UNIVERSITY OF WEST LONDON
The Career University

Module Study Guide

Academic Year 2022–2023

Academic Partner: Marbella International University Centre

Contemporary Global Politics

Level: 5

Credits: 20 UK Credits (10 ECTS)

Table of contents

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1   Module overview

1.1 Introduction

This module introduces students to current developments in Contemporary Global Politics. It provides them with the intellectual tools needed to analyse complex global issues and think critically about them. The module is divided into two parts. The first part introduces the global issues themselves: Poverty and Inequality, Democratic Deficit, Environmental Degradation, Violent Conflict, Financial Crisis. The second part presents and discusses different reactions and solutions to these global issues: Social Justice, Rethinking Democratization, Saving the Planet, Securing Peace, Resisting the Financial Crisis. Particular attention will be paid to the different role international institutions, states and non-state actors play in addressing these issues. The module seeks to engage students in discussions on contemporary global issues by drawing extensively on empirical examples and case studies. This module will run throughout the semester (14 weeks).

1.2 Module summary content and aims

The module aims to:
   • engage students in a critical assessment of global issues: Poverty and Inequality, Democratic Deficit, Environmental Degradation, Violent Conflict, Financial Crisis
   • discuss the different role international institutions, states and non-state actors play in addressing these issues.
   • engage students in discussions on contemporary global issues by drawing extensively on empirical examples and case studies

Expectations

Specific expectations students can have of tutors:

- Constructive formative feedback on draft for the assessment (not including written examination, oral assignment).
- Slides and learning materials made available on the learning platform.
- Assessment marks and summative feedback given within fifteen working days from the assessment submission deadline.

Specific expectations tutors will have of students:

- Attend all teaching and activity sessions.
- Behave professionally in classes and avoid disruption to class and other students.
- Inform module leader via email and fill out the absence notification/justification form online beforehand when not able to attend any classes.
- Participate and communicate professionally in class and with module leader.
- Attempt all assessments by submission deadline and communicate with the module leader if there are any extenuating circumstances to explore extensions requests and/or mitigation claims.

1.3 Learning outcomes to be assessed

At the end of the module, you will be able to:

LO1.   Identify and describe issues in global politics and international relations, both orally and in written form, as well as the main international actors, institutions and structures (Summative Assessment 1,2,3,4)
LO2.   Discuss and interpret qualitative data, as well as using relevant information to develop lines of argument and make sound judgements (Summative Assessment 1,2,3,4)
LO3.   Understand and explain key concepts and ideas in the field of global politics and international relations (Summative Assessment 1,2,3,4)
LO4.   Apply theoretical knowledge to specific empirical case studies (Summative Assessment 4)

1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	44 hours
Total Learning Hours	100 hours

2 Assessment and feedback

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback
A1: Written Examination (In-class Exercise 1)	600 words (+/-10%)	10%	40	Week 4 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment
A2: Written Examination (In-class Exercise 2)	600 words (+/-10%)	10%	40	Week 8 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment
A3: Written Examination (In-class Exercise 3)	600 words (+/-10%)	10%	40	Week 11 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment
A4: Written Assignment	2500 words (+/-10%)	70%	40	Week 15 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment

Assessment Support

Assessment (insert below type of assessment as per the table above)	Teaching Weeks in which Assessment Support Takes Place (enter each week no. in a new row)	Outline of Type and Form of Assessment Support to be Provided	Student Preparation Required Prior to or After the Support Session	How will the Support Session be Delivered
A4: Written Assignment	Week 14	Feedback of the draft	Before: send the draft in week 14 After: implement the feedback provided	Via NEO LMS

2.2 Assessment brief – Assessments and learning outcomes

2.2.1 Assessments 1, 2 and 3: <u>In-class Exercises 1, 2 and 3 (Position Pieces)</u>

Throughout the first half of the semester, you will have to submit five Position Pieces. The Position Pieces should have a length of 600-words each (+/-10%). The two first Position Pieces (weeks 2 and 3) will be formative and will not count towards the final grade. The other three Position Pieces will be summative, with each of them counting towards 10% of the final mark of the module and adding up to 30% of the final mark.

