



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1: Basic Data    |  |                    |                           |                |          |
|-----------------------|--|--------------------|---------------------------|----------------|----------|
| Module Title          | The Death of God and The Meaning of Life |                    |                           |                |          |
| Module Code           | UPZPMX-30-1                              | Level              | 1                         | Version        | 1        |
| Owning Faculty        | ACE                                      | Field              | Philosophy                |                |          |
| Contributes towards   | Awards up to BA (Hons)                   |                    |                           |                |          |
| UWE Credit Rating     | 30                                       | ETCS Credit Rating | 15                        | Module Type    | Standard |
| Pre-requisites        | None                                     |                    | Co- requisites            | None           |          |
| Excluded Combinations | None                                     |                    | Module Entry requirements |                |          |
| Valid From            | September 2012                           |                    | Valid to                  | September 2018 |          |

|                          |                 |
|--------------------------|-----------------|
| <b>CAP Approval Date</b> | 25 January 2012 |
|--------------------------|-----------------|

| Part 2: Learning and Teaching |  |
|-------------------------------|--|
| Learning Outcomes             | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>display a knowledge of nineteenth and twentieth century European philosophy, especially themes in philosophy of religion and existentialism.</li> <li>understand the nature of philosophical argument.</li> <li>demonstrate the ability to think critically about philosophical problems.</li> <li>show transferable writing skills developed through the presentation and analysis of complex philosophical arguments.</li> </ul> <p>All learning outcomes will be assessed at all assessment points.</p>   |
| Syllabus Outline              | <p>This module will offer an introduction to some of the central themes of nineteenth and twentieth century European philosophy, with a focus on philosophy of religion from Kant to Nietzsche and existentialism from Nietzsche to Sartre.</p> <p>The first half of the module will explore debates about the existence of and knowledge of God that developed in the wake of Kant's decisive arguments against rational theology, with a focus on the relationship between reason and faith, and the ethical implications of the denial of the existence of God.</p> <p>The second half of the module will introduce twentieth century existentialism, as expressed by (e.g.) Heidegger, Camus, and Sartre, focusing on debates about meaning in life and the philosophical significance of death.</p> |

|                               |   |
|-------------------------------|---|
| Contact Hours/Scheduled Hours | Contact time will take the form of a lecture, in which the contours of a specific philosophical topic will be mapped out, and seminars in which students will critically discuss the material that has been presented in the lectures. There will also be a module-specific tutorial hour each week for students to access one-to-one support, as well as regular contact via Blackboard and email.   |
| Teaching and Learning Methods | <p><b>Scheduled learning</b><br/>Lectures will introduce the broad contours of the philosophical debates, raising specific issues for students to pursue independently. Seminars will offer a collaborative forum for students to critically engage with the material. Students requiring closer guidance and support will be invited to tutorial sessions for further support.</p> <p><b>Independent learning</b><br/>Students will be expected to read set texts each week and to draw on their reading in the seminar discussions. Assignment questions will draw on the topics covered by the set readings, so that there will be no rigid division between seminar reading and assignment preparation.</p>   |
| Reading Strategy*             | <p><b>Essential Reading</b><br/>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 a study pack or be referred to texts that are available electronically, or in the Library. The Module Handbook will outline the range of reading to be carried out.</p> <p><b>Further Reading</b><br/>Students will be encouraged to explore further reading for each topic, and recommendations will be listed in the Module Handbook. All items recommended will be made available via the library, ordering selected new stock where necessary. Where a student selects an assignment on a particular topic the further reading recommended on that topic will become essential reading.</p>   |
| Indicative Reading List       | <p><i>The following list is offered to provide validation panels/accrediting bodies with 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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Beiser, F. (1987) <i>The Fate of Reason: German Philosophy from Kant to Fichte</i>, Cambridge, MA: Harvard University Press.</p> <p>Cottingham, J. (2002) <i>On the Meaning of Life</i>, London: Routledge.</p> <p>Crowell, S. (2012) <i>The Cambridge Companion to Existentialism</i>, Cambridge: Cambridge University Press.</p> <p>Flynn, T. (2006) <i>Existentialism, A Very Short Introduction</i>, Oxford: Oxford University Press.</p> <p>Kant, I. (1998) <i>Religion within the Bounds of Mere Reason</i>, Cambridge: Cambridge University Press.</p> <p>Kaufmann, W. (1956) <i>Existentialism from Dostoevsky to Sartre</i>, New York: Meridian Books.</p> <p>Reginster, B. (2006) <i>The Affirmation of Life: Nietzsche on Overcoming Nihilism</i>, Cambridge, MA: Harvard University Press.</p> <p>Young, J. (2003) <i>The Death of God and the Meaning of Life</i>, London: Routledge.</p> |

### Part 3: Assessment

|                     |   |
|---------------------|---|
| Assessment Strategy | Assessment will be via essays (two, both 2000 words long) and examination. All assessments will be summative. Both types of assessment will assess all the specified learning outcomes. |
|---------------------|---|

|  |  |
|--|--|
|  | <p>In-class presentations will not be used as formal assessments, in order to ensure a relaxed and informal environment for discussion and debate in seminars. Essays will instead enable students to develop ideas tested in seminars in a more detailed and rigorous format.</p> <p>For the First Sit, more weight will be placed on the second essay than the first, by which point students will have had time to develop further their skills and draw on feedback. (This unequal weighting will unnecessary for the Resit, in which essays will be equally weighted.)</p> <p>The final assessment will be a three-hour summer examination.</p> |
|--|--|

|  |                              |            |
|--|------------------------------|------------|
| Identify final assessment component and element                | <b>Component A Element 1</b> |            |
| % weighting between components A and B (Standard modules only) | <b>A:</b>                    | <b>B:</b>  |
|  | <b>40%</b>                   | <b>60%</b> |

| <b>First Sit</b>   |  |
|--|--|
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b> | <b>Element weighting</b><br><b>(as % of component)</b> |
| 1. Examination (three hours) FINAL   | 100%   |
|  |  |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b><br><b>(as % of component)</b> |
| 1. Essay (2000 words)  | 42%  |
| 2. Essay (2000 words)  | 58%  |

| <b>Resit (further attendance at taught classes is not required)</b>              |  |
|--|--|
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b> | <b>Element weighting</b><br><b>(as % of component)</b> |
| 1. Examination (three hours)   | 100%   |
|  |  |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b><br><b>(as % of component)</b> |
| 1. Essay (2000 words)  | 50%  |
| 2. Essay (2000 words)  | 50%  |

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.