

## **2020-21 Exchange Student Module Booklet**

### **Year 1 LC**

#### **Semester 1**

##### **Global Comparative Politics 34531 – 20 credits**

This module aims to provide students with an understanding of current issues, dynamics and challenges in global politics in a comparative perspective. It will explore four key themes: governance, representation, political culture, and policies. Subjects that will be covered include democratisation (and 'backsliding') processes, authoritarian regimes, imperial rule, regional organisations (ASEAN, AU, EU, Mercosur), political parties, party systems and cleavage structures, the rise of populism and anti-party sentiments, as well as the role of identities and inter-regional comparisons of various policy outputs (public, migration, environmental and foreign policies). Students will gain important insights in traditional and contemporary debates in comparative politics. The module engages the students with the necessary skills and tools to develop comparative analytical frameworks to explore phenomena in politics, international studies and political economy.

Assessment:

1,000 word assignment (25%)

3,000 word assignment (75%).

##### **Debates in World Politics 34532– 20 credits**

This module aims to provide students with an understanding of the most prominent ideas and debates within current international relations and world politics. It focuses on the latest dilemmas confronting policymakers, experts and activists, including emerging conflicts, technological changes, new social forces and movements, and new institutions and practices. Subjects that will be covered include war and security, globalisation and development, as well as Western and non-Western states' foreign policy. Students will be able to develop a variety of skills for undertaking further study, particularly with regard to case studies and comparative analysis. The module provides a strong applied understanding of world politics and offers the necessary grounding for further study in politics, international relations and political economy.

Assessment:

1000 word written assignment (25%)

3000 word written assignment (75%).

##### **Global History 34564 – 20 credits**

The course seeks to introduce students to some of the principal problems of the twentieth century in an international context. At the start of the course, the positions of the Great Powers are considered as a prelude to the First World War. The war's course and outcome are then considered, principally the rise of communism and fascism. The nature of the totalitarian state is reviewed in relation to Nazi Germany

and Stalinist Russia. The debate on the origins of the Second World War, and especially the pursuit of appeasement lead up to the final theme: the Second World War and the rise of the superpowers. The course concludes with a consideration of the Cuban Missile Crisis.

The course also considers the collapse of key empires starting with ancient empires: the Roman Empire and its successor, the Byzantine Empire. The Ottoman Empire, which subsumed the Byzantine Empire, is then reviewed. In the modern period the British, Soviet and American empires are analysed plus the collapse of apartheid in South Africa. Comparisons are made but the focus is on the specific reasons for the decline and fall of particular empires and the surrounding debates thereon.

Assessment:

1 x 1,000-word Case Study with document support (25%)

1 x 3,000-word Essay (75%)

### **LC Understanding Politics 26060 Semester 1**

This is an introductory course designed to familiarise students with a broad spectrum of theories, approaches and issues related to the concept of power and contemporary political ideas. The aim is to provide students with a solid foundation of key skills and knowledge upon which they can build their own perspectives on a number of themes and issues which they are likely to encounter over the course of their degree programme. The course is divided into two main parts - the first part looks at different conceptions of politics and power, whilst the second half of the course examines a number of contemporary ideas and political issues.

Assessment:

1 x 1000 word blog (25%)

1 x 3,000 word essay (75%)

### **Semester 1 + 2**

#### **LC Politics as a Vocation 34004/5– 20 credits**

This module examines how and why political actors take up particular political occupations. It examines the meaning of vocation as applied to politics. It explores different political occupations such as parliamentarians, lobbyists, journalists, trade unionists, political advisors, researchers, and civil servants. Consideration is given to the context, constraints, skills or capacities, and, especially leadership of the ideal practitioner. It involves guest lectures by external practitioners and alumni to bring the daily experiences and commitment of political actors to life.

Assessment:

1 x 1500 word essay.

1 x 2500 word essay.

## **Semester 2**

### **LC Understanding International Relations 34202 – 20 credits**

In this module, you are introduced to the study of international politics and the main approaches, theories and debates in the discipline of International Relations. The main aims of this module are both to introduce you to some of the main issues of international politics, such as war and peace, development, regional integration and security, and to make you familiar with different ways to conceptualise and analyse these issues. This means that a substantial part of this module is devoted to the introduction of the main traditional theories of International Relations and the concepts they use. Studying international politics is theoretical, one of the central messages throughout the course is that different theoretical approaches generate different images of the world that build on particular assumptions. Therefore, while you may think you know what the current problems of international politics are and how to solve them, one of the aims of this course is to alert you to other ways of seeing things. This should allow you to make a more confident decision about your own stance towards particular issues and to analyse these issues more thoroughly, but it should also make you question both your own as well as others' representations of the world.

Assessment:

1 x 1000 essay (25%)

1 x 3000 word essay (75%)

### **LC Understanding Political Economy 34196 – 20 credits**

This module enables students to become acquainted with the style of analysis and the subject matter of the classical political economists. Such work is set within the context of a general introduction to the discipline.

The module enables students to understand the challenge to classical political economy of neoclassical economics, while also studying twentieth century dissenters to neoclassical orthodoxy. This broadens the students' knowledge of the language and concepts of political economy, set within the context of contemporary political and policy debates.

Assessment:

1 x 1,500 words assessed essay (40%)

1 x Presentation (10%) and

1 x 2 hour examination (50%)

### **LC Introduction to Political Theory 31384– 20 credits**

This module introduces students of political science to the practice which is known as 'political theory'. To do so it focuses upon the history of an activity. The module thereby allows students to consider a sequence of historical political thinkers and texts, whilst at each stage we ask: are their recommendations for political life either desirable or persuasive? Why should visions of political life differ so greatly? And are the problems of these historical thinkers still 'our own'? In the process of introducing

political theory by means of its historical development, students are provided with the capacity to begin to use a range of key concepts effectively (including ethics, sovereignty, constitutions, the common good, rights, tradition, liberty, exploitation, and power).

Assessment:

Book report (written): 1000 words 25%

Exam: 3 hours 75%

## **LC Citizenship and Justice 35214 – 20 credits**

Citizenship is a core concept in how we think about politics, but people disagree about its meaning. Citizenship as a political relationship with a state could be based on ascribing to certain values, fulfilling certain duties, or to being born in a certain place or to certain parents for example. Experiences of citizenship may be unequal because of explicit legal barriers excluding people or their behaviour or because of implicit discrimination. Some people talk about citizenship as a broader way of understanding political behaviour from the very local to the global. It has also been used to describe collective memberships that may be found across a range of countries or regions. This is an introductory module that will encourage you to think about citizenship – and so also politics – in new ways.

Assessment:

1500 words essay (30%)

2500 word essay (70%)

## **Year 2 LI**

### **Semester One**

#### **Analysing Political Worlds 26957 20 credits**

This module uses classic and contemporary research about substantive political issues to introduce you to a range of key theories, concepts and debates within Political Science. The module thus allows you to consider a range of approaches to political analysis, to the nature and distribution of power, and to state-societal relations in the contemporary world.

The module is structured in four sections. In the first section, you consider the foundations of political analysis, such as the scope of the political, the definition of human nature and its role in the study of politics, the scientific status of political enquiry, and the potential role of critique and emancipation within the discipline. The second section is concerned with explaining political change and, specifically, the role of structure, agency, ideas and power in political analysis. The short third section introduces you to key approaches in contemporary political analysis – rational choice theory and new institutionalism – while the final section considers various strands of state theory and how best to understand the state, its place within contemporary society and its role in the reproduction of political and socio-economic social relations.

The module's main purpose is to allow you to answer the question *What kind of political analyst am I?* In considering this overarching question with regard to the specific topic under consideration each week, you will be able to achieve a number of broader aims. Firstly, you will gain an understanding of why the core of Political Science is contested and why the discipline is characterised by diversity and pluralism. Secondly, you will be able to display a familiarity with a range of contemporary approaches to political analysis and the study of the state. Thirdly, you will be able to utilise particular theories and concepts in the analysis of substantive political issues. This final aim is linked to your second assessment – the independent analysis assignment – where you are asked to use the concepts, approaches and theories covered on the module to analyse a contemporary political issue that is of interest to you. In this way, the module can act as a launch pad for your dissertation both in terms of topic and in terms of theoretical approach and conceptual framework.

The module is taught across a two-hour lecture and a one-hour seminar each week. We are quite clear on this module that there is no one correct answer to the questions of how to approach the study of the political and what kind of political analyst to be. Each week, then, we aim to introduce you to a range of approaches to the topic under consideration and then give you the tools, reading, time and opportunity to develop your own thinking and position.

Assessment:

1 x 1,500-word essay (25%)

1 x 2,500 take home test (75%)

### **Comparative Politics 29356 20 credits**

The course examines politics, polities, and policies across the globe. It compares authoritarian with democratic countries, as well as discussing elections and voting behaviour, institutions, political parties, and public policy. The aims of the course are to introduce concepts and approaches central to analysing politics and government and to develop students' understanding of the commonalities and differences of political institutions. Students will emerge from this course with knowledge of different institutions, political forces and policy traditions, with the analytic skills to examine political processes and institutions, and with experience of applying the methods of comparative politics to the analysis of political phenomena. The course will focus on countries around the world, encouraging students to learn about politics outside the UK.

Teaching methods: The module will be delivered by one two-hour session followed by one seminar (in smaller groups) each week. Two-hour sessions will provide a broad thematic overview and introduction to the topic and issues of the week, which by definition is not exhaustive; students should follow this up by targeted reading aimed at developing their own views on the material covered in class. Seminars will provide an opportunity for students to discuss a series of key questions originating from the sessions and set readings.

Assessment

1 x 1,000-word paper (25%)

1 x 3,000-word final paper (75%)

## **International Political Economy 20895 20 credits**

A key purpose of university education and the study of political economy is to equip you to question and challenge what is often taken-for-granted. This purpose is often lost when courses are structured so as to simply pass on information from lecturer to student. In contrast, POLS 205 is structured around a series of “big questions” about the world. In the lectures we will draw on a range of theoretical approaches and real life examples. Our central aim however, is not to give you the “right answer” – as if there were such a thing – but to help you engage with and reflect upon the structures of power in the global political economy. In doing this, the course draws upon some of the most recent debates and shifts within the field of international political economy – as well as drawing on more traditional strands of classical political economy.

