



## **Module Specification**

### Early Modern Philosophy

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## Part 1: Information

**Module title:** Early Modern Philosophy

**Module code:** UZRSYQ-15-2

**Level:** Level 5

**For implementation from:** 2022-23

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Delivery locations:** Frenchay Campus

**Field:** Philosophy

**Module type:** Standard

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** The module introduces students to the philosophical developments and theories of the 17th and 18th centuries in Great Britain and continental Europe, which provide the historical and conceptual background to current philosophical debates.

**Features:** Not applicable

**Educational aims:** The aims of this module are to:

Introduce students to the philosophical developments and theories of the 17th and 18th centuries in Great Britain and continental Europe.

Provide historical and conceptual background to current philosophical debates.

**Outline syllabus:** The module will introduce students to some of the key debates and figures in Early Modern Philosophy. This could be done either through looking at different philosophers' perspectives on the key questions and concerns which characterise the Early Modern Period; or through studying the works of one of its central figures in detail. Therefore the module has the potential to be topic-based or text-based.

Possible topics include: rationalism and empiricism; the nature of God; the nature of substance; causality; the relationship between mind and body; monism and dualism; the possibility and nature of human freedom; the role of the state and social contract theory; the impact of Early Modern Theories on subsequent and contemporary philosophy (for example Spinoza's influence on contemporary environmental and animal ethics).

Possible thinkers include: Spinoza, Leibniz, Descartes, Locke, Berkeley, Hobbes, Cavendish, Masham, du Châtelet, Astell, Cockburn

### **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.

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

**MO1** Critically engage with the principal philosophers, problems and ideas within early modern philosophy

**MO2** Present the central arguments within early modern philosophy with clarity

**MO3** Evaluate the ways that early modern philosophy has influenced subsequent philosophical developments and theories

**MO4** Produce own arguments relating to debates in early modern philosophy

**MO5** Produce own arguments relating to debates in early modern philosophy

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzrsyq-15-2.html) via the following link <https://uwe.rl.talis.com/modules/uzrsyq-15-2.html>

## Part 4: Assessment

**Assessment strategy:** Assessment for this module is as follows:

Component A: a portfolio (50%), which will typically comprise a series of small tasks, set and marked throughout the module; discussion board contributions; essay plans; seminar presentations.

Rationale: the portfolio approach allows module leaders to adapt assessment to

different material and readings in different years, diversify assessment methods to increase the range of skills developed such as the ability to give oral presentations, and encourage ongoing student engagement with course material and contact teaching helping them do better on their assessments. As the portfolio allows for tasks to be completed throughout the module, this assessment is formative as well as summative as it allows students to gain feedback on their work and their understanding throughout the module. Including an element which supports the essay, such as the essay plan, also allows students to gauge their progress and to build on their work in the portfolio when they come to their essay.

Component B: a 2000-word written essay (50%).

Rationale: the written essay allows students to demonstrate critical engagement with the course material as well as giving them the space to make a sustained philosophical argument using that material.

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

A portfolio approach allows module leaders to adapt assessment to different material and readings in different years, diversify assessment methods to increase the range of skills developed such as the ability to give oral presentations, and encourage ongoing student engagement with course material and contact teaching helping them do better on their assessments. The oral exam allows students to develop oral skills as well as written skills, and also helps prepare students for 3rd modules with oral assessment and responds to student feedback requesting this.

### **Assessment components:**

#### **Portfolio - Component A (First Sit)**

Description: Portfolio - typically includes the following: A series of small tasks, set and marked throughout the module. This could include discussion board contributions, essay plans, seminar presentations, etc.

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Written Assignment - Component B (First Sit)**

Description: Essay: 2,000 words

Weighting: 60 %

Final assessment: Yes

Group work: No

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

**Portfolio - Component A (Resit)**

Description: Portfolio - typically includes the following: A series of small tasks, set and marked throughout the module. This could include discussion board contributions, essay plans, seminar presentations, etc.

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Written Assignment - Component B (Resit)**

Description: 2000 word essay

Weighting: 60 %

Final assessment: Yes

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

