1. **Title of the module**

LART3320 (PO332) - Understanding the Contemporary

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 4

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

15 (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**

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:**

8.1 Identify and describe key forces and events shaping contemporary thought and behaviour.

8.2 Identify and describe key ideas informing representations and critiques of the contemporary period.

8.3 Summarise key aspects of the varying ways in which different disciplines conceptualise the contemporary period and its concerns.

8.4 Respond to, and comment on, the problems and challenges shaping contemporary culture and society.

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

9.1. Interpret arguments, evidence and data; to marshal information from published sources; to critically evaluate their own research and that of others

9.2. Use technology to retrieve, analyse and present information

9.3. Construct arguments within different intellectual contexts and disciplines

9.4. Communicate across disciplines, to mediate key ideas between disciplines, to write persuasively.

9.5. Work independently to manage time and workloads in order to meet personal targets and imposed deadlines

1. **A synopsis of the curriculum**

A key element of a Liberal Arts education is the ability to critically understand and respond to current affairs. ‘Understanding the Contemporary’ will enable students to think critically about their own period, and analyse the forces and events shaping contemporary culture and society. Students will consider texts from a range of disciplines and will be selectively introduced to key ideas in contemporary theory and philosophy. They will apply insights drawn from their readings and discussions within analyses of contemporary situations. The focus of the module will be on the period since 2000, though where necessary it will reach back before that date to contextualise current issues. Students will be required to think critically about the ways different disciplines are formulating representations of the contemporary period, and to discuss themes and ideas that cross those disciplines. Seminars and lectures will address topics that define the present period and it is in the nature of the module that its study topics will vary from year to year.

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

* Agamben, G. (2009). ‘What is the Contemporary’, in *What Is An Apparatus* Stanford: Stanford University Press.
* Harvey, D. (2007). *A Brief History of Neoliberalism*. Oxford: Oxford University Press.
* Lorey. I. (2015). *State of Insecurity: Government of the Precarious*. London: Verso.
* Mavelli, L. (2017). 'Governing populations through the humanitarian government of refugees: Biopolitical care and racism in the European refugee crisis,' *Review of International Studies*, Vol 43, No. 5: 809-832.
* Muggia, M. (2016), ‘Affective computing: how ‘emotional machines’ are about to take over our lives,’ *The Times*, January 15, 2016.
* Popper, K. (2002). ‘The Conspiracy Theory of Society,’ in *Conjunctures and Refutations.* London: Routledge.

1. **Learning and teaching methods**

Contact Hours: 20

Private Study Hours: 130

Total study hours: 150

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

* Reading journal (30%)
* Essay, 2,500 words (70%)
  1. Reassessment methods

Reassessment Instrument: 100% coursework reassessment

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Reading journal | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Essay | **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**

Special attention will be placed on work coming from a diverse range and background, in particular but not limited to: other cultures and countries, economically diverse areas and backgrounds, post-colonial issues and marginalised peoples, gender and sexuality.

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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) |
| 18 December 2017 | Minor | September 2018 | 2,6,12,13,14,15,17 | No |
| 30/11/19 | Major | September 2020 | 5, 8-14 | No |