



MODULE SPECIFICATION

Part 1: Information			
Module Title	Philosophy as a Way of Life		
Module Code	UZRY8T-15-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Health & Applied Sciences	Field	Philosophy
Department	HAS Dept of Health & Social Sciences		
Module Type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p>Educational Aims: This module will consider a range of philosophers from the particular perspective of what Pierre Hadot called philosophy as a way of life. Students will address the methodological issue of approaching philosophy as a way of life and the intersection of how we live our lives, the practices we take up, and the kind of person we become, with philosophical theory and understanding – recognising that this is a two way relationship.</p> <p>Outline Syllabus: Students will consider how metaphysical standpoints can affect our approach to life and real world problems, how some epistemological theories require us to live differently, or change ourselves, in order to answer philosophical questions and develop new understandings of the world, and how knowledge and philosophical understanding can be transformative of self and society. They will also consider how treating particular philosophers as engaged in philosophy as a way of life can have interpretative implications for how we read them. Thus, considering philosophy as a way of life can both be a question of picking out particular examples of philosophy that explicitly take this approach and arguing that we should approach particular philosophers or philosophical concepts through this lens.</p> <p>Concepts and issues that students will address could include Foucault's concept of philosophy as</p>

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Spirituality, the idea of philosophy as therapy, philosophy and self-cultivation, the possibility of radical self-transformation, the contemporary relevance of Ancient Stoicism, whether we can live as sceptics, the idea of spiritual growth, the contrast between the methodology of dominant contemporary Western philosophy with Ancient Greek philosophy and/ or Eastern philosophy, and whether the popular application of some philosophy in terms of lived practice elides or distorts the metaphysical commitments of the theory. Philosophers that we might look at include Foucault, Nietzsche, Pierre Hadot, Marcus Aurelius, Sextus Empiricus, Epicurus, Confucius, and Lao-Tzy

Teaching and Learning Methods: See Assessment

Part 3: Assessment

This module will be assessed by a reflective blog and a written exam. The online exam (with 24 hour submission window) ensures that students have engaged with the material on the module in a suitably rigorous philosophical way. In the context of the options now offered at level 3, it provides students who prefer and flourish with written exams an opportunity for this form of assessment, thus taking account of the inclusivity issue of how different students suit different forms of assessments, and considering student feedback that we should retain some written exams. Exams also cultivate the transferable skill of producing clear and succinct written arguments in time limited conditions. This combines effectively with the coursework component, a reflective blog, which allows students to show enterprise in picking their own topic, engage in independent research, develop reflective skills and develop communication skills for non-academic audiences. The blog could take the form of a reflection on how philosophy has impacted their own life, a critical appraisal of recent publications which attempt to apply philosophy to life practices, or their own development of a particular philosopher in terms of lived practice. Both components address the question of how philosophy applies to problems we confront in our life and the reflective blog, which will ask them to consider how practices we take up in life and theoretical philosophy can be mutually informative, will allow students to make this personal and contemporary.

First Sit Components	Final Assessment	Element weighting	Description
Reflective Piece - Component B		50 %	Reflective blog (2000 words)
Examination (Online) - Component A	✓	50 %	Online exam (24 hours)
Resit Components	Final Assessment	Element weighting	Description
Reflective Piece - Component B		50 %	Reflective blog (2000 words)
Examination (Online) - Component A	✓	50 %	Online exam (24 hours)

Part 4: Teaching and Learning Methods

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

Module Learning Outcomes	Reference
Exhibit an in depth textual knowledge of a range of philosophers who approach philosophy as a way of life	MO1
Show awareness of different interpretations of primary texts and debates in the secondary literature	MO2
Pursue independent research	MO3
Understand the methodological and philosophical implications of approaching Philosophy as a way of life	MO4

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	Critically engage with arguments or theories of particular philosophers	MO5
	Succinctly and clearly develop a philosophical argument	MO6
	Articulate philosophical concepts to non-experts	MO7
	Apply the practice of philosophy to problems we confront in life with a critical awareness of the conceptual complexity involved	MO8
Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	114
	Total Independent Study Hours:	114
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	36
	Total Scheduled Learning and Teaching Hours:	36
	Hours to be allocated	150
	Allocated Hours	150
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/index.html</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study: