1. **Title of the module**

PHIL5730/PHIL5990 (PL573/PL599) – Wittgenstein: Meaning and Mind

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 5 (PHIL5990) and Level 6 (PHIL5730)

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

30 Credits (15 ECTS)

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

Autumn or Spring

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

None

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

Optional for BA Philosophy (Single and Joint Honours)

Also available as a ‘wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

8.1 Articulate and critically discuss the main ideas in the text;

8.2 Articulate and critically discuss the main arguments for those ideas;

8.3 Show some understanding of the main intellectual environment in which the text was written;

8.4 Show appreciation of the questions that were raised in the text and why they were important, and, connect these points to the above;

8.5 Show understanding of some of the criticisms of the text and analyse them.

**On successfully completing the module Level 6 students will be able to:**

8.6 Articulate and critically discuss the main ideas in the text;

8.7 Articulate and critically discuss the main arguments for those ideas;

8.8 Show thorough understanding of the main intellectual environment in which the text was written;

8.9 Show in-depth appreciation of the questions that were raised in the text and why they were important, and, connect these points to the above;

8.10 Show thorough understanding of the main criticisms of the text and analyse them.

1. **The intended generic learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

9.1 Have developed their skills in critical analysis and argument through both their reading and through listening to others;

9.2 Have developed their ability to make complex ideas clearly understandable in their philosophical writing;

9.3 Have developed their ability to make complex ideas clearly understandable in their public speaking;

9.4 Have developed their ability to work autonomously and to take responsibility for their learning.

**On successfully completing the module Level 6 students will be able to:**

9.5 Have developed their skills in critical analysis and argument to a high degree, through both their reading and through listening to others;

9.6 Have developed their ability to make complex ideas clearly understandable in their philosophical writing, displaying a high level of analytic accuracy;

9.7 Have developed, to a high degree, their ability to make complex ideas clearly understandable in their public speaking;

9.8 Have developed, to a high degree, their ability to work autonomously and to take responsibility for their learning.

1. **A synopsis of the curriculum**

The module will enable students to acquire knowledge and understanding of Wittgenstein’s approach to philosophy, and to acquire familiarity with major themes especially in the areas of epistemology, metaphysics, philosophy of mind, and philosophy of language. The module will give students practice in deploying their critical philosophical skills.

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

Hacker, P. (1997), *Insight and Illusion: Themes in the Philosophy of Wittgenstein*, Bristol: Thoemmes Press.

Kanterian, E. (2007), *Wittgenstein*, London: Reaktion Books.

Wittgenstein, L. (2001), *Tractatus Logico-Philosophicus*, London: Routledge.

Wittgenstein, L. (1972), *The Blue and Brown Books*, Oxford: Blackwell.

Wittgenstein, L. (1981), *Remarks on the Foundations of Mathematics*, Oxford: Wiley.

Wittgenstein, L. (1953) *Philosophical Investigations*, Oxford: Blackwell.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Essay (3,000 words) – 70%
* Weekly Reading Summary (300 words) – 20%
* Seminar Participation – 10%

13.2 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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |
| Weekly Reading Summary | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminar Participation | **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**

This module deals with an internationally renowned European philosopher. The assessment tasks will enable students to be true citizens of the world, since students will learn to be good public speakers, critical thinkers and aware of the great philosophical tradition of humankind. The teaching methods correspond to these aims, as does the support activity, since students will be taught, for example, how to use the internet to obtain reliable and thorough information about the contents of the course.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 19/01/17 | Major | September 2017 | 1, 3, 6, 8-13 | No |
| 01/12/19 | Major | September 2020 | 1, 12 | No |

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| Revised FSO Feb 2020 |