Feld der Konfliktbearbeitung)
- Konfliktmediation / Konfliktmanagement
- Politikberatung, Organisationsberatung
- Medien (inkl. Verlage) und Öffentlichkeitsarbeit
- Wirtschaft (Industrie, Unternehmen, selbständige / private Dienstleistungen)

(3) Durch Schwerpunktbildung, d.h. durch die Wahl des Praktikums, die Wahl von Konfliktanalysen nach speziellen Perspektiven und speziellen Feldern, die Wahl von praxisbezogenen Forschungsprojekten nach speziellen Perspektiven sowie durch die Masterarbeit können Qualifikationen auf bestimmte Berufsfelder hin abgestimmt werden. Die Praxisanbindung, das didaktische Konzept mit seinem intensiven Austausch zwischen Lehrenden und Studierenden sowie eine intensive Beratung durch die Lehrenden gewährleisten eine hohe fachliche und berufsfeldbezogene Ausbildung.

(4) Der Ausbildung dieser Qualifikationen sind neben den Lerninhalten vor allem die Lehr- und Lernformen verpflichtet. Die Didaktik des Studiengangs orientiert sich am Prinzip des dialogischen und problemorientierten Lehrens und Lernens, vermittelt über die Methodik der eigenverantwortlichen Kleingruppenarbeit, z.B. mit Rollen- und Planspielen sowie über angeleitete individuelle Eigenarbeit. Eine kontinuierliche Evaluation durch Lehrende und Studierende ist Bestandteil des Studiengangs.

### § 3

#### **Studienvoraussetzungen**

Die Zulassung erfolgt auf der Basis der „Besonderen Zugangsvoraussetzungen für den Doppelabschluss-Masterstudiengang Peace and Conflict Studies der Philipps-Universität Marburg und der University of Kent“ gemäß **Anhang 3**.

### § 4

#### **Studienbeginn**

Das Studium kann nur zum Autumn Term an der University of Kent aufgenommen werden.

### § 5

#### **Studienzeit, Modularisierung, Arbeitsaufwand (Leistungspunkte)**

(1) Der Fachbereich stellt für die Philipps-Universität Marburg mit dieser Studien- und Prüfungsordnung sicher, dass Studierende, die über die Studienvoraussetzungen gem. § 3 verfügen, in den beiden Semestern, die an der Philipps-Universität Marburg zu studieren sind, ein Lehr- und Prüfungsangebot erhalten, um das Studium abschließen zu können. Die Studierenden sind verpflichtet, die Studien- und Prüfungsleistungen innerhalb des vorgesehenen zeitlichen Rahmens zu erbringen. Wird der vorgegebene Zeitraum überschritten, gilt die Masterprüfung endgültig als nicht bestanden (vgl. Studienverlaufsplan in Anhang 2). Abweichungen sind nur in Härtefällen (z.B. Krankheit, Schwangerschaft) möglich. Die Verleihung des Abschlusses verlängert sich bei Abweichungen entsprechend. Über Abweichungen entscheidet der Prüfungsausschuss auf Vorschlag des Joint Board auf schriftlichen Antrag.

(2) Nach dem ersten akademischen Jahr müssen sämtliche der im Rahmen der entsprechenden Modulprüfungen vorgesehenen Leistungen von den Studierenden an der University of Kent erbracht worden sein. Ansonsten ist ein Wechsel an die Philipps-Universität Marburg zum zweiten Jahr nicht möglich.

(3) Der Studiengang wird in einer Modulstruktur angeboten. Modularisierung ist die Zusammenfassung von Stoffgebieten zu thematisch und zeitlich abgerundeten, in sich abgeschlossenen und mit Leistungspunkten versehenen abprüfbaren Einheiten.

(4) Mit dem erfolgreichen Abschluss eines Moduls werden Leistungspunkte (LP) erworben, die einen kalkulierten studentischen Arbeitsaufwand bescheinigen. Ein Leistungspunkt steht für einen studentischen Arbeitsaufwand in Höhe von 30 Stunden. Dies entspricht der Leistungspunktbemessung im Rahmen des Europäischen Systems zur Anrechnung von Studien- und Prüfungsleistungen/European Credit Transfer System (ECTS). Das Curriculum ist so gestaltet, dass der studentische Arbeitsaufwand für ein Semester in der Regel 30 Leistungspunkte beträgt. Der Leistungspunkteumfang der einzelnen Module ist den Modulbeschreibungen in Anhang 1 zu entnehmen. Der Leistungspunkteumfang eines jeden Moduls ist i.d.R. Gewichtungsfaktor für die gemäß § 16 zu vergebenden Bewertungen. Ausnahmen hiervon sowie der Leistungspunkteumfang der einzelnen Module und die Gewichtung der Teilprüfungsleistungen sind den Modulbeschreibungen in Anhang 1 zu entnehmen.

## **§ 6**

### **Studienberatung**

(1) Die Allgemeine Studienberatung wird durch die „Zentrale Allgemeine Studienberatung“ der Philipps-Universität durchgeführt.

(2) Die Studienfachberatung wird durch regelmäßige Sprechstunden der Lehrenden des Zentrums für Konfliktforschung an der Philipps-Universität Marburg und der Lehrenden der School of Politics and International Relations an der University of Kent durchgeführt.

## **§ 7**

### **Anrechnung von Studienzeiten und von Studien- und Prüfungsleistungen**

(1) Studienzeiten, Studienleistungen und Prüfungsleistungen werden entsprechend der Lissabon Konvention bei Hochschul- und Studiengangswechsel innerhalb der Vertragsstaaten grundsätzlich angerechnet, soweit keine wesentlichen Unterschiede der erworbenen Kompetenzen festgestellt werden können.

Wesentliche Unterschiede im Sinne des Satzes 1 liegen insbesondere dann vor, wenn sich Studienzeiten sowie Studien- und Prüfungsleistungen in Qualifikationsziel, Umfang und Anforderungen wesentlich von dem betroffenen Studiengang der Philipps-Universität Marburg unterscheiden. Dabei ist kein schematischer Vergleich, sondern eine Gesamtbetrachtung und Gesamtbewertung unter besonderer Berücksichtigung der erreichten Qualifikationsziele vorzunehmen.

Für die Anrechnung gilt eine Beweislastumkehr. Kann die Hochschule den wesentlichen Unterschied nicht nachweisen, sind die Studienzeiten, Studienleistungen und Prüfungsleistungen anzurechnen.

Die Antragstellerin bzw. der Antragsteller ist verpflichtet zur Beurteilung ausreichende Informationen zur Verfügung zu stellen (Informationspflicht).

(2) In den übrigen Fällen (Hochschulwechsel aus Nicht-Vertragsstaaten) werden Studienzeiten, Studienleistungen und Prüfungsleistungen an der Philipps-Universität Marburg angerechnet, soweit die Gleichwertigkeit festgestellt ist. Gleichwertigkeit ist festzustellen, wenn Studienzeiten sowie Studien- und Prüfungsleistungen in Qualifikationsziel, Umfang und Anforderungen denjenigen des betreffenden Studiengangs an der Philipps-Universität Marburg im Wesentlichen entsprechen. Im Übrigen gilt Abs. 1 Satz 3.

(3) Für Studienzeiten, Studienleistungen und Prüfungsleistungen in staatlich anerkannten Fernstudien, für multimedial gestützte Studien- und Prüfungsleistungen sowie für Studien- und Prüfungsleistungen von Frühstudierenden gemäß § 54 Abs. 5 HHG gilt Absatz 1 entsprechend. Dies gilt auch für Studienzeiten, Studienleistungen und Prüfungsleistungen an anderen Bildungseinrichtungen, insbesondere an staatlichen oder staatlich anerkannten Berufsakademien; nachgewiesene gleichwertige Kompetenzen, die außerhalb des Hochschulbereichs erworben wurden, können nur bis zur Hälfte der für den Studiengang vorgesehenen Leistungspunkte angerechnet werden.

(4) Werden Studien- und Prüfungsleistungen angerechnet, sind die Noten – soweit die Notensysteme vergleichbar sind – zu übernehmen und gemäß § 28 in die Berechnung der Gesamtnote einzubeziehen. Den angerechneten Leistungen werden die Leistungspunkte zugerechnet, die in der Prüfungsordnung hierfür vorgesehen sind. Bei nicht vergleichbaren Notensystemen wird lediglich der Vermerk „bestanden“ aufgenommen. Angerechnete Leistungen werden im Zeugnis, im Transcript of Records und im vollständigen Leistungsnachweis als „anerkannt“ kenntlich gemacht.

(5) Die Antragstellerin bzw. der Antragsteller legt dem Prüfungsausschuss die für die Anrechnung erforderlichen Unterlagen vor, aus denen die Bewertung, die Leistungspunkte und die Zeitpunkte sämtlicher Prüfungsleistungen hervorgehen, denen sie sich in einem anderen Studiengang oder an anderen Hochschulen bisher unterzogen hat. Aus den Unterlagen soll auch ersichtlich sein, welche Prüfungen und Studienleistungen nicht bestanden oder wiederholt wurden.

(6) Fehlversuche in Studiengängen an anderen Hochschulen werden angerechnet, sofern sie im Fall ihres Bestehens angerechnet worden wären.

(7) Bei Vorliegen der Voraussetzungen der Absätze 1 bis 2 i. V. m. Abs. 4 besteht ein Rechtsanspruch auf Anrechnung. Die Anrechnung von Studienzeiten, Studienleistungen und Prüfungsleistungen, die in Deutschland erbracht wurden, erfolgt von Amts wegen.

(8) Sofern Anrechnungen vorgenommen werden, können diese mit Auflagen zu nachzuholenden Studien- und Prüfungsleistungen verbunden werden. Auflagen und eventuelle Fristen zur Aufлагenerfüllung sind der Antragstellerin bzw. dem Antragsteller schriftlich mitzuteilen.

## § 8

### Inhalt, Aufbau und Gliederung des Studiums

(1) Module, die im Rahmen des Studiums an der Philipps-Universität Marburg angeboten werden, umfassen entweder 6 LP oder 12 LP. Ein Modul an der University of Kent umfasst jeweils 10 LP.

(2) Die Pflichtmodule umfassen die folgenden Module an der University of Kent: PO828 Theories of Conflict and Violence, PO832 Conflict Resolution in World Politics und PO825 Philosophy and Methodology of Politics and International Relations. An der University of Kent sind ein Wahlpflichtmodul aus dem Modulbereich E sowie zwei Wahlpflichtmodule aus dem Modulbereich F zu absolvieren. An der Philipps-Universität Marburg sind die Pflichtmodule Approaches to Intergroup Conflicts (Modul D), das Praktikumsmodul (Modul I) und die Master Dissertation (Modul K) sowie ein Wahlpflichtmodul aus dem Modulbereich G zu absolvieren.

	University of Kent (UoK)/ Philipps-Universität Marburg (UMR)	PF/ WP	LP
<b>Pflichtbereich</b>			<b>42</b>
Modul A: PO828 Theories of Conflict and Violence	UoK	PF	10
Modul B: PO832 Conflict Resolution in World Politics	UoK	PF	10
Modul C: PO825 Philosophy and Methodology of Politics and International Relations	UoK	PF	10
Modul D: Approaches to Intergroup Conflicts	UMR	PF	12
<b>Wahlpflichtbereich E: Wahlpflichtmodul (1 aus 7)</b>			<b>10</b>
Modul E1: PO824 International Relations Theory	UoK	WP	10
Modul E2: PO866 Federalism and Federal Political Systems	UoK	WP	10
Modul E3: PO885 Decision-making in the European Union	UoK	WP	10
Modul E4: PO916 International Security in a Changing World	UoK	WP	10
Modul E5: PO917 Terrorism and National Security	UoK	WP	10
Modul E6: PO920 International Political Economy: Conflict, Co-operation and Institutions	UoK	WP	10
Modul E7: PO926 Designing Democracy	UoK	WP	10

<b>Wahlpflichtbereich F: Wahlpflichtmodule (2 aus 6)</b>			<b>20</b>
Modul F1: PO848 Negotiation and Mediation	UoK	WP	10
Modul F2: PO859 Human Rights in a World of States	UoK	WP	10
Modul F3: PO886 European Public Policy	UoK	WP	10
Modul F4: PO913 American Foreign Policy: Ordering the International (UoK)	UoK	WP	10
Modul F5: PO918 Regional Conflict & Security	UoK	WP	10
Modul F6: PO817 Resistance and Alternatives to Capitalism and Democracy	UoK	WP	10
<b>Wahlpflichtbereich G: Wahlpflichtmodul (1 aus 7)</b>			<b>6</b>
Modul G1: Current Debates in Peace and Conflict Studies	UMR	WP	6
Modul G2: Violent Conflicts and Peace Processes in World Society	UMR	WP	6
Modul G3: Development and Peace	UMR	WP	6
Modul G4: Mediation	UMR	WP	6
Modul G5: Social Structures of Conflict and Peace	UMR	WP	6
Modul G6: Critical Approaches to the Study of Peace and Conflict	UMR	WP	6
Importmodule im Umfang von bis zu 6 LP gemäß Importanlage	UMR	WP	6
			<b>12</b>
<b>Praxisbereich</b>			
Modul I: Praktikum	UMR	PF	12
<b>Abschlussmodul</b>			<b>30</b>
Modul K: Master Dissertation	UMR	PF	30

Einzelheiten sind Anhang 1 (Modulbeschreibungen) zu entnehmen.

(2) Alle Module an der University of Kent und der Philipps-Universität werden in englischer Sprache angeboten und geprüft. Studierende mit Kenntnissen der deutschen Sprache (auf dem Niveau von DSH II) können für den Modulbereich G deutschsprachige Seminare aus dem Wahlpflichtangebot des überwiegend deutschsprachigen Masterstudiengangs Friedens- und Konfliktforschung wählen.

(3) Im Rahmen des Wahlpflichtmoduls G 1 können besonderes studentisches Engagement in der Selbstverwaltung oder vergleichbare Aktivitäten, die der Persönlichkeitsentwicklung oder der allgemeinen Arbeitsmarktbefähigung dienen, als Leistung anerkannt werden. Diese können mit bis zu 6 LP angerechnet werden. Die Anrechnung erfolgt durch den/die Modulbeauftragte/n auf der Grundlage von entsprechenden Nachweisen und einem ein- bis zweiseitigem Bericht über die Aktivitäten. Arbeitsverhältnisse sowie Tätigkeiten, die üblicherweise als Arbeitsverhältnis angesehen werden, können nicht mit Leistungspunkten angerechnet werden.

(4) Das Zentrum für Konfliktforschung stellt sicher, dass in jedem Semester wenigstens drei Module aus dem Modulbereich G angeboten werden.

(5) Die University of Kent behält sich das Recht vor, die Reihenfolge der Wahlpflichtmodule aus den Bereichen E und F zu ändern, die Wahlpflichtmodule nicht jedes Trimester anzubieten oder neue Wahlpflichtmodule in den Bereichen E und F anzubieten. Die University of Kent informiert über das aktuelle Modulangebot auf der studiengangbezogenen Webseite.

(6) Es ist nicht möglich zwei Module an beiden Hochschulen zu belegen, die inhaltlich weitgehend identisch sind. Im Zweifelsfall entscheidet der Prüfungsausschuss auf Vorschlag des Joint Boards.

## § 9

### Lehr- und Lernformen

Das didaktische Konzept, mit dem die Einheit von analytischen und praktischen Kompetenzen im Studiengang gewährleistet werden soll, stellt den studentischen Lernprozess und eine qualitative Wissensveränderung – statt einer additiven Wissensvermehrung – in den Mittelpunkt. Es geht dabei um die Ermögli-

chung studentischen Lernens durch eine dazu geeignete Lernumgebung, die einerseits studentisches Tiefenlernen fördert und die es andererseits ermöglicht, dass sich die Studierenden kommunikative und interkulturelle Kompetenzen aneignen können. Dies wird dadurch gewährleistet, dass Lehrveranstaltungen dialogisch konzipiert sind und die Vermittlung von analytischen Fähigkeiten selbst als einen interaktiven Prozess verstehen. Dafür geeignete Methoden sind beispielsweise Rollen- und Planspiele, Simulationen, die Erstellung von Videopräsentationen oder die Durchführung von Workshops und Diskussionsrunden, vor allem aber das Konzept des projekt- und problembasierten Lernens, bei dem Projekte mit einem klaren Problembezug von Kleingruppen selbständig erarbeitet und entsprechende Problem- und Konfliktlösungen präsentiert werden.

Die einzelnen Lehr- und Lernformen sind den Modulbeschreibungen in **Anhang 1** zu entnehmen.

## § 10 Prüfungen

(1) Die Masterprüfung findet studienbegleitend als Modulprüfung statt. Die Masterprüfung ist bestanden, wenn alle Module gemäß § 8 bestanden sind. Die Beschreibung der Prüfungsformen sowie der zu erbringenden Prüfungsleistungen für jedes Modul sind Anhang 1 zu entnehmen.

(2) Die Prüfungsformen an der Philipps-Universität Marburg sind:

1. Mündliche Präsentation. Darunter fallen in der Regel Referate (ohne Verschriftlichung), Präsentationen und mündliche Prüfungen. Mündliche Präsentationen dienen der verständlichen und interessanten Darstellung und Vermittlung eines erlernten Stoffes in einer interaktiven Situation.
2. Schriftliche Dokumentation selbständigen forschenden Arbeitens. Darunter fallen in der Regel Forschungsberichte sowie kleine und große Hausarbeiten. Schriftliche Dokumentationen des selbständigen forschenden Arbeitens dienen dazu, eigene klar umgrenzte Forschungsleistungen mit Hilfe der Techniken des wissenschaftlichen Arbeitens in systematisch gegliederter Weise darzustellen.
3. Schriftliche konzeptionelle Eigenarbeit. Darunter fallen in der Regel Essays, Exposés und Discussion Papers. Schriftliche konzeptionelle Eigenarbeiten dienen der knappen und pointierten, thesenhaften Darstellung einer Fragestellung.
4. Schriftliche Reproduktion erlernten Wissens. Darunter fallen in der Regel Referate (mit Verschriftlichung), Klausuren, Literaturberichte, Essays, Protokolle. Schriftliche Reproduktionen erlernten Wissens dienen dazu, einen erlernten Stoff schriftlich strukturiert wiederzugeben.
5. Präsentation individueller Schwerpunktsetzungen. Darunter fallen in der Regel Exkursionsberichte, Praktikumsberichte und dokumentierte Selbststudien. Präsentationen individueller Schwerpunktsetzungen dienen dazu, eine selbst gewählte Fragestellung oder eine Praxiserfahrung in mündlicher oder schriftlicher Form mit den Techniken des wissenschaftlichen Arbeitens im Zusammenhang mit dem eigenen Studium zu reflektieren.

(3) Die Dauer von Prüfungen soll bei Klausuren 60 bis 120 Minuten und bei mündlichen Prüfungen 20 bis 30 Minuten (pro Studentin bzw. pro Studenten) betragen. Hausarbeiten sollen mindestens zwei und längstens vier Wochen Bearbeitungszeit (i. S. einer reinen Prüfungsdauer) umfassen. Der Gesamtzeitraum, der zur Bearbeitung zur Verfügung gestellt wird, soll eine größere Zeitspanne umfassen.

(4) Soweit Prüfungen nicht ohnehin in Form von Referaten, Prüfungskolloquien o.ä. im Beisein einer Gruppe stattfinden, sind Studierende desselben Studiengangs berechtigt, bei mündlichen Prüfungen zuzuhören. Dies gilt nicht für die Beratung und die Bekanntgabe des Prüfungsergebnisses. Nach Maßgabe der räumlichen Kapazitäten kann die Zahl der Zuhörer und Zuhörerinnen begrenzt werden. Der Kandidat oder die Kandidatin kann, sofern die Prüfung nicht in Form einer öffentlichen Präsentation in einem Seminar vorgesehen ist, Einspruch gegen die Zulassung von Zuhörern und Zuhörerinnen erheben.

(5) Am FB 03 gilt ergänzend dieser Ordnung eine Richtlinie zum modularisierten Prüfen und Studieren am Fachbereich, in denen die Äquivalenzen von Prüfungsformen in Bezug auf den Arbeitsaufwand und die Kompetenzorientierung geregelt sind. Die Prüfungsformen an der University of Kent sind den Modulbeschreibungen (Module Specifications) der University of Kent und den Programme Specifications zu entnehmen.

## § 11

## Abschlussmodul

(1) Das Abschlussmodul besteht aus einem Forschungsexposé (Studienleistung) und einer Masterarbeit (Prüfungsleistung). Der Umfang des Abschlussmoduls beträgt 30 Leistungspunkte. Die Masterarbeit umfasst bis zu 14.000 Wörter inklusive Fußnoten jedoch ohne die Bibliographie. Überschreitet die Masterarbeit den Umfang von 14.000 Wörtern, so sind die Gutachterinnen und die Gutachter berechtigt, nur die ersten 14.000 Wörter der Arbeit zu lesen und zu bewerten.

(2) Das Exposé ist am dritten Freitag im Januar des zweiten akademischen Jahres bei den Programmleiterinnen bzw. Programmdirektoren einzureichen. Das zweite akademische Jahr des Studiengangs beginnt mit dem Wintersemester an der Philipps-Universität Marburg. Das Exposé für die Masterarbeit muss das Thema, eine detaillierte Fragestellung, eine Übersicht zur relevanten Literatur in Form eines kurzen Forschungsstands und Angaben zur beabsichtigten Methodik enthalten. Hinzu kommt eine vorläufige Bibliographie. Es umfasst bis zu 1500 Wörter. Zur Masterarbeit wird eine Studentin bzw. ein Student zugelassen, wenn das Joint Board das Exposé für die Masterarbeit als bestanden bewertet. Das Joint Board entscheidet auf Grundlage des eingereichten Exposés innerhalb von vier Wochen, ob die geplante Masterarbeit im vorgegebenen zeitlichen Rahmen umsetzbar ist und von Wissenschaftlerinnen oder Wissenschaftlern der University of Kent und Philipps Universität Marburg betreut werden kann. Das Joint Board kann die Nachbesserung des Exposés innerhalb einer Frist von vier Wochen verlangen.

(3) Die Masterarbeit ist eine Prüfungsarbeit, mit der der Kandidat oder die Kandidatin die Fähigkeit nachweisen soll, innerhalb einer vorgegebenen Frist ein Problem aus dem Gegenstandsbereich der Friedens- und Konfliktforschung selbständig mit wissenschaftlichen Methoden zu bearbeiten. Die Masterarbeit soll zeigen, dass die Kandidatin bzw. der Kandidat das Fach Peace and Conflict Studies und seine Methoden in angemessener Weise beherrscht.

(4) Das Thema der Masterarbeit muss so beschaffen sein, dass es innerhalb der vorgesehenen Frist im Zeitraum zwischen Mitte Februar und der Abgabefrist im August bearbeitet werden kann.

(5) Die Masterarbeit ist nicht bestanden, wenn die Gesamtnote nicht mindestens „ausreichend“ (5 Punkte gemäß § 16; Note 4,0) ist. Sie kann nur einmal wiederholt werden.

(6) Die Masterarbeit wird jeweils von einem Betreuer oder einer Betreuerin der Philipps-Universität Marburg und der University of Kent betreut und bewertet. Den Studierenden werden auf Grundlage des Exposés zwei Betreuer und Betreuerinnen zugeteilt. Studierende können Vorschläge für die Betreuer und Betreuerinnen einreichen. Die Betreuer und Betreuerinnen unterstützen die Studierenden durch Kommentare zum Forschungsthema, dem Forschungsdesign, der Gliederung, Literatur, Datenanalyse und der Argumentation der Arbeit. Die BetreuerInnen sind nicht berechtigt, Entwürfe der eigentlichen Arbeit zu lesen und kommentieren. Die Studierenden sind angehalten, die persönlichen oder virtuellen Treffen mit ihren Betreuer oder Ihre Betreuerin im Voraus zu planen und die zu besprechenden Themen entsprechend vorzubereiten. Nach dem letzten Tag im Juni des zweiten Jahres wird keine substantielle Betreuung geleistet.

(7) Die Abgabefrist für die Masterarbeit endet jeweils am dritten Freitag im August. Die Abschlussarbeiten sind von den Gutachtern oder Gutachterinnen innerhalb von zwei Wochen nach Abgabe zu bewerten. Die Gesamtnoten werden Mitte September von den beiden Hochschulen gemeinsam berechnet.

(8) Eine Verlängerung der Bearbeitungszeit ist in Härtefällen möglich. Über mögliche Verlängerungen entscheidet der Prüfungsausschuss auf Vorschlag des Joint Boards. Im Falle von Verlängerungen verschiebt sich die Verleihung des Masterabschlusses entsprechend.

(9) Studierende geben die Masterarbeit sowohl an der University of Kent als auch an der Philipps-Universität Marburg ab. In Marburg ist sie sowohl in schriftlicher als auch in elektronischer Form beim Prüfungsbüro des Fachbereichs Gesellschaftswissenschaften und Philosophie einzureichen. Für die Einreichung der Masterarbeit an der University of Kent sind die Regelungen zu beachten, die dort veröffentlicht sind.

(10) Die Teilnahme an einem Forschungsworkshop, der im Mai des zweiten Jahres von Lehrenden der Philipps-Universität Marburg und der University of Kent angeboten wird, wird nachdrücklich empfohlen. Der genaue Termin und Ort des Workshops wird den Studierenden gegen Ende des Wintersemesters des zweiten Jahres mitgeteilt.



(11) Weiteres regelt § 11 Abs. 8 und folgende der *Allgemeinen Bestimmungen*.

**Textauszug aus § 11 Allgemeine Bestimmungen:**

(8) Das Thema kann nur einmal und nur innerhalb der ersten zwei Wochen der Bearbeitungszeit zurückgegeben werden. Ein neues Thema ist unverzüglich, spätestens jedoch innerhalb von vier Wochen, zu stellen. Mit der Ausgabe des Themas beginnt die vorgesehene Arbeitszeit erneut.

(9) Die Bachelor- bzw. Masterarbeit kann an einem externen Fachbereich oder an einer externen wissenschaftlichen Einrichtung durchgeführt werden, sofern die fachwissenschaftliche Betreuung gewährleistet ist. Es entscheidet der Prüfungsausschuss.

(10) Die Bachelor- bzw. Masterarbeit ist fristgemäß bei dem oder der Vorsitzenden des Prüfungsausschusses über das zuständige Prüfungsamt abzugeben. Der Zeitpunkt der Abgabe ist aktenkundig zu machen. Bei der Abgabe hat der Kandidat oder die Kandidatin schriftlich zu versichern, dass er oder sie die Arbeit selbständig verfasst und keine anderen als die angegebenen Quellen und Hilfsmittel benutzt hat. Wird die Bachelor- bzw. Masterarbeit nicht fristgerecht abgegeben, gilt sie als mit „nicht ausreichend“ gemäß § 16 bewertet.

(11) Die Bachelor- bzw. Masterarbeit ist gemäß § 23 Abs. 4 Satz 1 HHG von zwei Prüfern oder Prüferinnen zu bewerten. Der Prüfungsausschuss leitet die Bachelor- bzw. Masterarbeit dem Betreuer oder der Betreuerin als Erstgutachter oder Erstgutachterin zu. Gleichzeitig bestellt der Prüfungsausschuss einen weiteren Gutachter oder eine weitere Gutachterin aus dem Kreis der Prüfungsberechtigten gemäß § 13 zur Zweitbewertung und leitet ihm oder ihr die Arbeit zu. Mindestens einer der Gutachtenden soll Professor oder Professorin oder Hochschuldozent oder Hochschuldozentin des zuständigen Fachbereichs der Philipps-Universität Marburg sein.

(12) Weichen die von den beiden Gutachtenden vergebenen Noten um nicht mehr als eine volle Notenstufe gemäß § 16 voneinander ab, so wird die Note der Abschlussarbeit durch Mittelung der beiden vorgeschlagenen Noten bestimmt. Weichen die Noten um mehr als eine volle Notenstufe voneinander ab, so beauftragt der Prüfungsausschuss einen weiteren Gutachter oder eine weitere Gutachterin. Die Note der Abschlussarbeit entspricht dem Median der drei Gutachten.

(13) Die Bachelor- bzw. Masterarbeit ist nicht bestanden, wenn die Gesamtnote nicht mindestens „ausreichend“ (5 Punkte gemäß § 16; Note 4,0) ist. Sie kann einmal wiederholt werden. § 18 Abs. 1 Satz 5 findet keine Anwendung. Der Prüfungsausschuss sorgt dafür, dass der Kandidat oder die Kandidatin innerhalb von sechs Wochen nach Bekanntgabe des Nichtbestehens ein neues Thema für eine Bachelor- bzw. Masterarbeit erhält. Eine Rückgabe des Themas innerhalb der in Absatz 9 Satz 2 genannten Frist ist nur zulässig, wenn der Kandidat oder die Kandidatin bei der ersten Anfertigung seiner oder ihrer Bachelor- bzw. Masterarbeit von dieser Möglichkeit keinen Gebrauch gemacht hatte. Eine zweite Wiederholung der Bachelorarbeit oder der Masterarbeit ist ausgeschlossen.

