1. **Title of the module**

LART6850 (PO685) Connections

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 5

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 and 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:**
	1. Demonstrate knowledge and understanding of key discourses within the sciences, humanities and social sciences, how they were implemented, and their impact on broader society.
	2. Understand the relevance of great books across a variety of disciplines, including but not limited to philosophy, history, politics, sociology, literature, art and the sciences.
	3. Critically evaluate primary and secondary literature across a disciplinary range spanning social sciences, natural sciences and humanities appropriate to the disciplines
	4. Critically analyse and debate module-relevant topics across a disciplinary range spanning social sciences, natural sciences and humanities
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Employ analytical skills for the interpretation of arguments, evidence and data from published sources
	2. Use information technology to retrieve, analyse and present information
	3. Use reasoning to construct arguments within different intellectual contexts and disciplines, and to formulate and address research questions and problems
	4. Communicate across disciplines
	5. Make use of constructive informal feedback from staff and peers to assess own progress
	6. Work independently and manage time and workloads in order to meet personal and group targets and imposed deadlines
3. **A synopsis of the curriculum**

One of the strengths of the Liberal Arts programme is its ability to draw connections between various fields of knowledge of disciplines that have become increasingly fragmented. By focusing on great books of the past and present that straddle across disciplinary boundaries, this module helps students build bridges between various areas of knowledge. While the content will differ from year to year, depending on student and staff interests, this module will explore key themes in philosophy, history, social and political sciences, humanities, literature, art, and the hard sciences. It will aim to show that these disciplines have a great deal in common, and that understanding across great works help create a deeper understanding of contemporary issues. By engaging students with qualitative and quantitative data, it will also allow them to interpret and reflect on information coming from a wide range of sources.

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

The module focuses on classic, primary texts and sources. The module outline will specify which editions/translations are to be used.

* Plato, *The Republic.* Various editions.
* Augustine, *The City of God.* Various editions.
* Hobbes, *The Leviathan.* Various editions.
* Hegel, *Lectures on the Philosophy of World History*. Various editions.
* Marx and Engels, *The Communist Manifesto*. Various editions.
* De Beauvoir, *The Second Sex*. Various editions.
1. **Learning and teaching methods**

Contact hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Two reading diaries (one each term), each worth 10% of the overall mark
* Two 2,000 word essays (one each term), each worth 40% of the overall mark.
	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* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **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** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| First reading diary | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |  | **X** |
| First essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Second reading diary | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Second 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**

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) |
| 04/01/2018 | Minor | September 2018 | 2, 6-14, 17 | Yes |
| 30/11/2019 | Major | September 2020 | 12 | No |