1. **Title of the module**

LAWS9350 / LAWS9351 (LW935) Global Security Law

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

Kent Law School

1. **The level of the module (e.g. 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 Credits)

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, though knowledge of international law and/or human rights would be an advantage.

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

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. demonstrate systematic knowledge and critical awareness of the emerging principles and practices of global security law and governance;
	2. critically engage with and evaluate the key challenges that global security law and governance poses to constitutional protections, fundamental rights and accountability;
	3. critically analyse legal conflicts in this domain from different jurisdictions or scales and multiple perspectives (including academic researcher, practising lawyer and human rights advocate);
	4. engage with theoretical debates about the changing nature of international law, risk and pre-emption, constitutionalism and transnational governance through the prism of global security problems;
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. critically evaluate the application and practice of law within and across different contexts;
	2. identify relevant legal and political issues from complex factual situations;
	3. undertake independent and original research in the relevant of study and formulate reasoned and critical arguments;
	4. analyse complex legal problems from a range of different theoretical perspectives and disciplinary approaches.
3. **A synopsis of the curriculum**

The 9/11 terrorist attacks of 2001 and ensuing ‘war on terror’ has enabled the global spread of counterterrorism laws, norms and practices aimed at pre-empting future threats. The trans-boundary nature of global terrorism has also prompted novel alignments of national, regional and international actors and fostered greater enmeshment between these legal orders. As authority is delinked from national and regional oversight mechanisms and becoming more reliant on expertise, serious accountability problems are arising. From targeted killing by drones to the global criminalisation of terrorist financing, and from ISIL and the problem of ‘foreign terrorist fighters’ to novel surveillance networks and practices, the global war on terror stretches existing legal categories, challenges fundamental rights and provokes urgent questions about the legitimate scope of transnational security governance.

This module immerses students in these contemporary problems and debates by introducing the emergent domain of global security law and governance. Particular emphasis is placed on the post-9/11 transformation of the UN Security Council into a global legislator and norm-setter in the counterterrorism field and the accountability challenges that new pre-emptive security governance practices pose. Students are exposed to a broad repertoire of theoretical approaches (including global constitutionalism, legal pluralism, international fragmentation, and transnational law) and legal mechanisms (including soft law techniques, targeted sanctions and forms algorithmic governance) and pushed to analyse an array of cross-cutting legal problems.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**
	* + - Amoore, L. and de Goede, M. (eds.), 2008. Risk and the War on Terror. Routledge.
			- De Frias, A.M.S., Samuel, K. and White, N. (eds.), 2012. Counter-terrorism: international law and practice. Oxford University Press.
			- Krisch, N. 2010. Beyond constitutionalism: the pluralist structure of postnational law. Oxford University Press.
			- Koskenniemi, M. 2011. The politics of international law. Hart Publishing.
			- Ramraj, V.V, Hor, M, Roach, K. and Williams, G. (eds.), 2012. Global anti-terrorism law and policy. Cambridge University Press.
			- Roach, K. 2011. The 9/11 Effect: Comparative Counter-Terrorism. Cambridge University Press.
			- Van den Herik, L. and Schrijver, N. (eds.), 2013. Counter-terrorism strategies in a fragmented international legal order: meeting the challenges. Cambridge University Press.
2. **Learning and Teaching methods**

Total study hours: 200

Contact hours: 19

Private study hours: 181

1. **Assessment methods.**

13.1 Main assessment methods

The module will be assessed entirely through coursework as follows:

Assessment Stream A (available to all students):

Group Presentation, 25 minutes, in groups but individually assessed (20%)

Research Essay, 4000 words (80%)

Assessment Stream B (when the clinical stream is available):

Group Presentation, 25 minutes, in groups but individually assessed (20%)

Case work essay- clinical option, 4000 words (60%)

Clinical reflection - clinical option, 1000 words (20%)

13.2 Reassessment methods

100% coursework

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |
| Lectures | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ |
| Seminars | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Private Study | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Research Essay (80%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Casework essay -clinical option (60%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Clinical reflection – clinical option (20%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Seminar presentation – all students (20%) | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |

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**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, in Canterbury, teaching sessions will not be recorded to assist notetaking as they are heavily discussion-based and may contain sensitive material. However, the module convenor will notify students in advance of any lectures that will be recorded. In Brussels, recording will be at the discretion of the module convenor.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module

1. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury and Brussels

1. **Internationalisation**

This module has a global outlook due to the nature of the material being covered and therefore adopts an international perspective. It considers, for example, the expanding role of international organisations (like the UN Security Council) in the global war on terror. It also engages with the key international human rights law problems that arise from global security practices (including drone warfare, countering violent extremism and surveillance).

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 05/02/2018 | Minor | September 2018 | 10, 11, 12, 14, 15, 17 |  |
| 06/01/2020 | Minor | September 2020 | 15 | No |