

Political Philosophy and Secular Belief Systems 2

Section A: Headline Information	
Module title	Political Philosophy and Secular Belief Systems 2: From Enlightenment to Communitarianism
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Noel Kavanagh
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Philosophy
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10						101			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Philosophy at Carlow College has a particular emphasis on Social, Political and Ethical Philosophy in Stages 3 and 4 of the programme. Therefore, Political Philosophy forms a vital component of this pathway. In general terms it would be an essential element of any philosophy pathway that sought a comprehensive understanding of the central themes of the subject.
Module Aims and Objectives	The key focus of the module is to trace the development of European political philosophy from the defining period of Social Contract theory and the various communitarian responses to it from Hegel to contemporary autonomous Marxism. The central theme is the articulation of philosophical thought between the various strains of organicism and of atomistic individualism. Between these two poles each thinker will be assessed in relation to their contribution to the debate of defining the relationship between state and the individual. Each philosopher will be regarded in terms of both their original contribution and where their thought is placed within the development of political philosophy in their time period.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> Identify the main issues in the political philosophy of the period – the priority of individual or state, relations between the individual and the state, legitimacy of government as they are addressed by each thinker. (MIPLO 1, 2, 3, 4)

	<ol style="list-style-type: none"> 2. Be able to critically assess the contribution of each philosopher to the progression of those main themes and their place in the larger context of the history of ideas. (MIPLO 1, 2, 4, 7, 8) 3. Understand the relationship between the thought of an individual philosopher as emerging from its relationship to other thinkers of the period and its engagement with and effect on the ideas of society, the individual and ideas and attitudes toward the notion of state. (MIPLO 1, 2, 3, 7, 8).
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • The problem of political authority: Kant’s social contract theory examined. • Hegel: The Idea of Freedom, the individual and society as false dichotomy and the critique of the Social contract. • Marxist theories of state: Marx and Lenin: the dictatorship of the proletariat and the withering away of the state. • Negri and Autonomous Marxist theory: the weakness of the traditional Marxist subject-object divide and the subsumption of life to work in globalised capital. <p>The structure of the module layout allows learners to chronologically assess the development of thought from the Social Contract priority of individual over the claims of social collectivity as expressed in Enlightenment thinking from semester one through to the emergence of communitarian critiques of the assumptions underlying these expressions.</p> <p>This process of learning will be delivered in weekly, two-hour lectures over a twelve-week period.</p>
Module Teaching and Learning Strategy	<p>The teaching and learning strategy will utilise formal lectures with PowerPoint slides and guided topic readings. Lectures will be constructed to consciously set up debate questions that will allow interrupted QandA throughout the lecture delivery time and facilitate a dedicated end session to provide recapping and clarification of issues raised.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners

	<p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>Essay: learners will complete an essay (100%) of 2,500-3000 words. The essay title will be thematic and broad, necessitating the inclusion of two or more thinkers across the module. This will encourage the learner to critically assess the overall themes of the module and avoid the possibility of regurgitated, philosopher specific responses. This will assess MIMLO's 1,2,3</p>
<p>Sample Assessment Materials</p>	<p>Sample Essay Questions:</p> <ol style="list-style-type: none"> 1. Social contract theory suggests that people enter into society as fully formed individuals to satisfy their pre-social needs. Thus the state is always regarded as a necessary evil. Discuss how this idea is mapped out in the political philosophy of Kant. How does Hegel's position differ? In answering this question please feel free to refer to other Social Contract thinkers you have encountered on this course. 2. Hegel argued that social contract theory misrepresented the relationship between society and individual. Outline Hegel's criticisms of social contract theory using those contract theorists you have encountered in this module. 3. Social contract theory suggests that people enter into society as fully formed individuals to satisfy their pre-social needs. Thus the state is always regarded as a necessary evil. Discuss how this idea is mapped out in the political philosophy of Kant. How does Hegel's position differ? In answering this question please feel free to refer to other Social Contract thinkers you have encountered on this course.
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Hegel, Georg W. F, Allen W. Wood, and Hugh B. Nisbet. <i>Elements of the Philosophy of Right</i>. Cambridge Texts in the History of Political Thought, (Cambridge: Cambridge University Press, 1991)</p> <p>Hegel, Georg W. F, Laurence W. Dickey, and Hugh B. Nisbet. <i>Political Writings</i>. Cambridge Texts in the History of Political Thought, (New York: Cambridge University Press, 1999)</p> <p>Kant, Immanuel, and Hans S. Reiss. <i>Kant: Political Writings</i>. Cambridge Texts in the History of Political Thought, (Cambridge: Cambridge University Press, 1991)</p> <p>Lenin, Vladimir I, and Robert W. Service, <i>The State and Revolution</i>, Penguin Twentieth-Century Classics, (London: Penguin, 1992)</p> <p>Marx and Engels, <i>Communist Manifesto</i> (Oxford: Oxford World Classics, 2004)</p> <p>Negri, Antonio, and Maurizio Boscagli, <i>Insurgencies: Constituent Power and the Modern State</i>, (Minneapolis: University of Minnesota Press, 1999)</p> <p>Other Reading:</p> <p>Readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.</p>

Module Physical Resource Requirements

Lecture Hall with with PowerPoint, DVD and internet access