1. **Title of the module**

POLI6810 (PO681) – Landscapes of the Future

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

School of 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**

BA (Hons) Liberal Arts

BA (Hons) Liberal Arts with Year Abroad

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate a systematic understanding of key aspects of technical and scientific advancements which are in the process of changing the landscapes of the future.
3. Demonstrate an understanding of how technical and scientific advancements are shaping wider social, cultural, and political landscapes.
4. Show an ability to relate issues of transformation with past historical events and changes.
5. An ability to deploy accurately established techniques of analysis and enquiry across disciplinary boundaries.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. Demonstrate the ability to write a persuasive personal statement and to put together an informative curriculum vitae.
8. Demonstrate the ability to present themselves well at an interview, and to give an effective presentation of their strengths and interests.
9. Interpret arguments, evidence and data to marshal information from published sources; to critically evaluate their own research and that of others.
10. Use I.T. and research databases to retrieve, analyse and present information.
11. Construct arguments within different intellectual contexts and disciplines.
12. Communicate across disciplines, to mediate key ideas between disciplines, to speak and write persuasively in discursive contexts.
13. Demonstrate the ability to analyse and evaluate complex arguments succinctly in written assignments.
14. Work in a self-motivated and independent fashion, to plan time and workload management in order to meet personal targets and imposed deadlines.
15. **A synopsis of the curriculum**

This module prepares students both to think about the ways in which the landscapes are evolving and being shaped by contemporary developments in technical, scientific, and theoretical fields; and to think about how they want to take part in these developments in their own lives, through professional activity or further study. It will prepare students to think critically about the opportunities and dangers that come with the future, notably through the changes taking place in production techniques (through three-dimensional printing), ecological change and planning, scientific advancements and their impact on the humanities and social sciences (such as quantum theory’s challenge to historical studies). By building on bodies of work that have already discussed the potential impact of new technologies and scientific innovations on our understanding of the human, this module will demand intellectual reflection on the potential for change and transformation, with reference to past events and how transformation has occurred to this day. In additional, the module will provide practical guidance on how to think about the student’s own future, whether professionally or for further studies. It will guide students through the possibilities open to them, and give them practical skills to secure an interview and present themselves successfully.

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

* Jane Bennett, *Vibrant matter, a political ecology of things.* Durham: Duke University Press, 2010.
* William Connolly, *Facing the Planetary: Entangled Humanism and the Politics of Swarming.* Durham: Duke University Press, 2017.
* Ludwig Feuerbach, *Principles of the philosophy of the future*. Indianapolis: Hackett, 1986.
* John Haugeland, *Artificial Intelligence: the very idea.* Cambridge, Massachusetts: MIT Press, 1985.
* Hod Lipson and Melba Kurman, *Fabricated. The New World of 3D Printing*. Indianapolis: John Wiley & sons, 2013.
* Victor McElheny, *Drawing the Map of Life. Inside the Human Genome Project.* New York: Basic Books, 2012.
* Aaron Perzanowski and Jason Schultz, *The End of Ownership. Personal Property in the Digital Economy*. Cambridge, Massachusetts: MIT Press, 2016.
* Bernard Stiegler, *Technics and Time, 1. The Fault of Epimetheus*. Stanford: Stanford University Press, 1998.
* Alexander Wendt, *Quantum Mind and Social Science*. Cambridge: Cambridge University Press, 2015.

1. **Learning and teaching methods**

Contact hours: 20

Private study hours: 130

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* CV and Personal Statement (10%)
* Mock Interview (10%)
* Essay, 3000 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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Private study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| CV and personal statement |  |  |  |  | **X** |  |  | **X** | **X** | **X** | **X** | **X** |
| Interview |  |  |  |  |  | **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**

This module uses some of the most cutting-edge research in terms of thinking the relation between the sciences and the humanities, including the impact of technical developments on research, scholarship, and social and political issues. It focuses on important developments in American, French, and German thought most particularly that have shaped our understanding of environmental issues, the philosophy of technology, epistemology and methodological issues. The very core of the module is also to explore the ways in which these new landscapes of the future will bring us closer together – or tear us further apart – in a globalised world.

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 17/11/19 | Major | September 2020 | 12-14 | No |
|  |  |  |  |  |