Postgraduate Diploma

Political Philosophy

tech technological university

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Postgraduate Diploma
Political Philosophy

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-political-philosophy**

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01

Introduction

Structured, methodical and analytical thinking is the basis of philosophy. It is the first step in the development of substantiated and coherent arguments. The study of these two subjects is thus key for any philosopher. This program will take students along the most interesting approaches in the discipline, which will enable them to gain a deep understanding of the subject while making it attractive and stimulating for students.

Submerge yourself into the expertise of the great thinkers of our time: "When a human being does not know what to do, the only thing left is to think." (José Ortega y Gasset)"

This program approaches Philosophy from a global perspective, focusing specifically on teaching. Students can expect to gain a complete body of knowledge of the most fundamental philosophical themes, from the most purely theoretical and metaphysical to the most practical and active human issues.

In today's job market, professionals from other fields who complement their training with programs in philosophy are highly valued and sought after. Philosophers' ability to see things from another point of view, to think, as it were: Outside the Box, is a fundamental asset in the world of work.

Philosophy helps to see things, as the great Spinoza used to say: Aespecie Aeternitatis. That is to say, under a prism of eternity, knowing that in the great context of the world and the universe our actions are both relevant and insignificant.

The role of philosophy as a consolatory discipline in the face of the evils and misfortunes in the world has always been fundamental, as it allows us to better understand our nature, our actions, our morality, and our being. In short, philosophy helps us to grow as people, to mature as individuals, to be more responsible citizens and to improve our work performance.

Throughout the program, students will have the opportunity to access the most important developments in philosophy applied to teaching. Guided by a very complete but very specific syllabus, students will acquire the knowledge and routines required to teach this subject or applicable to other areas of life.

An opportunity created to add enormous value to students' CV.

This **Postgraduate Diploma in Political Philosophy** contains the most complete and up-to-date program on the market. The most important features include:

- The latest technology in online teaching software
- A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical cases presented by practising experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Autonomous learning: full compatibility with other occupations
- Practical exercises for self-assessment and learning verification
- Support groups and educational synergies: questions to the expert, debate and knowledge forums
- Communication with the teacher and individual reflection work
- Content that is available from any fixed or portable device with an Internet connection
- Supplementary documentation databases are permanently available, even after the course has finished

A complete and well-developed program that will enable you to include knowledge of this branch of philosophy in your teaching"

Philosophical thinking and argumentation, developed in a comprehensive program, created to be the stepping stone to the next professional level"

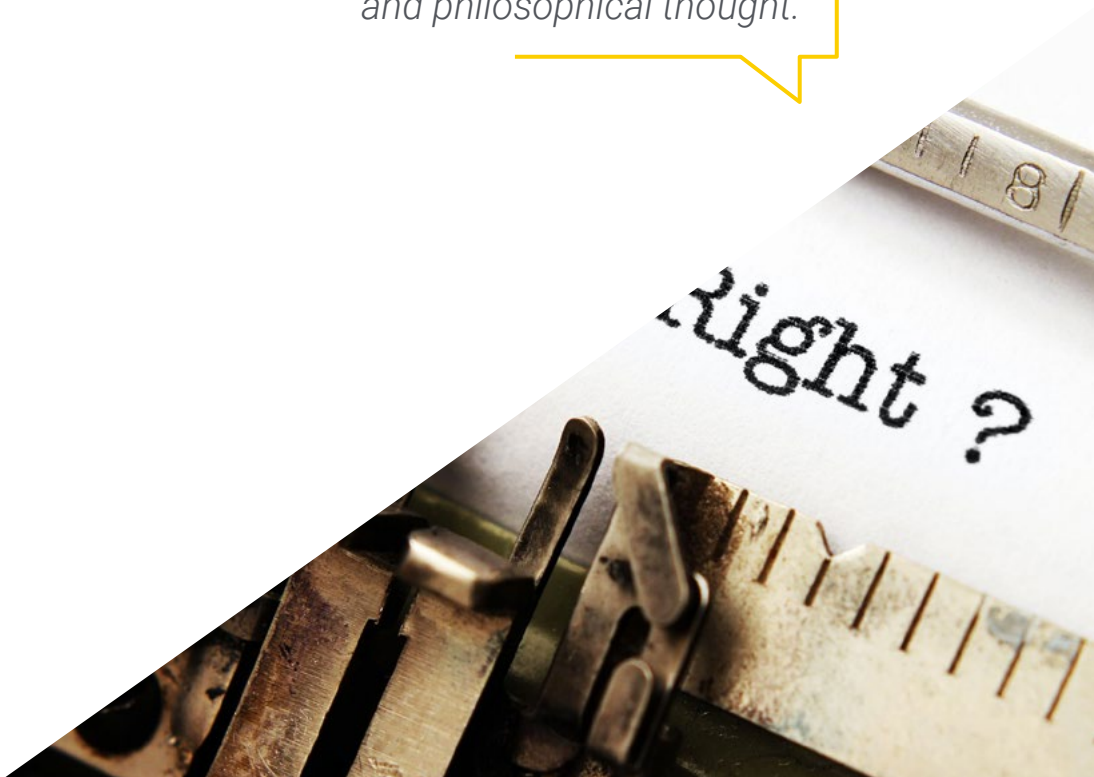
Our teaching staff is composed of Philosophy professionals who are practising specialists. In this way we ensure that we deliver the educational update we are aiming for. A multidisciplinary team of trained and experienced professionals who will cover the theoretical knowledge in an efficient way, but, above all, who will bring the practical knowledge derived from their own experience to the course: one of the differential qualities of this training program.

