

| Module Details |                           |
|----------------|---------------------------|
| Module Title   | Issues in World Politics  |
| Module Code    | PES4021-D                 |
| Academic Year  | 2021/2                    |
| Credits        | 40                        |
| School         | School of Social Sciences |
| FHEQ Level     | FHEQ Level 4              |

| Contact Hours                      |       |
|------------------------------------|-------|
| Type                               | Hours |
| Lectures                           | 22    |
| Supervised time in studio/workshop | 11    |
| Tutorials                          | 22    |
| Directed Study                     | 134   |

| Availability |                                     |
|--------------|-------------------------------------|
| Occurrence   | Location / Period                   |
| BDA          | University of Bradford / Semester 2 |

| Module Aims  |
|--|
| 1. To introduce and develop understanding of significant contemporary world issues/trends relevant to degrees in PSID;2. To provide an understanding of the links between particular issues/trends and the inter-related themes of politics, IR, peace, security and development;3. To develop core skills and habits for systematic inquiry, academic reasoning and writing;4. To consolidate an understanding of expectations relating to the degree programmes, including around teaching and assessment; |

## Outline Syllabus

The module will examine a series of contemporary global issues and how they illustrate:

- (i) the interconnections between the foundational theories, concepts and histories addressed in the other core Level 4 modules relevant to your programme;
- (ii) the connections between some or all of: domestic politics, development, international relations, security, culture and the environment.

Examples of issues you might consider include: the resurgence of nationalist foreign policy; the immigration debate; global inequality; international environmental issues; the impact of social media on states, societies and people in the international system; or a contemporary conflict. The aim in examining each issue will be to develop an understanding of important global questions and policy responses that is informed by awareness of the foundational theories and concepts covered in the rest of your Level 4 programme. The module will also include an immersion day involving an intensive examination of a theme relevant both to this module and the other core Level 4 module in semester two.

## Learning Outcomes

| Outcome Number | Description   |
|----------------|---|
| 01             | Employ and compare the explanatory power of key threshold concepts, theories and approaches in the discipline fields of Politics, Peace, International Relations, Security Studies and Development. |
| 02             | Demonstrate the ability to apply those concepts, theories and approaches to the understanding and resolution of contemporary global challenges.   |
| 03             | Distinguish a range of research designs and methods across the sciences, social sciences and humanities.  |
| 04             | Examine examples of quantitative and qualitative research, identifying potential weaknesses in research design.   |
| 05             | Formulate and evaluate clear arguments, using knowledge of the different components of argumentation and showing an understanding of scholarly rigour.  |
| 06             | Gather, manage and interpret evidence, data and information from valid and appropriate sources, both primary and secondary, in relation to a given topic.   |
| 07             | Design and implement a small scale survey project, selecting and justifying the use of appropriate methods and showing ability to prioritise tasks and meet deadlines.                              |

## Learning, Teaching and Assessment Strategy

The aim of this module is to examine a series of contemporary global issues and challenges in order to enhance understanding of these topics in ways that are informed by the foundational theories and concepts covered in your other Level 4 modules. The module is highly structured and highly directed, in order to model to students the kinds of study habits and approaches that are expected at university level. Students will attend classes or tutorials regularly (including online sessions) and they will be given specific guidance on the kind of preparation and self-study activities that they are supposed to do between these classes, and the amount of time they should spend on them. Each issue covered in the module will include a mixture of teaching activities, including lectures and project work. The module will also include an immersion day involving an intensive examination of a theme relevant both to this module and the other core Level 4 module in semester two.

Assessment in this module is primarily formative, in order to provide students with quick and detailed advice on their work and to identify at an early stage in the semester any emerging problems of core academic skills.

Students will regularly be given small pieces of work to do, some of which will be peer reviewed or self-marked and some of which will be subject to formative assessment by staff. These will cumulatively build towards larger pieces of work produced at intervals, under the weekly supervision of your tutor. These forms of formative assessment will help develop your capacity to fulfil the summative assessment. Summative assessment will consist of a portfolio of assignments undertaken throughout the semester and of varying types and lengths. The assignments will be designed to enable students to demonstrate achievement of all the learning outcomes for this module.

The portfolio must include:

- (a) an essay comparing two or more theoretical/disciplinary perspectives on a contemporary global challenge
- (b) case study of a response to a contemporary global challenge.

The strong focus on providing a structured set of activities, with supervision and formative feedback at regular intervals, should ensure that students end the semester with a clear idea of their strengths and weaknesses and clear direction on how to address these. The aim is to increase opportunities for you to make progress in your learning throughout the semester in response to feedback, rather than waiting until you have submitted an assignment at the end of the semester before you begin to get feedback on how to improve.

### Mode of Assessment

| Type      | Method               | Description   | Weighting |
|-----------|----------------------|---|-----------|
| Summative | Coursework - Written | Portfolio of assignments of varying types (6000-6400 words) | 100%      |
| Formative | Not assessed         | Weekly formative developmental tasks                        | N/A       |

### Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*