



1. Programme Title(s) and Code(s):

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA Honours Philosophy (Joint)		V502-2000H

2. Academic Session:

2016-17

3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

10

4. Credits:

480

5. Entrance Requirements:

Please refer to the current undergraduate prospectus at: <http://www.gla.ac.uk/prospectuses/undergraduate/>

6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

7. Attendance Type:

Both Full Time and Part Time

8. Programme Aims:

Philosophers seek to answer fundamental questions which arise in ordinary life and in studying other disciplines. Some typical examples of philosophical questions are:

- Are morals simply matters of personal opinion?
- Could life just be one long dream?
- Do we have free will?

¹ This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

- Is it rational to believe in God?
- Is the mind just a machine?

Underlying these are more general issues about knowledge (*Epistemology*), about the nature of the reality (*Metaphysics*), about the ultimate basis of rational conduct (*Ethics*) and about the soundness of arguments (*Logic*).

In the Philosophy classes we aim to introduce you to the study of these issues and to encourage you to think about them for yourself, in a rigorous and systematic way. In doing so you will draw on the work of great philosophers of the past and of leading modern philosophers. Particularly at the more advanced levels teaching is research led and is designed to familiarise students with state of the art thinking on the key issues in philosophy.

Key Aims of the Programme are:

1. To initiate students into the practice of philosophy, by introducing them to central aspects of its history and contemporary development.

2. To equip the student to inquire fruitfully into the characteristic and distinctive questions of philosophy (for example those concerning truth, existence, the nature and scope of knowledge, meaning, causality, free will, the relationship between mind and body, and the nature of morality) and into other questions typical of philosophy's interaction with other areas (for example, concerning the nature of mathematics, the existence of God, the legitimacy of political authority, the limits of permissible art and literature).

2. To promote understanding of the distinctive nature of philosophical questions and philosophical enquiry, and an appreciation of the diversity of its methods.

3. To help students to develop characteristically philosophical skills of analysis, argument, interpretation of texts, precision of thought and expression, questioning of assumptions, etc.; and to develop other intellectual skills common to all study in the humanities. These skills are readily transferable to other occupations and situations.

4. To help students to develop valuable personal attributes particularly associated with philosophy and others fostered by University study in general. These attributes are readily transferable to other occupations and situations.

9. Intended Learning Outcomes of Programme:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

Knowledge and Understanding

Students who have completed Honours Philosophy:

- should know and understand the central doctrines of some of the major philosophers and of other philosophers in the history of philosophy, and grasp how the concepts they employ might differ from our own
- should know and understand the major arguments and positions which have developed in the present day, in central areas of philosophy and in other areas of their choice
- should know and understand some of the criticisms that may be made of these doctrines
- should understand what differentiates philosophical questions and methods from other kinds of argument and method
- should possess a firm grasp of central questions and positions in some of the core areas of philosophy for example metaphysics, epistemology, ethics and logic (though not all of these need be covered)
- should be well-acquainted with some of philosophy's connections with other areas of human inquiry, including, for example, philosophical connections with the other discipline they are studying in their joint degree.

Skills and Other Attributes

Subject-specific/practical skills

Students who have completed Joint Honours Philosophy should have developed the following characteristically philosophical skills:

- in identifying and clarifying conceptual relationships
- in identifying and questioning assumptions and preconceptions, including their own
- in interpretation of philosophical writings, both classic and modern
- in the evaluation and criticism of philosophical writings, both classic and modern
- in handling philosophical terminology
- in constructing sound arguments for or against a position
- in evaluating opposing arguments
- in communicating - both orally and in writing - clearly, relevantly and precisely
- in handling formal analogies appropriately
- in detecting and analyzing figurative elements in the statement of a position or argument
- in seeing how philosophy relates to new and unexpected issues
- in subjecting philosophical methods, including standard ones, to critical scrutiny in order to assess their justification

Intellectual skills

Students who have completed Joint Honours Philosophy should have developed the intellectual skills:

- in understanding complex material, oral or written
- in using sources of information of all kinds
- in analysing, developing and remembering material
- in understanding what kinds of argument and consideration are relevant to different kinds of issue
- in argument and criticism
- in oral and written expression

Transferable/key skills

Students who have completed Joint Honours Philosophy should have developed generic intellectual skills:

- in digesting complex oral presentations
- in careful reading and assimilation of complex material
- in the formulation of relevant questions
- in using libraries and electronic study resources effectively
- in interpreting and critically reflecting on oral and written sources, employing powers of imagination as well as analysis
- in recalling relevant material and bringing it to bear on appropriate occasions
- in developing clear, concise and cogent arguments, analyses, criticisms and expositions

