1. **Title of the module**

PHIL6700 (PL670) – Doing Philosophy

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

Division of Arts & Humanities

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

Level 5

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 course(s) of study to which the module contributes**

Compulsory for BA Philosophy (Single and Joint Honours)

Also available as an elective module

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

8.1 Demonstrate assured understanding of a range of topics in philosophy;

8.2 Demonstrate deep understanding of the different and sometimes conflicting approaches to philosophy in historical and contemporary research;

8.3 Engage critically with philosophical arguments in a way that is considered, reflective, and imaginative;

8.4 Write philosophy in a way that is reflective, structured and coherent.

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

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

9.2 Demonstrate their ability to make ideas clearly understandable in their writing;

9.3 Demonstrate their ability to make basic ideas clearly understandable for a live audience and their ability to work autonomously and in groups, and to take responsibility for their learning.

1. **A synopsis of the curriculum**

Philosophers have conceived of their subject in a variety of ways, as rational systematisation, as a guide to the good life, as continuous with science, as dialogue, as critique, as therapy, and so on. In this module a small sample of topics will be chosen from a range of fields, for instance, ethics, politics, and science. Through team teaching, students are shown various—sometimes competing—ways to approach, discuss and respond to the chosen topics. This will include consideration of a number of techniques adopted by philosophers, such as, the use of the history of philosophy, conceptual analysis, thought experiments, formal philosophy, public philosophy and experimental philosophy.

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

Cappelen, H., Gendler, T. and Hawthorne, J. (eds.) (2016). *The Oxford Handbook of Philosophical Methodology*. Oxford: Oxford University Press

Daly, C. (2010). *An Introduction to Philosophical Methods*, Peterborough, Canada: Broadview Press.

D'Oro, G. and Overgaard, S. (eds.) (2017). *The Cambridge Companion to Philosophical Methodology*. Cambridge: Cambridge University Press.

Haug, M. (ed.) (2014). *Philosophical Methodology: The Armchair or the Laboratory?* London: Routledge.

Williamson, T. (2020). *Philosophical Method: A Very Short Introduction*. Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

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

* Group Presentation (15 minutes) – 20%
* Public Philosophy Assignment (1,500 words) – 30%
* Essay (2,500 words) – 50%

13.2 Reassessment methods

* 100% Coursework (3,000 words)

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 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** |  | **x** |  | **x** |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Group Presentation | **x** | **x** | **x** |  | **x** |  | **x** |
| Public Philosophy Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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 international in character, in that students will study the work of philosophers and practitioners whose work has had truly global influence. The questions and debates the module covers—including the nature of philosophical reasoning—figure in international as well as local debate, and this is reflected in the material and examples we will examine in lectures and seminar discussion.

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