1. **Title of the module**

RSST3500 (TH350) The Global Search for Meaning

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

School of European Culture of 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)**

Autumn or Spring

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

Co-requisite: RSST3490 (TH439)

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

Compulsory for BA Global Philosophies (Single Honours)

Optional for BA Religious Studies (Single and Joint Honours); BA Asian Studies (Joint Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an appreciation for key themes that shape a variety of philosophical, cultural and religious traditions across the globe;
	2. Describe and present discussions and debates surrounding these key concepts, ideas, and practices;
	3. Understand and contrast approaches to key themes across more than one culture, comparing different views and practices;
	4. Demonstrate an appreciation of the intercultural challenges of comprehending, comparing and contrasting different cultural traditions;
	5. Apply a variety of methodological, hermeneutical and historiographical perspectives relevant to the study of philosophical and theoretical ideas explored in the module.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a capacity to engage with a variety of scholarly resources to extend the understanding, evaluate evidence and construct a persuasive argument;
	2. Use basic electronic resources to further their research skills;
	3. Demonstrate a basic grasp of good citation and referencing skills.
3. **A synopsis of the curriculum**

This module provides a thematic introduction to selected topics and debates that span global philosophical, religious and cultural traditions. It will explore issues such as the nature of reality, of the self, and of goodness or value, the foundations of ethics and the ideal society, and the goals of life in a variety of worldviews. Cross-referencing cultural traditions with broader theoretical and philosophical debates, it seeks to provide a foundation for understanding key concepts and themes found within the world’s traditions of philosophy and religion, and exploring their implications for fundamental debates about truth, society, psychology and the good life.

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

Cooper, D (2002). *World Philosophies: An Historical Introduction* (second edition). Chichester, Sussex: John Wiley and Sons.

Cooper, D (2009). *Philosophy: The Classic Readings*. Chichester, Sussex: Wiley-Blackwell.

Hadot, P (1995). *Philosophy as a Way of Life*, trans. M. Chase. Oxford: Blackwell.

Midlgeley, M (2004). *The Myths We Live By*. London: Routledge.

Smart, N (2017) *World Philosophies* (second edition). London: Routledge.

Tofhigian, O (2016) *Myth and Philosophy in Platonic Dialogues*. London: Palgrave-Macmillan.

1. **Learning and teaching methods**

This module will be taught by means of lectures and seminars.

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**

13.1 Main assessment methods

This module will be assessed by 100% coursework.

* Annotated bibliography (1,000 words) – 30%
* Essay (2,500 words) – 70%

13.2 Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment essay (3,000 words) – 100%
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* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |
| *Private Study* | 130 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Lecture* | 10 | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| *Seminar* | 10 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Annotated Bibliography* |  | **x** |  |  |  | **x** | **x** | **x** |
| *Essay* | **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 reflects internationalisation throughout, both in the subject content as well as the assessments, in that it focuses on an examination of global cultures and the cultivation of methods for the comparison and contrasting of their views and practices.

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