

Modern Philosophy 1800-1960

Section A: Headline Information							
Module title		Modern Philosophy 1800 - 1960: From Romanticism to Existentialism					
Module NFQ level (only if an NFQ level can be demonstrated)		7/8					
Module number/reference		TBC					
Module Co-ordinator		Dr Noel Kavanagh					
Parent programme(s)		BA (Honours) in Arts and Humanities					
Stage of parent programme		2					
Semester (semester1/semester2 if applicable)		2					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures, tutorials,					
Entry requirements (statement of knowledge, skill and competence)		Successful completion of Stage 1 of the programme or equivalent is required.					
Pre-requisite module titles		N/A					
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Philosophy					
Maximum number of learners per module		60					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2.33					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, tutorial room					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1: 10	4	1:6				97		125 hours
Allocation of marks (within the module)									
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution				30%			70%	100%	

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The philosophy pathway at Stage 2 within the Humanities and Arts degree programme is centred on a historical and chronological overview of the development of Western philosophy. The inclusion of a Stage 2 semester 2 Philosophy module that introduces the learner to modern post Enlightenment thinking from the 1800's to the 1960's will provide a solid year II History of Philosophy grounding. It also provides a stand-alone module for those interested learners from cognate disciplines in the Arts and Humanities programme. PLO's 1, 2, 3, 5, 8.
Module Aims and Objectives	The aim of this module is to provide the learner with an historical overview of the period of European Philosophy from the 1800's to the 1960's. The module centres on the theme of the developing concept of self from German Romantic engagements with new concepts of knowledge. This emphasis on the relationship between self and knowledge will be set against 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 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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 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. (MIPO 1, 3, 6, 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. (MIPO 2, 3, 6) 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. (MIPLO 1, 2, 3, 6)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • 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) <p>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 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.</p>
Module Teaching and Learning Strategy	<p>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.</p> <p>Learners will have four one-hour tutorial sessions where group discussion, formative feedback on summative tutorial assignments and peer group topic discussion will take place. Pop quiz, reading comprehension and oral presentations will encourage the learner to contribute and develop critical thinking.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>

Module Summative and Formative Assessment Strategy	<p>Exam: learners will do one two-hour end of semester examination comprising two questions. Exam questions will concentrate on the overall key themes and will be formulated to spread learning over the course of the module. MIMLO's 1, 2, 3</p> <p>Continuous Assessment: this will be assigned and delivered within the space of the tutorial sessions and will comprise 30%. This will be broken down into reading comprehension 20%, Pop Quiz 10%. This will assess MIMLO's 1, 2, 3.</p>
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: Continuous Assessment comprises 30% of the overall module grade. It is broken down as follows: Reading comprehension 20% Pop Quiz 10%</p> <p>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>
Reading Lists and Other Information Resources	<p>Essential Reading: 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>Other Reading: Readings are provided or indicated topic by topic on the module Moodle site available to learners from the beginning of the module.</p>
Module Physical Resource Requirements	<p>Lecture Hall and tutorial room with PowerPoint, DVD and internet access.</p>