1. **Title of the module**

POLI9540 (Brussels) (PO954)

International Politics of the Asia-Pacific

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 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

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

None

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

The module is primarily, but not solely, intended for the MA in International Relations and the MA in

Conflict and Security at BSIS

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

8.1: understand the contemporary political, economic and security dynamics in the Asia-Pacific, as well as the historical and geopolitical settings of the region

8.2: critically analyse the foreign policies and national security strategies of the main regional players, namely the US, China and Japan, as well as the issues defining major power relations

8.3: examine the key sources of conflict and instability in the Asia-Pacific region, including unresolved historical disputes, territorial claims and sovereignty issues

8.4: explore the trends for cooperation and institution building in the Asia-Pacific both from a regional and comparative (with the EU) perspective

8.5: explain the international relations in the Asia-Pacific by applying the most relevant International Relations Theories

8.6: understand contemporary relations in the Asia-Pacific by placing regional issues in the larger context of global politics

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

9.1: have general research skills, especially bibliographic and computing skills;

9.2: gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources;

9.3: identify, investigate, analyse, formulate and advocate solutions to problems;

9.4: develop reasoned arguments, synthesise relevant information and exercise critical judgement,

9.5: 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, manage their own learning self-critically

1. **A synopsis of the curriculum**

The module starts with introductory sessions, which examine the historical and geopolitical settings of the Asia-Pacific, conceptualise it as a region, and explore the main contending theoretical perspectives relevant to the study of the region’s international relations. Following the introduction, attention is given to the foreign policies of, and the relations between the major powers – the US, China and Japan. The module further investigates the unresolved historical problems between Japan, China and South Korea, and rising nationalism in the Asia-Pacific, and the major sources of regional conflict – the Taiwan issue, North Korea’s nuclearisation, and the territorial disputes in the East and South China Seas. Also discussed are Russia’s and the EU’s regional policies, as well as regional cooperation and Asian-Pacific institution building, including in the framework of APEC, ASEAN+3 and the East Asia Summit. The module concludes by examining the main trends in the evolving regional order in the Asia-Pacific.

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

Jacob Bercovitch and Mikio Oishi (2010), International Conflict in the Asia-Pacific: Patterns, Consequences and Management. Routledge Global Security Studies.

Kevin P. Clements (ed.) (2018), Identity, Trust, and Reconciliation in East Asia: Dealing with Painful History to Create a Peaceful Present. Palgrave Macmillan.

Michael K. Connors, Rémy Davison, Jörn Dosch (2018), The New Global Politics of the Asia Pacific. Third edition. Abingdon: Routledge.

Sumit Ganguly, Joseph Chinyong Liow and Andrew Scobell (eds.) (2018), The Routledge Handbook of Asian Security Studies. Second edition. New York: Routledge.

G. John Ikenberry and Michael Mastanduno (eds.) (2003), International Relations Theory and the Asia-Pacific. Columbia University Press.

G. John Ikenberry and Chung-In Moon (eds.) (2007), The United State and Northeast Asia: Debates, Issues and New Order. Plymouth: Rowman & Littlefield.

Byung-Kook Kim and Anthony Jones (eds.) (2007), Power and Security in Northeast Asia: Shifting Strategies. London: Lynne Rienner.

Robert S. Ross and Oystein Tunsjo (eds.) (2017), Strategic Adjustment and the Rise of China: Power and Politics in East Asia. Cornell University Press.

David Shambaugh and Michael Yahuda (eds.) (2014), International Relations of Asia. Second edition. Plymouth: Rowman & Littlefield.

Michael Yahuda (2011), The International Politics of the Asia-Pacific. Third edition. Abingdon: Routledge.

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

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 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Seminars  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Private study | **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** |

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>.

The module’s subject matter is by definition international, as it studies primarily Asia-Pacific Big powers relations. Both in their coursework and discussions in class, students are encouraged to bring in perspectives from the full spectrum of geopolitical localities

**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 Feb 2018