Module Specification

Hellenistic and Neo-Platonist Philosophy

Version: 2022-23, v3.0, 23 May 2022

Contents

Part 1: Information

Module title: Hellenistic and Neo-Platonist Philosophy

Module code: UZRSYJ-15-2

Level: Level 5

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 covers the development of philosophy after Aristotle until the closing of the Academy in 529 CE. It will focus on the different conceptions of human flourishing developed at the time.

Features: Not applicable

Educational aims: The aims of this modules are to:

Examine topics selected from the Hellenistic philosophies of Stoicism, Epicureanism, Academic and Pyrrhonian Scepticism, and/or the Neo-Platonist tradition.

Introduce students to a period marked by the idea that philosophy be conceived as a way of life, in which claims about the nature of the physical world or what we can know are seen to have direct implications for how one lives.

Examine ideas and arguments concerned with areas such as knowledge, cosmology, psychology, pleasure, virtue, emotions, determinism, politics, death, fortune, and tranquility.

Outline syllabus: This module is designed to supply the missing link between the ancient and medieval worlds. We will be studying what happened in philosophy after Aristotle until the closing of the Academy in Athens in 529 CE.

The module will comprise two sections: (1) the Hellenistic schools of philosophy and (2) Neoplatonism and late antiquity.

Each section will foreground the question whether philosophy should focus on the art of living well (ethics), or on disputing the knowledge claims of others (critical epistemology).

Additionally, each section will stress the "global" and multicultural character of philosophy in the Hellenistic age and in late antiquity.

The Hellenistic schools of philosophy section will include topic such as Epicureanism; Sceptics; Stoicism; the relation between virtue and happiness; the relation between pleasure and happiness; the significance for human existence of one's conception of nature

The Neoplatonism and late antiquity section will include topics such as Neoplatonist conception of human nature; Neoplatonist conception of the Good; Neoplatonist

metaphysics; Early Christian philosophy; Confrontation between late pagan philosophy and early Christian philosophy.

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Utilise a range of logical, analytic and theoretical tools in the analysis of problems from Hellenistic and/or Neo-Platonist philosophy.

MO2 Critically analyse the work of selected thinkers in the Hellenistic and/or Neo-Platonist traditions.

MO3 Cultivate transferable skills in the presentation and analysis of arguments.

MO4 Develop an awareness of the ways in which Hellenistic and/or Neo-Platonist philosophy have influenced subsequent philosophical developments and theories.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 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/modules/uzrsyj-15-2.html

Part 4: Assessment

Assessment strategy: Assessment for this module is as follows:

Component A: oral presentation (40%)

Rationale: a presentation element tests oral skills, helps prepare for 3rd modules with oral assessment, and responds to student feedback requesting this.

Component B: portfolio (60%)

Rationale: a portfolio approach allows module leaders to adapt assessment to different material and readings in different years, diversify assessment methods to increase the range of skills developed such as the ability to give oral presentations, and encourage ongoing student engagement with course material and contact teaching helping them do better on their assessments.

An example of the portfolio would be: 1500 word Essay (85% of portfolio component), 15 minute spoken exam on the content of the essay (requiring no additional reading or research) allowing students to clarify and develop their points and examiners to probe their understanding, (10%), bringing a discussion question on the essential seminar reading to a minimum of 8 seminars (5%). Portfolio content may vary between years depending on the material but will be set out clearly in the module handbook at the beginning of the module. As portfolio content includes elements that involve ongoing participation in seminars the resit run of the module replaces the portfolio with a 2000 word essay.

In the resit, any portfolio tasks that relied on in class or weekly elements will be replicated as closely as possible (e.g. replacement of in-class presentation with

recorded presentation) to ensure that students in the resit run are developing and evidencing the same skills as students in the first sit.

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

Assessment components:

Presentation - Component A (First Sit)
Description: Oral presentation on a chosen topic (30 mins)
Weighting: 40 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio - Component B (First Sit)
Description: Portfolio - Typically includes 1500 word Essay (85% of portfolio component), 15 minute spoken exam on the content of the essay (requiring no additional reading or research) allowing students to clarify and develop their points and examiners to probe their understanding, (10%), bringing a discussion question on the essential seminar reading to a minimum of 8 seminars (5%).
Weighting: 60 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation - Component A (Resit)
Description: Oral examination (30 mins)
Weighting: 40 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio - Component B (Resit)

Description: Portfolio

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Philosophy [Sep][SW][Frenchay][4yrs] BA (Hons) 2021-22

Philosophy {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2020-21

Philosophy [Sep][PT][Frenchay][6yrs] BA (Hons) 2020-21

Philosophy {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21

Philosophy [Sep][PT][Frenchay][6yrs] BA (Hons) 2019-20