## § 12

### **Prüfungsausschuss, Programmdirectorinnen bzw. Programmdirectoren und Joint Board**

(1) Der Fachbereichsrat des Fachbereichs Gesellschaftswissenschaften und Philosophie der Philipps-Universität Marburg setzt einen Prüfungsausschuss ein, der für die Masterstudiengänge des Fachbereichs zuständig ist. Ihm gehören zwölf Mitglieder an, darunter je sechs Angehörige der Gruppe der Professorinnen und Professoren, zwei Angehörige der Gruppe der wissenschaftlichen Mitarbeiterinnen und Mitarbeiter, drei Studierende sowie ein adm.-technisches Mitglied mit beratender Stimme. Für jedes Mitglied ist ein Stellvertreter oder eine Stellvertreterin zu wählen. Die Amtszeit der nichtstudentischen Mitglieder beträgt zwei Jahre; die der studentischen Mitglieder beträgt ein Jahr. Näheres regelt *§ 12 Allgemeine Bestimmungen*. Entscheidungen, die beide anbietenden Institutionen des gemeinsamen Masterstudiengang Peace and Conflict Studies betreffen, werden auf Vorschlag des Joint Boards getroffen. Zur Wahrung einzelner Aufgaben, insbesondere der laufenden Prüfungsverwaltung, bedient sich der Prüfungsausschuss der Programmdirectorin bzw. des Programmdirectors (siehe Abs. 2).

(2) Die University of Kent und die Philipps-Universität Marburg benennen für den Zeitraum von drei Jahren jeweils einen Programmdirector oder eine Programmdirectorin.

Die Programmdirectorinnen bzw. Programmdirectoren sind u.a. für die folgenden Aufgaben zuständig:

- Sicherstellung der Umsetzung des Studiengangs gemäß der im Kooperationsvertrag (Memorandum of Agreement) festgelegten Programmbeschreibungen;
- Bereitstellung von Informationen für Studierende, Lehrende und andere Hochschulmitarbeiter betreffend des gemeinsamen Studiengangs;
- Sicherstellung der Studienberatung;
- Begleitung des Fortschritts der Studierenden;
- Einholen studentischer Meinungen zum Studienprogramm und ihrer Lernerfahrung;
- Berücksichtigung externer Gutachten zum Studienprogramm und Reaktion auf externe Gutachten;
- Unterrichtung des Joint Boards über wichtige Fragen;
- Verfassen eines Jahresberichts, der dem Joint Board vorgelegt wird.

(3) Die University of Kent und die Philipps-Universität Marburg bilden ein Joint Board, welches eine qualitätssichernde und vermittelnde Funktion wahrnimmt und die praktische Umsetzung des Studiengangs begleitet. Im Joint Board sind neben den beiden Programmdirektorinnen bzw. Programmdirektoren noch mindestens je zwei weitere Mitarbeiterinnen bzw. Mitarbeiter der beiden Hochschulen vertreten. Das Joint Board ist u.a. für die folgenden Aufgaben zuständig:

- Berücksichtigung der regelmäßigen Berichte der Programmdirektorinnen bzw. Programmdirektoren;
- Begutachtung des Fortschritts der Studierenden im gemeinsamen Masterprogramm;
- Einholen und Berücksichtigung studentischer Meinungen zum Programm, Berücksichtigung studentischer Evaluierungen und Kommunikation der daraus resultierenden Beschlüsse an die Studierenden;
- Bewertung der akademischen Qualität des Masterprogramms und Formulierung von Verbesserungsvorschlägen.
- Entscheidung über die Bewertung des Exposés zur Masterarbeit.

(4) In Problemfällen bezüglich einzelner Module sollen sich Studierende an die Hochschule wenden, welche das betreffende Modul anbietet. Studentische Beschwerden bezüglich des Masterarbeitsabschlussmoduls sind schriftlich an das Joint Board zu richten.

**Textauszug aus § 12 Allgemeine Bestimmungen:**

*(1) Der Prüfungsausschuss ist für die Einhaltung der Bestimmungen dieser Ordnung und der jeweils maßgeblichen Bachelor- oder Masterordnung zuständig. Er berichtet dem Fachbereichsrat über die Entwicklung der Prüfungen und der Studienzeiten, gibt Anregungen zur Reform der Prüfungsbestimmungen und legt die Verteilung der Modulbewertungen und der Gesamtnoten offen.*

*(2) Jedem Prüfungsausschuss gehören in der Regel fünf Mitglieder, darunter drei Angehörige der Gruppe der Professoren, ein Angehöriger oder eine Angehörige der Gruppe der wissenschaftlichen Mitarbeiter und ein Studierender oder eine Studierende an. Für jedes Mitglied ist ein Stellvertreter oder eine Stellvertreterin zu wählen. Die Amtszeit der nichtstudentischen Mitglieder beträgt zwei Jahre; die der studentischen Mitglieder beträgt ein Jahr.*

*(3) Die Mitglieder und deren Stellvertreter oder Stellvertreterinnen werden auf Vorschlag ihrer jeweiligen Gruppenvertreter oder Gruppenvertreterinnen von dem Fachbereichsrat, der die Bachelor- bzw. Masterordnung erlässt, bestellt. Aus seiner Mitte wählt der Prüfungsausschuss den Vorsitzenden oder die Vorsitzende. Der oder die Vorsitzende muss der Gruppe der Professoren angehören. Der Ausschuss kann dem oder der Vorsitzenden einzelne Aufgaben übertragen.*

*(4) Die Mitglieder des Prüfungsausschusses haben das Recht, bei der Abnahme von Prüfungen anwesend zu sein.*

*(5) Die Mitglieder des Prüfungsausschusses und deren Stellvertreter oder Stellvertreterinnen unterliegen der Amtsverschwiegenheit. Sofern sie nicht im Öffentlichen Dienst stehen, haben sie sich gegenüber dem oder der Vorsitzenden schriftlich zur Verschwiegenheit zu verpflichten.*

### § 13

#### **Prüfer und Prüferinnen, Beisitzer und Beisitzerinnen**

(1) Der Prüfungsausschuss bestellt auf Vorschlag des Joint Boards die Prüfer und Prüferinnen für Modulprüfungen und Modulteilprüfungen; er bestellt ggf. Beisitzer und Beisitzerinnen. Deren Aufgaben sowie deren Bestellung regelt *§ 13 der Allgemeinen Bestimmungen*.

(2) Die University of Kent bestellt externe Gutachterinnen bzw. Gutachter, die den Studiengang begleiten und regelmäßig die Prüfungsleistungen der Studierenden bewerten. Die externen Gutachterinnen bzw. Gutachter haben eine ausschließlich beratende Funktion. Ihre Funktion besteht in der Sicherung von Qualitätsstandards. Die externen Gutachterinnen bzw. Gutachter haben, unter Wahrung der datenschutzrechtlichen Vorgaben, Zugang zu sämtlichen Prüfungsunterlagen, die im Rahmen des Doppelabschluss-Studiengangs Peace and Conflict Studies an der University of Kent und der Philipps-Universität Marburg erbracht wurden.

**Textauszug aus § 13 Allgemeine Bestimmungen:**

*(1) Der Prüfungsausschuss bestellt die Prüfer und Prüferinnen für Modulprüfungen und Teilmodulprüfungen; er bestellt ggf. Beisitzer und Beisitzerinnen. Der Prüfungsausschuss kann die Bestellung dem oder der Vorsitzenden übertragen. Zu Prüfern und Prüferinnen dürfen nur Professoren oder Professorinnen oder andere nach § 23 Abs. 3 HHG prüfungsberechtigte Personen bestellt werden.*

*(2) Werden Module von mehreren Fächern angeboten, erfolgt die Einsetzung der Prüfer und Prüferinnen und Beisitzer und Beisitzerinnen durch übereinstimmenden Beschluss aller zuständigen Prüfungsausschüsse. Wird ein Modul von einem Fach angeboten, setzt der zuständige Prüfungsausschuss die Prüfer und Prüferinnen und die Beisitzer und Beisitzerinnen ein.*

*(3) Die Namen der Prüfer und Prüferinnen und Beisitzer und Beisitzerinnen werden den Studierenden in geeigneter Form öffentlich bekannt gegeben.*

*(4) Findet eine mündliche Einzelprüfung statt, ist sie von einem Prüfer oder einer Prüferin mit einem Beisitzer oder einer Beisitzerin durchzuführen. Andere mündliche Prüfungen können ohne Beisitzer oder Beisitzerin durchgeführt werden (z.B. Referat). Der Beisitzer oder die Beisitzerin führt in der Regel das Protokoll. Er oder sie ist vor der Bewertung zu hören. Zum Beisitzer oder zur Beisitzerin von Modulprüfungen und Teilmodulprüfungen in Bachelorstudiengängen darf nur bestellt werden, wer die Bachelorprüfung im entsprechenden Studiengang oder eine vergleichbare mindestens gleichwertige Prüfung bereits erfolgreich abgelegt hat. Zum Beisitz von Modulprüfungen und Teilmodulprüfungen in Masterstudiengängen darf nur bestellt werden, wer die Masterprüfung im entsprechenden Studiengang oder eine vergleichbare mindestens gleichwertige Prüfung bereits erfolgreich abgelegt hat.*

*(5) Der Kandidat oder die Kandidatin kann den Prüfer oder die Prüferin für die Abschlussarbeit vorschlagen. Der Vorschlag begründet keinen Anspruch.*

*(6) Die für das Modul bestellten Prüfer und Prüferinnen, Beisitzer und Beisitzerinnen sind gemeinsam mit dem Prüfungsausschuss und dem Studiausschuss für die Qualitätskontrolle und -sicherung des Moduls zuständig.*

## **§ 14**

### **Anmeldungen und Fristen für Module und Modulprüfungen**

(1) Modulprüfungen und Modulteilprüfungen finden im Rahmen der jeweiligen Modulveranstaltung oder im unmittelbaren Anschluss daran statt. Die jeweiligen Wiederholungsprüfungen sind so durchzuführen, dass bei erfolgreicher Teilnahme das fortlaufende Studium im folgenden Semester gewährleistet ist.

(2) Anmeldungen zu Lehrveranstaltungen an der Philipps-Universität Marburg erfolgen in der Regel bis einschließlich der dritten Woche nach Beginn der Vorlesungszeit. Über das Verfahren zur Anmeldung zu Lehrveranstaltungen wird auf der studiengangbezogenen Webseite rechtzeitig informiert. Anmeldungen zu Lehrveranstaltungen und Prüfungen an der University of Kent sind in den Programme Specifications und anderen Informationsquellen der University of Kent geregelt.

(3) Anmeldungen zu Prüfungen an der Philipps-Universität Marburg erfolgen in der vom Prüfungsausschuss festgelegten Form. Ort und Zeitraum der Prüfungen, Anmeldefristen und –form sowie die Benennung der Prüfenden werden auf der studiengangbezogenen Webseite der Philipps-Universität Marburg rechtzeitig veröffentlicht. Anmeldungen zu Prüfungen an der University of Kent erfolgen über die University of Kent.

(4) An Prüfungen darf teilnehmen, wer an der Philipps-Universität für einen Studiengang eingeschrieben ist, dem das jeweilige Modul durch die Prüfungsordnung zugeordnet oder gemäß § 10 Abs. 4 wählbar ist, wer die Zulassungsvoraussetzungen der Prüfungs- und Studienordnung erfüllt, und wer den Prüfungsanspruch in dem Masterstudiengang Peace and Conflict Studies oder einem verwandten Studiengang nicht

verloren hat. Über die Zulassung bzw. Nicht-Zulassung zu einer Prüfung ist der Kandidat oder die Kandidatin in der vom Prüfungsausschuss festgesetzten Form zu informieren.

**§ 15**  
**Studien- und Prüfungsleistungen bei Krankheit und Behinderungen**  
**sowie bei familiären Belastungen**

Es gelten die Regelungen gemäß *§ 15 der Allgemeinen Bestimmungen* zur Beseitigung von Nachteilen, die aus Behinderung, Krankheit oder aus der Betreuung naher Angehöriger, insbesondere Kinder, entstehen können.

**Textauszug aus § 15 Allgemeine Bestimmungen:**

*(1) Macht ein Kandidat oder eine Kandidatin durch ein ärztliches Zeugnis glaubhaft, dass er oder sie wegen Krankheit oder Behinderung nicht in der Lage ist, die Prüfung ganz oder teilweise in der vorgesehenen Form abzulegen, hat der oder die Vorsitzende des Prüfungsausschusses dem Kandidaten oder der Kandidatin zu gestatten, gleichwertige Prüfungsleistungen in einer anderen Form oder in einer verlängerten Prüfungszeit zu erbringen. Entsprechendes gilt für Studienleistungen.*

*(2) Soweit die Einhaltung von Fristen für die erstmalige Meldung zu Prüfungen, die Wiederholung von Prüfungen, die Gründe für das Versäumnis von Prüfungen und die Einhaltung von Bearbeitungszeiten für Prüfungsarbeiten betroffen sind, findet Abs. 1 auch für den Fall der notwendigen alleinigen Betreuung eines oder einer nahen Angehörigen Anwendung. Nahe Angehörige sind Kinder, Eltern, Großeltern, Ehe- und Lebenspartner sowie -partnerinnen. Gleiches gilt für den Personenkreis nach § 3 und § 6 Mutterschutzgesetz.*

**§ 16**  
**Bewertung der Prüfungsleistungen**

Die Prüfungsleistungen werden gemäß *§ 16 der Allgemeinen Bestimmungen* bewertet. In Abweichung zu § 16 Abs. 3 der Allgemeinen Bestimmungen wird die Modulprüfung des Moduls H (Praktikum) mit „bestanden“ bzw. „nicht bestanden“ bewertet. Die Bewertung dieses Moduls fließt nicht in die Gesamtnote ein.

**Textauszug aus § 16 Allgemeine Bestimmungen:**

*(1) Die Bewertungen für die einzelnen Prüfungsleistungen werden von den jeweiligen Prüfern und Prüferinnen festgesetzt.*

*(2) Es wird ein Bewertungssystem verwendet, das Bewertungspunkte mit Noten verknüpft. Die Verknüpfung ergibt sich aus folgender Tabelle:*

<i>a</i>	<i>b</i>	<i>c</i>
<i>Note</i>	<i>Definition</i>	<i>Punkte</i>
<i>sehr gut (1)</i>	<i>eine hervorragende Leistung</i>	<i>15, 14, 13</i>
<i>gut (2)</i>	<i>eine Leistung, die erheblich über den durchschnittlichen Anforderungen liegt</i>	<i>12, 11, 10</i>
<i>befriedigend (3)</i>	<i>eine Leistung, die durchschnittlichen Anforderungen entspricht</i>	<i>9, 8, 7</i>
<i>ausreichend (4)</i>	<i>eine Leistung, die trotz ihrer Mängel noch den Anforderungen genügt</i>	<i>6, 5</i>
<i>nicht ausreichend (5)</i>	<i>eine Leistung, die wegen erheblicher Mängel den Anforderungen nicht mehr genügt</i>	<i>4, 3, 2, 1</i>

*(3) Die Prüfungsleistungen sind unter Anwendung der Punktezahlen von 1 bis 15 zu bewerten. In besonders begründeten Ausnahmefällen (z.B. Praktika) können Prüfungsleistungen abweichend von Abs. 2 mit „bestanden“ oder „nicht bestanden“ bewertet werden. Bewertungen für zusammengesetzte Prüfungen errechnen sich in der Regel aus den mit Leistungspunkten gewichteten Teilleistungen. Die Prüfungs- und Studienordnung kann verbindliche Prüfungsabfolgen von Modul- und Teilmodulprüfungen vorsehen; diese sind in den Modulbeschreibungen zu präzisieren. Sofern Teilleistungen die Voraussetzung für die Teilnahme an einer weiteren Prüfung innerhalb des Moduls darstellen, sollen sie gemäß Abs. 2 bewertet sein und in die Bewertung des Moduls eingehen. Bei der Mittelwertbildung erhaltene Punktwerte werden ggf. bis auf eine Dezimalstelle gerundet. Den sich so ergebenden gemittelten Punktezahlen können Noten zugeordnet werden.*

*(4) Eine Modulprüfung ist bestanden, wenn mindestens 5 Punkte erreicht worden sind. Besteht die Modulprüfung aus Teilprüfungen, kann vorgesehen werden, dass ein Notenausgleich zwi-*

schen den Teilprüfungen möglich ist; die Prüfungs- und Studienordnung eines Studienganges kann weiterhin vorsehen, dass bestimmte Teilprüfungen bestanden sein müssen, damit das Modul bestanden ist.

(5) Die Gesamtnote errechnet sich in der Regel aus dem nach ECTS-Punkten gewichteten Durchschnitt der Modulprüfungsbewertungen. Die Gesamtnote ist in Worten auszudrücken; dahinter ist in Klammern die aus den Bewertungspunkten errechnete Note ohne Rundung bis zur ersten Dezimalstelle einschließlich aufzuführen.

(6) Nach Errechnung der Noten aus den Punktwerten gemäß Abs. 3 Satz 6, 7 und Abs. 5 Satz 2 erfolgt eine Ausdifferenzierung der Notenprädikate in Dezimalschritten. Diese wird anhand der **Anlage 6** zu entnehmenden Noten-Umrechnungstabelle vorgenommen.

(7) Modulprüfungsbewertungen und die Gesamtbewertung werden in das relative Notensystem des Europäischen Systems zur Anrechnung von Studien- und Prüfungsleistungen/European Credit Transfer System (ECTS) umgesetzt. Für die Erstellung von Datenabschriften (transcripts of record) und für die Darstellung der Gesamtnote im Diploma Supplement gemäß Anhang 3 werden die Bewertungspunktezahlen und Noten auch als relative ECTS-Noten dargestellt. Dabei wird in prozentualen Anteilen der Rang unter Prüfungsteilnehmern und -teilnehmerinnen von Vergleichsgruppen angegeben, die die jeweilige Prüfung bestanden haben. Dabei ist die Note

*A* = die Note, die die besten 10 % derjenigen erzielen, die bestanden haben

*B* = die Note, die die nächsten 25 % in der Vergleichsgruppe erzielen

*C* = die Note, die die nächsten 30 % in der Vergleichsgruppe erzielen

*D* = die Note, die die nächsten 25 % in der Vergleichsgruppe erzielen

*E* = die Note, die die nächsten 10 % in der Vergleichsgruppe erzielen

*FX* = "nicht bestanden; es sind Verbesserungen erforderlich, bevor die Leistungen anerkannt werden"

*F* = „nicht bestanden; es sind erhebliche Verbesserungen erforderlich“.

**Anhang 6: Noten-Umrechnungstabelle**

Noten-Punkte	Dezimalnoten	12,4	12,3	1,6	9,4	9,3	2,6	6,4	6,3	3,6
		12,2	12,1		9,2	9,1		6,2	6,1	
15		12	11,9	1,7	9	8,9	2,7	6	5,9	3,7
14,9		11,8	11,7		8,8	8,7		5,8	5,7	
14,8	1,0	11,6	11,5	1,8	8,6	8,5	2,8	5,6	5,5	3,8
14,7		11,4	11,3		8,4	8,3		5,4	5,3	
14,6		11,2	11,1	1,9	8,2	8,1	2,9	5,2	5,1	3,9
14,5		11	10,9	2,0	8	7,9	3,0	5	4,9	4,0
14,4	1,1	10,8	10,7		7,8	7,7		4,8	4,7	
14,3		10,6	10,5		7,6	7,5		4,6	4,5	
14,2		10,4	10,3	2,1	7,4	7,3	3,1	4,4	4,3	
14,1		10,2	10,1	2,2	7,2	7,1	3,2	4,2	4,1	
14		10	9,9	2,3	7	6,9	3,3	4	3,9	5,0
13,9	1,2	9,8	9,7		6,8	6,7		3,8	3,7	
13,8		9,6	9,5	2,4	6,6	6,5	3,4	3,6	3,5	
13,7								usw.		
13,6										
13,5	1,3									
13,4										
13,3										
13,2	1,4									
13,1										
13										
12,9										
12,8										
12,7	1,5									
12,6										
12,5										



## Versäumnis, Rücktritt, Täuschung, Ordnungsverstoß

Für Rücktritt, Versäumnis, Täuschung, Ordnungsverstöße an der Philipps Universität Marburg gilt **§ 17 der Allgemeinen Bestimmungen**. Für Rücktritt, Versäumnis, Täuschung, Ordnungsverstöße an der University of Kent gelten die entsprechenden Bestimmungen der University of Kent.

### Textauszug aus § 17 Allgemeine Bestimmungen:

- (1) Eine Prüfungsleistung gilt als mit „nicht ausreichend“ bewertet, wenn der Kandidat oder die Kandidatin einen für ihn oder sie bindenden Prüfungstermin ohne triftigen Grund versäumt oder wenn er oder sie von einer Prüfung, die er oder sie angetreten hat, ohne triftigen Grund zurücktritt. Dasselbe gilt, wenn eine schriftliche Prüfungsleistung nicht innerhalb der vorgegebenen Bearbeitungszeit erbracht wird.*
- (2) Der für den Rücktritt oder das Versäumnis geltend gemachte Grund muss unverzüglich schriftlich angezeigt und glaubhaft gemacht werden. Bei Krankheit des Kandidaten oder der Kandidatin kann die Vorlage eines ärztlichen Attestes und in Zweifelsfällen eines amtsärztlichen Attestes verlangt werden. Ist ein Kandidat oder eine Kandidatin durch die Krankheit eines von ihm oder ihr zu versorgenden Kindes zum Rücktritt oder Versäumnis gezwungen, kann der Kandidat oder die Kandidatin bezüglich der Einhaltung von Fristen für die erstmalige Meldung zur Prüfung, die Wiederholung von Prüfungen, die Gründe für das Versäumnis von Prüfungen und die Einhaltung von Bearbeitungszeiten für Prüfungsarbeiten dieselben Regelungen in Anspruch nehmen, die bei Krankheit eines Kandidaten oder einer Kandidatin selbst gelten. Wird der Grund anerkannt, so wird ein neuer Termin anberaumt. Die bereits vorliegenden Prüfungsergebnisse sind in diesem Fall anzurechnen.*
- (3) Versucht der Kandidat oder die Kandidatin, das Ergebnis seiner oder ihrer Prüfungsleistungen durch Täuschung oder nicht zugelassene Hilfsmittel zu beeinflussen, wird die betreffende Prüfungsleistung mit „nicht ausreichend“ bewertet. Ein Kandidat oder eine Kandidatin, der oder die den ordnungsgemäßen Ablauf des Prüfungstermins stört, kann von dem jeweiligen Prüfer oder der jeweiligen Prüferin oder dem oder der Aufsichtführenden von der Fortsetzung der Prüfungsleistung ausgeschlossen werden; in diesem Fall wird die Prüfungsleistung mit „nicht ausreichend“ bewertet. In schwerwiegenden Fällen kann der Prüfungsausschuss den Kandidaten oder die Kandidatin von der Erbringung weiterer Prüfungsleistungen ausschließen.*
- (4) Der Kandidat oder die Kandidatin kann innerhalb einer Frist von zwei Wochen nach Bekanntgabe einer Entscheidung gemäß Absatz 3 Satz 1 und 2 verlangen, dass die Entscheidungen vom Prüfungsausschuss überprüft werden. Belastende Entscheidungen sind dem Kandidaten oder der Kandidatin unverzüglich schriftlich mitzuteilen, zu begründen und mit einer Rechtsbehelfsbelehrung zu versehen.*

## § 18

### Wiederholung von Prüfungen

- (1) Nicht bestandene Modulprüfungen bzw. Modulteilprüfungen an der Philipps Universität Marburg können zweimal wiederholt werden. Mögliche Wiederholungen von Prüfungen an der University of Kent werden dort geregelt.
- (2) Von der Regelung nach Absatz 1 ausgenommen ist die Masterarbeit, deren Wiederholbarkeit regelt § 11 Abs. 5.

## § 19

### Endgültiges Nicht-Bestehen der Masterprüfung und Verlust des Prüfungsanspruches

- (1) Der Prüfungsanspruch in dem Studiengang an der Philipps-Universität Marburg, geht insbesondere dann endgültig verloren, wenn
1. eine Prüfung nach Ausschöpfen aller Wiederholungsversuche nicht bestanden ist;
  2. die Studienzeit gemäß § 5 Abs.1 überschritten wurde.
- (2) Über das endgültige Nichtbestehen und den damit verbundenen Verlust des Prüfungsanspruches wird ein Bescheid erteilt, der mit einer Rechtsbehelfsbelehrung zu versehen ist.

## § 20

## Freiversuch

Ein Freiversuch ist nicht vorgesehen.

### § 21

#### Verleihung des Mastergrades

Auf Grund der bestandenen Masterprüfung verleihen die Philipps-Universität Marburg und University of Kent jeweils den akademischen Grad „Master of Arts“ (M.A.). Es wird ein Doppelabschluss (double degree) verliehen.

### § 22

#### Einsicht in die Prüfungsakte und Prüfungsdokumentation

Einsicht in die Prüfungsakte an der Philipps-Universität Marburg ist gemäß *§ 22 der Allgemeinen Bestimmungen* möglich.

**Textauszug aus § 22 Allgemeine Bestimmungen:**

- (1) Der Kandidatin oder dem Kandidaten wird auf schriftlichen Antrag Einsicht in die Dokumentation absolvierter Prüfungen gewährt.*
- (2) Nach Abschluss einer Prüfung wird dem Kandidaten oder der Kandidatin auf schriftlichen Antrag Einsicht in seine oder ihre schriftlichen Prüfungsarbeiten, die darauf bezogenen Gutachten der Prüfer oder Prüferinnen und in die Prüfungsprotokolle gewährt.*
- (3) Der Antrag auf Einsicht in die Prüfungsprotokolle oder Prüfungsarbeiten ist bei dem oder der Vorsitzenden des Prüfungsausschusses zu stellen. Dieser oder diese bestimmt Ort und Zeit der Einsichtnahme. Einsicht ist innerhalb von vier Wochen nach Antragstellung zu gewähren.*

### § 23

#### Zeugnis, Urkunde, Diploma Supplement

Nach dem erfolgreichen Bestehen der Masterprüfung werden gemäß *§ 23 der Allgemeinen Bestimmungen* wird von der Philipps-Universität Marburg ein Zeugnis, eine Urkunde und ein Diploma Supplement ausgestellt. Die University of Kent stellt ebenfalls ein entsprechendes Zeugnis und eine Urkunde aus.

**Textauszug aus § 23 Allgemeine Bestimmungen:**

- (1) Über die bestandene Bachelor- oder Masterprüfung erhält der Kandidat oder die Kandidatin innerhalb von vier Wochen ein Zeugnis, das das Thema und die Note der Bachelor- oder der Masterarbeit, die Gesamtnote und die in den Modulen erzielten Noten enthält. Die Module sind nach Studienabschnitten, Pflicht- und Wahlpflichtbereichen des Studiums geordnet im Zeugnis auszuweisen. Die Gesamtnote ist in Worten gemäß § 16 Abs. 5 Satz 2 auszudrücken; dahinter ist sie in Klammern als Zahl bis zur ersten Dezimalstelle einschließlich aufzuführen. Das Zeugnis trägt das Datum des Tages, an dem die letzte Prüfungsleistung erbracht worden ist. Es ist von dem oder der Vorsitzenden des Prüfungsausschusses zu unterzeichnen.*
- (2) Gleichzeitig mit dem Zeugnis erhält der Kandidat oder die Kandidatin die Urkunde über die Verleihung des Abschlussgrades mit dem Datum des Zeugnisses. Die Urkunde wird vom Dekan oder der Dekanin und von dem oder der Vorsitzenden des Prüfungsausschusses unterzeichnet und mit dem Siegel der Hochschule versehen.*
- (3) Der oder die Vorsitzende des Prüfungsausschusses stellt dem Kandidaten oder der Kandidatin ein Diploma Supplement entsprechend dem "Diploma Supplement Modell" von Europäischer Union/Europarat/UNESCO sowie (neben dem deutschsprachigen Zeugnis gemäß Absatz 1 und der deutschsprachigen Urkunde gemäß Absatz 2) englischsprachige Übersetzungen der Urkunde und des Zeugnisses aus. Das Diploma Supplement und die englischsprachigen Ausfertigungen werden von dem oder der Vorsitzenden des Prüfungsausschusses unterzeichnet und tragen das Datum des Zeugnisses.*
- (4) Dem Kandidaten oder der Kandidatin werden vor Aushändigung des Zeugnisses auf Antrag Bescheinigungen über bestandene Prüfungen in Form von Datenabschriften (transcripts of records) nach dem Standard des ECTS ausgestellt.*

## § 24

### **Geltungsdauer**

Diese Studien- und Prüfungsordnung gilt für alle Studierenden, die ihr Studium im Double Degree Masterstudiengang „Peace and Conflict Studies“ an der Philipps-Universität Marburg ab dem Wintersemester 2013/2014 und vor dem Wintersemester 2015/2016 aufgenommen haben.

## § 25

### **In-Kraft-Treten**

Die Ordnung tritt am Tag nach ihrer Veröffentlichung in den Amtlichen Mitteilungen der Philipps-Universität Marburg in Kraft.

Marburg, den 22.6.2011

gez.

Prof. Dr. Christop Demmerling

Dekan des Fachbereichs

Gesellschaftswissenschaften und Philosophie  
der Philipps-Universität Marburg

Marburg, den 30.10.2012

gez.

