



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|-----------------------------------|--------------------|---------------------------|----------------|----|
| Module Title | Philosophy of Art I | | | | |
| Module Code | UZRRVV-15-2 | Level | 2 | Version | 1 |
| 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 | |
| Valid From | September 2015 | | Valid to | September 2021 | |

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| CAP Approval Date | 03/02/2015 |
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| Part 2: Learning and Teaching | |
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| 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 2 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 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 |

| | <ul style="list-style-type: none"> ○ 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. | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-----------------------|-----------------|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|
| Contact Hours | <ul style="list-style-type: none"> • 36 Hours contact time <ul style="list-style-type: none"> ○ 12 hours of lectures (1 hour per week) ○ 12 hours of seminars (1 hour per week) ○ 12 hours spent on virtual learning environment sessions, or essay supervision and revision sessions | | | | | | | | | | | | | | | | | | | | |
| Teaching and Learning Methods | <p>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.</p> <p>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.</p> <p>Scheduled learning includes lectures and seminars.</p> <p>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.</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="443 1646 1385 1989"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</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>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> | 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 |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | |
| <i>Number of credits for this module</i> | | | | 15 | | | | | | | | | | | | | | | | | |
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| | <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" data-bbox="564 459 1270 683"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table> | Total assessment of the module: | | | | Written exam assessment percentage | | 50% | | Coursework assessment percentage | | 50% | | Practical exam assessment percentage | | 0% | | | | | 100% |
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| Written exam assessment percentage | | 50% | | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | | 50% | | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | | 0% | | | | | | | | | | | | | | | | | | | |
| | | | 100% | | | | | | | | | | | | | | | | | | |
| Reading Strategy | <p>All essential reading will either be included in one recommended course reader (available in the library and to purchase at an affordable price) or will be provided electronically, or as printed study packs. Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. A comprehensive reading list will be provided with the course outline and will also be available through Blackboard. Key texts will be ordered for the library and will be put on short loan.</p> | | | | | | | | | | | | | | | | | | | | |
| Indicative Reading List | <p>The list below is indicative only and provided for the benefit of validation panels. The recommended text list will evolve with time.</p> <p>Allison, H. (2001), <i>Kant's Theory of Taste: A Reading of the Critique of Aesthetic Judgment</i>. Cambridge: Cambridge University Press.</p> <p>Aristotle. (2009), <i>Poetics</i>, trans. Ross, D. Oxford: Oxford University Press.</p> <p>Euripides. (1963), <i>Medea and Other Plays</i>, trans. Vellacott, P. London: Penguin.</p> <p>Heidegger, M. (2010), 'Origins of the Work of Art' in ed. Kul-Want, C. <i>Philosophers on Art from Kant to the Postmodernists</i> New York: Columbia University Press, 129-148</p> <p>Kant, I. (1987), <i>Critique of Judgement</i>, trans. Pluhar, W. S. Indianapolis: Hackett Publishing Company.</p> <p>Longinus. (1991), <i>On the Sublime</i>, trans. Grube. G. M. A. Indianapolis: Hackett Publishing Company.</p> <p>Nietzsche, F. (1999), <i>The Birth of Tragedy</i>. Cambridge: Cambridge University Press.</p> | | | | | | | | | | | | | | | | | | | | |

| Part 3: Assessment | |
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| 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> |

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| | <p>In the exam (unseen, 1.5 hours) students will be required to answer two questions allowing students to demonstrate their knowledge of a wider range of topics, and related theories. 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> |
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| 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. Unseen Exam (1.5 Hours) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Essay (2000 words) | 100% | |

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| 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 (1.5 Hours) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Essay (2000 words) | 100% | |
| <p>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.</p> | | |