The effectiveness of our methodological design enhances mastery of the subject matter. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, students will be able to study with a range of convenient and versatile multimedia tools that will provide them with the operability they need during the training.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, with the help of an innovative, interactive video system, and through telepractice and Learning From an Expert systems, students will be able to acquire the knowledge as if they were working on the case in real life. A concept that will allow students to integrate and memorize what they have learnt in a more realistic and permanent way.

Through a learning system based on the ABP method, the theoretical knowledge in this Postgraduate Diploma will be used to solve real situations in a practical context.

The study and analysis of human phenomena, in the private and public spheres, in the context of argumentation and philosophical thought.



02

Objectives

TECH Technological University aims to train highly qualified professionals for the workplace. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping education professionals reach a much higher level of expertise and command. A goal students will be able to achieve with a highly intensive and precise course that lasts only six months.

Our goal is yours: To provide you with the best online specialization in civics, gender and politics from the point of view of Philosophy available on the market today"

General Objectives

- Possess advanced skills delving into research in the different branches of Philosophy, according to the student's choice of specialty
- Develop a high reflective and critical capacity in philosophical questions and topics, both from a historical and systematic point of view, in order to provide students with a clear understanding of the topics within current schools of thought, which will also be useful for research
- Master the methodological bases and knowledge that allow for the integration of multiple bodies of philosophical knowledge in a personal work project
- Have a fluent command of interdisciplinarity, as a basic element of philosophical reflection in its essential openness to other fields of culture and knowledge, and in the development of a reflective understanding of the conceptual foundations of these other fields

Specific Objectives

Module 1. Science, Technology and Society

- Look at the change in society as a result of the use of social networks
- Develop techniques to approach philosophy from technology

Module 2. How and Why Teach Philosophy?

- Develop fundamental questions to study philosophy
- Ask existential questions about life
- Seek answers to fundamental questions from philosophy

