1. **Title of the module**

PHIL6200/PHIL6210 (PL620/PL621) – Justice, Violence and the State

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 (PHIL6200); Level 6 (PHIL6210)

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 Philosophy (Single and Joint Honours)

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

8.1 Demonstrate a critical appreciation of a number of philosophical topics, such as: different forms of political violence, including terrorism, revolution and war; possible justifications of the use violence for political ends; the role of institutions like nation states, the United Nations and the International Criminal Court in regulating the use of political violence;

8.2 Demonstrate the ability to read philosophy in a way that helps them conceive original ideas;

8.3 Clearly express their own philosophical ideas, in a structured and imaginative way.

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

8.4 Demonstrate a comprehensive understanding of a number of philosophical topics, such as: different forms of political violence, including terrorism, revolution and war; possible justifications of the use violence for political ends; the role of institutions like nation states, the United Nations and the International Criminal Court in regulating the use of political violence;

8.5 Demonstrate the ability to read philosophy in a way that helps them conceive original ideas, and then develop and refine those ideas;

8.6 Write and discuss whilst paying attention to primary and secondary sources (articles, books and ideas), commensurate with advanced undergraduate study.

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

9.1 Demonstrate their skills in critical analysis and argument through an engagement with these issues, both through their reading and through listening to others;

9.2 Communicate complex ideas to both specialist and non-specialist audiences;

9.3 Demonstrate their ability to work autonomously and to take responsibility for their learning.

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

9.4 Demonstrate their confident and professional skills in critical analysis and argument through an engagement with the relevant issues, both through their reading and through listening to others;

9.5 Communicate complex ideas clearly and accurately to both specialist and non-specialist audiences;

9.6 Demonstrate their ability to work autonomously and to take responsibility for their learning whilst identifying areas for future development and research.

1. **A synopsis of the curriculum**

Under what circumstances might it be permissible to use violence to further political goals? What distinguishes different sorts of political violence? Ought the state to have a monopoly on political violence? Are there some methods that should never be used to further political goals? In this course, we will look at the various forms of political violence, and consider how political and legal theorists have tried to regulate violent interaction between states and within states. We will examine the conceptual difficulties that arise when postulating international laws, and consider the role of the United Nations as international mediator and law enforcer. We will also look at the rights of self-determination amongst sub-national groups, and at the obligations of the international community to intervene to prevent humanitarian abuses.

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

Altman, A. and Wellman, C.H. (2009). A Liberal Theory of International Justice, Oxford: Oxford University Press

Coady, C.A.J. (2008). Morality and Political Violence, Cambridge: Cambridge University Press

Held, V. (2008). How Terrorism is Wrong, Oxford: Oxford University Press

Walzer, M. (1977). Just and Unjust Wars, New York: Basic Books

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

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

* Essay (2,500 words) – 50%
* Written Assignment (1,000 words total) – 30%
* Group Presentation (20 minutes) – 10%
* Seminar Performance – 10%

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)***

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| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 / 8.4 | 8.2 / 8.5 | 8.3 / 8.6 | 9.1 / 9.4 | 9.2 / 9.5 | 9.3 / 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |
| Written Assignment | **x** | **x** | **x** | **x** | **x** | **x** |
| Group Presentation | **x** | **x** |  | **x** | **x** | **x** |
| Seminar Performance | **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**

The syllabus is centred on topics, such International Law and Order, Humanitarian Intervention and Citizenship, which embed international values and global perspectives. With regard to subject content, the material within the syllabus has been developed for use within an international educational setting for students who will apply the theories studied in a wide range of international contexts. The reading list also has references to international research. The target learning outcomes within this module are applicable worldwide.

Our support for students is also internationally attuned, given our international teaching team and student body and our student mentoring system. The assessment methods of Group presentation and Seminar Performance encourage collaboration with students from different cultures. The assessment methods offer opportunities for comparing international and local examples linked to specific topics, such as Citizenship, Humanitarian Intervention and International Law and Order.

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