1. **Title of the module**

POLI8140 (PO814) - European Foreign and Security Policy in the 21st Century

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**

MA EU External Relations

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. ensure that students acquire knowledge and understanding in theories and analysis in a supportive and responsive learning environment
3. develop students’ capacities to think critically about political events, ideas and institutions
4. provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate
5. assist students to develop cognitive and transferable skills relevant to their vocational and personal development
6. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
7. communicate effectively and fluently in speech and writing; organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information;
8. explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time.
9. recognise and appreciate the existence of different theoretical perspectives in economics and environmental studies;
10. identify and define problems; explore alternative solutions and discriminate between them;
11. proactively manage their own career progression and development and are supported in developing skills in researching and retrieving information on opportunities for internships and employment and continuing personal and career development.
12. **A synopsis of the curriculum**

Shifts in regional and international security are affecting Europe in increasingly puzzling and intense ways. The current strategic landscape is one where a plethora of internal and external security challenges confronts Europe: climate change, migration, Daesh and terrorism, energy security, disinformation, cybersecurity, Russia’s annexation of Crimea and global power balances are to name but a few. Added to these challenges are new political dynamics such as the shifting nature of the Euro-Atlantic relationship and the future of relations between the European Union (EU) and the United Kingdom. This is a historical period that demands greater knowledge of and critical engagement with security dynamics and Europe’s place in the world.

To this end, the course aims to provide students with the opportunity to engage with debates and literature on the security dynamics facing Europe in the 21st century. The course draws on conceptual and theoretical approaches to international and European security, but it also provides students with empirical insights into policy responses to various crises. Accordingly, the course principally looks at the EU’s Common Foreign and Security Policy (CFSP) and Common Security and Defence Policy (CSDP); the North Atlantic Treaty Organisation’s (NATO) role in deterrence; hybrid security challenges; the internal-external nexus of security; institutional responses to security crises; and the relationship between supranational and intergovernmental responses to security.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Hill, C. and Smith, M. (eds.) International Relations and the European Union (Oxford: Oxford University Press) 2nd Edition.
* Missiroli, A. (ed.) A Handbook – The EU and the World: Players and Policies Post-Lisbon (Paris: EU Institute for Security Studies).
* Peen Rodt, A., Whitman, R.G. and Wolff, S. (eds.) Theorising the European Union as an International Security Provider (London: Routledge).
* Tocci, N. (2017) Framing the EU Global Strategy: A Stronger Europe in a Fragile World (London: Palgrave Macmillan).
1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

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

Essay, 5000 words (100%)

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Lectures |  |  |  |  |  |  |  |  |  |
| Seminars |  |  |  |  |  |  |  |  |  |
| Private study |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay |  |  |  |  |  |  |  |  |  |

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**

Brussels

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see <https://www.kent.ac.uk/global/curriculum.html>.

**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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Revised FSO Jan 2018