



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Nineteenth Century German Philosophy				
Module Code	<b>UZRNNY-30-2</b>	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	N/A	
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	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"> <li>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).</li> <li>2. Demonstrate a critical understanding of particular works of nineteenth century German philosophy (A and B).</li> <li>3. Demonstrate transferable written skills in the presentation and analysis of arguments (A and B)</li> </ol>
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 analyse 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>
Contact Hours	72, by means of lectures, seminars, and online office hours, for instance.
Teaching and Learning	Teaching will be by lectorial and will involve lectures, directed close textual study, student-led discussions, pre-set tasks and group work, with each method being

<p>Methods</p>	<p>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. Or the course will be taught, depending on its size, by lectures and seminars</p> <p><b>Technology Enhanced Learning (TEL):</b> The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, is regularly used to support students' learning, carry out teaching and learning activities, as well as to store and disseminate learning materials.</p> <p>By means of these systems, students will be able to engage with the material, other students and members of staff, while also making use of the options they provide (blogs, journals, audio, video, discussion boards, wikis, and so on). In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to facilitate remote contact and thus increase flexibility, particularly for students who live far from campus. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (<a href="http://ro.uwe.ac.uk/">http://ro.uwe.ac.uk/</a>) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and the assessment of a portfolio of work.</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 1070 1369 1462"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">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> </thead> <tbody> <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>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> 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>	<b>Key Information Set - Module data</b>					<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>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, F. (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, S. (1992) <i>Concluding Unscientific Postscript</i>. Cambridge: Cambridge University Press.</p> <p>Marx, K. (1970) <i>Critique of Hegel's Philosophy of Right</i>. Cambridge: Cambridge University Press.</p> <p>Nietzsche, F. (1998) <i>Genealogy of Morality</i>. Indianapolis: Hackett Press.</p> <p>Fichte, J. G. (1982) <i>The Science of Knowledge</i>. Cambridge: Cambridge University Press.</p>																				

### Part 3: Assessment

Assessment Strategy	2 essays of 2000 words each, and 1 exam of 3 hours, assessing both terms work.
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	50%	50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.Unseen 3 hour exam	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	

1. Essay (2000 words)	25%
2. Essay (2000 words)	25%

**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Unseen 3 hour exam	50%

<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
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.