ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	The Death of God and The Meaning of Life					
Module Code	UZRPMX-30-1		Level	1	2.1	Standard
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 2012		Valid to	September 2018		

CAP Approval Date	25/01/2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • display a knowledge of nineteenth and twentieth century European philosophy, especially themes in philosophy of religion and existentialism. • understand the nature of philosophical argument. • demonstrate the ability to think critically about philosophical problems. • show transferable writing skills developed through the presentation and analysis of complex philosophical arguments. All learning outcomes will be assessed at all assessment points.
Syllabus Outline	

	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. 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. 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.
Contact Hours	Students are typically expected to have 3 hours of contact time per week over a 24-week period of study. 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, we well as regular contact via Blackboard and email.
Teaching and Learning Methods	**Scheduled learning** 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. **Independent learning** 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. **Technology Enhanced Learning (TEL):** 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. 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 (http://ro.uwe.ac.uk/) 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.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:	
Written exam assessment percentage	40%
Coursework assessment percentage	60%
Practical exam assessment percentage	0%
	100%

| Reading Strategy | All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

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 or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. The Module Handbook will outline the range of reading to be carried out. **Further Reading** 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. A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.
Indicative Reading List	Beiser, F. (1987) *The Fate of Reason: German Philosophy from Kant to Fichte.* Cambridge, MA: Harvard University Press. Cottingham, J. (2002) *On the Meaning of Life.* London: Routledge. Crowell, S. (2012) *The Cambridge Companion to Existentialism.* Cambridge: Cambridge University Press. Flynn, T. (2006) *Existentialism, A Very Short Introduction.* Oxford: Oxford University Press. Kant, I. (1998) *Religion within the Bounds of Mere Reason.* Cambridge: Cambridge University Press.

Part 3: Assessment

Assessment Strategy	Assessment will be via essays (two, both 2000 words long) and an examination (2 hours). All assessments will be summative. Both types of assessment will assess all the specified learning outcomes. 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. To enable students to benefit from formative feedback 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 be unnecessary for the Resit, in which essays will be equally weighted.)

Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		**A:** **40%**	**B**: **60%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1.Examination (2 hours) FINAL	100%
2.(etc)	
Component B **Description of each element**	**Element weighting (as % of component)**
1.Essay (2000 words)	42%
2. Essay (2000 words)	58%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1.Examination (2 hours)	100%
2.(etc)	
Component B **Description of each element**	**Element weighting (as % of component)**
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.	