You will have to write a Position Piece for each of the five challenges to contemporary global politics covered throughout the first half of the semester. In the Position Pieces you have to defend your position on whether you think this challenge *is* or *is not* a key challenge for contemporary global politics.
The Position Pieces should be structured into the following parts:
1. *Introduction*
   a) Identification of an issue
   b) Statement of the position
2. *Body of the text*
   a) Background information
   b) Supporting evidence and arguments
   c) Discussion of both sides of the issue
3. *Conclusion*
   a) Summary of main concepts and ideas
   b) Reinforcing the statement of the position

The Position Piece should take a strong, well defined position, using at least three appropriate reasons with at least two supporting details for each reason. Counter arguments should be effectively addressed, without undercutting the student's position. The structure of the Position Piece should be clear and easy to follow. Moreover, the Position Paper should follow the guidance provided by the module leader for these assignments. Paragraph transitions should be logical and should maintain the flow of thought throughout the paper. The conclusion should be logical and flows from the body of the paper.

Position Pieces will be written in class under open book exam conditions. The Position Pieces will be written in the last 30 minutes of the last class that addresses a particular challenge. The position pieces for each challenge will be written in class in the following weeks:
- Poverty and inequality, week 2 (formative)
- Democratic deficit, week 3 (formative)
- Environmental degradation, week 4 (summative, 10% of final mark)
- Violent conflict, week 8 (summative, 10% of final mark)
- Financial crisis, week 11 (summative, 10% of final mark)

All Position Pieces should be submitted at the end of the class through the <u>NEO LMS</u> page of the module before the end of the class.

Assessment criteria for Assessments 1, 2 and 3 (LO1, LO2, LO3 and LO4 will be assessed)
This assessment will be marked according to the following criteria:
- ❖ **Knowledge and understanding (40%):** The student has a comprehensive knowledge of the different political ideas and concepts covered throughout the module. Moreover the

student demonstrates in depth and breadth of coverage, as well as awareness of the nature of the political characteristics of the chosen country.

❖ **Cognitive Skills (40%):** The student is able to demonstrate knowledge through the use of examples, quotations and evidence. Moreover, the student is able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.

❖ **Practical and Professional Skills (10%):** The Position Piece demonstrates competence in all the required scholarly-related skills, more specifically in the exploration and ideas included from a wide range of sources.

❖ **Transferrable Key Skills (10%):** The Position Piece follows all the designated guidelines. The rules of grammar, usage and punctuation are followed. Spelling is correct. Language is clear and precise. Sentences display consistently strong, varied structure.

Formative Assessment 1: Position Piece on Poverty and inequality, week 2

Position Pieces will be written in class under open book exam conditions. The Position Pieces will be written in the last 30 minutes of the last class that addresses a particular challenge.

Formative Assessment 2: Position Piece on Democratic deficit, week 3

Position Pieces will be written in class under open book exam conditions. The Position Pieces will be written in the last 30 minutes of the last class that addresses a particular challenge.

Employability Skills

This assessment covers the following employability skills, which you could demonstrate on your CV and at job interviews if you successfully pass the assessment:
- Communication
  - Writing
  - Presenting
- Critical thinking
- Research skills
- Valuing diversity
- Cultural awareness
- Creativity/lateral thinking
- Self-reflection

2.2.2   Assessment 4: Advocacy Policy Brief

Throughout the semester, you will be required to produce a 2500 word Advocacy Policy Brief that will count towards 70% of your final mark for the module. In general, a policy brief is a concise summary of a particular issue, the policy options to deal with it, and some recommendations on the best option. It is aimed at government policymakers and others who are interested in formulating or influencing policy. In particular, an advocacy brief argues in favour of a particular course of action.

An advocacy policy brief should:

- Provide enough background for the reader to understand the problem.
- Convince the reader that the problem must be addressed urgently.
- Provide evidence to support one alternative and not others.
- Stimulate the reader to make a decision.

To achieve its objectives, an advocacy policy brief should:

- Be short and to the point. It should focus on a particular problem or issue. Do not go into all the details. Instead, provide enough information for the reader to understand the issue and come to a decision.
- Be based on firm evidence, not just one or two experiments or a single year's experience. It should draw evidence from various sources – preferably from several different areas or organizations.
- Focus on meanings, not methods. Readers are interested in what you found and what you recommend. They do not need to know the details of your methodology.
- Relate to the big picture. The policy brief may build on context-specific findings, but it should draw conclusions that are more generally applicable

Drawing on extensive reading – which must go beyond the readings provided in this Module Study Guide – identify one challenge to contemporary global politics from the ones covered throughout the semester that you think critically shapes contemporary global politics. If you cannot decide which challenge you want to write about, I am happy to choose for you. This year the challenge I want to read about is poverty and/or inequality. More specifically, the Advocacy Policy Brief should answer the following questions about this challenge:

1. What are the origins/causes of this global problem?
2. What threat/danger does it pose for humanity or at least for those affected?
3. What dilemmas/difficulties do those seeking to remedy it have to address/overcome?
4. How would you tackle this problem, ie. what solution would you advocate? When answering this last question please remember to identify both the strengths and potential weaknesses of your proposed solution.

