## KentVision Code and title of the module

POLI9160 Security in a Changing World

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Politics and International Relations

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

20 credits (10 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

***Compulsory to the following courses:***

* Terrorism and Security MA

This module is available to all students on MA programmes within the School of Politics and International Relations.

Also available as an elective module.

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

8.1 Demonstrate a conceptual understanding by which to critically evaluate contending approaches to international security

8.2 Appreciate key issues and dynamics regard conflict and the use of force in international relations.

8.3 Demonstrate advanced knowledge of the theoretical debates about the meaning of security in international relations and their relationship to practice

8.4 Demonstrate a comprehensive understanding of the evolution of security studies and practice

8.5 Apply theoretical and conceptual frameworks to the analysis of politics and international relations

8.6 Use a variety of research methods and evaluate critically their application in the scholarly literature

8.7 Conduct research in politics and international relations demonstrating awareness of epistemological, methodological and ethical principles

8.8 Demonstrate a systemic understanding and critical awareness of the following issues in international security: energy security, peace building, war crimes, international law and intelligence.

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

9.1 Work with theoretical knowledge at the forefront of their discipline

9.2 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

9.3 Have a comprehensive understanding of methods and methodologies in their discipline

9.4 Undertake analysis of complex, incomplete or contradictory areas of knowledge

9.5 Have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

9.6 Be reflective and self-critical in their research work

9.7 Engage in academic and professional communication by a variety of methods

9.8 Have independent learning ability required for continuing professional study

9.9 Demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their course area, together with familiarity with appropriate bibliographical sources.

## A synopsis of the curriculum

This module focuses on the evolution of security studies as a discipline and its implications for practice. We examine a variety of theoretical and empirical materials that provide students with the basis for analysing pressing questions related to issues of war, security and peace in the world today. This module thus provides a good grounding for understanding contemporary security challenges (such as the environmental degradation, conflict, gender-based insecurity, terrorism, mass surveillance and arms proliferation among others) and our responses to them. It will engage with debates around the ‘broadening’ and ‘deepening’ agenda of security studies, which has extended the scope of security studies beyond the nation-state, and the role of new security actors.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 178

Contact Hours: 22

Total: 200

## Assessment methods

* 1. Main assessment methods

Essay, 3500 words (70%)

Presentation (20%)

Weekly Participation reports (10%)

* 1. Reassessment methods

100% coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture/Seminar | **x** |  | **x** | **x** |  | **x** |  |  |  |  |  |  |  |  |  |  |  |

**Module learning outcomes against assessment methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Essay – 3500 words | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Weekly Participation | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## 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 and students within their cohort, from diverse range of backgrounds.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 01/09/16 | Minor | September 2016 | 11, 13 | No |
| 14/11/22 | Minor | September 2023 | 7, 14 | No |