Maryvale Institute
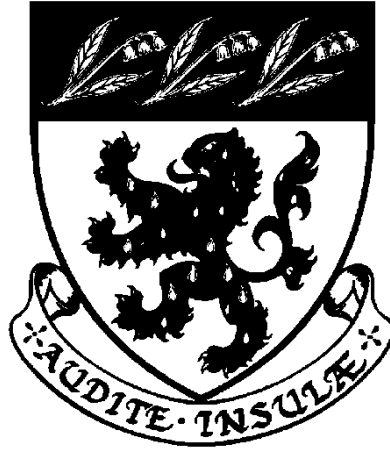
BA (Hons) Philosophy and the Catholic Tradition

Module Descriptors

January 2020

Contents

Introduction to Philosophy

1. Factual information			
Module title	Introduction to Philosophy		
Module tutor	Programme Director	**Level**	4
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules
This is a major introductory module for the programme, introducing students to the requisite subject fields covered by the programme.

3. Aims of the module
To introduce students to the main areas of philosophical study, such as metaphysics, epistemology, philosophical anthropology and the history of philosophy.
To ensure that students gain a foundational knowledge of the scope and interface of these topics.
Linked to the reading module: Historical and cultural context with the Neoplatonic themes in the *Confessions*, and Augustine's use and prioritising of Scripture.

4. Pre-requisite modules or specified entry requirements
N/A

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **A1**: Have gained knowledge of the key areas of philosophical study.	A1	Coursebook, lecturers.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **B1**: Be able to discuss the relationship between philosophy and theology.	A2	Class discussions, textual tasks and tutorials.

C. Practical and professional skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **C1**: Be able to discuss the relationship between philosophy and theology, and faith and reason.	B2	Seminars.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Have gained an ability to formulate academic modes of response to complex questions.	C1	Formal assessments tasks.

8. Indicative content.
The origins of philosophy in the human quest to 'know yourself'.
Key areas of philosophy study.
The history of the relationship between philosophy and religious belief.
Key thinkers from Augustine to Descartes, and from Kant and twentieth century thought *(Link to Long Module)*.
Examination of the relationship between philosophical enquiry and belief in contemporary culture.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
Assessment Strategy: Formative tasks in critical reflections. Summative work in Text Analysis 2000 words (40% and Essay 3000 words (60%)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Text Analysis	40%		40-44%	B1, C1
Essay	60%		40-44%	A1, B1, C1

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk or 0121 360 8118 Ext: 146

11. Key reading list				
Author	Year	Title	Publisher	Location
Pope John Paul II	1998	Fides et Ratio	CTS	London
John-Terry, Chris	1994	For the Love of Wisdom	Alba House	New York
Beards, Andrew	2003	'Philosophy and Evangelization: The Vision of *Fides et Ratio'*, in the John Redford (editor), Hear O Islands.	Veritas	Dublin
Peter M Collins	*Logos* Summer 2013 Vol 16:3 pp114-125	Philosophy in Blessed John PaulII's Catholic University. An Antidote to Relativistic Secularism		
Heather Erb	*Logos* Summer 2012 Vol 15:3 pp161-189	The Varieties of Wisdom and the Consolation of Philosophy		
Richard A Spinello	*Logos* Summer 2013 Vol 17:3	The Enduring Relevance of Karol Wojtyla's Philosophy		

11. Key reading list				
Author	Year	Title	Publisher	Location
	pp17-48			
Mary Midgley	2018	What is Philosophy For?	Bloomsbury	
Michael Dummett	2010	The Nature and Future of Philosophy	Columbia University Press	

12. Other indicative text (e.g. ttpwebsites)
https://www.iep.utm.edu/ https://plato.stanford.edu/contents.html

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment weighting	Revise of weight for essay to 60% and Text Analysis to 40%.	

History of Philosophy

1. Factual information			
Module title	History of Philosophy		
Module tutor	Mr Michael Hodgetts	**Level**	4
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules
This module provides knowledge of the history of philosophy in the ancient, medieval and modern periods.

3. Aims of the module
To introduce students to stages in the development of philosophical tradition.
To ensure that students gain foundational knowledge of the range of philosophical debates.

4. Pre-requisite modules or specified entry requirements
N/A

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **A1**: Have the knowledge to give an account of the historical origins of western philosophy and its development in the pre-Reformation Christian era. **A2**: Have gained the knowledge of the philosophical thought from the 16th to the 20th century.	A1 A1	Coursebook and lecturers.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **B1**: Demonstrate familiarity with key moments in the development of philosophy from Socrates to the Medieval period, and from Descartes until the 19th century. **B2**: Be able to discuss the contribution of major thinkers in these periods.	A1 C1	Class discussions, textual tasks and essay.

C. Practical and professional skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **C1**: Be able to discuss critically the wealth of philosophical thought produced in the past and be able to apply philosophical debates of this period to issues raised in the contemporary world.	B1	Seminars and tutorials.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Have gained an ability to summarise factual knowledge in relation to producing evidence for a formal debate.	C1	Formal assessment tasks. Formal assessment tasks.
D1: Have gained an ability to formulate academic modes of response to complex questions.	C1	

8. Indicative content.
Plato and the Platonic Tradition
Aristotle and the Aristotelian heritage
Patristic writers (Long Module)
Key thinkers of the medieval period such as Aquinas, Duns Scotus, William of Ockham, Erasmus and humanist thought The rise of scientific argument
Descartes, Spinoza
Hume and the Enlightenment
Hegel and German idealism
Anglo-American perspectives
Structuralism and post structuralism

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
Assessment Strategy: Formative tasks in critical reflections. Summative work in Text Analysis 2000 words (40%) Examination (60%).

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	**Weighting**	**Week submitted**	**Grading (Pass / Fail / %)**	**Module Learning Outcome(s) the assessment task maps to**
Text Analysis	40%		40-44%	A1, B1, D1, D2
Examination	60%		40-44%	A1, B2, C1

10. Teaching staff associated with the module
Name and contact details
Mr Michael Hodgetts, michael@hodgetts.eu

11. Key reading list				
Author	Year	Title	Publisher	Location
Johansen, Karsten, f	1999	A History of Ancient Philosophy: From the Beginnings to St. Augustine	Routledge	
Marenbon, John	1983	Early Medieval Philosophy, 480-1150: An Introduction	Routledge	
French, P., and Wettstein, H., (Editors)	2003	Renaissance and Early - Modern Philosophy	Wiley-Blackwell	
Kearnery, Richard (editor)	2003	Continental Philosophy in the 20th Century	Routledge	
Bell, D. and Cooper, N. (editors)	1990	The Analytic Traditioini: Meaning, Thought and Knowledge		
Strathern, Paul	2002	The Essential Wittgenstein	Virgin Books Paperback	

11. Key reading list				
Author	Year	Title	Publisher	Location
Anthony Kenny	2012	A New History of Western Philosophy	OUP	Oxford
Peter Adamson	2014-2019	A History of Philosophy without Gaps Vol 1 Classical Philosophy; Vol 2 Philosophy in the Hellenistic and Roman Worlds, Vol 3 Philosophy in the Islamic World, Vol 4 Medieval Philosophy	OUP	Oxford
Anthony Gottlieb	2016	The Dream of Reason. A History of Philosophy from the Greeks to the Renaissance	Penguin Books	
Anthony Gottlieb	2016	The Dream of Enlightenment. The Rise of Modern Philosophy	Penguin Books	

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Incorporation of History of Philosophy I and II modules.	Reduction of assessments to one Text Analysis from two and the introduction of an examination with a slightly higher weighting.	
Link Text Analysis to Level six Long Module.	Link Long module to Text Analysis set.	

Philosophy of the Human Person and Ethics

1. Factual information			
Module title	Philosophy of the Human Person and Ethics		
Module tutor	The Programme Director	**Level**	4
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules
This module contributes to the programme focus on contemporary philosophical anthropology in the light of developing philosophical and theological thought.

3. Aims of the module
To introduce students to the subject knowledge of what it is to be human, the capacity for knowledge and choice and the moral and religious nature of human beings, in addition to topics of current debate in the field of anthropology.
To ensure that students gain key skills in understanding and reflecting critically on moral reasoning and what it is to live a good life.

4. Pre-requisite modules or specified entry requirements
N/A

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

7. Intended learning outcomes

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **A1**: Demonstrate knowledge in the areas of moral philosophy and the philosophical nature of the human person.	A1	Coursebook and lecturers. Critical reflections and tutorials.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **B1**: Be able to discuss the principles on which sound moral reasoning is based **B2:** Demonstrate an understanding of the fundamental questions that arise in the area of philosophical anthropology.	C1 A2	Class discussion, assignments and textual analysis (Long Module).

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Be able to discuss a range of moral perspectives evident in contemporary life and to evaluate rival philosophical conceptions of the human person as these impact on daily life.	C1	Seminars and assignments

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Demonstrate skills of personal engagement in planning and enacting personal study.	C1 C1	Formal assessment task.