Assessment criteria for Assessment 4 (LO1, LO2, LO3 and LO4 will be assessed)
This assessment will be marked according to the following criteria:
- ❖ **Knowledge and understanding (30%):** The student has a comprehensive knowledge of the different political ideas and concepts covered throughout the module. Moreover the student demonstrates in depth and breadth of coverage, as well as awareness of the nature of the political characteristics of the chosen country.

- ❖ **Cognitive Skills (30%):** The student is able to demonstrate knowledge through the use of examples, quotations and evidence. Moreover, the student is able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.
- ❖ **Practical and Professional Skills (30%):** The Advocacy Policy Brief demonstrates competence in all the required scholarly-related skills, more specifically in the exploration and ideas included from a wide range of sources.
- ❖ **Transferrable Key Skills (10%):** The Advocacy Policy Brief presents minimal grammatical errors and uses a good writing style. The work consistently and accurately uses Harvard referencing style, including in-text citations and a list of resources.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC LMS student guideline.

Formative Assessment 3: Advocacy Policy Brief Outline

As part of the formative assessment for this module, students are required to submit a 2-page (600-800 words) Advocacy Policy Brief outline on week 7. This outline should be submitted in a Hardcopy to the module leader.

Formative Assessment 4: Presentation of Individual Research Undertaken for the Advocacy Policy Brief

As part of the formative assessment for this module, students will have to present in 10-15 minutes the findings of the individual research carried out for their Advocacy Policy Brief to the class. This presentation is an in-class exercise that will be scheduled for week 12 of the module. The aim of this presentation is to help the students organise their ideas in a systematic and comprehensive manner and to develop their ability to present their knowledge and ideas to their peers. Moreover, students will receive formative feedback on their Advocacy Policy Brief that should then be incorporated to the final submission of this summative assignment.

Employability Skills

This assessment covers the following employability skills, which you could demonstrate on your CV and at job interviews if you successfully pass the assessment:
- Communication
  - Writing
  - Presenting
- Critical thinking
- Research skills
- Valuing diversity
- Cultural awareness
- Creativity/lateral thinking
- Self-reflection

2.3 Learning materials

The reading list for this module is available on the module page of MIUC learning platform.

The reading list for this module is available on lms in the module area

2.3.1   Core textbook(s):

- Beeson, M. and Bisley, N. (2017) *Issues in 21st Century World Politics*. 2nd Edition. Basingstoke: Palgrave Macmillan.
- Edkins, J., and Zehfuss, M. (2014) Global Politics: A New Introduction. Second edition. New York: Routledge.

2.3.2   Other recommended reading:

- Brown, C. and Ainley, K. (2009) *Understanding International Relations.* Fourth edition. London: Palgrave MacMillan.
- Burchill, S. and Linklater, A. (2013) *Theories of International Relations.* Third Edition. London: Palgrave MacMillan.
- Dunne, T., Kurki M. and Smith S. (2016) *International Relations Theories: Discipline and Diversity.* Fourth Edition. Oxford: Oxford University Press
- Evans, G. and Newnham, J. (1998) *The Penguin Dictionary of International Relations*. London: Penguin Books.
- Griffiths, M.; O'Callaghan, T. and Roach S.C. (2014) *International Relations: The Key Concepts.* London: Routledge.

Remember to log into MIUC LMS (NEO LMS) daily to receive all the latest news and support available at your module sites!

All students are automatically members of the MIUC Library and can use the services provided by the library and have free access to its collection.

The collection is composed of specialised resources in the following subjects: International Business, International Relations, Journalism & Mass Media, Marketing & Advertising, Psychology, and Sport Management. Users can find reference books, monographs, journals, electronic resources (e-books, CDs, DVDs, and Blu-ray) and databases.

The largest numbers of items for each discipline are monographs and reference works, which are approximately 1600 volumes. Moreover, the audio-visual collection is approximately 400 volumes.

At the same time, our electronic library offers a collection of digital resources to the MIUC community. The collection can be categorised into 4 areas:

- Databases: provide full-text, secondary information or bibliographical references of articles,

books, reports, and other publications.
- Electronic Journals: journal subscribed by the MIUC.
- Electronic Books, Dictionaries and Encyclopaedias: full-text books and book collections.
- LibGuides (MIUC learning platform ✉ Library ✉ LibGuides): electrical resources organised by fields of knowledge which are available to help you find relevant information for assignments

Remember, all your work must have Academic Integrity; it must be an honest and fair submission, complying with all the requirements of the assessment, that properly references and credits any other people's work you have used. Failure to meet these standards of behaviour and practice is academic misconduct, which can result in penalties being applied under the Academic Offences Regulations.

