1. **Title of the module**

POLI6230 (PO623) Modern Political Thought

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 5

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**

Optional module on all BA programmes taught in the School of Politics and International Relations.

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

1: knowledge of key developments in the history of modern Western political thought

2: identify the main thinkers representing these developments

3: summarise the political ideas of these thinkers

4: situate these developments within the relevant historical context

5: evaluate the ethical meaning and implications of these developments

6: assess the intellectual legacy of the thinkers discussed in this module.

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

1: Demonstrate the ability to gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources.

2: Demonstrate the ability to identify, investigate, analyse, formulate and advocate solutions to problems.

3: Develop capacity for analytical reasoning, and the assembly of well-structured, balanced and reasoned arguments

4: Demonstrate the ability to reflect on and manage their own learning critically

1. **A synopsis of the curriculum**

This module provides an introduction to some of the major developments in Western political thought from the seventeenth century onwards by discussing the life, work and impact of key figures such as Nicolo Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft, JS Mill, and Karl Marx. While these thinkers will be studied mostly in terms of their respective self-understanding, the overall concern of these studies is to examine the problems which ‘modernity’ poses for political theory in Western societies.

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

* Boucher, David and Paul Kelly (eds), Political Thinkers: From Socrates to Foucault, 2nd Edition OUP, 2009.
* Machiavelli, Niccolo, The Prince and Other Writings, London: Dent, 1981.
* McLellan, David (ed), Karl Marx: Selected Writings, 2nd ed., Oxford: OUP, 2000.
* Rousseau, Jean-Jacques, The Social Contract and Other Later Political Writings, Cambridge: CUP, 2009.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

* Essay 1, 2000 words, 50%
* Essay 2, 2000 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 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays | **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**

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.**

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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