8. Indicative content.
The metaphysical nature of the human person
Human beings as historical, symbolic aesthetic beings
The creative and communitarian nature of the human person
Key thinkers in the areas of philosophical anthropology and ethics, such as Platonists, Rationalists, Materialists, Existentialists, Utilitarians.
Models of ethical thought taken from the history of the discipline, e.g. Aristotle, JS Mill, Kant, Marx, Alasdair MacIntyre.
Discussion of ethical perspectives such as Utilitarianism, Emotivism, Intuitionism.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Formative tasks in critical reflections and seminars. Summative work Essay 3000 words (60%) and Textual Analysis 2000 words (40%).				
Assessment Task	**Weighting**	**Week submitted**	**Grading (Pass / Fail / %)**	**Module Learning Outcome(s) the assessment task maps to**
Essay	60%		40-44%	A1, B1, C1, D1
Textual analysis	40%		40-44%	A1, B2, D2

10. Teaching staff associated with the module
Name and contact details
Rev Canon David Evans philosophy@maryvale.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Second Vatican Council	1965	Guadium et Spes		
Crosby, John F	1993	The Selfhood of the Human Person	Catholic University of America Press	Washington
Vitz, Paul	1998	Psychology as Religion	Erdmans	
Gomez-Lobo, Alfonso	2001	Morality and the Human Goods	Georgetown University Press	
MacIntyre, Alasdair	1967	Short History of Ethics	Routledge	
May, William E	2003	Introduction to Moral Theology	Huntingdon	
Stewart Goetz and Charles Taliaferro	2011	A Brief History of the Soul	Wiley-Blackwell	

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment weighting.	Updated from 50% each to more weight for essay. Essay 60%and Text Analysis 40%.	
Incorporation of modules Human Person and Ethics.	The reduction of assessments for Human Person and Ethics now merged..	

Epistemology

1. Factual information

Module title	Epistemology		
Module tutor	Programme Director and Dr Anthony Williams	**Level**	4
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

This module supports the programme by providing the capacity to grapple with basic questions relating to how we arrive at objective knowledge of reality can be achieved.

3. Aims of the module

To introduce students to the epistemological foundations of rational enquiry.

To ensure that students gain knowledge of key positions in the theory of knowledge – empiricism, rationalism and realism.

Linked to the reading module Language, rhetoric, conceptual schemes, Augustine's writing metaphor, text meaning and the question of authorial intention. Augustine's encounters with writing.

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **A1**: Demonstrate familiarity with the principal positions and key debates concerning knowledge theory in the history of philosophy.	A1	Coursebook, lecturers and tutorials.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **B1**: Be able to engage with questions concerning how we know and whether we know objective reality can be gained.	C1	Class discussions and textual tasks. Assignments.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Be able to reflect on their own capacity for reasoned argument and for the attainment of truth about reality.	C2	Seminars and tutorials.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Be able to engage in a dialectical way with positions such as scepticism, subjectivism, relativism and idealism.	D1	Class discussions.

8. Indicative content.
The origins of philosophy in the human quest to 'know yourself'.
Epistemological foundations, rival theories in epistemology.
Exploration of philosophical debates in which key thinkers have been engaged.
Appropriating Thomist realism.
Dialectical engagement with recent views on human ways of knowing.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
Assessment Strategy: Formative tasks in critical reflections. Summative work in Essay 3000 words (60%) and Text Analysis 2000 words (40%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	50%		40-44%	A1, B1, C1
Text Analysis	40%		40-44%	A1 B1 C1

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk or 0121 360 8118 Ext: 146
Dr Anthony Williams, a.williams195@btinternet.com

11. Key reading list				
Author	Year	Title	Publisher	Location
Tekippe, Terry	1994	What is Lonergan up to in Insight	Liturgical Press	Collegeville
Dancy, Jonathan	1985	An Induction to Contemporary Epistemology	Blackwell	Oxford
Flanagan, Joseph	1996	Towards Self-Knowledge	University of Toronto Press	Toronto

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment weighting. Link Text Analysis to Level six Long Module.	Updated from 50% each to more weight for essay. Essay 60% and Text Analysis 40%. Link Long module to Text Analysis set.	

Metaphysics

1. Factual information

Module title	Metaphysics		
Module tutor	Programme Director, Dr Anthony Williams	**Level**	4
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

This module supports the programme by providing foundational knowledge of the nature of metaphysics.

3. Aims of the module

To introduce students to the main issues in the area of metaphysics.

To ensure that students gain foundational knowledge of topics such as the basic structure and constituents of reality and the orientation of humanity within the wider world.

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **A1**: Have gained a knowledge of the nature of metaphysics and the way it relates to other philosophical disciplines.	A1	Coursebook and lecturers.
A2: Demonstrate knowledge of some of the key elements in the metaphysical analysis of reality found in Aristotelian/Thomist tradition.	A1	Critical reflections, Essay.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **B1**: Demonstrate familiarity with some of the conflicting views on metaphysics and ways in which one may argue for a position on metaphysics.	A2	Class discussions, textual tasks and examination.

C. Practical and professional skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **C1**: Be able to identify metaphysical notions at work in their own daily life and living.	B1	Seminars and tutorials.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Have developed and ability to compose complex rational explanations of issues and engage rationally in academic debate.	C1	Class discussions and examination.

8. Indicative content.
What is metaphysics? What is being?
Categories of Being.
Primary Principles of Being.
Being and change.
The four causes of Being.
Final cause Theory.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
Assessment Strategy: Formative tasks in critical reflections. Summative work in Essay 3000 words (50%) and Examination (50%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	50%		40-44%	A1, A2, C1, D1
Examination	50%		40-44%	A1, A22, B1

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk or 0121 360 8118 Ext: 146
Dr Anthony Williams, a.williams195@btinternet.com

11. Key reading list				
Author	Year	Title	Publisher	Location
Texts in Course Reader				
Sullivan, Daniel	1992	An Introduction to Philosophy	Tan Books and Publishers	Illinois
Connell, Desmond	1996	Essays in Metaphysics	Four Courts Press	Dublin
Jonathan Tallant	2018	Metaphysics An Introduction	Bloomsbury	London
William Charlton	2016	Metaphysics and Grammar	Bloomsbury	London

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
N/A		

Logic

1. Factual information

Module title	Logic		
Module tutor	Programme Director	**Level**	4
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

This is a major introductory module for the programme which deals with the development of analytical skills.

3. Aims of the module

To introduce students to the framework of logical analysis.

To ensure that students gain a foundational ability to deploy skills of logical reasoning.

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **A1**: Have gained the knowledge of the framework of logical analysis.	A1 and B1	Coursebook and lecturers.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **B1**: Be able to analyse forms of argument and fallacies in informal reasoning.	B1	Formal exercises.

C. Practical and professional skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **C1**: Be able to demonstrate an appreciation of the wider philosophical implications of logical analysis.	B2 and D1	Seminars.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Be familiar with the elements of classical logic.	D1	Class discussions.

8. Indicative content.
How to make an argument successful.
Introduction to Aristotelian logic.
Historical development.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
Assessment Strategy: Formative tasks in critical reflections. Summative work Examination (100%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Examination	100%		40-44%	A1, B1, C1, D1

10. Teaching staff associated with the module
Name and contact details
Rev Canon David Evans philosophy@maryvale.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Hacck, Susan	1978	Philosophy of Logics	Cambridge University Press	Cambridge
Walton, Douglas N	1989	Informal Logic; A handbook for Critical Argumentation	Cambridge University Press	Cambridge
Geach, P.T	1972	Logic Matters	Blackwell	Oxford

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

Philosophy of Science

1. Factual information			
Module title	Philosophy of Science: Scientific Knowing and Scientific Development		
Module tutor	Dr Bruce Burbidge	**Level**	5
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

This module deals with the important relationship between philosophy and science and how these cognitive disciplines can, if possible, coexist. It provides access both to underlying issues of scientific discourse and to specific contemporary debates in this area.

3. Aims of the module

To focus on the nature and scope of scientific explanation and its relation to issues in epistemology and metaphysics.

To investigate how science emerges as distinctive from other cognitive procedures and disciplines and to examine philosophical debates concerning the way that explanation occurs in science.

To encourage critical thought about the various positions authors have taken in this area of philosophy and to prepare students for the course on cosmology, also at level five.

4. Pre-requisite modules or specified entry requirements

Successful completion of modules at level four.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **A1**: Have developed clear skills in engagement with philosophical debates concerning the nature of scientific explanation and its scope and limits. **A2:** Have developed their ability to appreciate the current debates concerning the nature of scientific change and development.	A2, B1 C1	Coursebook and lecturers.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **B1:** Discuss the epistemological and methodological underpinning of science. **B2:** Understand the relationship between scientific knowing and other forms of knowing. **B3**: Have developed their skills in critical engagement with issues concerning scientific rationality and objectivity.	B1 D1 D1	Seminars and formal exercises. Formal written work.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Have gained skills in transferring ability to use scientific analysis to management of rational debate more widely	C1	Class discussion and tutorials.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Demonstrate a capacity to organise intellectual material in a logical and effective manner.	D2	Short presentations.

