Module Specification

Interrogating the International

Version: 2026-27, v1.0, 14 Jun 2024

Contents

Part 1: Information

Module title: Interrogating the International

Module code: UZQJST-30-2

Level: Level 5

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field:

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module explores the principal theoretical perspectives within the discipline of International Relations, as well as how key concepts have been operationalized in the real-world practice of international politics.

Features: Not applicable

Educational aims: This module builds upon students' knowledge of International Relations as introduced in level 4/year 1, and seeks to deepen their understandings

of theoretical and empirical developments within the field. The module presents, and critiques, the diverse theoretical perspectives that have animated scholarly interrogations of the international, and shows how academic perspectives have impacted –and provide insights into – the real-world practice of international relations.

Outline syllabus: This module begins with an exploration of the main perspectives used by International Relations scholars. These are principally theoretical approaches such as realism, liberalism, constructivism, the English school, Marxism, critical theory, feminism, postmodernism, poststructuralism, postcolonialism, and green theory.

The module then examines how the approaches noted above have influenced the real-world practice of international relations. This is applied through a range of arenas, such as international security, international development, international political economy, international human rights, international law and justice, peacebuilding/peace-keeping, international disarmament, migration, global poverty, global inequality, and post-conflict state-building / reconstruction.

Part 3: Teaching and learning methods

Teaching and learning methods: The module is delivered via a weekly lectorial. This incorporates prepared lecture delivery, discussion and a range of interactive (and often flipped) tasks.

The module's pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critiques. The learning environment is designed to promote peer-to-peer support and exchange.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and digital learning platforms.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Evaluate and analyse the main theoretical perspectives within the discipline of International Relations.

MO2 Reflect on the influence of theoretical concepts on the real-world practice of international relations.

MO3 Communicate complex ideas in a practical manner, styled for a non-academic audience.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 0

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/4B7A5E2C-5A97-E8E7-0E8C-71BF1C82CE26.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: This module has two assessments. Both assessments are weighted equally, but the shorter length of the second assessment reflects the different nature of writing/presenting ideas to academic and non-academic audiences. Due to the vibrant and changing nature of international issues, the assessments have a degree of flexibility built into them, and specific format will be communicated in the assessment brief each year.

Assessment 1: Written Assignment (maximum 2000 words)

This task will take the form of an essay-styled assignment. The task may be shaped from a set number of essay-style questions, or presented as a critical text/literature

review, or equivalent. This format is directed at enabling students to consolidate their personal evaluations of the main theoretical perspectives within the discipline, as well as to advance their skills at written analysis, critical thinking and reflective reasoning.

Assessment 2: Set Exercise (1500 words written assignment or a 10 minute presentation)

The second assessment in this module is a set exercise that takes the form of a policy/issue brief that each student will author or present individually.

This may be in written form (1500 words per student), or in presentation form (10 minutes per student) depending on the delivery of the module. The format of the assessment will be detailed on the assignment brief and is at the discretion of the module leader.

This exercise is set up flexibly to allow for it to adapt to the range of real-world issues covered, and to allow the exercise to be conducted in a number of ways (such as a simulation game, live or pre-recorded presentation briefings, a podcast etc.).

The task is directed at developing students' ability to translate theoretical ideas into practical solutions as well as to successfully communicate complex ideas to non-academic audiences – allowing for the development, and showcasing, of skills vital to the workplace.

Opportunities for formative input and feedback will be built into the delivery of the module. The input and feedback will help develop topic and assessment understanding, target future reading, and enable students to engage more critically with the contents of the module.

Assessment tasks:

Set Exercise (First Sit)

Description: 1500 word written assignment or 10 minute presentation (as directed on assessment brief and at the discretion of the module leader)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3

Written Assignment (First Sit)

Description: This task will take the form of an essay-styled assignment. The task may be shaped from a set number of essay-style questions, or presented as a critical text/literature review, or equivalent. This format is directed at enabling students to consolidate their personal evaluations of the main theoretical perspectives within the discipline (as per element one of the module), as well as to advance their skills at written analysis, critical thinking and reflective reasoning. Specific format for each module run will be detailed on the relevant assessment brief.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Set Exercise (Resit)

Description: 1500 word written assignment or 10 minute presentation (as directed on assessment brief and at the discretion of the module leader)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3

Written Assignment (Resit)

Description: This task will take the form of an essay-styled assignment. The task may be shaped from a set number of essay-style questions, or presented as a critical text/literature review, or equivalent. This format is directed at enabling students to consolidate their personal evaluations of the main theoretical

perspectives within the discipline (as per element one of the module), as well as to advance their skills at written analysis, critical thinking and reflective reasoning. Specific format for each module run will be detailed on the relevant assessment brief.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Politics And International Relations {Foundation} [Frenchay] BA (Hons) 2024-25

Politics And International Relations [Frenchay] BA (Hons) 2025-26

Politics And International Relations {Foundation} [Frenchay] BA (Hons) 2022-23

Politics And International Relations [Frenchay] BA (Hons) 2024-25