



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Social Pathology and the Paradoxes of Modernity: The Frankfurt School		
Module Code	UZRSYH-15-3	Level	3
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Philosophy
Department	Health and Social Science		
Contributes towards	BA (Hons) Philosophy		
Module type:	<i>Standard</i>		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>This module provides an opportunity for students to conduct specialist studies in the field of Frankfurt School Critical Theory. Covering one of the richest areas of contemporary philosophical activity, this module will provide students with an overview of some of the major thinkers in this tradition after 1930s to current times. Its focus will be on philosophical currents that have developed after the year 1900 and still play an important role in today's philosophical debates.</p> <p>Students will examine a combination of primary texts and philosophical problems deriving from them. In addition, since there is a vast amount of current research underway in this area, students will acquire an understanding of the most important trajectories initiated in the past century and still being pursued in philosophy. At one level, this module is a primer for further philosophical research; at another, it is a survey of some of the most foundational works for the contemporary humanities and social sciences. Teaching will be by lecture and seminar, supported by MyUWE and Blackboard online learning resources. Following the first two weeks, which introduce the defining characteristics of the philosophical movements under consideration, the module will introduce students to a number a fundamental texts and to the way they provide the basis for understanding the different and often conflicting views that are present in the current philosophical landscape. Because the seminars will begin with developing students' abilities to get to grips with philosophical problems independently, students will be encouraged to lead the seminars from the earliest possible stage, effectively turning them into self-organised reading groups.</p>

<b>Part 3: Assessment: Strategy and Details</b>		
<p>The assessment for the module will consist in a 2000 word essay (50%) as well as a 30 minute oral assessment (50%). The oral assessment can consist either in a session of questions and answers concerning the course material, or in student presentations on a subject different from the one they have chosen for the essay followed by questions.</p> <p>The exact requirements for the oral assessment / time-limit for presentations/ suitable topics/ example questions etc. will be set out in the module handbook at the beginning of the year. The key-component of this kind of evaluation will consist in the open-ended interaction with the examiner: students will have to be able to respond to questions about the most salient themes of the course, and examiners can probe their understanding of their chosen topic. This form of assessment also helps students develop valuable skills in presenting information orally. The complementarity between these two modalities of assessment hinges on the difference between, on the one hand, the ability to plan their time and produce a well-crafted, researched and finished work (essay in component B), and, on the other, the acquired capacity to engage in an open critical discussion about the course material (oral assessment in component A).</p>		
Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral assessment (30 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Essay (2000 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral assessment (30 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Essay (2000 words)	100%	
<b>Part 4: Learning Outcomes &amp; KIS Data</b>		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate the ability to use a range of logical, analytic and theoretical tools in the analysis of philosophical arguments and problems (assessed through components A and B);</li> <li>2. demonstrate the development of transferable skills in the presentation and analysis of arguments (assessed through components A and B).</li> <li>3. demonstrate the ability to present, interpret and analyse complex texts and arguments at an advanced level (assessed through components A and B);</li> <li>4. demonstrate knowledge of the development and of the key theoretical claims of some of the Frankfurt School Critical Theorists (assessed through components A and B).</li> <li>5. demonstrate knowledge of the way in which this school has a lasting impact of the current philosophical landscape (assessed through components A and B).</li> </ol>	

Key Information Sets Information (KIS)																										
Contact Hours	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left; padding: 2px;"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="5" style="padding: 2px;"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center; border: 2px solid black; padding: 2px;">15</td> </tr> <tr> <th style="padding: 2px;">Hours to be allocated</th> <th style="padding: 2px;">Scheduled learning and teaching study hours</th> <th style="padding: 2px;">Independent study hours</th> <th style="padding: 2px;">Placement study hours</th> <th style="padding: 2px;">Allocated Hours</th> </tr> <tr> <td style="text-align: center; padding: 2px;">150</td> <td style="text-align: center; padding: 2px;">36</td> <td style="text-align: center; padding: 2px;">114</td> <td style="text-align: center; padding: 2px;">0</td> <td style="text-align: center; padding: 2px;">150</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: left; padding: 2px;">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Coursework assessment percentage</td> <td style="text-align: center; padding: 2px;">50%</td> </tr> <tr> <td style="padding: 2px;">Practical exam assessment percentage</td> <td style="text-align: center; padding: 2px;">50%</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 2px;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%																	
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Reading List	<a href="https://uwe.rl.talis.com/lists/205137F3-57D2-7DA0-C4EE-FDCB92F24D45.html">https://uwe.rl.talis.com/lists/205137F3-57D2-7DA0-C4EE-FDCB92F24D45.html</a>																									

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First CAP Approval Date	1 February 2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	17 January 2018	Version	2	<a href="#">RIA 12531</a>