The module will be taught through 2x 25 minute mini-lectures, with activities in-between.

The course draws upon a range of theoretical perspectives to understand the contemporary international economic order and to explore the drivers of international economic change. Issues and problems covered across the modules include: the establishment and demise of the Bretton Woods system; the contest of ideas over economic reform; the causes and consequences of economic globalization; and how the globalized international political economy should be governed, issues and problems in international political economy.

Assessment:

1 x 500 word essay plan and commentary (25%)

1 x 3,000-word case study (75%)

## **Trust-Building for Global Security 35212 –20 credits**

This is a new research-led undergraduate module that will introduce students to the challenge of trust-building in global politics. It engages with UN Secretary-General Antonio Guterres’s 2017 claim that ‘without trust . . . I don’t think we will be able to address the very difficult challenges that we face today’. The module focuses on a number of critical global security challenges. The first part of the module provides an overview of the key theoretical approaches to trust-building in International Relations (IR). These ideas and approaches are then applied in the second part to the following global security challenges: (i) US-Iran relations with regard to Iran’s development of nuclear capabilities; (ii) the growing trust deficit between the Nuclear-Weapon States (NWS) and the Non-Nuclear Weapon States (NNWS) in the Treaty on the Non-Proliferation of Nuclear Weapons (NPT), and the challenge of building trust among the NWS themselves; (iii) the challenge of building trust in cyberspace with a case study of US-China interactions; (iv) the challenge of building trust in outer space with a focus on US-Russia-China interactions; and (v) the problem of trust and climate change.

There is no module of this kind currently available in the Department, School, and University, and this may be the first module at undergraduate level to explicitly focus

on the theory and practice of trust-building in relation to specific global security challenges. The module is divided into two parts – theoretical and empirical – though there will be an emphasis on policy-related issues and questions throughout the module. After an introductory overview of the module, the first three weeks will be conceptually focused on different theories of trust-building (e.g. GRIT, costly signalling, individualist, interpersonal, including face-to-face diplomacy, and identity-based approaches, including security communities). Week 5 will be the first part of the assessment which will be group presentations on the strengths and weaknesses of the one approach to trust-building studied on the module. After reading week, weeks 7-11 will involve case studies of trust building in relation to Iran, nuclear proliferation, cybersecurity, the militarization of outer space, and climate change.

The other component of the assessment is an essay on one of the case studies that is to be submitted in the last week of term.

Assessment:

Presentation (10%)

3,500-word essay on one of the cases studied (90 %)

### **International Relations Theory 20900 20 credits**

Following on from your previous studies in international relations (IR) theory, this module explores what we call “critical” theoretical approaches to studying and practising IR. These approaches characterise the so-called third (or even fourth) great debate in the discipline of IR, and they also mark the entry into global political debates of new ideas about identity, power, resistance, and inequality in the international sphere. The module is divided into two blocks of topics: the first of these will introduce you to current theoretical debates through the lens of its newest and most innovative schools of thought, ranging from feminism and queer theory to post-development thought and the Frankfurt School.

The second group of topics covers important themes and problems that are shaping international affairs today—and that are generating new and interesting debates amongst IR scholars. Thus, this module equips you with new and powerful conceptual tools, before examining a series of pivotal and evolving issues (migration, human rights, border control) and inviting you to put your newly acquired tools to use in analysing them.

Throughout, you will be encouraged to debate foundational political questions with your colleagues, consider the impact of IR concepts in both theory and practice on a wide range of actors and institutions, and relate what you are learning to emerging news stories and developments in the world of global politics.

Assessment:

1 x 1,000-word book review (25%)

1 x 3,000-word essay (75%)

## **International Politics of East Asia 31213– 20 credits**

This module introduces the students to the international politics of East Asia. The concept of 'East Asia' as a region is problematic, but the geographical scope we use in this module includes the Northeast Asian states of Japan, China, South Korea and North Korea and the ten member-states of the Association of Southeast Asian Nations (ASEAN). While we will also cover Taiwan and the United States, we will not consider Russia, the South Asian states such as India and Pakistan, Australia and New Zealand, although they may feature from time to time in the lectures and seminars.

Why study the international politics of East Asia? East Asia is highly important from the economic, military, political and human security perspectives. A number of key current events concern East Asia: the rise of China; the US interests and alliances in the region; US-China power-transition/competition; the nuclear weapons threat from North Korea; Japan's slow but unmistakable move towards becoming a 'normal great power'; conflict or reconciliation between China and Taiwan; the 'wary but creeping reconciliation' between the two Koreas; economic dynamism and challenges; security dilemma and arms build-up; multiple territorial and maritime disputes; proliferation of regional institutions; the putative rise of Islamic extremism in areas of Southeast Asia; ethnic conflicts and nationalism; and the increasing incidence and salience of human security challenges, including political repression and human rights violations, environmental degradation, transnational crimes, diseases and pandemics etc. All of these concerns carry huge implications for both the East Asian and global communities. In this module, we will tackle all these bilateral and multilateral relationships and issues in a theoretically-informed series of lectures and seminars.

Intellectually, East Asia is a fascinating region to study from both theoretical and empirical standpoints. On the one hand, inter-state violence is neither an everyday fact of life nor an inevitable possibility, unlike certain other regions of the world. Yet, on the other hand, the region is pregnant with flashpoints with the potential to could unimaginably destructive warfare, unlike in places such as Western Europe and North America.

The module is structured as follows. Each week, there will be a two-hour interactive lecture followed by a one-hour seminar. Weeks 1 and 2 will set the historical and theoretical contexts for the study of East Asian international relations. From week 3-9, a significant state or institutional actor will be paired up with an important issue in which that actor is heavily involved. Finally, in weeks 10 and 11, we will tackle the important themes of ethno-nationalism and security challenges in the region.

### **Assessment:**

In-class presentation (10%)

1,500-word Research Proposal (30%)

2,500-word Essay (60%)

## Public Choice Theory **02684 20 credits**

Public Choice Theory can be seen as the application of methods more usually seen in economics to the study of politics. The course uses elementary ideas of economics to provide a different perspective on a range of political issues. Much activity can be organised through markets and the course sketches in how this happens and then asks – “Can everything be left to markets?” Markets are based on exchanges that lead to mutual advantage, but why bother to exchange something for what you want if you have enough force to just take it? Robbers and bandits need to be restrained by a stronger force. Usually that is the state, and the key role of the state can be seen as that of providing law and order through having powerful enough force to prevent invasion and keep the level of crime down. This prime role of the state can be provided by an autocrat, or through democracy. But there are further roles for the state that can be seen to solve economics problems of market failure. Economics shows how markets can fail in the face of public goods and externalities. We define both of these problems and show how governments may be able to mitigate market failure. The operation of markets can also fail to distribute income in a way that is seen as equitable. We look into normative arguments for the state intervening in income distribution, and also at the question of what the impact of redistribution actually is. The course also looks at models of voting, and ways of analysing bureaucratic behaviour and discusses the problem of “rent seeking” which is receiving increased attention.

Assessment:

1 x 1,000-word essay (30%)

1 x 3,000-word essay (70%)

## **International Relations of the Middle East 29292 – 20 credits**

This module aims to provide an introduction to the contemporary Middle East through a rigorous engagement with theories of international relations. Middle East politics display many of the characteristic features of the modern world. Contentious legacies of imperial map-making fuel frontier disputes and throw into question the legitimacy of the territorial nation state. Governments have been repeatedly challenged by populations tired of the old rationales for authoritarian rule and angered by its repressive effects. The politics of national identity, sometimes bound up with ideas of religious identity, have been given new urgency by class conflict, by military occupation and by the growth of the security state. Meanwhile, the long history of external intervention in the states of the region has heightened domestic and regional tensions. The module places the Middle East in its international context, exploring histories of empire and decolonisation, hegemony and resistance, conflict and cooperation, as well as identity and foreign policy. The module links the study of international relations as a subject matter with the empirical understanding of transnational ideologies (e.g. pan-Arabism, pan-Islamism), inter-state conflict (e.g. the Persian Gulf Wars, the conflict in Israel/Palestine etc.), foreign policy of major regional states (Iran, Turkey, Iraq etc.) and “superpower” politics. The course thus investigates both the factors involved in the making of international politics in the area, and the way we can analyse them. To that end, it introduces students to the discourse of “Orientalism”, theories of international relations such as (neo)realism and social constructivism and other approaches in IR. Beyond this conceptual focus, themes such as Islam, gender, democracy, civil society, globalisation, fundamentalism, terrorism, revolution etc. are also covered. Attention will also be paid to key themes in international relations, such as transnationalism, globalisation and regionalism, security and threat, gender and ideology. The debate on the features of a regional sub-system and foreign policy analysis will be examined through the process of Arab regional integration and the

Arab-Israeli conflict. By taking this module, students will be able to engage in more specialised study of the region, either in whole or in part.

Assessment:

1 x In-class Presentation (10%)

1 x 1,500-word essay (30%)

1 x 2 hour exam (60%)

### **Soviet Politics: Rise and Fall of a Superpower 31336 – 20 credits**

From one of two superpowers, to fifteen separate states struggling for identity and survival - the rise and fall of the Soviet Union provides a unique case study touching on many aspects of global political affairs in the twentieth century.

The module focuses on the Bolsheviks' rise to power in 1917, the development of the Soviet state and its key political features, and the establishment of the USSR's superpower status. The second part of the module covers the government and ideology of the Soviet Union in its 'settled state' and identifies the reasons behind its collapse.

For much of this century the Soviet state was conceived by many as being on the cutting-edge of a new global political order. The course examines the tensions between ideology and reality, between the maintenance of domestic and international power and the declared aim of creating a new and fairer society. It is a case study of a failed attempt to build a socialist utopia.

Ultimately this is a seriously interesting module covering:

- Collapse of Empire!
- Proletarian Revolution!
- The dashing of utopian dreams!
- The rise of totalitarianism!
- War (Hot and Cold)
- Dogs in space!
- Shoe-banging!
- Stagnation!
- Collapse of another Empire!