Module 3. Vital Discussions and Collective Issues

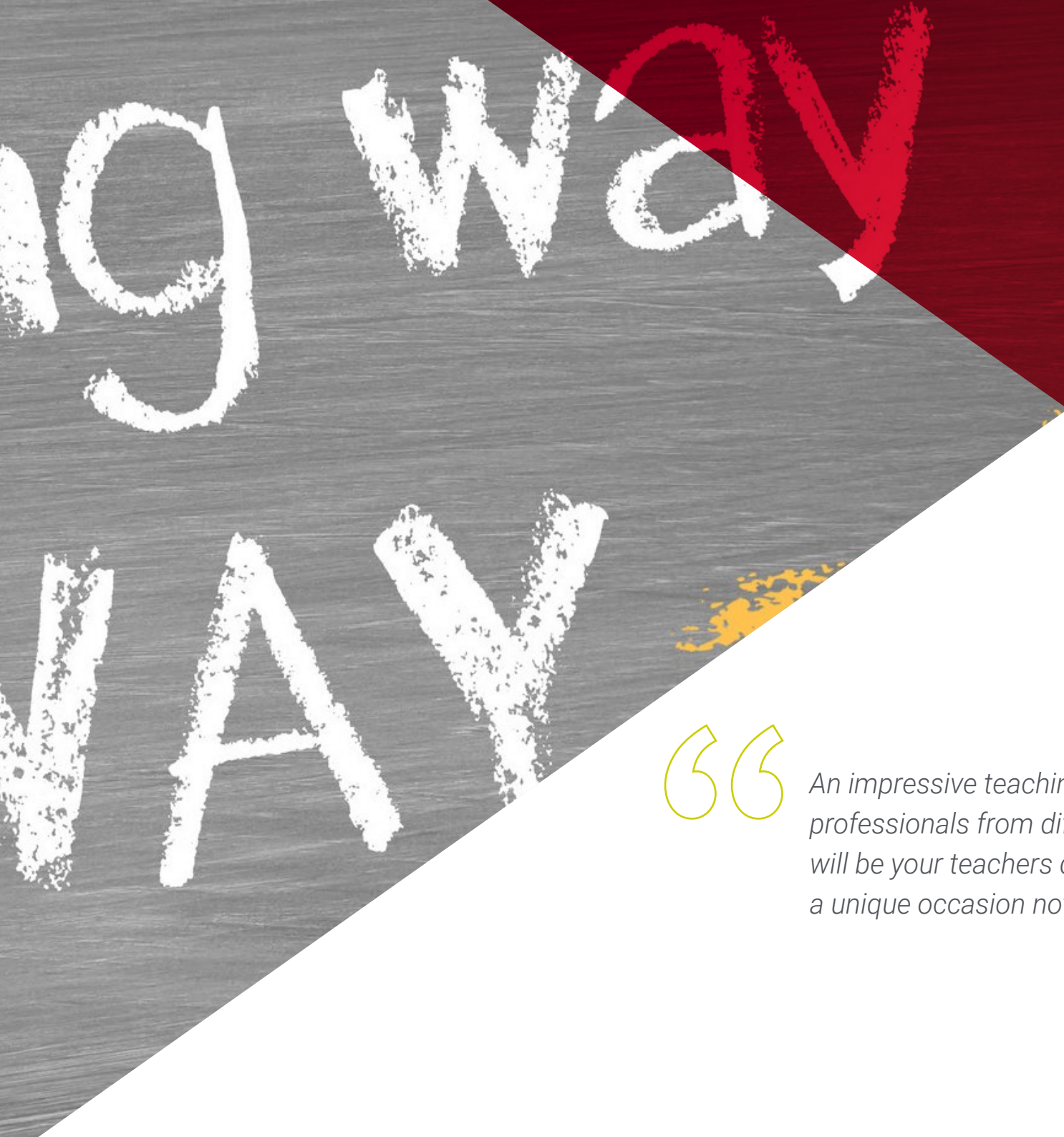
- Identify the vital and fundamental issues of life
- Develop deeper questions that have global relevance

A program focused on the Problem Based Learning system, which will enable you to learn through the experience of real cases and practical scenarios"

03

Course Management

In accordance with concept of offering the highest quality, TECH is proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.



An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during your specialization: a unique occasion not to be missed"

Management

Dr. Agüero, Gustavo A.

- PhD in Philosophy, National University of Cordoba, Argentina
- Professor of Introduction to Philosophical Thought, Faculty of Languages, UNC
- Director of the Research Group GRASP 08 on Philosophy of Language, Mind and Education Secretariat of Science and Technology, UNC
- Director of the Research Group on Philosophy of Law, National University of San Luis

Professors

Ms. Testa, Ana I.

- Degree in Philosophy, National University of Cordoba, Argentina
- Specialist in the areas of Science, Technology and Society
- Professor of Philosophy of Education and Philosophy Teaching, Faculty of Philosophy and Humanities, UNC
- Member of the Research Group GRASP 08 on Philosophy of Language, Mind and Education (directed by Dr. Gustavo A. Agüero) Secretariat of Science and Technology at UNC

Mr. Amaya, Luis M.

- Degree in Philosophy, National University of Cordoba, Argentina
- Professor of Philosophy, Secondary and Higher Education Institute
- Executive Director, Social and Cultural Research Group, Cordoba, Argentina

04

Structure and Content

The contents of this specialization have been developed by the different teachers on this program with a clear purpose: To ensure that our students acquire each and every one of the necessary skills to become true experts in this field.

The content of this program teaches students every relevant aspect of the different disciplines and branched in philosophy: A comprehensive and well-structured program that will take students to the highest standards of quality and success.

A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

Module 1. Science, Technology and Society

1.1. Science and Us
- 1.1.1. General Considerations
- 1.1.2. Science as a Cultural Phenomenon
- 1.1.3. Is There Common-Sense Science?
- 1.1.4. Can Science be Neutral?
- 1.1.5. Technology in the Globalized World
- 1.1.6. Education, Science and Values

1.2. Scientific Knowledge. Technique and Technology
- 1.2.1. Common Sense and Knowledge
- 1.2.2. Doxa and Episteme
- 1.2.3. Knowledge of the Natural World
- 1.2.4. Knowledge of the Social World
- 1.2.5. Theoria, Praxis and Techne
- 1.2.6. Technical Knowledge
- 1.2.7. The Intervention of New Technologies

1.3. Epistemology of Science
- 1.3.1. Introduction: Philosophy and Science
- 1.3.2. Scientific Knowledge
- 1.3.3. Scientific Hypotheses
- 1.3.4. Explain and Predict
- 1.3.5. Explain and Understand
- 1.3.6. Social Sciences and Explaining Human Action
- 1.3.7. Reasons and Causes in Explaining Action

