




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	From Plato to NATO				
Module Code	UZQRV9-30-0	Level	0	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Politics and International Relations		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	<p>BA (Hons) awards in: Philosophy, Criminology, Sociology, Politics and International Relations, Criminology and Sociology.</p> <p>BSc (Hons) awards in: Psychology, Psychology with Sociology, Psychology with Criminology, Psychology with Law, Sociology with Psychology, Sociology with Criminology, Criminology with Psychology.</p>				
Pre-requisites	none	Co- requisites	none		
Excluded Combinations	none	Module Entry requirements	none		
First CAP Approval Date	Feb 2016	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	September 2022
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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. Comprehend the development of the international political system (Component A) 2. Comprehend the context in which states and international organisations operate (Component A) 3. Understand the key issues and debates that dominate political science and international relations (Component A) 4. Communicate clearly in writing (Component B1 & B2) 5. Analyse and interpret key philosophical texts (Component B1 & B2) 6. Present material in a scholarly format (Components A, B1 & B2) 7. Use philosophical ideas and concepts to analyse issues in politics and society (Component B1 & B2) 8. Discuss core philosophical ideas verbally (Component B1 & B2)
Syllabus Outline	<p>Term one will focus on the foundations of Western philosophical thought, focusing primarily on theories of knowledge, the self, and the foundations of the political state. During these 12 weeks lectures and discussions will be based in a series of classical philosophical texts from the Greek tradition that will introduce students to concepts such as ethics, knowledge, the soul, justice, education, beauty, politics, and the state.</p> <p>Following on from term one, term 2 explores the key components of the contemporary political and international order. Over 12 weeks the lectures and discussions build on the foundations of term 1 by examining the state, the international system, and the contemporary issues facing both such as climate change, terrorism, poverty, war and</p>

	<p>peace, culture and religion, security (and others).</p> <p>Throughout the module, students are introduced to tools that can be used to interpret and understand the world they are in - such as political and international theory and basic political science methods, along with logical and ethical analysis on the nature of the self and society.</p>																									
Contact Hours	<p>A total of 72 hours comprised of weekly lectures and discussions via a lectorial format that is flexible week-on-week depending on the subject at hand. Regardless of the shape of the lectorial, there will always be a taught element via lecturing, and always a flipped and/or discussion based element.</p>																									
Teaching and Learning Methods	<p>Over three hours of contact time per week the key issues are addressed and unpacked by the lecturer and subsequently discussed and debated. Students will also be expected to have read a set reading prior to arriving in class. This approach is suited to the foundational nature of this module and maximises face-to-face contact time to ensure students understand, and appreciate, the core issues in politics and philosophy that will form the foundations of their onward study.</p> <p>The timetabled hours incorporate student led debates and flipped classroom elements, allowing students to develop their interpersonal and academic skills. This mixed method of delivery will enable students to actively engage with philosophical and political material and encourage them to articulate concepts and ideas amongst their peers. This style of learning will leave students well prepared for the transition to a standard degree course.</p>																									
Key Information Sets Information	<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 1122 1370 1512"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">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 style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <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</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>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.</p>																				
Indicative Reading List	<p>The following list is offered to provide 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. Current advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Indicative Key Readings (term 1):</p> <p>Plato, trans. G.M.A. Grube (2002) <i>Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo</i>. Hackett publishing company</p> <p>Plato, trans. Allan Bloom (1991) <i>The Republic of Plato</i>. Basic Books.</p> <p>Indicative Textbook (term 2):</p> <p>Mc Glinchey, S & Oprisko, R (2016 - forthcoming) <i>From the Individual to the International: A Beginner's Guide to International Relations</i>. Bristol: E-International Relations. (in print and in free e-book)</p> <p>Indicative supplementary reading:</p> <p>Heywood, A (2013) <i>Global Politics</i>. London: Palgrave.</p> <p>Joireman, S. (2003) <i>Nationalism and political identity</i>, Continuum</p> <p>Krasno, J. (2004) <i>The United Nations: confronting the challenges of a global society</i>, Rienner</p> <p>Craig, E. (2002) <i>Philosophy: A Very Short Introduction</i>. Oxford University Press.</p> <p>Annas, J. (2003) <i>Plato: A Very Short Introduction</i>. Oxford University Press.</p>																				

Part 3: Assessment

Assessment Strategy	<p>The assessments for this module have been designed to meet the learning outcomes of the module, to test a range of skills, and embed a foundational understanding of politics, international relations and philosophy.</p> <p>The Literature Reviews in term 1 are designed to allow students to exhibit their understanding of philosophical texts through using key concepts in relation to contemporary examples. These reviews not only enable students to exhibit their knowledge of key texts and classical philosophical concepts, but equally allow them to utilize these tools to understand contemporary ethical and political examples.</p> <p>As the reviews are set over two deadlines (one at the mid point of term 1 and one towards the end of term 1) the module team can discern the level of engagement of the students and tailor their feedback differently at each of the two assessment points. In that sense, the first review may look more toward basic understanding and writing skills, while the second may look more for an engagement of depth toward the text under review building on the prior attempt and the feedback given.</p> <p>The In-Class Test takes place at the end of the second term. It is designed in multiple-choice format with questions that draw from the entire second term's taught content and core readings. This broad, but focussed, test of knowledge allows the students to demonstrate their knowledge recall and their understanding of the foundational concepts covered in term 2.</p> <p>The format of the test suits the foundational level more than an essay-based exam that would be found more typically in politics and philosophy degree modules at level 1 where students are expected to write at length about only a small number of topics (typically two or three) – and subsequently students only revise a small number of subjects. Instead, setting a large number of questions underlines to the students the importance of coverage of the widest range of material, as all of the taught content is important to be recalled to give the students the foundations they need to progress.</p> <p>It is the intention to use TEL resources, such as our new tablet-based testing tools, to conduct the test. This method also gives us the opportunity to build in mock tests and resources online to prepare students for what to expect.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. In-Class test (2 hours)	100%	
Component B		
Description of each element	Element weighting (as % of component)	
1. Literature Review (1000 words)	50%	
2. Literature Review (1000 words)	50%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. In-Class test (2 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Literature Review (2000 words)	100%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	