1. **Title of the module**

POLI6840 (PO684): Contemporary Development and Security Challenges in the Asia-Pacific

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 (7.5 ECTS)

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

Spring Term

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

N/A

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

This is a required module for the BA in Politics and International Relations with a Year in the Asia-Pacific, and is an optional module for all other programmes in the School of Politics and International Relations.

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

8.1 have empirical knowledge of various Asia-Pacific political, economic and social issues and challenges which are having impact beyond the region.

8.2 understand the trajectory of the contending development and security issues in the Asia-Pacific region and their potential to impact upon security beyond the region.

8.3 understand the roles of various state and non-state actors that shape the politics of the Asia-Pacific region and beyond.

8.4 understand how various political and International Relations theories can be usefully applied to the study of the issues which impact upon the Asia-Pacific region and beyond.

8.5 have mastery of the research skills for doing comparative political studies.

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

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

9.2 develop reasoned arguments, synthesis relevant information and exercise critical judgement

9.3 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

9.4 communicate ideas effectively and fluently in writing

9.5 use information and communication technology for bibliographical searches, data acquisition, data analysis and presentation

9.6 work independently, demonstrating initiative, self-organisation and time-management

1. **A synopsis of the curriculum**

In this course, we shall examine the most urgent developments and security issues that affect the Asia-Pacific region.

It will start with an overview of International Relations theories and an exploration of whether non-Western International Relations theories will be a better alternative in understanding the development and security challenges in the Asia-Pacific.

We will then address the key international development and security dilemmas in the region. These include: the Taiwan problem; nuclear proliferation on the Korean peninsula; the danger of nationalism in Japan and beyond; territorial disputes in the South China Sea; and ensuring economic growth and regional cooperation throughout the Asia-Pacific.

Finally, we will ask whether the influence and authority of the US, the incumbent hegemon in the Asia-Pacific region, are in decline and its preeminent role will soon be replaced by a rising China, and whether great-power confrontation is inevitable.

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

The following are the main text (marked with an \*) and book-length references for the module, and they are to be aided by relevant journal articles:

Amitav Acharya, *Non-Western International Relations Theory: Perspectives On and Beyond Asia* (Abingdon: Routledge, 2009).

Anna M. Agathangelou and Ling L. H. M. (2009) *Transforming World Politics: From Empire to Multiple Worlds*, London, Routledge.

John G. Ikenberry and M. Mastanduno, ends (2003) International Relations Theory and the Asia-Pacific. New York: Columbia University Press.

\* Derek McDougall, *Asia-Pacific in World Politics* (Boulder, CO: Lynne Rienner, 2016).

David Shambaugh and Michael Yahuda (eds), *International Relations of Asia* (Lanham, MD: Rowan & Littlefield, 2014).

1. **Learning and teaching methods**

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

Total Contact Hours: 22

Private Study Hours: 128

1. **Assessment methods**
   1. Main assessment methods

The module will be assessed by 50% Coursework and 50% Exam.

Coursework (50%) comprising:

Seminar participation: 20%

Essay – 2,500 words: 30%

Exam: Two hours, 50%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Independent Study** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Lectures** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  |  |  |  |
| **Seminars** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Participation** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Essay** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Exam** |  | **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

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 related to the Asia Pacific region will be used 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) |
| 05/12/18 | Minor | September 2019 | 10, 13, 17 | No |
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