8. Indicative content.

i. What is science? The demarcation issues: What does the pursuit of a particular science involve? The philosophical problems concerning clear demarcation criteria between the sciences and non-scientific areas of knowledge. Ways in which metaphysics underlies the sciences.

ii. Scientific knowing: Specifying the basic elements of the relationship between theory and observation. Philosophical issues concerning ways to distinguish between different kinds of knowing. The notion of objectivity and the epistemological status of well-established scientific theories: not proven, always revisable. The different kinds of inference, and their role in science. Confirmation as holistic.

iii. What is scientific explanation? Differentiating explanation from description. Why explanation was challenged as 'metaphysical'. The elements of the covering-law approach. Different approaches to explanation: unification, laws, causes, context, models; in the human sciences, functionalism, rational choice and interpretation. Different notions of cause: its importance and the difficulties relating to it.

iv. Is Change in science revolutionary? The evolution of theories and 'scientific revolution'. Thomas Kuhn's views on the incommensurability of pre-revolution and post-revolution theories. In relativism in science warranted? The arguments proposed of some sociologist of knowledge. The general issue of scientific progress.

v. Is science 'objective'? Can science have any objectivity at all? Further epistemological issues. Bayesianism and 'the New Experimentalism' and the focus on testing and experiment. The significance of experiments, as distinct from observation.

vi. III. Science in relation to human life: science's external relations with other branches of philosophy and religion. The role of truth in science, both its importance and its limits. The different ways in which values play a role in science. The relationship between religion and science.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formative tasks in seminars and discussions. Summative work Essay 3000 words (50%) Examination (50%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	50%		40-44%	A1, A2, B1, B2, B3, C1, D1

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Examination	50%		40-44%	A1, A2, B1, B2, B3

10. Teaching staff associated with the module
Name and contact details
Dr Bruce Burbidge bruce.burbidge@oscott.org.

11. Key reading list				
Author	Year	Title	Publisher	Location
Alan Chalmers	1999	What is this thing called Science? 3rd Edition	Open University Press	Buckingham
Peter Godfrey-Smith	2003	Theory and Reality	University of Chicago Press	Chicago
Alex Rosenbery	2005	Philosophy of Science: a contemporary introduction 2nd Edition	Routledge	London
Barnes, Barry and David Bloor	1982	Relativism, rationalism, and the sociology of knowledge	Hollis and Lukes	
Grene, Marjoris and David Depew	2004	The Philosophy of Biology	Cambridge, University Press	Cambridge
Hollis, Martin and Steven Lukes, eds.	1982	Rationality and Relativism	MIT	Cambridge

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Incorporation of Philosophy of Science I and II modules.	Reduction of assessments to one Text Analysis from two and the introduction of an examination.	

Issues in Current Philosophy

1. Factual information			
Module title	Issues in Current Philosophy: Analytical and Continental Philosophy		
Module tutor	Programme Director	**Level**	5
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules
This module focuses on skills in understanding how to manage philosophical discourse, especially with regard to analytical and continental issues.

3. Aims of the module
To draw upon what students have already learnt about the debates and discussions involved in contemporary philosophy, in previous modules, such as the History of Philosophy and the Philosophy of Science
To encourage students to reflect upon the possibilities for dialogue and debate between analytical and continental traditions and between these traditions and the Catholic intellectual heritage.
Linked to the reading module Contemporary reception of the Confessions – Augustinian selfhood, Descartes, Derrida, Postmodernism, Radical Theology and the Confessional mode (Heidegger and Lyotard on the Confessions).

4. Pre-requisite modules or specified entry requirements
Successful completion of modules at level four.

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **A1**: Demonstrate an understanding of the contemporary 'Anglo-American' and Continental scenes in philosophy and the ways these reflect movements in contemporary culture.	A1	Coursebook and lecturers.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **B1**: Be able to evaluate critically the developments in philosophical thinking within the traditions of Analytical and Continental philosophy from mid-twentieth century to present.	B2	Class discussions and written work.
B2: Be able to assess the strengths and weaknesses of key schools, traditions and theories in current philosophy concerning the possible foundations of philosophical enquiry.	D1	Formal exercises.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Have developed their skills in philosophical analysis and their understanding of shortcomings of Logical Positivism and Logical Atomism.	C1	Seminars.
C2: Engage successfully in discussions of the ways in which Continental theory informs debate about the nature of the human society.	C1	

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		
D1: Demonstrate an ability to construct analytical arguments.	D1	Written work and tutorials
D1: Have engaged in core skills of evaluation of resources.	D2	

8. Indicative content.

i. The Legacy of the Later Wittgenstein: The changes in Wittgenstein's philosophy from the earlier to later periods. The importance of Frege. The influence of Wittgenstein's philosophy in language in Anglo-American philosophy. Other contributors to the analytical tradition: J.L. Austin, J.Wisdom, P. Strawson, W.V. Quine. A different approach: Karl Popper and the Philosophy of Science. The debate concerning Popper's thought: Thomas Kuhn and Paul Feyerabend.

ii. Recent developments in the world of philosophy: from language to reality: recent thinkers in the analytical tradition and the renewal of metaphysics: Donald Davidson; Hilary Putnam: Michael Dummett and the move to Metaphysics. The new metaphysicians: David Lewis and David Wiggins.

iii. The renewal of the Catholic dialogue with recent Anglo-American philosophy: The time of optimism: the period leading up to the Vatican II. The family of views that is Thomism: Maritain, Gilson, Garrigou-Lagrange. The followers of Marechal: Coreth, Marc. Longeran's distinctive critical realism. Other approaches: Polish creativity: the dialogue between Thomism and the new logic: I. M. Bochenski. Analytical Thomism.

iv. From Phenomonology to Structuralism: The aims of E.Husserl's phenomenological turn. Max Scheler and Edith Stein. M. Heidegger's thought as a reaction to Husserl. Heideggers's earlier and later periods. K. Jaspers and E. Cassierer on the history of thought. The idea of Existentialism: Kierkegaard. Theistic and anti-theistic existentialism: Buber, Marcael, Sartre and Camus. The interest in societal structures: Structuralism as a development of French Hegelianism. Levi-Strauss and Leo Strauss. Piaget.

v. II. From structuralism and existentialism to deconstruction and genealogy: What is postmodernism? Beginnings in Nietzsche. J. Derrida's

deconstruction of Husserl. The 'suspect histories' of M. Foucalt. The turn to the ethical: Levinas. The feminine Other: Kristeva.

I. The Catholic dialogue with recent continental philosophy: The period leading up to Vatican II: Blondel, Nedoncélle, and Duméry. Some Catholic approaches in the Phenomenological tradition: Marcel, Le Senn, Personalism. The dialogue between Thomism and Personalism: Pope John Paul II. J.L Marion and theology. Levinas and ethics.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formative work in class sessions. Summative work Text Analysis 2500 words (40%) Essay 3000 words (60%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Text Analysis	40%		40-44%	A1, D1, D2, C1
Essay	60%		40-44%	A1, B1, B2, C2

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
	2007	'Dummett': Philosophy and Religion in Randall Auxier (ed), The Library of Living Philosophers Michael Dummett, Vol XXXI	Open Court Publishing Company	Chicago/La Salle Illinois
Kerr, Fergus	2002	After Aquinas: Versions of Thomism	Blackwell	Oxford
MaCarthy, Michael	1990	The Crisis in Philosophy	SUNY	New York
Benso, Silvia	Spring	'Of Things Face-to-Face		

11. Key reading list				
Author	Year	Title	Publisher	Location
	1996	with Levinas Face-to-Face with Heidegger,' Philosophy Today, 40, 1.		
Moran, Dermot	2000	An Introduction to Phenomenology	Routledge	
Fillingham, Lydia	1994	Foucault for Beginners	Writers and Readers Books 62	

12. Other indicative text (e.g. ttpwebsites)
http://sorenkierkegaard.org/

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Incorporation of Issues in Current Philosophy I and II modules. Weighting revise due to update.	Assessments in Text Analysis reduced from two to one and the introduction of an essay. Text Analysis 2500 words (40%) Essay 3000 words (60%)	

Social and Political Philosophy

1. Factual information			
Module title	Social and Political Philosophy		
Module tutor	Canon David Evans	**Level**	5
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules
To contribute to the development of social and political understanding of the human experience, as a vital part of philosophical discourse.

3. Aims of the module
To encourage critical thing about such contemporary political and social questions as the meaning and value of democracy, the welfare state and the search for increased prosperity.
To encourage the integration of explicitly Christian, indeed Catholic, values with apparently secular concerns.

4. Pre-requisite modules or specified entry requirements
Successful completion of modules at level four.

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **A1**: Demonstrate an understanding of the most important Western traditions of political and social philosophy.	A1	Coursebook and lecturers.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **B1**: Discuss the purposes and operations of social and political arrangements. **B2:** Demonstrate an understanding of, and be able to discuss, the social philosophy of Catholic Social Teaching.	B1 D1	Formal exercises. Written work.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Understand how philosophical arguments can be applied to the evaluation of social systems.	C1	Class discussions.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Have gained the capacity to integrate theoretical knowledge with practical application.	D2	Seminars.

8. Indicative content.

I.	The purpose of organised communities (I)
II.	The purpose of organised communities (II)
III.	Important social orders
IV.	Meaningful social tokens: Government (I)
V.	Government (II)
VI.	The modern turn
VII.	The post-modern view
VIII.	The Catholic response

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formative work in seminars and formal exercises. Summative work Textual Analysis 2500 words (40%) and Essay 3000 words (60%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Textual Analysis	40%		40-44%	B2
Essay	60%		40-44%	A1, B2, C1, D1

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146

11. Key reading list				
Author	Year	Title	Publisher	Location
	2004	Contemporary Political Philosophy: An Introduction	Oxford University Press	Oxford
White, Michael	2003	Political Philosophy: An Historical Introduction	Oneworld Publications	London

11. Key reading list				
Author	Year	Title	Publisher	Location
Maritain, Jacques	1998	Man and the State	Catholic University of America Press	Washington DC

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment weightings	Essay 60% and Text Analysis 40%	

Philosophy of Culture and Evangelization

1. Factual information

Module title	Philosophy of Culture and Evangelization		
Module tutor	Canon David Evans	**Level**	5
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

This course provides a rationale for making links between philosophy and theology in the field of evangelization.