Prof. Dr. Ursula Birsl

Dekanin des Fachbereichs

Gesellschaftswissenschaften und Philosophie  
der Philipps-Universität Marburg

Die zweite Änderungssatzung gilt für alle Studierenden, die ihr Studium im internationalen Kooperationsstudiengang „Peace and Conflict Studies“ an der Philipps-Universität Marburg ab dem Wintersemester 2013/2014 und vor dem Wintersemester 2015/2016 aufgenommen haben.
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Marburg, 15.08.2013

gez.

i. V. Prof. Dr. Claudia Derichs

Studiendekanin des Fachbereichs

Gesellschaftswissenschaften und Philosophie  
der Philipps-Universität Marburg



## Anhang 1: Beschreibung der Module an der Philipps-Universität Marburg

Modulbezeichnung	<b>Modul D: Approaches to Intergroup Conflicts</b>
Leistungspunkte	12 ECTS-LP
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Vertiefungsmodul
Inhalt und Qualifikationsziel	Exemplarisch werden unterschiedliche Aspekte von Intergruppenkonflikten sowie Ansätze ihrer konstruktiven Bearbeitung behandelt. Dabei werden verschiedene Analyseebenen betrachtet. Zu den behandelten Themen gehören bspw. Aggression und Gewalt sowie die Rolle der Politik und der Medien bei der Konfliktentstehung und Konfliktbearbeitung. Darüber hinaus werden die methodologischen und inhaltlichen Grundlagen der sozialpsychologischen Konfliktforschung am Beispiel interpersonaler und intergruppaler Konflikte erarbeitet. Inhaltliches Lehrziel des Einführungstutoriums ist zum einen die vertiefende Beschäftigung mit Themen der deutschsprachigen Friedens- und Konfliktforschung. Zum anderen werden die Studierenden insbesondere mit den Charakteristika des deutschen Hochschulsystems und akademischen Lebens in Deutschland und den Gemeinsamkeiten und Unterschieden zum Hochschulsystem und akademischen Leben im Vereinigten Königreich vertraut gemacht.
Lehr- und Lernformen, Veranstaltungstypen	Das Modul besteht aus einem einführenden Seminar in die Methoden sozialpsychologischer Konfliktforschung, einer sozialpsychologischen Vorlesung zu Intergruppenkonflikten sowie aus einem vertiefenden Seminar zu ausgewählten Aspekten von Intergruppenkonflikten und aus einem Tutorium zur Einführung in die deutschsprachige Friedens- und Konfliktforschung und in das deutsche Wissenschaftssystem.
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Die Module an der UoK müssen bestanden sein
Verwendbarkeit des Moduls	Pflichtmodul im Masterstudiengang Peace and Conflict Studies.
Voraussetzungen für die Vergabe von Leistungspunkten	Bestehen einer 90minütigen Klausur in der Vorlesung.
Noten	Die Modulnote wird gemäß § 16 der Allgemeinen Bestimmungen gebildet. Sie geht gemäß dem Modulanteil an den benoteten Modulen in die Gesamtnote ein
Turnus des Angebots	Vorlesung, Tutorium und das Seminar zur Einführung in die Methoden der sozialpsychologischen Konfliktforschung wird im Wintersemester angeboten, das vertiefende Seminar im Sommersemester.
Arbeitsaufwand	Der Arbeitsaufwand von 360h verteilt sich wie folgt: Präsenzstudium inklusive Vor- und Nachbereitung und Studienleistungen: 270h, Prüfungsvorbereitung: 90h.
Dauer des Moduls	2 Semester

Modulbezeichnung	<b>Modul G1: Current Debates in Peace and Conflict Studies</b>
Leistungspunkte	6 LP
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Vertiefungsmodul
Inhalt und Qualifikationsziel	Inhaltliches Lehrziel des Moduls ist die Fähigkeit zu einer vertiefenden Analyse von aktuellen Problemlagen und Debatten der Friedens- und Konfliktforschung zu vermitteln. Hierfür werden bspw. aktuelle Konflikte sowie Wissensbestände und Forschungsergebnisse der Friedens- und Konfliktforschung diskutiert und exemplarisch verschiedene Debatten der Friedens- und Konfliktforschung analysiert.

Lehr- und Lernformen, Veranstaltungstypen	Seminar
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Die Module an der UoK müssen bestanden sein
Verwendbarkeit des Moduls	Das Modul setzt Kenntnisse der Friedens- und Konfliktforschung voraus und ist nur unter dieser Berücksichtigung sinnvoll in anderen Masterstudiengängen einzusetzen.
Voraussetzungen für die Vergabe von Leistungspunkten	Mündliche Präsentation oder schriftliche Dokumentation selbstständigen forschenden Arbeitens oder schriftliche Reproduktion erlernten Wissens.
Noten	Die Modulnote wird gemäß § 16 der Allgemeinen Bestimmungen gebildet. Sie geht gemäß ihrem Anteil am Gesamtarbeitsaufwand in die Gesamtnote ein
Turnus des Angebots	Mindestens alle zwei Semester (vorzugsweise im Wintersemester)
Arbeitsaufwand	Seminarteilnahme inklusive Vor- und Nachbereitung 60h, für Prüfung und Prüfungsvorbereitung 120h.
Dauer des Moduls	1 Semester

Modulbezeichnung	<b>Modul G2: Violent Conflicts and Peace Processes in World Society</b>
Leistungspunkte	6 LP
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Vertiefungsmodul
Inhalt und Qualifikationsziel	Die Lehrveranstaltungen des Moduls vermitteln exemplarisch einen Einblick in den Wandel des globalen Konfliktgeschehens nach Ende des Zweiten Weltkriegs. Mit diesem Wandel von der Dominanz zwischenstaatlicher Konflikte im internationalen System zu innerstaatlich ausgetragenen Gewaltkonflikten, in die zunehmend auch nicht-staatliche Akteure involviert sind, geht ein Wandel der Forschungsgegenstände und -ansätze der Friedens- und Konfliktforschung einher. Diese Entwicklung neuer Forschungsthemen wie etwa der Zusammenhang zwischen Entwicklung und Frieden, die Diskussion um fragile Staatlichkeit, um die Relevanz von Ethnizität für die Eskalation sowie die Bedeutung von leicht abbaubaren Ressourcen für die Entstehung von Konflikten oder die Auswirkungen des Klimawandels auf Konflikte wird in der zum Modul gehörenden Vorlesung parallel zum Wandel der zentralen Konfliktkonstellationen der Weltgesellschaft dargestellt. Inhaltliches Lehrziel des Moduls ist es, dafür zu qualifizieren, Konflikte im Hinblick auf ihre Prävention, ihre Eskalation sowie Möglichkeiten ihrer Deeskalation, ihrer Folgen sowie ihrer Aufarbeitung zu betrachten. Dabei sollen die Erfolgsaussichten verschiedener Friedensstrategien vergleichend bewertet werden können.
Lehr- und Lernformen, Veranstaltungstypen	Seminar
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Die Module an der UoK müssen bestanden sein
Verwendbarkeit des Moduls	Das Modul behandelt eine in sich geschlossene Thematik und kann deshalb sinnvoll in anderen Masterstudiengängen eingesetzt werden.
Voraussetzungen für die Vergabe von Leistungspunkten	Fallstudie zu einem Friedensprozess und/ oder einem Gewaltkonflikt in Form einer schriftlichen Dokumentation selbstständigen forschenden Arbeitens oder einer mündlichen Präsentation oder einer schriftlichen Reproduktion des erlernten Wissens.
Noten	Die Modulnote wird gemäß § 16 der Allgemeinen Bestimmungen gebildet. Sie geht gemäß dem Modulanteil an den benoteten Modulen in die Gesamtnote ein.
Turnus des Angebots	Mindestens alle zwei Semester (vorzugsweise Wintersemester)

Arbeitsaufwand	Der Arbeitsaufwand von 180 LP verteilt sich wie folgt: ca. 60h Präsenzzeit inklusive Vor- und Nachbereitung. Für die Anfertigung der Fallstudie sind dabei 120 Stunden veranschlagt.
Dauer des Moduls	1 Semester

Modulbezeichnung	<b>Modul G3: Development and Peace</b>
Leistungspunkte	6 LP
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Vertiefungsmodul
Inhalt und Qualifikationsziel	In dem Modul soll dem Zusammenhang zwischen gesellschaftlicher Entwicklung und einem nachhaltigen stabilen Frieden nachgegangen werden. Studierende sollen vor allem Ansätze aus der internationalen Entwicklungszusammenarbeit unter dem Aspekt kritisch diskutieren und evaluieren können, ob sie einen positiven Beitrag zu einem sich selbst tragenden Frieden leisten. Darüber hinaus sollen Ansätze externer Friedens- und Entwicklungsförderung vermittelt und – insbesondere in Bezug auf ihre nicht-intendierten Folgen – kritisch reflektiert werden.
Lehr- und Lernformen, Veranstaltungstypen	Seminar
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Die Module an der UoK müssen bestanden sein.
Verwendbarkeit des Moduls	Das Modul setzt Kenntnisse der Friedens- und Konfliktforschung voraus und ist nur unter dieser Berücksichtigung sinnvoll in anderen Masterstudiengängen einzusetzen.
Voraussetzungen für die Vergabe von Leistungspunkten	Mündliche Präsentation oder schriftliche Dokumentation selbstständigen forschenden Arbeitens oder schriftliche Reproduktion erlernten Wissens.
Noten	Die Modulnote wird gemäß § 16 der Allgemeinen Bestimmungen gebildet. Sie geht gemäß ihrem Anteil am Gesamtarbeitsaufwand in die Gesamtnote ein
Turnus des Angebots	Mindestens alle zwei Semester (vorzugsweise Wintersemester)
Arbeitsaufwand	Seminarteilnahme inklusive Vor- und Nachbereitung 60h, für Prüfung und Prüfungsvorbereitung 120h
Dauer des Moduls	1 Semester

Modulbezeichnung	<b>Modul G4: Mediation</b>
Leistungspunkte	6 LP
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Vertiefungsmodul
Inhalt und Qualifikationsziel	Inhaltliches Lehrziel des Moduls ist es, Kenntnisse praktischer Konfliktbearbeitung im speziellen Feld der Mediation zu erwerben bzw. zu vertiefen. Das Lehrziel soll durch die aktive Teilnahme an einem Seminar oder einer Übung zu Mediation oder Verhandlungsführung erreicht werden. Bei einer Übung steht dabei das Einüben von Mediationskonstellationen in Kleingruppen über verschiedene soziale Aggregationsniveaus (interpersonell, intergruppal, transnational) im Vordergrund. Ein Seminar beleuchtet hingegen stärker theoretische und empirische Aspekte der Mediation wie etwa deren theoretische Fundierung oder Metastudien zur Wirksamkeit von Mediation.
Lehr- und Lernformen, Veranstaltungstypen	Seminar oder Übung
Lehr- und Prüfungssprache	Englisch

Voraussetzungen für die Teilnahme	Die Module an der UoK müssen bestanden sein.
Verwendbarkeit des Moduls	Das Modul dient zwar zur Vertiefung eines Aspektes der Friedens- und Konfliktforschung. Der Aspekt wird aber grundlegend behandelt, so dass das Modul ohne weitere Vorkenntnisse sinnvoll in anderen Masterstudiengängen eingesetzt werden kann.
Voraussetzungen für die Vergabe von Leistungspunkten	Mündliche Präsentation oder schriftliche Dokumentation selbstständigen forschenden Arbeitens oder schriftliche Reproduktion erlernten Wissens.
Noten	Die Modulnote wird gemäß § 16 der Allgemeinen Bestimmungen gebildet. Sie geht gemäß ihrem Anteil am Gesamtarbeitsaufwand in die Gesamtnote ein
Turnus des Angebots	Mindestens alle zwei Semester (vorzugsweise Wintersemester)
Arbeitsaufwand	Seminarteilnahme inklusive Vor- und Nachbereitung 60h, für Prüfung und Prüfungsvorbereitung 120h.
Dauer des Moduls	1 Semester

Modulbezeichnung	<b>Modul G5: Social Structures of Conflict and Peace</b>
Leistungspunkte	6 LP
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Vertiefungsmodul
Inhalt und Qualifikationsziel	Inhaltliches Lehrziel des Moduls ist es, sozialstrukturanalytische Perspektiven auf Ursache, Gegenstand, Folge und Rahmung von Konflikt- und Friedensprozessen einnehmen sowie als allgemeines Analyseinstrumentarium einsetzen zu können. Das Lehrziel soll durch die aktive Teilnahme an einem Seminar zu sozialstrukturellen Aspekten und Dominanzverhältnissen in Konflikt- und Friedensprozessen erreicht werden. In diesem Seminar werden in Kleingruppen oder in individueller Eigenarbeit in einem ersten Schritt Grundlagen von Sozialstruktur- und Dominanzanalysen erarbeitet, sodann exemplarisch verschiedene Konfliktlagen unter diesen Aspekten analysiert und die Ergebnisse präsentiert.
Lehr- und Lernformen, Veranstaltungstypen	Seminar
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Die Module an der UoK müssen bestanden sein.
Verwendbarkeit des Moduls	Das Modul setzt Kenntnisse der Friedens- und Konfliktforschung voraus und ist nur unter dieser Berücksichtigung sinnvoll in anderen Masterstudiengängen einzusetzen
Voraussetzungen für die Vergabe von Leistungspunkten	Mündliche Präsentation oder schriftliche Dokumentation selbstständigen forschenden Arbeitens oder schriftliche Reproduktion erlernten Wissens.
Noten	Die Modulnote wird gemäß § 16 der Allgemeinen Bestimmungen gebildet. Sie geht gemäß ihrem Anteil am Gesamtarbeitsaufwand in die Gesamtnote ein
Turnus des Angebots	Mindestens alle zwei Semester (vorzugsweise Wintersemester)
Arbeitsaufwand	Seminarteilnahme inklusive Vor- und Nachbereitung 60h, für Prüfung und Prüfungsvorbereitung 120h
Dauer des Moduls	1 Semester

Modulbezeichnung	<b>G6: Critical Approaches to the Study of Peace and Conflict</b>
Leistungspunkte	6 LP
Verpflichtungsgrad	Wahlpflichtmodul
Niveaustufe	Vertiefungsmodul

Inhalt und Qualifikationsziel	Inhaltliches Lehrziel des Moduls ist es, kritische aktuelle Forschungsansätze der Friedens- und Konfliktforschung zu diskutieren, insbesondere solche, die sich mit latenten Dominanz- und Machtverhältnissen zwischen gesellschaftlichen Gruppen oder im globalen Maßstab bzw. in postkolonialen Kontexten beschäftigen. Darüber hinaus soll die Kompetenz zu synthetischem Denken im Kontext der englischen Wissenschaftssprache erworben werden.
Lehr- und Lernformen, Veranstaltungstypen	Seminar
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Die Module an der UoK müssen bestanden sein.
Verwendbarkeit des Moduls	Das Modul kann ohne weitere Vorkenntnisse sinnvoll in anderen Masterstudiengängen eingesetzt werden.
Voraussetzungen für die Vergabe von Leistungspunkten	Mündliche Präsentation oder schriftliche Dokumentation selbstständigen forschenden Arbeitens oder kleine konzeptionelle Eigenarbeiten
Noten	Die Modulnote wird gemäß § 16 der Allgemeinen Bestimmungen gebildet. Sie geht gemäß ihrem Anteil am Gesamtarbeitsaufwand in die Gesamtnote ein
Turnus des Angebots	Mindestens alle zwei Semester (vorzugsweise Wintersemester)
Arbeitsaufwand	Seminarteilnahme inklusive Vor- und Nachbereitung der Debatten 150h, davon ca. 80h in Kleingruppenarbeit. Prüfung und Prüfungsvorbereitung 30h.
Dauer des Moduls	1 Semester

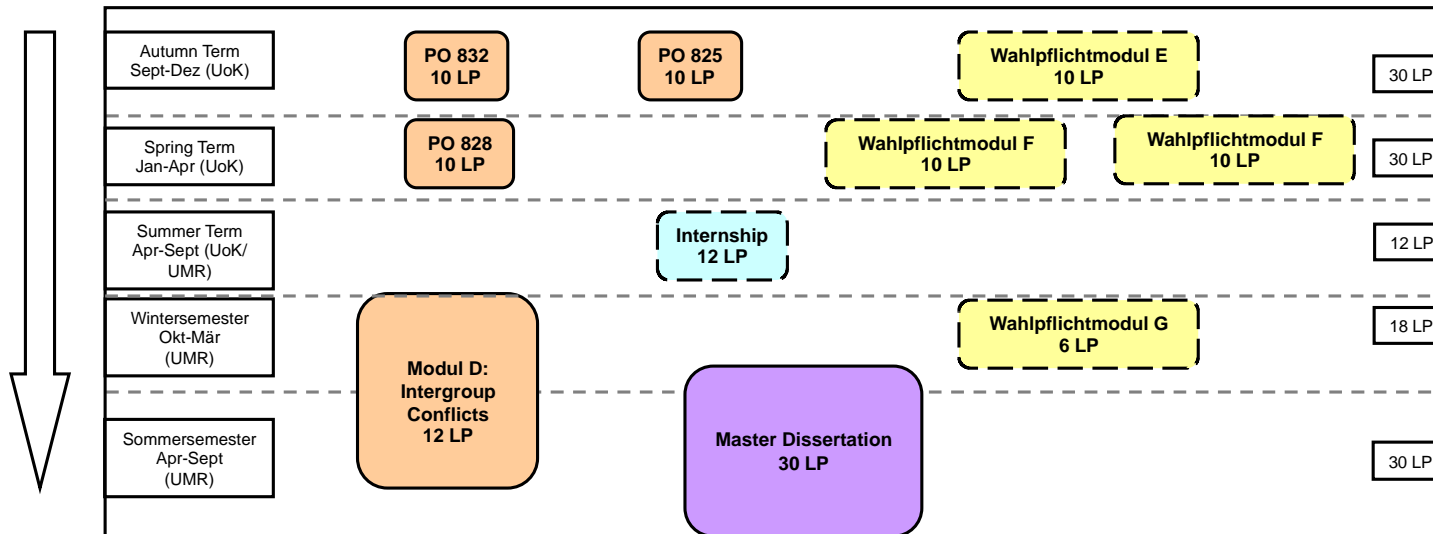
Modulbezeichnung	<b>Modul I: Internship</b>
Leistungspunkte	12 LP
Verpflichtungsgrad	Pflichtmodul
Niveaustufe	Praxismodul
Inhalt und Qualifikationsziel	Lehrziel ist die Fähigkeit, die erworbenen Kenntnisse durch ein Praktikum zu vertiefen. Weitere Qualifikationsziele sind v.a. soziale und kommunikative Kompetenzen, Organisationskompetenz, Kontakt zu potentiellen Arbeitgebern und praktische Erfahrungen mit Bewerbungsverfahren.
Lehr- und Lernformen, Veranstaltungstypen	Die Ziele sollen durch ein Praktikum von zehnwöchiger Dauer erreicht werden.
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Keine
Verwendbarkeit des Moduls	Pflichtmodul im Masterstudiengang Peace and Conflict Studies
Voraussetzungen für die Vergabe von Leistungspunkten	Die Studierenden sollen zum ersten Freitag im Januar des ersten akademischen Jahres eine Liste der Praktikumsbewerbungen beim Programmdirektor des Studiengangs Peace and Conflict Studies an der Philipps-Universität Marburg einreichen und diesen über den Status ihrer Bewerbungen zu informieren. Im April des ersten Jahres ist der Programmdirektor bzw. die Programmdirektorin auf Marburger Seite darüber zu informieren, wo das Praktikum absolviert wird. Nach dem Praktikum muss ein Praktikumsbericht (= Modulprüfungsleistung) in englischer Sprache verfasst werden. Der Praktikumsbericht soll etwa 3.000 Wörter umfassen. In ihm sollen folgende Punkte enthalten sein: eine Bescheinigung des Praktikumsanbieters über Zeitpunkt, Dauer und Inhalt des Praktikums; Informationen über den Praktikumsanbieter und über die Art der Vermittlung des Praktikums; ein umfassender Erfahrungsbericht der Praktikantin oder des Praktikanten; eine kritische Würdigung der Beziehung dieser Tätigkeit zum Studieninhalt; sowie die Erörterung des Nutzens des absolvierten Praktikums für das weitere Studium und die mögliche Berufswahl. Der Praktikumsbericht ist bis zum Beginn der Vorlesungszeit im Wintersemester an der Philipps-Universität Marburg beim Programmdirektor bzw. Programmdirektorin in elektronischer Form einzureichen.

Noten	Das Modul wird mit „bestanden“ bzw. „nicht bestanden“ bewertet. Die Modulnote geht nicht in die Gesamtnote ein.
Turnus des Angebots	Die Studierenden, absolvieren das Praktikum im Anschluss an den Spring Term zwischen April und Oktober.
Arbeitsaufwand	Der Arbeitsaufwand ergibt sich aus dem 10-wöchigen Praktikum (10x5x6=300 Stunden) sowie der Vor- und Nachbereitung (Bericht) von 60 Stunden.
Dauer des Moduls	10 Wochen

Modulbezeichnung	<b>Modul K: Master Dissertation</b>
Leistungspunkte	30 LP
Verpflichtungsgrad	Pflichtmodul
Inhalt und Qualifikationsziel	Mit der Masterarbeit soll die Kandidatin bzw. der Kandidat zeigen, dass er / sie das Fach Friedens- und Konfliktforschung in angemessener Weise beherrscht und in der Lage ist, nach wissenschaftlichen Grundsätzen selbständig zu arbeiten. Lehrziel ist die Befähigung, eine Forschungsarbeit in einem vorgegebenen Zeitrahmen von drei Monaten gemäß wissenschaftlicher Grundlagen erstellen zu können.
Lehr- und Lernformen, Veranstaltungstypen	Die Masterarbeit wird in individueller Arbeit des/der Studierenden verfasst. Die Philipps- Universität Marburg und die University of Kent stellen jeweils einen Betreuer. Die Betreuerinnen bzw. Betreuer können grundsätzlich auch außerhalb des Zentrums für Konfliktforschung und der School of Politics and International Relations stammen. Die Arbeit wird von beiden Betreuerinnen bzw. Betreuern zu gleichen Teilen betreut und bewertet. Die Abgabefrist für die Masterarbeit endet am 3. Freitag im August. Die Masterarbeit muss in sowohl in ausgedruckter als auch in elektronischer Form an beiden Hochschulen eingereicht werden.
Lehr- und Prüfungssprache	Englisch
Voraussetzungen für die Teilnahme	Voraussetzung für die Meldung zur Masterarbeit ist der Erwerb von 60 ECTS-LP.
Verwendbarkeit des Moduls	Pflichtmodul im Masterstudiengang Peace and Conflict Studies
Voraussetzungen für die Vergabe von Leistungspunkten	Studienleistung: Exposé (muss mit bestanden bewertet sein) Die Modulprüfung besteht aus einer Masterarbeit im Umfang von bis zu 14.000 Wörtern.
Noten	Die Modulnote wird gemäß § 16 der Allgemeinen Bestimmungen aus der Note für die Masterarbeit gebildet.
Turnus des Angebots	
Arbeitsaufwand	900 Stunden für Exposé und Masterarbeit
Dauer des Moduls	8 Monate

## Anhang 2: Exemplarischer Studienverlaufsplan

### Exemplarischer Studienverlaufsplan für PACS - Studienverlaufsplan nach Semestern -



#### Legende

	Basis	Aufbau	Vertiefung	Profil	Praxis	Abschluss
Pflichtmodule:						
Wahlpflichtmodule:						

### **Anhang 3:**

## **Besondere Zugangsvoraussetzungen für den Doppelabschluss-Masterstudiengang Peace and Conflict Studies der Philipps-Universität Marburg und der University of Kent**

### **§ 1 Besondere Zugangsvoraussetzungen**

(1) Die Zulassung zum Studium erfolgt über eine Bewerbung an der University of Kent. Zum Masterstudiengang kann nur zugelassen werden, wer folgende Voraussetzungen erfüllt:

1. ein abgeschlossenes Bachelorstudium oder einen mindestens gleichwertigen Hochschulabschluss
2. Kenntnisse in der englischen Sprache, die für diejenigen, deren Muttersprache nicht Englisch ist, durch einen der folgenden Sprachtests nachzuweisen sind:
  - IELTS-Zertifikat mit dem Mindestergebnis 6.5
  - TOEFL-Zertifikat: Mindestpunktzahl 600 inklusive der Bewertung 4.0 in den Bereichen Lesen und Schreiben (Papierversion), Mindestpunktzahl 250 inklusive der Bewertung 4.0 in den Bereichen Lesen und Schreiben (Computerversion), Mindestpunktzahl 90 inklusive der Bewertung 20 in den Bereichen Lesen und Schreiben (Internetversion)
  - Cambridge Certificate of Proficiency in English: Mindestbewertung C.

Der Sprachtest darf maximal zwei Jahre vor der Einschreibung an der University of Kent abgelegt worden sein. Mögliche Änderungen bezüglich der Sprachanforderungen sind der Internetseite der University of Kent zu entnehmen.

(2) Bei dem vorliegenden Masterstudiengang handelt es sich um einen englischsprachigen Studiengang. Ein Aufenthalt an der Philipps-Universität Marburg sowie ein Aufenthalt an der University of Kent sind obligatorisch.

### **§ 2 Bewerbung**

Der Antrag ist über das von der University of Kent zur Verfügung gestellte Bewerbungsportal zu stellen. Die genauen Bewerbungsmodalitäten und – fristen sind der Internetseite der University of Kent zu entnehmen.

### **§ 3 Bewerbungsunterlagen**

Die Bewerbungsunterlagen bestehen aus den folgenden Unterlagen:

- ein vollständig ausgefüllter Bewerbungsbogen
- Nachweis akademischer Qualifikationen in Form von Zeugnissen oder Transcript of Records. Liegen die endgültigen Abschlusszeugnisse noch nicht vor, so können die Transcripts of Records eingereicht werden, die die bisher erzielten Noten beinhalten. Im Falle einer vorläufigen Zusage muss das Abschlusszeugnis und die finale Version des Transcript of Records eingereicht werden
- zwei akademische Gutachten
- ein Lebenslauf

Detaillierte Informationen über das Zulassungsverfahren und den notwendigen Unterlagen sind der Internetseite der University of Kent zu entnehmen.

### **§ 4 Abschluss des Verfahrens**

Bewerberinnen und Bewerber, die zugelassen werden, erhalten von der University of Kent einen schriftlichen Zulassungsbescheid. In diesem wird eine Frist festgelegt, innerhalb derer die Bewerberin oder der Bewerber sich an beiden Hochschulen einzuschreiben hat. Erfolgt die Einschreibung nicht frist- und formgerecht, wird der Zulassungsbescheid unwirksam.

### **§ 5 Einschreibung**

Die Studierenden sind während der Studienzeit an beiden Hochschulen eingeschrieben.



## Anhang 4: Importmodule

Im Studienbereich Sprachkompetenzen (Language Skills) erwerben Studierende im Master-Studiengang Peace and Conflict Studies ergänzendes und weiter orientierendes wissenschaftliches Wissen. Sie qualifizieren sich in der Ausbildung eines interdisziplinären beruflichen Profils mit Angeboten aus Disziplinen, die als Bezugswissenschaften relevantes theoretisches und empirisches Wissen zur Verfügung stellen.

Dabei müssen die Studierenden insgesamt 6 LP erwerben. Diese können im Rahmen ihrer Profilentwicklung aus einem Modul / aus Modulen eines / aus zwei / eines oder mehrerer in der nachfolgenden Tabelle der genannten Bereiche / Studiengänge erworben werden.

Die nachfolgend genannten Studienangebote können zur Zeit der Beschlussfassung über diese Prüfungsordnung gewählt werden. Für diese Module gelten die Angaben der Studien- und Prüfungsordnung, in deren Rahmen die Module angeboten werden (besonders bzgl. Qualifikationszielen, Voraussetzungen, Leistungspunkten sowie Prüfungsmodalitäten). Die Kombinationsmöglichkeiten der Module werden ggf. von der anbietenden Lehrinheit festgelegt.

Der Katalog der wählbaren Studienangebote kann vom Prüfungsausschuss insbesondere dann geändert oder ergänzt werden, wenn sich das Angebot der Studiengänge der anbietenden Fachbereiche an der Philipps-Universität Marburg ändert. Derartige Änderungen werden vom Prüfungsausschuss auf der jeweiligen Studiengangswebseite veröffentlicht. Die Wahrnehmung der nachfolgend genannten Studienangebote kann im Einzelfall oder generell davon abhängig gemacht werden, dass zuvor eine Studienberatung wahrgenommen oder eine verbindliche Anmeldung vorgenommen wird. Im Falle von Kapazitätsbeschränkungen gelten die entsprechenden Regelungen der Prüfungsordnung. Im Übrigen wird keine Garantie dafür übernommen, dass das unten aufgelistete Angebot tatsächlich durchgeführt wird und wahrgenommen werden kann.

Auf begründeten Antrag der oder des Studierenden ist es zulässig, über das reguläre Angebot hinaus im Einzelfall weitere Importmodule zu genehmigen; dies setzt voraus, dass auch der anbietende Fachbereich bzw. die anbietende Einrichtung dem zustimmt.

