

# Philosophy

 BA (Hons)

## COURSE DETAILS

- A level requirements: [AAB](#)
- UCAS code: V500
- Study mode: Full-time
- Length: 3 years

## KEY DATES

- Apply by: [29 January 2025](#)
- Starts: 22 September 2025

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## Course overview

God. Morality. Mind. Reality. Art. If you want to spend three years engaging with some of the most challenging and profound questions with which humanity has ever grappled, then Philosophy is the subject for you.

## INTRODUCTION

As philosophers we ask many different questions. What am I? How should I live? What will humans be like in the future? How does language work? How can we take care of our planet?

Our expert staff will help you develop your own answers to these great questions through a combination of lectures on the answers given by great philosophers of the past and present, and seminars aimed at facilitating interaction between student and student, and student and teacher.

By the end of this programme, you will be able to understand complex and demanding texts, reason intelligently and imaginatively about ethical, metaphysical, and epistemological issues, and have a grasp of the advantages and problems of a wide range of metaphysical and ethical views.

Year one will be spent developing your foundational knowledge through a series of required modules, through which you will also acquire the skills to read and write about philosophy, and to undertake critical analysis. Your second and final years will allow you to tailor your studies to your own interests through a free choice of modules.

### Year in Industry

This programme is available with a [Year in Industry](#). Year Three is spent on a paid placement within an organisation in industry, broadly defined. You will be supported by the School of the Arts and the Department throughout, and your reflective written account of the experience

will contribute towards your final degree result. If you wish to study this programme with a Year in Industry, please put the option code 'YI' in the 'Further Choices' section of your UCAS application form.

## **WHAT YOU'LL LEARN**

- Analytical, argumentative, communications and problem-solving skills
  - Creative, critical and independent thinking
  - Flexibility and adaptability
  - Efficient time and information management
  - The ability to organise and present a persuasive case
  - The ability to recognise relevant information
  - Understanding of some aspects of the history of philosophy, and various sub-disciplines of contemporary philosophy
  - Basic competence in elementary symbolic logic
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# Course content

Discover what you'll learn, what you'll study, and how you'll be taught and assessed.

## YEAR ONE

Your first year is made of eight required modules that will set the foundations for the rest of your studies.

### COMPULSORY MODULES

#### **CRITICAL, ANALYTICAL AND CREATIVE THINKING (PHIL112)**

**Credits: 15 / Semester: semester 1**

Taking this module will help you to gain skill in reconstructing and evaluating arguments, in analysing, interpreting, and thinking critically about textual and statistical information, and in thinking creatively. There are 100 minutes' worth of lectures per week and, running from Week 2 onwards, ten weekly online tests. The first two online tests are purely formative. Each of the remaining eight online tests contributes 5% of the module result. A 2-hour on-line examination contributes the remaining 60%.

#### **ETHICS: MORAL CONSTRAINTS AND THE GOOD HUMAN LIFE (PHIL101)**

**Credits: 15 / Semester: semester 1**

This module introduces students to the main arguments and theories in historical and contemporary ethical theory. Taking this module will enhance your abilities to analyse ethical claims and to identify the philosophical assumptions that underlie them.

#### **INTRODUCTION TO LOGIC (PHIL127)**

**Credits: 15 / Semester: semester 2**

This module teaches students how to assess arguments using formal methods. Taking this module will enhance your ability to work with abstract material and your problem solving skills. It will help you understand logical notation where you encounter it in your reading, and prepare you, where appropriate, for more advanced logical study. The module is taught by lecture (1 hour per week) and workshop (2 hours per Week from week 2 onwards). It also uses extensive online support materials. These include videos containing worked examples and a proof editor/checker. It is assessed via coursework (60%) and an examination (40%). The support materials for each week come with a short online formative quiz.

## **MIND, KNOWLEDGE AND REALITY (PHIL103)**

**Credits: 15 / Semester: semester 1**

This module introduces students to philosophy of mind, metaphysics, and epistemology with an emphasis on a coherent historical narrative that explains the role that early modern philosophers have played in the development of contemporary philosophical problems and debates. Taking this module will give students a grasp of why philosophers ask big questions about the nature of reality, and the scope of our knowledge, and how those questions bear on their everyday lives. The module is taught by lecture (2 x 1 hour per week) and seminar (1 hour per week). Assessment has two components, a set of 5 short pieces of writing (5 x 150 words) worth 25% of the module mark and spread through the teaching term, and a final essay worth the remaining 75%.

## **PHILOSOPHICAL INSIGHTS (PHIL106)**

**Credits: 15 / Semester: semester 2**

This module brings the history of philosophy to life by unpacking the meaning behind well-known philosophical quotations (e.g. 'The unexamined life is not worth living'; 'One is not born, but rather becomes, a woman'). The quotations will be selected from key thinkers in the history of philosophy and will complement, not overlap, with material covered on other philosophy modules. Students are introduced to well-known philosophical quotations in lectures. The lectures provide background context required to understand the quotations. Students then have the opportunity to explore the quotations in more depth in seminars and through independent study. There are three assessments: regular seminar discussion tasks (15%), which provide students the chance to gain credit for work done during seminars; a podcast on one of the quotations (15%), which students record during the semester; a blog post that uses one of the quotations as a "jumping off point" for an exploration of some important philosophical ideas.

