

Political Philosophy 1: From City State to Contractarianism

7.1 Module Overview									
Module Number		Module Title	Political Philosophy 1: From City State to Contractarianism						
Stage of Principal Programme			2/3	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	E Core	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> Independent, self-directed reading 					✓	46			
<ul style="list-style-type: none"> Research, preparation and completion of assessments 					✓	55			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area
Staff - Learner Ratio X:Y	
1:120	

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based	
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Read and summarise primary philosophical texts.	2
2. Identify and explain concepts such as the basis for legitimate governance, relationship between individual and political entity, property ownership, etc.	1

3. Compare and evaluate theories from the philosophers we have studied.	1, 2, 5
4. Critique the theories of individual philosophers from a variety of perspectives: feminist, postcolonial, liberalism, etc.	2, 3, 8

7.3 Indicative Module Content, Organisation and Structure

This module aims to provide the learner with an overview of the central issues within Political Philosophy and Secular Belief Systems through a critical survey of the major theorists in the western political tradition. The key focus of the module is to trace the development of European political philosophy from its early Greek origins through to the defining period of Social Contract theory. The module will present learners with core texts, concepts and theories in political philosophy. This module investigates the traditional political texts of Plato, Hobbes, Locke, Rousseau and Wollstonecraft from feminist, postcolonial and Marxist perspectives. It demonstrates the implications of these traditional account of the political state for those on the other side of history.

Below is an indicative structure of the module content:

- Nature of political philosophy, vocabulary, fundamental concepts and themes; who gets to rule and why?; the nature of the relationship between the individual and society; assumptions about human nature.
- Plato's *Republic*, structure and aims, assumptions about human nature, education, the Philosopher-King, knowledge, Forms and legitimacy. Popper's critique and a response.
- Social Contract theories – Hobbes, Locke and Rousseau. The state of nature, human nature and natural rights. The basis for legitimate sovereignty. Property. Marxist analysis of Hobbes, post-colonial critique of Locke. Feminist critique of the Social Contract.
- Freedom and duty – Rousseau. The Social Contract, the General Will, his notion of freedom vs Hobbes and Locke's view.
- Wollstonecraft's criticism of Rousseau – her arguments for the equal treatment of women.

The structure of this module allows learners to chronologically understand assess the development of European political thought on concepts such as legitimacy, proper relation of the individual to the state and ownership of property. Learning is delivered weekly in a two-hour lecture over a twelve-week period.

This module includes the programme themes of Equality and Inclusion.

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The content of this module is delivered in lectures. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish. Lecturing will involve both exposition, group work, regular quizzes (both marked and unmarked) on concepts covered in the class. The final essay assessment will offer learners a variety of essay titles (referencing current world issues or specialised areas of study) as well as the option of learners designing their own title.

Assessment

The large essay allows final year learners to demonstrate the scope and depth of their learning; explaining difficult concepts, analysing, comparing and evaluating the theories in light of current world issues or interest in a specific subject area. (MIMLO 1, 2, 3, 4).

The end of topic quizzes will allow learners to explain concepts and principles they have learned from a particular topic. This will allow them to see how well they understood the topic, and what areas they may need to revise. This meets MIMLO 2.

The attendance mark points to the activities that learners will engage with in class; answering of questions, engagement with group work and applying theories to current world politics.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
2	End of Topic Question. These topic quizzes will comprise of two short questions to be answered in 20 minutes. After the quizzes are collected, we will brainstorm the answers in class and a sample answer will be put on Moodle. Learners will be able to evaluate their progress in understanding the subject. Only the best two of the four quizzes will count for grades.	20% (2 quizzes worth 10% each)
1, 2, 3, 4	2,000– 2,500 word essay. The large essay allows final year learners to demonstrate the scope and depth of their learning; explaining difficult concepts, analysing, comparing and evaluating the theories in light of current world issues or interest in a specific subject area.	70%
	Attendance: In light of the poor attendance and engagement of learners across the programme since the Covid era, this grade is intended to encourage learners to attend regularly. It also enables learners to learn to work together and learn from each other.	10%

7.8 Sample Assessment Materials

Sample end of topic questions:

1. What gives us entitlement to own a particular thing, according to Locke?
2. Describe Locke's two original limitations on property ownership.

Sample essay topics:

The essay may be based on any topic below, or if you wish to develop an alternative topic, you may do so. Run it by the lecturer first. The essay will be assessed using the Written Assessment Marking Criteria Guidelines; it should use the MHRA referencing style. It should reference two primary texts from the course as well as several secondary sources. It is to be submitted through Turnitin. Feedback will be given through Turnitin.

1. No philosophy is born in a vacuum. Each of the philosophers on this course were influenced by the historical events of their day. Taking two of them, explain their theories with reference to the events of the time. Consider what concepts or aspects of each theory are still useful today.
2. All political theories give an account of what justifies sovereign power. Compare two accounts from the texts we have covered in class. Evaluate both and discuss how what they might have to say about the rise of 'fake news' phenomenon in American politics.
3. Taking two of the philosophers we have studied in class, trace the implication of their political theory for women's role and activities in their projected society.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Hobbes, Thomas, *Leviathan* (London: Penguin, 1968)

Locke, *The Two Treatises of Government* (Cambridge: Cambridge University Press, 1960, 1967, 1988)

Plato, *The Republic* (London: Penguin, 1955, 1974, 1987)

Rousseau, *The Social Contract* (London: Penguin, 1969, 1970, 1972)

Wollstonecraft, Mary, *A Vindication of the Rights of Woman*, ed by Miriam Brody (London: Penguin Books, 2004)

Indicative Other Reading:

Hampton, Jean, *Hobbes and the Social Contract Tradition* (Cambridge: Cambridge University Press, 1986)

MacPherson, C. B., *The Political Theory of Possessive Individualism* (Oxford: Oxford University Press, 1964, 1985)

Morris, Chris, *The Social Contract Theorists: Critical Essays on Hobbes, Locke and Rousseau* (Oxford: Rowan and Littlefield, 1999)

Pateman, Carole, *The Sexual Contract* (Cambridge: Polity, 1988)

Popper, Karl, *The Open Society and its Enemies*, vol. 1 (London: Routledge, 2002)

Sandrine Berges, *Liberty in Their Names: The Women of the French Revolution* (London: Bloomsbury Press, 2022)

Veltman, Andrea, 'Simone de Beauvoir and Hannah Arendt on Labor' in *Hypatia* (2010) 25 (1):55 – 78

Relevant Websites:

University of Stanford, *The Stanford Encyclopaedia of Philosophy*, <https://plato.stanford.edu/> [accessed 10 October 2023]

Liberty Fund Network, *The Online Library of Liberty*, <https://oll.libertyfund.org> [accessed 10 October 2023]