1. **Title of the module**

HART3610 (HA361) Introduction to Aesthetics and the Philosophy of Art *(15 Credit version)*

HART3620 (HA362) Introduction to Aesthetics and the Philosophy of Art *(30 Credit version)*

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

School of Arts

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) HART3610

30 credits (15 ECTS) HART3620

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**

BA Art History and associated programmes

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

8.1 demonstrate a broad understanding of some important classic texts and authors in the history of the Philosophy of Art and a broad understanding of the central debates about art and artistic evaluation in contemporary philosophy;

8.2 demonstrate how to relate the ideas and concepts that can be found in classic texts with the ideas and debates that are currently discussed in the philosophy of art and art criticism;

8.3 demonstrate an understanding of the relevance of philosophical ideas to everyday artistic practice and criticism;

8.4 demonstrate the conceptual and intellectual tools to understand, evaluate and argue about art.

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

9.1 demonstrate developed analytical skills and more general intellectual skills such as the ability to synthesise and distinguish the main arguments and claims from the accessory information.

9.2 demonstrate developed conceptual problem-solving skills, that will allow them to develop persuasive arguments contrasting the strengths and weaknesses of various theoretical positions;

9.3 demonstrate developed key communication skills, improving performance, and working in groups, to a level where a substantial degree of autonomy and self-reflexive awareness is achieved in these tasks;

9.4 communicate effectively, using appropriate vocabulary and illustrations, ideas and arguments in both a written and oral form;

9.5 read effectively, analyse and use a range of primary and secondary texts;

9.6 locate and use appropriately a range of learning and reference resources (including visual resources) within the Library and elsewhere, including museums, galleries and the internet.

1. **A synopsis of the curriculum**

This course aims to provide students with an introduction to aesthetics and the philosophy of art. The first part of the course focuses on some of the major texts in the history of the philosophy of art in the western tradition (e.g., Plato’s *Republic*, Aristotle’s *Poetics*, Hume’s *Of the Standard of Taste* and Kant’s *Critique of Judgement*). The second part of the course focuses on central contemporary debates in the philosophy of art (e.g., What is Art? Artistic and Aesthetic Evaluation and the problem of forgery, Intention and Interpretation, Ethical criticism of art, Art and Emotion, Art and Feminism.) The student will be encouraged to see connections between the two parts of the module and to understand how contemporary debates (both philosophical and those found in the public opinion and art criticism) can be traced back to or even helpfully illuminated by old and contemporary philosophical debates.

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

Plato, The Republic, (books II, III and X), Aristotle, Poetics, (Penguin), Hume Of the Standard of Taste, Immanuel Kant, The Critique of Judgement, tr. J. C. Meredith, Oxford: Oxford University Press 1952 (1790). Levinson, Jerrold, The Oxford Handbook of Aesthetics (Oxford; New York: Oxford University Press, 2005); Gaut, Berys, and Dominic McIver Lopes, eds., The Routledge Companion to Aesthetics, 2nd edn (Routledge, 2005); Noel Carroll – Philosophy of Art (Routledge)

1. **Learning and teaching methods**

Total contact hours: 44

Private study hours: 256 (106 hours for 15 credit version)

Total study hours: 300 (150 hours for 15 credit version)

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

HART3610:

Essay (1500 words) (70%)

Seminar Preparation (30%)

HART3620:

Essay 1 (2000 words) (50%)

Essay 2 (1000 words) (25%)

Seminar Preparation (25%)

13.2 Reassessment methods

Like for Like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** |  |  |  |  | **X** | **X** |
| *Lecture* | **X** | **X** | **X** | **X** |  |  |  |  |  |  |
| *Seminar* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Essays* |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Preparation* | **X** | **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**

Like other History of Art modules, this module incorporates substantial internationally-focused content. In particular, its teaching gives significant attention to a range of artwork by internationally-based practitioners and theories developed by internationally based-writers. Students also have the option of addressing international features of culture and practices in art in their assessment.

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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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018