The module provides useful groundwork for final year courses in Russian and East European politics. As a self-contained unit, it provides a thorough grounding in Russia's political development in the twentieth century, as well as helping to develop a familiarity with basic political science concepts such as ideology and legitimacy.

The module is taught through a weekly two-hour teaching session and a one-hour seminar. The teaching session includes elements of a traditional lecture but also incorporates, debate, discussion, group work and music! For the seminars it's over to the students to discuss key topics coming out of the teaching session.

At the end of the module, students will be able to:

- Demonstrate an understanding of the socio-political processes which led to the rise of the Soviet regime, its development in power, and its sudden demise

- Develop a clear understanding of global politics in the twentieth century through an exploration of the political influence of the USSR
- Exercise skills of analysis through a basic introduction to Soviet politics, culture and ideology

Assessment:

1 x 1,000-word review (25%)

1 x 3 hour **exam** (75%) Assessment period:

### **War and Peace in Theory and Practice 31339– 20 credits**

Civil wars are the most common and deadly type of conflict in the contemporary world. Yet, there is very little agreement on their causes and on how to design long-term successful peace processes in countries experiencing civil wars, such as Syria.

This module aims to provide students with an understanding of the main theories of conflict and peace and to enable them to apply these theories to historical and contemporary case studies of violent conflict and of peace processes. Students will examine the key theoretical approaches to the study of different stages of conflict and of peacemaking, from the causes of war to its long-term resolution and transformation.

They will engage with questions at the cutting-edge of research and policymaking, including: What are the causes of violent conflict? Is there a 'perfect storm'? What are the key challenges in negotiating the settlement of a conflict? How does conflict affect the diverse population of a state? How can we promote peace with justice? How does violent conflict affect state and group identity, legitimacy and leadership in the long term?

The module will run over 10 weeks in the Spring term. It employs a variety of approaches. Two-hour interactive lectures (led by the module convener) will encourage students to engage critically with the theory and literature by focusing on 8 overlapping topics: Types of conflict; Motives for civil war; Means for civil war; Opportunities for civil war; Conflict termination; Institutional design; Conflict transformation; From war to peace.

One-hour seminar sessions (led by the module convener and her assistants) will focus on the analysis of specific case studies of civil war and conflict management. During the seminars, students will have the opportunity to explore examples from Europe, the Middle East, the Americas Sub-Saharan Africa and East Asia, including Iraq, El Salvador, Burundi, South Africa, Bosnia and Herzegovina, the Central African Republic, Northern Ireland, Lebanon, the USA and Spain. This will provide an opportunity to evaluate the theory in the light of the complex reality of civil wars.

Assessment:

1 x 1,500-word essay (35%)

1 x Group poster (40%)

1 x 1,000 word reflection report (25%)

## **Semester Two**

### **Race, Empire, and Modern Political Theory 32550 – 20 credits**

This module aims to enhance student understanding of the historical relationship between conceptions of race, imperialism, and the development of modern political thought in Europe and America. It pays particular attention to the largely unnoticed role played by race and imperialism in key theoretical approaches to property, liberty, democracy, and revolution. By reading canonical works of European and American theory alongside canonical works of anti-colonial scholarship and criticism, the module explores topics such as: the connections between theories of property and the “unseeing” of colonial labor, the relationship between theories of civilization and modern notions of democracy, and the role play by supposedly empty geographic space in the liberal imagination.

Assessment:

1 x 1,000 word contextualisation on paper (25%)

1 x 3,000 word essay (75%)

### **Public Policy Blunders and Bad Decision Making 31333 – 20 credits**

Central and local governments of all persuasions have the tendency for making catastrophic mistakes, as do public services. Horror stories of blunders abound in the press and we often read such stories with disbelief. This module investigates the common causes of policy failure with both theory and case examples. Drawing upon an evolving public policy literature, we look into the reasons why politicians and the civil servants often make mistakes whilst acknowledging that some mega-blunders have not always caught the public eye. The module is also, about how public policy theory can guide us towards making good decisions reducing the scope of blunders through decision-making techniques and use of evidence based policymaking. Case study vignettes are provided in each lecture but we will also be supported by case study presenters who are specialists in topics such as the failure of the Child Support Agency, rail privatisation and wasting money through sunk costs. We also include some classics such the Poll Tax or Mid-Staffordshire Hospital.

Assessment:

1 x Presentation (formative)

1 x 1,000-word essay (25%)

1 x 3,000-word case study (75%)

### **Politics of Sex and Sexuality 35209– 20 credits**

Sex and Sexuality has historically been overlooked in the disciplines of politics and international studies. While, since at least the 1960s, feminist and gay and lesbian scholarship has acknowledged the importance of sex and sexuality as an organizing factor in politics and policy making, the embeddedness of these regimes of power is only just being considered in more mainstream politics. Sex and sexuality not only informs political activisms, such as LGBTQ+ campaigns, but also shapes the very understanding of what constitutes the political. This module, then, will look at the history of the LGBTQ+ movement and how this movement has interacted with other movements and the State. Further the module will explore debates around legislation that overtly intersects with sex and sexuality (e.g. consent, pornography, reproductive health and decency laws) while also exploring the less explicit ways that (heteronormative) assumptions about sex and sexuality have informed policy making in a range of policy areas (such as environment,

health and welfare). Finally, the module will discuss the context underpinning the politicization and depoliticization of sex and sexuality at particular historical moments.

Assessment:

1 x 1,000 word Research Paper Proposal (25%)

1 x 3,000 word Research Paper (75%)

### **Diplomatic History post 1945 20896– 20 credits**

This module would be of particular interest for those with a flair for history and interest in the Cold War period—a period that still provides the majority of events/cases for International Relations research today. This module is historical in nature, and aims at discussion not just what happened, but also the causes and consequences of certain actions and different interpretations of the same event.

This module is focused on international relations and the changes in the international system from the end of the Second World War up until the end of the Cold War. The emphasis will be on the emergence of a bipolar world divided into two opposing blocs, one led by the United States and the other by the Soviet Union. Topics to be considered here include the origins of the cold war in the immediate post-war period in Europe; its extension to Asia; and the strategic balance between East and West in the 1950s.

The second part of this module concentrates on the period from the mid-1960s to 1989 when the domination of the two superpowers was being challenged not only within the blocs themselves but by the emergence of new centres of power. Here we will focus on China's relations with the US and the USSR; the continuing conflict in the Middle East; the rise and fall of détente in the 1970s and the collapse of the Soviet Union and the end of the Cold War.

For the most part, the module is organized chronologically. Occasionally it diverges from chronological order, for example, to discuss the Vietnam war and the Soviet invasion of Afghanistan comparatively. Occasionally breaking with the chronological order allows for contemplating things such as the importance of personality in politics, the advantages and disadvantages of summit diplomacy, the concept of brinkmanship, or the role of trust and distrust in the Cold War.

This module offers a chance of reading not only history books but also some historical documents that formed the basis of political decisions and other sources, such as memoirs and naturally lead to a discussion of the value, objectivity and usefulness of these sources in IR research.

This module wishes to take an interactive approach to the Cold War, making student discussions the basis of seminars and using questions about short videos, texts, and quotations as a way to introduce interactivity into the lectures.

Assessment:

1 x 1,000-word essay (25%)

1 x 3-hour exam (75%)

### **Introduction to US Domestic Politics 31212 - 20 credits**

There are two fundamental misunderstandings concerning US domestic politics. First, those outside the USA look at an apparently powerful executive and do not

realise that the President of the USA is, domestically, the least powerful of the three branches of US federal Government. Second, US citizens are often mystified as to their country's global unpopularity as they have enormous faith in their Constitution and the form of governance outlined therein. What they fail to realise is that, as a global power, the USA very rarely exports its own internal political system.

The key to understanding US domestic politics is to realise that US politics is a game of numbers derived not from its citizens as a whole but from those citizens who choose to be actively involved in politics. Therefore, you have to tear up any assumptions that the US model of liberal democracy can be easily judged by the critical light of other liberal democracies, particularly that of the UK, from which it originally evolved. If one tunes into what is driving the active electorate, particularly at state level, the progress of US politics can be surprisingly predictable. For example, the legalisation of gay marriage and the current legalisation of marijuana, if one knows where to look, were, and, are quite predictable. The federal system of US government is dominated by the representation of state interests in both the House of Representatives and the Senate. If you wish to predict federal government action and, more importantly inaction, if one is aware of the levels of state support for federal legislative action, one can predict whether federal government, be that Congress, the Supreme Court or the President will intervene in any political conflict.

For example, it will be argued that the USA has one of the largest welfare state provision. Legislative gridlock will be shown to be largely irrelevant to the effective running of the US government. The idea of both a politically partisan press and politically active justices will also be discussed as potentially more beneficial than malign to the US political system. The USA also, depending upon circumstances, both leads the world in certain environmental politics whilst simultaneously lagging far behind where other environmental politics are concerned. If one understands the political dynamics of the USA this apparently bizarre and contradictory situation should come as no surprise.

The US political system and culture is deceptively similar to that of the UK, we have a common language and a common political heritage. Yet the US political system has, being a fundamental rejection of British rule, has evolved very differently to that of the UK. For example, the key range of political debate within US society is a lot narrower than that experienced by other liberal democracies. It is focused upon a debate between a left- and right-leaning interpretation of a fusion of classic and modern liberalism.

However, the diverse nature of the US political system also allows the student to be able to select a wide range of quite specific issues when demonstrating their understanding of US politics through independent research.

Assessment:

1 x 1,000-word briefing paper (25%)

1 x 3-hour exam (75%)

### **International Security 20903– 20 credits**

This module will examine how polities pursue security on the international stage. Our study of security will straddle international relations and history. As an organising idea, this module will focus particularly on the possibility of war as the context in

which choices are made. Though the module has a 'hard security' core in its themes, it also incorporates critiques of classical ideas of security and is designed to provoke debate.

We begin by surveying the different theoretical and conceptual approaches to security: what we mean by security and how it can be effectively pursued, and how far societies can transcend competition to achieve truly "international" security.

We then focus on one major security problem each week, from the security dilemma to humanitarian intervention to deterrence, as well as the causes, avoidance and termination of conflict.

Questions addressed include:

- How do we obtain security?
- What causes insecurity and war?
- Can international institutions make the world a safer place?
- Should powerful states intervene in crises abroad?
- How far does technology from nuclear weapons to cyber change international relations?
- Does globalisation make us safer or more vulnerable?