### I.

Zum Zeitpunkt der letzten Beschlussfassung im Fachbereichsrat über die vorliegende StPO lag über folgende Module eine Vereinbarung vor:

Angebot aus	Modultitel	LP
Sprachenzentrum	Deutsch für AnfängerInnen / German for Beginners (A 1.1)	4
	Deutsch für fortgeschrittene AnfängerInnen / German for Advanced Beginners (A1.2)	4
	Deutsch für fortgeschrittene AnfängerInnen / German for Advanced Beginners (A1.2)	4
	Studienbegleitender Deutschkurs (A 2.1)	4
	Studienbegleitender Deutschkurs (A 2.2)	4

	Studienbegleitender Deutschkurs (B1.1)	4
	Studienbegleitender Deutschkurs (B1.2)	4
	Aussprachetraining (B1-B2)	2
	Hören, Lesen und Sprechen verbessern mit Hilfe von interessanten Texten und Themen (B2.1)	3
	Präziser formulieren, korrekter schreiben - Wortschatz und Grammatik auf der Mittelstufe (B2.1)	3
	Grammatik und Wortschatz in wissenschaftlichen Texten (B2.2-C1)	3
	Schreiben im Studium (B2.2/C1)	3
	(Wieder) Fit in Deutsch - Oberstufenkurs zur Verbesserung der mündlichen und schriftlichen Kommunikation (C1)	3
	Französisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe A	4
	Französisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe B	4
	Französisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe C	4
	Französisch für Anfänger/-innen mit Vorkenntnissen (A1.2) Gruppe A	4
	Französisch für Anfänger/-innen mit Vorkenntnissen (A1.2) Gruppe B	4
	Französisch - Pré-Intermédiaire I (A2.1) - Gruppe A	4
	Französisch - Elementare Sprachverwendung (A2)	4
	Français - Pré-Intermédiaire II (A2.2)	
	Französisch - Selbständige Sprachverwendung (B1)	3
	Français - Intermédiaire I (B1.1)	
	Französisch - Selbständige Sprachverwendung (B1)	3
	Français - Intermédiaire II (B1.2)	
	Französisch - Selbständige Sprachverwendung (B2)	3
	Cours d'approfondissement I (B2.1)	
	Französisch - Selbständige Sprachverwendung (B2)	3
	Cours d'approfondissement II (B2.2-C1.1)	
	Chinesische Umgangssprache I	4
	Chinesische Umgangssprache II	4
	Chinesische Umgangssprache III	4
	Chinesische Umgangssprache IV	4

	E-Learning Landeskunde China I	2
	E-Learning Landeskunde China II	2
	Italienisch - Elementare Sprachverwendung (A1) Italienisch für Anfänger/-innen (Niveaustufe A1 Komplett)	6
	Italienisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe A	4
	Italienisch für Anfänger/innen ohne Vorkenntnissen (A1.1) Gruppe B	4
	Italienisch für Anfänger/innen mit Vorkenntnissen (A1.2)	4
	Italienisch - Elementare Sprachverwendung (A2) Italiano preintermedio I (A2.1) Gruppe A	3
	Italienisch - Elementare Sprachverwendung (A2) Italiano preintermedio I (A2.1) Gruppe B	3
	Italienisch - Elementare Sprachverwendung (A2) Italiano preintermedio II (A2.2) Gruppe A	3
	Italienisch - Selbständige Sprachverwendung (B1) Italiano intermedio I (B1.1)	3
	Japanisch für AnfängerInnen mit Vorkenntnissen A1.2	4
	Russisch für Anfänger/-innen ohne Vorkenntnisse (A1.1)	4
	Russisch für fortgeschrittene Anfänger/-innen (A1.2)	4
	Russisch Aufbaukurs (A2.1)	3
	Russisch - Lektüre und Film (B1-B2 niveauübergreifend)	3
	Schwedisch für Anfänger/-innen ohne Vorkenntnisse (A 1.1) Gruppe A	2
	Schwedisch für Anfänger/-innen mit Vorkenntnissen (A1.2-A2)	2
	Schwedisch Aufbaustufe (B1)	2
	Schwedisch für Anfänger/-innen ohne Vorkenntnisse (A 1.1) Gruppe B	2
	Spanisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe A	4
	Spanisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe B	4
	Spanisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe C	4
	Spanisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe D	4
	Spanisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe E	4

	Spanisch für Anfänger/-innen ohne Vorkenntnisse (A1.1) Gruppe F	4
	Spanisch für Anfänger/-innen ohne Vorkenntnisse (Niveaustufe A1 komplett) Gruppe A	6
	Spanisch für Anfänger/-innen ohne Vorkenntnisse (Niveaustufe A1 komplett) Gruppe B	6
	Spanisch für Anfänger/-innen ohne Vorkenntnisse (Niveaustufe A1 komplett) Gruppe C	6
	Spanisch für Anfänger/-innen ohne Vorkenntnisse (Niveaustufe A1 komplett) Gruppe D	6
	Spanisch für Anfänger/-innen mit Vorkenntnissen (A1.2) Gruppe A	3
	Spanisch für Anfänger/-innen mit Vorkenntnissen (A1.2) Gruppe B	3
	Spanisch für Anfänger/-innen mit Vorkenntnissen (A1.2) Gruppe C	3
	Spanisch für Anfänger/-innen mit Vorkenntnissen (A1.2) Gruppe D	3
	Spanisch - Elementare Sprachverwendung (A2) Español Pre-Intermedio I (A2.1) Gruppe A	3
	Spanisch - Elementare Sprachverwendung (A2) Español Pre-Intermedio I (A2.1) Gruppe B	3
	Spanisch - Elementare Sprachverwendung (A2) Español Pre-Intermedio I (A2.1) Gruppe C	3
	Spanisch - Elementare Sprachverwendung (A2) Español Pre-Intermedio II (A2.2) Gruppe A	3
	Spanisch - Elementare Sprachverwendung (A2) Español Pre-Intermedio II (A2.2) Gruppe B	3
	Spanisch - Elementare Sprachverwendung (A2) Español Pre-Intermedio (Niveaustufe A2 komplett)	6
	Spanisch - Selbständige Sprachverwendung (B1) Español Intermedio I (B1.1) Gruppe A	4
	Spanisch - Selbständige Sprachverwendung (B1) Español Intermedio I (B1.1) Gruppe B	4
	Spanisch - Selbständige Sprachverwendung (B1) Español Intermedio II (B1.2)	4
	Spanisch - Selbständige Sprachverwendung (B2) Español Avanzado (B2)	3

	Spanisch - Kompetente Sprachverwendung (C1) Español Superior (C1)	3
B.A. Orientwissenschaft /Oriental Studies	Basismodul Arabisch I	9
	Basismodul Arabisch II	9
	Aufbaumodul Arabisch I	9
	Aufbaumodul Arabisch II	9
	Vertiefungsmodul Arabisch I	6
	Vertiefungsmodul Arabisch II	6
	Basismodul Arabische Vertiefung	6
	Aufbaumodul Arabische Vertiefung	6
	Basismodul Persisch I	9
	Basismodul Persisch II	9
	Aufbaumodul Persisch I	9
	Aufbaumodul Persisch II	9
	Vertiefungsmodul Persisch I	9
	Vertiefungsmodul Persisch II	6
	Basismodul Persische Literatur und Kultur	6
	Basismodul Türkisch I	9
	Basismodul Türkisch II	9
	Basismodul Türkische Literatur und Kultur	6
	Vertiefungsmodul Arabischer Spracherwerb modern	3
	Vertiefungsmodul Arabischer Spracherwerb vormodern	3

## II.

Im nicht konkret spezifizierbarem Wahlpflichtbereich (studiengangübergreifende Schlüsselkompetenzen, etc.), ist die konkrete Modulwahl nur in Absprache mit der studienganginternen Studienfachberatung (die die Beratungsrichtlinien mit dem Prüfungsausschuss abgestimmt hat) und extern nach den Kapazitätsregeln des exportierenden Fachbereichs zu treffen.

## **Anhang 5: Praktikumsrichtlinien**

### **§ 1 Allgemeine Bestimmungen**

- (1) Die Studierenden des Doppelmaster-Studiengangs Peace- and Conflict Studies an der Philipps-Universität Marburg und der University of Kent müssen während ihres Studiums ein Praktikum absolvieren.
- (2) Das Praktikum dient dazu, die Studierenden an mögliche Berufs- und Tätigkeitsfelder heranzuführen und sie mit den Anforderungen der Berufspraxis zu konfrontieren. Das Praktikum soll den Praxisbezug des Studiums fördern und Orientierungshilfen für den Übergang vom Studium in die Berufstätigkeit schaffen.
- (3) Die Studierenden sind gehalten, sich in erster Linie selbst um einen Praktikumsplatz zu bemühen. Gegebenenfalls ist die Vermittlung der Praktikumsberatung am Zentrum für Konfliktforschung in Anspruch zu nehmen.

### **§ 2 Praktikumsberatung**

- (1) Das Zentrum für Konfliktforschung ernennt eine Praktikumsberaterin oder einen Praktikumsberater. Der Tätigkeitsbereich umfasst in Zusammenarbeit mit den Professorinnen und Professoren der Friedens- und Konfliktforschung und der Studienberatung die Pflege von Kontakten zu Praktikumsanbietern und die Akquirierung neuer Praktikumsstellen. Sie oder er berät die Studierenden bei der Auswahl möglicher und geeigneter Praktikumsstellen und sorgt für eine angemessene fachliche Vorbereitung, Vermittlung, Begleitung und Auswertung im Rahmen der verfügbaren Kapazitäten.
- (2) Die Praktikumsberaterin oder der Praktikumsberater entscheidet, ob eine bestimmte Praktikumsstelle anerkannt werden kann. In Zweifelsfällen entscheidet hierüber der Prüfungsausschuss.

### **§ 3 Praktikumsstellen**

Praktikumsstellen werden anerkannt, wenn sie einen sinnvollen Bezug zu Berufs- und Tätigkeitsfeldern für Absolventinnen oder Absolventen des Master-Studiengangs Peace and Conflict Studies aufweisen. Beispiele für durchgeführte Praktika sind auf der studiengangbezogenen Webseite veröffentlicht.

### **§ 4 Dauer und Zeitpunkt des Praktikums**

- (1) Das Praktikum ist während des Studiums zu absolvieren. Es soll bei Vollzeitbeschäftigung (Blockpraktikum) eine Dauer von 10 Wochen umfassen und möglichst ohne Unterbrechung abgeleistet werden. Eine Aufteilung in inhaltlich sinnvolle Blöcke ist möglich.
- (2) In Härtefällen (z.B. Krankheit oder Schwangerschaft) kann das Praktikum durch eine gleichwertige Leistung kompensiert werden. Der Prüfungsausschuss entscheidet im Benehmen mit dem Joint Board auf schriftlichen Antrag über die Anerkennung äquivalenter Leistungen.

### **§ 5 Anerkennung von Praktika**

In der Praktikumsberatung können Praktika anerkannt werden, sofern die Kriterien über den Inhalt und die Dauer des Praktikums erfüllt sind und die Praktika nicht verpflichtender Bestandteil eines vorherigen Studiums waren.

### **§ 6 Praktikumsnachweis**

Der Nachweis des erfolgreichen Abschlusses eines Berufspraktikums wird von der/dem Praktikumsberater/in aufgrund eines schriftlichen Praktikumsberichtes ausgestellt.

### **§ 7 Praktikumsbericht**

Der englischsprachige Praktikumsbericht muss einen Umfang von etwa 3000 Wörtern haben; er besteht aus folgenden Teilen:

1. Der Praktikumsbescheinigung des Praktikum-Anbieters. Nach Beendigung des Praktikums legen die Studierenden dem/der Praktikumsberater/in eine Bescheinigung des Praktikumsanbieters über Zeitpunkt, Dauer und Inhalt des Praktikums vor.
2. Informationen über den Praktikumsanbieter und über die Art der Vermittlung des Praktikums
3. ein umfassender Erfahrungsbericht der Praktikantin oder des Praktikanten

4. eine kritische Würdigung der Beziehung dieser Tätigkeit zum Studieninhalt
5. die Erörterung des Nutzens des absolvierten Praktikums für das weitere Studium und die mögliche Berufswahl

### **§ 8 Schweigepflicht**

Die Studierenden unterliegen der Schweigepflicht über dienstliche Belange nach den Anforderungen des Praktikumsgebers. Dem steht die Anfertigung von Berichten zu Studienzwecken nicht entgegen.

Soweit die Berichte Tatbestände enthalten, die der Schweigepflicht unterliegen, darf eine Veröffentlichung nur mit Zustimmung der Praktikumsstelle erfolgen.

## Anhang 6: Notenumrechnung

Die Umrechnung der Noten erfolgt auf Basis der folgenden Tabelle.

<b>Benotung an der Philipps-Universität Marburg</b>	<b>Benotung an der University of Kent</b>
15	> 75
14	74-70
13	69-67-
12	66-63
11	62-60
10	59-57
9	56-53
8	52-50
7	49-47
6	46-43
5	42-40
4	39-37
3	36-34
2	33-30
1	29-15
0	14-0



## Anhang 7: Modulbeschreibungen Kent

### Module Specification

#### Philosophy and Methodology of Politics and International Relations (PO825)

- 1 The title of the module**  
*Philosophy and Methodology of Politics and International Relations (PO825)*
- 2 The School which will be responsible for management of the module**  
*Politics and International Relations*
- 3 The Start Date of the Module**  
*Sept 2010*
- 4 The cohort of students (onward) to which the module will be applicable**  
*Students admitted from September 2010 onwards*
- 5 The number of students expected to take the module**  
*60 (Kent)*
- 6 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
*None – continuing module with new structure and assessment criteria*
- 7 The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
*M (FHEQ Level: 7)*
- 8 The number of credits which the module represents**  
*20*
- 9 Which term(s) the module is to be taught in (or other teaching pattern)**  
*Autumn*
- 10 Prerequisite and co-requisite modules**  
*This is a compulsory module for most of the MA programmes. See the programme details for each specific MA for details about other compulsory modules*
- 11 The programmes of study to which the module contributes**

*This module provides a core contribution to all the MA programmes offered in the school. In particular it contributes to the development and understanding of the main theoretical approaches to the discipline as a whole and the appropriate methods for research in social science.*

#### 12 The intended subject specific learning outcomes and, as appropriate, their relationship to the International Relations programme learning outcomes

*Upon completion of the module students will be able to:*

- *SLO1: identify, summarise and critically assess the main positions in key debates within the philosophy of the social and political sciences.*
- *SLO2: identify and deal with the ethical and normative questions involved in social and political inquiry*
- *SLO3: reflect on the ontological and epistemological aspects of social and political inquiry*
- *SLO4: appreciate the contested nature of knowledge in social and political science*
- *SLO5: reflect on the relationship between 'theory' and 'practice' in social and political inquiry*
- *SLO6: identify, summarise and critically assess some of the most important approaches and methods employed in the study of politics and international relations*
- *SLO7: discuss the philosophical and methodological issues at stake in relation to both their own research and that of others.*
- *SLO8: To enable students to understand and be able to apply to research questions the basic principles of research design in politics and IR*

*These specific learning outcomes contribute to achieving the learning outcomes of our taught postgraduate Masters level programmes.*

*By helping students to progress towards these subject-specific outcomes, the module contributes to achieving the following Programme Learning Outcomes (PLO):*

*A.1. key ontological, theoretical, and methodological problems of international relations (SSLO: 1-8)*

*B.1. general research skills, especially bibliographic and computing skills (SSLO: 2, 6-7)*

*B.2. gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources (SSLO: 2, 6-8)*

*B.3. identify, investigate, analyse, formulate and advocate solutions to problems (SSLO: 1-8)*

*B.4. develop reasoned arguments, synthesise relevant information and exercise critical judgment (SSLO :1, 8)*

- C. 1. applying concepts, theories and methods used in the study of international relations, the analysis of political events, ideas, institutions and practices (SSLO: 1, 3-8)
- C. 2. evaluating different interpretations of political issues and events (SSLO: 1, 3-4, 6)
- C.3. describing, evaluating and applying different approaches to collecting, analysing and presenting political information (SSLO: 1-8)

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

Upon completion of the module students will be able to:

- GLO1: work with theoretical knowledge at the forefront of their discipline
- GLO2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
- GLO3: have a comprehensive understanding of methods and methodologies in their discipline
- GLO4: undertake analysis of complex, incomplete or contradictory area of knowledge
- GLO5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- GLO6: be reflective and self-critical in their research work
- GLO7: to engage in academic and professional communication orally and in writing
- GLO8: have independent learning ability required for continuing professional study
- GLO9: To enable students to understand how the relationship between concepts, theories and data shape the choices researchers make about both research design and the methods that they employ?
- GO10: To enable student to be able to develop reasoned justifications for their choice of research design and methods.
- GO11: To enable students to be able to plan their research and their acquisition of specific methodological skills

By helping students to progress towards these generic learning outcomes, the module contributes to achieving the following Programme Learning Outcomes (PLO):

- A.1. key ontological, theoretical, and methodological problems of international relations. (GLO: 1, 3-6, 9-10)
- A.5. how to carry out an independent research project and write in a scholarly manner demonstrating familiarity with academic conventions, deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly. (GLO: 1-11)

- B.1. general research skills, especially bibliographic and computing skills. (GLO: 2, 3, 7, 8, 11)
- B.2. gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources. (GLO: 1-11)
- B.3. identify, investigate, analyse, formulate and advocate solutions to problems. (GLO: 1-11);
- B.4. develop reasoned arguments, synthesise relevant information and exercise critical judgment. (GLO: 1-11)

- C. 1. applying concepts, theories and methods used in the study of international relations, the analysis of political events, ideas, institutions and practices. (GLO : 3-5)
- C.2. evaluating different interpretations of political issues and events. (GLO : 3-5)
- C.3. describing, evaluating and applying different approaches to collecting, analysing and presenting political information. (GLO : 3)

- D. 1. Communication: Communicate effectively and fluently in speech and writing; organise information clearly and coherently, use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information. (GLO: 7, 11)
- D.2. Information Technology: Produce written documents; undertake online research, process information using databases. (GLO: 7-8, 11)
- D.3. Improving own learning: explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time. (GLO:8, 11)
- D.4. Problem solving: identify and define problems; explore alternative solutions and discriminate between them. (GLO: 7-8)

**14 A synopsis of the curriculum**

This module combines three components – the philosophy of social science, social science research methods and research design and ethics. It tries to develop these through an interactive approach. For example, it tries to get students to think about the philosophical underpinnings of particular research methods, the relationship between methodology and conceptual analysis, and the appropriate ways to incorporate these into research design.

The methodological section of this course deals with such things as discourse analysis, content analysis, qualitative interviewing, questionnaires, rational choice and statistical approaches. The students will be required to critically reflect upon

these different approaches and identify their relation to ontology, epistemology and research design.

The module is designed as early preparation for the MA dissertation.

**15 Indicative Reading List**

Mark. J. Smith, *Social Science in Question*, London: Sage, 2003.  
 Alan Bryman *Social Research Methods*, Oxford University Press, 2004 (2<sup>nd</sup> edition).

**Additional general texts**

Gerard Delanty, *Social Science: Beyond Constructivism and Realism*, Buckingham: Open University Press, 1997.  
 David Marsh and Gerry Stoker, *Theory and Methods in Political Science*, Basingstoke: Palgrave Macmillan, 2002.  
 Peter Burnham, Karin Gilland, Wyn Grant, and Zig Layton-Henry, *Research Methods in Politics*, Basingstoke: Palgrave Macmillan, 2004.  
 Norman Blaikie, *Designing Social Research*, Cambridge: Polity Press, 2000.  
 Gary King, Robert O. Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press, 1994.

Creswell, John W. (2002) *Research Design: Qualitative, Quantitative and Mixed Method Approaches* SAGE Publications Ltd.  
 Todd Landman. (2003). *Issues and Methods in Comparative Politics*, Routledge.  
 Philips V. Shively. (2001) *The Craft of Political Research* Prentice-Hall

**Texts on how to research and write a dissertation:**

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* Chicago and London: The University of Chicago Press, 2<sup>nd</sup> ed., 2003 (Michael Harvey, *The Nuts and Bolts of College Writing*, Indianapolis and Cambridge: Hackett Publishing Company, 2003..  
 Kjell Erik Rudestam and Rae R. Newton, *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, London: Sage, 2<sup>nd</sup> ed., 2001.  
 Gina Wisker, *The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD*, Basingstoke: Palgrave, 2001.  
 Chris Hart, *Doing a Literature Review: Releasing the Social Science Research Imagination*, London et al.: Sage, 1998.

**16 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

One lecture and one seminar per week. Contact hours: 200 hours (12x2 taught hour and about 176 hours of private study) Staff-student contact hours: 2 hours per week

Each lecture will be followed by a seminar in which the topics of the lecture will be discussed. The seminars are intended to develop the skills of the students in analysing texts and in expressing, questioning and defending academic positions and arguments. Through this, students will acquire greater familiarity with the subject matter of the module and hence be assisted in achieving the module's objectives.

**17 Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Students are required to write one assignment on research methods and a dissertation proposal. The first assignment of 2500 words asks students to address a specific research question or puzzle and develop an appropriate research design to address it. The proposal should be 2500 words. It should show the structure of the research to be undertaken, and give an indication of the literature to be used, and a reflection on the relevant epistemology, theories, methodology and empirical aspects (as relevant to the proposal).

As a piece of formative assessment, students will also write an earlier research proposal which will be subject to peer assessment and discussion in class.

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Assignment 1	Students address a specific research question or puzzle and develop a research design (2500 words) to answer that particular question or puzzle.	SLO: 1-8, especially 6-7. GLO: 1-11, especially 4-11	50
Research proposal	Students plan a research project for their dissertation in 2500 words	SLO: 1-8, GLO: 1-11	50

**18 Implications for learning resources, including staff, library, IT and space**

The module is taught by a team of staff with appropriate expertise in areas of research methods. Because the module has been taught already at UKC and BSIS, library holdings are more than satisfactory in both locations. For the same reason, times and venues for lectures and seminars have been arranged. No special computer facilities are required for this module.

**19 A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities. With notice suitable provisions, such as producing adapted/enlarged handouts for people with visual impairment, will be made.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School

.....  
Date

### **Module Specification**

#### **International Relations Theory (PO824)**

1. **The title of the module**  
International Relations Theory (PO824)
2. **The School which will be responsible for management of the module**  
Politics and International Relations
3. **The Start Date of the Module**  
Continuing, Autumn 2007
4. **The cohort of students (onwards) to which the module will be applicable.**  
September 2007
5. **The number of students expected to take the module**  
Ca. 30

6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal**  
None
7. **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
Postgraduate [M]
8. **The number of credits which the module represents**  
20 credits
9. **Which term(s) the module is to be taught in (or other teaching pattern)**  
Autumn
10. **Prerequisite and co-requisite modules**  
None
11. **The programmes of study to which the module contributes**  
The study of International Relations theory is a core component of the programmes for the MA in International Relations, the MA in International Relations and European Studies, and the MA in International Conflict Analysis. It will also provide a useful perspective to those students from the MA in European Politics and Democracy Studies
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
On successful completion of the module, students will be able to  
SLO1: Have a critical awareness of the discipline's history  
SLO2: Awareness of the key debates  
SLO3: Ability to critically identify key debates in the discipline  
SLO4: Understanding of key concepts in IR  
SLO5: Understand connections between IR theory, political theory and philosophy  
SLO6: Show awareness of methodological and epistemological implications of theoretical positions  
  
These specific learning outcomes contribute to achieving the learning outcomes of our post-graduate programmes by demonstrating knowledge of the following:  
  
▪ demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources

- apply theoretical and conceptual frameworks to the analysis of politics and international relations
- use a variety of research methods and evaluate critically their application in the scholarly literature
- conduct research in politics and international relations demonstrating awareness of epistemological, methodological and ethical principles

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

Students who successfully complete this module

GLO1: will be able to work with theoretical knowledge at the forefront of their discipline

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

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

GLO4: will be able to undertake analysis of complex, incomplete or contradictory areas of knowledge

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

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

GLO7: will be able to engage in academic and professional communication orally and in writing

GLO8: will have independent learning ability required for continuing professional study

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

- provide students with an advanced training in their relevant programmes of study
- develop the students' transferable skills emphasizing research skills, analytical and conceptual skills, independent work and self-organisation
- develop reasoned arguments, synthesise relevant information and exercise critical judgement
- work independently, demonstrating initiative, self-organization and time-management

**14. A synopsis of the curriculum**

This module introduces a range of theoretical approaches (or frameworks) to the study of international relations. It starts with the early work within the discipline and the rise to predominance of the realist and neo-realist approaches. At the same time it questions whether IR theorists can be so easily placed into such schools or traditions. Often it is a case of how different schools overlap or

share certain assumptions. Moreover, international relations theory has gone through a number of 'great debates' which often radically shift the way such schools are understood. Having established some of the historical background, this course then concerns itself with the last such debate and the rise of contemporary approaches under the 'post-positivist' umbrella. The module will look at the competing claims of constructivism, post-structuralism and critical theory as well as considering the challenges posed by Marxist, feminist and ethical approaches.

**15. Indicative Reading List**

Students will be presented with reading lists at the start of the module. Key texts will be in the shortloan collection.

Further reading may be recommended in the course of the lecture programme  
Books recommended are:

Burchill, Scott & Linklater, Andrew (eds) *Theories of International Politics*, (Basingstoke, Palgrave, 2005)

Booth, Ken and Smith, Steve Eds *International Relations Theory Today* (Cambridge, Polity, 1995)

Der Derian, James, ed. *International Theory: Critical Investigations* (Basingstoke, Macmillan, 1995)

Dunne, Timothy, Kurki, Milja and Smith, Steve *International Relations Theories*, (Oxford, 2006).

Groom, A.J.R. and Light, Margot eds. *Contemporary International Relations: A Guide to Theory* (London, Pinter, 1994)

Little, Richard and Smith, M Eds. *Perspectives on World Politics* (London, Routledge, 1991)

Students would be expected to purchase some of the required reading material. Other reading is based on existing Libraries stocks and access to IT networks.

**16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**  
Teaching:

Schedule: 24 contact hours; one two-hour lecture/seminar per week for 12 weeks.

The lecture/seminar will introduce the key theories and debates in the discipline of IR. Discussions of the topics introduced and the reading done independently by students will follow and these will be further developed through presentations given by students based on the readings for that session.

Learning outcomes: SLO1- SLO6, GLO1-GLO8; lectures will aim at introducing key theories and practices related to specific topics. Seminars will help students develop a detailed understanding by linking lectures, reading material and class discussion; apply the theories and concepts explored to the different issues and case studies explored during the module; develop and defend complex arguments through group discussion and group exercises.

Achievement of learning outcomes:

Lectures: learning outcomes will be achieved through the oral and visual presentation of lecture material that will introduce the main issues, as well as the key theoretical approaches to these explored in the literature. Information on resources will also be provided through the lectures.

Seminars: Learning outcomes will be achieved through student participation in informal group work and through presentations (prepared in advance of seminars) based on independent research, analysis and presentation skills, as well as through the seminar discussions in which students develop their understanding through interaction, co-operation and confrontation with their peers.

### Independent study

Schedule: 176 hours; in these hours, students are expected to read the recommended texts for each seminar, research and write their coursework assignments.

Learning outcomes: SLO1-SLO6, GLO1-GLO8. The independent study will particularly give the student a chance to explore in detail aspects and issues introduced in the lectures; link them to wider issues in politics and international relations; reflect critically on them, and develop their own perspective on issues of regional security.

Achievement of learning outcomes: these outcomes will be achieved through students' own reading, research and preparation of presentations and essays.

### 17. Assessment methods and how these relate to testing achievement of the intended learning outcomes

Formative assessment of the seminar presentations and written assignments will be given throughout the module. Students are asked to give a seminar presentation in which they address one question related to the seminar topic. Presentations last for approx 15 minutes and students are encouraged to speak from notes rather than reading a written text. Presenters are also required to submit a one-page outline of their presentation to the class. This formative assessment contributes to SLO: 1-6, depending on topic chosen and GLO: 1-8, especially 7.

Summative assessment will be based on essays:

Type of assessment	Task	Learning outcomes assessed	Weight towards final
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			mark (%)
Essays	Students write two essays of approximately 3000 words answering questions related to the topics dealt with in the seminars. The essays are each worth 50% of the final mark.	SLO: 1-6, depending on essay topic chosen GLO: 1-8, especially 4-8	100

The essays provide students with an opportunity to focus on issues discussed in the module and to pursue them in some depth using the whole range of learning resources. The feedback provided on student presentations and on the first essay will enable the students to develop their research and essay writing skills and provides an opportunity for improvement in their coursework marks.

### 18. Implications for learning resources, including staff, library, IT and space

- Staff: No additional resources required
- Library: anticipated some literature needs to be acquired
- IT: No additional resources required
- Space: No additional resources required

### 19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities This is the case

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching Date

.....  
Print Name

**Statement by the Head of Department:** "I confirm that the Department has approved the introduction of the module and, where the module is proposed by Departmental staff, will be responsible for its resourcing"

.....  
Head of Department Date

.....  
Print Name

**Module Specification**

**Federalism and Federal Political Systems (PO866)**

- 1 The title of the module**  
*Federalism and Federal Political Systems (PO866)*
- 2 The School which will be responsible for management of the module**  
*Politics and International Relations*
- 3 The Start Date of the Module**  
*September 2005*
- 4 The number of students expected to take the module**  
*10*
- 5 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
*PO884. Module replacement discussed within the School of Politics and International Relations.*
- 6 The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or post-graduate [M])**  
*M (FHEQ Level: 7)*
- 7 The number of credits which the module represents**  
*20*
- 8 Which term(s) the module is to be taught in (or other teaching pattern)**  
*Autumn*
- 9 Prerequisite and co-requisite modules**  
*None*
- 10 The programmes of study to which the module contributes**

*Required module on the MA in Comparative Federalism. Optional module on all the other MA programmes taught in the School of Politics and International Relations*

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

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

*SLO1: advanced familiarity with the main theoretical approaches used to explain federalism*

*SLO2: the ability to conceptualize the distinction between federalism and federation which*

*underpins the module;*

*SLO3: an understanding of the historical evolution of the federal idea as a basis for relating*

*theory to practice;*

*SLO4: an appreciation of the significance of normative empirical theory to contemporary*

*political problems;*

*SLO5: the ability to produce well-argued and well-informed written analyses of the origins,*

*formation, evolution and operation of the major federal political systems.*

*These specific learning outcomes contribute to achieving the learning outcomes of our taught postgraduate Masters level programmes. Students successfully completing Masters level programmes in the School of Politics and International Relations will be able to*

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

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

*Students who successfully complete this module*

*GLO1: will be able to work with theoretical knowledge at the forefront of their discipline*

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

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

- GLO4: will be able to undertake analysis of complex, incomplete or contradictory areas of knowledge
- GLO5: will have a level of conceptual understanding that will allow them critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches
- GLO6: will be reflective and self-critical in their research work
- GLO7: will be able to engage in academic and professional communication orally and in writing
- GLO8: will have independent learning ability required for continuing professional study

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

- provide students with an advanced training in their disciplines
- develop the students' transferable skills emphasizing research skills, analytical and conceptual skills, independent work and self-organisation

### 13 A synopsis of the curriculum

The focus of this module is on the study of federalism and federal political systems. It introduces students to the main theoretical and methodological approaches to the subject and addresses the conceptual distinction between federalism and federation, encouraging them to explore the strengths and weaknesses inherent in the distinction. Analysis of the conceptual basis to federal systems is followed by a detailed examination of the origins, formation, evolution and operation of the major federal federations that span two distinct federal traditions, namely, the Anglo-American and the Continental European. The federations examined are: the United States of America; Canada, Nigeria, Germany and Switzerland. Students are expected to appreciate the historical specificity of each case study and to grapple with the subtleties and complexities inherent in the peculiar circumstances of the origins, formation and evolution of each federation. The module concludes with a brief look at the British tradition of federalism and a more detailed analysis of federalism and European Union. This is a module deliberately designed as a required module for the overall MA programme and is intended to run in the Autumn term as a pre-requisite for the following module, Comparative Federal Political Systems, that will run in the Spring term.

