1. **Title of the module**

PHIL6480/PHIL6490 (PL648/PL649) – Philosophy of Work

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 (PHIL6480) and Level 6 (PHIL6490)

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 Outline and show understanding through clear expression of a specific writing or writings by Arendt;

8.2 Connect specific writing or writings of Arendt to contemporary questions about the meaningfulness of work. Students should be able to comment on those themes and critically assess the contributions of Arendt;

8.3 Connect some of the ideas expressed by Arendt and the other authors to each other and critically compare them.

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

8.4 Outline and critically discuss a specific writing or writings by Arendt. Students should be able to show depth of knowledge and express themselves clearly;

8.5 Connect specific writing or writings of Arendt to contemporary questions about the meaningfulness of work. Students should be able to comment on those themes and critically assess Arendt’s contributions, showing depth of understanding of her thought;

8.6 Connect some of the ideas expressed by Arendt and the other authors to each other and critically compare them in a sustained manner that shows depth of understanding.

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

9.1 Show an ability to understand and explain key concepts as they arise in various texts;

9.2 Demonstrate their skills in critical analysis, evaluation and argument, both through their reading and through listening to others;

9.3 Demonstrate their ability to make complex ideas understandable in their writing;

9.4 Demonstrate their ability to manage their own learning in relation to selecting and research the appropriate scholarly reviews and primary texts related to assessment questions;

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

9.5 Show an ability to understand and explain in-depth key concepts as they arise in various texts;

9.6 Demonstrate substantially developed skills in critical analysis, evaluation and argument, both through their reading and through listening to others;

9.7 Demonstrate a substantially developed ability to make complex ideas understandable in their writing;

9.8 Demonstrate a substantially developed ability to manage their own learning in relation to selecting and research the appropriate scholarly reviews and primary texts related to assessment questions;

1. **A synopsis of the curriculum**

The module uses Hannah Arendt’s The Human Condition as its core text and will make use of a wide variety of short philosophical texts from different historical periods to provide critical contrasts and elucidate important problems and questions about the nature of work. Key questions will include but not be limited to: Is there an inherent meaning to work? Is there a difference between labour and work? Where does work stand in relation to leisure or contemplation?

Generally, the reading assignments will alternate, with one week dedicated to a chapter from the core text, with the next week followed by philosophical essays by major figures that relate to the chapter content. Lectures will elucidate the significant questions and answers proposed by the texts. Seminars will be centred on group discussion.

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

Arendt, Hannah, (1958) *The Human Condition*. Chicago: University of Chicago Press.

Aristotle, (1996) *Politics*, Cambridge: Cambridge University Press..

Locke, John, (1980) *Two Treatises of Government*, Indianapolis: Hackett.

Hegel, G.W.F., (1991) *Elements of the Philosophy of Right*. Cambridge: Cambridge University Press.

Marcuse, Herbert, (1982) “*Some Social Implications of Modern Technology*.” In The Essential Frankfurt School Reader. New York: Continuum, pp. 138-162.

Marx, Karl, (1998) *The German Ideology*. Amherst: Prometheus Press.

Russell, Bertrand, (2004) “*In Praise of Idleness*.” London: Routledge.

Sen, Amartya, (2010) “*Lives, Freedoms and Capabilities*.” London: Penguin

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 (1,000 words total) – 30%
* Intellectual Diary (2,500 words) – 60%
* 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 / 9.5 | 9.2 / 9.6 | 9.3 / 9.7 | 9.4 / 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture/Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** |  | **x** | **x** |  | **x** | **x** |
| Intellectual Diary | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Performance |  | **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**

Internationalisation is actively incorporated by virtue of the core reading that addresses varying cultural and historical ideas and practices about work. Through critical consideration of Hannah Arendt’s conceptions of action and democracy, students will become aware of the significance and role of plurality as well as the way in which she envisages democratic participation in the polis. The assessments enable students to be self-reflective with respect to past experiences and expectations of work in a multi-cultural setting, for example, in relation to the distribution of wealth, economic exploitation, and how cultural and personal variations matter to how we conceive of meaningful work. Teaching methods ask students to call upon their own experiences of work as well as to consider whether or not such experiences are universal/global or the result of contingent cultural, historical and economic factors.

**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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