Module Specification

Existence and Reality

Version: 2022-23, v3.0, 23 May 2022

Contents

Part 1: Information

Module title: Existence and Reality

Module code: UZRY8U-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 considers metaphysics as the most general, most universal and the most abstract of the sciences. Exploring ontology as first philosophy and the relation of concepts to reality.

Features: Not applicable

Educational aims: The aims of this module are to:

Introduce and discuss the key concepts and nature of metaphysical inquiry.

Clarify debates in metaphysics both over the history of philosophy, and in relation to contemporary debates in the field.

Investigate the context and relevance of metaphysics in different fields of study.

Study the centrality of metaphysics for other areas of philosophy.

Outline syllabus: The module will introduce students to key concepts and debates in metaphysics, both over the history of philosophy, and in relation to contemporary debates in the field. As well as ensuring that students have a strong grounding in different positions and debates in metaphysics, the module will also emphasise the centrality of metaphysics for other areas of philosophy.

Topics the course could cover include: reality and appearance; being and existents; being and becoming; truth and illusion; connectivity and correlation; the universal and the particular; necessity and contingency; the nature of theory; art and metaphysics; politics and metaphysics; science and metaphysics; realism and idealism; conceptus of freedom; metaphysics of time; metaphysics of causation; system and experience.

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 Critically understand the nature of metaphysical inquiry

MO2 Locate, analyse and criticise the metaphysical assumptions underlying a given theoretical position

MO3 Identify the context and relevance of metaphysics in diverse fields of inquiry

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 via the following link https://rl.talis.com/3/uwe/lists/221CC785-9BED-5F84-9A4F-D56A24ED83E8.html

Part 4: Assessment

Assessment strategy: Assessment for this module is as follows:

Component A: a 30 minute group presentation (40%).

Rationale: The presentation allow students to develop resilience and ability to work under pressure, and to demonstrate skills in philosophical analysis and argument as well as their knowledge of the material covered on the module.

Component B: a portfolio (60%), which will typically comprise tasks such as writing

an essay; contributing to an online message board; preparing seminar questions; preparing short introductions to seminar readings to present to the class.

Rationale: the essay element of the portfolio allows students to develop written communication and planning skills. The ongoing component of the portfolio ensures that students are practicing and evidencing their critical understanding, philosophical skill, and understanding of the content of the module throughout the term, enabling the module leader to continually assess student progress and plan teaching accordingly.

In the resit, any portfolio tasks that relied on in class or weekly elements will be replicated as closely as possible (e.g. replacement of in-class presentation with recorded presentation) to ensure that students in the resit run are developing and evidencing the same skills as students in the first sit.

Formative feedback will be provided via online discussions, online session learning and through discussions with tutors.

Assessment components:

Presentation - Component A (First Sit)
Description: Presentation.
Weighting: 40 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Portfolio - Component B (First Sit)
Description: The portfolio will typically comprise tasks such as writing an essay; contributing to an online message board; preparing seminar questions; preparing short introductions to seminar readings to present to the class.
Weighting: 60 %
Final assessment: No
Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation - Component A (Resit)

Description: Presentation

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio - Component B (Resit)

Description: Portfolio

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) 2021-22

Philosophy [Sep][PT][Frenchay][6yrs] BA (Hons) 2020-21

Philosophy {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21

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