1. **Title of the module**

POLI3280 (PO328) Globalisation and World Politics

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

Politics and International Relations

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

Level 4

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 or Spring

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

None

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

This module is optional for all programmes in the School of Politics and International Relations, and may be taken as a wild module for students in other programmes within the University.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Understand the various economic and political processes of globalisation
3. Understand the ways in which globalisation evolved, to what degree it is managed and to what degree it can be controlled.
4. Identify and assess the impact that globalisation has on equality, rights, environment, economic development as well as inter and intra state conflict.
5. Identify and assess the impact of globalisation on global governance.
6. Identify and assess forces of resistance to globalisation
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments and advocate solutions to analytical and policy-relevant problems;
9. Be reflective and self-critical in their work, managing their own learning and seeking to make use of constructive feedback;
10. Communicate ideas effectively and fluently;
11. Use the internet, bibliographic search engines, online resources, and effectively conduct research, drawing on both primary and secondary sources;
12. Work independently, demonstrating initiative, self-organisation and time-management
13. **A synopsis of the curriculum**

Globalisation is a contentious phenomenon with opinions divided as to whether it has (mostly) positive or negative consequences. This module assesses the complex process of globalisation by exploring the economic and political dimensions of globalisation, what drives the process, how it affects states and domestic constituencies and to what degree it can be managed. The module explores the role of individuals, states, international economic organisations, and non-state actors in processes and governance of globalisation as well as the growing resistance movements against globalisation. It also examines the relationship between globalisation and (in)equality, economic development, personal rights, environment and armed conflict.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Joseph Stiglitz (2003), Globalization and its discontents, (Penguin)
* David Held and Anthony McGrew (eds.) (2007), Globalization Theory: Approaches and Controversies (Polity).
* Richard Rosecrance (2000), The Rise of the Virtual State, (Basic Books)
* Nicola Phillips (ed.) (2005), Globalising International Political Economy (Palgrave)
* John Baylis, Steve Smith, and Patricia Owens (eds) (2013), The Globalization of World Politics: An Introduction to International Relations (Oxford University Press)
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay 2000 words, 50%
* 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)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Lectures  | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminars  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam  | **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 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 from diverse cultures.

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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 Feb 2018