1. **Title of the module**

Europe and the World (PO566) POLI5660

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

 Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term

1. **Prerequisite and co-requisite modules**
* POLI6110 (PO611) The Politics of the European Union
1. **The programmes of study to which the module contributes**

The module is open to all students on the School of Pol/IR undergraduate degrees and to those within the Faculty of Social Science as a wild module.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1: Understand the complex inter-relationship between Europe and the rest of the world, with particular reference to the debates surrounding the issues of globalisation and integration;

8.2: Identify, analyse and assess the impact of contemporary global economic, political, environmental and security developments on Europe;

8.3: Compare and contrast the response of European states to these global challenges, both through their national foreign policies and collectively through the European Union;

8.4: Assess the extent of the ‘Europeanisation’ of the foreign policies of EU member states and explain the differences between states and policy areas;

8.5: Analyse and explain the development of the external economic and political policies of the European Union and assess their impact on the rest of the world;

8.6: Critically assess the EU’s success in achieving its policy goals and engage in the theoretical discourse on such issues as normative power, the capabilities/expectations gap, identity, and fortress Europe;

8.7: Effectively present well-informed arguments both orally and in writing on the theoretical and empirical issues raised by the analysis of the inter-relationship between Europe and the world.

These specific learning outcomes contribute to achieving the general aims of our undergraduate programmes, which aim to:

* ensure that students acquire knowledge and understanding of theories and analysis in a supportive and responsive learning environment
* develop students’ capacities to think critically about political events, ideas and institutions
* provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate
* assist students to develop cognitive and transferable skills relevant to their vocational and personal development
1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

*In addition to the specific outcomes under point 11, the module will also enable students to progress towards achievement of the generic learning outcomes of the school’s undergraduate programmes listed below. Students who successfully complete their undergraduate programme in the School will be able to:*

9.1: engage critically with political phenomena, including the vocabulary, concepts, theories and methods of political debate

9.2: examine and evaluate different interpretations of political issues, events and solutions to problems

9.3: describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information

9.4: develop reasoned arguments, synthesise relevant information and exercise critical judgement

9.5: reflect on and manage their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills

9.6: communicate ideas effectively and fluently in writing

*9.7: use information and communication technology for bibliographical searches, data acquisition, data analysis and presentation*

9.8: work independently, demonstrating initiative, self-organisation and time-management

By helping students to progress towards these generic learning outcomes, the module contributes to achieving the broader learning outcomes of our undergraduate programmes. Students successfully completing these programmes will be able to:

* gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources
* identify, investigate, analyse, formulate and advocate solutions to problems
* develop reasoned arguments, synthesise relevant information and exercise critical judgement
* reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and skills
* manage their own learning self-critically
1. **A synopsis of the curriculum**

This module focuses on the external dimension of European politics, exploring the inter-relationship between Europe and the rest of the world. Key issues that will be addressed will be the impact of global developments and issues on Europe, the international significance of European integration and the role of Europe in the new world order. ‘Europe’ will be disaggregated by examining the foreign policies of some of the major European states as well as the development of the European Union as a global actor. It will compare and contrast the response of European states to global challenges and assess the extent of the ‘Europeanisation’ of the foreign policies of EU member states. The growing role of the EU in international affairs will be examined through a number of case-studies related to specific states/regions or policy areas. Throughout the course the analysis will be informed by reference to appropriate concepts and theories from political science and international relations with particular reference to those related to the debates surrounding the issues of globalisation and integration.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Amin, A. and Thrift, N.: Globalization, Institutions and Regional Development in Europe (1994)

Axtmann, R.: Globalization and Europe: Theoretical and Empirical Investigations (1998)

Bertherton, C. and Vogler, J.: The European Union as a Global Actor (1999).

Coleman, W. and Underhill, G.: Regionalism and Global Economic Integration (1998)

Dent, C.: The European Economy: The Global Context (1997).

Held, D. et al. : Global Transformations: Politics, Economics and Culture (1999).

Manners, I.: Europe and the World: between Integration and Globalisation (2003).

1. **Learning and Teaching methods**

Total contact hours: 22

Private study hours: 124

Total study hours: 150

1. **Assessment methods.**
	1. Main assessment methods
* Seminar Participation 15%
* Essay, 3,000 words 35%
* Exam, 2 hours, 50%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)***

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Seminars* |  |  |  |  |  |  | **x** |  |  |  | **x** | **x** |  | **x** | **x** |
| *Lectures*  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Seminar participation* | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Exam* | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |

1. The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
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