3. Aims of the module

To examine the meaning of the word 'evangelization'.

To assist the student in developing robust account of evangelization in the modern world, taking account of the fact that we live in a more mobile, interactive and multicultural society than ever before.

4. Pre-requisite modules or specified entry requirements

Successful completion of modules at level four.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **A1**: Have furthered their skills of critical analysis of the importance of philosophical thinking to the task of evangelization.	B2	Coursebook and lecturers.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **B1**: Apply philosophical argument and analysis to issues that arise in evangelization.	C1	Tutorials and Written work.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Evaluate the call to evangelization in the light of their study of philosophy.	D1	Seminars.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Have developed skills in connecting rational discourse with aspects of religious belief.	D1 & D2	Formal exercises.

8. Indicative content.

    I.   What is Evangelization?
    II.   Philosophical challenges to Evangelizations
   III.   Philosophical assumptions to Evangelizations
   IV.   Dialogue and Proclamation
    V.   Faith and Reason: Why Evangelize?

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formative activity in seminars. Summative assessment in Essay 3000 words (50%) and Examination (50%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	50%		40-44%	A1, B1, C1, D1
Examination	50%		40-44%	A1, B1, C1

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146

11. Key reading list				
Author	Year	Title	Publisher	Location
		Redemptor Hominis, Redemptoris Mission, Fides er Ratio	Pontifical Council for inter-religious dialogue, Dialogue and Proclamation	
Gallaher, SJ, Michael Paul	1997	Clashing Symbols: An	DLT	

11. Key reading list				
Author	Year	Title	Publisher	Location
		Introduction to Faith & Culture		
Hemming, Laurence Paul and Frank Parsons, Susan	1998	Restoring Faith in Reason: A new Translation of Faith and Reason with Commentary and Discussion	SCM	2002

12. Other indicative text (e.g. ttpwebsites)
https://www.secondspring.co.uk/2017/09/22/evangelizing-anti-intellectual-culture/

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment weighting introduction of examination for 20 credits.	Essay 50% and Examination 50%.	

Philosophy of God and Cosmology

1. Factual information

Module title	Philosophy of God and Cosmology		
Module tutor	Canon David Evans	**Level**	5
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

To provide resources of encounter between metaphysics and current science of the physical world.

The course on the philosophy of science in year two introduced students to the history of the relationships between metaphysics and physical science, and how the emergence of science as a discipline distinct from philosophy has given rise to new questions on the nature of this relationship. This is further explored in the module, where in a degree on Catholic Philosophy, the issue of Theodicy is of particular importance.

3. Aims of the module

To investigate how metaphysics can throw light upon the nature of the physical universe through a dialogue with contemporary science.

To sketch out a philosophical account of world-order employing the results of current science.

To build on knowledge already acquired in the Epistemology and Metaphysics Modules in outlining and defending arguments for the existence and nature of God.

To examine objections to the existence of God linked to the presence of evil and suffering, from a philosophical angle.

Linked to the reading module - Metaphysical concepts – Time, Participation and God.

4. Pre-requisite modules or specified entry requirements

Successful completion of modules at level four.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		Coursebook and lecturers.
A1: Demonstrate an understanding of the nature of cosmology as a philosophical study of the physical universe	A1	
A2: Engage in critical assessment of philosophical arguments for and against the existence of God.	D1	

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		Tutorials and seminars.
B1: Discuss the historical origins of cosmology in classical works of Aristotle on Nature and the way this influences such Christian philosophers as St Thomas Aquinas.	D1	
B2: Develop skills in critical discussion of the way metaphysics, philosophy of science and current scientific theory all contribute to cosmology.	C1	
B3: Demonstrate an understanding of the contribution philosophy can make to a systematic reflection upon religious truths such as existence and nature of God and the problem of God and evil.	B1	

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:	C1 and C2	Formal exercises.
C1: Demonstrated the capacity to respond to theological problems in the language of rational debate.		

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Demonstrate transference of knowledge from scientific discourse to philosophical language **D2**: Have developed their skills of written articulation of ideas.	D1 and D2	Written work.

8. Indicative content.

    I.   The Philosophy of Nature in the history of Philosophy: An overview of the history of the questions: Aristotle's philosophy of nature and its relationship to modern science. More recent philosophies of nature such as that of Whitehead.

    II.   Current issues in cosmology 1: Space and Time. The theory of relativity from a philosophical perspective. Philosophical implication of quantum theory.

    III.   Current issues in cosmology 2: Evolution and the philosophy of biology. Chaos theory. Theories of Everything. What current science and metaphysics can tell us of the overall structure of the physical universe?

    IV.   Arguments for God's existence and religious belief: An account of the background to attempts at arguing for God's existence. The relationship between religious belief and such arguments. Objections to the attempt to argue and responses to these.

    V.   Philosophical foundations: The principle of sufficient reason examined. The notion of causality. Causality in Hume. A critique of Hume's approach. The Aristotelian – Thomist approach to causality.

    VI.   The notion of Existence. The centrality of the notion of existence for arguments to God's existence.

    VII.   The argument for a First Cause. The problems raised concerning this endeavour in recent philosophy. A solution in problems raised.

    VIII.   Philosophy and the Nature of God. What philosophy can tell us of God's nature. Responses to objections to God's existence from the problem of evil.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Indicative activity in seminars. Summative assessment in Essay 3000 words (50%) and Textual analysis 2500 words (40%) (Long Module).

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	**Weighting**	**Week submitted**	**Grading (Pass / Fail / %)**	**Module Learning Outcome(s) the assessment task maps to**
Essay	60%		40-44%	A1, A2, B1, B2, B3, D1, D2
Textual analysis	40%		40-44%	B3, C1, D2

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146

11. Key reading list				
Author	Year	Title	Publisher	Location
Varghese, Roy (ed)	2000	Theos, Anthropos, Christos: A Compendium of Modern Philosophical Theology	Peter Lang	New York
Swinburne, Richard	1997	The Coherence of Theism		Oxford
Davies, Brian	1985	Thinking about God	Chapman	London
Polkinghorne, John	2007	Quantum Physics and Theology: An Unexpected Kinship	Yale University Press	Yale
Hodgson, Peter	2005	Theology and Modern Physics	Ashgate Publishing Co	Aldershot
Wallace William A	2002	The Modelling of Nature: Philosophy of Science and Philosophy of Nature in Synthesis.	Scholarly Book Services Inc	

12. Other indicative text (e.g. ttpwebsites)
http://www.iapweb.org/ http://www.morec.com/nature/

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Incorporation of modules Philosophy of God and Cosmology. Assessment weightings levelled out.	Assessments review, Essay 60% and Textual Analysis 40%.	
Connection to the Long Module Level Six.	Textual Analysis link.	

Philosophy of History and of the Arts

1. Factual information			
Module title	Philosophy of History and the Arts		
Module tutor	Canon David Evans and Mr Michael Hodgetts	**Level**	5
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules
To indicate how the philosophical approach can be applied to specific subjects in the humanities such as historical discourse and the plastic arts.

3. Aims of the module
To introduce students to these areas of interest and show links with other areas of philosophy such as epistemology, metaphysics and philosophy of science.
To show how the philosophical reflection on history is a significant growth area in the world of philosophy.
To introduce a grounding for aesthetics in the philosophy of the human person.
To study the relationship between the virtues of prudence and art, the crafting of a good life and the making of works of beauty.
To consider history and art within the context of political philosophy and the philosophy of culture.

4. Pre-requisite modules or specified entry requirements
Successful completion of modules at level four.

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		
A1: Demonstrate and discuss the relevance that philosophical investigations, in such areas as epistemology, metaphysics and philosophy of science, have for history and the humanities.	C1	Coursebook and lectures.
A2: Utilise the skills of critical thought to draw on the Thomistic tradition in demonstrating an understanding of art as virtue and activity, and of beauty as both a transcendental attribute of being and a quality of works of art.	D1	
A3: Demonstrate a critical understanding, through the reading of primary sources, of the principal philosophers of art in the West, from Plato and Aristotle to writers of the present day.	D1	Formal exercises

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		
B1: Discuss the interrelationships between philosophy and another area of cognitive discipline, history.	B2	Seminars.
B2: Analyse the growth in philosophical reflection upon historical knowing and the nature of history in the modern and postmodern periods.	D1	
B3: Discuss the nature of sacred art in the Catholic tradition.	D1	Formal work.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Demonstrate an understanding of the two-way relation between history and philosophy. **C2**: Apply their study to the appreciation of great works of Christian art (literature, painting, sculpture, architecture, and music).	A2 C1	Tutorials.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Organise resources coherently to explain a complex viewpoint. **D2**: Demonstrate the ability to appreciate religious aesthetics	D2 D1	Written work.

8. Indicative content.

I. The history of philosophy of history. The reflections upon history and upon their craft of the Greek and Roman historians. Jewish and Christian notions of historical progress and the rise of 'overviews' of history. The views of St Augustine (Long Module).

