1. **Title of the module**

PHIL6180/PHIL6190 (PL618/PL619) Political Philosophy

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

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (PHIL6180); and Level 6 (PHIL6190)

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

30 Credits (15 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 for the BA in Philosophy (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Demonstrate an appreciation of a number of philosophical topics such as the sources and scope of political authority, and the ideals of equality, fraternity and freedom;

8.2 Read analytic philosophy in a way that is considered, reflective, and imaginative;

8.3 Write analytic philosophy in a way that is careful, logical, structured and coherent.

8.4 Demonstrate understanding of issues within contemporary political philosophy, such as our obligations to those in the developing world, the role of a private sphere of action, and the politics of immigration.

**On successfully completing the module Level 6 students will be able to:**

8.5 Demonstrate a critical appreciation of a number of philosophical topics such as the sources and scope of political authority, and the ideals of equality, fraternity, and freedom;

8.6 Critically engage with texts in analytic philosophy in a way that is considered, reflective, and imaginative;

8.7 Write sustained arguments in analytic philosophy in a way that is careful, logical, structured and coherent.

8.8 Demonstrate systematic understanding of issues within contemporary political philosophy, such as our obligations to those in the developing world, the role of a private sphere of action, and the politics of immigration.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate skills in critical analysis and argument though their reading and through listening to others;

9.2 Demonstrate an ability to make complex ideas clearly understandable to specialists and non-specialists in their writing;

9.3 Demonstrate an ability to make ideas clearly understandable to specialists and non-specialists in their public speaking;

9.4 Work autonomously and to take responsibility for their own learning.

**On successfully completing the module Level 6 students will be able to:**

9.5 Demonstrate comprehensive skills in critical analysis and argument though their reading and through listening to others;

9.6 Demonstrate an ability to make complex ideas clearly understandable to both specialist and non-specialists in their writing using a sophisticated manner;

9.7 Demonstrate an ability to make ideas clearly understandable to specialists and non-specialists in their public speaking using a sophisticated manner;

9.8 Work autonomously and to take responsibility for their own learning, showing initiative and originality in their research.

1. **A synopsis of the curriculum**

Is it right that the talented profit from their (undeserved) talents? Should the government provide compensation for people who find it hard to meet that special someone? Should we think our duties to our compatriots are more important than our duties to people in other countries?

This course is divided into two parts. The first part examines classic topics in political philosophy, such as Rawls Theory of Justice, Nozick’s libertarianism and the feminist and communitarian criticism of political liberalism. The second part of the course will explore issues within contemporary political philosophy, such as equality, our obligations to those in the developing world, and the politics of immigration. We will consider whether we can make sense of political obligation between states as well as within states. We will look at these issues in the context of particular recent case studies.

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

Goodin, R., and Pettit, P. (eds.), (1998) *A Companion to Contemporary Political Philosophy*, London: Blackwell

Kymlicka, W. (2002) *Contemporary Political Philosophy: An Introduction*, New York: OUP

Wolff, J. (1996). *An Introduction to Political Philosophy*, Oxford: OUP

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Seminar Performance – 10%
* Mid-term Essay (1500 words) – 40%
* Final Essay (2,000 words) – 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 / 8.5* | *8.2 / 8.6* | *8.3 / 8.7* | *8.4 / 8.8* | *9.1 / 9.5* | *9.2 / 9.6* | *9.3 / 9.7* | *9.4 / 9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Seminar Performance | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Mid-term Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Final Essay | **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**

Throughout the module, we will cover students’ comprehension of a wide range of topics of international relevance. Students will learn to navigate an increasingly interconnected world by completing the various assessments.

**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) |
| 26/01/17 | Major | September 2017 | 5, 8-10, 13 | No |
| 01/03/19 | Major | January 2020 | 12,14 | no |

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| Revised FSO Jan 2018 |