The course is taught in lectures and seminars. The lecture session will also involve small group and individual activity. Each week there is also a one hour seminar.

The lecture provides an overview and, hopefully, a stimulus to your thinking. Seminars are designed as a complement to lectures. In a more interactive environment, students will be encouraged to apply the lecture content to complete group work, engage in debate and ask questions to the seminar tutors.

Assessment

1 x 2,000-word essay (50%)

1 x 2-hour exam (50%)

### **Global Governance 27732– 20 credits**

Global Governance is a very salient issue on the international agenda: it refers to the rule making efforts to sustain cooperation in order to address global problems or concerns. Increasingly the world has to deal with security threats, financial breakdown, development concerns and deteriorating environmental conditions. States try to coordinate their efforts to respond to these challenges through the establishment of international institutions like the UN, the WTO and the treaties governing environmental change. However, states have enjoyed a varying degree of success in setting up institutions to govern common problems, and therefore non-state actors have increasingly been involved in providing intellectual and financial resources to deal with international problems.

This course reviews both state and non-state structures and efforts to resolve common problems of mankind in the areas of security, economy, development and environment. The first few weeks will be focused on conceptual and historical issues. How do we understand governance? How do international institutions and other actors contribute to the provision of governance? We then move on to examine specific areas of governance and focus on the drivers of progress and the

constraints encountered by relevant stakeholders in the areas of security, economy, development and ecology. Common themes throughout feature: conflict between North and South; the ability of institutions to contribute to successful cooperation between states; the role of non-state actors in contributing to governance solutions and their relationship to states; the ability of states and non-state actors to show leadership and to overcome challenges.

The teaching methods for this module involve two-hour interactive lectures, as well as seminars that cover some aspects of each week's topic in more detail. There is usually 2-3 required readings that students are expected to complete before the lecture.

Assessment:

1 x 1,000-word briefing paper (25%)

1 x 3,000-word essay (75%)

### **Feminist Political Ideas 29303 – 20 credits**

Feminist political ideas are hugely diverse, critical, and necessarily engaged: they seek to change our thinking, how we look at the world and the way we live. This module explores the development, richness, and diversity of western feminist political ideas in their own terms. The module concentrates on the way in which feminist ideas (1) challenge and revise traditional political thinking, (2) have made rich contributions to our understanding of political concepts, knowledge and the nature of oppression, and (3) can inform how we live and do things.

Although the module proceeds chronologically in its examination of the development of feminist political thought, each session will examine the contributions that feminists have made to the understanding of specific concepts, such as equality, sex, power, work, family, emotion, care, difference, intersectionality, body, gender, subject, presence, inclusion, representation, freedom and agency. The module also pays attention to the (continuing) disagreements between feminists. In so doing, you will consider the issue of what constitutes feminist thinking, and who or what forms the proper subject of feminist analysis.

We explore exciting and important topics and questions, including: Is pornography inherently oppressive? Does equality mean treating people the same or differently? Why is caring a political matter? How should we understand sexual violation and rape? How can we understand rising rates of male suicide? Is femininity the biggest obstacle to women's freedom? Where and why can we see white privilege and racism in feminist political ideas? How should be power exercised in feminist classrooms? Are women still treated as Other? Is feminism compatible with respect for cultures? Why are some women so preoccupied with their appearance and beauty? Why are women (and other marginalised groups) underrepresented politically, within business, and at senior levels within universities? What do we mean by freedom? Is there no necessary connection between sex and gender? Can feminists claim to speak for all women?

If you take this module you will learn about feminist ideas but you will also practice them yourself. You will be encouraged to share personal experiences and connect those experiences to feminist political ideas. As such, students will build and participate in a feminist classroom, which is intended to provide an open yet safe

space in which everyone can speak and be heard. You will also be encouraged to think about how your background, status, identities and experiences shapes your approach to feminist ideas. This means that you will develop a practical as well as theoretical understanding of the vibrancy and challenge of feminist ideas, especially in relation to method and pedagogy.

Assessment:

1 x 1,500 word reflection paper (25%)

1 x 2,500 word essay (75%)

## **Exploring Europe: Politics, Economics and Culture 31207– 20 credits**

How can we express resistance to political systems? Why do we often understand informal economic practices as ‘corrupt’? Why are women, almost universally, subordinated to men in the public sphere of social life?

All these and many other questions are addressed in this module, which aims to introduce you to Europe (not the EU) from an anthropological perspective. No former knowledge of the anthropological discipline is assumed.

The module covers six topics that have general appeal across a wide range of interests. Together the topics serve to introduce you to the main sub-disciplines in anthropology.

### **1) Central concepts in anthropology**

The first topic looks at the central concepts and methods used by anthropologists in their study of human diversity. These core concepts lie at the heart of the anthropological discipline and are fundamental tools in understanding European societies comparatively.

### **2) Producing and consuming**

The second topic provides a general overview of some of the central concerns of economic anthropology. The focus is on forms of economic activity that are fundamental to all societies - exchange and consumption - and the social implications of these activities. A second focus is on informal economic practices (black market activities etc.). Anthropological studies question mainstream social science approaches by showing that what is commonly seen as ‘corruption’, needs to be understood not from an outsider’s ethnocentric perspective, but from an insider’s viewpoint that takes into account local cultural contexts.

### **3) Relatedness and belonging**

Every society has different criteria for social differentiation and for integration. It is such criteria that provide the basis for identities. This third topic looks at issues relating to belonging – sex and gender, households and family, and ethnicity and nationalism. Such differences provide important social organizing principles across Europe: they shape economic activity, legitimate political and cultural practices.

### **4) Controlling and resisting**

In this group of lectures we look at the way in which anthropologists categorise political systems and at the main state forms that have dominated Europe in the last

half century – socialist and capitalist. We also look at the sorts of constraints imposed on members of society, both through formal legal systems and informally through everyday social sanctions. Forms of resistance and opposition are also discussed.

### **5) Believing and celebrating**

This group of lectures looks at knowledge systems and how they are made concrete through rituals and symbols. Systems of classification and knowledge vary considerably between societies – with objects, people and animals being categorised in very different ways in different cultures. This in turn forms the basis for social action. We look at the importance of rituals in ‘secular’ European societies: rituals that serve to reproduce society as well as on those that can be used to help bring about social change.

### **6) Global and local processes**

Increasing connectedness of economic activity worldwide, assisted by modern technological advances, is perceived by many to have increased homogenisation. At the same time, global processes take diverse forms and act to strengthen local identities (through renewed calls to nationalism, for example). In this final topic we look at global phenomena through the perspective of the local, and the implications this has for the discipline of anthropology.

Assessment:

1 x 1,500-word visual essay (25%)

1 x 2,500-word essay (75%)

## **International Politics & Security in Russia & Eurasia 23432 – 20 credits**

This is a year 2 module which aims to equip students with a sound knowledge of international politics and security issues in Russia and Eurasia (broadly understood as the states in the South Caucasus and Central Asia, though reference will also be made to Eastern Europe). The module consists of seven thematic blocks, beginning with a survey of the region since the end of the Cold War and the collapse of the Soviet Union, focusing both on theoretical approaches and current international issues relevant to the region. These are:

- The end of the Cold War and the emergence of new political and security dynamics in the post-Soviet space
- New thinking on international relations and security in our region
- Regional security organisations and Russia’s relations with Europe, the US and China
- US and European Union policy in the South Caucasus and Central Asia
- Political economy and energy politics in Russia and Eurasia
- State-building and political regimes
- Regional conflicts and emerging ‘non-traditional’ security issues

By the end of the year students will be able both to discuss and compare theoretical approaches to the analysis of international politics and security issues in Russia and Eurasia and to analyse specific issues relevant to recent and current events, thereby

gaining an in-depth understanding of local contexts and realities. Research-led teaching on the module will be primarily delivered by its convenor, Dr Derek Averre, who has 28 years of experience in the field, though occasional contributions may be made by guest lecturers with specialist knowledge of particular issues.

Assessment:

1 x 2,000-word essay (50%)

1 x 2-hour exam (50%)

### **Elections + Voting in Britain 2918 20 credits**

Elections are the very core of democracy. Voting is the key activity that binds the individual to the political system and legitimizes the democratic process. The main aim of the course is to provide students with a baseline understanding of who votes in Britain and why; what factors influence whether an individual votes or not; what explains political choice in 21<sup>st</sup> Century Britain. From addressing whether a leaflet at election time influences voting patterns to whether Labour's new media strategy in the 2017 election campaign proved to be a game changer, this module will provide students with the base knowledge from which to critically assess the main theoretical approaches of voting behaviour and answer the key questions underpinning elections and voting in Britain today.

Through interactive lectures and seminars we will examine why electors behave the way they do through the exploration of competing theoretical and empirical explanations of both voting behaviour and political participation. Students will learn to critically evaluate the impact of social cleavages, rational choice and consumption theories of voting. Similarly we will examine whether partisanship is dying out; are elections determined by whom and what party is the most competent; whether issues matter or if it is the leader that now drives party choice. Moreover, we will assess how contextual influences such as election campaigning, electoral redistricting and local political cultures can influence the election outcome. Students will also be able to critically examine the impact of the electoral environment, including the role of the media (both old and new), polling, the electoral system, party organisation, national and local campaigning and evaluate how they shape and influence elections and voting in Britain.

The module consists of ten interactive lectures and seminars. We start with the mechanics of elections in Britain before addressing the key theories of voting. Alongside this we will debate key questions such as lowering the age of voting; how we build a habit of voting; whether making it easier for individuals to vote actually makes any difference; and gauge just how important social pressure is on voter participation. The next core set of lectures and seminars examine party choice. From alignment to dealignment, we consider why social-psychological models are making a comeback and examine whether spatial models of party competition or valence now determines election results. We debate the importance of issues; issue ownership; whether it really is 'the economy stupid' or if Brexit has brought about a political realignment. Our focus then turns to leaders. What leadership traits matter for voters? Are leaders more important for undecided voters? Do leaders or parties matter more? The final triumvirate of lectures and seminars discusses the changing character of campaigning - why the local still matters; whether personalised forms of activism are the most effective and for whom – the role of the old and new media on elections – from whether 'the Sun still wins it' or if Corbyn's 'citizen initiated' new

media activity is challenging the established 'Fourth estate' – to a round-up of what ultimately decides elections and drives political choice in Britain.

