1. **Title of the module**

PHIL3050 (PL305) – Existentialism

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Philosophy (Singe and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate an understanding of existentialism and its relation to the history of philosophy;

8.2 Demonstrate an understanding of different arguments for the nature of existence according to the concepts of being, existence, freedom, finitude, anguish and death;

8.3 Think out, articulate and defend their views on some fundamental issues in moral philosophy;

8.4 Formulate and express philosophical ideas both in speech and in writing;

8.5 Engage in a close reading of some major texts of European philosophy;

8.6 Engage critically with some basic philosophical concepts and theories in contemporary ethics;

8.7 Present, orally and in writing, the theories articulated in philosophical texts and their own ideas and critical arguments in response to the texts.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Engage critically with the material, and to develop their own ideas and responses to it;

9.2 Demonstrate their skills in critical analysis and argument through an engagement with the relevant issues, both through their reading and through listening to others;

9.3 Demonstrate their ability to make complex ideas clearly understandable in their writing;

9.4 Work autonomously and take responsibility for their learning.

1. **A synopsis of the curriculum**

This module provides an introduction to some of the main themes and ideas in the existentialist tradition. Texts studied will include works of philosophy and literature, for it is characteristic of this philosophical tradition to cross that divide. Students will study extracts from primary texts, usually including some of the following works: *The Myth of Sisyphus* (Camus), *Being and Nothingness* (Sartre), *The Mystery of Being* (Marcel), *Philosophy of Existence* (Jaspers), *Being and Time* (Heidegger), *History and Truth* (Ricoeur) and *Thus Spoke Zarathustra* (Nietzsche). The emphasis throughout will be on the philosophical significance of the ideas studied. Main themes to be studied will include: concepts of freedom, authenticity, the nature of the self, the “death of God”.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Camus, A. (1955). *The Myth of Sisyphus and Other Essays* [1942], trans. Justin O’Brien, New York: Vintage

Heidegger, M, (1971), ‘Building, Dwelling Thinking’ [1952], in *Poetry, Language, Thought*, trans. Albert Hofstadter, New York: Harper & Row

Jaspers, K. (1986). ‘Existence – Existenz’ [1932], in *Basic Philosophical Writings*, Athens: Ohio University Press

Macquarrie, J. (1972). *Existentialism: An Introduction, Guide and Assessment*, Harmondsworth: Penguin

Marcel, G, (1951). *The Mystery of Being: I. Reflection and Mystery* [1949-50], Chicago: Henry Regnery

Sartre, J. (2000). *Being and Nothingness* [1943], trans. Hazel Barnes, London: Routledge

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,250 words) – 40%
* Essay 2 (1,250 words) – 50%
* Seminar Performance – 10%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Performance | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Throughout the module we will cover students’ comprehension of a wide range of topics of international relevance. By completing the various assessments students will learn to navigate an increasingly interconnected world.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |