1. **Title of the module**

POLI6890 (PO689) Who Do You Think You Are? On Critical Identity Theories

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

Human and Social Sciences

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 Term

1. **Prerequisite and co-requisite modules**

No prerequisite or co-requisite modules

1. **The course(s) of study to which the module contributes**

Optional to all programmes owned by Politics and International Relations.

Available as an elective module.

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

8.1 demonstrate systematic understanding of contemporary identity politics

8.2 Accurately interpret some of the key texts in modern and contemporary critical theory;

8.3 Devise and sustain debates about identity, difference and judgement in their own words in a coherent manner;

8.4 Critically evaluate different perspectives in modern and contemporary identity politics and have the ability to situate them vis-à-vis one another;

8.5 Analyse the challenges contemporary theories of identity pose to mainstream theories of politics;

8.6 Evaluate the relationship between identity-oriented theories and developments within practical politics.

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

9.1 gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources.

9.2 identify, investigate, analyse, formulate and advocate solutions to problems.

9.3 have developed concepts at the forefront of analytical reasoning, and the assembly of well-structured, balanced and reasoned arguments

9.4 reflect on and manage their own learning critically

1. **A synopsis of the curriculum**

The main title can be read in two ways. On the one hand, it is an appeal to reflect on the conditions of our subjectivity. On the other hand, it can be read as the expression of a judgement upon a subject’s ability to act/speak/feel etc. In this module, both of these aspects will be explored: ‘what are the conditions of our identity, and how do these relate to differences between us?’, and ‘what is the nature of judgement and when, if ever, is it legitimate to judge others?’. This will then form the basis for a third part of the module which will consider the extent to which reflection on oneself and the judgement of others are related or not. This nexus of issues is at the heart of contemporary debates about identity politics and the primary literature for the module will draw from these debates. Equally importantly, however, is that these contemporary debates speak directly to concepts and theories first developed within the canon of critical work within modern European philosophy. The module, therefore, will explore contemporary debates with reference to this philosophical background to assess the ways in which the critical tradition can inform the debates as well as considering the ways in which the contemporary debates can help redefine what we understand by the critical tradition.

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

bell hooks, *Ain’t I a woman: Black Women and Feminism*, New York: Routledge, [1981] 2015.

Franz Fanon, *Black Skin, White Masks*, London: Pluto, [1952] 2008.

John Rawls, *A Theory of Justice*, Cambridge, Mass.: Harvard University Press, [1971] 2005.

Axel Honneth, *The Struggle for Recognition: The Moral Grammar of Social Conflicts*, Cambridge, Mass.: MIT Press, 1996.

Judith Butler, ‘Recognition and Critique: an interview with Judith Butler’, *Distinktion: Scandinavian Journal of Social Theory*, vol. 13, no. 1, April 2012, 139-144.

Susan Stryker and Stephen Whittle (eds), *The Transgender Studies Reader*, London: Routledge, 2006.

1. **Learning and teaching methods**

Total contact hours 22

Total private study hours 128

Total module study hours 150

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

Portfolio 1,000 words 20%

Essay 4,000 words 80%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

**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** | **x** | **x** |
| **Lectures** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| **Seminars** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| **Portfolio** | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** |
| **Essay** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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.

**DIVISIONAL 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |