

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Philosophical Approaches to Art				
Module Code	UZRRVV-15-2	Level	5	Version	3
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Philosophy		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	Awards up to BA (Hons) Philosophy				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
For implementation from	September 2020				

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the nature of aesthetic experience and the philosophical questions it raises (assessed at all assessment points). 2. Demonstrate knowledge of debates in the history of philosophy concerning art and aesthetic experience at an appropriate level (assessed at all assessment points). 3. Demonstrate a philosophical understanding of the interconnections between aesthetics, epistemology and metaphysics (assessed at all assessment points). 4. Demonstrate skills appropriate to level 5 in reconstructing and assessing philosophical arguments (assessed at all assessment points). 5. Demonstrate the development of transferable skills in the presentation and analysis of arguments (assessed at all assessment points).
Syllabus Outline	<ul style="list-style-type: none"> • The module will explore the nature and significance of art and aesthetic experience in both art and nature. • The module will address philosophical problems in the philosophy of art and aesthetics, for example: <ul style="list-style-type: none"> ○ whether there is an objective standard of beauty ○ the relationship between art and ethics ○ the relationship between art and truth ○ the nature of the sublime • The module will introduce students to a range of philosophical discussions concerning art and aesthetic experience, allowing them to assess debates

between different thinkers. The philosophers explored may vary from year to year but examples include major figures in the history of philosophy such as Plato, Aristotle, Kant, Hegel, Hume, Nietzsche, Heidegger.

- The module will show how discussions in the philosophy of art and aesthetics have developed and how they are embedded in a broader philosophical context.

Generic Graduate Skill	Introduced	Practiced	Evidenced
1. Communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Critical Thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Emotional Intelligence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Globally Engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Contact Hours

- 36 Hours contact time

This will consist of lectures, seminars and may also include revision sessions, virtual learning, film sessions and one to one feedback.

Teaching and Learning Methods

Teaching will be primarily via weekly lectures and seminars. Lectures will be used to introduce key philosophical texts in the philosophy of art and aesthetics and the problems they address. Seminars will be used to examine texts closely and discuss the arguments they contain. Seminars will allow students to develop their own arguments and critical skills. Preparation for seminars and assessments will be supported by virtual learning environment sessions, or essay supervision and revision sessions made available to the students.

Students will be expected to prepare for lectures and seminars by doing the essential reading. They will also be expected to do further reading on their chosen topics to prepare for both assessment components, plan time for writing their essay for component B and revise for component A. They will be encouraged to prepare an essay plan for discussion for component B.

Scheduled learning includes lectures and seminars.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

Key Information Sets Information

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.

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150
0				

	<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 Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="4">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:												Written exam assessment percentage				50%		Coursework assessment percentage				50%		Practical exam assessment percentage				0%						100%	
Total assessment of the module:																																					
Written exam assessment percentage				50%																																	
Coursework assessment percentage				50%																																	
Practical exam assessment percentage				0%																																	
				100%																																	
Indicative Reading List	<p>https://rl.talis.com/3/uwe/lists/8C0A26EC-F2B5-9EAD-AC9D-AA7C77DAFD83.html?lang=en-GB&login=1</p>																																				

Part 3: Assessment		
Assessment Strategy	<p>Assessment will be weighted equally between the coursework and exam.</p> <p>The essay will give students the opportunity to provide an in depth analysis of a chosen topic, supported by a range of reading. Students will be provided with a range of suggested essay questions, designed to invite critical engagement with the topic, but may be allowed to provide their own question engaging with course material, if they seek approval in advance. In their essays students will be expected to read beyond the essential seminar reading and demonstrate knowledge of a range of viewpoints as well as presenting their own sustained argument. Students will be encouraged to select their topic well in advance of the deadline and discuss their proposed reading list with their seminar leader. They will be encouraged to submit an essay plan for review and discussion to ensure both appropriate content and structure for a level two, philosophy essay.</p> <p>In the exam (unseen, 1 hour) students will be required to answer one question. The exam offers a chance for them to focus on their skills in critical analysis and argument presentation. They will be offered between five and ten questions to choose from. Seminars will include an opportunity to discuss how to approach example questions within the time frame of the exam. Revision sessions will allow students to ask questions on their chosen revision topics and go over key course material.</p> <p>Both essay based exam questions and the coursework essay will allow students to demonstrate all learning outcomes.</p>	
Identify final assessment component and element	Component A	
% 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. Unseen Exam (1 Hour)	100%
Component B Description of each element	Element weighting (as % of component)
1. Essay (2000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Unseen Exam (1 Hour)	100%
Component B Description of each element	Element weighting (as % of component)
1. Essay (2000 words)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.

FOR OFFICE USE ONLY

First ASQC Approval Date	3/2/2015			
Revision ASQC Approval Date	16 Jan 2019	Version	2	RIA 12753
<i>Update this row each time a change goes to CAP</i>	15 January 2020		3	