Assessment:

1 x 1,000 word article review (25%)

1 x 3,000 word essay (75%)

### **Controversies in Contemporary Democracies: Comparative Perspectives 31564– 20 credits**

This module studies a variety of issues that affect contemporary 'high income' democracies. It considers the different ways in which current democracies are facing a number of problems and controversies, and what these mean for the state of democracy today.

It uses a comparative method so that students are able to see how these trends, problems and controversies are occurring in different countries.

The module starts with a discussion of the history of how democracy was created – focusing especially on the question of whether representative democracy should be considered a political system designed to be inclusive, or instead a compromise designed to protect the authority of the powerful.

Having considered the historical beginnings of contemporary democracies, we then turn to the present and consider the claim that we are living through a crisis of democracy. This refers especially to the problems that debt, austerity and slow economic growth have all created for contemporary democracies.

In the next two weeks we focus on two trends within contemporary party systems. First, the apparent collapse in support for mainstream centre-left social democratic parties; and, second, the rise in support for populist right-wing parties. Both of these developments have had significant effects upon the nature of democracy.

The module then turns to consider the so-called 'varieties of capitalism' debate. This refers to the idea that there are different types of capitalism – some which are more coordinated and inclusive (e.g. Germany, Sweden, Japan), and others which are more market-oriented, neoliberal, and unequal (United Kingdom and United States). Debates on this topic focus on whether all countries are moving in the neoliberal direction, and also which of the different types of capitalism should be considered most desirable, and why.

We then turn to political participation: how do citizens participate in the political system in an attempt to ensure that their views are represented?

The final part of the module considers the way in which different social groups are excluded from democracies. This first looks at the way in which gender features in democracies, and the different ways in which women face unequal representation. It then turns to consider policies towards immigration and migrants adopted in different democracies.

Each week of the module covers one of these topics. The teaching is organized so that it provides a combination of: (i) a lecture that will provide the key points within

the literature for each topic; (ii) an overview of how these issues relate to the specific countries covered in the module; (iii) class discussion where we consider what comparative insights we can identify; and (iv) an assessed presentation provided by different students each week.

By the end of the module students should have a good awareness of, and ability to understand and explain some of the key issues facing contemporary democracies.

Assessment:

1 x 2,000 Word Essay (50%)

1 x 2,000 Word Essay (50%)

### **Political Economy of Energy and Energy Security 31760– 20 credits**

This module aims to provide an understanding of the role of energy and energy security in global political economy. The focus of the module is on institutional aspects (i.e., rules and behaviour) of energy production and consumption. As such, the module will focus not on geology, but instead on the incentives for production and consumption, and the effects that this has on wider political and economic behaviour. The module will consist of two parts. The first part will explore energy and energy security at the international level. The second part will examine how energy resources shape the domestic political economy of energy suppliers.

The module will introduce students to the basic theoretical, historical and geopolitical contours of the political economy of energy today as an essential dimension of contemporary international political economy. We will examine two broad aspects of energy and energy security.

First, we will explore energy and energy security at the international level. Because energy is critical to economic growth, this module will explore issues related to the supply of energy, energy markets, environmental impacts of energy use, and prospects for energy transitions. Energy security refers to questions of risk and security of supply as well as volatility in energy prices, and to supplies that are dependable and not subject to unexpected disruptions. Global Energy Security is concerned with the interests of both supplier and producer countries, even though the preferences (for example, on the terms of energy trade) of the two groups are often different.

Taking energy security as the starting point, the first part of the module explores not only how countries shape their strategies to meet their energy needs, but also how such actions have implications for other countries and the international system. It looks at new technologies and innovations – such as those making the extraction of shale gas economical – and how they are changing patterns of trade and could shape new alliances. Finally, while acknowledging that oil and gas will be dominant for the next 20-40 years, the course considers the consequences of a successful shift away from petroleum based economies to anticipate how a new energy order might fundamentally alter the nature of global politics.

Second, we will explore the role of energy in shaping the political economy of energy suppliers. Questions to be discussed include: What are economic rents, and why are they so high in energy production? Why has resource nationalism risen again in

recent years? Is expropriation a cyclical phenomenon in the resources industries? Why are national companies (NOCs) so prevalent? What explains the huge disparities among NOCs? Who captures the rents? How are energy rents captured by states and other actors? Why is there such a significant variation in domestic pricing policies? What are the impacts of resource extraction on local development and the environment?

The module also focuses on the consequences of resource dependence and resource wealth management for domestic political economy. Questions to be discussed include: What are the political and macroeconomic consequences of volatile resource prices? What can be done to mitigate them? What is the so-called “Dutch disease”? Is there a “resource curse”? Do energy rents hinder democracy and development? What is the effect of energy dependence on institutions and vice versa? Do energy rents promote a culture of corruption and complacency? Which institutions can help to make energy wealth a blessing? What are the implications of resource production for national/sub-national policymaking?

Assessment:

1 x 2,000-word essay (50%)

1 x 2-hour exam (50%)

### **Rethinking Borders: Non-citizenship and Statelessness** 35215 – 20 credits

Borders dominate our contemporary global political landscape. They demarcate territories and create divisions between people. They provide ways of protecting groups of individuals and supporting systems of social security. This module explores political theories of borders, drawing from a range of intellectual traditions. There are people that are excluded from the society in which they live in a variety of ways, both implicit and explicit. Some people do not have a legal citizenship status of any country on earth. They are referred to as ‘stateless’. In this module, you will use examples like these and others in order to interrogate borders and the institutions that construct them. This module builds on and extends your previous studies of citizenship and political theory and considers how to use political theory in policy contexts.

Assessment:

Essay plan formative

1 x 3,000 word essay (70%)

1 x policy brief, ideally on topic of essay (30%)

### **Identity in Middle East International Politics** 35210– 20 credits

The Middle East is a region often described as ‘dripping with identity politics’ (Telhami and Barnett, 2002:3). This module aims to familiarise students with competing identities of various forms and how they have shaped international relationships in the Middle East. The module will introduce students to theoretical and empirical debates about identity politics and the international relations of the Middle East through several themes, such as supranational identities (pan-Islamism and pan-Arabism), national identities, ethnic identities, tribalism, sectarianism, and religion. It will also introduce students to the analytical tools to grasp identity politics from various theoretical debates within IR Theory, Middle East Studies, Religious studies, and Sociology. By the end of the module,

students should have gained an insight into how these theoretical approaches have been, or could be, applied to understand how identity politics are shaping Middle East international relations.

Assessment:

1 x 1,500 word Book Review (30%)

1 x 3,000 word Essay (70%)

### **Contemporary International Political Economy 20911– 20 credits**

I am very aware that many of you are sick and tired of talking about the global financial crisis (GFC). There are two reasons though why this course begins with the GFC:

- One is that the crisis has sparked a major period of self-reflection in International Political Economy. Many scholars think that the crisis has revealed major weaknesses in IPE; others simply suggest that IPE should be doing more to shape the post-crisis world.
- The other reason though is that whilst many fields (comparative politics, economics, sociology and so on) have examined the causes of the crisis and what has since changed, IPE offers unique insights into issues of finance, and explains why finance might be the most important factor shaping the world we now live in.

The term therefore starts with a look at Contemporary IPE and finance.

Then we look at the US/UK and China, before examining other big issues (tax havens, human trafficking, debt, and resistance).

In short, POLS 312 is all about crisis and change.

In the first half of the course, we will address the theoretical aspect to the lack of change in the global political economy after the 2007 financial crisis. We will take a fairly comprehensive look at the state of IPE as a discipline to examine what it has or has not had to say as the financial crisis hit. We begin by asking big questions about what theory is, what an academic discipline is, and what role they should or should not play in shaping political and social change.

In the second half of the course we will apply some of these theoretical insights to empirical case studies (the EU and the UK). This part of the course seeks to examine the resilience of neoliberalism, an important factor explaining the type and degree of continuity and change. To re-emphasise, our overarching aim is to explore the role that a political economy analysis has and should have at the current historical conjuncture.

Assessment:

1 x 500-word essay plan & 2 minute recorded explanatory commentary (25%)

1 x 3,000-word case study (75%)

### **Topics in British Politics 20912 – 20 credits**

This module will allow students to develop a specialised interest in British politics. Students will examine key trends in British politics, from 1945 to the present. In doing so, it will assess the impact and significance of a number of contemporary political projects, including Keynesian social democracy, Thatcherism, Blairism, Cameronism, Brexit and Corbynism. Students will be asked to consider how these projects can be best defined and what impact, if any, they have made to the overall evolution of British politics. In particular, these projects will be assessed in terms of the extent to which they show continuity or change with previous governing practices.

The course opens with four introductory lectures aimed at providing the groundwork for the later part of the module. In these introductory sessions, we will examine the character of Keynesian social democracy, the impact of neo-liberalism and the use of depoliticisation strategies and modernisation discourses in driving change in contemporary British politics. The aim of these introductory sessions is to provide students with an overview of key developments and conceptual tools for understanding post-war British politics.

After the opening lectures students will be asked to examine six 'topics' in British politics. The topics are as follows:

- How Radical was Thatcherism?
- The Conservatives after Thatcher
- The New Labour Project
- Understanding Cameronism
- British Politics in the age of Brexit
- Should we be worried about British Democracy?

Assessment:

1 x in-class quiz (formative)

1 x 1,000-word blog (25%) November 2nd 2020

1 x 3,000-word essay (75%) December 14th 2020

## **Climate Change in Asia 35195– 20 credits**

Climate change is without doubt the greatest challenge to our planet and to our lives. As we start to witness noticeable changes in our weather systems and biodiversity within Europe, many of the states in Asia have for decades already been living with some of the most dramatic evidence of climate change the world has seen.

As a region so dramatically affected, there are also many reasons to look to Asia for some of the necessary responses to climate change; from scientific advances and new social movements and trends; to opportunities for improved climate governance. This broad canvas forms the basis of the module, as we highlight specific cases studies within and across the states of the region.