II. The emergence of modern philosophies of history: Vico's cycles: Enlightenment theories: Romanticism, Herder, Kant, Hegel, Marx and 19th century views of progress. 20th century attacks on the philosophers of history. Popper and Isiah Berlin.

III. The emergence of philosophy of historical knowing: The debates over narrative versus 'covering lays' in history: Walsh, Hempel and William Dray. Debates in the philosophy of science and philosophy of historiography. Modern approaches in history and the relation between history and other social sciences.

IV. Hermeneutics and history: Recent historians reflect upon their craft: Becker, Marrou, E.H. Carr. The questions of our relation to the text of the past. Gadamer and post-modern challenges. Are philosophical 'theories of history' still possible?

8. Indicative content.

V. Systematic-speculative: A Thomistic study of art as an intellectual virtue, and of beauty in relation to the other transcendentals. Particular consideration will be given to the relation of beauty to form and species.
VI. Historical-textual: The great philosophers of art from Plate to the present day.
VII. Practical-applied: The application to works of Christian art of principles studied in the course. A trip to local an art gallery or/and a church will be included in the programme for residential courses.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formative work in seminars and tutorials. Summative assessment in Essay 3000 words (60%) Text Analysis (40%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	60%		40-44%	A1, B1, B2, C1, D2
Text Analysis	40%		40-44%	A2, A3, B3, C2, D1

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146
Mr Michael Hodgetts, michael@hodgetts.eu

11. Key reading list				
Author	Year	Title	Publisher	Location
Bann, Stephen	1981	'Towards a Critical Historiography: Recent Work in Philosophy of History,' *Philosophy 56*		

11. Key reading list				
Author	Year	Title	Publisher	Location
Dray, William	1989	On History and Philosophers of History		Leiden and New York
Danto, Arthur C	1965	The Analytical Philosophy of History		Cambridge
		Philosophy of Art: A Contemporary Introduction		
Hans Urs von Balthasar		The Glory of the Lord, Vols, 1 & 4N.		
P. Lanarque & S. Olsen		Aesthetics and the Philosophy of Art: The Analytic Tradition		
Matthew Muller	Logos Fall 2017 Vol 20:4 pp54-65	The False Idol of Beauty. Bl John Henry Newman's Critique of Aesthetics and the Challenge of Evangelisation		
12. Other indicative text (e.g. ttpwebsites)				
Dante, The Divine Comedy Selected paintings in Birmingham Art Gallery: The sculpture of Eric Gill, The buildings of A.W. Pugin and The Massess of Palestrina.				

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Incorporation of modules Philosophy of History and Arts. Assessment weightings levelled out.	Assessments review, Essay 60% and Textual Analysis 40%.	

The Thought of St. Thomas Aquinas

1. Factual information

Module title	The Thought of St. Thomas Aquinas		
Module tutor	Canon David Evans and Dr Christopher Wojtulewicz	**Level**	6
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

To provide in-depth analysis of the key Roman Catholic Philosopher St Thomas Aquinas.

3. Aims of the module

To increase the students awareness of the historical context pf philosophical thought through the study of St Thomas pre-modern philosophical thinking.

Aquinas philosophy has also had a lasting impact upon subsequent thinkers and various forms of 'Thomism' have exerted their influence upon late philosophical developments both inside and outside Catholicism. The module will also look at these later developments.

4. Pre-requisite modules or specified entry requirements

Successful completion of modules at level five.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		Coursebooks.
A1: Demonstrate the way to engage critically with the thinking of a key philosopher in the western. Christian tradition.	D1	
A2: Discuss critically the importance of Aquinas for the history of the interrelationship between philosophy and theology, and for the emergence of philosophy as a distinct discipline.	D1	Lecturers.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		Textual work.
B1: Demonstrate an understanding of the historical context of St Thomas Aquinas thought.	D1?	

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		Seminars and written work.
C1: Be able to reflect critically on the emergence of a Thomistic tradition which has had influence both inside and outside Catholic intellectual circles.	C2	

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Be able to construct complex detailed analysis of an historical contribution to knowledge.	B2?	Formal exercises.

8. Indicative content.

I. The emergence of Scholastic philosophy. The Historical development of the context of St Thomas Aquinas thought. The emergence of the medieval University in medieval urban society. The theological curriculum of the new Universities. The place of philosophy in the 13th century 'renaissance'. The school of St Victor. St Anselm. The coming of Averroist Aristotelianism. Albert the Great's attempt at synthesis.

II. Aquinas life and intellectual development: Contemporary scholarship on the biography of St Thomas and his intellectual development. Various viewpoints of scholars concerning the maturing of his thought. The challenges of the University of Paris. Augustinianism and Averroism.

III. The fabric of Aquinas philosophy: Thomist philosophy in its theological context. Aquinas use of sources such as Aristotle and St Augustine. The novel aspects of his thought. St Thomas metaphysical view of reality.

IV. The Thomist legacy: Reactions to St Thomas thought after his death. The Parisian censure. The reaction of 14th century nominalism. The Thomist school of the Dominicans. John of St Thomas. Cajetan. The Salamanca school and Trent. After Trent and the 'decline' in Thomist influence. The renewal of Thomist thought in the 19th century. The influence outside Catholicism. 20th and 21st century forms of Thomism.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formative work in residential sessions. Summative tasks in Textual Analysis 2500 words (40%) and Essay 3000 words (60%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Textual Analysis	40%		40-44%	B1, C1
Essay	60%		40-44%	A1, A2, D1

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146
Dr Christopher Wojtulewicz philtutor01@maryvale.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Davies, Brian (editor)	2002	Thomas Aquinas: Contemporary Philosophical Perspectives	Oxford University Press	Inc, USA
Torrell, Jean-Pierre	2005	Aquinas's 'Summa': Background, Structure and Reception	CUP Press	Washington, D.C.
Kerr, Fergus	2003	After Aquinas: Versions of Thomism	Blackwell	Oxford
Denys Turner	2013	Thomas Aquinas. A Portrait	Yale University Press	Yale

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment weightings.	Assessments review, Essay 60% and Textual Analysis 40%.	

Philosophy of Religion

1. Factual information

Module title	Philosophy of Religion		
Module tutor	Canon David Evans	**Level**	6
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

The Philosophy of Religion module seeks to build upon earlier work done by students in the initial Introduction double-module, which focused on *Fides et Ratio*, faith and reason and in the module on the Philosophy of God.

3. Aims of the module

To engage students with philosophical research into the foundations of Christianity as an historical religion.

To broaden their appreciation of current discussions in the area of Philosophy of Religion.

Linked to the reading module - Epistemological concepts – Mind, Knowledge, Reason, Rationality, and the Aporetic in the *Confessions.*

4. Pre-requisite modules or specified entry requirements

Successful completion of modules at level five.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **A1**: Discuss critically questions concerning the interrelationships between a Christian faith commitment and philosophical investigation.	C2	Coursebook.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **B1**: Discuss and evaluate the principal positions and key debates concerning issues in the philosophy of religion. **B2**: Discuss critically the reasonableness of Christian faith as an historical religion.	D1	Formal exercises. Lecture input.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Engage in a dialectical way with positions which oppose the notion that faith is compatible with religion.	D1	Written work.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Demonstrate skills in developing rational approaches to religious belief.	D2	Seminars.

8. Indicative content.

I. Questions on the reasonableness of the Christian faith: Does the idea of the revelation of God make sense philosophically? How might one have evidence of revelation?

II. Issues in the philosophy of religion: Is a philosophical assessment of religious commitment possible? Various positions: D.Z. Philips; Plantinga and reformed epistemology; Swinburne; Basil Mitchells use of Newman.

III. The phenomena of religious commitment: Are miracles possible? Do miracles contribute to the reasonableness of religious belief? The philosophical investigation of religious experience and mysticism. Religion and psychology.

IV. IV. Philosophy and Christian beliefs: The philosophy of hermeneutics and the historical Jesus. What can philosophy say about the cogency of Christian articles of faith?

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Indicative work in seminars and formal exercises. Summative assessment Text Analysis 3000 words, (100%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Text Analysis	100%		40-44%	A1, B1, B2, C1, D1

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146

11. Key reading list				
Author	Year	Title	Publisher	Location
Haldane, John	2005	An Intelligent Person's Guide to Religion	Gerald Duckworth & Co Ltd	

11. Key reading list				
Author	Year	Title	Publisher	Location
Cottingham, John	2005	The Spiritual Dimension: Religion, Philosophy and Human Value	Cambridge University Press	Cambridge
Plantinga, Alvin	2000	Warranted Christian Belief	Oxford University Press	Oxford
Cottingham, John	2014	Philosophy of Religion. Towards a More Humane Approach	Cambridge University Press	Cambridge

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment change and weightings. Link Text Analysis to Level six Long Module.	Assessments review, Textual Analysis 100%. Link Long module to Text Analysis set.	

Philosophy and Contemporary Catholic Theology

1. Factual information			
Module title	Philosophy and Contemporary Catholic Theology		
Module tutor	Canon David Evans and Dr David McLoughlin	**Level**	6
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules
To bring development of philosophy from the Roman Catholic perspective to an Honours level standard.