1.4. Scientific Rationality
- 1.4.1. Introduction: Science as a Rational Enterprise
- 1.4.2. Rationality and Scientific Progress: Internal and External Factors in the Assessment of Scientific Theories
- 1.4.3. A Realistic Conception of Science
- 1.4.4. Rupture and Discontinuity in the Development of Science
- 1.4.5. Paradigm
- 1.4.6. Tensions and Anomalies
- 1.4.7. Scientific Change
- 1.4.8. Social Science and Paradigms
- 1.4.9. Epistemological Relativism

1.5. Science and Ideology
- 1.5.1. The Polysemy of the Concept of Ideology
- 1.5.2. Objectivity and Ideology
- 1.5.3. Ideology and Truth
- 1.5.4. The Limits of Relativism
- 1.5.5. Conceptual Frameworks and Relativism
- 1.5.6. The Interaction between Science and Ideology
- 1.5.7. The Influence of Ideology on Cognitive Processes
- 1.5.8. Scientism as Ideology
- 1.5.9. The Limits of Understanding and the Limits of Science

1.6. Science and Values
- 1.6.1. Norms, Virtues and Epistemic Values
- 1.6.2. Science and Ethical Values
- 1.6.3. Modes of Scientific Rationality
- 1.6.4. Scientific Rationality as Instrumental Rationality
- 1.6.5. Scientific Rationality as Practical Rationality
- 1.6.6. Rationality as Means-End Strategy
- 1.6.7. The Distinction between Ends and Values
- 1.6.8. Reasons and Good Reasons
- 1.6.9. Good Reasons Are Reliable

1.7. Technology and Nature
- 1.7.1. Human Life as a Product of Technology
- 1.7.2. The Impact of Technology on Societies
- 1.7.3. Understanding Where We Are
- 1.7.4. Technoscience and Humanism
- 1.7.5. Nature and Artificiality
- 1.7.6. Progress and Utopia
- 1.7.7. Dehumanize Nature?
- 1.7.8. A New Configuration of Human Beings?

1.8. From Technique to Technology
- 1.8.1. The Concept of Technology
- 1.8.2. The Relationship between Technology and Science
- 1.8.3. The Intellectual Idea of Technology
- 1.8.4. Philosophical Presuppositions of the Transition from Technique to Technology
- 1.8.5. Technological Practice
- 1.8.6. Technology and Public Policy
- 1.8.7. Technology and Culture
- 1.8.8. Technoscientific Decisions and the Environment
- 1.8.9. Technoscientific Decisions and Health

1.9. Social Studies of Science
- 1.9.1. Introduction: Studies in Science, Technology and Society
- 1.9.2. Towards a Social Study of Scientific Knowledge
- 1.9.3. A Critique of the Inherited Conception of Science
- 1.9.4. From Rationalism to Social Constructivism
- 1.9.5. Macrosocial Approaches
- 1.9.6. Microsocial Approaches
- 1.9.7. Science and Technology as Social Practices
- 1.9.8. Different Concepts of Practices

1.10. Science, Technology and Society (CTS) and Teaching Values
- 1.10.1. Knowledge Society and Education
- 1.10.2. Education as Technology
- 1.10.3. The Importance of Teaching Values
- 1.10.4. Teaching to Give Reasons
- 1.10.5. Beyond the Dichotomy of Teaching Content and Skills and Teaching Values
- 1.10.6. Teaching Values from an STS Perspective
- 1.10.7. Teaching Values and Educational Contexts
- 1.10.8. Studies in STS as Teaching Resources at School
- 1.10.9. The Classroom as a Community of Inquiry

Module 2. How and Why Teach Philosophy?

2.1. Why Educate?
- 2.1.1. Reasons to Educate
- 2.1.2. Purpose and Objectives in Education
- 2.1.3. Education for Life
- 2.1.4. Philosophy and Using the Useless
- 2.1.5. Teaching Philosophy: What for?

2.2. Teaching Philosophy in a Globalized World
- 2.2.1. Introduction: The Challenge for Philosophy
- 2.2.2. From Subjectivation to Socialization
- 2.2.3. Education and Community
- 2.2.4. Education for Democracy
- 2.2.5. Education and Recognition of the Other
- 2.2.6. Education and Multiculturalism
- 2.2.7. Education for Citizenship
- 2.2.8. Educating in Ethical Values

2.3. Philosophy and Pedagogy
- 2.3.1. The Socratic Model of Education
- 2.3.2. Philosophy as a General Theory of Education
- 2.3.3. The Development of Critical Thinking as an Educational Ideal
- 2.3.4. The Relation between Theory and Practice in Education
- 2.3.5. The Normative Character of Pedagogy
- 2.3.6. Pedagogy and Didactics

