Module Specification

Global Philosophical Issues

Version: 2022-23, v1.0, 15 Dec 2021

Contents

Part 1: Information

Module title: Global Philosophical Issues

Module code: UZRYFH-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 contains material pertaining to global issues of philosophical significance, such as climate change and will typically deploy non-European source material.

Features: Not applicable

Educational aims: The aims of the module are to:

Tackle timely global contemporary issues with the help of a classic philosophical text.

Allow students to develop in-depth critical readings of advanced philosophical works.

Decolonise the curriculum by critically discussing and evaluating non-European theories and thinkers.

Outline syllabus: The module will concern itself with philosophical issues that are current at the time, but in a range of different contexts.

These might be political, cultural, ethical matters about which philosophers have something to contribute. These include discussions and actions about the environment, human rights, animal welfare, as well as questions concerning the post-human, just to offer a few examples.

To address the aforementioned questions, the module will frequently involve the study of one or two philosophical texts, in detail and depth.

One model for such a study could be the study of a text by Kierkegaard, whose famous book Fear and Trembling has inspired thinkers in theology, sociology and psycho-analysis as well as the political. Students would analyse what is meant by 'believing by virtue of the absurd' and understand the difference between the various characters in the text.

Where possible, texts by non-European/Anglo-American authors will be considered.

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 Display a critical awareness of the area of philosophy presented at the time.

MO2 Critically analyse philosophical texts and the philosophical arguments they contain.

MO3 Critically examine relevant philosophical concepts and assess their impact and applicability in the real world.

MO4 Communicate philosophical concepts and arguments at the appropriate level through a variety of formats.

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://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: The assessment for the module will consist of two components:

Component A: a 3000-word written assignment (80%): typically an essay.

Rationale: this is intended to assess the students in depth critical understanding of a particular topic area covered in the module.

Component B: a 500-word written assignment (20%): typically a blog post.

Rationale: This is intended to assess the students engagement with the module as a whole.

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

Assessment components:

Written Assignment - Component B (First Sit)
Description: 500 word Blog
Weighting: 20 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment - Component A (First Sit)
Description: 3000-word essay
Weighting: 80 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment - Component B (Resit)
Description: 500 word Blog

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment - Component A (Resit)

Description: 3000 word essay

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: