1. **Title of the module**

PHIL6240/PHIL6250 (PL624/PL625) – The Tragedy of Human Reason: Kant's Critique of Pure Reason

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 (PHIL6250) & Level 6 (PHIL6240)

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 Outline and demonstrate understanding through clear expression of important texts on reason and metaphysics in the European philosophy;

8.2 Articulate and critically discuss the main arguments for those ideas, using at least two contemporary interpretations of these texts;

8.3 Comment on the themes and critically assess these texts’ and theories’ contributions to contemporary philosophical themes;

8.4 Demonstrate understanding of the main intellectual environment in which these texts were written.

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

8.5 Demonstrate depth of knowledge of important important texts on reason and metaphysics in the European philosophy;

8.6 Articulate and critically discuss the main arguments for those ideas, using at least three contemporary interpretations of these texts, and also discuss critically these interpretations;

8.7 Demonstrate comprehensive understanding of how these texts contribute to contemporary philosophical themes;

8.8 Demonstrate comprehensive and systematic understanding of the main intellectual environment in these texts were written.

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

9.1 Demonstrate skills in critical analysis and argument, both through their reading and through listening to others;

9.2 Demonstrate an ability to make complex ideas understandable in their writing;

9.3 Demonstrate an ability to make complex ideas understandable in their public speaking;

9.4 Demonstrate an ability to work autonomously and to take responsibility for their learning;

9.5 Read and engage with set texts.

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

9.6 Demonstrate confident and composed skills in critical analysis and argument, both through their reading and through listening to others;

9.7 Demonstrate an ability to make complex ideas understandable in their writing, and focussed on precision and clarity;

9.8 Demonstrate an ability to make complex ideas understandable in their public speaking;

9.9 Demonstrate confidence in working autonomously and taking responsibility for their learning;

9.10 Read and engage with set texts.

1. **A synopsis of the curriculum**

The curriculum will focus on an important classic texts on reason and metaphysics in the European tradition. The relation between reason and metaphysics has been a focus of philosophy ever since Plato. This includes questions concerning the nature of the mind, the scope and limits only knowledge, the essence of reality, of space, time and existence, and the possible existence of the soul, free will and God. Students will be expected to read such classic texts (for example, Kant’s *Critique of Pure Reason*), but also contemporary critical commentaries.

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

Plato, *Politeia,* (any edition)

Aquinas, T. (1265-1274) *Summa Theologica* (any edition)

Hobbes, T. (1651) *Leviathan* (any edition)

Husserl, E. (1900-1901) *Logical Investigations* (any edition)

Kant, I. (1781) *Critique of Pure Reason* (any edition)

Locke, J. (1689), *Two Treatises on Government* (any edition)

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%
* Summary of weekly reading (300 words) – 20%
* 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)**

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| **Module learning outcome** | *8.1 / 8.5* | *8.2 / 8.6* | *8.3 / 8.7* | *8.4 / 8.8* | *9.1 / 9.6* | *9.2 / 9.7* | *9.3 / 9.8* | *9.4 / 9.9* | *9.5 / 9.10* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Lecture/Seminar | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Performance |  |  |  |  | **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 internationally renowned philosophical texts of the European tradition. 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.

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**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 |