### 14 Indicative Reading List

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

Karmis, D. and Wayne Norman. Ed. 2005. *Theories of Federalism: A Reader*. Palgrave: New York

Watts, Ronald L. 1999. *Comparing Federal Systems*. Mc Gill-Queen's University Press:

London  
Agranoff, Robert. 1999. Ed. *Accommodating Diversity: Asymmetry in Federal States*. Nomos  
Verlag: Baden-Baden.

De Villiers, Bertuis. 1994. Ed. *Evaluating Federal Systems*. Martinus Nijhoff Publishers:  
London

Burgess, Michael and Alain-G. Gagnon. Eds. 1993. *Comparative Federalism and Federation*:  
Competing Traditions and Future Directions. Harvester Wheatsheaf: Hemel Hempstead.

Elazar, Daniel. 1987. *Exploring Federal Systems*. University of Alabama Press: Tuscaloosa,

Alabama

Davis, Solomon Rufus. 1978. *The Federal Principle: A Journey Through Time in Quest of a*

Meaning. University of California Press: Berkeley, California.

King, Preston. 1982. *Federalism and Federation*. Croom Helm: Beckenham.

Wheare, Kenneth. 1963. *Federal Government*. Oxford University Press: Oxford.

### 15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

#### Lectures

Schedule: 12 contact hours; one lecture per week for 12 weeks.

Learning outcomes: SLO1-5, GLO1-GLO8; in particular, lectures will aim at introducing the key concepts and conceptual distinctions so that students will have acquired considerable knowledge and appreciation of what federalism means and how federal values operate in five federal political systems.

Achievement of learning outcomes: these outcomes will be achieved through the oral and visual presentation of lecture material that will synthetically introduce the relevant issues and present key positions adopted in the literature, together with their related concepts and theories.

#### Seminars

Schedule: 12 contact hours; one seminar per week for 12 weeks.

Seminars will be based on discussions of the topics introduced in the lectures and the reading done independently by students. Discussions will be introduced by a presentation given by a student.

Learning outcomes: SLO1-5, GLO1-8; in particular, gain comprehensive understanding by linking lectures, independent reading and class discussion; apply concepts and theories to empirical questions; structure and defend complex arguments through presentations and discussions.



Achievement of learning outcomes: these outcomes will be achieved through the presentations given by students – which require the use of research, analytical and presentational skills – and the seminar discussions in which students develop their understanding through interaction, co-operation and confrontation with their peers.

**Independent study**

Schedule: 176 hours; in these hours, students are expected to read the recommended texts for each seminar, prepare their presentations, research and write their coursework assignments.

Learning outcomes: SLO1-5, GLO1-8; in particular, explore in detail aspects and issues introduced in the lectures; link them to wider issues in political science; reflect critically on them.

Achievement of learning outcomes: these outcomes will be achieved through students' own reading, research and preparation of presentations and essays.

**16 Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Formative assessment of the seminar presentations and written assignments will be given throughout the module in the form of oral and written feedback. Summative assessment of the module will be based on the following:

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
1 <sup>st</sup> Essay	Students write an essay of approximately 1,500 words answering one question related to the topics dealt with in the lectures and seminars.	SLO: 1-5, depending on essay topic chosen GLO: 1-8, especially 4-8	30
2 <sup>nd</sup> Essay	Students write an essay of up to 3000 words answering one question related to the topics dealt with in the lectures and seminars.	SLO: 1-5, depending on essay topic chosen GLO: 1-8, especially 4-8	70

**17 Implications for learning resources, including staff, library, IT and space**

- a. Staff: no additional resources required
- b. Library: no additional resources required
- c. IT: no additional resources required
- d. Space: no additional resources required

**18 A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities This is the case.**

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching Date

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and will be responsible for its resourcing"

.....  
Head of School Date

**Module Specification  
European Public Policy (PO886)**

- 1 The title of the module**  
European Public Policy (PO886)
- 2 The School which will be responsible for management of the module**  
Politics and International Relations
- 3 The Start Date of the Module**  
January 2011
- 4 The cohort of students (onward) to which the module will be applicable**  
Students admitted from September 2010 onwards
- 5 The number of students expected to take the module**  
25 (approx)

- 6** **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
None – continuing module with new assessment rubric
- 7** **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
M (FHEQ Level: 7)
- 8** **The number of credits which the module represents**  
20
- 9** **Which term(s) the module is to be taught in (or other teaching pattern)**  
Spring
- 10** **Prerequisite and co-requisite modules**  
None
- 11** **The programmes of study to which the module contributes**  
Required module on the MA in European Governance. Optional module on all the other MA programmes taught in the School of Politics and International Relations.
- 12** **The intended subject specific learning outcomes and, as appropriate, their relationship to the MA in European Governance programme learning outcomes**  
Upon completion of the module students will be able to demonstrate:
- SLO1: advanced familiarity with the main theoretical approaches used to explain public policy making;  
SLO2: the ability to trace and explain the development of the main policies of the European Union and in so doing have gained a thorough understanding of these policies;  
SLO3: an understanding of the process of policy making in the EU, from policy formulation and negotiation through to implementation at the national level;  
SLO4: the ability to engage critically with important political issues facing policy makers in the EU both at national and European levels;  
SLO5: the ability to produce well-argued and well-informed written analyses of these important issues and their consequences for future policy making in the EU  
By helping students to progress towards these subject-specific outcomes, the module contributes to achieving the following Programme Learning Outcomes (PLO):  
A.1 key theoretical and empirical issues in the politics and policy process of the European Union (SSLO: 1-5)

- A.2 how general theoretical and conceptual frameworks can be applied to the analysis of political ideas, institutions and practices in today's EU, across the Union, state and regional levels (SSLO: 1-3)  
A.4 the challenges to public policy in mature welfare states; the distribution of policy competences between the Union, the states and the regions and its problems; the political dimension of public policy in the EU (SSLO: 3-5)  
A.5 the challenges of enlargement and constitutionalisation in the EU (SSLO: 4)  
A.6 how to design and write a substantial scholarly paper demonstrating familiarity with academic and professional conventions (SSLO: 4-5)

- B.1. general research skills, especially bibliographic and computing skills (SSLO: 4-5)  
B.2. gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources (SSLO:1-5)  
B.3. identify, investigate, analyse, formulate and advocate solutions to problems (SSLO: 4-5);  
B.4. develop reasoned arguments, synthesise relevant information and exercise critical judgment (SSLO: 1-5)

- C.1 understanding the nature and significance of governance and politics in the European Union (SSLO: 1-3);  
C.2 applying political science concepts, theories and methods to the analysis of decision-making, public policy and related normative questions (SSLO: 1, 5);  
C.3 evaluating different interpretations of political issues and events (SSLO: 4);  
C.4 applying and evaluating different approaches to identifying, collecting, analysing and presenting political information (SSLO: 1-5)

- 13** **The intended generic learning outcomes and, as appropriate, their relationship to the MA in European Governance programme learning outcomes**  
Upon completion of the module students will be able to:
- GLO1: work with theoretical knowledge at the forefront of their discipline
  - GLO2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
  - GLO3: have a comprehensive understanding of methods and methodologies in their discipline
  - GLO4: undertake analysis of complex, incomplete or contradictory area of knowledge
  - GLO5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
  - GLO6: be reflective and self-critical in their research work
  - GLO7: to engage in academic and professional communication orally and in writing
  - GLO8: have independent learning ability required for continuing professional study

By helping students to progress towards these generic learning outcomes, the module contributes to achieving the following Programme Learning Outcomes (PLO):

A.1. key theoretical and empirical issues in the politics and policy process of the European Union (GLO: 1, 3-6)  
 A.6 how to design and write a substantial scholarly paper demonstrating familiarity with academic and professional conventions. (GLO: 1-8)

B.1. general research skills, especially bibliographic and computing skills. (GLO: 2, 3, 7, 8)

B.2. gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources. (GLO: 1-8)

B.3. identify, investigate, analyse, formulate and advocate solutions to problems. (GLO: 1-8);

B.4. develop reasoned arguments, synthesise relevant information and exercise critical judgment. (GLO: 1-8)

C. 1. understanding the nature and significance of governance and politics in the European Union. (GLO: 1, 3-5)

C.2 applying political science concepts, theories and methods to the analysis of decision-making, public policy and related normative questions (GLO 1, 3-5);

C.3 evaluating different interpretations of political issues and events (GLO 3-4);

C.4 applying and evaluating different approaches to identifying, collecting, analysing and presenting political information (GLO: 3-4)

D. 1. Communication: Communicate effectively and fluently in speech and writing; organise information clearly and coherently, use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information. (GLO: 7)

D.2. Information Technology: Produce written documents; undertake online research, process information using databases. (GLO: 7-8)

D.3. Improving own learning: explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time. (GLO:8)

D.4. Problem solving: identify and define problems; explore alternative solutions and discriminate between them. (GLO: 7-8)

**14 A synopsis of the curriculum**

The focus of this module is on the European Union (EU) as a system of public policy making and the policies it produces. This module adopts an analytical approach to the study of European Union governance. Its core aim, therefore, is to combine the theory and practice of EU policy making. To this end, the module will familiarise students with different theoretical explanations of policy making in the European Union, at both the national and supranational level. This theoretical approach is then complemented by the examination of various instances of policy making at the national and EU levels in practice. The empirical examination of the policy cases, in combination with the theoretical approach adopted in this module, will enable students to derive generalisable conclusions as to the nature of public policy making in the EU.

**15 Indicative Reading List**

Cini, M. and N. Perez-Solorzano Borragan. Eds. 2009. *European Union Politics. Third Edition.* Oxford University Press: Oxford.

Heritier, Adrienne. 1999. *Policy Making and Diversity in Europe: Escaping Deadlock.* Cambridge University Press: Cambridge.

Rosamond, Ben. 2000. *Theories of European Integration.* Macmillan/Palgrave: Basingstoke.

Sabatier, Paul. 1999. *Theories of the Policy Process.* Westview Press: Boulder, CO.

Wallace, H., M. Pollack and Young. Eds. 2010. *Policy-Making in the European Union. Sixth Edition.* Oxford University Press: Oxford.

**16 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

One lecture and one seminar per week. Contact hours: 200 hours (12x2 taught hours and about 176 hours of private study) Staff-student contact hours: 2 hours per week

Each lecture will be followed by a seminar in which the topics of the lecture will be discussed. The seminars are intended to develop the skills of the students in analysing texts and in expressing, questioning and defending academic positions and arguments. Through this, students will acquire greater familiarity with the subject matter of the module and hence be assisted in achieving the module's objectives.

**17 Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Assignment 1	Critical review: Students will write a review of either a	SLO: 1-5, especially SLO 1, 4-5	40

	journal article or research monograph (identified by the module convenor) of 2,000 words OR Policy report: Students will write an evaluative report of 2,000 words on a policy document (identified by the module convenor) relating to the subject material covered.	GLO: 1-8	
Assignment 2	Students write an essay of 3,500 words answering one question which relates broadly to the topics dealt with in the lectures and seminars.	SLO: 1-5, especially SLO 4-5, GLO: 1-8	60

**18 Implications for learning resources, including staff, library, IT and space**

- e. Staff: no additional resources required
- f. Library: no additional resources required
- g. IT: no additional resources required
- h. Space: no additional resources required

**19 A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities. With notice, suitable provisions such as producing adapted/enlarged handouts for people with visual impairment, will be made.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....

.....

Head of School

Date

**Module Specification**  
**International Security in a Changing World (PO916)**

- 1 The title of the module:**  
International Security in a Changing World (PO916)
- 2 The School which will be responsible for management of the module:**  
Politics and International Relations
- 3 The Start Date of the Module:**  
September 2008
- 4 The cohort of students (onwards) to which the module will be applicable:**  
2007-2008
- 5 The number of students expected to take the module:**  
8-25
- 6 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:**  
None
- 7 The level of the module**  
(eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M]): M (FHEQ Level: 7)
- 8 The number of credits which the module represents:**  
20
- 9 Which term(s) the module is to be taught in (or other teaching pattern):**  
Autumn
- 10 Prerequisite and co-requisite modules:**  
None

**11 The programmes of study to which the module contributes:**

MA/PG Diploma in International Security and the Politics of Terror (core module); as an optional module for all other MA /PG Diploma programmes offered by the School of Politics and International Relations.

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

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

SLO1: A conceptual understanding by which to critically evaluate contending approaches to both international security and strategic studies.

SLO2: A critical awareness of the development and application of strategic studies in the study of international security.

SLO3: A comprehensive understanding of the changing dimension of security studies from the Cold War to the post-Cold War era.

SLO4: The ability to reflect on the relevance of deterrence theory and nuclear strategy in a changing security environment.

SLO5: A systemic understanding and critical awareness of the following issues in international security: energy security, peace building, war crimes, international law and intelligence.

These specific learning outcomes contribute to achieving the learning outcomes of our taught postgraduate Masters level programmes. Students successfully completing Masters level programmes in the School of Politics and International Relations will be able to:

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

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

Students who successfully complete this module

GLO1: will be able to work with theoretical knowledge at the forefront of their discipline;

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

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

GLO4: will be able to undertake analysis of complex, incomplete or contradictory areas of knowledge;

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

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

GLO7: will be able to engage in academic and professional communication orally and in writing;

GLO8: will have independent learning ability required for continuing professional study.

**13 A synopsis of the curriculum:**

The purpose of the module is to develop an understanding of the changing nature of international security studies, by exploring the various contending approaches to international security and placing them within contemporary issues in international security.

The module outline is as follows:

- i) Introduction: the evolution of security studies (GA)
- ii) Clausewitzian concepts and their relevance to the study of international security (GA)
- iii) Sun Tzu: Concepts of strategy and the ends and means in war in policy planning (GA)
- iv) Nuclear strategy and deterrence theory in a changing world (GA)
- v) The Laws of War (GA)
- vi) Intelligence and International Security (GA)
- vii) International Organisations and International law (GA)
- viii) The dilemma of peace building with ensuing conflict (GA)
- ix) Prosecuting War Crimes (FB)
- x) Human Rights and International Security (ADB)
- xi) Energy and International Security (AH)
- xii) Roundtable on current issues and international security

**14 Indicative Reading List:**

Michael E Brown (ed.), *Grave New World: Security Challenges in the 21<sup>st</sup> Century*, Georgetown

University Press, 2003.

Audrey Kurth Cronin and James M Ludes (ed.s) , *Attacking Terrorism: Elements of a Grand*

*Strategy*, Georgetown University Press 2004

Chantal de Jonge Oudraat and P.J. Simmons (ed.s) *Managing Global Issues: Lessons Learned*, Carnegie Endowment for International Peace, 2001.

Michael E. Brown, Owen R. Cot, Jr., Sean M. Lynn-Jones and Steven E. Miller [eds], *Theories of War and Peace* [Cambridge: MIT Press, 1998]. *An International Security Reader*.

Stuart Croft and Terry Terriff (ed.s) 'Critical Reflections on Security and Change' Special

issue of Contemporary Security Policy Vol 20, No 3, Dec 1999  
 Carl Von Clausewitz, *On War* Penguin Classics, 1982  
 Sun Tzu *The Art of War*, OUP 1971  
 Peter Paret *The Makers of Modern Strategy* OUP 1999  
 Michael Herman *Intelligence Power in Peace and War* CUP 1996  
 Christopher Andrew and Wesley Clarke (ed.s) *Secret Intelligence, A Reader*, Routledge, 2007.  
 Barry Buzan *An Introduction to Strategic Studies* Macmillan 1987  
 Barry Buzan, *People, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era* (Boulder, Colorado: Lynne Rienner, 1991  
 Michael Sheehan, *International Security: An Analytical Survey*, Lynne Rienner, 2005  
 Alexander George and Richard Smoke, *Deterrence in American Foreign Policy: Theory and Practice* [New York: Columbia University Press, 1974].  
 Kenneth Waltz *Man, the State and War* Columbia University Press 2001  
 Lawrence Freedman *The Evolution of Nuclear Strategy* St Martins Press 1981

**15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes:**

Total study hours: 178 [11 x 2 contact hours plus around 176 private study]  
 The module will comprise 11 lectures, followed by seminars on each of the subjects studied. The students will be required to prepare for seminars by reading all required readings and engaging in debate based on the material covered in the lectures and their private study. The learning outcomes will be achieved through the oral and visual presentation of lecture material that will introduce the relevant issues and present key positions debated in the literature, together with their related concepts and theories. Students will also be introduced to online resources relevant to the module, and this will further aid students with their research and development of key skills. Students will participate in informal group work and will deliver presentations which require the use of research, analytical and presentational skills. They will participate in seminar discussions which will help them develop their understanding through interaction, co-operation and debate with their peers.

**16 Assessment methods and how these relate to testing achievement of the intended learning outcomes:**

The module will be assessed through two 3,000 word essays both counting for 50% of the final mark for the module. The essays will provide the students with the opportunity to undertake detailed research into an aspect of the subjects studied, and to develop their writing skills. The exam will test the breadth and depth of the students' knowledge, as well as their ability to express themselves succinctly.

TABLE MAPPING SLO AND GLO'S ONTO ASSESSMENTS

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Essay	Students write two essays of approximately 3000 words answering one question related to the topics dealt with in the lectures and seminars.	SLO: 1-5, depending on essay topic chosen GLO: 1-8, especially 5-8	100

**17 Implications for learning resources, including staff, library, IT and space:**

Staff: No additional resources required  
Library: Purchase of additional literature will be necessary  
IT: No additional resources required  
Space: No additional resources required

**18 As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.**

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
 Director of Learning and Teaching Date

.....  
 Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
 Head of School Date

.....  
Print Name

### Module Specification

#### International Political Economy: Conflict, Cooperation and Institutions (PO920)

1. **The title of the module**  
*International Political Economy: Conflict, Cooperation and Institutions (PO920)*
2. **The School which will be responsible for management of the module**  
*School of Politics and International Relations*
3. **The Start Date of the Module**  
*January 2008*
4. **The cohort of students (onwards) to which the module will be applicable.**  
*2007-8*
5. **The number of students expected to take the module**  
*15-20*
6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
*None*
7. **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
*M (FHEQ Level: 7)*
8. **The number of credits which the module represents**  
*Note: undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award*
9. **Which term(s) the module is to be taught in (or other teaching pattern)**  
*2008: Spring; from autumn 2008 on: autumn term*
10. **Prerequisite and co-requisite modules**  
*None*

11. **The programmes of study to which the module contributes**  
*From autumn 2008 onwards core course for MA in International Political Economy; beyond that it contributes to all other Masters degrees.*
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
*Upon successful completion of the module students should:*  
*SLO1: Be able to understand the basics of international economics.*  
*SLO2: Be able to evaluate varying explanations of processes and outcomes in international political economy and international relations theories on cooperation.*  
*SLO3: Be able to evaluate policy debates relating to key issues in international political economy.*  
*SLO4: Engage with advanced literature in the field.*  
*SLO5: Be able to discuss the empirical cases in terms of the theoretical instruments.*
13. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
*Students who successfully complete this module*  
*GLO1: will be able to work with theoretical knowledge at the forefront of their discipline*  
*GLO2: will have a comprehensive understanding of methods and methodologies in their discipline*  
*GLO3: will be able to undertake analysis of complex areas of knowledge*  
*GLO4: will have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches*  
*GLO5: will be reflective and self-critical in their research work*  
*GLO6: will be able to engage in academic and professional communication orally and in writing*  
*GLO7: will have independent learning ability required for continuing professional study*  
  
*By helping students to progress towards these generic learning outcomes, the module contributes to achieving the general aims of our taught postgraduate programmes, which aim to:*
  - provide students with an advanced training in their disciplines (GLO 1-5)
  - develop the students' transferable skills emphasizing research skills, analytical and conceptual skills, independent work and self-organisation (GLO 1-7)
14. **A synopsis of the curriculum**  
*This module explores issues in international political economy with an emphasis on conflict, cooperation and governance in a number of issue areas. The*

course introduces basic economic concepts in order to pursue advanced issues in international political economy such as trade relations, monetary relations, investment flows and competition and trade and conflict. The module discusses attempts to provide international governance in some of those issue areas and engages with the conceptual debate on how to assess whether institutional solutions have (significant) effects or not.

**15. Indicative Reading List**

Grieco, Joseph and John Ikenberry. 2003. *State Power and World Markets*, London:

W.W. Norton

**Oran R. Young. 1999. *Governance in world affairs*, Ithaca, N.Y. : Cornell University Press**

Hirst, Paul and Grahame Thompson. 1996. *Globalization in Question*, London: Blackwell

Andreas Hasenclever, Peter Mayer and Volker Rittberger. 1997. *Theories of International Regimes*, Cambridge: Cambridge University Press

Gilpin, Robert. 2001. *Global Political Economy: Understanding the International Economic*

Order. Princeton University Press 2001

Paul Krugman. 1996. *Pop Internationalism*, Cambridge Mass.: MIT Press

**16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

24 contact hours plus office hours.

The SLO and GLO will be achieved through a mixture of presentations, group discussions and exercises.

Independent learning is fostered by presentations and engaging with essay questions as well as preparation for each seminar.

I estimate that student will have to spend 11 hours a week on preparation and about 45 hours on writing the essay, which amounts to 201 hours.

**17. Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Presentation	Students are asked to give a 10-15 minute presentation in which they introduce one issue. Assessment is	SLO: 1-5, depending on topic chosen GLO: 1-7, especially 6	20%

	based on a written version of the presentation which has to include the transparencies used for the presentation itself (appendix). The document will be graded on academic criteria plus how effectively the written version communicates the findings. The presentation itself is not graded.		
Essay	Students write two essays. The first essay is approximately 2000 words and the second is approximately 4000 words answering questions related to the topics dealt with in the seminars.	SLO: 1-5 GLO: 1-7	30% 50%

**18. Implications for learning resources, including staff, library, IT and space**  
Additional library resources might be required; no other resources anticipated.

**19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**  
As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.

**Module Specification  
Resistance in Theory**

**1. The title of the module**  
Resistance in Theory

**2. The School which will be responsible for management of the module**



Politics and International Relations, Canterbury

3. **The Start Date of the Module**  
September 2011
4. **The cohort of students (onwards) to which the module will be applicable.**  
September 2011
5. **The number of students expected to take the module**  
15
6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
None
7. **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
M (FHEQ Level: 7)
8. **The number of credits which the module represents**  
**Note:** undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award  
20 Kent credits, 10 ECTS
9. **Which term(s) the module is to be taught in (or other teaching pattern)**  
Autumn Term
10. **Prerequisite and co-requisite modules**  
None
11. **The programmes of study to which the module contributes**  
This is a compulsory module for the MA in Political Theory and Practices of Resistance. It will be available as an optional module for other MA programmes in Politics and International Relations
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
The learning outcomes of this module are:  
  
SSLO 1-5:
  1. Critically reflect upon the relationship between political theory and concepts of resistance

2. Articulate the theoretical and conceptual foundations of the theme of social and political resistance
3. Analyse the relationship between theories of resistance and different accounts of the political
4. Critically explore the relationship between critiques, theories of resistance and alternative social and political models
5. Conceive and execute a theoretically well informed and clearly articulated assessment of a theory or theories of resistance

PLO

- A.1 Key theoretical and conceptual frameworks in politics (SSLO 1)
  - A.2 Apply key frameworks to the analysis of specific political ideas, institutions and practices (SSLO 2, 3)
  - A.5 Explore the relationship between theory and practice in politics (SSLO 3, 4)
  - A.6 How to design and write a substantial scholarly paper, which demonstrates familiarity with key academic and professional conventions (SSLO 4, 5)
- B.1. General research skills, especially bibliographic and computing skills (SSLO 4, 5)
  - B.4 Develop reasoned arguments, synthesise relevant information and exercise critical judgement (SSLO 4, 5)
  - B.5 Reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills (SSLO 4, 5)
  - B.6 Manage their own learning self-critically (SSLO 4, 5)
- C.2 Applying concepts, theories and methods used in the study of politics to the analysis of political ideas, institutions and practices (SSLO 2, 3)
  - C.3 Evaluating different interpretations of political issues and events (SSLO 4)

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

Upon successful completion of the course students should be able to:

GLO 1-6

1. Think critically about social, political, artistic and economic ideas, actors and institutions
2. Critically assess contemporary academic debates about different systems and models
3. Be prepared to conduct theoretical research on the interaction between theory and practice as well as on strategies of resistance
4. Be prepared to communicate individually and in groups the results of this research both in speech and in writing
5. Understand the problematic character of critical inquiry in political theory

6. *Relate the academic study of social, political, artistic and economic theory to questions of public concern*

PLO

- A.3 *Design and conduct a research project demonstrating awareness of epistemological and methodological principles (GLO 3)*
- A.4 *Reflect on the nature of the discipline of politics and the research process (GLO 1, 3, 5, 6)*
- B.2 *Gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources (GLO 1, 2, 3, 6)*
- B.3 *Identify, investigate, analyse, formulate and advocate solutions to problems (GLO 3)*
- B.4 *Develop reasoned arguments, synthesise relevant information and exercise critical judgement (GLO 3, 4)*
- C.1 *Understanding the nature and significance of politics as a human activity (GLO 1, 2, 3)*
- C.4 *Describing, evaluating and applying different approaches to collecting, analysing and presenting political information (GLO 3, 4)*
- C.5 *Developing an understanding of some of the main issues in the philosophy of social science (GLO 5)*
- D.1 *Communicate effectively and fluently in speech and writing (including, where appropriate, the use of IT); organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information (GLO 4)*
- D.3 *Define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals (GLO 4)*
- D.4 *Explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time (GLO 3)*
- D.5 *Identify and define problems; explore alternative solutions and discriminate between them (GLO 3)*

**14. A synopsis of the curriculum**

*This module will address the relationship between theories and practices of resistance from the perspective of theory. As such, it will focus on specific ideas and models that conceptualise and theorise resistance to political authority with a view to examining the following: the philosophical and political bases of resistance; the presuppositions that underpin theories of resistance; the appeal to alternative ideas and arrangements; the tensions and possible contradictions that characterise such theories. In the first part of the module, the theme of resistance will be explored in the history of political ideas, from Plato via patristic, medieval and modern thinkers to contemporary writings such as those of Alain Badiou. In the second part, the theme of resistance will be related to different conceptions of the political and rival accounts of alternative arrangements to the prevailing order. As such, this module provides a strong grounding in theories of resistance that prepares students for the second core module on practices of resistance.*

**15. Indicative Reading List**

*Augustine, The City of God against the Pagans, trans. Robert Dyson (Cambridge: CUP, 1998)*

*Badiou, Alain, Being and Event, trans. Oliver Feltham (London: Continuum, 2007)*

*Hegel, G.W.F., Elements of the Philosophy of Right, trans. Alan Wood (Cambridge: CUP, 1992)*

*Hobbes, Thomas, Leviathan, ed. and trans. Richard Tuck and Michael Silverthorne (Cambridge: CUP, 1998)*

*Locke, John, Two Treatises of Government, ed. Peter Laslett (Cambridge: CUP, 1997)*

*Marx, Karl, Selected Writings, ed. David McLellan, revised ed. (Oxford: OUP, 2000)*

*Plato, The Republic, in The Dialogues of Plato, trans. B. Jowett (New York: Random House, 1937), Vol. I, pp. 589-879.*

*Rousseau, Jean-Jacques, The Basic Political Writings, trans. Donald A. Cress (Indianapolis: Hackett, 1987)*

**16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

The module will consist of 24 contact hours (11 lecture hours, 11 seminar hours and 2 workshop hours) and 176 study hours, leading to a total of 200 hours. Students are required to attend a one-hour lecture and a one-hour seminar per week.

