



MODULE SPECIFICATION

Part 1: Information			
Module Title	Philosophy as a Way of Life		
Module Code	UZY8T-15-3	Level	3
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Science	Field	Philosophy
Department	Health and Social Science		
Contributes towards	BA (Hons) Philosophy		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
<p>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>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 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 <i>live</i> 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.</p>	

Part 3: Assessment: Strategy and Details		
<p>This module will be assessed by a reflective blog and a written exam. The one hour exam, with one question based on set module reading, provides controlled conditions. It also 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 <i>succinct</i> 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.</p>		
Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. One hour written exam	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Blog (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. One hour written exam	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective Blog (2000 words)	100%	

Part 4: Learning Outcomes & KIS Data																																				
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Exhibit an in depth textual knowledge of a range of philosophers who approach philosophy as a way of life (Component A and B) Show awareness of different interpretations of primary texts and debates in the secondary literature (Component A) Pursue independent research (Component B) Understand the methodological and philosophical implications of approaching Philosophy as a way of life (Component A and B) Critically engage with arguments or theories of particular philosophers (Component A) succinctly and clearly develop a philosophical argument (Component A) articulate philosophical concepts to non-experts (Component B) Apply the practice of philosophy to problems we confront in life with a critical awareness of the conceptual complexity involved (Component B) 																																			
Key Information Sets Information (KIS)	<p>Further detail on Key Information Sets and how the University is implementing its requirements can be found here.</p>																																			
Contact Hours	<table border="1"> <thead> <tr> <th colspan="6">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td></td> <td colspan="4">Number of credits for this module</td> <td style="text-align: center;">15</td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>					Key Information Set - Module data													Number of credits for this module				15		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	36	114	0	150	0
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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>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																																			

	Total assessment of the module:			
	Written exam assessment percentage			50%
	Coursework assessment percentage			50%
	Practical exam assessment percentage			0%
				100%
Reading List	https://rl.talis.com/3/uwe/lists/A2116021-2B04-A603-D4F8-71452274F434.html?lang=en-US&login=1			

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First ASQC Approval Date	16 th January 2019			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	RIA 12753