



## **Module Specification**

### **Europe and Decolonisation**

Version: 2022-23, v2.0, 10 Jan 2022

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## Part 1: Information

**Module title:** Europe and Decolonisation

**Module code:** UZRY6R-15-3

**Level:** Level 6

**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 critically explores the idea of Europe by focusing on Western and non-Western postcolonial and decolonial critiques of the European intellectual and political paradigm.

**Features:** Not applicable

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

Explore and problematise the philosophical idea of Europe.

Investigate how modern and contemporary philosophy addressed European reason and culture, and contributed to shaping today's idea of Europe.

Engage with Western and non-Western philosophical critiques of the European intellectual and political paradigm with a particular focus on postcolonial and decolonial studies.

**Outline syllabus:** This module aims at critically exploring and problematising the philosophical idea of Europe by focusing both on its conceptual genesis and historical development.

In particular, we will investigate how reflections of modern and contemporary philosophers such as Kant, Nietzsche, Husserl, Arendt, Patočka, Habermas addressed European reason and culture, and contributed to shaping today's idea of Europe.

Great attention will also be paid to non-Western philosophical critiques of the European intellectual and political paradigm with a particular focus on post-colonial studies such as Fanon, Césaire, Saïd, Spivak, Chakrabarty.

### **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** Demonstrate a good knowledge of the principal philosophies, problems and critical debates revolving around the Europe idea and project

**MO2** Present, assess, and discuss central arguments and issues at the intersection between contemporary philosophy and postcolonial and decolonial studies

**MO3** Develop and showcase a critical awareness of both the historical evolution and the theoretical relevance of the notion of Europe within today's philosophical and political panorama

**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://uwe.rl.talis.com/modules/uzry6r-15-3.html) via the following link <https://uwe.rl.talis.com/modules/uzry6r-15-3.html>

## Part 4: Assessment

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

Component A: Oral examination (40%).

Rationale: the oral examination, which will consist of two questions regarding authors

and/or topics analysed in class, will allow students to work out ideas, develop and defend their arguments in conversation with the examiner, and consequently develop deeper presentation skills.

Component B: 2,000-word written assignment.

Rationale: the written assignment will allow students to develop a fine-grained analysis of the issues and theories that will be introduced in the course, and to critically assess the impact of postcolonial and decolonial studies in the reality we live in.

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

**Assessment components:**

**Examination - Component A (First Sit)**

Description: Oral examination

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

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

Description: Essay (2,000)

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Examination - Component A (Resit)**

Description: Oral Exam

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

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

Description: Essay (2,000)

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Philosophy [Sep][SW][Frenchay][4yrs] BA (Hons) 2019-20

Philosophy {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2019-20

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

Philosophy {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19