



ACADEMIC SERVICES


MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Ethical Issues in Politics				
Module Code	UZQNGB-30-3	Level	3	Version	4
Owning Faculty	Health and Applied Sciences	Field	Politics		
Contributes towards	BA (Hons) Awards in Politics and International Relations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	Stand alone	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Identify the ethical dimensions of key debates in international politics (Assessment Element A and B). • Understand key theories and concepts in international ethics (Assessment Element A and B). • Interpret debates concerning moral issues from different theoretical perspectives (Assessment Element A and B). • Compare and contrast the validity of different arguments concerning moral issues (Assessment Element A and B). • Communicate ideas clearly in writing (Assessment Element A and B) • Plan and organise written materials (Assessment Element A) • Engage in independent research (Assessment Element A)
Syllabus Outline	<p>This module examines some of the key debates taking place in international politics and draws out the ethical dimensions of those debates. It establishes a theoretical framework which underpins the examination of specific issues.</p> <p>Part 1: The idea of international ethics:</p>

	<ul style="list-style-type: none"> • An examination of the main moral and political theories that provide a framework for examination issues in international politics: for example Realism, Cosmopolitanism and Communitarianism. This part of the syllabus asks whether the idea of international ethics is coherent. <p>Part 2: Issues:</p> <ul style="list-style-type: none"> • An examination of key issues in international politics and an examination of the ethical issues that they raise. For example, immigration and asylum, war and international conflict, and global poverty and human rights. • Questions that can be raised about these issues are: what are the main justifications for immigration controls? Is there a right to asylum? Can there be moral limits to waging war? Is it ever morally justifiable to kill non-combatants? Can Just War Theory be applied to 'terrorism'? Is torture impermissible under all circumstances? What role do human rights play in human development?
Contact Hours	72 hours – these will include 3 contact hours per week: lecture (1 hour); seminar (1 hour); workshop (1 hour)
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Placement learning: may include a practice placement, other placement, year abroad.</p> <p>Lectures will provide a broad overview of each subject. In addition there will be workshops which explore those subjects in more depth and through a range of different media sources. Seminars will present students with the opportunity to present their own arguments based on indicative reading.</p> <p>Technologically-enhanced learning will be used when appropriate to enhance student learning experience and broaden student skills base.</p> <p>Students will also participate in group presentations on topics of their own choice. Students will be expected to do at least 228 hours of independent learning, including preparation for seminars, presentations and work for the project component of assessment.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx</p>

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Reading Strategy

A number of key texts will be available as overnight loans within the main collection of the Library. Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Guidance to some key authors and journal titles available through the Library will be given on Blackboard. It is expected that assignment bibliographies and reference lists will reflect the range of reading carried out. It is important that students can identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Throughout the module, students will attend seminars offering advice on the selection of appropriate databases and the development of search skills. There are some excellent books published in this subject area. Students will be encouraged to buy at least one book. A list of recommended titles will be provided in the Module Handbook and updated annually.

Indicative Reading List

General textbooks:
 Brown, C. (2002) *Sovereignty, Rights and Justice*. London: Polity Press.
 Amstutz, M. (2005) *International Ethics*. Washington, DC: Rowman and Littlefield.
 Beitz, C.R. (1985) *International Ethics*. Princeton, NJ: Princeton University Press.
 Hutchings, K. (1999) *International Political Theory*. London: SAGE.
 Hutchings, K. (2010) *Global Ethics: An Introduction*. London: Polity Press.

Part 1: Theories:
 Brock, G. (2009) *Global Justice – A Cosmopolitan Account*. Oxford: Oxford University Press.
 Fine, R. (2007) *Cosmopolitanism*. London: Routledge.

Part 2: Issues:
 Gibney, M.J. (2004) *The Ethics and Politics of Asylum*. Cambridge: Cambridge University Press.
 Cole, P. (200) *Philosophies of Exclusion: Liberal Political Theory and Immigration*. Edinburgh: Edinburgh University Press.

Relevant journals:
 Philosophy and Public Affairs
 Ethics
 Journal of Political Philosophy
 Journal of Applied Philosophy

Internet resources:
<http://www.justwartheory.com/>
<http://www.globalethics.bham.ac.uk/links.htm>
<http://www.hrw.org/> (home page for Human Rights Watch).
www.cceia.org/resources/ethics_online/index.html (Carnegie Ethics Online).
<http://www.un.org/> (the United Nations).
<http://www.globalethicsnetwork.org/>

Part 3: Assessment

<p>Assessment Strategy</p>	<p>1. Essay This piece of assessment requires a student to write an essay in response to one of the questions from a list that will be provided at the beginning of an academic year. This piece of assessment will provide students with an opportunity to further develop their skills in advancing a clear and persuasive argument in relation to the material covered in term one. Students will be encouraged to deploy critical analysis in order to develop and support the argument. In addition students will be able to enhance their research skills, independent study, and a skill of clearly articulating and communicating complex ideas in writing and within a set word limit.</p> <p>2. Essay This piece of assessment requires a student to write an essay in response to one of the questions from a list that will be provided at the beginning of an academic year. This piece of assessment will provide students with an opportunity to further develop their skills in advancing a clear and persuasive argument in relation to the material covered in term two. Students will be encouraged to deploy critical analysis in order to develop and support the argument. In addition students will be able to enhance their research skills, independent study, and a skill of clearly articulating and communicating complex ideas in writing and within a set word limit.</p> <p>3. Exam This piece of assessment will require a student to answer two unseen exam questions in two hours. The exam is designed to test both students' knowledge regarding the topics examined in this module and their essay-writing abilities. Thus, the exam of this module does not merely test students' memory, but also the exam assesses students' ability to offer critical analysis under specific time constraints.</p>
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Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		A:	B:
		40%	60%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. 2-Hour Unseen Examination		100%	
2.(etc)			
Component B Description of each element		Element weighting (as % of component)	
1. Essay – 2000 words		50%	
2. Essay – 2000 words		50%	

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. 2-Hour Unseen Examination		100%	
2.			
Component B Description of each element		Element weighting (as % of component)	
1. Essay – 4000 words		100%	
2.(etc)			
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			