3. Aims of the module
To reflect upon ways philosophical concepts and approaches have been taken up into systematic theology, in the theology of the incarnation and the trinity, and in sacramental theology in the case of, for example, Eucharistic theology.
To introduce students to questions of a philosophical and theological nature in hermeneutics and biblical studies, and to the issues regarding permanence and change in the development of dogma.

4. Pre-requisite modules or specified entry requirements
Successful completion of modules at level five.

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **A1**: Critically engage with philosophical concepts and arguments of major importance to Catholic theology and faith, in such areas as fundamental and systematic theology.	C1	Coursebook.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **B1**: Discuss critically some of the key issues of a philosophical nature in the contemporary scene of theology.	C1	Seminars and written work.
B2: Use philosophical methods and approaches in assessing the strengths and weaknesses of different theologians.	D1?	Lectures.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Engage philosophical debate with religious belief in terms of skills in rational underpinning of religion.	C2	Formal exercises.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Articulate hermeneutical systems of interpretation of knowledge.	D2	Written work.

8. Indicative content.

I. The history of the dialogue between philosophy and theology: The Beginnings of a critical dialogue in the Old Testament and New Testament. The attitude of the Fathers. Hellenization: Truth or Myth? The development of a specifically Christian philosophical tradition. The scholastics and the relation between faith and reason. Divergent views on faith and philosophy in the reformation period. The role of philosophy in Catholic studies from Trent to Vatican II.
II. Fundamental theology and Philosophy: The cross over between philosophy of religion and fundamental theology. The human person as oriented to the Divine and awaiting revelation. The possibility of recognizing and accepting revelation. Philosophy and miracles. Philosophy and biblical hermeneutics: from Lessing to Bultmann and beyond. Philosophical questions pertaining to the development of dogma and historicity: the continuity of truth through change.
III. Systematic Theology and Philosophy: The role of philosophy in systematics according to Vatican I. Philosophy and the Incarnation: Person and Natures. Philosophy and the Trinity: One Nature and Three Persons. Philosophy and the Eucharist: understanding transubstantiation.
IV. The place of Philosophy in Twentieth-century Catholic Theology: The modernist crisis and its aftermath. The Thomist revival and theology. Philosophy in theological work of Rahner, Ratzinger, Balthasar and Lonergan.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Indicative activity in seminars and formal exercises. Summative assessment Essay 3000 words (50%), Examination (50%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	50%		40-44%	A1, B1, B2, C1, D1
Examination	50%		40-44%	B1, C1, D1
10. Teaching staff associated with the module				
Name and contact details				

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146

Dr David McLoughlin

11. Key reading list				
Author	Year	Title	Publisher	Location
	2003	Reinterpreting Rahner: A Critical Study of His Major Themes	Fordham University Press	
Dulles, Avery		Models of Revelation	Orbis	Marynoll, NY
Meynell, Hugo	1986	Introduction to the Theology of Bernard Lonergan	Scholars Press	Atlanta

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

Reading Texts: Augustine's *Confessions*

1. Factual information

Module title	Reading Texts: Augustine's *Confessions*		
Module tutor	Catherine Sabeh Bedwei-Majdoub	**Level**	1-5
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

This module is designed to develop students' ability to understand and think deeply about a major Catholic philosophical text in its logic, arguments, historical context and contemporary reception, and to provide students with frameworks and analytical tools relevant to textual analysis in the Catholic tradition for their independent philosophical investigations.

3. Aims of the module

- Reading Augustine of Hippo's *Confessions,* the aim of this Level 6 (Year 5) module is to guide students in an in-depth critical analysis and robust engagement with a philosophical text.
- This will incorporate Catholic thought, theological and anthropological themes, and contemporary questions about selfhood, meaning, and text interpretation.
- The focus each year (through the levels) will focused on a particular theme through which students will also gain in-put and understanding of the significant philosophical texts that influenced Augustine's or contemporary thinking about the issues Augustine grappled with.

4. Pre-requisite modules or specified entry requirements

None

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **A1**: Show a critical understanding of the use of language and text in developing and expressing philosophically valid arguments.	B1, D1	Course Book, Research, Seminars

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **B1**: Contextualise an understanding of a text to contemporary issues and concerns while differentiating these from the text's own historical and cultural context.	C1, D1,	Course book, Research, Seminar Presentations

C. Practical and professional skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will: **C1**: Demonstrate competence and impartiality in text analysis, interpretation and extraction of key philosophical arguments.	A1, B1, C2, D1	Presentation, Seminars, Oral Examination

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Communicate a critically valid and plausible personal position on text meaning and authorial intention upon analysis and reflecting on Augustine's *Confessions*.	A1, A2, C2, D1	Course book, Research, Oral Examination

8. Indicative content.

- Language, rhetoric, conceptual schemes, Augustine's writing metaphor, text meaning and the question of authorial intention. Augustine's encounters with writing.

- Historical and cultural context with the Neoplatonic themes in the *Confessions*, and Augustine's use and prioritising of Scripture.

- Contemporary reception of the *Confessions* – Augustinian selfhood, Descartes, Derrida, Postmodernism, Radical Theology and the *Confessional* mode (Heidegger and Lyotard on the *Confessions*).

- Epistemological concepts – Mind, Knowledge, Reason, Rationality, and the Aporetic in the *Confessions.*

- Metaphysical concepts – Time, Participation and God.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Summative assessment by oral examination (100%) at the end of the level 6 module (Year 5). However on-going formative assessment will be provided through seminars, student presentations, and feedback on draft preparations.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Presentation and Oral Examination	100% (20% & 80%)	Final Week	40-44%	A1, B1, C1, D1

10. Teaching staff associated with the module
Name and contact details
Dr. Rev. David Evans Ms. Catherine Sabeh Bedwei-Majdoub

11. Key reading list				
Author	Year	Title	Publisher	Location
Augustine (trans. R.S. Pine-Coffin)	1961	Confessions	Penguin Books	London
Brown, Peter	2000	Augustine of Hippo: A Biography	UCP	Berkeley, Los Angeles
Burton, Phillip	2007	Language in the Confessions of Augustine	Oxford University Press	Oxford
Cameron, Michael	2012	God Meets Me Everywhere: Augustine's Early Figurative Exegesis	Oxford University Press	Oxford
Caputo, John, D. and Scanlon, Michael, J. (eds.)	2005	Augustine and Postmodernism: Confessions and Circumfession	Indiana University Press	Bloomington and Indianapolis
Carey, Phillip	2000	Augustine's Invention of the Inner Self: The Legacy of a Christian Platonist	Oxford University Press	Oxford
Chadwick, Henry	2009	Augustine of Hippo: A Life	Oxford University Press	Oxford
Dobell, Brian	2009	Augustine's Intellectual Conversion: The Journey from Platonism to Christianity	Cambridge University Press	Cambridge
Dodaro, Robert	1999	'Loose Cannons: Augustine and Derrida on their Selves' in Caputo, John, D., and Scanlon,	Indiana University Press	Bloomington and Indianapolis

11. Key reading list				
Author	Year	Title	Publisher	Location
		Michael, J., (eds.) God, the Gift, and Postmodernism		
Foley, Michael	2013	'Augustine (354-430 - The Confessions' in (eds.) Robert Campbell Roberts; Scott H Moore; Donald D Schmeltekopf Finding a Common Thread: Understanding Great Texts from Homer to O'Connor	St. Augustine's Press	South Bend, Indiana
Mann, William	2014	Augustine's Confessions: Philosophy in Autobiography	Oxford University Press	Oxford
Stock, Brian	1996	Augustine the Reader: Meditation, Self-Knowledge and the Ethics of Interpretation	The Belknap Press of Harvard University Press	Cambridge Massachusetts

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
N/A		

Thomas More and Renaissance Philosophy

1. Factual information			
Module title	Thomas More and Renaissance Philosophy (Optional Module)		
Module tutor	Canon David Evans and Mr Michael Hodgetts	**Level**	6
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules
To provide an in-depth option module on sixteenth century philosophy.

3. Aims of the module
In this optional module students will be introduced to some of the major themes and trends in Renaissance philosophy in general, and within that wider context they will concentrate upon the political and ethical philosophy of Thomas More.

4. Pre-requisite modules or specified entry requirements
Successful completion of modules at level five.

5. Is the module compensatable?
No

6. Are there any PSRB requirements regarding the module?
No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		Coursebook.
A1: Discuss critically the significance of Renaissance philosophy for the development of philosophy in the modern period.	B2	
A2: Discuss critically Thomas More's political and ethical philosophy as exemplifying important social, political and religious trends in Renaissance Europe.	D1	Lectures.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:	C1	Seminars.
B1: Discuss critically the interconnections between cultural, social and political changes and philosophical trends in modern Europe.		
B2: Discuss critically the impact of early modern ethical and political philosophy on reformation and post-reformation political thought.	C1	Formal exercises.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:	D1	Written work.
C1: Adapt knowledge of a special subject to understanding the historical development of ideas.		

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Be able to sustain an extended discussion of a complex topic.	D2	Written work.

8. Indicative content.

I. Renaissance and reformation. The ambivalence of the 16th century: an age of scientific discovery, or an age characterised by a mixture of scepticism and credulity? The intellectual crisis of the Reformation. Diverse forms of Aristotelianism. The Revival of Platonism. Key Renaissance Philosophers: Valla, Ficino, and Pomponazzi.

