



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Politics of Crisis and Change				
Module Code	UZQNFH-30-1	Level	1	Version	1.1
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	N/A	
Valid From	September 2014 September 2015 v1.1		Valid to	September 2020	

CAP Approval Date	19 November 2015 (v1.1)
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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"> Understand the nature of politics (component B) Engage with argument and evidence (B) Appreciate the complexities of resolving political conflicts and controversies (components A and B) Locate relevant material in a variety of forms (component A) Acquire detailed knowledge of particular conflicts and controversies (components A and B) Present material in a variety of forms (component A) Reflect on their learning process (component A) Work constructively in groups (component A)
Syllabus Outline	<p>The overall aim of the module is to examine the processes of crisis and change, how the two are related, how political crises arise and how people and nations respond to them, and the consequences they have for the political order. The module will do this by looking at the most recent case studies available, enabling students to respond to issues that are unfolding in the world around them. The actual subject content is therefore flexible to allow for this. Examples of possible case studies are:</p> <ul style="list-style-type: none"> Political corruption Extremism Climate change

	<p>The nation state and globalisation Immigration The 2008 financial crisis and its aftermath The EU and Euro-scepticism Collapsing and rebuilding states Democratisation Terrorism</p> <p>The module will pick out at most four such case studies. In 2014/2015 the case studies were: immigration and asylum, humanitarian intervention (with a focus on Syria), climate change, and Scottish independence.</p>																									
Contact Hours	A total of 72 hours, including lectures and seminars																									
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</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> <table border="1" data-bbox="438 1534 1391 1877"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5">Number of credits for this module</td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project</p>	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
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	<p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" data-bbox="571 367 1264 600"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">Coursework assessment percentage</td> <td></td> <td>60%</td> </tr> <tr> <td colspan="2">Group presentation</td> <td></td> <td>40%</td> </tr> <tr> <td colspan="2"></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:												Coursework assessment percentage			60%	Group presentation			40%				100%
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Reading Strategy	<p>Several key print sources will be located in short loan and others will be digitised. As the course concentrates on contemporary conflicts and controversies, students will be expected to make detailed searches of print and online news sources to acquire relevant material.</p> <p>Formal opportunities for students to start to develop their library and information skills will be provided within the teaching programme of the module.</p>																								
Indicative Reading List	<p>Castles, S., <i>The Age of Migration</i>, 4th ed. (Palgrave Macmillan, 2009)</p> <p>Haerpfer, C., ed., <i>Democratization</i> (Oxford University Press, 2009)</p> <p>Hainsworth, P, ed., <i>The Extreme Right in Western Europe</i> (Routledge, 2008)</p> <p>Harmon, C. <i>Terrorism Today</i>, 2nd ed. (Routledge, 2008)</p> <p>Hay, C., <i>Why We Hate Politics</i> (Polity, 2007)</p> <p>Helm, D., ed., <i>The Economics and Politics of Climate Change</i> (Oxford University Press, 2009)</p> <p>Huertas, T. <i>Crisis: Cause, Containment and Cure</i> (Palgrave Macmillan, 2011)</p> <p>Leftwich, A. <i>What is Politics? The activity and its study</i> (Polity, 2004)</p> <p>Aidan Hehir, <i>Humanitarian Intervention: an introduction</i> (Palgrave 2013)</p>																								

Part 3: Assessment	
Assessment Strategy	<p>The assessments for the module have been designed to introduce level 1 students to forms of assessment with which they may be unfamiliar but which they will encounter later in their degree studies and which will then be contributing to their final classification.</p> <p>These assessments have also been selected because they require skills such as working in groups and making oral presentations which they are likely to need in graduate level employment.</p> <p>For presentations, students have to work in groups and are assessed as a group and provide an individual self-reflective piece of writing indicating their contribution to the group presentation.</p> <p>There is also an individual essay on a subject of their choice. This assessment gives students the opportunity to develop an individual piece of research and develop and use argument and evidence. They are encouraged and supported to develop independent thinking about an issue. Students will be supported through essay-writing workshops as well as individual feedback. The essay is a standard form of assessment they will encounter at Levels 2 and 3, and the importance of independent thinking and developing their own arguments and positions on issues is a key skill.</p>

Identify final assessment component and element	
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% 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. Contribution to group work	25%	
2. Group presentation	75%	
Component B Description of each element	Element weighting (as % of component)	
1. 1500 word Project	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 15 minute Oral Presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 1500 word Project	100%	
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.		