1. **Title of the module**

POLI6990 (PO669) Conservatism: Politics and International Relations of the Right

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**

An optional module for all politics and international relations students. Available as a wild module to the wider university.

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

1: demonstrate an advanced and critical understanding and knowledge of conservative views on the state, the market, society and international relations

2: demonstrate in-depth first-hand knowledge of some of the key writings of major conservative thinkers

3: critically engage with the coherence and diversity in the conservative political tradition

4: demonstrate extensive knowledge of the major debates within the conservative political tradition

5: understand critically the political, historical, and social context within which conservative thinkers have developed their theories and ideas

6: demonstrate detailed understanding of some of the major criticisms of conservative politics

7: demonstrate a rigorous ability to analyse, make use of and criticise the secondary literature on conservative thinkers and their ideas.

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

1: think critically about political and international events, ideas and institutions

2: in-depth understanding of the diversity of modern political views

3: apply theory to help conceptualise and engage critically with issues involved in questions of public concern

4: understand and critique the problematic character of inquiry in the discipline

5: communicate with their peers in both an academic and professional setting

6: engage effectively in independent research and learning required for further study or professional work, demonstrating initiative, self-organisation and time-management

7: understand the process of interpreting primary sources and materials, and be able to distinguish between different types of interpretation

1. **A synopsis of the curriculum**

This course is intended to familiarise students with the conservative tradition in modern politics. This is achieved by reference to a range of key conservative thinkers selected to help students understand the diversity of the conservative tradition and consider what factors help to cohere it. Comparison within the tradition and across a variety of thinkers is achieved by examining these thinkers' views on four basic categories of modern politics, namely the state, the market, society and international relations. In order to meet these broad learning outcomes, essay questions will be designed in order to ensure that students have to compare different thinkers.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Edmund Burke, Reflections on the Revolution in France (1790)
* Friedrich Hayek, The Road to Serfdom (1944)
* G.W.F. Hegel, Elements of The Philosophy of Right (1820)
* A. James Gregor, Origins and Doctrine of Fascism: With Selections from Other Works by Giovanni Gentile (2004)
* Corey Robin, The Reactionary Mind: Conservatism from Edmund Burke to Sarah Palin (2011)
* Carl Schmitt, The Concept of the Political, 1996 [1927]
* Roger Scruton, Political Philosophy: An Argument for Conservatism (2003)
* Michael Oakeshott, Rationalism in Politics and Other Essays (1962)
* Alexis de Tocqueville, Democracy in America (1840)
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, 1500 words, 30%
* Essay, 3000 words, 60%
* Seminar participation, 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)**

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **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** |
| Seminars  |  |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reconstruction | **x** | **x** |  | **x** | **x** | **x** | **x** |  |  |  | **x** |  |  | **x** |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar participation  |  |  |  |  |  |  |  |  |  |  |  | **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.

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**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