10. Typical Learning and Teaching Approaches:

Teaching and learning methods include:

- Students' reading: of classic and contemporary philosophical texts, of recommended textbooks (especially for Levels 1 and 2), of recommended or prescribed journal articles (especially at Honours level), of reading matter they find themselves (especially when working on dissertations or oral presentations) including internet material
- Lectures presenting a structured account of the 'bones' of a topic, historical or contemporary
- Group tutorials at Levels 1 and 2, for discussion and help with difficulties
- Tutorials/seminars at Honours level. In Junior Honours courses (see structure of programme, below) there are small tutorial groups and students may be expected to prepare papers to read and discuss in the group. In Senior Honours courses there are larger seminar groups, normally with student papers and discussion.
- Essays are set in each course; students acquire knowledge and understanding from research for, and feedback on, these.

Joint Honours students learn from research on dissertation topics (including bibliographical research) and feedback from their dissertation supervisor on outlines and drafts. Joint honours students must decide in which of their subjects to submit a dissertation. Joint honours students doing a dissertation (or equivalent independent work) in their other subject may not do a dissertation in philosophy.

- Listening to lectures, and reading for themselves, both give students practice in all skills involved in understanding oral and written material.
- Lecturers and writers give examples of good practice: in argument, use of analogy, criticism, communication, etc.
- Tutorial and seminar discussion gives practice in argument and in criticising one's own and others' assumptions
- Essay and dissertation writing gives practice in constructing arguments, criticising others' arguments, handling philosophical terminology, written expression
- Tutorial and seminar discussion, oral presentations, give practice in constructing arguments, criticism of others' arguments, handling philosophical terminology, oral expression
- Preparing for presentations and dissertations fosters skills in using sources of information of all kinds
- Choosing dissertation topics, and discussing possibilities for them with staff and friends, fosters an imaginative approach to what philosophy can do and also a realisation of what constitutes a philosophical approach to a topic

Preparing for class and degree examinations develops skill in analysing and remembering material

11. Typical Assessment Methods:

Essays, tutorial and seminar papers, oral presentations, dissertations, and degree examinations, are all used to exercise and to test philosophical knowledge and understanding:

- Tutorial and Seminar papers are assessed to help students' learning (formative assessment) through giving qualitative feedback to indicate level of achievement and directions for further learning.
- Seminar papers in the optional Senior Honours Research Seminar are assessed both qualitatively and via the assignment of a mark (formative and summative assessment).
- Essays are formatively assessed, as above. But these marks also contribute to the final grade for that course.
- Degree examinations are summatively assessed only (no feedback).

12. Programme Structure and Features:

The overall aim of the philosophy curriculum is to provide a structure that combines clear progression and grounding in core areas with flexibility and variety. To this end, choices open to a student are tightly constrained at ordinary level (levels 1-2) but open out progressively in years three and four.

(i) Levels 1 and 2

At the University of Glasgow, every honours programme is a four-year course. Honours Philosophy may be studied in any one of three Faculties: the College of Arts (Single Honours, most Joint Honours combinations), the College of Social Sciences (Single Honours, Joint Honours combinations with Social Science subjects), or the College of Science (Joint Honours combinations with a few science subjects). In the first two years all Philosophy students, whatever their College, take a broad-based modular programme. Philosophy courses at Levels 1 and 2, like most other courses in the College of Arts, are one semester in length. In the Arts College, students typically choose six courses in each of their first two years; for those intending Honours in Philosophy, four of these twelve courses, two at Level 1 and two at Level 2, will normally be in Philosophy. Students in the Faculties of Social Sciences and Science who are intending Honours in Philosophy also normally take four half-year Philosophy courses; the rest of their curriculum will consist of half-year and/or year-long courses, in accordance with the rules of their College.

Assessment is in accordance with the University's code of assessment and uses the standard university 22 point scale.

There are two Level 1 courses in Philosophy, one per semester.

- 1K Knowledge and the World (Semester One)
- 1M Right and Wrong (Semester Two)

Neither course presupposes any previous knowledge of philosophy. Both introduce the student to central philosophical issues and questions, and involve the study of contemporary approaches as well as classic historical texts.

Credit: each Level 1 course, 20 credits.

Similarly, there are two Level 2 modules, available to any student who has earned a D or above in either Level 1 philosophy course. Taken together they aim to lay the foundation for Honours study; though 2M is not a prerequisite for entry into 2K, both are required for Honours entry.

- 2M Morality and Politics (Semester One)
- 2K Knowledge, Meaning and Inference (Semester Two)

Credit: each Level 2 course, 20 credits.

