



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Nineteenth Century German Philosophy				
Module Code	UZRNNY-30-2	Level	2	Version	2.1
Owning Faculty	Health and Applied Sciences	Field	Philosophy		
Contributes towards	BA(Hons) Philosophy Awards up to BA(Hons)				
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 2010		Valid to		

CAP Approval Date	
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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. 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	<p>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.</p> <p>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.</p>
Teaching and Learning Methods	<p>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</p>

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

Part 3: Assessment

Identify final assessment component and element	Component B element 2	
% 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. Unseen three hour exam	50%	
Component B	Element weighting	

Description of each element	(as % of component)
1. Essay (2000 words)	25%
2. Essay (2000 words)	25%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Unseen three hour exam	50%

Component B Description of each element	Element weighting (as % of component)
1. Essay (2000 words)	25%
2. Essay (2000 words)	25%

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.