**LTM**

1. Lectures provide an overview of the topics and clarify key concepts and theories;
2. Seminars will discuss the readings, address set questions and deepen knowledge of the topics through discussion in small groups (3-4) and with the class as a whole. Seminar Preparation: For a successful seminar format, it is required that students have read all the required readings and reflected upon them. Contributions, listening and cooperation are expected from all students. Furthermore, students are expected to follow contemporary debates through newspapers, journals and websites.
3. Seminars: Module convenors will facilitate weekly seminars. Their role is to provide a short presentation of the key reading points (approx. five minutes), and initiate a discussion by drawing upon the main concepts, research questions or developing a specific argument.
4. Critical Review: Each student will be required to write his/her own review of either two academic articles or one academic book of their choice. This piece of work should not exceed 1,500 words and is one component of the assessment
5. Research Essay: Each student will be required to write a research essay of 4,000 words on a topic from a list of essay topics. This piece of work is the second component of the assessment.

**SSLO 1-5:**

1. Critically reflect upon the relationship between political theory and concepts of resistance (LTM 1, 2, 3, 5)
2. Articulate the theoretical and conceptual foundations of the theme of social and political resistance (LTM 2, 3, 4, 5)
3. Analyse the relationship between theories of resistance and different accounts of the political (LTM 1, 2, 3, 5)
4. Critically explore the relationship between critiques, theories of resistance and alternative social and political models (LTM 2, 3, 4, 5)
5. Conceive and execute a theoretically well informed and clearly articulated assessment of a theory or theories of resistance (LTM 4, 5)

**GLO 1-6**

1. Think critically about social, political, artistic and economic ideas, actors and institutions (LTM 2, 3, 4, 5)

2. Critically assess contemporary academic debates about different systems and models (LTM 2, 3, 4, 5)
3. Be prepared to conduct theoretical research on the interaction between theory and practice as well as on strategies of resistance (LTM 4, 5)
4. Be prepared to communicate individually and in groups the results of this research both in speech and in writing (LTM 2, 3, 4, 5)
5. Understand the problematic character of critical inquiry in political theory (LTM 1, 2, 4, 5)
6. Relate the academic study of social, political, artistic and economic theory to questions of public concern (LTM 5)

**17. Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Students will be assessed based on two elements. First, a critical review (of two articles or one book, chosen by each student), consisting of 1,500 words and worth 20% of the final mark. Second, a research essay, chosen by the student in coordination with the module convenor, consisting of 4,000 words and worth 80% of the final mark.

This relates to all the subject specific and all the generic learning outcomes, with a particular emphasis on SSLO 3 and 4 and GLO 3.

**18. Implications for learning resources, including staff, library, IT and space**

Dr Iain MacKenzie, Dr Adrian Pabst and Dr Stefan Rossbach will teach the module. While the module will require the purchase of additional books for the library, this will not be at a level beyond normal POLIR spend. No special computer facilities are necessary.

**19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

.....  
Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School

.....  
Date

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Print Name

**Module Specification**  
**Resistance and the Politics of Truth**

1. **The title of the module**  
*Resistance and the Politics of Truth*
2. **The School which will be responsible for management of the module**  
*Politics and International Relations, Canterbury*
3. **The Start Date of the Module**  
*September 2011*
4. **The cohort of students (onwards) to which the module will be applicable.**  
*September 2011*
5. **The number of students expected to take the module**  
*15*
6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
*None*
7. **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
*M (FHEQ Level: 7)*

8. **The number of credits which the module represents**  
**Note:** undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award  
*20 Kent credits, 10 ECTS*
9. **Which term(s) the module is to be taught in (or other teaching pattern)**  
*Autumn Term*
10. **Prerequisite and co-requisite modules**  
*None*
11. **The programmes of study to which the module contributes**  
*This is an optional module to augment provision and choice for the MA in Political Theory and Practices of Resistance but it will be available as an optional module for other MA programmes in Politics and International Relations*
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
*The learning outcomes of this module are:*

SSLO 1-5:

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

PLO

- A.1 *Key theoretical and conceptual frameworks in politics (SSLO 1)*
- A.2 *Apply key frameworks to the analysis of specific political ideas, institutions and practices (SSLO 2, 3)*
- A.5 *Explore the relationship between theory and practice in politics (SSLO 3, 4)*
- A.6 *How to design and write a substantial scholarly paper, which demonstrates familiarity with key academic and professional conventions (SSLO 5)*
- B.1. *General research skills, especially bibliographic and computing skills (SSLO 2, 4, 5)*

- B.4 Develop reasoned arguments, synthesise relevant information and exercise critical judgement (SSLO 1, 4, 5)
  - B.5 Reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills (SSLO 5)
  - B.6 Manage their own learning self-critically (SSLO 5)
- C.2 Applying concepts, theories and methods used in the study of politics to the analysis of political ideas, institutions and practices (SSLO 3, 4)
- C.3 Evaluating different interpretations of political issues and events (SSLO 4)

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

Upon successful completion of the course students should be able to:

GLO 1-6

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

PLO

- A.3 Design and conduct a research project demonstrating awareness of epistemological and methodological principles (GLO 3)
  - A.4 Reflect on the nature of the discipline of politics and the research process (GLO 1, 3, 5, 6)
- B.2 Gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources (GLO 1, 2, 3, 6)
- B.3 Identify, investigate, analyse, formulate and advocate solutions to problems (GLO 3)
- B.4 Develop reasoned arguments, synthesise relevant information and exercise critical judgement (GLO 3, 4)
- C.1 Understanding the nature and significance of politics as a human activity (GLO 1, 2, 3)
- C.4 Describing, evaluating and applying different approaches to collecting, analysing and presenting political information (GLO 3, 4)

- C.5 Developing an understanding of some of the main issues in the philosophy of social science (GLO 5)

- D.1 Communicate effectively and fluently in speech and writing (including, where appropriate, the use of IT); organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information (GLO 4)
- D.3 Define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals (GLO 4)
- D.4 Explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time (GLO 3, 4)
- D.5 Identify and define problems; explore alternative solutions and discriminate between them (GLO 3, 4)

**14. A synopsis of the curriculum**

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

## 15. Indicative Reading List

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

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

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

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

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

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

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

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

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

## 16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

The module will consist of 24 contact hours (12 x 2hr seminars) and 176 study hours, leading to a total of 200 hours. Students are required to attend the 2 hour seminar each week.

### LTM

1. Seminars will discuss the readings, address set questions and deepen knowledge of the topics through discussion in small groups (3-4) and with the class as a whole. Seminar Preparation: For a successful seminar format, it is important that students have read all the required readings and reflected upon them. Contributions, listening and cooperation are expected from all students.

2. *Critical Review*: Each student will be required to write his/her own review of a key text in poststructuralist or post-foundational political thought from a list provided by the module convenor. This piece of work should not exceed 1,500 words and is one component of the assessment.
3. *Research Essay*: Each student will be required to write a research essay of 4,000 words on a topic from a list of essay topics, provided by the module convenor. This piece of work is the second component of the assessment.

### SSLO 1-5:

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

### GLO 1-6

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

## 17. Assessment methods and how these relate to testing achievement of the intended learning outcomes

Students will be assessed based on two elements. First, a critical review (of a book, chosen by each student from a list provided by the module convenor), consisting of 1,500 words and worth 20% of the final mark. The second assessment method is a research essay, chosen by the student in coordination with the module convenor; 4,000 words in length and worth 80% of the final mark.

This relates to each of the subject specific and the generic learning outcomes, with a particular emphasis on SSLO 3 and 4 and GLO 2 and 3.

**18. Implications for learning resources, including staff, library, IT and space**

Dr Iain MacKenzie will teach the module. While the module will require the purchase of a small number of additional books for the library, this will not be at a level beyond normal POLIR spend. No special computer facilities are necessary.

**19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

.....  
Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School

.....  
Date

.....  
Print Name

**Module Specification**

**Theories of Conflict and Violence (PO828) (Canterbury)**

- 1. The title of the module**  
Theories of Conflict and Violence (PO828) (Canterbury)
- 2. The School which will be responsible for management of the module**  
Politics and International Relations
- 3. The Start Date of the Module**  
Continuing, Autumn 2007
- 4. The cohort of students (onwards) to which the module will be applicable.**  
September 2007
- 5. The number of students expected to take the module**  
Ca. 20
- 6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
None
- 7. The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
Postgraduate [M] (FHEQ Level: 7)
- 8. The number of credits which the module represents**  
20 credits
- 9. Which term(s) the module is to be taught in (or other teaching pattern)**  
Autumn
- 10. Prerequisite and co-requisite modules**  
None
- 11. The programmes of study to which the module contributes**  
The study of International Relations theory is a core component of the programmes for the MA in International Relations, the MA in International Relations and European Studies, and the MA in International Conflict Analysis. It will also provide a useful perspective to those students from the MA in European Politics and Democracy Studies

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

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

SLO1: Understand key historical and theoretical issues in international conflict and the study of war and peace

SLO2: Understand and explain conflict, including conflict at the international and intra-state levels

SLO3: Ability to critically identify key debates in the discipline

SLO4: Understand key concepts in Conflict Studies

SLO5: Familiar with applied methodological and epistemological methods in the field

SLO6: Critically analyse historical and current cases of both intra-state and inter-state conflict

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

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

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

Students who successfully complete this module:

GLO1: will be able to work with theoretical knowledge at the forefront of their discipline

GLO2: will engage critically with conflict phenomena, including the vocabulary, concepts, theories and methods of conflict studies

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

GLO4: will develop reasoned arguments, supported by relevant information, and exercise critical thinking

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

GLO6: will describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information

GLO7: will be able to engage in academic and professional communication orally and in writing

GLO8: will have independent learning ability required for continuing professional study

GLO9: collaborate with others and contribute effectively to the achievement of common goals

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

- provide students with an advanced training in their relevant programmes of study
- develop the students' transferable skills emphasizing research skills, analytical and conceptual skills, independent work and self-organisation
- develop reasoned arguments, synthesise relevant information and exercise critical judgement
- work independently, demonstrating initiative, self-organization and time-management

**14. A synopsis of the curriculum**

The course provides an overview and framework for considering the evolving field of international conflict resolution. This module examines how conflict research has evolved within the field of political science. It will initially investigate different levels of conflict and violence from the intrapersonal to the communal and, finally, to the state and international level. Then, the module will examine competing theories on conflict and violence. The theoretical reflections will focus on different aspects of conflict, ranging from inter-state to intra-state conflict. In each instance, various and contested concepts are discussed and analysed through an examination of social and political theory. Specific case studies and new security concerns will be reviewed.

**15. Indicative Reading List**

Students will be presented with reading lists at the start of the module. Key texts will be in the short loan collection.

Further reading may be recommended in the course of the lecture programme. Books recommended are:

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

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

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

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



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

Students would be expected to purchase some of the required reading material. Other reading is based on existing Libraries stocks and access to IT networks.

**16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

Teaching:

Schedule: 24 contact hours; one two-hour lecture/seminar per week for 12 weeks.

The lecture/seminar will introduce the key theories and debates in the discipline of IR. Discussions of the topics introduced and the reading done independently by students will follow and these will be further developed through presentations given by students based on the readings for that session.

Learning outcomes: SLO1- SLO6, GLO1-GLO9; lectures will aim at introducing key theories and practices related to specific topics. Seminars will help students develop a detailed understanding by linking lectures, reading material and class discussion; apply the theories and concepts explored to the different issues and case studies explored during the module; develop and defend complex arguments through group discussion and group exercises.

Achievement of learning outcomes:

Lectures: learning outcomes will be achieved through the oral and visual presentation of lecture material that will introduce the main issues, as well as the key theoretical approaches to these explored in the literature. Information on resources will also be provided through the lectures.

Seminars: Learning outcomes will be achieved through student participation in informal group work and through presentations (prepared in advance of seminars) based on independent research, analysis and presentation skills, as well as through the seminar discussions in which students develop their understanding through interaction, co-operation and confrontation with their peers.

**Independent study**

Schedule: 176 hours; in these hours, students are expected to read the recommended texts for each seminar, research and write their coursework assignments.

Learning outcomes: SLO1-SLO6, GLO1-GLO8. The independent study will particularly give the student a chance to explore in detail aspects and issues introduced in the lectures; link them to wider issues in politics and international relations; reflect critically on them, and develop their own perspective on issues of regional security.

Achievement of learning outcomes: these outcomes will be achieved through students' own reading, research and preparation of presentations and essays.

**17. Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Summative assessment will be based on essays:

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Essays	Students write two essays of approximately 3000 words answering questions related to the topics dealt with in the seminars. The essays are each worth 50% of the final mark.	SLO: 1-6, depending on essay topic chosen GLO: 1-8, especially 4-8	100

The essays provide students with an opportunity to focus on issues discussed in the module and to pursue them in some depth using the whole range of learning resources. The feedback provided on in-class activities and on the first essay will enable the students to develop their research and essay writing skills and provides an opportunity for improvement in their coursework marks.

**18. Implications for learning resources, including staff, library, IT and space**

- Staff: No additional resources required
- Library: anticipated some literature needs to be acquired
- IT: No additional resources required
- Space: No additional resources required

**19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

This is the case

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

Director of Learning and Teaching

Date

.....  
Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School

.....  
Date

.....  
Print Name

**Module Specification**  
**Negotiation and Mediation (PO848)**

1. **Title of the module**  
Negotiation and Mediation (PO848)
2. **School or partner institution which will be responsible for management of the module**  
Politics and International Relations
3. **Start date of the module**  
Continuing, Spring 2013
4. **The number of students expected to take the module**  
80
5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
None

6. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
Postgraduate [M]/7
7. **The number of credits and the ECTS value which the module represents**  
20 credits
8. **Which term(s) the module is to be taught in (or other teaching pattern)**  
Spring
9. **Prerequisite and co-requisite modules**  
None
10. **The programmes of study to which the module contributes**  
Students from the MA in ICA programme are recommended to take this module, and it is an optional module for all postgraduates in the School of Politics and the Law School. The total class might be in the region of 80 students, as there has been high demand for this module.
11. **The intended subject specific learning outcomes**  
On successful completion of the module, students will be able to  
11.1: Understand and critically evaluate key historical and theoretical issues in the field of conflict resolution  
11.2: Gain knowledge of the main theoretical schools that study mediation and negotiation  
11.3: Understand and evaluate the main concepts and techniques used in bilateral and multilateral negotiation as well as in mediation, the most common form of conflict management and resolution  
11.4: Experience the practice of negotiation and mediation through a series of practical exercises conducted throughout the module  
11.5: Gain a critical understanding of the applied methodological and epistemological methods in the field of conflict resolution  
11.6: Critically analyse historical and current cases of conflict management and transformation
12. **The intended generic learning outcomes**  
Students who successfully complete this module  
12.1: will be able to work with theoretical knowledge at the forefront of their discipline

12.2: will engage critically with the conflict resolution process, in particular negotiation and mediation, including the vocabulary, concepts, theories and methods of conflict resolution

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

12.4: will develop reasoned arguments, supported by relevant information, and exercise critical thinking

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

12.6: will describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information

12.7: will be able to engage in academic and professional communication orally and in writing

12.8: will have independent learning ability required for continuing professional study

12.9: collaborate with others and contribute effectively to the achievement of common goals

### 13. A synopsis of the curriculum

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

### 14. Indicative Reading List

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

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

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

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

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

### 15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

Teaching:

Schedule: 24 contact hours; one two-hour lecture/seminar per week for 12 weeks.

The lecture/seminar will introduce the key theories and debates in the discipline of IR. Discussions of the topics introduced and the reading done independently by students will follow and these will be further developed through presentations given by students based on the readings for that session. (Lecture: 11.1-6, Seminar: 12. 3, 4, 5, 7, 9.)

Additional simulation exercises will often take place outside the regular teaching hours. Most of these simulations will take place electronically in collaboration with universities in the UK & EU that run similar modules. (Simulation: especially 12.4, 9, essential for 11.4.)

Learning outcomes: 11.1-6, 12.1-12.9; lectures will aim at introducing and evaluating key theories and practices related to specific topics. Seminars will help students develop a detailed understanding by linking lectures, reading material and class discussion; apply the theories and concepts explored to the different issues and case studies explored during the module; develop and defend complex arguments through group discussion and group exercises.

Achievement of learning outcomes:

Lectures: Learning outcomes will be achieved through the oral and visual presentation of lecture material that will introduce the main issues, as well as the key theoretical approaches to these explored in the literature. Information on resources will also be provided through the lectures.

Seminars: Learning outcomes will be achieved through student participation in informal group work and through simulations that vary in degree of complexity and in which students develop their understanding through interaction, co-operation and confrontation with their peers. Analysis and presentation skills, as well as through debriefing discussions and reflective assignments after the completion of the simulation exercises will help the students to connect the theoretical foundation of negotiation and mediation with practical skills.

**Independent study**

Schedule: 176 hours; in these hours, students are expected to read the recommended texts for each seminar, research and write their coursework assignments.

Learning outcomes: 11.1-6, 12.1-12.8. The independent study will particularly give the student a chance to explore in detail aspects and issues introduced in the lectures; link them to wider issues in politics and international relations; reflect critically on them, and develop their own perspective on issues of regional security.

Achievement of learning outcomes: these outcomes will be achieved through students' own reading, research and preparation of presentations and essays.

**16. Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Essays	Students write two essays, one of approximately 2000-2500 words and one of approximately 3000 words, answering questions related to the topics dealt with in the seminars.  Essay 1 will be worth 40% of the final mark, while essay 2 will be worth 45 % of the final mark. One essay can be written individually or collaboratively.	11.1-6, depending on essay topic chosen  12.1-8, especially 4-8	85

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Participation in Online Simula-	Students will be asked to take part in an online negotiation	11.2-5, <b>essential</b> for 11.3-4	15

tion & Reflective Assignment.	along with students from the University of Essex and Amsterdam. They will be graded according to the frequency and quality of their engagement with this task. They will also be asked to produce a reflective essay of 500 words or 1-2 pages to demonstrate students' ability to reflect on their own learning with regards to how negotiations are conducted in practice. The students will only receive formative assessment on the reflective essay.	12.1-9, especially 12.1-4 and 12.9	
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**17. Implications for learning resources, including staff, library, IT and space**

Staff: No additional resources required  
Library: No additional resources required  
IT: No additional resources required  
Space: No additional resources required

18. The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University's/Collaborative Partner's (delete as applicable) disability/dyslexia support service, and specialist support will be provided where needed.

19. Campus(es) where module will be delivered:  
Canterbury

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)      Date

.....  
Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School      Date

.....  
Print Name

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

*(Where the module is proposed by a Partner College/Validated Institution)*

**Statement by the Nominated Officer of the College/Validated Institution** (delete as applicable): "I confirm that the College/Validated Institution (delete as applicable) has approved the introduction of the module and will be responsible for its resourcing"

.....  
Nominated Responsible Officer of Partner College/Validated Institution      Date

.....  
Print Name  
.....  
Post  
.....  
Partner College/Validated Institution

Module Specification Template  
Last updated October 2012

OPTIONAL

**Module Specification**

### **Resistance and Alternatives to Capitalism and Democracy (PO817)**

1. **The title of the module**  
*Resistance and Alternatives to Capitalism and Democracy (PO817)*
2. **The School which will be responsible for management of the module**  
*Politics and International Relations, Canterbury*
3. **The Start Date of the Module**  
*September 2010.*
4. **The cohort of students (onwards) to which the module will be applicable.**  
*September 2010.*
5. **The number of students expected to take the module**  
*10-20*
6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
*None, as this is a new module aimed at strengthening School and Faculty provision in the area of political theory and political economy*
7. **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
*M (FHEQ Level: 7)*
8. **The number of credits which the module represents**  
**Note:** *undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award  
20 Kent credits, 10 ECTS*
9. **Which term(s) the module is to be taught in (or other teaching pattern)**  
*Spring Term*
10. **Prerequisite and co-requisite modules**  
*None*
11. **The programmes of study to which the module contributes**  
*MA in Politics*
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

The learning outcomes of this module are:

SSLO 1-6:

6. *Critical understanding of the main theories of capitalism and democracy since the mid-nineteenth century, drawing on insights from political theory and political economy*
7. *Comparative analysis of different capitalist and democratic regimes across the world since 1848, focusing on conceptual and empirical links between state and market formation*
8. *Critically assessing rival concepts of 'market-states' and post-democracy, with a particular emphasis on ideas from critical theory and philosophy*
9. *Exploring and evaluating different ideas and practices aimed at providing resistance to capitalism and democracy, focusing on Marxist, Socialist and religious traditions*
10. *Conducting research on the spectrum of possible alternatives to capitalism and democracy both within existing systems and beyond by critically examining other traditions*
11. *Critically reflecting on concrete strategies of transforming democratic and capitalist regimes*

PLO (*MA in Politics*)

- A.1 *key theoretical and conceptual frameworks in politics (SSLO 1, 3)*
- A.2 *apply key frameworks to the analysis of specific political ideas, institutions and practices (SSLO 2, 3, 5)*
- A.5 *explore the relationship between theory and practice in politics (SSLO 3, 4)*
- A.6 *how to design and write a substantial scholarly paper, which demonstrates familiarity with key academic and professional conventions (SSLO 4, 5, 6)*
- B.1. *general research skills, especially bibliographic and computing skills (SSLO 4, 5)*
- B.4 *develop reasoned arguments, synthesise relevant information and exercise critical judgement (SSLO 4, 5, 6)*
- B.5 *reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills (SSLO 4, 5, 6)*
- B.6 *manage their own learning self-critically (SSLO 4, 5, 6)*
- C.2 *applying concepts, theories and methods used in the study of politics to the analysis of political ideas, institutions and practices (SSLO 2, 3)*
- C.3 *evaluating different interpretations of political issues and events (SSLO 4)*

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

Upon successful completion of the course students should be able to:

GLO 1-6

7. Think critically about political and economic ideas, actors and institutions
8. Critically assess contemporary academic and policy debates about different systems and models
9. Be prepared to conduct theoretical and some empirical research on the interaction between politics and economics as well as on strategies of resistance and alternatives to existing systems
10. Be prepared to communicate individually and in groups the results of this research both in speech and in writing
11. Understand the problematic character of critical inquiry in political theory and political economy
12. Relate the academic study of political theory and political economy to questions of public concern

PLO

A.3 design and conduct a research project demonstrating awareness of epistemological and methodological principles (GLO 3)  
A.4 reflect on the nature of the discipline of politics and the research process (GLO 1, 3, 5, 6)

B.2 gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources (GLO 1, 2, 3, 6)  
B.3 identify, investigate, analyse, formulate and advocate solutions to problems (GLO 3)  
B.4 develop reasoned arguments, synthesise relevant information and exercise critical judgement (GLO 3, 4)

C.1 understanding the nature and significance of politics as a human activity (GLO 1, 2, 3)  
C.4 describing, evaluating and applying different approaches to collecting, analysing and presenting political information (GLO 3, 4)  
C.5 developing an understanding of some of the main issues in the philosophy of social science (GLO 5)

D.1 communicate effectively and fluently in speech and writing (including, where appropriate, the use of IT); organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information (GLO 4)  
D.3 define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals (GLO 4)  
D.4 explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-

organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time (GLO 3)

D.5 identify and define problems; explore alternative solutions and discriminate between them (GLO 3)

14. **A synopsis of the curriculum**

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

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

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

15. **Indicative Reading List**

Giovanni Arrighi, *The Long Twentieth Century. Money, Power, and the Origins of Our Times* (London: Verso, 1994)  
—, *Adam Smith in Beijing. Lineages of the Twenty-First Century* (London: Verso, 2007)  
Walter Benjamin, 'Capitalism as Religion', in *Walter Benjamin: Selected Writings – Volume*

1 (1913-1926), ed. Marcus Bullock and Michael W. Jennings (Cambridge, MA: Harvard University Press, 1996), pp. 288-91.

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

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

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

Guy Debord, *La Société du Spectacle* (Paris: Ed. Buchet-Chastel, 1967); *The Society of the Spectacle*, trans. Donald Nicholson-Smith (New York, NY: Zone Books, 1999).

David Harvey, *A Brief History of Neoliberalism* (Oxford: Oxford University Press, 2005).

Peter Mair, *Ruling the Void: The Hollowing Out of Western Democracy* (London: Verso, 2010).

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

Robert Putnam (ed.), *Democracies in Flux: The Evolution of Social Capital in Contemporary Society* (Oxford: Oxford University Press, 2002).

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

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

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

**16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

The module will consist of 24 contact hours (11 lecture hours, 11 seminar hours and 2 workshop hours) and 176 study hours, leading to a total of 200 hours. Students are required to attend a one-hour lecture and a one-hour seminar per week.

LTM

4. Lectures provide an overview of the topics and clarify key concepts and theories (SSLO 1-4);

5. Seminars will discuss the readings, address set questions and deepen knowledge of the topics through discussion in small groups (3-4) and with the class as a whole. Seminar Preparation: For a successful seminar format, it is required that students have read all the required readings and reflected upon them. Contributions, listening and cooperation are expected from all students. Furthermore, students are expected to follow contemporary debates through newspapers, journals and websites (SSLO 1-4, 6; GLO 1-2, 4, 6).
6. Seminars: Students will facilitate weekly seminars. Their role is to provide a short presentation of the key reading points (approx. five to ten minutes), and initiate a discussion by drawing upon the main concepts, research questions or developing a specific argument. The objective of the facilitators is to provide a concise analysis of key texts through an active engagement of the seminar group. Seminars/topics will be allocated during the first seminar (SSLO 1-6; GLO 1-2, 4-5).
7. Workshop Presentation (week 12): Students are required to deliver a 10-minute presentation of their research topic at the workshop, commented upon by a designated discussant and then open for the rest of the class (SSLO 1-6; GLO 1-4, 6)

**17. Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Students will be assessed based on two elements. First, a critical review (of two articles or one book, chosen by each student), consisting of 1,500 words and worth 20% of the final mark. Second, a research essay, chosen by the student in coordination with the module convenor, consisting of 4,000 words and worth 80% of the final mark.

1. Critical Review: Each student will be required to write his/her own review of either two academic articles or one academic book of their choice. This piece of work should not exceed 1,500 words and is one component of the assessment (SSLO 1, 3; GLO 1-2, 5-6)
2. Research Proposal and Research Essay: Each student is required to formulate his/her own research question, thesis/argument, methodology, outline and key bibliography (min. 10 references). This research essay proposal should not exceed 750 words (excluding bibliography). The proposals will be discussed individually with the module convenor during an assigned time; the final essay constitutes the other component of the assessment (SSLO 1-3, 5; GLO 1, 3-6)

**18. Implications for learning resources, including staff, library, IT and space**  
No additional resources required. It would be useful to purchase some of the key books.



19. **A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**  
So confirmed.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

.....  
Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School

.....  
Date

.....  
Print Name

#### **Module Specification**

#### **Human Rights in a World of States (PO859)**

- 1 **The title of the module**  
Human Rights in a World of States (PO859)
- 2 **The School which will be responsible for management of the module**  
Politics and International Relations
- 3 **The Start Date of the Module**  
January 2013
- 4 **The cohort of students (onwards) to which the module will be applicable.**

September 2012

- 5 **The number of students expected to take the module**  
Approximately 45
- 6 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
PO859 is an established module, a core component of the MA programme in Human Rights. We seek approval for a new method of assessment.
- 7 **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
M (FHEQ Level: 7)
- 8 **The number of credits which the module represents**  
20 credits
- 9 **Which term(s) the module is to be taught in (or other teaching pattern)**  
Spring

#### **Prerequisite and co-requisite modules**

None

- 10 **The programmes of study to which the module contributes**  
Required module for students in the MA in Human Rights programme and an optional module for all other MA programmes taught in the School of Politics and International Relations.
- 11 **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
On successful completion of the module, students will be able to:
  - 12.1: understand the complexity of human rights practices and their significance and role within international relations
  - 12.2: evaluate the theoretical and methodological debates surrounding the meaning of human rights in international relations
  - 12.3: understand and evaluate the role of state and non-state actors in the promotion and protection of human rights in international relations and the role of power within these practices
  - 12.4: critically evaluate the strengths and weaknesses of the international human rights regime

- 12.5: gather information and deploy arguments about human rights from primary and secondary sources
- 12.6: apply theoretical perspectives to case studies of human rights in international relations

These specific learning outcomes contribute to achieving the following learning outcomes of the MA in Human Rights:

#### A. Knowledge and Understanding of:

PLO A 1: key historical and theoretical issues as they pertain to human rights in world politics, together with familiarity with the appropriate bibliographical sources (12.1-12.6)

PLO A 2: how to apply general theoretical and conceptual frameworks to the analysis of specific issues in human rights (12.2, 12.4, 12.6)

PLO A 4: the nature and distribution of power in the international systems and the links between power and human rights as they emerge with regards to problems of political order and justice; political participation of individuals and groups in world affairs, and with regard to the distributions of social, economic, and cultural resources (12.3, 12.4)

PLO A 5: the different kinds of actors on the international scene together with the interests which they pursue and the ethical and legal claims which they make for themselves with regard to human rights (12.3)

PLO A 6: key ontological, theoretical, and methodological problems of politics and international relations and their implications for human rights (12.2)

PLO A 7: the human rights dimensions of current challenges to international order, cooperation, identity, social formations, and 13.bal issues, and possible strategies to address them (12.1, 12.6)

PLO A8: the ethical and legal challenges to the role of the state in the context of the globalisation of human rights norms and the implications for international peace, security, and justice (12.3)

#### Skills and Other Attributes

##### B. Intellectual Skills:

PLO B 2: gather, organise and deploy arguments about human rights and international relations from a variety of secondary and some primary sources (12.5)

PLO B3: identify, investigate, analyse, formulate and advocate solutions to human rights related problems in international relations (12.1, 12.6)

##### C. Subject-specific Skills:

PLO C 1: understanding the nature and significance of human rights and international relations (12.1)

PLO C 2: applying concepts, theories and methods used in the study of politics and international relations to human rights and issues in international relations (12.6)

PLO C 3: analysing and critically evaluating key human rights instruments in use at the state and international level, questioning their rational, practicality and consequences (12.3)

PLO C 4: evaluating the practices and beliefs which impact on human rights and international relations in theory and practice (12.2)

PLO C 5: identifying and assessing the key problems in human rights implementation and practice at the state and international level (12.3, 12.4)

PLO C 6: describing, evaluating and applying different approaches to collecting, analysing and presenting political information (12.2, 12.5)

PLO C8: understanding the epistemological implications of the use of alternative quantitative and qualitative methods in social science research (12.2)

##### D. Transferable Skills:

PLO D5: Problem solving: identify and define problems; explore alternative solutions and discriminate between them (12.6)

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

Students who successfully complete this module

- 13.1: will be able to work with theoretical knowledge at the forefront of their discipline
- 13.2: will have a comprehensive understanding of methods and methodologies in their discipline
- 13.3: will be able to undertake analysis of complex, incomplete or contradictory areas of knowledge
- 13.4: will be reflective and self-critical in their research work
- 13.5: will be able to engage in oral and written academic and professional communication with others demonstrating skill in analysing and presenting scholarly information in the appropriate form
- 13.6: will have independent learning ability required for continuing professional study
- 13.7: will be able to work effectively with others to produce a written document

These generic learning outcomes contribute to achieving the following learning outcomes of the MA in Human Rights:

#### A. Knowledge and Understanding of:

PLO A1: key historical and theoretical issues as they pertain to human rights in world politics, together with familiarity with the appropriate bibliographical sources (13.1)

PLO A6: key ontological, theoretical, and methodological problems of politics and international relations and their implications for human rights (13.2)

#### B. Intellectual Skills:

PLO B1: general research skills, especially bibliographic and computing skills (13.5)

PLO B 2: gather, organise and deploy arguments about human rights and international relations from a variety of secondary and some primary source (13.5)

PLO B 4: develop reasoned arguments, synthesise relevant information and exercise critical judgement (13.3-4)

PLO B 5: reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills (13.4, 13.5)

PLO B 6: manage their own learning self-critically (13.6)

#### D. Transferable Skills:

1. Communication: communicate effectively and fluently in speech and writing (including, where appropriate, the use of IT); organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information (13.5)

2. Information technology: produce written documents; undertake online research; communicate using e-mail; process information using databases (13.5)

3. Working with others: define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals (13.7)

4. Improving own learning: explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time (13.4-13.6)

### 13 A synopsis of the curriculum

The module is built around 12 lectures combined with 12 one-hour seminars. The course is aimed to introduce students to a topic not often studied within Politics and International Relations—that of human rights. In this course, students examine the role of human rights in international relations, with an emphasis on the role that states play within the international human rights regime. The lectures will address topics including: the meaning, and role of, human rights in international politics; the philosophical and historical origins of human rights as well as contemporary perspectives; the UN and the human rights regime with its various treaties and conventions; and the role of state and non-state actors—particularly NGOs—in human rights practices.

