1. **Title of the module**

POLI6160 (PO616) The Politics of Trust (in the USA)

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

Politics and International Relations

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

Spring

1. **Prerequisite and co-requisite modules**

Prerequisite: POLI6170, Contemporary Politics and Government in the USA

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

All POLIR undergraduate programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Have a good knowledge of the American political system and many of the problems it faces;
3. Understand the role and significance of trust in political systems;
4. Understand the various competing explanations as to why Americans specifically and citizens generally distrust government;
5. Think critically about the competing explanations for distrust of government;
6. Critique the literature to identify potential ‘holes’ in the current research;
7. Use comparative analysis to inform their thinking.
8. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

1. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments and advocate solutions to problems

2. be reflective and self-critical in their work

3. communicate ideas effectively and fluently in writing

4. use the internet, bibliographic search engines and online resources, and effectively conduct research, drawing on both primary and secondary sources

5. engage in academic and professional communication with others

6. learn independently as required for further study or professional work

1. **A synopsis of the curriculum**

Much recent academic and popular commentary has focused on citizens’ supposed mistrust of government, especially in the United States of America. The central aim of the Politics of Trust is to uncover the reasons for Americans’ malaise. However, students will also examine other western democracies where trust has fallen to see if these countries’ experiences can inform our understanding of the US case specifically and the politics of trust more generally. The course begins with a history of trust in America, with an overview of the putative reasons for declining trust in the post-World War II period, with an examination of the experiences of other western democracies. The second part turns to the specific explanations for declining trust as posited by academics and political commentators. Explanations include the crisis of government performance, spin, the internecine warfare between Republicans and Democrats, the changing nature of the modern labour market, declining social capital, and the media.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**
* Russell J. Dalton, *Democratic Challenges, Democratic Choices: The Erosion of Political Support in Advanced Industrial Democracies* (Oxford: Oxford University Press, 2004 hardback/2007 paperback)
* Gavin Esler, *The United States of Anger: The People and the American Dream* (London: Penguin Books, 1997)
* Marc Hetherington, *Why Trust Matters: Declining Political Trust and the Demise of American Liberalism* (Princeton University Press, 2004)
* John R. Hibbing and Elizabeth Theiss-Morse (eds.), *What is it About Government that Americans Dislike?* (Cambridge: Cambridge University Press, 2001)
* Pippa Norris (ed.), *Critical Citizens: Global Support for Democratic Governance* (Oxford: Oxford University Press, 1999)—Note available as e-book
* Joseph S. Nye Jr., Philip D. Zelikow and David C. King (eds.), *Why People Don’t Trust Government* (Cambridge, Massachusetts: Harvard University Press, 1997)
* Susan J. Pharr and Robert D. Putnam (eds.), *Disaffected Democracies: What’s Troubling the Trilateral Countries?* (Princeton, New Jersey: Princeton University Press, 2000)
1. **Learning and Teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods.**
	1. Main assessment methods
* Review, 1000 words, 15%
* Essay, 2500 words, 35%
* Exam, 2 hours, 50%

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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Lecture | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |  |  | **\*** | **\*** |
| Seminar | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |  |  | **\*** | **\*** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Review |  |  | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Essay | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
| Examination | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |  | **\*** | **\*** |

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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
| 01/02/16 | Major | January 2017 | 9,11,12,13,15 | No |
|  |  |  |  |  |

Revised FSO Feb 2018