1. **Title of the module**

POLI9590 (PO959) - Europe in Crisis

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 7

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

20 credits (10 ECTS)

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

Autumn or Spring

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

None

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

EU International Relations and Diplomacy MA

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. demonstrate a capacity to appraise European policy making from different theoretical perspectives
3. demonstrate an in depth knowledge of key policy areas and institutions within the EU polity
4. demonstrate a deep and systematic understanding of the political, economic and social features of Europe in the contemporary world order
5. demonstrate the capacity to critically assess the differing interpretations of crises in the European context
6. demonstrate the ability to design and undertake substantial investigation to address European policymaking
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
8. work with theoretical knowledge at the forefront of their discipline;
9. be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular;
10. have a comprehensive understanding of methods and methodologies in their discipline;
11. undertake analysis of complex, incomplete or contradictory areas of knowledge;
12. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
13. be reflective and self-critical in their research work;
14. engage in academic and professional communication orally and in writing;
15. have independent learning ability required for continuing professional study;.
16. demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources.
17. **A synopsis of the curriculum**

The module aims to address topical events in the processes of European Integration and External Relations taking crises as a potential engine for change. Students are asked to engage in this process of change through scholarly investigation that uses primary textual and visual sources from multiple critical perspectives.   
The module is intended to be both theoretically sophisticated and accessible to students, thus providing invaluable knowledge for understanding and analysing the contemporary policy practices of the European Union. This hands-on approach should prove both stimulating and pedagogically useful as students explore how policies create crises and crises may inform new approaches to governance.   
The module assesses European policy themes in the light of the different interpretative and heuristic tools provided by the theories drawn from a variety of approaches in the social sciences. There is a core emphasis on locating the potential origins of crises and on identifying processes of change or transforming crises. The critical nature of the module allows for the exploration of competing theoretical perspectives and indeed practitioner interpretation of contemporary crises in the European context.

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

* Dinan, D; Nugent, N and Paterson, WE (2017) The European Union in Crisis Palgrave Macmillan
* Outhwaite, W. (2017) Brexit: Sociological Responses, Anthem Press
* Guiraudon, V., C. Ruzza and H.J. Trenz. (2015). Europe’s Prolonged Crisis: The Making or the Unmaking of a Political Union, Palgrave Macmillan
* Chaban, N and Holland, M (2014) Communicating Europe in Times of Crisis: External Perceptions of the European Union, Palgrave Macmillan

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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

* Essay, 3500 words (60%)
* Group Policy Paper, 3500 words (40%)

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* | *9.9* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture/ Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Group Policy Paper | **x** | **x** | **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**

The module addresses important aspects of regional, international and global politics. 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. Moreover, the range of scholars teaching the module within the school include nationalities across Europe and Africa, and guest lecturers will represent other regions. We expect that registrants on the module will be as diverse as our usual MA cohort thus underscoring the international dimension of learning, and knowledge exchange on this module and within the School more broadly.

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**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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Revised FSO Jan 2018