



## **Module Specification**

### **Critiques of Reason and Society: Post-Kantian Philosophy**

Version: 2022-23, v4.0, 08 Jul 2022

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## Part 1: Information

**Module title:** Critiques of Reason and Society: Post-Kantian Philosophy

**Module code:** UZRY8Y-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 examines the innovative creation of a variety of different philosophical systems and schools that developed in response to Kant's philosophy and explores their contemporary relevance.

**Features:** Not applicable

**Educational aims:** The aims of this module are to:

Encourage students to examine a set of philosophical questions that arose in consequence of Kant's critical philosophy.

Enable students to explore a range of philosophical ideas and evaluate their potential relevance for contemporary thought.

Enable students to understand the historical development of philosophical systems and schools and be able to recognise the ways in which these are the foundations of many contemporary philosophical positions.

**Outline syllabus:** The module explores the development of philosophical systems and schools that arose in response to Kant's critical philosophy. The period immediately following Kant's philosophy is important since it saw a level of philosophical inventiveness unprecedented since the ancients and gave rise to important schools of philosophy, including idealism, existentialism, Marxism, and Nihilism. As these schools of philosophy continue to play a major role in contemporary philosophy, it is significant to evaluate their development both historically, and how they can be crucial for the future of philosophy.

Post-Kantian philosophy is tasked with responding to a number of philosophical questions, such as:

Is metaphysics possible?

How does the subject interact with the world?

What is the basis for rationality?

What is nature?

How can we understand purpose?

Is there purpose within nature?

What kind of being is the human being?

How can we form knowledge?

To assess these questions, this module will examine the arguments and texts by

philosophers, such as Fichte, Hegel, Schelling, Nietzsche, Kierkegaard, Marx, Sartre, Novalis, Hölderlin.

### **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** Use a range of logical, analytic and theoretical tools in the analysis of problems from post-Kantian philosophy.

**MO2** Critically understand particular works of post-Kantian philosophy.

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

**MO4** Organise and summarise material, and present material and arguments clearly while under pressure.

**MO5** Express philosophical arguments clearly in a variety of different media.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 117 hours

Face-to-face learning = 33 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/9FF1828C-EAB6-F271-B0FD-FEAE8C85946F.html?lang=en-US&login=1) via the following link <https://rl.talis.com/3/uwe/lists/9FF1828C-EAB6-F271-B0FD-FEAE8C85946F.html?lang=en-US&login=1>

## **Part 4: Assessment**

**Assessment strategy:** Assessment for this module is as follows:

Component A: a 2000-word essay (60%)

Rationale: the essay will allow students to demonstrate skills in philosophical analysis and argument as well as their knowledge of the material covered on the module.

Component B: a portfolio (40%), which could comprise tasks such as; contributing to an online message board; preparing seminar questions; preparing short introductions to seminar readings to present to the class; etc.

Rationale: this element will ensure that students continually engage with the reading and in addition will ensure that the module leader is able to monitor student progress and plan teaching accordingly. The essay element of the portfolio also allows students to evidence these skills, and in addition develops written communication skills and planning skills. The ongoing component of the portfolio ensures that students are practicing and evidencing their critical understanding, philosophical skill, and understanding of the content of the module throughout the term, enabling the module leader to continually assess student progress and plan teaching accordingly.

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:**

**Written Assignment - Component A (First Sit)**

Description: 2000 word essay

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio - Component B (First Sit)**

Description: Portfolio

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5

**Written Assignment - Component A (Resit)**

Description: 2000 word essay

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio - Component B (Resit)**

Description: Portfolio

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Philosophy [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

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

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

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

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

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