



University of the  
West of England

## MODULE SPECIFICATION

**Code:** UPZNNY-30-2 **Title:** Nineteenth Century German Philosophy **Version:** 2  
**Level:** 2 **UWE credit rating:** 30 **ECTS credit rating:** 15  
**Module type:** Standard  
**Owning Faculty:** CAHE **Field:** Philosophy  
**Valid from:** September 2010 **Discontinued from:** n/a  
**Contributes towards:** Awards up to BA (Hons)  
**Pre-requisites:** None  
**Co-requisites:** None  
**Excluded combinations:** None

### Learning outcomes:

On successful completion of the module students will be able to:

1. Demonstrate an ability to use a range of logical, analytic and theoretical tools in the analysis of problems from Nineteenth century German philosophy (A and B).
2. Demonstrate a critical understanding of particular works of nineteenth century German philosophy (A and B).
3. Demonstrate transferable written skills in the presentation and analysis of arguments (A and B)

### Syllabus outline:

The module will examine key texts and movements from nineteenth century German philosophy, from the immediate post-kantian period up to Nietzsche at the century's end. The period is important since it saw a level of philosophical inventiveness unprecedented since the ancients, and gave rise to important schools, including idealism, existentialism, marxism, and nihilism, that continue to play a major role in contemporary philosophy.

Each term will be based on a particular work from the period, and will situate it within its contemporaneous frame. Attention will additionally be paid to the text's influence on contemporary philosophy. The key focus, however, will be to analyze the arguments and theses put forward by the work or philosopher being examined with a view to their validity beyond their immediate historical context.

### Teaching and learning methods:

Teaching will be by lectorial, and will involve lectures, directed close textual study, student-led discussions, preset tasks and group work, with each method being deployed as appropriate to the stage of the learning process. Lectures will therefore predominate in the introductory phase, and student-led discussions towards the end. The lectorial framework therefore enables a flexible response to the learning experience.

### Reading strategy:

Essential reading will be provided electronically or as printed study packs. Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet

resources. Guidance to some key authors and journal titles available through the Library will be given on UWEonline. It is expected that assignment bibliographies and reference lists will reflect the range of reading carried out.

It is important that students can identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1.

Students will be required to have long-term access to the particular texts under study, ideally their own, which they will be encouraged therefore to purchase. Key secondary work, commentary and analysis will be provided via a list of recommended titles available in the Module Handbook and updated annually.

**Indicative reading list:**

Beiser, Frederick (2002) *German Idealism: the Struggle against Subjectivism*. Cambridge MA: Harvard University Press.  
 Hegel, G.W.F (1991) *The Encyclopaedia Logic*. Indianapolis: Hackett.  
 Kierkegaard, Søren (1992) *Concluding Unscientific Postscript*. Cambridge: Cambridge University Press.  
 Marx, Karl (1970) *Critique of Hegel's Philosophy of Right*. Cambridge: Cambridge University Press.  
 Nietzsche, Friedrich (1998) *Genealogy of Morality*. Indianapolis: Hackett.  
 -- (2009) *Writings from the Early Notebooks*. Cambridge: Cambridge University Press.  
 Schelling, F.W.J. (2007) *Philosophical Inquiries into the Essence of Human Freedom*. Albany NY: State University of New York Press.  
 Schopenhauer, Arthur (1998) *Prize Essay on the Freedom of the Will*. Cambridge: Cambridge University Press.  
 Fichte, Johann Gottlieb (1982) *The Science of Knowledge*. Cambridge: Cambridge University Press.  
 Maimon, Solomon (2010) *Essay on Transcendental Philosophy*. London: Continuum.

**Assessment**

**Weighting between components A and B (standard modules only) A: 50% B: 50%**

**ATTEMPT 1**

**First Assessment Opportunity**

**Component A**

Description of each element	Element weighting
1 Unseen three hour exam	50%

**Component B**

Description of each element	Element weighting
1 Essay (2000 words)	25%
2 Essay (2000 words) <u>FINAL</u>	25%

**Second Assessment Opportunity (further attendance at taught classes is not required)**

**Component A**

Description of each element	Element weighting
1 Unseen three hour exam	50%

**Component B**

Description of each element	Element weighting
1 Essay (2000 words)	25%
2 Essay (2000 words)	25%

**SECOND (OR SUBSEQUENT) ATTEMPT: Attendance at taught classes is not required.**

Specification confirmed by .....Date .....  
 (Associate Dean/Programme Director)