2.4. Education as a Social Practice
- 2.4.1. The Dimensions of Education
- 2.4.2. Educational Practice between Techne and Praxis
- 2.4.3. Instrumental Rationality in Education
- 2.4.4. Practical Rationality in Education
- 2.4.5. Discussing Ends in Education
- 2.4.6. The Debate between Traditional Education and Progressive Education
- 2.4.7. Characteristics of the Education Experience

2.5. Teaching and Learning
- 2.5.1. Teaching: Different Senses and Meanings
- 2.5.2. Teaching as a Triadic Relationship
- 2.5.3. Teaching as Capacity Development
- 2.5.4. Teaching and Information Acquisition
- 2.5.5. Information and Capacity
- 2.5.6. Teaching and Critical Thinking
- 2.5.7. Education and Learning Theories
- 2.5.8. Neuroscience, Learning and Education
- 2.5.9. Learning as Problem Solving

2.6. Teaching Philosophy
- 2.6.1. Teaching Philosophy as a Philosophical Problem
- 2.6.2. Traditional Approach
- 2.6.3. Teaching Philosophy or Philosophical Didactics
- 2.6.4. Scholars, Laypeople and Apprentices
- 2.6.5. Philosophy as a Way of Life
- 2.6.6. Philosophy as Rational Criticism
- 2.6.7. Teaching Philosophy as a Development of Autonomy
- 2.6.8. Teaching Philosophy as an Exercise in Freedom

2.7. Philosophy at Schools
- 2.7.1. The Presence of Philosophy in School: Some Controversies
- 2.7.2. Teaching Philosophy through the Framework of Other Subjects
- 2.7.3. Philosophy for Children or Philosophizing with Children
- 2.7.4. Intermediate Level Philosophy
- 2.7.5. Teaching Philosophy: For What and How

2.8. Philosophy of Philosophy and Teaching Philosophy
- 2.8.1. Philosophy as an Academic Discipline
- 2.8.2. Philosophy and Canon
- 2.8.3. The State of Exception in Philosophy
- 2.8.4. Anomaly in Philosophical Reflection
- 2.8.5. Philosophy and Its Past
- 2.8.6. Problematic Approaches and the Historical Approach to Teaching Philosophy

2.9. Strategy for Teaching Philosophy
- 2.9.1. Resources for Teaching Philosophy
- 2.9.2. Teaching Philosophy through Educational Technology
- 2.9.3. Integrating Pedagogical and Curricular Knowledge through Technology
- 2.9.4. ICT in Teaching Philosophy
- 2.9.5. Virtual Reality in Teaching Processes: Theoretical Precisions

Module 3. Vital Discussions and Collective Issues

3.1. Recognising the Other
- 3.1.1. Otherness in Education
- 3.1.2. Education as an Encounter with the Other
- 3.1.3. Commonality in Education
- 3.1.4. Difference and Recognition
- 3.1.5. Community in Difference
- 3.1.6. Tolerance or Recognition
- 3.1.7. Universality and Hegemony

3.2. Recognition and Otherness
- 3.2.1. Recognition of the Other as a Condition for Education
- 3.2.2. Equality and Education
- 3.2.3. Education and Recognition Theories
- 3.2.4. Intersubjectivity as a Condition for Education
- 3.2.5. The Other
- 3.2.6. Us

3.3. Education and Citizenship in the Global Age
- 3.3.1. School, Citizenship and Democratic Participation
- 3.3.2. Citizenship and Human Rights Education
- 3.3.3. Citizenship and Civic Virtues
- 3.3.4. Global Citizenship Education
- 3.3.5. Wealth and Poverty in the Global Age

3.4. Education and the Challenge of Interculturality
- 3.4.1. What Is Multiculturalism?
- 3.4.2. Intercultural Education in a Multicultural Society
- 3.4.3. Education and Integration of Ethnic Minorities
- 3.4.4. The Liberalism-Communitarianism Debate
- 3.4.5. Pluralism and Universalism
- 3.4.6. Multiculturalism and Cultural Relativism
- 3.4.7. Beyond Ethnocentrism
- 3.4.8. Tics in Intercultural Education

3.5. The Other Who Dwells Among Us
- 3.5.1. The Other, that Unbearable Interpellation
- 3.5.2. The Other's Wickedness, One's Own Beauty
- 3.5.3. 'Beautiful Soul': The Forclusion of Responsibility and the Emergence of Hatred
- 3.5.4. The Return of Dark Gods
- 3.5.5. The Return of the Dark Gods: The Far Right upon Request
- 3.5.6. What is Fascism Today?
- 3.5.7. From Past to Present Concentration Camps
- 3.5.8. The Logic and Purpose of Concentrationary Devices
- 3.5.9. What Is on the Horizon?
- 3.5.10. A Question Staring Us in the Face