Assessment at Levels 1 and 2 follows the same pattern in each course: there is an essay which is returned to the student with comments (formative assessment), the grade of which also contributes to the final grade, and a final examination which is not returned (purely summative assessment). The weightings ratio essay/exam is 30/70.

(ii) Entry to Honours

The minimum level for entry to Honours is Grade B in one of the two Level 2 courses, Grade C in the other, achieved at the first sitting. Entrants must also fulfill the general requirements of their College for entry to Honours. Those who fall below the minimum level may be considered if numbers permit or if there are relevant special circumstances in their case. Special conditions of entry apply to those Joint Honours students whose timetable does not permit them to take one or both of the Level 2 courses.

(iii) Honours Curriculum

The overall curriculum is divided into Junior Honours courses and Senior Honours courses. All courses are 20-credits, and taught over one semester. There is a system of 'split finals', i.e., separate exams at Junior and Senior year: Each course (except for the dissertation) is formally examined in the second semester of the year in which the course is taken.

Single Honours students take twelve courses over the two honours years, six in each year. Junior Honours students take six, three per year. There are no distribution requirements; choice of courses is unrestricted within each year. However, the Junior Honours curriculum is such as to ensure a broad grounding in central areas of philosophy, equipping the student for more specialized subjects in the fourth year, as well as ensuring that every student receives instruction in central areas. With the approval of the Head of Subject Single Honours students may be permitted to replace up to three Honours courses with courses of an equivalent credit rating taught in other subject areas.

Junior Honours Courses:

- JH1 History of Modern Philosophy
- JH2 Philosophy of Language
- JH3 Epistemology (Theory of Knowledge)
- JH4 Political Philosophy
- JH5 Logic
- JH6 History of Moral Philosophy
- JH7 Philosophy of Mind
- JH8 Metaphysics

- JH9 Moral Philosophy

All Junior Honours courses will be available every year

Senior Honours Courses

Senior Honours courses are more specialised and often draw on the research carried out by members of staff. Courses may vary from year to year. Those offered recently include:

- SH1 Logic* (Same course as JH5 Logic; i.e., this course can be taken at Junior or Senior Year)
- SH2 Hume
- SH4 Hegel
- SH5 Wittgenstein
- SH6 Aristotle
- SH8 Philosophy of Art
- SH9 Philosophy of Psychology
- SH10 Philosophy of Perception
- SH11 Externalism and Reference
- SH12 Realism and Anti-Realism
- SH13 Philosophy of Mathematics
- SH14 Philosophy of Science
- SH15 Environmental Ethics
- SH16 Contemporary Ethics
- SH17 Marx
- SH18 Senior Honours Reading Seminar
- SH19 Dissertation
- SH20 Philosophy of Religion
- SH21 Philosophy of Action
- SH25 Modality and Essence
- SH26 Justification and Probability
- SH27 Emotions

Senior Honours courses available will vary depending on staffing availability, but the minimum number, barring highly exceptional circumstances, would be twelve.

Format of Courses.

All courses except SH19 consist of 22 hours of instruction:

- Junior Honours courses consist of 18 hours of lectures plus four one-hour tutorials in groups no larger than four.
- With the exception of SH18-19, all Senior Honours courses consist of 18 hours of lectures plus two two-hour seminars in groups of 8-12 (though in some circumstances the lecturer may decrease slightly the ratio of lecture hours to seminar hours).

*SH18, the Senior Honours Reading Seminar consists entirely of seminars. Topics will vary, and there may be several such seminars available in a given session. Topics available in a given session will normally be announced at enrolment at the beginning of the session. The purpose of the SHRS is to provide the student with the opportunity to study a philosophical text or selection of papers closely with a staff member in a field of that staff member's research interest. The format would be interactive. Enrolment in each SHRS is to be limited to approximately twelve, and each student is required to lead discussion at least once (see assessment, below).

13. Programme Accredited By:

Not applicable

14. Location(s):

Glasgow

15. College:

College of Arts

16. Lead School/Institute:

Humanities [REG10300000]

17. Is this programme collaborative with another institution:

Select...

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):**20. Language of Instruction:**

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:**See:**

www.qaa.ac.uk/academicinfrastructure/benchmark/honours/philosophy.asp

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Student Learning Service (www.gla.ac.uk/services/sls/), Counselling & Psychological Services (www.gla.ac.uk/services/counselling/), the Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service (<http://www.gla.ac.uk/sls/>), the Student Counselling and Advisory Service (<http://www.gla.ac.uk/services/counselling/>), the Student Disability Service (<http://www.gla.ac.uk/services/disability/>) and the Careers Service (<http://www.gla.ac.uk/careers/>).

24. Date of approval:	
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