### 14 Indicative Reading List

Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink, *The Power of Human Rights: International Norms and Domestic Change*, Cambridge: Cambridge University Press, 1999.

Jack Donnelly, *International Human Rights*, 3rd ed., Boulder: Westview Press, 2006

Patrick Hayden, *The Philosophy of Human Rights: Readings in Context*, St. Paul: Paragon House Publishers, 2001.

Jack Donnelly, *Universal Human Rights in Theory and Practice*, 2<sup>nd</sup> ed., Ithaca and London: Cornell University Press, 2003.

Henry J. Steiner and Philip Alston, *International Human Rights in Context: Law, Politics, Morals*, 2<sup>nd</sup> edition, Oxford: Oxford University Press, 2000.

### 15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

#### Lectures

Schedule: 12 contact hours; one lecture per week for 12 weeks

Learning outcomes: 12.1-12.6, 13.1-13.3; in particular, lectures will aim at introducing key theoretical and practical issues concerning human rights and international relations.

Achievement of learning outcomes: these outcomes will be achieved through the oral and visual presentation of lecture material that will synthetically introduce the relevant issues, present key positions, ask questions, and provide examples pertaining to human rights and international relations.

#### Seminars

Schedule: 12 contact hours, one seminar per week for 12 weeks. Seminars will be based on discussions of the topics introduced in the lectures and the reading done independently by students. Discussions will be introduced by a presentation given by a student.

Learning outcomes: 12.1-12.6, 13.1-13.7; in particular, gain comprehensive understanding by linking lectures, independent reading and class discussion; apply concepts and theories to empirical questions; structure and defend complex arguments through presentations and discussions.

Achievement of learning outcomes: these outcomes will be achieved through the presentations given by students – which require the use of research, analytical and presentational skills – and the seminar discussions in which students develop their understanding through interaction, co-operation and confrontation with their peers.

**Independent study**

Schedule: 176 hours; in these hours, students are expected to read the recommended texts for each seminar, prepare their presentations, research and write their coursework assignments.

Learning outcomes: 12.1-12.6, 13.1-13.7; in particular, explore in detail aspects and issues introduced in the lectures; link them to wider issues in political science; reflect critically on them.

Achievement of learning outcomes: these outcomes will be achieved through students' own reading, research and preparation of presentations and essays.

**16 Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Formative assessment of the seminar presentations and written assignments will be given throughout the module in the form of oral and written feedback. Summative assessment of the module will be based on the following:

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Essay	Students write one essay of approximately 3000 words answering one question related to the topics dealt with in the lectures and seminars.	12.1-4; 12.6 13.1-6	50
Report	Students work in groups of 2 to write a professional human rights report 4000 words in length in which they analyse the human rights record of a chosen country (drawn from a list of states who have recently submitted reports to the UN).	12.1, 12.3-6 13.1-7	40
Seminar Participation	Students (working in groups of 2) will give a ten minute presentation during a simulated UN committee meeting	12.1-12.6 (but depending on topic chosen) 13.1-13.7, especially 13.5-7	10

The essay provides students with an opportunity to focus on one particular issue discussed in the module and to pursue it in some depth using the whole range of Kent's learning resources. The essay/report enables the students to use all resources available to critically analyse human rights practices and further enables them to develop transferable writing skills that would be used in a professional human rights related work environment.

**17 Implications for learning resources, including staff, library, IT and space**

- Staff: No additional resources required
- Library: No additional resources required
- IT: No additional resources required
- Space: No additional resources required

**19** The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University's disability/dyslexia support service, and specialist support will be provided where needed.

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**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

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**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
 Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)      Date

.....  
 Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....

Head of School

Date

Print Name

Module Specification Template  
Last updated January 2012

**Module Specification**  
**Comparative Federal Political Systems (PO867)**

- 1 The title of the module**  
*Comparative Federal Political Systems (PO867)*
- 2 The School which will be responsible for management of the module**  
*Politics and International Relations*
- 3 The Start Date of the Module**  
*January 2006*
- 4 The number of students expected to take the module**  
*10*
- 5 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
*PO884 – Federalism: A Comparative Analysis.*
- 6 The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
*M (FHEQ Level: 7)*
- 7 The number of credits which the module represents**  
*20*

- 8 Which term(s) the module is to be taught in (or other teaching pattern)**  
*Spring*
- 9 Prerequisite and co-requisite modules**  
*PO866 – Federalism and Federal Political Systems*
- 10 The programmes of study to which the module contributes**  
*Required module on the MA in Comparative Federalism and an optional module taught in the School of Politics and International Relations*
- 11 The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
*On successful completion of the module, students will have acquired:*
  - *SLO1: advanced familiarity with the main theoretical approaches used to explain the comparative study of federal political systems.*
  - *SLO2: the ability to identify the key comparative issues.*
  - *SLO3: an understanding of the two main federal traditions, namely, the Anglo-American and the Continental European for comparative purposes.*
  - *SLO4: the ability to engage critically with important socio-economic and political issues confronting federal political systems.*
  - *SLO5: the ability to produce well-argued and well-informed written analyses of these important issues and their consequences for the adaptability and effectiveness of federal political systems.*

*These specific learning outcomes contribute to achieving the learning outcomes of our taught postgraduate Masters level programmes. Students successfully completing Masters level programmes in the School of Politics and International Relations will be able to*

  - *demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources*
  - *apply theoretical and conceptual frameworks to the analysis of politics and international relations*
  - *use a variety of research methods and evaluate critically their application in the scholarly literature*
  - *conduct research in politics and international relations demonstrating awareness of epistemological, methodological and ethical principles*
- 12 The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
*Students who successfully complete this module*  
*GLO1: will be able to work with theoretical knowledge at the forefront of their discipline*

GLO2: will be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular  
 GLO3: will have a comprehensive understanding of methods and methodologies in their discipline  
 GLO4: will be able to undertake analysis of complex, incomplete or contradictory area of knowledge  
 GLO5: will have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches  
 GLO6: will be reflective and self-critical in their research work  
 GLO7: will be able to engage in academic and professional communication orally and in writing  
 GLO8: will have independent learning ability required for continuing professional study

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

- provide students with an advanced training in their disciplines
- develop the students' transferable skills emphasizing research skills, analytical and conceptual skills, independent work and self-organisation

### 13 A synopsis of the curriculum

The purpose of this module is to examine some of the major federal political systems from a number of comparative perspectives. It seeks to build upon the learning outcomes of the previous module PO866 - *Federalism and Federal Political Systems* taught in the Autumn term so that students 'think comparatively'. It begins with a general discussion of the main comparative issues and develops into a comparative study of the federal political systems of the United States of America, Canada, Australia, Germany and Switzerland via an analysis of their origins, formation, structure, their overall patterns of evolution, their institutional similarities and differences, and their general adaptability. Particular attention is paid to the interaction of social and economic conditions and the political institutions with a view to the overall effectiveness of these five federal political systems.

### 14 Indicative Reading List

Burgess, Michael. 2005. *Comparative Federalism in Theory and Practice*. Routledge: London.  
 Karmis, D. and Wayne Norman. 2005. *Theories of Federalism: A Reader*. Palgrave: New York.  
 Watts, Ronald L. 1999. *Comparing Federal Systems*. McGill-Queens: London.  
 Agranoff, Robert. Ed. 1999. *Accommodating Diversity: Asymmetry in Federal States*. Nomos Verlag: Baden-Baden.

De Villiers, Bertuis. 1994. *Evaluating Federal Systems*. Martinus Nijhoff: London.  
 Burgess, Michael and Alain-G. Gagnon. Eds. 1993. *Comparative Federalism and Federation: Competing Traditions and Future Perspectives*. Harvester Wheatsheaf: Hemel Hempstead  
 Hicks, Ursula. 1978. *Federalism: Failure and Success*. Macmillan: London.

**15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

#### Lectures

Schedule: 12 contact hours; one lecture per week for 12 weeks.

Learning outcomes: SLO1-5, GLO1-GLO8; in particular, lectures will aim at introducing key concepts and approaches to the comparative study of federal political systems.

Achievement of learning outcomes: these outcomes will be achieved through the oral and visual presentation of lecture material that will synthetically introduce the relevant issues and present key positions adopted in the literature, together with their related concepts and theories.

#### Seminars

Schedule: 12 contact hours; one seminar per week for 12 weeks.

Seminars will be based on discussions of the topics introduced in the lectures and the reading done independently by students. Discussions will be introduced by a presentation given by a student.

Learning outcomes: SLO1-5, GLO1-8; in particular, gain comprehensive understanding by linking lectures, independent reading and class discussion; apply concepts and theories to empirical questions; structure and defend complex arguments through presentations and discussions.

Achievement of learning outcomes: these outcomes will be achieved through the presentations given by students – which require the use of research, analytical and presentational skills – and the seminar discussions in which students develop their understanding through interaction, co-operation and confrontation with their peers.

### Independent study

Schedule: 176 hours; in these hours, students are expected to read the recommended texts for each seminar, prepare their presentations, research and write their coursework assignments.

Learning outcomes: SLO1-5, GLO1-8; in particular, explore in detail aspects and issues introduced in the lectures; link them to wider issues in political science; reflect critically on them.

Achievement of learning outcomes: these outcomes will be achieved through students' own reading, research and preparation of presentations and essays.

### 14 Assessment methods and how these relate to testing achievement of the intended learning outcomes

Formative assessment of the seminar presentations and written assignments will be given throughout the module in the form of oral and written feedback. Summative assessment of the module will be based on the following:

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
1 <sup>st</sup> Essay	Students write an essay of approximately 3000 words answering one question related to the topics dealt with in the lectures and seminars.	SLO: 1-5, depending on essay topic chosen GLO: 1-8, especially 4-8	50
2 <sup>nd</sup> Essay	Students write an essay of up to 3000 words answering one question related to the topics dealt with in the lectures and seminars.	SLO: 1-7, depending on essay topic chosen GLO: 1-8, especially 4-8	50

### 15 Implications for learning resources, including staff, library, IT and space

Staff: no additional resources required

Library: no additional resources required

IT: no additional resources required

Space: no additional resources required

### 16 A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities

This is the case.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and will be responsible for its resourcing"

.....  
Head of School

.....  
Date

### Module Specification Decision-Making in Multi-Level Europe (PO885)

- The title of the module**  
Decision-Making in Multi-Level Europe (PO885)
- The School which will be responsible for management of the module**  
Politics and International Relations
- The Start Date of the Module**  
September 2004
- The number of students expected to take the module**  
15
- Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
PO827. Module replacement discussed with the Law School in relations to the inter-school MA in European Integration and approved on 12 January 2004.
- The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
M (FHEQ Level: 7)
- The number of credits which the module represents**

- 8 Which term(s) the module is to be taught in (or other teaching pattern)**  
Michaelmas
- 9 Prerequisite and co-requisite modules**  
None
- 10 The programmes of study to which the module contributes**  
Required module on the MA in European Governance and the inter-school MA in European Integration. Optional module on all the other MA programmes taught in the School of Politics and International Relations
- 11 The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
On successful completion of the module, students will have acquired:  
SLO1: advanced familiarity with the main theoretical approaches to the study of political decision-making  
SLO2: the ability to apply them to complex empirical cases in the EU political system  
SLO3: in-depth knowledge of the horizontal pattern of interaction between the central institutions of the European Union  
SLO4: in-depth knowledge of the vertical pattern of interaction between institutions and actors at the regional, state and Union level  
SLO5: advanced ability to evaluate these processes of decision-making against normative political principle
- These specific learning outcomes contribute to achieving the learning outcomes of our taught postgraduate Masters level programmes. Students successfully completing Masters level programmes in the School of Politics and International Relations will be able to
- demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources
  - apply theoretical and conceptual frameworks to the analysis of politics and international relations
  - use a variety of research methods and evaluate critically their application in the scholarly literature
  - conduct research in politics and international relations demonstrating awareness of epistemological, methodological and ethical principles
- 12 The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
Students who successfully complete this module

- GLO1: will be able to work with theoretical knowledge at the forefront of their discipline
- GLO2: will be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
- GLO3: will have a comprehensive understanding of methods and methodologies in their discipline
- GLO4: will be able to undertake analysis of complex, incomplete or contradictory area of knowledge
- GLO5: will have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- GLO6: will be reflective and self-critical in their research work
- GLO7: will be able to engage in academic and professional communication orally and in writing
- GLO8: will have independent learning ability required for continuing professional study
- By helping students to progress towards these generic learning outcomes, the module contributes to achieving the general aims of our taught postgraduate programmes, which aim to
- provide students with an advanced training in their disciplines
  - develop the students' transferable skills emphasizing research skills, analytical and conceptual skills, independent work and self-organisation

### **13 A synopsis of the curriculum**

The aim of the module is to provide an advanced understanding of the decision-making process in the European Union, across its three main levels of governance: Union, states and regions. It focuses on the key institutions involved in the process and analyses their interaction from a theoretical, empirical and normative perspective. At the theoretical level, the module will familiarise students with different theoretical approaches to key aspects of decision-making such as preference formation, coalition formation, bargaining, policy implementation and delegation and accountability. At the empirical level, it will apply these theories to the decision-making process of the European Union such as preference formation at the state level, coalition bargaining in the Council, legislative bargaining between Commission, Council and Parliament and policy implementation by state and regions. At the normative level, it will subject the theoretical and empirical findings to a normative evaluation with reference to the debate on institutional reform of the European Union with particular attention to issues of legitimacy and accountability.

### **14 Indicative Reading List**

Hix, Simon. 2004. *The Political System of the European Union*. Basingstoke: Palgrave

Tsebelis, George. 2002. *Veto Players: How Political Institutions Work*. Princeton: Princeton University Press



Shepsle, Kenneth. 1989. *Studying Institutions: Some Lessons from the Rational Choice Approach*. *Journal of Theoretical Politics* 1/2: 131-47

Schulz, Heiner and Thomas König. 2000. *Institutional Reform and Decision-Making Efficiency in the European Union*. *American Journal of Political Science* 44/4: 653-66

Tsebelis, George et al. 2001. *Legislative Procedures in the European Union: an Empirical Analysis*. *British Journal of Political Science* 31/4: 573-99

Scharpf, Fritz. 1988. *The Joint-Decision Trap: Lessons from German Federalism and European Integration*. *Public Administration* 66/3: 239-78

Scharpf, Fritz. 1999. *Governing in Europe – Effective and Democratic?* Oxford: Oxford University Press pp. 187-204

**15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

**Lectures**

*Schedule: 11 contact hours; one lecture per week for 11 weeks, with a reading week half-term.*

*Learning outcomes: SLO1-5, GLO1-GLO8; in particular, lectures will aim at introducing key concepts and theories of political decision-making, apply them to the EU political system and relate them to the normative debate on the EU.*

*Achievement of learning outcomes: these outcomes will be achieved through the oral and visual presentation of lecture material that will synthetically introduce the relevant issues and present key positions adopted in the literature, together with their related concepts and theories.*

**Seminars**

*Schedule: 11 contact hours; one seminar per week for 11 weeks, with a reading week half-term.*

*Seminars will be based on discussions of the topics introduced in the lectures and the reading done independently by students. Discussions will be introduced by a presentation given by a student.*

*Learning outcomes: SLO1-5, GLO1-8; in particular, gain comprehensive understanding by linking lectures, independent reading and class discussion; apply concepts and theories to empirical questions; structure and defend complex arguments through presentations and discussions.*

*Achievement of learning outcomes: these outcomes will be achieved through the presentations given by students – which require the use of research, analytical and presentational skills – and the seminar discussions in which students develop their understanding through interaction, co-operation and confrontation with their peers.*

**Independent study**

*Schedule: 178 hours; in these hours, students are expected to read the recommended texts for each seminar, prepare their presentations, research and write their coursework assignments.*

*Learning outcomes: SLO1-5, GLO1-8; in particular, explore in detail aspects and issues introduced in the lectures; link them to wider issues in political science; reflect critically on them.*

*Achievement of learning outcomes: these outcomes will be achieved through students' own reading, research and preparation of presentations and essays.*

**16 Assessment methods and how these relate to testing achievement of the intended learning outcomes**

*Formative assessment of the seminar presentations and written assignments will be given throughout the module in the form of oral and written feedback. Summative assessment of the module will be based on the following:*

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Seminar presentation	Students are asked to give a seminar presentation in which they address one question related to the seminar topic. <i>Presentations last for maximum ten minutes and students are encouraged to speak from notes rather than reading a written text. Presenters are also required to submit a one-page outline of their presentation to the class.</i>	SLO: 1-5, depending on essay topic chosen GLO: 1-8, especially 7	15
1 <sup>st</sup> Essay	Students write an essay of approximately 2000 words answering one question related to the topics dealt with in the lectures and seminars.	SLO: 1-7, depending on essay topic chosen GLO: 1-8, especially 4-8	35
2 <sup>nd</sup> Essay	Students write an essay of up to 4000 words answering one question related to the topics dealt with in the	SLO: 1-7, depending on essay topic chosen GLO: 1-8, espe-	50

	lectures and seminars.	cially 4-8	
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**17 Implications for learning resources, including staff, library, IT and space**

- i. Staff: no additional resources required
- j. Library: no additional resources required
- k. IT: no additional resources required
- l. Space: no additional resources required

**18 A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities This is the case.**

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and will be responsible for its resourcing"

.....  
Head of School

.....  
Date

**Module Specification**

**American Foreign Policy: Ordering the International (PO913)**

**1 The title of the module**

American Foreign Policy: Ordering the International (PO913)

**2 The School which will be responsible for management of the module**

Politics and International Relations – Canterbury Campus

**3 The Start Date of the Module**

Spring 2007

**4 The number of students expected to take the module**

Approximately 15

**5 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**

None

**6 The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**

M (FHEQ Level: 7)

**7 The number of credits which the module represents**

20

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

Autumn

**9 Prerequisite and co-requisite modules**

None

**10 The programmes of study to which the module contributes**

This module is not a required course for any of our programmes; however it contributes to all postgraduate programmes in the School of Politics and International Relations.

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

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

- SLO1: Be aware of the competing theoretical interpretations of US foreign policy.
- SLO2: Develop advanced knowledge of the historical dimensions of US foreign policy.
- SLO3: Appreciate the role that America has played in world order and the maintenance of the liberal international system.
- SLO4: Reflect on the role that American intervention has played in the social constitution of the Third World.
- SLO5: Be cognizant of the core epistemological and ontological issues involved in the study of American foreign policy.
- SLO6: Be familiar with the key institutions of the American state.
- SLO7: Understand and articulate contemporary debates about the nature of American 'Empire'.
- SLO8: Develop an advanced awareness of the relationship between American military power, human rights and state formation.

These specific learning outcomes contribute to achieving the learning outcomes of our taught postgraduate Masters level programmes. Students successfully completing Masters level programmes in the School of Politics and International Relations will be able to:

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

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

Students who successfully complete this module:

GLO1: will be able to work with theoretical knowledge at the forefront of their discipline

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

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

GLO4: will be able to undertake analysis of complex, incomplete or contradictory areas of knowledge

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

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

GLO7: will be able to engage in academic and professional communication orally and in writing

GLO8: will have independent learning ability required for continuing professional study

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

- provide students with an advanced training in their disciplines.
- develop the students' transferable skills emphasizing research skills, analytical and conceptual skills, independent work and self-organisation.
- develop reasoned arguments, synthesise relevant information and exercise critical judgement.
- Work independently, demonstrating initiative, self-organization and time-management.

## 13 **A synopsis of the curriculum**

This module examines advanced debates as to the specific role that the American state has played in the construction of world order. The course covers different debates and theoretical explanations of US foreign policy. It seeks to examine and utilise cutting-edge debates and contemporary problems such as the war in Iraq to explore deeper concepts about American power in the Age of Terror; the role of multilateralism and whether it is still viable; state and non-state terrorism; human rights and American intervention and debates as to the nature of American 'Empire' and hegemony in the 21<sup>st</sup> Century. In particular, the module will develop a critical awareness of the structural contexts of American decision making and the key roles that the American state has played in both fashioning and undermining the liberal international order.

## 14 **Indicative Reading List**

- Doug Stokes & Michael Cox (eds.) 'US Foreign Policy: From Republic to Hyperpower' (Oxford: Oxford University Press, 2008).
- William Blum, *Killing Hope: U.S. Military and CIA Interventions since World War II* (London: Zed Books, 2005).
- Michael Cox, Takashi Inoguchi and G. John Ikenberry (eds.) *American Democracy Promotion: Impulses, Strategies, and Impacts* (Oxford: Oxford University Press, 2000).
- Gabriel Kolko, *The Age of War: The United States Confronts the World* (Colorado: Lynne Rienner, 2006).
- G. John Ikenberry (ed.) *American Foreign Policy: Theoretical Essays* (Boston: Scott Foresman, 2001)
- Noam Chomsky, *Deterring Democracy* (New York: Hill & Wang, 1992).
- Neil Smith, *The Endgame of Globalization* (London: Routledge, 2005).
- Kees Van Der Pijl, *Global Rivalries: From the Cold War To Iraq* (London: Pluto Press, 2006).

## 15 **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

### **Seminars**

Schedule: 24 contact hours; one two-hour seminar per week for 12 weeks.

Seminars will start with a lecture on that week's key topic. The lecture will contextualise that week's debates. There will then follow discussions of the topics introduced and the reading done independently by students. Discussions will be developed by presentations given by students based on the essential reading for that session.

**Learning outcomes:**

SLO1-8, GLO1-GLO8; in particular, the lecture component will aim at introducing key points and covering the main positions and debates. Students will gain comprehensive understanding through independent reading and class discussion; learning how to engage with concepts and theories; how to structure and defend complex arguments through presentations and discussions.

**Achievement of learning outcomes:**

These outcomes will be achieved through presentation of lecture material that will synthetically introduce the relevant issues and present key positions adopted in the literature, together with their related concepts and theories.

These outcomes will also be achieved through the presentations given by students – which require the use of reading, analytical and presentational skills – and the seminar discussions in which students develop their understanding through interaction, co-operation and confrontation with their peers.

**Independent study**

Schedule: 178 hours; in these hours, students are expected to read the recommended texts for each seminar, prepare their presentations, research and write their coursework assignments.

Learning outcomes: SLO1-8, GLO1-8; in particular, explore in detail aspects and issues introduced in the seminars; link them to wider issues in political science; reflect critically on them.

Achievement of learning outcomes: these outcomes will be achieved through students' own reading, research and preparation of presentations and essays.

**16 Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Formative assessment of the seminar presentations and written assignments will be given throughout the module in the form of oral and written feedback. Summative assessment of the module will be based on the following:

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Seminar presentation	Students are asked to give a seminar presentation in which they address one question related to the seminar topic. Presentations last for approx 15 minutes and students are encouraged to speak from notes rather than reading a written text. Presenters are also required to submit a one-page outline of their presentation to the class.	SLO: 1-8, depending on essay topic chosen GLO: 1-8, especially 7	Formative feedback only

2 Essays	Students write two essays of approximately 3000 words answering questions related to the topics dealt with in the seminars. Each essay contribute 50% to the final mark.	SLO: 1-7, depending on essay topic chosen GLO: 1-8, especially 4-8	100
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**17 Implications for learning resources, including staff, library, IT and space**

- m. Staff: No additional resources required
- n. Library: Purchase of additional literature will be necessary
- o. IT: No additional resources required
- p. Space: No additional resources required

**18 A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and will be responsible for its resourcing"

.....  
Head of School

.....  
Date

**Module Specification**  
**Terrorism and National Security (PO917)**

**I The title of the module:**  
Terrorism and National Security (PO917)

- 2** **The School which will be responsible for management of the module:**  
*Politics and International Relations*
- 3** **The Start Date of the Module:**  
*January 2009*
- 4** **The cohort of students (onwards) to which the module will be applicable:**  
*MA: International Security and the Politics of Terror, for which this module is a core requirement.*
- 5** **The number of students expected to take the module:**  
*Unknown*
- 6** **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:**  
*None*
- 7** **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M]):**  
*M (FHEQ Level: 7)*
- 8** **The number of credits which the module represents:**  
*20*
- 9** **Which term(s) the module is to be taught in (or other teaching pattern):**  
*Spring*
- 10** **Prerequisite and co-requisite modules:**  
*International Security in the Age of Terror*
- 11** **The programmes of study to which the module contributes:**  
*MA: International Security in the Age of Terror (core module); International Relations (optional module)*
- 12** **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes:**  
*On successful completion of the module, students will be able to*  
SLO1: Analyse competing definitions of terrorism, counter-terrorism and state terrorism.

SLO2: Appreciate the impact that efforts in the name of counter-terrorism in liberal democratic states have had on human rights and civil liberties at home, and relate these to broader ethical debates.

SLO3: Develop an understanding of foreign policies that liberal democratic states have implemented in the name of countering terrorism, and evaluate the impact that they have had on the populations of targeted states, both throughout the 20<sup>th</sup> Century and in the current 'War on Terror'

SLO4: Evaluate the strengths and weaknesses of competing theoretical approaches, derived from International Relations and Security Studies, to questions of terrorism, counter-terrorism and state terrorism in light of the empirical cases studied

These specific learning outcomes contribute to achieving the learning outcomes of our taught postgraduate Masters level programmes. Students successfully completing Masters level programmes in the School of Politics and International Relations will be able to:

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

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

Students who successfully complete this module

GLO1: will be able to work with theoretical knowledge at the forefront of their discipline

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

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

GLO4: will be able to undertake analysis of complex, incomplete or contradictory areas of knowledge

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

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

GLO7: will be able to engage in academic and professional communication orally and in writing

GLO8: will have independent learning ability required for continuing professional study

### 13 A synopsis of the curriculum:

The purpose of the module is to develop an understanding of the complex relationships between terrorism, counter-terrorism efforts, human rights and civil liberties, both at home and abroad. The module will provide students with an analysis of the different approaches to terrorism, including conventional terrorism studies, critical terrorism studies, and policy-level approaches. It will include work on the competing definitions of and theoretical approaches to terrorism, state terrorism and security; with case studies on: the Latin American National Security States; Northern Ireland; Israel-Palestine; Responses to 9/11 in the US and UK and the consequences for civil liberties; Intelligence in the 'War on Terror'; Terrorism and Foreign Policy – the case of Spain; and Extraordinary Rendition. The subjects studied will be situated within the broader context of International Relations and Security theory, and will be related to the ethical and legal challenges that terrorism and counter-terrorism activities pose.

### 14 Indicative Reading List:

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

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

Burnett, Jonny, and Whyte, Dave, 'Embedded Expertise and the New Terrorism', *Journal for Crime Conflict and the Media*, vol.1, no.4, (2005), pp.1-18.