The module enables final year students to gain a detailed understanding of the principal issues related to climate change in the Asian region; to study and analyse different theoretical approaches to climate politics; to study some the main state approaches to these problems (including China's); to examine non-state actor

behaviour at state and international levels (and particularly the rise of climate change action among non-governmental organisations); and to analyse some of the challenges in balancing economic development and sustainability.

On the successful conclusion of this module, you should have a detailed knowledge and understanding of the Mekong region.

Assessment:

1 x 100 word briefing papers (30% )

1 x 3 minute podcast on one case study (20%)

1 x 3,000 word essay (50%)

### **Issues in US Domestic Politics 23878 – 20 credits**

This module examines the study of several controversies in US politics. Some of these are stand-alone issues and others are linked. For example, gay marriage and the legalisation of drugs are linked because they appear to follow a similar trajectory of increasing voter support at the state level leading to federal government action (gay marriage being legalised by the Supreme Court) or potential action (the increasing numbers of states legalising both medicinal and recreational marijuana may lead to federal government intervention.

The issue of a 'Culture War' polarising the USA presents a very clear argument which claims to explain US domestic politics and is a very useful way to start investigating US political controversies. With this clear argument in mind one can then build upon the issue of an American Ideology (variously described as Constitutionalism or what it is to be 'American' or 'Un-American'), Religion and Economics as alternative or complementary interpretations of the dynamics of US domestic politics. An additional concept of long-term unseen change within US domestic politics, suggested by a concept called 'advocacy coalitions', is also studied.

Given that this is final year, if you wish to study alternative explanations of the dynamics of US politics not covered by the module, I would encourage you to do so with the strict proviso that you talk it over with me first. In previous year's students have examined 'Nativism', 'Gender politics', the rise of American Authoritarianism, Native American politics (a very different culture war perspective) and Woodard's concept of '11 Nations'.

The module usually asks a single broad essay question. This is aimed at allowing you the greatest scope to focus upon quite specific areas which have interested you. However, if the question does not fit your research focus, I would again encourage you to talk to me about any proposed essay question you may wish to attempt.

I would also actively encourage you to try to engage with US politics from the point-of-view of Americans. While it is easy to criticise the USA from the 'outside', US citizen often engage in vigorous debate over the 'rights' and 'wrongs' within their own system. Yet they also have different perspectives upon concepts of legitimacy and illegitimacy in US domestic politics. For example, the US electorate may be far higher tolerance rates for lobbying and campaign finance than the UK voting public.

**Assessment:**

**1 x 1,000-word essay proposal (25%)**

**1 x 3,000-word essay (75%)**

### **Globalisation, Capitalism and Welfare 32413– 20 credits**

This module will be at the intersection of comparative politics and comparative political economy. It will employ the comparative method and theories of analysing and classifying advanced economies (varieties of capitalism) and welfare states. The module will be of interest mainly for comparative politics and political economy students. Its focus will be global by focusing on advanced economies of the West (USA and EU).

The module will discuss how we can conceptualise and understand different configurations of economies and welfare states in Europe. We will focus on issues of inequality, poverty and competitiveness. We will discuss different configurations in favour or against redistribution, cooperation and competition. We will explore how different countries set up their economic and public policy models to achieve economic, social and political prosperity.

The module fills a gap in the existing offering of modules by providing an in-depth analysis of two key theoretical models of comparative political economy and comparative politics covering a wider range of case studies.

Assessment:

1 x 1,000-word book review (25%)

1 x 3 hour exam (75%)

### **Migration and Refugee Politics in the Global South 35206 – 20 credits**

How can we make sense of national and international responses to the Mediterranean migration and refugee crisis? How has decolonisation shaped migration in Africa? What are the tools that the Israeli lobby employs to affect Middle East politics, and how does it achieve this? How do regional organisations - ASEAN, MERCOSUR, CARICOM - regulate cross-border mobility in Asia and Latin America? How have European and North American governments responded to refugee and migrant flows, and how does this affect the existing North-South divide?

This module offers students interested in politics and international relations to apply their knowledge in a range of debates surrounding the politics of population mobility in the Middle East, Asia, Africa, and Latin America. It aims to understand and compare migratory movements in a cross-disciplinary context — historical, socio-economic, and political — while also incorporating topic-specific literatures from international relations, comparative politics, political economy, as well as migration and diaspora studies. Building on work that students have done in their first and second years at POLSIS, the module broadens and deepens their understanding of the “Global South” in global affairs. The module draws on both academic and non-academic sources - interviews, policy reports, investigative journalism, memoirs, comics, songs, and visual arts - in order to expose the students to a range of key issues for politics today: the determinants of labour emigration; national and transnational citizenship; the drivers of immigration policy; the interplay between

migration and security, as well as between security and development; the impact of diaspora politics; policies of cooperation and coercion; and the ongoing refugee crises in multiple parts of the Global South. Students will gain a deeper understanding of global politics while also gaining perspectives on current debates around migration and refugee politics. At the same time, they will enhance their presentation skills, as well as strengthen their competence in critical analysis and writing.

The course offers students the opportunity to engage with a range of debates surrounding the politics of migration in a variety of manifestations in the Global South. It aims to understand and compare migratory movements from multiple perspectives — historical, socio-economic, and political — while also incorporating topic-specific literatures from international relations, comparative politics, and diaspora studies. The readings aim to complement a weekly lecture, classroom presentations and discussion, and fit broadly within the course's main objective: offering students with a variety of backgrounds the opportunity to engage with the complexity of the politics of population movements, and to contextualise these movements within wider debates and scholarship. To do this effectively, the course begins by presenting the necessary analytic tools and offering a historical overview of migration. It continues by examining migration through specific perspectives. Finally, it emphasises in-depth analyses of migratory movements. By the end of the course, students will have acquired a strong understanding of the politics of migration across the Global South and the ability to process and critically evaluate information, as well as to communicate their ideas and develop structures, reasoned argumentation.

Assessment:

In-class presentation 10%

1500 article review 30%

2500 word essay 60%

### **Environment, Politics and Society 31627 – 20 credits**

Broadly, the main areas covered on this module are:

- 1) Green social and political theory
- 2) Environmental politics and policy making.
- 3) Analysis of environmental issues.

The aim of the module is to give students an understanding of both theoretical and practical aspects of the environmental, social and political aspects of green issues.

Key aspects of the module include: a consideration of the character of, and policy responses to, environmental issues; the ways that nature and environmental policy is socially constructed; the role and limitations of science and technology in relation to the environment; the role of environmental interest groups; the ways in which sustainable development and related concepts can be applied, and; green political and social theory. Further 'ethical problems' such as the relationship between inequality and environmental degradation, population growth and environment debates, intergenerational justice and futurity animal rights will be explored.

Assessment:

1 x In class presentation (formative)

1 x 1,000-word blog post (25%)

1 x 3,000-word essay (75%)

### **Politics and Challenge of Public Service Delivery 30080– 20 credits**

Public services are going through major and dynamic changes in response to a range of issues such as cuts to budgets, increased commercialisation, increased devolution, greater demands for service user voice and control, increased public expectations and a mixed economy of delivery. Such matters are central to both political and managerial debates on the future of services and what the public can expect to receive.

This module explores, via international and historical perspectives, the development of 'public services', the past, present and future role of the public sector in their delivery, and the development of new ideas about how best to manage the production and financing of these services.

The module is team taught with expert academics from INLOGOV providing you with lectures on detailed innovation and history of public service evolution and change. We will also draw upon practitioners from the field who have witnessed front line change

If you are seeking a career for government, a public sector or public service supplier then this module will provide you with a context on the recent rapid changes impacting public services. We will also be working with the Careers Service on possible future avenues of employment in this area of work.

Assessment:

1 x In-class Presentation (15%)

1 x 3,000-word essay (85%)

### **Politics in Russia 27850 – 20 credits**

POLITICS IN RUSSIA provides a unique opportunity to investigate the collapse of a superpower and its aftermath. How is it that a state, which along with the US, dominated global affairs for the latter half of the twentieth century, could so swiftly disappear? Of particular interest to political scientists, and to students of international relations, is the extent to which the legacy of the Soviet system continues to exert an influence through behavioural and institutional continuity in the Soviet successor states. Has today's Russia thrown off its past? Or do Russia's political culture and geopolitical aspirations - not to mention the post-Cold War relations between East and West - preclude such a possibility?

In this module we will explore the end of the USSR and how Russia reinvented itself in the aftermath. We will explore the reasons behind the consolidation of a presidential system in Russia and how Moscow has dealt with the challenge of ruling the largest state in the world with hugely diverse regions, which constitute the Russian Federation. We will examine the role of the political opposition as well as the role of informal and unofficial networks, which play a vital role in the functioning of the Russian-style autocracy. Following the collapse of the USSR, Russian identity has had to be remoulded to take into account this monumental event and therefore

the module will also elaborate on how 'Russianness' has been redefined in a multi-ethnic state. Finally, we will examine how the breakup of the Union into its constituent republics lead to the emergence of an entirely new geopolitical context for Russia and how it dealt with other post-Soviet independent states. Perhaps no more troublesome relationship existed than that

between Russia and Ukraine, culminating in the annexation of Crimea by Russia in 2014 – with ongoing tensions in the region (including military hostilities). The module will end on an exploration of where Russia finds itself in the current global configuration and the kinds of challenges which lay ahead for Russia and the West, including Russia's deployment of 'subversive' measures vis-à-vis the West.

By the end of the module you will therefore be knowledgeable about the collapse of the USSR, perhaps the most dramatic event of the second half of the 20<sup>th</sup> century with a systematic understanding of its causes and the wider implications of the emergence of Russia in its stead. You will have an insight into the inner workings of the Russian political system and gain a sense of what the future might hold for Russia and other post-Soviet states as well as for Russia's relations with the West as the after-effects of the collapse of the USSR continue to be felt in the region and globally.

The module will therefore seek to answer the following questions:

- Why and how did the Soviet Union break up?
- How did presidentialism emerge in Russia and why president Putin come to dominate the political system?
- What is the role of informal networks and practices in Russian politics?
- How has Russia responded to challenges from neighbours? How has it positioned itself regionally to ensure its continued dominance?
- What might the future hold for Russia?