3.6. Ties, Affections and Environments
- 3.6.1. Discussions on Individual Rights and Autonomy
- 3.6.2. Discussion I: Consuming Products and Substances
- 3.6.3. Discussion II: Addictive Relationships
- 3.6.4. Discussion III: Love of Others and Self-love
- 3.6.5. Discussion IV: Family and Friendships
- 3.6.6. Discussion V: Trust and Distrust: Strangers and Acquaintances
- 3.6.7. Discussion VI: The Origins of Conflict

3.7. The Environment(s)
- 3.7.1. Why Should We Care About the Environment(s)?
- 3.7.2. Caring For and Creating Environments
- 3.7.3. Human Ecology and Ways of Life
- 3.7.4. Is There a Nature?
- 3.7.5. The Nature of Thought
- 3.7.6. The True Nature of Human Beings
- 3.7.7. The Environment in Large Cities
- 3.7.8. The Planet and Us

3.8. Education, Sports and Philosophy
- 3.8.1. Mens Sana in Corpore Sano
- 3.8.2. Praxis and Education
- 3.8.3. Collective (Group) Sports, Empathy and Antipathy
- 3.8.4. Body and Understanding
- 3.8.5. The Field of Ethics, the Playing Field
- 3.8.6. Impossible and Unnecessary Neutrality
- 3.8.7. Soccer and 'Polititeia' (Politics)
- 3.8.8. Soccer and Globalization
- 3.8.9. The 'Thinker' Today
- 3.8.10. Sports and Epochal Subjectivity

3.9. The Threat of Anti-Democratic Practices
- 3.9.1. Discourse in the Media on Insecurity
- 3.9.2. Receptiveness of Common-Sense Discourse
- 3.9.3. Media Discourse on Repression
- 3.9.4. The End of Political Education
- 3.9.5. 'Medicalized' Discourse on Society
- 3.9.6. Trivialization of Politics
- 3.9.7. Prescriptions to Society
- 3.9.8. The Imposition of False Dichotomies
- 3.9.9. The Link between Religions and Society
- 3.9.10. Philosophical Analysis of Political and Social Situations in Latin America

3.10. Anarchy as an Undesirable Spectre
- 3.10.1. Anarchism According to Chomsky
- 3.10.2. Anarchism and Criticism
- 3.10.3. Capitalism as an Evolution of Thought
- 3.10.4. Ridicule of Anarchist Thought
- 3.10.5. The Role of Anarchist Intellectuals
- 3.10.6. Capitalism in the Common Sense
- 3.10.7. The Cultural Threat of Anarchism
- 3.10.8. The Discourse of the Media on the Media
- 3.10.9. An Alternative to Inequality
- 3.10.10. The State as a Communal Achievement

A complete program that will take you through the knowledge you need to compete among the best"

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

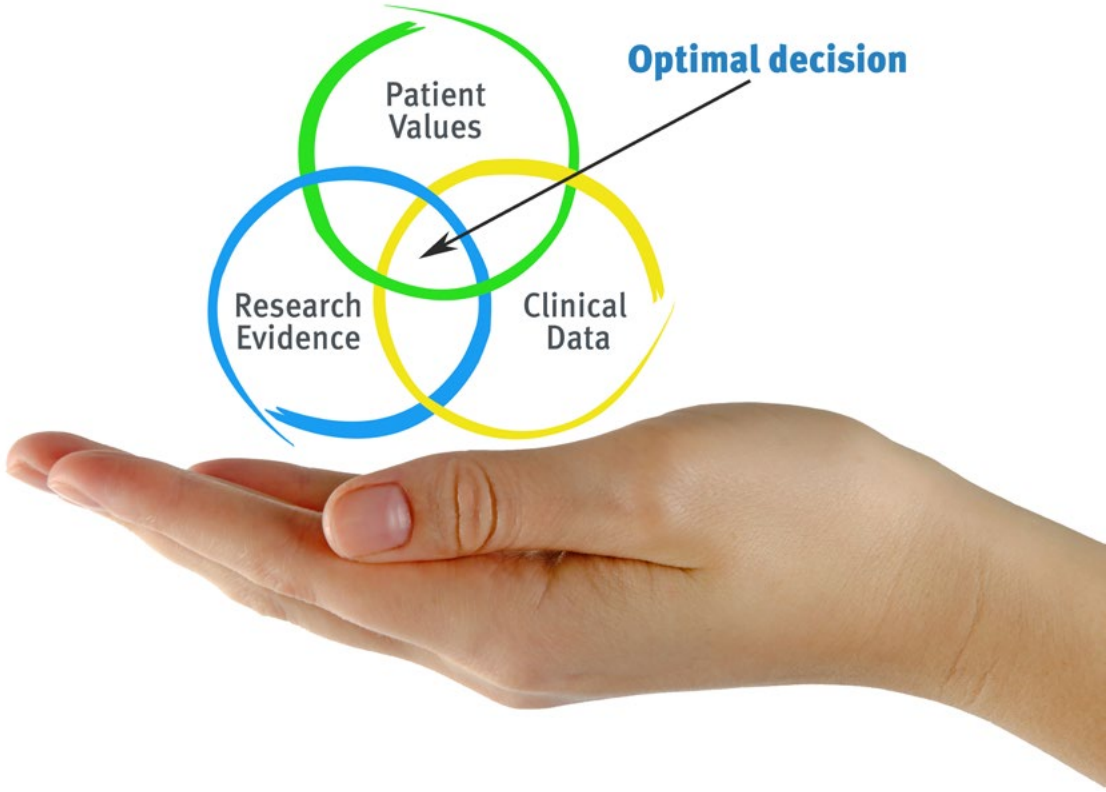
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