Elshtain, Jean Bethke, *Just War Against Terror: The Burden of American Power in a Violent World*, (Basic Books, 2003).

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

Heymann, Philip B, *Terrorism, Freedom, and Security: Winning Without War*, (Cambridge, Massachusetts: MIT Press, 2003), Introduction, chapter 5, and Conclusion.

Jackson, R. (2007), 'The Case for Critical Terrorism Studies', *European Political Science*, 6 (3), 225-7.

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

Nicholson, M. (1986), 'Conceptual Problems of Studying State Terrorism', in Michael Stohl and George Lopez (eds.), *Government Violence and Repression: An Agenda for Research* (New York: Greenwood Press, Inc), 27-44.

Relyea, Harold, 'Homeland Security and Information', in *Government Information Quarterly*, vol.19, no.3, 2002, pp.213-223.

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

Wilkinson, Paul, 'International Terrorism: New Risks to World Order', in Baylis, John and Rengger, Nick (eds.), *Dilemmas of World Politics: International Issues in a Changing World*, (London: Clarendon Press, 1992), pp.228-257.

Wise, Charles, 'Organising for Homeland Security,' in *Public Administration Review*, vol.62, no.2, March/April 2002, p.131.

### 15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes:

Total study hours: 200 (12 x 2 contact hours plus around 176 private study)

The module will comprise 12 two-hour seminars on each of the subjects studied. The students will be required to prepare for seminars by reading all required readings and engaging in debate based on the material covered in the lectures and their private study. The learning outcomes will be achieved through the oral and visual presentation of lecture material that will introduce the relevant issues and present key positions debated in the literature, together with their related concepts and theories. Students will also be introduced to online resources relevant to the module, and this will further aid students with their research and development of key skills. Students will participate in informal group work and will deliver presentations as groups which require the use of research, analytical and presentational skills, based around required readings. They will participate in seminar discussions which will help them develop their understanding through interaction, co-operation and debate with their peers.

### 16 Assessment methods and how these relate to testing achievement of the intended learning outcomes:

The module will be assessed through two essays of 3,000 words each, both counting for 50% of the final mark for the module. The essays will provide the students with the opportunity to undertake detailed research into an aspect of the subjects studied, and to develop their writing skills.

### 17 Implications for learning resources, including staff, library, IT and space:

q. Staff: No additional resources required

r. Library: Purchase of additional literature will be necessary, and is already underway, with two new journal subscriptions (including electronic journal access) purchased jointly by Pol/IR and SSPSSR, for the leading journals on terrorism, and a number of books already purchased, since they are relevant to other modules already running on US foreign policy and US-Latin American Relations

s. IT: No additional resources required

t. Space: No additional resources required

- 18 **As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.**

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

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Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School

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Date

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Print Name

#### **Module Specification**

#### **International Political Economy: Conflict, Cooperation and Institutions (PO920)**

1. **The title of the module**  
International Political Economy: Conflict, Cooperation and Institutions (PO920)
2. **The School which will be responsible for management of the module**  
School of Politics and International Relations
3. **The Start Date of the Module**  
January 2008
4. **The cohort of students (onwards) to which the module will be applicable.**

2007-8

5. **The number of students expected to take the module**  
15-20
6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
None
7. **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
M (FHEQ Level: 7)
8. **The number of credits which the module represents**  
**Note:** undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award
9. **Which term(s) the module is to be taught in (or other teaching pattern)**  
2008: Spring; from autumn 2008 on: autumn term
10. **Prerequisite and co-requisite modules**  
None
11. **The programmes of study to which the module contributes**  
From autumn 2008 onwards core course for MA in International Political Economy; beyond that it contributes to all other Masters degrees.
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
Upon successful completion of the module students should:  
SLO1: Be able to understand the basics of international economics.  
SLO2: Be able to evaluate varying explanations of processes and outcomes in international political economy and international relations theories on cooperation.  
SLO3: Be able to evaluate policy debates relating to key issues in international political economy.  
SLO4: Engage with advanced literature in the field.  
SLO5: Be able to discuss the empirical cases in terms of the theoretical instruments.
13. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**  
Students who successfully complete this module

- GLO1: will be able to work with theoretical knowledge at the forefront of their discipline  
 GLO2: will have a comprehensive understanding of methods and methodologies in their discipline  
 GLO3: will be able to undertake analysis of complex areas of knowledge  
 GLO4: will have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches  
 GLO5: will be reflective and self-critical in their research work  
 GLO6: will be able to engage in academic and professional communication orally and in writing  
 GLO7: will have independent learning ability required for continuing professional study

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

- provide students with an advanced training in their disciplines (GLO 1-5)
- develop the students' transferable skills emphasizing research skills, analytical and conceptual skills, independent work and self-organisation (GLO 1-7)

**14. A synopsis of the curriculum**

This module explores issues in international political economy with an emphasis on conflict, cooperation and governance in a number of issue areas. The course introduces basic economic concepts in order to pursue advanced issues in international political economy such as trade relations, monetary relations, investment flows and competition and trade and conflict. The module discusses attempts to provide international governance in some of those issue areas and engages with the conceptual debate on how to assess whether institutional solutions have (significant) effects or not.

**15. Indicative Reading List**

Grieco, Joseph and John Ikenberry. 2003. *State Power and World Markets*, London:

W.W. Norton

**Oran R. Young. 1999. *Governance in world affairs*, Ithaca, N.Y. : Cornell University Press**

Hirst, Paul and Grahame Thompson. 1996. *Globalization in Question*, London: Blackwell

Andreas Hasenclever, Peter Mayer and Volker Rittberger. 1997. *Theories of International Regimes*, Cambridge: Cambridge University Press

Gilpin, Robert. 2001. *Global Political Economy: Understanding the International Economic*

Order. Princeton University Press 2001

Paul Krugman. 1996. *Pop Internationalism*, Cambridge Mass.: MIT Press

**16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

24 contact hours plus office hours.

The SLO and GLO will be achieved through a mixture of presentations, group discussions and exercises.

Independent learning is fostered by presentations and engaging with essay questions as well as preparation for each seminar.

I estimate that student will have to spend 11 hours a week on preparation and about 45 hours on writing the essay, which amounts to 201 hours.

**17. Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Presentation	Students are asked to give a 10-15 minute presentation in which they introduce one issue. Assessment is based on a written version of the presentation which has to include the transparencies used for the presentation itself (appendix). The document will be graded on academic criteria plus how effectively the written version communicates the findings. The presentation itself is not graded.	SLO: 1-5, depending on topic chosen GLO: 1-7, especially 6	20%



Essay	Students write two essays. The first essay is approximately 2000 words and the second is approximately 4000 words answering questions related to the topics dealt with in the seminars.	SLO: 1-5 GLO: 1-7	30% 50%
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18. **Implications for learning resources, including staff, library, IT and space**  
Additional library resources might be required; no other resources anticipated.
19. **A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**  
As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.

**Module Specification**  
**Designing Democracy (PO926)**

1. **The title of the module**  
Designing Democracy (PO926)
2. **The School which will be responsible for management of the module**  
Politics and International Relations
3. **The Start Date of the Module**  
Autumn 2010.
4. **The cohort of students (onwards) to which the module will be applicable.**  
Autumn 2010.
5. **The number of students expected to take the module**  
C15.

6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
None: minor amendments to content/learning outcomes and change in assessment.
7. **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
M (FHEQ Level: 7)
8. **The number of credits which the module represents**  
20 credits
9. **Which term(s) the module is to be taught in (or other teaching pattern)**  
Autumn
10. **Prerequisite and co-requisite modules**  
None.
11. **The programmes of study to which the module contributes**  
Module is optional for all MA students in the School of Politics and IR.
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

On successful completion of the module, students will have a good understanding of:

- SLO1:* How democracy is defined and measured, including the various schemas used to categorise different states of democratic rule. The nature of democratic transitions, and the debates over the meaning and measurement of such transitions.
- SLO2:* How countries democratise, in particular the stages of the democratisation process and the key actors involved.
- SLO3:* The factors that contribute to countries' shift from authoritarian to democratic status, in particular the relative role of social, cultural, political and economic forces.
- SLO4:* The extent to which the nature, features and causes of democratisation across countries display common traits, or whether country or regional specificities are more apparent.
- SLO5:* The relationship between democracy and intra-state social divisions, along with the role played by political institutions in overcoming such cleavages.

These specific learning outcomes contribute to achieving the learning outcomes of the Politics School's taught Masters level programmes. By helping stu-

dents to progress towards these subject-specific outcomes, the module contributes to achieving the following Programme Learning Outcomes (PLO):

Knowledge and understanding:

*A1:* Key theoretical and conceptual frameworks in politics (SLO 1, 4-5)

*A2:* Apply key frameworks to the analysis of specific political ideas, institutions and practices (SLO 1-5)

Intellectual skills

*B1:* General research skills, especially bibliographic and computing skills (SLO 1-5)

*B2:* Gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources (SLO: 1-5)

*B3:* Identify, investigate, analyse, formulate and advocate solutions to problems (SLO 1-5)

*B4:* Develop reasoned arguments, synthesise relevant information and exercise critical judgment (SLO 1-5)

Subject specific skills

*C2:* Applying concepts, theories and methods used in the study of politics to the analysis of political events, ideas, institutions and practices (SLO 1-5)

*C3:* Evaluating different interpretations of political issues and events (SLO 1, 3-5)

*C4:* Describing, evaluating and applying different approaches to collecting, analysing and presenting political information (SLO 1, 3, 5)

### **13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

Upon completion of the module students will be able to:

*GLO1:* Work with theoretical knowledge at the forefront of their discipline

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

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

*GLO4:* Undertake analysis of complex, incomplete or contradictory area of knowledge

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

*GLO6:* Be reflective and self-critical in their research work

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

*GLO8:* Have independent learning ability required for continuing professional study

*GLO9:* To enable students to understand how the relationship between concepts, theories and data shape the choices researchers make about both research design and the methods that they employ

*GO10:* To enable student to be able to develop reasoned justifications for their choice of research design and methods.

*GO11:* To enable students to be able to plan their research and their acquisition of specific methodological skills

By helping students to progress towards these generic learning outcomes, the module contributes to achieving the following Programme Learning Outcomes:

Knowledge and understanding:

*A1:* Key theoretical and conceptual frameworks in politics (GLO 1, 4-5)

*A2:* Apply key frameworks to the analysis of specific political ideas, institutions and practices (GLO 1-5)

*A6:* Design and write a substantial scholarly paper, which demonstrates familiarity with key academic and professional conventions (GLO 1-11)

Intellectual skills

*B1:* General research skills, especially bibliographic and computing skills (GLO 3, 5-6, 9, 11)

*B2:* Gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources (GLO: 1-11)

*B3:* Identify, investigate, analyse, formulate and advocate solutions to problems (GLO 1-11)

*B4:* Develop reasoned arguments, synthesise relevant information and exercise critical judgment (GLO 1-11)

Subject specific skills

*C2:* Applying concepts, theories and methods used in the study of politics to the analysis of political events, ideas, institutions and practices (GLO 3-5)

*C3:* Evaluating different interpretations of political issues and events (GLO 3-5)

*C4:* Describing, evaluating and applying different approaches to collecting, analysing and presenting political information (GLO 3)

Transferable skills

*D1:* Communication: communicate effectively and fluently in speech and writing; organise information clearly and coherently, use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information (GLO 7, 11)

*D2:* Information technology: produce written documents; undertake online research, process information using databases. (GLO 7-8, 11)

D4: Improving own learning: explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time. (GLO 8, 11)

D5: Problem solving: identify and define problems; explore alternative solutions and discriminate between them. (GLO 7-8)

**14. A synopsis of the curriculum**

One of the most prominent political trends of the twentieth century was the global expansion of democracy. Over the last one hundred years, the number of countries labelled 'democratic' has quadrupled, concentrated in successive 'waves' of democracy. This course examines the reasons for, and processes by which, countries move from authoritarian conditions to the status of a democracy. It considers the meaning and measurement of democracy and the nature of democratic transitions. It examines the evidence, drawn from a large comparative literature, on the factors – social, cultural, political and economic – that underpin the global shift to democracy. It also considers how far the trend towards democracy might recently have come to an end, manifested in the growing number of countries that have not moved beyond partial democracy or even reverted back to authoritarianism.

Alongside these broad trends and factors, the course also considers the process of democratic building or 'consolidation'. A major challenge to this process occurs in societies marked by social or ethnic cleavages. In such societies, the desirability and nature of democratic government is often hotly contested, and special mechanisms are often required to encourage distinctive social groups to submit to democratic authority. One means by which this can be done is via appropriately designed political institutions. Such institutions – in particular, electoral systems, presidential and parliamentary executives and federalism – can be selected, or 'designed', to promote certain patterns of behaviour among citizens, potentially overcoming deep-rooted social cleavages and tensions, encouraging cooperation between groups and reducing the incentives for corrupt activities. For this reason, much attention has recently focused on the role that constitutional design can play in democratic transitions in Eastern Europe, Africa, Afghanistan and Iraq.

Throughout, the course focuses both on key theoretical arguments within the democratisation literature (eg. definitions of democracy, the nature of democratic transitions, and the role of political institutions in dealing with en-

trenched social divisions) and on case studies of recent and ongoing democratic transitions.

**15. Indicative Reading List**

Larry Diamond, *Developing Democracy: Towards Consolidation*, Johns Hopkins University (1999)  
Jean Grugel, *Democratization: A Critical Introduction*, Palgrave (2005).  
Christian Haerpfer et al, eds, *Democratization*, Oxford (2009)  
Pippa Norris, *Driving Democracy: Do Power-Sharing Regimes Work?* Cambridge (2008)

**16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

Seminars/lectures

Schedule: 24 contact hours; one 2-hour session (lecture/seminar) per week.

Learning outcomes: SLO1-5, GLO1-11. Each session will include a brief tutor presentation aimed at introducing key theoretical and empirical issues involved in the particular topic, along with the main debates and current research in the literature. Student discussion will explore these issues and debates, relating them to the relevant theme within the topic of democratisation.

Achievement of learning outcomes: These outcomes will be achieved through the oral and visual presentation of lecture material that will synthetically introduce the relevant issues, present key theories and concepts, pose questions about the literature, and provide examples and case studies to illustrate relevant topics in the study of democratisation. Students will gain comprehensive understanding by linking lectures, independent reading and class discussion; applying methods of comparative political analysis to particular examples and cases of democratisation; and structuring and defending complex arguments through class discussions. The class discussions will require the use of research, analytical and presentational skills, and will give students an opportunity to develop their understanding through interaction, co-operation and confrontation with their peers.

Independent study

Schedule: 176 hours; in these hours, students are expected to read the background material for the course and the recommended texts for each seminar, research and write their coursework assignments.

Learning outcomes: SLO1-5, GLO1-11. In particular, to explore in detail aspects and issues introduced in the seminars; link them to wider issues in politics and international relations; reflect critically on them.

Achievement of learning outcomes: These outcomes will be achieved through students' own reading, research and preparation of essays.

**17. Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Formative assessment of the written assignment will be given in the form of oral and written feedback. Summative assessment of the module will be based on the following:

<i>Type of assessment</i>	<i>Task</i>	<i>Learning outcomes assessed</i>	<i>Weight towards final mark (%)</i>
Essay 1	Students write an essay of 3000 words answering one question related to the topics dealt with in the lectures/seminars.	SLO: 1-5 GLO: 1-11	40%
Essay 2	Students write an essay of 4000 words answering one question related to the topics dealt with in the lectures/seminars.	SLO: 1-5 GLO: 1-11	60%

**18. Implications for learning resources, including staff, library, IT and space**

Staff: No additional resources required.

Library: There will be very modest requirements to increase/update the libraries' holdings in key democratisation texts (books only, unlikely to include journals).

IT: No additional pressure is foreseen on the university's IT equipment or resources

Space and Timetabling: There will be no additional pressure on space and timetabling

**19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

This is the case.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

Director of Learning and Teaching

Date

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School

.....  
Date

**Module Specification  
Resistance in Practice**

- The title of the module**  
*Resistance in Practice*
- The School which will be responsible for management of the module**  
*Politics and International Relations, Canterbury*
- The Start Date of the Module**  
*January 2012*
- The cohort of students (onwards) to which the module will be applicable.**  
*September 2011*
- The number of students expected to take the module**  
*15*
- Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
*None*
- The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
*M (FHEQ Level: 7)*

**8. The number of credits which the module represents**  
**Note:** undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award  
 20 Kent credits, 10 ECTS

**9. Which term(s) the module is to be taught in (or other teaching pattern)**  
 Spring Term

**10. Prerequisite and co-requisite modules**  
 There are no pre- or co-requisite modules. Students on the MA in Political Theory and Practices of Resistance programme will have studied Resistance in Theory, the Autumn core module for this programme

**11. The programmes of study to which the module contributes**  
 This is a compulsory module for the MA in Political Theory and Practices of Resistance. It will be available as an optional module for other MA programmes in Politics and International Relations

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

The subject specific learning outcomes of this module are:

SSLO 1-5:

1. Reflect critically upon the relationship between political theory and specific practices of resistance
2. Articulate the theoretical foundations of specific instances of social and political resistance
3. Analyse the relationship between practices of resistance and different models of the political
4. Critically explore the relationship between art practices, resistance and political theory

Those students who choose the assessed performance, and pass, will have demonstrated, in addition, that they can:

5. Conceive and execute a theoretically informed and clearly articulated practice of resistance

PLO

- A. 2 Historical, conceptual and practical dimensions of the complex phenomenon of resistance, including different traditions and schools of thoughts (past and present) (SSLO 1, 2)
- A. 3 How to apply key frameworks to the analysis of specific political ideas, institutions and practices in relation to resistance (SSLO 3, 4, 5)
- A. 4 How to undertake practical research and complete a practical performance by exploring the practice of resistance in a wide range of activities, including art, film, poetry and fiction (SSLO 5)
- A.7 How to explore the relationship between theory and practice in political thought (SSLO 1, 3, 4, 5)
- B. 2 Gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources (SSLO 5)
- B. 3 Identify, investigate, analyse, formulate and advocate solutions to problems (SSLO 4, 5)
- B. 5 Reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills (SSLO 1, 4, 5)
- B. 6 Manage their own learning self-critically (SSLO 1, 5)
- C. 1 Understanding the nature and significance of political theory as an integral part of the activity of politics (SSLO 1-5)
- C. 2 Ability to critically apply concepts, theories and methods used in political theory to the analysis of political events, ideas, institutions and practices, with a particular focus on the theme of resistance (SSLO 1-5)
- C. 3 Ability to critically evaluate different interpretations of political issues and events (SSLO 1, 2)
- C. 4 Ability to describe, evaluate and apply different approaches to collecting, analysing and presenting political information (SSLO 5)
- C. 5 Awareness of the epistemological issues relevant to research in the social sciences, including the major theoretical and epistemological debates in the social sciences, as they bear on political theory and practices of resistance (SSLO 1-5)

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

Upon completion of the module students will have demonstrated that they are able to:

GLO 1-5:

1. Work with theoretical knowledge at the forefront of the discipline of political theory
2. Undertake complex conceptual analysis
3. Reflect critically upon their work
4. Engage in academic and professional communication orally and in writing
5. Pursue independent learning at the high level required for further study

PLO

- B. 3 Identify, investigate, analyse, formulate and advocate solutions to problems (GLO 1, 2, 5)
- B. 5 Reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills (GLO 3, 4, 5)
- B. 6 Manage their own learning self-critically (GLO 3, 5)
- D. 1 Communication: communicate effectively and fluently in speech and writing (including, where appropriate, the use of IT); organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information (GLO 4, 5)
- D. 2 Information technology: produce written documents; undertake online research; communicate using e-mail; where appropriate process information using databases (GLO 4, 5)
- D. 3 Working with others: define and review the work of others; where appropriate, work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals (GLO 3-5)
- D. 4 Improving own learning: explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time. (GLO 3-5)
- D. 5 Problem solving: identify and define problems; explore alternative solutions and discriminate between them (GLO 3-5)

#### 14. A synopsis of the curriculum

This module will address the relationship between theories and practices of resistance from the perspective of practice. As such, it will focus on specific instances of resistance to political authority with a view to examining the following: the techniques of resistance employed; the presuppositions that underpinned these techniques; the tensions and difficulties that arise in any act of resistance. In the first instance, well known moments of resistance will be examined – the Solidarity movement in Poland for example – but the module will also consider particular local practices of resistance by way of structured conversations with filmmakers, visual artists and NGO workers. In this way, the module will look to connect different modalities of resistance from the perspective of the different practices they employ.

#### 15. Indicative Reading List

M.K. Ghandi, *The Story of My Experiments with Truth: An Autobiography*, London: Penguin, 2007

J. Kubik, *The Power of Symbols Against the Symbols of Power*, Philadelphia: Penn State University Press, 1994.

K. Stiles and P. Selz (eds) *Theories and Documents of Contemporary Art*, Los Angeles: University of California Press, 1996

L. Mogel and A. Bhagat (eds) *An Atlas of Radical Cartography*, Los Angeles: Journal of Aesthetics and Protest Press, 2007.

M. Svirsky (ed) *Deleuze and Political Activism: Deleuze Studies, Vol 4 (Supplement)*, Edinburgh: Edinburgh University Press, 2010.

*The Invisible Committee, The Coming Insurrection*, Los Angeles: Semiotext(e), 2007.

#### 16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

The module will be taught in a series of 12 two-hour seminars designed to support both the nature of learning at MA level and the programme learning outcomes. There will also be at least one trip to a gallery of contemporary art in London.

The total hours can be broken down as follows:

Seminar: 24

Trip: 8

Seminar Preparation: 48

Assessment Preparation: 60

Independent Study (Reading): 60

Seminar	SSLO 1-4 GLO 1-4
Trip	SSLO 1-5 GLO 4-5
Seminar Preparation	SSLO 1-4 GLO 1, 3, 5
Assessment Preparation	SSLO 1-5 GLO 1-5
Independent Study (Reading)	SSLO 1, 4-5 GLO 1, 5

**17. Assessment methods and how these relate to testing achievement of the intended learning outcomes**

There will be a twin-track assessment on this module. By week 3 of the module students will have elected to do one.

Track 1

Type of Assessment	Task	Learning Outcomes Assessed	Weight towards final mark
Assignment 1	A critical commentary of 1000 words on a practice of resistance chosen by the student	SSLO 1, 2, 4 GLO 1-5	20
Assignment 2	An essay of 4000 words on the theoretical implications of practices of resistance; from the module guide list	SSLO 1, 3, 4 GLO 1-5	80

Track 2

Type of Assessment	Task	Learning Outcomes Assessed	Weight towards final mark
Assignment 1	A critical commentary of 1000 words on a practice of resistance chosen by the student	SSLO 1,2,4 GLO 1-5	20
Assignment 2	A documented practice of resistance as chosen by the student in consultation with the teaching staff.	SSLO 1-5 GLO 3, 4, 5	80

Track 2, Assignment 2, is an innovative form of assessment within political studies. While we cannot pre-judge any particular practice a student may adopt, it will have to be properly and fully documented in ways that will make it gradable by the teaching staff and accessible to external examiners; most likely, a combination of written text, images, film, sound tracks, etc.

**18. Implications for learning resources, including staff, library, IT and space**

*Dr Iain MacKenzie, Dr Adrian Pabst and Dr Stefan Rossbach will teach the module. While the module will require the purchase of additional books for the library, this will not be at a level beyond normal POLIR spend. No special computer facilities are necessary.*

**19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

*As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.*

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching

.....  
Date

.....  
Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School

.....  
Date

.....  
Print Name

**Module Specification**  
**Comparative Political Behaviour**

1. Title of the module  
*Comparative Political Behaviour*
2. School or partner institution which will be responsible for management of the module  
*Politics and International Relations*
3. Start date of the module  
*January 2014.*
4. The number of students expected to take the module  
*Approx 15-20.*
5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal  
*PO926 (Designing Democracy) will be withdrawn in spring 2013; module convenors have agreed to this change. No consultations have been undertaken with other Departments, since PO926 is only an optional module for their students.*
6. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])  
*M*
7. The number of credits and the ECTS value which the module represents  
*20 (10 ECTS)*
8. Which term(s) the module is to be taught in (or other teaching pattern)  
*Spring.*
9. Prerequisite and co-requisite modules  
*None.*
10. The programmes of study to which the module contributes  
*Compulsory module for MA in Comparative Politics. Optional module for all other MA programmes taught in the School of Politics and International Relations.*
11. The intended subject specific learning outcomes



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

- 11.1: Analyse the appropriateness of using behavioural approaches to study political activities, along with understanding the main theoretical and empirical issues involved in undertaking and evaluating behavioural analysis.
  - 11.2: Critically explore the link between citizens' actions and beliefs and the democratic status and vitality of political systems.
  - 11.3: Evaluate the main theories and models used to account for the way citizens make electoral choices, drawing on appropriate empirical evidence to explore the validity of these theories.
  - 11.4: Evaluate the main theories and models used to account for citizens' engagement in political activities via different forms of participation, drawing on appropriate empirical evidence to explore the validity of these theories.
  - 11.5: Identify and explain the behaviour of collective actors, notably political parties, and evaluate how far such behaviour by intermediary organisations affects the quality of democratic representation.
  - 11.6: Apply this theoretical and conceptual knowledge to understanding and resolving some key contemporary issues in the behaviour of citizens in advanced democracies.
12. The intended generic learning outcomes
- Students who successfully complete this module:
- 12.1: Will be able to work with theoretical knowledge at the forefront of their discipline
  - 12.2: Will have a comprehensive understanding of methods and methodologies in their discipline
  - 12.3: Will be able to undertake analysis of complex, incomplete or contradictory areas of knowledge
  - 12.4: Will be reflective and self-critical in their research work
  - 12.5: Will be able to engage in oral and written academic and professional communication with others demonstrating skill in analysing and presenting scholarly information in the appropriate form
  - 12.6: Will have independent learning ability required for continuing professional study
13. A synopsis of the curriculum
- The module introduces students to some of the core issues in the field of comparative political behaviour, one of the largest groupings within the field of comparative politics. The module begins by considering some of the basic theoretical issues involved in studying political behaviour. It then moves on to consider explanations for the two most significant issues within the field of comparative political behaviour, namely voting and political participation. Within these blocks, the module includes discussion on two policy-relevant ques-

tions. The module concludes by examining the behaviour of key collective intermediary organisations, namely political parties and legislators, and the effects that these behaviours have for democratic representation.

14. Indicative Reading List

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

15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

**Lectures/seminars**

Classes will combine lecture and seminar teaching in a two hour session.

On average, lectures will comprise 12 contact hours; one lecture per week for 12 weeks.

Learning outcomes: 11.1-11.6, 12.1-12.2. In particular, lectures will aim at introducing key theoretical and practical issues concerning the nature and analysis of comparative political behaviour.

Achievement of learning outcomes: These outcomes will be achieved through the oral and visual presentation of lecture material that will synthetically introduce the relevant issues, present key positions, ask questions, and provide examples pertaining to comparative political behaviour.

On average, seminars will comprise 12 contact hours; one lecture per week for 12 weeks. Seminars will be based on discussions of the topics introduced in the lectures and the reading done independently by students.

Learning outcomes: 11.1-11.6, 12.1-12.6. In particular, seminars will help students to gain comprehensive understanding by linking lectures, independent reading and class discussion; to apply concepts and theories to empirical questions; and to structure and defend complex arguments through class discussions.

Achievement of learning outcomes: These outcomes will be achieved through class discussion among students, in which students develop their understanding through interaction, co-operation and confrontation with their peers.

**Independent study**

Schedule: 176 hours; In these hours, students are expected to read the recommended texts for each seminar, prepare their reactions to these sources, and research/write their coursework assignments.

Learning outcomes: 11.1-11.6, 12.1-12.6; In particular, explore in detail aspects and issues introduced in the lectures; link them to wider issues in political science; reflect critically on them.

Achievement of learning outcomes: these outcomes will be achieved through students' own reading, research and preparation of class contributions and essays.

16. Assessment methods and how these relate to testing achievement of the intended learning outcomes

Formative assessment of seminar contributions and written assignments will be given throughout the module in the form of oral and written feedback. Summative assessment of the module will be based on the following:

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark
Essay	Students write one essay of ≤3,000 words answering one question related to the topics covered in the weekly lectures/seminars	11.1 – 11.6 12.1 – 12.6	60%
Policy report	Students write one report of ≤3,000 words in which they identify and justify policy interventions appropriate to resolving a current issue in political behaviour.	11.1 – 11.5, particularly 11.6 12.1 – 12.6	40%

The essay provides students with an opportunity to review and analyse in some depth the academic literature on a particular issue covered in the module. The policy report enables students to apply the theories and empirical evidence on patterns of citizen political behaviour to a current policy issue.

17. Implications for learning resources, including staff, library, IT and space

Staff: No additional resources required

Library: Only very minor purchasing of additional copies of core textbooks likely.

IT: No additional resources required

Space: No additional resources required

18. The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual ba-

sis, in consultation with the University's disability/dyslexia support service, and specialist support will be provided where needed.

19. Campus(es) where module will be delivered  
Canterbury

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....  
Director of Learning and Teaching/Director of Graduate Studies (delete as applicable) Date

.....  
Print Name

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....  
Head of School Date

.....  
Print Name

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** (delete as applicable): "I confirm that the College/Validated Institution (delete as applicable) has approved the introduction of the module and will be responsible for its resourcing"

.....  
*Nominated Responsible Officer of Partner College/Validated  
Institution*

.....  
*Date*

.....  
*Print Name*

.....  
*Post*

.....  
*Partner College/Validated Institution*

*Module Specification Template  
Last updated October 2012*