The module will be taught using a variety of interactive and didactic techniques including group work, presentations, data and textual analysis, use of contemporary records and evidence, question and answers.

Assessment:

1 x 1,500 word FCO-style policy brief (40%)

1 x 2,500 word essay (60%)

### **International Negotiation 32529– 20 credits**

This module focuses on the theoretical and practical aspects of international negotiations. It will first cover how international negotiations are conducted and link negotiation analysis to International Relations theories. It will then focus on particular conceptual issues in negotiations, such as power, leadership and justice, as well as negotiation tactics and strategies. These concepts will be explored in the context of case studies of real world negotiations in the fields of security, trade, development and environment. Finally, the course will include a practical element through a negotiation simulation, where students can get some hands-on experience with both formulating negotiating positions and engaging in a negotiation process. The

negotiation simulation will be aided by a software package so that students can engage with the negotiation simulation both in class and outside.

The teaching methods for this module involve two-hour interactive lectures, as well as seminars that cover some aspects of each week's topic in more detail. There is usually 2-3 required readings that students are expected to complete before the lecture. During the weeks where the simulation takes place, lectures will be one hour, and will discuss case studies that showcase the concepts discussed in previous weeks, and the negotiating sessions will take place for two hours. There will only be one assigned reading during these weeks so that students can focus on the negotiation process itself.

1 x 1,000-word summary (25%) November 9th 2020

1 x 3,000-word critical reflection journal (75%) January 11th 2021

## **Semester 2**

### **Politics of Regional Integration 35211– 20 credits**

The number of regional integration arrangements (RIAs) has increased globally, especially since the end of the Cold War and the creation of the World Trade Organization. This proliferation of RIAs has had various consequences on the international political economy. The aim of this module is to explore various topics pertaining to regional integration to provide students with an understanding of the intersection between regional integration and the global trading system at a time when the system is under strain. The module explores the following main questions: what factors have motivated the emergence and proliferation of regional integration? What can explain the variety of institutional designs among regional integration arrangements? What have been the political and economic consequences of regional integration? While the European Union dominates scholar discussions on regional integration, this module aims to expose students to regional integration dynamics outside of Europe.

Assessment:

1 x 1,000 word Critical Essay (30%)

1 x 3,000 word Essay (70%)

### **Contemporary US Foreign and Security Policy 20909– 20 credits**

This module provides a survey of the foreign and security policy of the United States of America.

In the early sessions, it surveys the history, institutions, and driving forces of US policy. How important is America's past to understanding US policy today? How does the institutional context in which policy is made – the division of powers between the president and Congress, and the rivalry of different executive departments – shape the substance of policy? What impulses lie behind US behaviour on the international stage: power, security, wealth, political ideals.

We then look at some major policy issues facing the United States in the contemporary era and how it has sought to meet them. Topics covered include: the extent of US overseas military commitments; nuclear weapons proliferation; counterterrorism and Middle East intervention; the rise of China and the spectre of US decline; the NATO alliance and conflict with Russia; and cybersecurity.

The module includes opportunity both to analysis what US policy is and why, and to think critically about what it should be and how change might be brought about.

Assessment:

1 x 1,000-word policy brief (25%)

1 x 3-hour exam (75%) Exam period:

### **Security in Europe: Actors, Crises and Threats 28902– 20 credits**

Security in Europe is a complex issue. This module aims to facilitate easy understanding by focusing on four issues: 1) key actors/institutions, 2) theories, 3) crises and 4) threats. As part of 'actors and institutions' the module looks in some detail at the relevant actors in European security, specifically NATO, the OSCE and the European Union (including the Common Security and Defence policy, the Common Foreign and Security Policy and Area of Freedom, Justice and Security). The module provides a brief historical overview of each organisation and traces how each became what it is now. We explore its functions and its overall performance in providing security in Europe, since the end of the Cold War. As part of this analysis we also examine some of the major theoretical approaches that have sought to explain European security, including the persistence and rise of some of the key actors. Beyond the mainstream theories – realism, liberalism and constructivism- we examine the contribution of 'European' security theories – notably the Copenhagen and Paris schools. In so doing the module provides a holistic understanding of security as practiced in Europe, including its major Organizations. Moving on from theory the module turns to the major security crises the continent has faced since the end of the Cold War, and looks at how well the key actors have handled these crises. Crises are divided into military crises (encompassing the Balkan wars, the Libya war and the Ukrainian crisis) and non-military crises (including the European debt crisis, the migrant/refugee crisis and the 'fragmentation' crisis). Following this we examine a range of prominent security threats. This comprises the final section of the course. It is here were we look at how the continent is affected and challenged by Jihadi terrorism, cyber warfare, fake news, climate change etc. We shall explore some of the ethical issues in 'securitizing' these new threats, specifically the legitimacy of counter-terrorism efforts in Europe. Of key interest over the course of the module are the relations between the EU and NATO with key states including the US, Russia and Turkey.

Assessment:

1 x 1,200-word article review (25%)

1 x 3-hour exam (75%)

### **Democracy and Authoritarianism in Contemporary Europe 31322– 20 credits**

This module offers a comparative study of the wave of democratisation that set off in the mid-1970s and has swept much of Southern Europe, Latin America and Eastern Europe during the past two decades. The module will analyse the theoretical literatures on contemporary democratisation and regime change and will compare the experiences of countries emerging from different types of non-democratic rule, focusing in particular on the post-authoritarian democracies of Southern Europe and post-communism in East-Central Europe. It provides an overview of the most salient of the democratisation literature, the basic issues at state in the contemporary debates, and explores the concepts of 'democracy' and 'democratic consolidation'.

The topics investigated involve the socio-economic, political and international dimensions of democratisation; the different possible paths towards democracy their consequences and the consolidation of democracy; institution building in new

democracies; the development of political parties and party systems; and the territorial, economic and cultural aspects transitions to democracy and democratic consolidation. These topics will be approached from a comparative perspective, whereby particular attention will be given to the scope of comparison and concept formation in comparative politics.

One should recognise, however that not all 'transitions' lead necessarily to democracy and that even those countries we may have viewed as 'consolidated democracies' are not quite as consolidated as we thought. The module therefore also addresses the issue of non-democratic systems in contemporary Europe, notably the former Soviet states.

We will refer to a wide range of case studies taken from three broad regions and periods of regime change:

Southern Europe (Spain, Portugal, Greece)

Central and Eastern Europe: Poland, Czech Republic, Slovakia, Hungary, Bulgaria, Albania, Romania, Slovenia, Serbia, Croatia)

Former Soviet Union: Russia, Ukraine, Georgia, Moldova, Armenia, Azerbaijan, Latvia, Lithuania, Estonia (although the latter three, as we will discover, have rather more in common with the Central and Eastern European cases).

Students completing the module should be able to:

- Demonstrate a thorough knowledge of processes of democratisation and authoritarian state-building in Southern Europe, East-Central Europe and the former Soviet Union.
- Use the relevant conceptual frameworks to analyse democratisation and authoritarian state-building.
- Demonstrate a sufficient understanding of the core methodological issues and key concepts in comparative politics.

Student should note that democratisation is not a straightforward linear process as some argue. Some of the cases we look at have either never developed into 'consolidated' democracies or have moved in the opposite direction towards more authoritarian modes of governance. It is therefore important to keep abreast of recent developments.

Assessment:

1 x In class presentation (formative)

1 x 1,000-word briefing paper (30%)

1 x 3,000-word essay (70%)

### **Rebuilding war torn states: confronting legacies of conflict 31386 - 20 credits**

Transitional justice is a field of practice and study that aims to confront and overcome legacies of conflict and authoritarianism. It has undergone three generations of evolution, and we will examine the field in its current state, as a core partner in peacebuilding and development. In this module, the conceptual framework of transitional justice as a method for dealing with legacies of conflict and

authoritarianism will be examined and critiqued. Its coherence and value will be interrogated, as well as its ability to provide real-world solutions to complex and layered conflict legacies. We will examine the liberal paradigm and limitations of, and alternative perspectives to, transitional justice, as seen by theorists and as defined and practiced by key international actors such as the United Nations, the OHCHR, and large international non-governmental organisations. We begin by looking at the evolution of the field, moving on to key debates around the core principles of justice, peace-building, truth-seeking, institutional reform, and reconciliation. We critically interrogate the idea of who transitional justice is 'done for', who it is 'done by', and why. A particular analytical concern of the module is to address the implications of the 'transitional justice gaze', on developed global north societies, global south societies, and the links between the two.

This module will be taught using a combination of multimedia and taught classes. You will be expected to acquire factual knowledge, and to develop analytic, interpretive and evaluative skills, as follows:

*Factual knowledge:* you will become familiar with a variety of post-conflict countries, their historical trajectories, the particular problems they face, and the kinds of actors who are engaged in dealing with those problems.

*Analytic skill:* You will be introduced to the analytic approaches – for example, approaches associated with liberalism, state-centric models, political economy – commonly used by analysts to consider causal links between different observable features of post-conflict societies.

*Interpretive skill:* This requires use of analytic models to explain why particular efforts at post-conflict reconstruction have succeeded or failed in different contexts.

*Evaluative skill:* This requires you to make judgments about the outcomes you identified – are particular policies appropriate and/or beneficial? Will different policies promote a range of social 'goods' – autonomy, justice, equality, protection of rights? How should these different types of goods be prioritized and what are the consequences of such prioritization? Answering these questions allows you to use the experience of post-conflict societies to answer wider, universal questions about the nature of politics.

Assessment:

1 x 1,000-word book review (25%)

1 x 3,000-word essay (75%)

### **Global Security: Militancy, Movements and Militaries 35204– 20 credits**

This module investigates different approaches to analysing security dynamics and issues in International Relations. It seeks to encourage students to reflect on the analytical and ethical assumptions that shape the ways in which security is thought about and practiced in contemporary global politics. Furthermore, the module encourages students to think critically about how security *functions* in global politics. It explores the key concepts of critical security studies (security, identity and representation), and looks at a variety of critical perspectives on security (war, poverty and religion) in IR. These insights are then examined in light of

contemporary security issues (including militancy, intervention, movements, human rights, militaries).