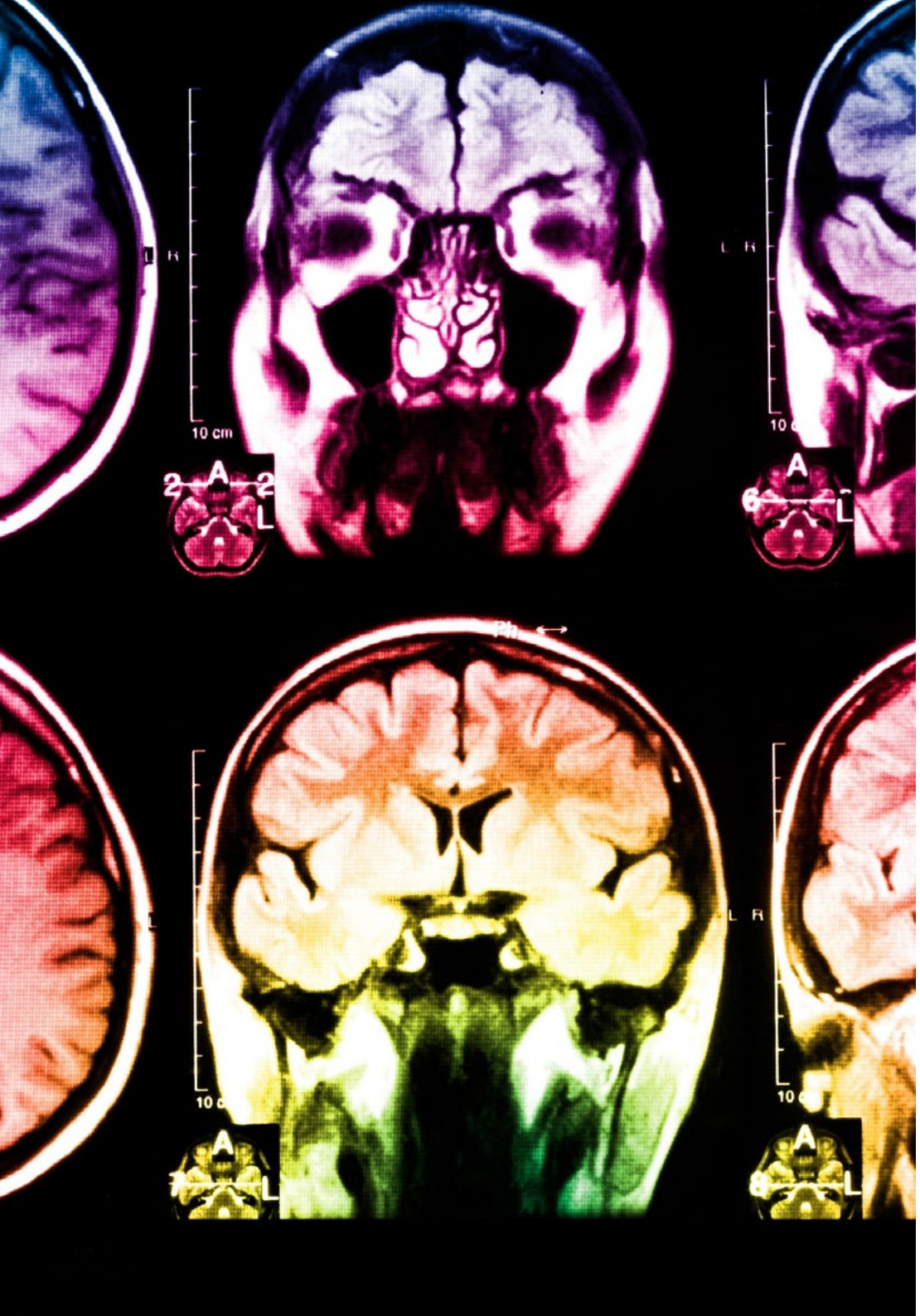
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

