1. **Title of the module**

PHIL3170 (PL317) Time: An Introduction

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 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**

None

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

Optional 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 an understanding of basic issues in the philosophy of time;

8.2 Think out, articulate, and defend their views on some basic issues in the philosophy of time;

8.3 Reflect on their own experiences of change over time;

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 an engagement with these issues, both through their reading and through listening to others;

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

9.3 Demonstrate an ability to make complex ideas clearly understandable for a live audience and have developed their ability to work autonomously and to take responsibility for their learning;

9.4 Engage critically, in a variety of media, with their own views and views of others.

1. **A synopsis of the curriculum**

What is time? Augustine famously answered ‘If nobody is asking me, I know; if somebody asks and I try to explain, I don’t know’. In this module we try to explain what time is, and reflect upon the condition of living in time. The module will cover challenges to our understanding of time from physics, psychology, and philosophy, and will engage with problems of acting and living within a changing world.

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

Baron, S. and Miller, K. (2018). *An Introduction to Philosophy of Time*, London: Polity Press.

Callender, C. (2017). *What Makes Time Special?* Oxford: Oxford University Press.

Maudlin, T. (2012). *Philosophy of Physics: Space and Time*, Oxford: Princeton University Press.

Parfit, D. (1984). *Reasons and Persons* Oxford: Oxford University Press.

Sullivan, M. (2018). Time Biases, Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

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

* Essay (1,500 words) 40%
* Reflection (1,000 words) 35%
* Reflective Diary (10 x 100 words) 15%
* Seminar Performance 10%

13.2 Reassessment methods

* 100% Coursework (2,000 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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** |  | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** |  |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** | **x** |  | **x** | **x** |  | **x** |
| Reflection | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Reflective Diary |  |  | **x** |  |  | **x** | **x** |
| Seminar Performance | **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**

Throughout the module we will cover students’ comprehension of a wide range of topics of international relevance; time passes everywhere. By completing the various assessments students will learn to navigate an increasingly interconnected world.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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