



Module Specification

Social Pathology and Paradoxes of Modernity: The Frankfurt School

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Part 1: Information

Module title: Social Pathology and Paradoxes of Modernity: The Frankfurt School

Module code: UZRSYH-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Philosophy

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module provides an opportunity for students to conduct specialist studies in the field of Frankfurt School Critical Theory.

Features: Not applicable

Educational aims: The aims of this module are to:

Provide an understanding of one of the richest, interdisciplinary schools of

contemporary philosophical thought.

Offer a detailed analysis of the idea of a normative social critique.

Approach the task of decolonising normative social critique while maintaining its normative foundational categories.

Outline syllabus: This module will typically cover in depth philosophical analysis of some of the leading philosophers in the Frankfurt School tradition; discussion of the methodological strength and possible weaknesses of Frankfurt School Critical Theory; application of the methodology to current issues in society, such as sexism, racism, poverty, treatment of our natural environment, and relatedly issues of alienation and false consciousness; approaches to decolonise the specific Frankfurt School approach to social critique.

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, and workshops. Our pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

The content of the module would be appropriate for the use of live briefs.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Employ a range of logical, analytic and theoretical tools in the analysis of philosophical arguments and problems posed by the Frankfurt School.

MO2 Demonstrate the development of new skills, which derive from the innovative interdisciplinary methodology of the Frankfurt School, in the presentation and analysis of arguments

MO3 Demonstrate the ability to apply Frankfurt School methods and concepts to complex issues.

MO4 Demonstrate knowledge of the development and of the key theoretical claims of some of the Frankfurt School Critical Theorists

MO5 Demonstrate knowledge of the way in which this school has a lasting impact of the current philosophical landscape

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 117 hours

Face-to-face learning = 33 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/...html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/...html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: The assessment for the module will consist of

Assessment One: a 30-minute Oral Examination (50%), which 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.

Rationale: 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.

Assessment Two - a Portfolio (50%), which will typically comprise tasks such as writing an assignment, delivering an in-class presentation, carrying out weekly tasks.

Rationale: written assignments will allow students to elaborate complex arguments about specific research questions, which will have to be agreed in advance with the teaching team. In-class presentations will allow students to work out their ideas and collect feedback from the lecturer as well as from their peers. Weekly tasks (e.g., discussion boards) will help maintain a high student engagement throughout the course.

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 Assessment Two), and, on the other, the acquired capacity to engage in an open critical discussion about the course material (oral assessment in Assessment One).

The various aspects of the portfolio will be interlinked in order to avoid over-assessment. For instance, in-class presentations will be conducive to the completion of written assignments.

Formative assessment will be undertaken within lectorial and seminar/workshop sessions.

Assessment tasks:

Presentation (First Sit)

Description: 30-minute Oral Examination

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Portfolio (First Sit)

Description: Portfolio

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Presentation (Resit)

Description: 30-minute Oral Examination

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Portfolio (Resit)

Description: Portfolio

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Philosophy [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Philosophy {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21

Philosophy [Sep][SW][Frenchay][4yrs] BA (Hons) 2020-21

Philosophy {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2019-20

Philosophy [Sep][PT][Frenchay][6yrs] BA (Hons) 2019-20

Philosophy [Sep][PT][Frenchay][6yrs] BA (Hons) 2018-19