3 Things you need to know

3.1 Our Expectations

You are expected to behave in accordance with the MIUC Student Code of Conduct and treat others with kindness and respect whether at university or online. It's important to consider your safety and the safety of others around you, especially how to stay safe online and ensure your communications are secure and appropriate.

Whether you are engaging with teaching and learning activities onsite or online, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled onsite or online activities, or complete activities in the time frames set out and have a solid reason for your absence to be justified, please fill out absence notification form.

You should aim to meet assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, please fill out extenuating circumstances request. Your engagement, whether online or onsite, will be tracked and if we see that you are not engaging, we will get in contact with you.

Please remember that we are here to support you so if you are having problems, let us know so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

3.2 Getting Support

3.2.1 Personal Tutors, Module Leaders, Subject Librarians, and Course Leaders

Your Personal Tutor can help if you're worried about your studies, need academic advice, or want to find the best way for you to succeed.

Your Module Leader can help if you're struggling with work, don't think you can meet a deadline, or there was something you didn't understand or want to know more about.

Your Librarian can help you with finding, evaluating, reading, and referencing sources. They offer drop-ins and workshops throughout the year.

Your Course Leader can help with any questions about the course you're studying, such as any course-specific requirements or options.

3.2.2 Student Support

Students at MIUC will receive the following support:

- MIUC provides every student coaching services for personal and professional development to unlock their potential and maximise their performance. Students will attend the individual sessions scheduled with Life Coach at the beginning of each semester.
- Personalised learning supported through the provision of materials, resources, and recorded lessons direct to students via VLE on the web.
- Workshops on academic skills offered throughout the semester. Besides regular workshops, students can also seek individual academic support (including research skills, ICT literacy) by making appointments with the workshop tutor.
- Through the personal tutorial system – the primary role of the personal tutor is to support students' personal development planning together with the life coach. Tutors and life coach are always reachable in person and via email.

- Through the curriculum – all course team members are personal tutors and support the personal development process with their tutees.
- Through counselling service – MIUC offers counselling services to all students. Depending on an initial psychological evaluation, the university counsellor will develop the most effective treatment plan to adequately address any concerns at hand.
- Through internship support - internships can take place domestically or internationally. Students will learn to work individually, as well as in a team. They also will be exposed to a dynamic global environment that will help them learn to manage challenge and uncertainty in real world.
- Through extracurricular activities - Student Life Department offers students a wide variety of thrilling trips and extracurricular activities providing great opportunities for networking.

3.2.3   Meeting Deadlines

You should always try your best to submit your work on time. If you submit coursework late, within 10 calendar days of the deadline, then the maximum mark you will be able to get for that work will be the pass mark. Anything submitted after this would be counted as a non-submission.
We understand that there may be times when you experience circumstances outside of your control that mean you are not able to submit on time. It's a good idea to talk your Module Leader if you're not going to be able to submit on time so that they can support you and make you aware of any services that can help.
Where exceptional circumstances mean you'll be submitting your coursework late, you can request an extension before your deadline. An extension means that the penalty for submitting up to 10 calendar days late will not apply.
If your circumstances are so serious that you are not able to submit at all or are unable to attend an in-person assessment like an exam or in-class test, then you can request mitigation for the assessment. Mitigation means that you can submit work at the next available attempt instead.
If you request an extension or mitigation before the deadline you can choose to self-certify, meaning that you do not have to provide evidence, so long as you provide a valid reason for the request. You can only self-certify three assessments per academic year. If you have used all your self-certification opportunities, or requested mitigation after the deadline, you will need to provide evidence of your exceptional circumstances for your request to be granted.
To apply for an Extension or Mitigation, please use the following links:

- Extension https://forms.gle/RZyp1aBJWKwwU6wWA
- Mitigation https://forms.gle/iX8FEqUysGRqLHP36

3.3 Making an Impact

3.3.1   When there's an issue

If something's negatively impacting your experience at university, you should raise this informally with your Module Leader or Course Leader.
We aim to ensure that any issues are resolved as quickly as possible to have minimum impact on your studies.

3.3.2   Module Evaluation Surveys

Towards the end of the module, you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give direct feedback about the module through a series of questions and free text.

Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see the impact your voice has had.