## KentVision Code and title of the module

POLI5005 Politics and IR of the Global South

## 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 5

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

15 credits (7.5 ECTS)

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

Autumn or Spring term

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

None

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

***Optional to the following courses:***

* BA (Hons) Politics and International Relations
* BA (Hons) Politics and International Relations (Bidiplôme)
* BA (Hons) Politics and International Relations with a Placement Year
* BA (Hons) Politics and International Relations with a Foundation Year
* BA (Hons) Politics and International Relations with a Year in Continental Europe or North America
* BA (Hons) Politics and International Relations with a Language
* BA (Hons) Politics and International Relations with a Year in Asia-Pacific
* BA (Hons) Politics and International Relations with Quantitative Research
* BA (Hons) Economics and Politics
* BA (Hons) History and Politics
* BA (Hons) Philosophy and Politics
* BA (Hons) Sociology and Politics
* LLB (Hons) Law and Politics

Also available as an elective module and available to short term credit students.

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

8.1 Identify key issues, events, trends, and developments in the international politics of the Global South

8.2 Demonstrate an understanding of the historical processes that have informed and shaped the relationship between the Global North and Global South

8.3 Make meaningful comparisons between the differing politics and experiences of different countries and/or regions within the Global South

8.4 Demonstrate an ability to describe, study and analyse the issues and events shaping contemporary relations between the Global North and Global South

8.5 Demonstrate a familiarity with introductory literatures on select regions of the Global South, including Africa, Asia, Latin America and/or the Middle East

8.6 Deploy key concepts and theories to the study of the international relations of the Global South.

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

9.1 Develop reasoned arguments, synthesise relevant information and exercise critical judgement

9.2 Evaluate theoretical, conceptual and empirical information presented in scholarly literature and other media

9.3 Communicate ideas effectively and fluently in writing to analyse problems

9.4 Use information and communication technology for bibliographical searches, data acquisition, data analysis and presentation

9.5 Work independently, demonstrating initiative, self-organisation and time-management

9.6 Gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources;

9.7 Critically 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.

## A synopsis of the curriculum

This module introduces students to debates on the politics of the Global South in the context of North-South relations more broadly. The precise list of issues, regions and/or countries to be covered will vary from year to year depending on the global political landscape. Focus will generally be on contemporary and comparative politics across several of the regions of the Global South: Africa, Asia, Latin America and/or the Middle East. Key themes explored in the module include decolonisation, marginalisation, modernisation, diversity, inequality, and regionalism. An indicative list of potential topics includes: the relevant histories and legacies of empire; race and ethnicity; nationalism; feminist approaches from the Global South; dependency theory; postcolonialism; development; resistance; and South-South cooperation.

## 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: 128

Contact Hours: 22

Total: 150

## Assessment methods

* 1. Main assessment methods

Essay (3000 words) (60%)

Written assignment (1500 words) (40%)

13.2 Reassessment methods

Like for Like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) 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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Written assignment  | **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

The module directly addresses global events, issues, developments and trends and thus helps students develop a critical awareness of international and global concerns.

**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) |
| --- | --- | --- | --- | --- |
| 05.12.22 | New | September 2023 |  |  |
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