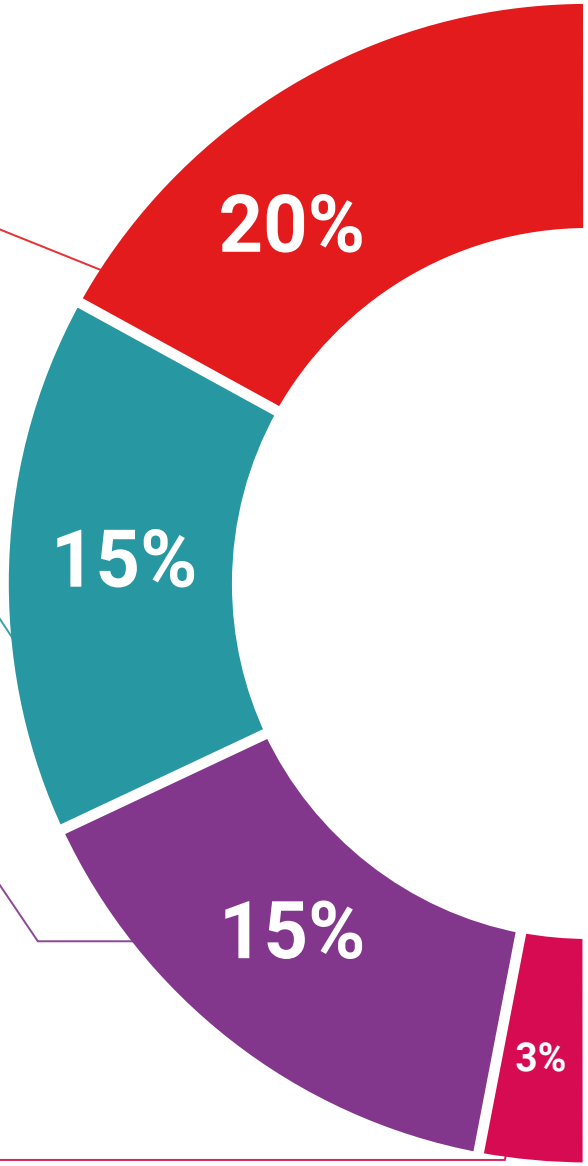
Interactive Summaries

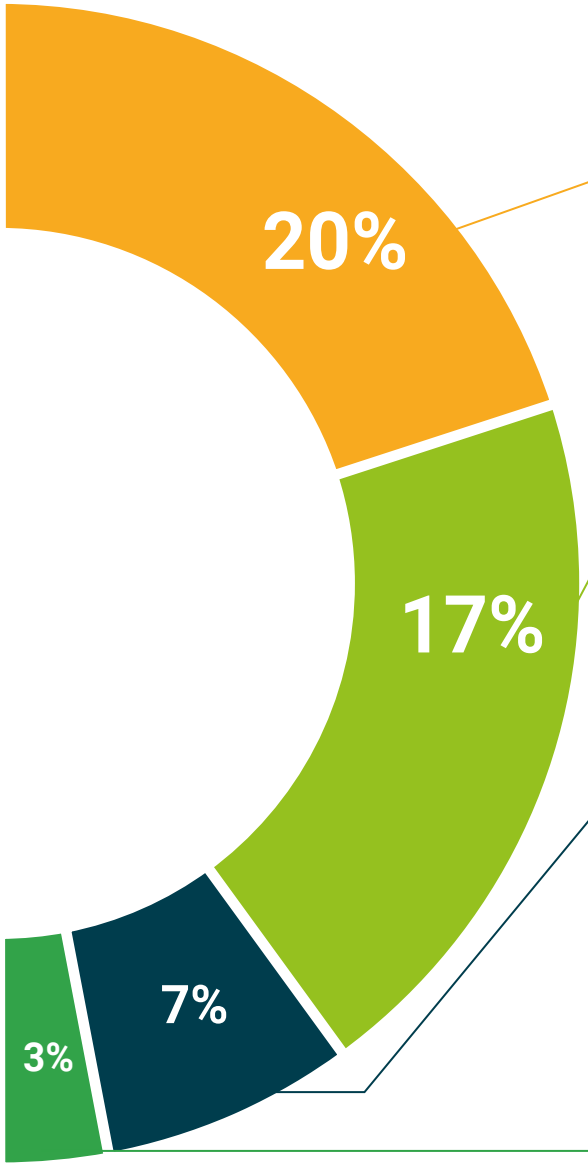
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

The Postgraduate Diploma in Political Philosophy guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma qualification issued by TECH Technological University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Postgraduate Diploma in Political Philosophy** contains the most complete and up-to-date program on the market.

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Postgraduate Diploma
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