## KentVision Code and title of the module

POLI6001 State and Revolution: Foundations of Modern Political Thought

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences; School of Politics and International Relations

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

15 (7.5 ECTS Credits)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn Term or Spring Term

## Prerequisite and co-requisite modules and/or any module restrictions

Any student who has previously taken POLI6230 restricted from taking this module

## The course(s) of study to which the module contributes

***Optional to the following courses:***

* BA (Hons) Politics and International Relations
* BA (Hons) Politics and International Relations (Bidiplôme)
* BA (Hons) Politics and International Relations with a Placement Year
* BA (Hons) Politics and International Relations with a Foundation Year
* BA (Hons) Politics and International Relations with a Year in Continental Europe or North America
* BA (Hons) Politics and International Relations with a Language
* BA (Hons) Politics and International Relations with a Year in Asia-Pacific
* BA (Hons) Politics and International Relations with Quantitative Research
* BA (Hons) Economics and Politics
* BA (Hons) History and Politics
* BA (Hons) Philosophy and Politics
* BA (Hons) Sociology and Politics
* LLB (Hons) Law and Politics

Also available as an elective module and to short term credit students

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

8.1 Identify key issues in the political theory literature and demonstrate an ability to synthesise them;

8.2 Understand how the state and revolution have developed as historical concepts and how they have changed over time;

8.3 Evaluate different interpretations by critically assessing descriptive and normative arguments in the history of political thought;

8.4 Apply concepts from political theory to the analysis of political ideas, institutions and practices, relative to the historical and contemporary context;

8.5 Critically evaluate different approaches to collecting, analysing and presenting information in the history of political thought, particularly by developing well supported theoretical arguments.

## 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 primary sources;

9.2 Identify, investigate, analyse, formulate and advocate solutions to problems;

9.3 Construct reasoned arguments, synthesise relevant information and exercise critical judgement;

9.4 Develop a research question and build a bibliography that can be used to answer it;

9.5 Manage their own learning critically.

## A synopsis of the curriculum

What does the modern state look like? How has the legitimacy of the state, as an institution, been justified in the history of political thought? How have ideas shaped and influenced revolutionary movements? How have revolutions in turn shaped the thinking of those who lived through them? When are revolutions ever justified? By critically analysing the key thinkers and texts in the history of political thought, this module gives students the key tools to think through two of the most important forces that have shaped modern politics: the rise of the state, and the revolutions that followed it.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

## Assessment methods

* 1. Main assessment methods

Research question and bibliography (1000 words) 20%\*

Long essay (4,000 words) 80%\*

***\*Both elements are pass compulsory and must be passed to achieve the learning outcomes of the module***

13.2 Reassessment methods

Like for Like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Research question and bibliography | **x** |  |  | **x** |  | **x** |  |  | **x** | **x** |
| Long essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

Students will be introduced to the ideas of thinkers from a range of global backgrounds. They will also be encouraged to critically reflect on the largely Western history of political theory.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 05.12.22 | New | September 2023 |  |  |
|  |  |  |  |  |