1. **Title of the module**

PHIL6690 (PL669) – Philosophy of History

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 6

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 students will be able to:**

8.1 Demonstrate a systematic understanding of, and ability to evaluate, the major philosophical theories of history as a discipline;

8.2 Engage critically with some of the central issues and controversies in the philosophy of history through their study of the relevant arguments (e.g., for the nature of historical causality, or the possibility of counterfactual history), and ultimately support a solution to a particular issue;

8.3 Recognise, critically evaluate, and demonstrate understanding of the implications of positions addressing the questions of the certainty of historical knowledge, and of its current relevance;

8.4 Demonstrate the ability to engage in a close critical reading of some of the major texts in the philosophy of history and refer to these to support their own position.

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

9.1 Demonstrate their skills in analysis and articulating a coherent position;

9.2 Engage in oral and written argument and use such arguments to support a coherent position;

9.3 Demonstrate their skills in critical analysis, argument, and supporting a particular position through their engagement with major texts, through reading, writing, and discussion;

9.4 Work well alone, taking responsibility for their own learning;

9.5 Demonstrate their ability to clarify complex ideas and arguments, to develop their own ideas and arguments, and to express them orally and in writing.

1. **A synopsis of the curriculum**

In this module we consider what it is that history studies—individual actions, social structures, states, empires, religious movements, social classes, periods and regions, civilizations, large causal or law-governed processes. We explore whether history as a whole has meaning, structure, or direction, beyond the individual events and actions that make it up and the nature of causal influence among historical events or structures that underwrites historical explanations.

We continue by examining what is involved in our knowing, representing, and explaining history by asking what role is played by the interpretation of the “lived experience” of past actors in our historical understanding, and how the historian arrives at justified statements about this lived experience. Can we arrive at justified and objective interpretations of long-dead actors, their mentalities and their actions, or does all historical knowledge remain permanently questionable?

Finally, we consider the extent to which human history is constitutive of the human present. Can historical understanding of events in the past inform our policies and actions in current situations judged in important respects to be sufficiently similar?

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

Carr, E. (1990*). What is History? New edition*, London: Penguin.

Collingwood, R. (1994). *The Idea of History* (Revised edition), Oxford: Oxford University Press.

Cox, L. 2014. ‘The Convergence of Ricoeur’s and Von Wright’s Complex Models of History’, *Ricœur Studies*, 5(1), pp. 95-114.

Day, M. (2008). *The Philosophy of History: An Introduction*, London: Continuum Press.

Førland, T. (2017). *Values, Objectivity, and Explanation in Historiography*, New York: Routledge.

Gilbert, B. (2019). *A Personalist Philosophy of History*, New York: Routledge.

Little, D. (2010). *New Contributions to the Philosophy of History*, New York: Springer.

Lemon, M. (2003). *Philosophy of History: A Guide for Students*, New York: Routledge.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Group Presentation (15 minutes) – 15%
* Essay 1 (1,800 words) – 30%
* Essay 2 (3,000 words) – 55%

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **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** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Group Presentation | **x** |  | **x** |  | **x** | **x** | **x** |  | **x** |
| Essay 1 | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **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**

The subject content of this module is evidently international as the ideas that will be considered bear on the way historical studies are conducted around the world, as well as considering that history takes as its subject matter peoples and cultures throughout the world. In particular, the various standpoints of historians and historical actors across cultural boundaries is considered.

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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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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