



Module Specification

Philosophy as a Way of Life

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Part 1: Information

Module title: Philosophy as a Way of Life

Module code: UZRY8T-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: Not applicable

Features: Not applicable

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.

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.

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 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

Part 3: Teaching and learning methods

Teaching and learning methods: See Assessment

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

MO1 Exhibit an in depth textual knowledge of a range of philosophers who approach philosophy as a way of life

MO2 Show awareness of different interpretations of primary texts and debates in the secondary literature

MO3 Pursue independent research

MO4 Understand the methodological and philosophical implications of approaching Philosophy as a way of life

MO5 Critically engage with arguments or theories of particular philosophers

MO6 Succinctly and clearly develop a philosophical argument

MO7 Articulate philosophical concepts to non-experts

MO8 Apply the practice of philosophy to problems we confront in life with a critical awareness of the conceptual complexity involved

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/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: 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 parts 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.

Assessment tasks:**Examination (Online) (First Sit)**

Description: Online exam (24 hours)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5, MO6, MO8

Reflective Piece (First Sit)

Description: Reflective blog (2000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO7, MO8

Examination (Online) (Resit)

Description: Online exam (24 hours)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5, MO6, MO8

Reflective Piece (Resit)

Description: Reflective blog (2000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO7, MO8

Part 5: Contributes towards

This module contributes towards the following programmes of study: