1. **Title of the module**

HART5860 (HA586) Aesthetics of Photography

HART6570 (HA657) Aesthetics of Photography

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

Arts and Humanities

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

Level 5 – HA586 Level 6 – HA657

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**

BA History of Art

Also available as a Wild Module

1. **The intended subject specific learning outcomes.
On successfully completing the level 5 module students will be able to:**
	1. Demonstrate knowledge and critical understanding of a wide range of philosophical issues to which the medium of photography gives rise.
	2. Demonstrate an ability to analyse, discuss and critically assess a wide range of philosophical issues to which the medium of photography gives rise.
	3. Demonstrate an ability to use examples from the history of photography to support or question ideas defended by philosophers and theorists of the medium.
	4. Demonstrate an ability to analyse, critically discuss and assess the ideas and arguments of historians and theorists that have shaped debates about the nature and value of photography
	5. Demonstrate an ability to formulate and defend a critically informed position on key topics in the field of the philosophy of photography.

**On successfully completing the level 6 module students will also be able to:**

* 1. Demonstrate a systematic knowledge and understanding of a wide range of philosophical issues to which the medium of photography gives rise.
	2. Demonstrate an advanced ability to analyse, discuss and critically assess a wide range of philosophical issues to which the medium of photography gives rise.
	3. Demonstrate an advanced ability to use examples from the history of photography and wider aesthetic theory to support or question ideas defended by philosophers and theorists of the medium.
	4. Demonstrate an advanced ability to critically discuss and assess the ideas and arguments of historians and theorists that have shaped debates about the nature and value of photography
	5. Demonstrate an advanced ability to formulate and defend a critically informed position on key topics in the field of the philosophy of photography that incorporates a wide range of contemporary thought about the medium.
1. **The intended generic learning outcomes.**

**On successfully completing the module both Level 5 and 6 students will be able to:**

* 1. Demonstrate skills of visual, critical and historical analysis, together with generic intellectual skills of synthesis, summarisation, critical judgement and problem-solving, that will allow for the construction of original and persuasive arguments.
	2. Demonstrate the skills of communication, improving performance, problem-solving, working with others and effective use of appropriate vocabulary and illustrations, ideas and arguments in both a written and oral form.
	3. Appropriately use a range of learning and reference resources (including visual resources) within the Templeman Library and elsewhere, including the critical use of the internet and a range of primary and secondary texts.
	4. Employ information technologies to research and present their work.

**In addition to more developed understanding and abilities in relation to 9.1 – 9.4, Level 6 students will be able to:**

* 1. Demonstrate the acquisition of an independent learning style; for example, in the preparation and presentation of course work, in carrying out independent research, in showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.
	2. Approach problem-solving creatively and form critical and evaluative judgments about the appropriateness of these approaches to a level where a substantial degree of autonomy and self-reflexive awareness is achieved in these tasks.
1. **A synopsis of the curriculum**

This module explores a number of questions and issues that have predominated, and thereby shaped, philosophical study and debates about the photographic medium. Some of these issues have a long history, such as whether photographs are a distinctive representational and pictorial kind or just a new way of making fundamentally the same kind of picture that existed prior to photography’s invention. Others are questions that have only emerged relatively recently to dominate discussion, such as the debate about what exactly a photograph is. Although the exact topics to be explored in any year may change, the curriculum will consistently be structured around the issues of the disputed nature and value of photographs, similarities and differences with other modes of pictorial representation, and the significance of the advent of digital technologies. In addition, the exploration of these issues will look beyond the debates to the cultural sources and impacts of the ideas being explored philosophically.

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

Costello, D (2017) *On Photography: A Philosophical Inquiry*, London, Routledge

Costello, D and Lopes, D (eds.) (2012) *The Media of Photography*, Oxford, Blackwell

Lopes, D (2016) *Four Arts of Photography: An Essay in Philosophy*, Oxford, Blackwell

Walton, K (2008) *Marvellous Images: On Values and the Arts*, Oxford, OUP

Walden, S (ed.) (2010). *Philosophy and Photography*, Oxford, Blackwell

1. **Learning and teaching methods**

Total contact hours: 50

Total private study hours:250

Total module study hours: 300

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

Essay 1 (1500 words) – 30%

Essay 2 (2500 words) – 50%

Seminar Portfolio (3000 words) – 20%

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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Lectures** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Seminars** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Short Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Long Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Portfolio  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **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 materials used on the module will be drawn as much as possible from writers from across the globe. The teaching will emphasise that issues under discussion have global relevance for the understanding of a globally significant medium.

**DIVISIONAL 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) |
| 20/01/21 | Minor | 2021/22 | 1-2, 7-14 | No |
|  |  |  |  |  |