II. The world of More's Renaissance Humanism: What is renaissance thought? More and Fisher and their preference for the *via antiqua* (13th century philosophy) over *via moderna*. More's circle: Erasmus, Colet and Elphinstone.

III. More's philosophical work: The interrelationships between Theology, Philosophy and literature in More's writing. *Utopia* and political philosophy. More's later writing on conscience.

IV. The development of political philosophy: Political visions other than More's: Marcellus of Padua, Bodin, Machiavelli, and Vittoria. The complication of the reformation. Political thought after the reformation: Suarez and Bellarmine. Grotius and ideas of international law.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formal work at residential sessions. Summative assessment Essay 4000 words (100%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	100%		40-44%	A1, A2, B1, B2, C1, D1

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146
Mr Michael Hodgetts, michael@hodgetts.eu

11. Key reading list				
Author	Year	Title	Publisher	Location
Wegemer, Gerard	2004	Thomas More Source Book	Catholic University of America	Washington, D.C.
Copehaver, Brian	1992	Renaissance Philosophy	Oxford Paperbacks	Oxford
Hankins, James (editor)	2007	The Cambridge Companion to Renaissance Philosophy	Cambridge University Press	Cambridge

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

Husserl and Phenomenology

1. Factual information

Module title	Husserl Phenomenology (optional module)		
Module tutor	Canon David Evans	**Level**	6
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

Bringing together the thought of Husserl, Gadamer and Newman may, at first seem to be placing together somewhat disparate entities. However, the novelty of this approach should help students to grasp something of the rich interconnections between various strands in the recent European philosophical tradition and assist them in delving into both the resources offered by phenomenology and the philosophical problems that arise concerning this approach.

3. Aims of the module

In this optional module, to understand the historical origins and development of phenomenology.

To explore further some postmodern critiques of Husserl.

To explore the ways in which Gadamer developed the phenomenological approach in the area of hermeneutics and the understanding of texts. Again there is fascinating parallels with Newman's stress on phronesis in everyday knowledge and in the way both thinkers stress tradition as the basis for historical understanding and encounter.

4. Pre-requisite modules or specified entry requirements

Successful completion of modules at level five.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		
A1: Discuss the philosophical perspectives and resources offered by the continental and phenomenological traditions in philosophy.	C1, D1	Coursebook.
A2: Demonstrate an understanding of the historical interconnections between continental philosophy and other traditions such as that manifest in Newman's special development of the Anglo-Saxon tradition.	C1, D1	Lectures.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will:		
B1: Discuss critically the influence of Husserl on subsequent thinkers such as Heidegger, Scheler, Derrida and Stein.	D1	Seminars.
B2: Demonstrate an understanding of the philosophical significance of Gadamer's work for hermeneutics and text interpretation.	D1	Formal exercises.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Adapt knowledge of a special subject to understanding the historical development of ideas.	D2	Written work.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Be able to sustain an extended discussion of a complex topic.	D2	Written work.

8. Indicative content.

I.   The origins of phenomenology: Brentano and the anti-Kantian orientations of Hapsburg philosophy. Husserl's early work on geometry. The middle period: Ideas I and II. The Cartesian attempt in epistemology. The later Husserl of the Crisis.

II.   Reactions to Husserl: Development of the phenomenological approach in Scheler and Stein. The critiques of Husserl's epistemological enterprise and the transcendental ego by Heidegger and Derrida.

III.   The phenomenology of faith of Newman: Newman's philosophical background in Butler and British tradition. The writing of the Grammar of Assent. Major themes of Grammar: the illative sense, the notion of belief and social trust. Links between Newman, Brentano and Gadamer.

IV.   IV. Hermeneutics and Verstehen: H. G. Gadamer's development of phenomenology and of Heidegger's thinking. His critique of the enlightenment. Verstehen as situated within tradition. The fusion of horizons in historical interpretations.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formal work at residential sessions. Summative assessment Essay 4000 words (100%)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	100%		40-44%	A1, A2, B1, B2, C1, D1

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146

11. Key reading list				
Author	Year	Title	Publisher	Location
Hadn, E., (editor)	1997	The Philosophy of Hans Georg Gadamer	Open Court	Library of Living Philosophers
Sokolowski, Robert	1999	Introduction to Phenomenology	Cambridge University Press	Cambridge
Russell, Mathewson	2006	Husserl: A Guide for the Perplexed	Continuum	

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Assessment title.	Revised to Husserl Phenomenology from Phenomenology, Gadamer and Newman.	

The Philosophy of Meister Eckhart

1. Factual information

Module title	The Philosophy of Meister Eckhart (optional module)		
Module tutor	Dr Christopher Wojtulewicz	**Level**	6
Module type	Taught	**Credit value**	20
Mode of delivery	3% face-to-face and 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

The module introduces at Level 6 the figure of Meister Eckhart in order to deploy established philosophical knowledge and skills learned across modules such as the History of Philosophy, and Cosmology and the Philosophy of God.

3. Aims of the module

- In introducing the philosophical thought of Meister Eckhart, students will critically engage with a range of texts drawn from Eckhart's Latin and vernacular works, reflecting on both typical and atypical examples of late-thirteenth and early-fourteenth century philosophic-theological literature.
- Students will explore the boundaries between scholastic and mystical categories of thought, and be able to critically assess aspects of Eckhart's philosophy of God, philosophical anthropology, and philosophy of language/grammar. The module draws students into the fecund debates of Eckhart's time, and allows them to contextualise Eckhart within late medieval philosophy, relative to other figures studied (e.g. Thomas Aquinas, Duns Scotus, William of Ockham).
- Students completing the module can expect to have a solid understanding of the historical nuances of late medieval debates involving Eckhart, and an increased appreciation for varied approaches to philosophical questions during the period (via tracts, homilies, biblical commentaries, and *quaestiones disputatae*).

4. Pre-requisite modules or specified entry requirements

Successful completion of Modules at Level 5.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1**: Understand and explain the distinctive elements of Meister Eckhart's philosophy of God and philosophical anthropology, relative to other late medieval discussions.	A2	Course Book, Lectures, Personal Research
A2: Critically apply their knowledge of Eckhart's philosophy of language and grammar to analyse passages from his texts.	B1	
A3: Explain and analyse the relationship between the 'scholastic' Eckhart and the 'vernacular/mystical' Eckhart.	C2	

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module learners will be expected to: **B1**: Critically engage with a variety of styles in philosophical texts by explaining and drawing upon their differences of presentation.	B1	Course Book, Lectures, Personal Research
B2: Perform detailed analyses of word choice and sentence formation in philosophical texts ('close reading' of texts).	B1	
B3: Explain and analyse complex and abstract philosophical ideas.	A1, A2	

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to:		Course Book, Lectures, Personal Research,
C1: Clearly explain difficult conceptual ideas to both specialist and non-specialist audiences.	D1	
		Oral presentation
C2: Communicate advanced philosophical critique in writing and orally.	D1	

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to:		Course Book, Lectures, Personal Research,
D1: Demonstrate a capacity for conceptual computation commensurate with Level 6	B1, C1	
		Oral presentation
D2: Have developed a broader sensitivity to different ways of presenting (philosophical) ideas.	D1	

8. Indicative content.

The module content is divided into three areas.
   I.   Eckhart's Philosophy of God: God's act of knowing as higher than existence; the relationship between 'God' and the 'Godhead'; God as indistinct distinction; God's nature as detachment.
  II.   Eckhart's Philosophical Anthropology: The ground of God as the ground of the soul; the 'process' of detachment and the abandonment of 'process'; the nature of personhood and individuality; the nothingness of creatures as meeting the nothingness of God; the negation of negation.
 III.   Eckhart's Philosophy of Language and Grammar: The influence of Thomas of Erfurt and Modism (speculative grammar) on Eckhart's thought; the reflection of the *modi essendi* in the *modi significandi* (matter desiring form as verbs desiring nouns); Eckhart's hylomorphism as key to his linguistic formulations; the relationship between Middle High German terminology and Latin terminology. Students will be encouraged to engage with different forms of philosophical presentation, across Eckhart's Parisian questions, biblical commentaries, tracts, and homilies. Although no prior knowledge of Latin or Middle High German is necessary, students will be given the opportunity to see how elements in the original languages bear down upon meaning.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment strategy: Summative assessment: one 3500 word Essay (50%) and Examinations (50%). Formative assessment: one 15-minute presentation to the year group with peer and lecturer Q&A (5 min) in which students will demonstrate their ability to apply their learning to a short text, as well as effectively communicate their knowledge and analysis. The rationale for this formative assessment is that it encourages a sense of membership in the discipline appropriate to Level 6, and allows for both immediate feedback to expand 'precision and clarity of expression' and a clear demonstration of the different 'modes of thinking' required in philosophy (QAA *Subject Benchmark for Philosophy*, 2.11; 3.2). The formative assessment capitalises on personal contact during residential teaching, increases peer learning, and amplifies discipline-specific skills. It will additionally draw upon skills learned in the Long Module.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	50%		40-44%	A1-3, B1-3, C1-2, D1-2
Exam	50%			A1-3, B1-3, C1-2, D1-2
Presentation (formative)	Nil			C1-2, D1-2

