

Modern Philosophy 1800-1960

7.1 Module Overview									
Module Number		Module Title	Modern Philosophy: 1800 - 1960						
Stage of Principal Programme			2	Semester	2	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E Core	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
• Independent Reading and Learning					✓	52			
• Research, Preparation and completion of assessments					✓	10			
• Exam Preparation					✓	35			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area
Tutor	A minimum level 9 qualification in Philosophy or closely cognate area
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	30%	Proctored Exam – in person	70%	Practical Skills Based	
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #

1. Understand each thinker as part of the development of key issues within the period of philosophy looked at and identify the key theme of the relationship between the developing ideas of both self and knowledge and the impact on how we understand the world that is given to us in experience.	1, 3, 5, 8
2. Be able to critically assess the contribution of each philosopher to the progression of ideas in the periods explored and their place in the larger context of the history of ideas.	2, 3, 5
3. Understand the relationship between the philosophy of an individual thinker as emerging from its relationship to other thinkers of the period and its engagement with and effect on the ideas of art, music and literature.	1, 2, 3, 8

7.3 Indicative Module Content, Organisation and Structure

The module will cover the following topics:

- German Romanticism (Reason vs. Emotion, art and Philosophy)
- Hölderlin (The synthesis of Art and Philosophy)
- Schopenhauer (The Will, Pessimism and the comfort of art and sex)
- Kierkegaard (Authenticity, choice and the three stages of life)
- Nietzsche (The death of God, the will to power and life's eternal recurrence)
- Sartre (Hell is other people).

The chronological emphasis of the module is designed to introduce the learner to the study of individual thinkers in the context of the intellectual current of ideas in their time. Each thinker will be discussed in relation to the emerging complexities on thought about the self as the romantic period develops into early forms of existentialist thinking. Each individual philosopher's thought will be set in the context of the development of the idea of the idealist subject to the emergence of the notion of solipsism. These overall themes will be traced through the framework of the philosophers' thought.

This module approaches Modern philosophy in terms of a single overarching question: The changing relationship between self and knowledge as it develops from the 1800-1960. Throughout the lectures, this module seeks to emphasise through the development of key thinkers of the period, a developing story of self and its relationship to knowledge that ultimately informs the contemporary debates on gender identity. This module will address the Programme theme of Equality and Diversity.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The teaching and learning strategy will utilise formal lectures with PowerPoint slides and guided topic readings. Lectures will be constructed to consciously set up debate questions that will allow interrupted QandA throughout the lecture delivery time and facilitate a dedicated end session to provide recapping and clarification of issues raised. Learners will have four one-hour tutorial sessions where group discussion, formative feedback on summative tutorial assignments and peer group topic discussion will be take place. Pop quiz, reading comprehension and oral presentations will encourage the learner to contribute and develop critical thinking.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
1	Two reading comprehension assignments. These two assignments will comprise of two questions to be answered in 20 minutes in tutorial. After the assignments are collected, we will brainstorm the answers in class. Learners will be able to evaluate their progress in learning to read philosophy texts.	20%
1, 2, 3	2 hour proctored exam. Learners will answer questions related to key module concepts and theories.	70%
N/A	Attendance: In light of the poor attendance and engagement of learners across the programme since the Covid era, this grade is intended to encourage learners to attend regularly. It also enables learners to learn to work together and learn from each other.	10%

7.8 Sample Assessment Materials
<p>Sample exam questions:</p> <ol style="list-style-type: none"> 1. German Romanticism insisted that art must be seen as being philosophical in its own right and has advantages in revealing the truth of things that cannot be achieved by a traditional understanding of what knowledge is. Chart the emergence of this position within German Idealism. In what sense are the themes of this period reflected in subsequent thinkers? 2. In what way do the individual characters in Hölderlin's poem-novel <i>Hyperion</i> reflect his philosophical position on man's relationship between unity and freedom? In what way can we argue that his thought represents a synthesis of the opposing views of the relationship between knowledge and a more complex notion of self that influences later thought? <p>Sample Continuous Assessment:</p> <p>Continuous Assessment comprises 30% of the overall module grade. It is broken down as follows: Reading comprehension 20%. Continuous assessment is conducted within the space of the tutorial framework that allows for both summative performance in terms of presented work and formative assessment as the learner receives feedback on discussion and progresses through the module.</p> <p>Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.</p>

7.9 Indicative reading lists and other information resources
<p>Indicative Core Reading:</p> <p>Ameriks, Karl, <i>The Cambridge Companion to German Idealism</i> (Cambridge: Cambridge University Press, 2000)</p> <p>Solomon, Robert C., <i>Continental Philosophy since 1750: The Rise and Fall of the Self</i> (Oxford: Oxford University Press, 1988)</p> <p>Indicative Other Resources:</p> <p>Lettow, Susann, and Tuija Pulkkinen, <i>German Idealism and Feminist Philosophy</i>, (UK: Palgrave, 2023)</p> <p>Readings are provided or indicated topic by topic on the module Moodle site available to learners from the beginning of the module.</p>