1. **Title of the module**

RSST6180 (TH618) – Intoxicated Philosophers: Religion and Drugs in Continental Philosophy

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 6

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 Religious Studies (Single and Joint Honours.

Also available as a ‘wild’ module choice.

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

8.1 Demonstrate comprehensive understanding of what continental philosophy is according to its history, themes, methods and thinkers;

8.2 Understand religion through a broad range of continental philosophical approaches including those that are at the forefront of the discipline;

8.3 Employ a systematic understanding of hermeneutical, phenomenological, feminist and genealogical approaches to understanding key questions and problems in religious discourse;

8.4 Use the critical approaches of continental philosophy to evaluate arguments, assumptions and abstract concepts;

8.5 Demonstrate a significant understanding of how religion is shaped by the history of philosophy.

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

9.1 Evaluate information, arguments and abstract concepts, and present that information to specialist and non-specialist audiences;

9.2 Initiate and undertake critical analysis of information, arguments, assumptions and abstract concepts, and make judgements, and frame appropriate questions;

9.3 Demonstrate an ability to exercise initiative and personal responsibility by identifying and undertaking further learning.

1. **A synopsis of the curriculum**

This is an introduction to the Continental philosophy of religion which orients itself around philosophical discussions of religion as a form of intoxication. This module will be divided into two parts. First, it will familiarise students with how Continental philosophy has developed in response to methodological and historical questions. Second, it will then show how Continental philosophy applies to the philosophy of religion by discussing traditional religious problems—e.g., the existence of God, the problem of theodicy, the conception of the good life—and seeing how seminal Continental thinkers engage with these issues in diverse ways. The first part of the module will discuss critical, historical-based methodologies in: philosophical hermeneutics (Gadamer and Ricoeur), phenomenology (Dupré and Marion) and geneaology (Foucault). The second part of the module will utilise contemporary scholarship consisting in contemporary philosophers applying the aforementioned methodological approaches to religious problems.

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

Anderson, P.S. (2003). “Feminism in the Philosophy of Religion” in *Explorations in Contemporary Continental Philosophy of Religion*, eds. Deane-Peter Baker and Patrick Maxwell (Amsterdam, NY: Rodopi), pp. 189–206.

Critchley, S. (2001). *Continental Philosophy: A Very Short Introduction* (Oxford: Oxford University Press).

Dupré, L. (1993). *Passage to Modernity: An Essay in the Hermeneutics of Culture* (New Haven: Yale University Press).

Joy, M. (2010) (ed.), *Continental Philosophy and the Philosophy of Religion* (Dordrecht: Springer).

Ricoeur, P. (1995). *Figuring the Sacred*, ed. Mark Wallace (Minneapolis: Fortress Press).

---------- “Religion, Atheism, and Faith” in *The Conflict of Interpretations*, ed. D. Ihde (Evanston: Northwestern University Press, 1974), pp. 440–467.

Ward, G. (2004). *The Blackwell Companion to Postmodern Theology* (Oxford: Blackwell)

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Introduction to Essay (500 words) – 15%
* Text Commentary (2,000 words) – 35%
* Essay (3,500 words) – 50%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
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 and 8.6 | 8.2 and 8.7 | 8.3 and 8.8 | 8.4 and 8.9 | 8.5 and 8.10 | 9.1 and 9.4 | 9.2 and 9.5 | 9.3 and 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Introduction to Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Text Commentary | **x** | **x** | **x** | **x** | **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 course develops a strong sense of important national distinctives shaping the modern and contemporary conversations about philosophy and religion. We will discuss national differences in the institutional management of religion, philosophy as an academic formation, and aspects of the respective cultural roles of drugs. Students will be asked to reflect on international markets and calls for international funding in their written work.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 29/01/18 | Major | January 2019 | 1, 7-10, 13 |  |
| 10/12/19 | Major | September 2020 | 1, 3, 8, 9, 12 | No |