10. Teaching staff associated with the module
Name and contact details
Dr Christopher Wojtulewicz, philtutor01@maryvale.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Eckhart, Meister (trans. McGinn, Bernard)	1981	The Essential Sermons, Commentaries, Treatises and Defense	Paulist Books	New York, NY (242 ECK)
Eckhart, Meister (trans. McGinn, Bernard)	1986	Meister Eckhart: Teacher and Preacher	Paulist Books	New York, NY
Eckhart, Meister (trans. Maurer, Armand)	1974	Parisian Questions and Prologues	Pontifical Institute of Medieval Studies	Toronto
McGinn, Bernard	2001	The Mystical Thought of Meister Eckhart	Crossroad	New York, NY

11. Key reading list				
Author	Year	Title	Publisher	Location
Turner, Denys	2004	Faith, Reason, and the Existence of God	Cambridge University Press	New York, NY
Wojtulewicz, Christopher M.	2017	Meister Eckhart on the Principle	Peeters	Leuven

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
N/A		

Aquinas and Newman in Modernity

1. Factual information

Module title	Aquinas and Newman in Modernity (optional module)		
Module tutor	Dr Christopher Wojtulewicz	**Level**	6
Module type		**Credit value**	20
Mode of delivery	3% face-to-face and 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

The module presents an incisive way to introduce students to contemporary (20th and 21st century) Thomism through the lens of Newman. In so doing, the module presents the latest research in both Thomism and Newman studies with a view to the Catholic nature of the degree and the historical foundation of the Institute. It also responds to Newman's contemporary relevance in light of his canonisation. The module connects with themes from the History of Philosophy, as well as Analytic and Continental Philosophy, and the Philosophy of History and of the Arts. In light of a focus on questions of evidence and assent, themes from the Philosophy of Science will also play a role.

3. Aims of the module

- Students will engage with the philosophy of John Henry Newman and Thomas Aquinas, and think critically about their relationship. In particular, students will have the opportunity to consider the contribution of Thomistic personalism (especially in the Lublin School) and the 'phenomenological' personalism of Newman.
- Students will be introduced to the relationship between the Newmanian polarity of intellect and will, and the Thomistic polarity of God and the world, as demonstrated in the work of Erich Przywara. The philosophical conditions of arguments and assent in religious belief will be brought out in Aquinas and Newman as mutually enlightening.
- Students will understand the place of contemporary Aquinas/Newman research concerns within the historical-philosophical reach of medieval to modern philosophies. There will also be some stress on relating studied themes to contemporary questions—those raised by the philosophies of modernity, and its aftermath.

4. Pre-requisite modules or specified entry requirements

Completion of Modules at Level 5

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes	

A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to:		Course Book, Lectures, Personal Research
A1: Understand and explain Thomistic and Newmanian approaches to assent and religious belief, the place and role of philosophical polarities, and their contributions to questions of personalism.	A1, A2	
A2: Understand the relationship between medieval and modern philosophical concerns.	B2	

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module learners will be expected to:		Course Book, Lectures, Personal Research
B1: Critically deploy their knowledge of Thomas and Newman to contemporary literature in their otherwise discrete fields.	C1	
B2: Analyse points of philosophical reference between Thomas and Newman.	C2	

C. Practical and professional skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to:	D1	Course Book, Lectures, Personal Research
C1: Clearly explain difficult conceptual ideas to both specialist and non-specialist audiences.		
C2: Communicate advanced philosophical critique in writing and orally.	D1	

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1**: Demonstrate a capacity for conceptual computation commensurate with Level 6	B1, C1	Course Book, Lectures, Personal Research
D2: Have developed a broader sensitivity to different ways of presenting (philosophical) ideas.	D1	

8. Indicative content.

The module content is divided into three areas.
I. Aquinas and Newman on the Person: the ontological foundation of Thomistic personalism (independent reality of the individual person), especially as found in the Lublin School (Wojtyła), and the experiential ('phenomenological') personalism of Newman.
II. Aquinas and Newman on Assent and Religious Belief: Questions of the limits and scope of reason, conceived as a faculty belonging to human life defined more broadly (as in Thomas and Newman) by experience; the roles of deduction and inference (illative sense) in 'reasoning'; some conception of psychological factors at work in Thomas' and Newman's analyses of reason's role in human life.
III. Aquinas and Newman on Philosophical Polarities: Newman's emphasis on the intellect and the will as polarised, and Thomas' emphasis on God and the world as polarised; the connection of Newman's intellect/will polarity to the late medieval debate on intellect and will. Students will be introduced to Erich Przywara's reading of Newman and Thomas through new English translations of texts produced by one of the module authors.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment strategy: Summative assessment: one 3500 word essay (50%) and Examination (50%).

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	50%		40-44%	A1-2, B1-2, C1-2, D1-2
Exam	50%			A1-2, B1-2, C1-2, D1-2

10. Teaching staff associated with the module
Name and contact details
Dr Christopher Wojtulewicz, philtutor01@maryvale.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Newman, John Henry	1906	An Essay in Aid of a Grammar of Assent	Longmans	London (230.2 NEW)
Crosby, John F.	2014	The Personalism of John Henry Newman	Catholic University of America	Washington DC (230.2 NEW)
McAleer, Graham J.	2005	Ecstatic Morality and Sexual Politics	Fordham University Press	New York, NY
Wippel, John F.	2000	The Metaphysical Thought of Thomas Aquinas	Catholic University of America	Washington DC (230.2 AQU)
McCool, Gerald A.	1996	The Neo-Thomists	Marquette University Press	Milwaukee
Przywara, Erich	2014	Analogia Entis	Wm. B. Eerdmans	Grand Rapids, MI (110 PRZ)
Turner, Denys	2004	Faith, Reason, and the Existence of God	Cambridge University Press	Cambridge, UK (200.1 TUR)
Hudson, Deal W. and Moran, Dennis (eds.)	1992	The Future of Thomism	University of Notre Dame Press	South Bend, IN
Knasas, John F. X.	2003	Being and Some Twentieth-Century Thomists	Fordham University Press	New York, NY
Sillem, Edward	1969-70	The Philosophical Notebook of John Henry Newman, vols. 1&2	Nauwelaerts	Leuven (230.2 NEW)
Richardson, Lawrence	2004	Newman's Approach to Knowledge	Gracewing	London
Collins, James	1961	Philosophical Readings in Cardinal Newman	Henry Regnery	Chicago, IL
Merrigan, Terence	1991	Clear Heads and Holy	Peeters	Leuven (230.2

11. Key reading list

Author	Year	Title	Publisher	Location
		Hearts: The Religious and Theological Ideal of John Henry Newman		NEW)
Aquin, Frederick D. and King, Benjamin J.	2018	The Oxford Handbook of John Henry Newman	Oxford University Press	Oxford

12. Other indicative text (e.g. websites)

Selected texts by Erich Przywara, translated by the module author.

The availability of Newman's texts online (newmanreader.org) as well as various important texts by Thomas in Latin and English (dhspriory.org) makes the Newman-Thomas paring particularly beneficial to distance learning.

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
N/A		

Extended Essay

1. Factual information

Module title	Extended Essay		
Module tutor	Canon David Evans and other tutors	**Level**	6
Module type	Taught	**Credit value**	20
Mode of delivery	3% face to face, 97% distance learning		
Notional learning hours	6 hours lectures and tutorials, 194 independent study		200

2. Rationale for the module and its links with other modules

This module completes the honours level of the programme by its requirement for individual student work which demonstrates appropriate scholarly skills of knowledge and cognition.

3. Aims of the module

To ensure that students can successfully complete an extended piece of study.

To demonstrate student skills in knowledge management and in formal written communication.

4. Pre-requisite modules or specified entry requirements

Successful completion of all taught elements for the programme at levels, four, five and six.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **A1**: Demonstrate robust subject knowledge in a specialised area chosen from within the range of topics covered by the programme. **A2**: Have accessed a range of resources suitable for the extended programme of study undertaken.	A1 C1 and D2	Tutorial supervision and personal study. Residential teaching input and bibliography.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **B1**: Successfully to interweave in-depth subject knowledge with the capacity to develop a mature and flexible discussion of key theoretical and practical issues connected with the extended essay subject.	D2	Extended essay proposal. Extended essay.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **C1**: Have gained the ability to engage intellectual argument with topics of contemporary religious and social debate.	C1 and D1	Class discussion in supervisory contexts.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will: **D1**: Have gained skills in the robust analysis of strengths and weaknesses of intellectual opinions which can be extended to evaluation of arguments put forward in response to everyday issues.	D1	Coursebook and residential sessions.

8. Indicative content.

I. What is the Extended Essay at Honours level?
II. Resourcing and recording data
III. The compilation of the bibliography
IV. Constructing arguments
V. Referencing skills
VI. Literacy skills

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formative work, input and short presentations at residential sessions. Summative assessment Extended Essay 10,000 words (100%)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Extend Essay	100%		40-44%	A1, A2, B1, C1

10. Teaching staff associated with the module
Name and contact details
Canon David Evans, philosophy@maryvale.ac.uk, Tel: 0121 360 8118, Ext: 146
Other(s)

11. Key reading list				
Author	Year	Title	Publisher	Location
Hadn, E., (editor)	1997	The Philosophy of Hans Georg Gadamer	Open Court	Library of Living Philosophers
Sokolowski, Robert	1999	Introduction to Phenomenology	Cambridge University Press	Cambridge
Russell, Mathewson	2006	Husserl: A Guide for the Perplexed	Continuum	

12. Other indicative text (e.g. ttpwebsites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed