1. **Title of the module**

PHIL6260/PHIL6270 (PL626/PL627) – Democracy, Fascism, Communism

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

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (PHIL6270); Level 6 (PHIL6260)

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 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**

Optional for BA Philosophy (Single and Joint Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Articulate and critically discuss the main ideas in the text;

8.2 Articulate and critically discuss the main arguments for those ideas;

8.3 Show some understanding of the main intellectual environment in which the text was written;

8.4 Show appreciation of the questions that were raised in the text and why they were important, and, connect these points to the above;

8.5 Show understanding of some of the criticisms of the text and analyse them.

**On successfully completing the module Level 6 students will be able to:**

8.6 Articulate and critically discuss the main ideas in the text;

8.7 Articulate and critically discuss the main arguments for those ideas;

8.8 Show thorough understanding of the main intellectual environment in which the text was written;

8.9 Show in-depth appreciation of the questions that were raised in the text and why they were important, and, connect these points to the above;

8.10 Show thorough understanding of the main criticisms of the text and analyse them.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate their skills in critical analysis and argument through both through their reading and through listening to others;

9.2 Demonstrate their ability to make complex ideas clearly understandable in their philosophical writing;

9.3 Demonstrate their ability to make complex ideas clearly understandable in their public speaking;

9.4 Demonstrate their ability to work autonomously and to take responsibility for their learning.

**On successfully completing the module Level 6 students will be able to:**

9.5 Demonstrate their skills in critical analysis and argument to a high degree, both through their reading and through listening to others;

9.6 Demonstrate their ability to make complex ideas clearly understandable in their philosophical writing, displaying a high level of analytic accuracy;

9.7 Demonstrate, to a high degree, their ability to make complex ideas clearly understandable in their public speaking;

9.8 Demonstrate, to a high degree, their ability to work autonomously and to take responsibility for their learning.

1. **A synopsis of the curriculum**

All things considered, liberal democracy is the best political system we know of. Nevertheless, it has always been in peril, attacked by totalitarian ideologies and undermined by self-destructive forces from within. In this module, we will investigate the essence and value of democracy, and the character and aims of its enemies. To this end, we will study an important theory in modern political philosophy, formulated in Ernst Cassirer’s The Myth of the State. Cassirer explores the explosive problem of political myth in our day, and reveals how the myth of the state evolved from ancient times to prepare the way for the rise of the modern totalitarian state. He shows how the irrational forces symbolised by myth and manipulation by the state constantly threaten to destroy our civilisation. This major contribution to political theory will help us understand the problems our societies face today, including questions relating to truth and falsehood in politics, and, of course, ‘fake truth’. We shall also look at a related text, Hans Kelsen’s The Essence and Value of Democracy.

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

Cassirer, E. (2009), *The Myth of the State*, New Haven: Yale University Press

Hart, H.L.A. (1976), *The Concept of Law*, Oxford: Oxford University Press

Kelsen, H. (2013), *The Essence and Value of Democracy*, Rowman

Kenny, A. (2012), *A New History of Western Philosophy*, Oxford University Press

Rawls, J. (1971), *A Theory of Justice*, Oxford: Oxford University Press

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (3,000 words) – 70%
* Summary of weekly reading (300 words) – 20%
* Seminar Performance – 10%

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)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |
| Summary | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminar Performance | **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**

Canterbury

1. **Internationalisation**

The content of this module deals with internationally renowned thinkers and theories, especially from the United Stated and from the European mainland. The assessment tasks will enable students to be true citizens of the world, since students will learn to be good public speakers, critical thinkers and aware of the great philosophical tradition of humankind. The teaching methods correspond to these aims, as does the support activity, since students will be taught, for example, how to use the internet to obtain reliable and thorough information about the contents of the course.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 19/01/17 | Major | September 2017 | 1, 8-11, 13 | No |
| 1/12/19 | Major | September 2020 | 1, 12 | No |