



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Theories of Justice				
Module Code	UZQNJ3-30-3	Level	3	Version	5
Owning Faculty	Health and Applied Sciences	Field			
Contributes towards	BA (Hons) Awards in Politics and International Relations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. detailed knowledge of the principal features of several important contemporary theories of justice (components A and B) 2. the ability to sensitively apply these theories to a series of substantive political issues (components A and B) 3. the capacity to evaluate and criticise the different approaches of such theories to these issues (components A and B) 4. the ability to communicate complex ideas clearly and effectively in different written forms (components A and B) 5. the ability to engage in the critical analysis of abstract theories (components A and B) 6. the ability to critically compare and contrast the validity of competing arguments (components A and B)
Syllabus Outline	<p>In the first half of the course, students study the work of a number of leading theorists of social justice thinkers (likely to include Brian Barry, Will Kymlicka, Charles Taylor, Seyla Benhabib, Bhikhu Parekh and Anne Phillips).</p> <p>In the second half of the course, students turn their attention to a number of practical political issues which arise in contemporary societies (likely to include freedom of speech, freedom of religion, language rights and political representation).</p>
Contact Hours	A total of 72 hours, including lectures, seminars and online tutorials

<p>Teaching and Learning Methods</p>	<p>This module is taught in a series of one-hour lectures, seminars and virtual tutorials. Weekly lectures will be used to introduce students to key arguments and information about a specific topic. Weekly seminars will be used to provide students with the opportunity to discuss, analyse, and debate substantive issues related to the material of the week. Weekly virtual tutorials enable students to focus closely on particular texts.</p> <p>In addition to lectures, seminars and tutorials, web-based resources will be used to support students' learning.</p> <p>To further facilitate and enhance students' learning, prompt, detailed and constructive feedback on all assessment will be given. This will aid students in developing knowledge of the relevant subject matter and research, analysis and communication skills.</p> <p>Students will be expected to do at least 228 hours of independent learning, including preparation for classes and assessments.</p>																														
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 931 1369 1326"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="571 1727 1262 1957"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>40%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Written exam assessment percentage	40%	Coursework assessment percentage	60%	Practical exam assessment percentage	0%		100%
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<p>Reading</p>	<p>The module handbook will contain a list of reading, both essential and optional, for</p>																														

Strategy	each seminar topic. A good range of these items will be available as overnight loans within the main collection. There will also be extensive use made of digitised resources and online texts. Students will be encouraged to read regularly and discuss their understanding of the reading in seminars. Students will be encouraged to consult and integrate a wide range of sources and resources in their written work.
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Barry, B. (2000) <i>Culture and Equality: An Egalitarian Critique of Multiculturalism</i> London: Polity Press.</p> <p>Benhabib, S.(2002) <i>The Claims of Culture: Equality and Diversity in the Global Era.</i> Princeton, NJ: Princeton University Press.</p> <p>Kenny, M. (2004) <i>The Politics of Identity: Liberal Political Theory and the Dilemmas of Difference.</i> London: Polity Press.</p> <p>Modood, T.(2007) <i>Multiculturalism: a Civic Idea.</i> London: Polity Press.</p> <p>Parekh, B. (2005) <i>Rethinking Multiculturalism: Cultural Diversity and Political Theory,</i> 2nd ed. London: Macmillan.</p> <p>Phillips, A. (2007) <i>Multiculturalism without Culture.</i> Princeton, NJ: Princeton University Press.</p> <p>Swift, A.(2014) <i>Political Philosophy,</i> 3rd ed. London: Polity Press.</p>

Part 3: Assessment

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Assessment Strategy	<p>The assessments for this module have been designed to meet the learning outcomes of the module and to test a range of skills.</p> <ol style="list-style-type: none"> 1. The essay will require students to write a piece of work in response to one of the questions from a list that will be provided at the beginning of the academic year. This piece of assessment will provide students with an opportunity to further develop their skills in advancing a clear and persuasive argument. Students will be encouraged to deploy critical analysis in order to develop and support the argument. In addition students will be able to enhance their research skills, independent study, and a skill of clearly articulating and communicating complex ideas in writing and within a set word limit. 2. The case-study, like the essay, will require students to write a piece of work in response to one of the questions from a list that will be provided at the beginning of the academic year. Whilst, again like the essay, it will also provide students will opportunities to enhance their capacities for persuasive argument and critical analysis, the crucial difference is that for case-study these capacities must be applied to a specific instance of a practical political issue, drawn from the various cases discussed in the second term. 3. The examination will allow for the students to demonstrate their understanding of the range of the subjects covered. The examination will be designed to complement the subjects considered in the essay and case-study.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	40	60
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2 hour examination	100	
Component B Description of each element	Element weighting (as % of component)	
1. 1500 word essay	40	
2. 2000 word case-study	60	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2 hour examination	100	
Component B Description of each element	Element weighting (as % of component)	
1. 1500 word essay	40	
2. 2000 word case-study	60	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		