



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Ancient Philosophy				
Module Code	UZRPM-30-1	Level	1	2.1	Standard
Owning Faculty	Health and Applied Sciences	Field	Philosophy		
Contributes towards	BA (Hons) Philosophy BA (Hons) Philosophy and Politics Awards up to BA (Hons)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2010		Valid to	September 2016	

CAP Approval Date	
--------------------------	--

Part 2: Learning and Teaching	
Learning Outcomes	<ol style="list-style-type: none"> 1. the ability to use a range of logical, analytical, and theoretical tools in the analysis of philosophical issues arising from the study of ancient philosophical texts (assessed at all assessment points) 2. transferable written skills in the presentation and analysis of arguments (assessed at all assessment points) 3. a knowledge of the historical development of ancient philosophy from the beginnings to Plato
Syllabus Outline	<p>The aim of this course is to introduce students to the foundational names, texts, and ideas of early Greek philosophy and thus, a fortiori, to the foundational ideas of Western philosophy as a whole. The first term will focus on the earliest philosophers up to and including Socrates. The second term will focus on the philosophy of Plato. The course will lay foundations for the study of philosophy that can be built upon in subsequent study. Its historical</p>

	introduction to philosophy will form a useful counterpoint to the problem-based introductions to philosophy available in other modules.																									
Contact Hours	Students are typically expected to have 3 hours of contact time per week over a 24-week period of study.																									
Teaching and Learning Methods	<p>Teaching will be by lecture and writing assignment. While other modules will focus on argument and presentation skills via seminars and presentations, this module will focus on reading and writing skills, with an emphasis on the study of philosophical texts and their critical analysis in written assignments.</p> <p>Technology Enhanced Learning (TEL): The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, is regularly used to support students' learning, carry out teaching and learning activities, as well as to store and disseminate learning materials.</p> <p>By means of these systems, students will be able to engage with the material, other students and members of staff, while also making use of the options they provide (blogs, journals, audio, video, discussion boards, wikis, and so on). In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to facilitate remote contact and thus increase flexibility, particularly for students who live far from campus. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (http://ro.uwe.ac.uk/) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and the assessment of a portfolio of work.</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="461 1498 1374 1890"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">30</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> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td></td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228		300
Key Information Set - Module data																										
<i>Number of credits for this module</i>																										
				30																						
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																						
300	72	228		300																						

Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		70%	
Coursework assessment percentage		15%	
Practical exam assessment percentage		15%	
			100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it. Students will be required to purchase the key texts (inexpensive and widely available) that form the focus of the module. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves. Extensive bibliographies of secondary literature (with recommendations) will be provided in the module handbook and, wherever possible, full use of the electronic journals will be made to ease access to the scholarly literature.

A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.

Indicative Reading List

Barnes, J. (1982) *The Presocratic Philosophers*. London: Routledge.
 Barnes, J..ed. (1995) *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press.
 Fine, G. ed. (1999). *Plato*. Oxford: Oxford University Press.
 Guthrie, W. K. C. (1962-81) *A History of Greek Philosophy*, 6 vols. Cambridge: Cambridge University Press.
 Kenny, A. (2004) *Ancient Philosophy*.Oxford: Oxford University Press.

--	--

Part 3: Assessment	
Assessment Strategy	Philosophy as a discipline places an emphasis on the skills of argument and analysis focussing on the written text. This module is assessed through a 2 hour exam and 2 short essays, more strongly weighted (60 percent) towards the essays, given the textual nature of the course.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.Examination (2 hours)	40%
2	
Component B Description of each element	Element weighting (as % of component)
1. 2,000 word essay	30%
2. 2,000 word essay	30%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.Examination (2 hours)	40%
2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1.2,000 word essay	30%
2.2,000 word essay	30%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.