1. **Title of the module**

POLI5930 (PO593) Engendering Politics: Feminist Contributions to Political Theory

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 6

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

15 credits (7.5 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 module on all BA programmes taught in the School of Politics and International Relations

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

1: demonstrate knowledge of the main questions and concerns of feminist approaches to politics;

2: Interpret of some of the key texts by feminist writers;

3: Discuss feminist debates in their own words;

4: Critically evaluate different feminist perspectives and have the ability to situate them vis-à-vis one another;

5: Assess the challenges feminism poses to mainstream theories of politics;

6: Evaluate the relationship between feminist theories and developments within practical politics.

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

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

2: identify, investigate, analyse, formulate and advocate solutions to problems.

3: have developed the capacity for analytical reasoning, and the assembly of well-structured, balanced and reasoned arguments

4: reflect on and manage their own learning critically

1. **A synopsis of the curriculum**

In western countries feminism has had a considerable impact on the conduct of practical politics. The purpose of this module is to consider the ways in which feminist thought has influenced political theory. Returning to some of the earliest feminist critiques of modern politics by Mary Wollstonecraft and John Stuart Mill, we examine a range of feminist approaches to politics, asking what unifies them and where and why they diverge from one another. Throughout, we ask how meaningful it is to speak of feminism in the singular: given the immense variety displayed by feminist thinking, should we talk about feminisms? Another guiding question will be the extent to which these approaches pose a fundamental challenge to traditional political theory. Can feminist theories of politics just 'add women and stir'? Or do feminist approaches compel us to new or different methodologies, conceptual tools and even definitions of politics?

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Rosemarie Putnam Tong, Feminist Thought: A More Comprehensive Introduction, 3rd Edition, Boulder and Oxford: Westview Press, 2008.
* Tina Chanter, Gender: Key Concepts in Philosophy, London: Continuum, 2006.
* Mary Wollstonecraft, A Vindication of the Rights of Woman, London: Penguin, 2004.
* Catherine McKinnon, Toward a Feminist Theory of the State, Cambridge Mass.: Harvard University Press.
* Judith Butler, Gender Trouble: Feminism and the Subversion of Identity, London: Routledge, 1999.
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Reconstruction, 1000 words, 20%
* Essay, 4000 words, 80%

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)**

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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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Reconstruction  | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** |
| Essay  | **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**

Canterbury

1. **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.

**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