This module investigates different critical approaches to analysing security dynamics and issues in International Relations. It seeks to encourage students to reflect on the analytical and ethical assumptions that shape the ways in which security is thought about and practiced in contemporary global politics. Furthermore, the module encourages students to think critically about how security functions in global politics. It explores the key concepts of critical security studies (security, community, emancipation and representation), and looks at a variety of critical perspectives on security (including the 'Welsh School', poststructuralist and feminist approaches). These insights are then examined in light of contemporary security issues (including war, intervention, WMD, environmental change, human rights, poverty and religion).

Assessment:

1 x 2,000-word essay (50%)

1 x 2 hour exam (50%)

### **Left Parties and Protest Movements 22558– 20 credits**

This module focuses on the political ideas, actions and outcomes of parties and social movements operating on the left of the political spectrum. This includes social democratic parties, communist parties, trade union movements, new social movements, and protest groups, including the 'anti-globalization movement' and more recent protest movements against the so-called 'age of austerity'. It covers both the theoretical developments of such parties and movements, and their political activities in practice.

It aims to provide a broad historical overview of the development of potential agents of social and political change. In doing so, moreover, it places contemporary left-wing political parties and protest movements within their historical context, thereby enabling a critical evaluation of the strengths and weaknesses of such forms of political activity.

The module is taught in a roughly chronological fashion, meaning that we start with some of the debates that faced the labour movement as it emerged across much of Europe during the nineteenth century. These debates tended to pit communists, anarchists and more moderate social democrats, each against each other. Many of these divisions would then have a lasting legacy throughout the twentieth century, as the module shows.

Thus, having considered these strategic debates, the module then is largely empirical, moving through a consideration of different types of left wing strategies and movements. This includes the revolutionary actions of the Russian revolution, the anarchist experiments witnessed during the Spanish revolution, and the emergence of a social democratic tradition in (especially) western Europe.

The module next turns more explicitly towards race as something which is also contested within capitalism – focusing on the Civil Rights Movement of the US South in the 1950s and 1960s. This subsequently informed the emergence of a New Left movement in the 1960s, with 1968 being a high point internationally for student, libertarian and anti-hierarchical protest movements.

The New Left raised a number of questions for the more traditional left, including its typical focus on (only) class. Reflecting this, the remainder of the module considers non-class forms of domination that have also been opposed by left parties and protest movements – especially gender (women’s movements) and ecological destruction (environmentalist movements).

Finally, coming to consider more recent trends, the module focuses on the anti-globalization protest movement that met the so-called “End of History” following the collapse of actually-existing socialism in 1989. As we see, the anti-globalization movement also informed the wave of anti-austerity protest movements that occurred after the global economic crisis of 2008. In turn, these also influenced the development of the wave of left populist parties that have sought to present a more egalitarian parliamentary alternative.

By the end of the module students should have a good awareness of, and ability to evaluate, some of the key developments that have occurred on the left during the last 150 years.

Assessment

1 x 2,000-word essay (50%)

1 x 2,000-word essay (50%)

### **New Media, Social Media, and International Politics 30141– 20 credits**

This module is a combination academic/professional course. It will introduce advanced students to the dynamics of a “new media”, including social media, in politics and the analysis of international events. At the same time, students will critique their negotiation of news and become participants in the process, producing their own coverage and interpretations.

The module is taught through weekly 2-hour interactive lectures and 1-hour seminars.

Assessment:

- 500 Word Source Critique (10%)
- 2,500 Word Essay (60%)
- 1,500 Word Article Review (30%) May 10th 2021

### **Strategy and Decision-Making 29054 – 20 credits**

This module aims to explore what it means to be strategic. It considers how individuals and groups make decisions, how they cope with the situational pressures of leadership, how they implement strategies, and what factors can impede them along the way. Strategy is considered both in its original military context (taking into account recent debates over grand strategy, the use of force and insurgency/counterinsurgency) as well as civilian settings such as government, business and civil society.

The course is particularly keen to examine how the theory and practice of strategy interrelate. To achieve this, students are encouraged to think of themselves as

strategy-makers, develop empathy for leaders and groups making difficult strategic choices, and analyse a range of contemporary strategic puzzles, such as: must counterinsurgency always be brutal to be effective? How can governments think and act strategically in a complex, globalised world? What can leaders do to turn around failing businesses? Is it ethical to 'nudge' people into changing their behaviour without them being aware of it? How can protesters bring about social change? To reinforce the practicality of the lectures, the module includes senior guest speakers from the military, government, business, and activist groups who students will be able to question about their experience of strategy-making.

The teaching approach includes podcasts, film analysis, role plays and flash presentations. Assessment is via formative presentations followed by an essay, as well as a final year exam. The presentation/essay components allow students to analyse a strategic actor of their choice and evaluate their success or failure. This offers them a great chance to do independent study into an area that interest them most. Past themes have included Steve Jobs later tenure at Apple, Hannibal's strategy against the Romans, the Occupy Wall Street movement, and counterinsurgency in Iraq.

By the end of the module, students will have a thorough grasp of the different meanings and behaviours associated with strategy in a range of contexts. They will also have enhanced their own leadership, communication and strategy-making skills ready to implement them in the real world.

Assessment:

- 1 x Presentation (formative)
- 1 x 2,000-word essay (50%)
- 1 x 2-hour exam (50%)

## **Parties, Voters and Elections 27849 – 20 credits**

At the heart of this final year module are a set of simple questions:

- Who wins elections and why?
- Why are some party systems stable, but others are unstable?
- Why are some parties electorally successful whilst others are not?
  
- Why do some parties 'live fast, but die young', yet others endure?
- How, when and why do campaigns matter?

The module is explicitly comparative and encourages students to compare and contrast examples from around the world. After examining broader general questions on turnout, theories of voting, the impact of electoral systems, electoral manipulation and campaigning, and party organization, the module examines parties and party systems in different parts of the globe such as Central and Eastern Europe, Latin America and Africa.

The module is taught by means of a weekly two hour lecture and a weekly class focused around one or two core questions or debate.

Assessment:

1 x in class test (formative)

1 x 1,000-word campaign briefing paper (25%)

1 x 3-hour exam (75%)

### **Russian Foreign Policy 27850 (LH) Sem 2 – 20 credits**

This is a final year module which will examine a range of key issues in Russian foreign policy-making and Russia's international relations. The module aims to acquaint students with conceptual and empirical material within a broader international politics framework; no prior specialist knowledge of these topics is needed but students will be encouraged to undertake extensive study in order to gain a comprehensive appreciation of the issues we will be dealing with.

The module first deals with the historical background from the time of the Soviet Union, domestic factors in Russian foreign policy and Russia's role in international organisations, before going on to examine the country's evolving relations with other major states and regions of the world. The second half of the module takes a thematic approach, starting with a session on key contemporary foreign policy themes before going on to look at various aspects of Russia's international relations and concluding with a module review.

By the end of the year students will be able to discuss and write fluently about Russian foreign policy topics in the context of current international events, with an in-depth conceptual understanding of regional and international contexts framing extensive empirical knowledge, based on the readings of work of the best scholars in the field. The research-led teaching will be primarily delivered in lectures by its convenor, Dr Derek Averre, who has 28 years of experience in this field, though occasional contributions may be made by guest speakers with specialist knowledge of specific issues.

Assessment

1 x 2,000-word essay (50%)

1 x 2-hour exam (50%)

### **Understanding Brexit: Identity and Euroscepticism in Europe 31393 – 20 credits**

What were the conditions that led to the UK's vote to leave the EU? This module will explore the complex social, cultural and political dynamics of Brexit as a peculiarly British as well as European phenomenon. Brexit can be understood in some ways as a something typically British – or English – that stems from its history of Empire, dominant understandings of national identity as “separate” from Europe, and its liberal media system. Yet, Brexit is not taking place in isolation from wider Eurosceptic trends across Europe, and has much in common with other movements responding to a perceived backlash against globalisation, multicultural societies and progressive social values such as gender equality. The module will explore Brexit from a variety of disciplinary perspectives, exploring Britain's historical relationship with the EU, national and European identities, political parties and referendum campaigns, media Euroscepticism and the British press, and public opinion. Using insights from mainstream theoretical literature on Euroscepticism as well as more critical approaches based on feminist, critical race and postcolonial theory, students will analyse in-depth the long- and short-term factors that created the conditions for Brexit.

#### Assessment

1 x 1,000-word book or journal article review (25%)

1 x 3,000-word essay (75%)

### **Nuclear Weapons in International Relations 32530– 20 credits**

The nuclear revolution remains one of the most consequential developments in international politics. Nuclear weapons are unique in their capacity to inflict genocide instantly, they alter the calculus of governments, proliferation risks are a constant source of anxiety (as well as part of our popular culture), and they consume significant resources. With new modernisation programmes from Washington to Moscow, and with relatively recent proliferation in Asia, the issue will not go away soon. And recent shifts in domestic politics are putting the question of nuclear possession and use back on the table of discussion. All students live in the shadow of the bomb, and British students have grown up in a nuclear armed state. Britain's largest scale war of the post 1945 period, the invasion of Iraq, was partly a war of counter-proliferation.

This module will provide students with the following learning outcomes:

- A grasp of the history of nuclear weapons – and ideas attached to them- over three 'Ages' from the era of nuclear monopoly to the Cold War to the 21<sup>st</sup> Century;
- The opportunity to evaluate competing visions of how nuclear weapons should be understood;
- A critical understanding of debates around what drives proliferation, deterrence and disarmament;
- An important context for engaging with theoretical approaches to international relations more broadly.

These learning outcomes will be gained through lectures and seminars.

#### Assessment:

1 x 2,000-word essay (50%)

1 x 2-hour exam (50%)

### **Parliamentary Studies 32399 (LH) Sem 2 – 20 credits**

This module aims to provide you with a detailed knowledge of how the UK Parliament works (in both theory and practice). Guest speakers from Parliament will complement traditional lectures and seminars to provide you with an in-depth knowledge of how the Houses of Parliament operates both in terms of formal procedures and in terms of informal cultures, traditions and relationships. The main focus of the module will be the UK Parliament but you will be encouraged to adopt a comparative approach when appropriate.

#### Assessment:

1 x Blog/Vlog (25%)

1 x 3,500 word annotated research briefing (75%)