1. **Title of the module**

POLI5990 (PO599): European Security Cooperation

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

School of Politics and International Relations

1. **The level of the module (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 (7.5 ECTS)

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

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

This an optional module offered on all the Single and Joint Honours Programmes of the School.

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

8.1 A systematic understanding of the origins of European integration and key concepts within security studies.

8.2 An advanced knowledge of the development of European security policies, including the critical skills to evaluate the impact of security cooperation through the practices of actors, significant events and work of institutions

8.3 The ability to critically analyse documents from international organisations relating to the development of European security identifying the links between European internal security and the international security architecture

8.4 The ability to analyse current issues in European security, placed within the context of its historical development, and to identify solutions to regional and international security challenges.

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

9.1 Gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources.

9.2 Identify, investigate, analyse, formulate and advocate solutions to problems.

9.3 Develop reasoned arguments, synthesise relevant information and exercise critical judgement.

9.4 Be self-reflective and critical of their own work

9.5 Effectively use the internet, bibliographic search engines, online resources, and effectively conduct research

9.6 Communicate (in writing or in live presentation) lucidly and with focused relevance, avoiding vague and unsupported generalities.

1. **A synopsis of the curriculum**

This module seeks to place contemporary developments in European security integration within a historical context that assesses the evolution of the European security architecture and policies. It situates this within a broader examination of Europe’s International Relations. The context explores the development of a European security identity through events, institutional formation and the roles of other security actors with the view to highlight continuities and changes. Finally, this module considers what implications these processes of evolution have for the ability of Europe to respond to contemporary framings of insecurity in Europe. The module will draws on materials from international academic journals, monographs and edited collections; primary institutional documents; think tank reports and news media in both print and visual forms.

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

Alcaro, J et al. (eds)(2016) The West and the Global Power Shift: Transatlantic Relations and Global Governance (London: Palgrave Macmillan)

Cottey, A. (2013) Security in 21st Century Europe, (Basingstoke: Palgrave Macmillan)

Jones, S.G. (2007). The Rise of European Security Cooperation. (Cambridge: CUP)

Marsh, S and Rees, W. (2011). The European Union in the Security of Europe. (London: Routledge)

Smith, M and Timmins, G. (eds) (2001). Uncertain Europe: Building a New European Security Order. (London: Routledge)

Wyllie, J. H. (1997) European Security in the new Political Environment (London: Routledge)

1. **Learning and teaching methods**

The module will be taught by lectures, seminars are private study.

Total Contact Hours: 22

Private Study Hours: 128

1. **Assessment methods**

13.1 Main Assessment Methods

100% coursework

Group presentation 15%; critical review essay (1000 words) 20%; essay (3000 words) 65%

13.2 Reassessment Methods

Reassessment Instrument: 100% coursework

The exam board makes the final determination as to any reassessment requirement, but the recommended method is: where students fails the module, they will be required to submit a single essay counting 100% of the final mark, on a topic that tests the students' general knowledge of the module.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** |  | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |  |  |
| Independent Study | 128 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | 11 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | 11 | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Presentation |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay – 3000 words |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Critical Review – 1000 words |  | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

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 - Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.

b) Learning, teaching and assessment methods - Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs.

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

Canterbury

1. **Internationalisation**

The module addresses important aspects of cooperation among the countries of ‘Europe’ broadly defined and cooperation with other countries international towards efforts that enable European security. Its commitment to critical knowledge takes seriously the incorporation of a variety of learning materials that incorporates theoretical and empirical perspectives from scholars all over the world. As has usually been the case, registrants on the module include both British and International studies including from Europe and well beyond. The module is open to Erasmus and other exchange students. There is thus an international dimension to learning, the encouragement of knowledge exchange on this module and within the School more broadly.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 31/01/2018 | Major | September 2018 | 8-14 | No |
|  |  |  |  |  |