University of the West of England
BRISTOL

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Philosophy of Science and Nature					
Module Code	UZRSTU-15-3		Level	3	Version	2
Owning Faculty	Health and Applied Sciences		Field	Philosophy		
Contributes towards	BA (Hons) Philosophy					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type		
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2014 September 2017 (v2)		Valid to	September 2020		

CAP Approval Date	16/01/2014 31/05/2017 (v2)

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate a good knowledge of the issues in philosophy of nature and philosophy of science and the relation (if any) between these two fields (assessed at assessment points A and B). 2. Demonstrate an ability to critically analyse the relevant historical and contemporary texts in philosophy of science and philosophy of nature using a range of logical and analytical skills (assessed at assessment points A and B). 3. Demonstrate appropriate transferable skills (assessed at assessment points A and B).
Syllabus Outline	This module aims to introduce students to some of the fundamental philosophical issues encountered in philosophy of science and philosophy of nature. These two topics are surprisingly not usually studied together, the assumption being that philosophy of science or science itself has replaced philosophy of nature. This course will examine to what extent this may or may not be the case. The course will also may greater attention to developments in philosophy of science occurring outside of the dominant Anglo-American tradition.
Contact Hours	The student can expect a minimum of two contact hours per week through a mixture of lectures, seminars or combined lecture/seminar sessions. A further one hour per week will be provided through a mixture of online activities, module specific one to one discussion, assessment point advice and feedback sessions, and guest speaker sessions. The total scheduled contact time for the module will be 36 hours.
Teaching and Learning Methods	Teaching will be via lectures, seminars, and/or combined lecture/seminar sessions. Lectures are used to introduce key technological developments and the problems they address. Seminars are used to further develop and understand the

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<tr><td></td><td>philosophical significance and ethical implication of the issues and problems being studied.

Significant use will be made of the Blackboard online learning environment for the provision of learning resources.

Students are expected to engage with essential reading, and assignment preparation and completion etc.</td></tr>
<tr><td>Key Information Sets Information</td><td>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.

<u>Key Information Set - Module data</u>

Number of credits for this module 15

<table>
<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>
<tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr>
</table>

The table below indicates as a percentage the total assessment of the module which constitutes a -

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:

<table>
<tr><td>Total assessment of the module:</td><td></td></tr>
<tr><td>Written exam assessment percentage</td><td>0%</td></tr>
<tr><td>Coursework assessment percentage</td><td>50%</td></tr>
<tr><td>Practical exam assessment percentage</td><td>50%</td></tr>
<tr><td></td><td>100%</td></tr>
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</td></tr>
<tr><td>Reading Strategy</td><td>Primary texts being made available electronically via Blackboard – though student may be required to purchase one or more core texts. Full use of both printed material and electronic resources will be encouraged and detailed guidance for week-by-week reading will be offered in the module handbook.</td></tr>
<tr><td>Indicative Reading List</td><td>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Ladyman, James (2002) Understanding Philosophy of Science, London: Routledge</td></tr>
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	Okasha, Samir (2002) Philosophy of Science: A very short introduction, Oxford: OUP Kugh, Thomas (2012) The Structure of Scientific Revolutions: 50th Anniversary Edition, Chicago: University of Chicago Press Feyerabend, Paul (2010) Against Method 4th edition, London: Verso Hacking, Ian (2006) The Emergence of Probability: A Philosophical Study of Early Ideas about Probability, Induction and Statistical Inference (Cambridge Series on Statistical and Probabilistic Mathematic) 2nd edition. Cambridge: CUP Fox Keller, Evelyn (2010) The Mirage of a Space Between Nature and Nurture. Raleigh-Durham: Duke University Press Jablonka, Eva & Lamb, Marion (2006) Evolution in Four Dimensions: Genetic, Epigenetic, Behavioral, and Symbolic Variation in the History of Life, Cambridge: MIT Press

Part 3: Assessment	
Assessment Strategy	The module employs a combination of 2500 word coursework essays and oral examination (30 minutes including questions) Coursework essays have been chosen as a means for assessing the students' ability to engage with a particular thinker, series of texts, or problem, in some depth Coursework essays and oral examinations will form the basis for summative assessment. Verbal feedback on student presentations, seminar participation, and through one to one discussions will form the basis for additional formative assessment. Assessment criteria (for all components): Level of engagement with particular philosophical positions and problems Ability to present philosophical argument Ability to critically assess philosophical argument Clarity of presentation including referencing etc Levels and adequacy of research

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	**A:** **50**	**B**: **50**
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**	
1. Oral examination (30 minutes	100	
Component B **Description of each element**	**Element weighting** **(as % of component)**	
1. 2500 word essay	100	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Oral examination (30 minutes)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. 2500 word essay	100
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.	

FOR OFFICE USE ONLY

First CAP Approval Date	16th January 2014			
Revision CAP Approval Date	31st May 2017	Version	2	RIA 12316