1. **Title of the module**

PHIL6380/PHIL6390 (PL638/PL639) – Death and Beauty: Schopenhauer and Nietzsche

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 (PHIL6380) and Level 6 (PHIL6390)

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)

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

8.1 Demonstrate critical understanding of a specific writing or writings by Schopenhauer;

8.2 Connect specific writing or writings of Schopenhauer to modern works and themes and comment on those themes;

8.3 Demonstrate critical understanding of a specific writing or writings by Nietzsche

8.4 Connect specific writing or writings of Nietzsche to modern works and themes and comment on those themes;

8.5 Connect and contrast the benefits of Schopenhauer and Nietzsche’s ideas to each other and critically compare them..

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

8.6 Demonstrate a systematic understanding of a specific writing or writings by Schopenhauer;

8.7 Connect specific writing or writings of Schopenhauer to modern works and themes, and comment on those themes and critically assess Schopenhauer’s contributions;

8.8 Demonstrate a systematic understanding of a specific writing or writings by Nietzsche;

8.9 Connect specific writing or writings of Nietzsche to modern works and themes, and comment on those themes and critically discuss Nietzsche’s contributions;

8.10 Connect and contrast the benefits of Schopenhauer and Nietzsche’s ideas to each other, and critically compare them in a sustained manner that shows depth of understanding.

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

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

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

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

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

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

9.5 Demonstrate enhanced skills in critical analysis and argument both through their reading and through listening to others;

9.6 Demonstrate a deepened ability to make complex ideas understandable in their philosophical writing, and focussed on precision and clarity;

9.7 Demonstrate a deepened ability to make complex ideas understandable in their public speaking;

9.8 Demonstrate confidence in working autonomously and taking responsibility for their learning.

1. **A synopsis of the curriculum**

This module concerns ideas of two of the most interesting of Western philosophers: Arthur Schopenhauer and Friedrich Nietzsche. Both thinkers developed ideas that transformed much of the intellectual landscape of the twentieth century, and both wrote books that prove fruitful for successive generations. They wrote on many themes: ethics, religion, aesthetics, metaphysics, and epistemology. Both take their starting point from those thinkers that came before, notably Kant and Hegel. However, they are interesting to compare because they have such different views on philosophical thought and various themes. In particular, some of Nietzsche’s thought is framed explicitly in opposition to Schopenhauer’s, with the former casting the latter as the great pessimist. An appreciation of their ideas is an important part of the education of many philosophy students. However, both Schopenhauer and Nietzsche can be hard writers to read and understand. This module is designed both to introduce some of their ideas and develop a student’s appreciation of them such that he or she can discuss them with confidence and critical insight.

The module will not cover all of the writings of either or both thinkers. Students will typically read selections from Schopenhauer’s The World as Will and Representation, and his essays, and then selections from a variety of Nietzsche’s works, or one work in full. These will be read on their own, with ideas from both thinkers compared. Modern writers and commentators will be read in addition to help reveal the importance of Schopenhauer’s and Nietzsche’s ideas.

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

Gemes, K. and Simon May (eds.) (2011). *Nietzsche on Freedom and Autonomy* (Oxford: OUP).

Janaway, C. (1989). *Self and World in Schopenhauer’s Philosophy* (Oxford: OUP).

Janaway, C. (1999). *The Cambridge Companion to Schopenhauer* (Cambridge: CUP)

Leiter, B. and Neil Sinhababu (eds.) (2009). *Nietzsche and Morality* (Oxford: OUP).

Nietzsche, F. (1993). *The Birth of Tragedy* (London: Penguin)

Schacht, R. (1994). *Nietzsche, Genealogy, Morality: Essays on Nietzsche’s ‘On the Genealogy of Morals’* (California UP).

Schopenhauer, A. (1973). *Essays and Aphorisms* (London: Penguin)

Schopenhauer, A. (1969). *The World as Will and Representation* (New York: Dover)

Vandenabeele, B. (2012) (ed.). *A Companion to Schopenhauer* (London: Blackwell).

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

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

* Essay 1 (Level 5 – 1,000 words; Level 6 – 1,200 words) – 30%
* Essay 2 (2,000 words) – 60%
* Seminar Performance – 10%

For essay 1, Level 6 students will be required to provide a short critical discussion on the topic. Additionally, aside from the extra words and the slight difference in their respective essays, Level 5 and Level 6 students will be given questions that are appropriate to their level of study in order to distinguish them and assess their respective learning outcomes. The seminar performance assessment will be tailored to the respective level – level 6 students will be expected to give a more critical input on the weekly reading.

* 1. 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 / 8.6* | *8.2 / 8.7* | *8.3 / 8.8* | *8.4 / 8.9* | *8.5 / 8.10* | *9.1 / 9.5* | *9.2 / 9.6* | *9.3 / 9.7* | *9.4 / 9.8* |
| **Learning/ teaching method** | |  |  |  |  |  |  |  |  |  |
| Private Study | | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Lecture | | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| **Assessment method** | |  |  |  |  |  |  |  |  |  |
| Essay 1 | | **x** |  | **x** |  |  | **x** | **x** |  | **x** |
| Essay 2 | |  | **x** |  | **x** | **x** | **x** |  |  | **x** |
| Seminar Performance | | **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**

This module deals with two internationally renowned European philosophers. 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. The teaching methods correspond to these aims, as does the support activity, since students will be taught, for example, how to use the internet to obtain reliable and thorough information about the contents of the course.

**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.**

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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) |
| 09/02/18 | Major | September 2018 | 8, 9, 13, 14 | No |
|  |  |  |  |  |