University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	The Politics of Crisis and Change					
Module Code	UZQNFH-30-1		Level	1	Version	1.1
Owning Faculty	ACE		Field	Politics		
Contributes towards	BA (Hons) in Politics and International Relations					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	1 September 2013		Valid to	September 2018		

CAP Approval Date	30 May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Understand the nature of politics and political systems (component A) • Appreciate the complexities of resolving political conflicts and controversies (component A) • Acquire detailed knowledge of particular conflicts and controversies (component A) • Demonstrate an ability to undertake comparative analysis (component A) • Present material and express ideas in a variety of forms (component A) • Substantiate arguments with reference to appropriate academic materials (component A)
Syllabus Outline	1. The nature of politics and political systems 2. Comparative analysis; concepts and themes 3. Political trust and distrust 4. Crisis and crisis management

| | 5. Crises in political systems, e.g. UK, Russia, USA, China |
| | 6. Case studies to be selected from a range including: |

	5. Crises in political systems, e.g. UK, Russia, USA, China 6. Case studies to be selected from a range including: • Political corruption • Extremism • The environment and climate change • The nation state and globalisation • Immigration • The 2008 financial crisis and its aftermath • The EU and Euro-scepticism • Collapsing and rebuilding states • Democratisation • Terrorism
Contact Hours	A total of 72 hours, including lectures, virtual tutorials, and seminars
Teaching and Learning Methods	Weekly lectures will provide a broad overview of each topic and introduce students to key arguments and information. Some lecture and/or seminar slots will be used for assessed presentations. Seminars will provide students with the opportunity to discuss, analyse, and debate substantive issues related to the material of the week. These will provide the basis for (1) oral presentations and (2) the seminar summaries portfolio. In addition to lectures and seminars virtual learning environments and other web-based resources will be used. To further facilitate and enhance students' learning prompt, detailed, and constructive written and oral feedbacks on all assessment will be given. This will, in turn, aid students in developing knowledge of the relevant subject matter and research, analysis and communication skills. Students will be expected to do at least 228 hours of independent learning, including preparation for classes and assessments.
Key Information Sets Information	

Key Information Set - Module data

Number of credits for this module				30	

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:

		Total assessment of the module:			
		Written exam assessment percentage		0%	
		Coursework assessment percentage		100%	
		Practical exam assessment percentage		0%	
				100%	

Reading Strategy	Students will be expected to buy one textbook for essential reading. The module handbook will contain a list of further reading for each seminar topic. A good range of these items will be available in the short loan collection. There will also be use of digitised resources and online texts. Students will be encouraged to read regularly and discuss their understanding of the reading in seminars. Students will be encouraged to consult and integrate a wide range of sources and resources in their written work.
Indicative Reading List	<u>Main textbooks:</u> O'Neil, P. Essentials of Comparative Politics, 6th Ed. (W.W. Norton 2013) Payne, R., Global Issues: Politics, Economics and Culture, 2nd ed. (Pearson/Longman, 2009) <u>Indicative supplementary texts:</u> Boin, A, The politics of crisis management : public leadership under pressure (Cambridge University Press 2007) Caramani, D., ed. Comparative Politics, Oxford University Press, 2008 Castles, S., The Age of Migration, 4th ed. (Palgrave Macmillan, 2009) Haerpfer, C., ed., Democratization (Oxford University Press, 2009) Hague, R. and M. Harrop, Comparative government and politics : an introduction (8th ed), Palgrave Macmillan, 2010. Hainsworth, P, ed., The Extreme Right in Western Europe (Routledge, 2008) Harmon, C. Terrorism Today, 2nd ed. (Routledge, 2008) Hay, C., Why We Hate Politics (Polity, 2007) Held, D Models of Democracy, 3rd ed, Polity Press, 2006 Helm, D., ed., The Economics and Politics of Climate Change (Oxford University Press, 2009) Huertas, T. Crisis: Cause, Containment and Cure (Palgrave Macmillan, 2011) Lane, J-E, Globalization and Politics: Promises and Dangers (Ashgate 2006) Leftwich, A. What is Politics? The activity and its study (Polity, 2004) O'Neil, P., Fields, K. & Share, D. Cases in Comparative Politics, 4th Ed. (W.W. Norton 2013) Stoker, G, Why Politics Matters: Making Democracy Work (Palgrave Macmillan, 2006)

Part 3: Assessment	
Assessment Strategy	The assessments for this module have been designed to meet the learning outcomes of the module and to test a range of skills. They have been designed to introduce students at level 1 to forms of assessment with which they may be unfamiliar but which they will encounter later in their degree studies and contribute to their final degree classification. These assessments require transferable skills such as working in groups and making oral presentations which they are likely to need in graduate level employment. The essay and the oral presentation (2 & 3 below) have two assessment points, allowing one to be summative. This is both necessary and valuable because students may be unfamiliar with these types of assessment and new to the subject. The seminar portfolio also gives flexibility for students to improve their performance. 1. **Seminar Portfolio**: this mode of assessment is designed to allow students to space out some of their work over the academic year, and also to get regular feedback about their performance. Based on group discussions in seminars, students will write up short reports focused on the seminar question, which will be submitted no later than two weeks after the seminar. An average mark will be based on 3 submitted reports (of 350-400 words each) but students will have the opportunity to submit up to 6 pieces. 2. **Oral Presentation**: Students will give an oral presentation based on seminar topics. 3. A **Project Report** will require students to write a piece of work in response to one of the questions from a list that will be provided at the beginning of the academic year based on the topics covered in lectures and seminars. This report will allow students to further develop their skills in constructing a clear and persuasive argument, based on a range of evidence including academic sources. Students will be encouraged to deploy critical comparative 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.

Identify final assessment component and element	Component A	
	A:	**B**:
% weighting between components A and B (Standard modules only)		

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Seminar Portfolio (3 reports to count from a maximum 6, 350-400 words each)	25
2. Oral Presentation (10-15 minutes) X 2 (best mark to count)	25
3. Project Report (2500) X 2 (best mark to count)	50

Component B Description of each element	Element weighting (as % of component)

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Oral Presentation (20 minutes)	40
2. Project Report (3000 words)	60
Component B **Description of each element**	**Element weighting** (as % of component)

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.