Students taking this module will improve their skills in reading, writing, and discussing philosophy. Students will gain skills in explaining complex information in a concise manner to an audience, in practising the intellectual virtues associated with philosophy, in conducting their own independent research and in critically discussing important ideas in the history of philosophy. They will also gain familiarity with modes of writing other than essays (blogposts) and with presenting their ideas orally (podcasts). In addition, there is a two-hour information skills workshop provided by the Library.

## **PHILOSOPHY TOOLKIT (PHIL105)**

**Credits: 15 / Semester: semester 1**

Students taking this module will develop key skills which are essential for studying philosophy. Students will learn how to approach philosophical texts written in a variety of styles – how to identify arguments, how to distinguish arguments from rhetoric, and how to evaluate arguments. They will also learn how to summarise views accurately, clearly and concisely, and how to write persuasively when presenting their own analysis of the philosophical topics covered. This module also includes lectures on successful presenting, and how to conduct fruitful philosophical discussions. Students will also be advised on understanding and learning from feedback. Students will gain skills in conducting their own independent, enquiry-led research, which is facilitated by a two-hour information and research skills workshop provided by the Library.

The seminar readings will cover three engaging philosophical topics. Since the lecture content is primarily devoted to developing the skills involved with philosophical practice, this module also features three podcasts which serve as introductions to the readings for the three seminar topics.

The module is assessed as follows: seminar participation counts for 10% of the overall grade, a 1,000-word executive summary of any two of the seminar readings counts for 30% of the module result, and a 2000-word essay counts for the remaining 60%. Feedback on the executive summary and the essay is provided online using the VLE. It specifically relates the assessed work to the marking descriptors (which are published online in advance).

Feedback on seminar participation is provided informally by the seminar leader (and by the students' peers). Students will also have the opportunity to discuss their participation by making use of their seminar leader's feedback and advice hours.

## **POLITICAL PHILOSOPHY (PHIL102)**

**Credits: 15 / Semester: semester 2**

This module introduces students to the main arguments and theories in the history of Western political philosophy. Taking this module will enhance students' abilities to analyse political arguments and claims and to identify the philosophical assumptions that underlie them. The module is taught by lecture (2 x 1 hour per week in person, or pre-recorded mini-lectures available online, depending on the circumstances) and seminar (1 hour per week). Assessment is via a take home exam (2 hour equivalent, weighted at 90% of the module mark) and a 5-10 minute seminar presentation (weighted at 10% of the module mark). Seminar presentations may be recorded by students, if in-person presentation is not possible.

## **THE EYE OF THE BEHOLDER: ART AND PHILOSOPHY (PHIL110)**

**Credits: 15 / Semester: semester 2**

Artists, art-critics and the general public ordinarily provide their own accounts as to what art means and why it is valuable. In this module, such accounts are subjected to critical scrutiny: seemingly obvious answers give rise to nuanced and complex questions, in true philosophical fashion. To a large extent, this is accomplished through close attention to particular artworks from a variety of genres. The module also includes a guided activity component, which leads to the preparation of a reflective log in an authentic-learning context. By completing this module, one's intuitions about the significance and the meaning of art will be liable to modification and fine-tuning, will become dialectically informed, and will stand up to challenge in real-world situations.

*Any optional modules listed above are illustrative only and may vary from year to year. Modules may be subject to minimum student numbers being achieved and staff availability. This means that the availability of specific optional modules cannot be guaranteed.*

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## **YEAR TWO**

You will take entirely optional modules. If you are taking the Year in Industry route, you will be required to take **SOTA260**.

- No student may take both PHIL271 and PHIL272.
- A minimum PHIL127 grade of 60% is normally required for PHIL207.
- SOTA 260 is required for students pursuing a Year in Industry but may also be taken on an optional basis

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## **OPTIONAL MODULES**

### **ANCIENT GREEK PHILOSOPHY: THE EXAMINED LIFE (PHIL237)**

**Credits: 15 / Semester: semester 2**

This module familiarises students with some of the key texts, concepts, and arguments from the most prominent and influential ancient Greek philosophers. The module will focus particularly on concepts raised in the dialogues of Plato and in Aristotle's *Metaphysics* and *Nicomachean Ethics*. The ancient Greek understanding of philosophy as both an intellectual and political practice within the ancient city-state will form the backdrop of the views and arguments discussed. Taking this module will enhance one's abilities to analyse influential philosophical accounts and theories and to identify what the 'examined life' stands for in various contexts, both ancient and contemporary.

## **BUSINESS ETHICS (PHIL271)**

**Credits: 15 / Semester: semester 1**

This module deals with business ethics and the social responsibility of business organizations. It is designed to inform decision-making about ethical challenges arising in business. It will help students identify and manage difficult ethical dilemmas they are likely to encounter in their future career. It is not intended to convert sinners into saints, to preach ethical truths, or to convey the wisdom of moral philosophers. However, it will develop students' analytical skills in ethical reasoning and provide them with a substantive framework to deal with ethical challenges. The module is taught by lecture (2 x 1 hour lectures per week) and workshops (2 during the semester, 2 hours each). Assessment is via case study analysis (40%) and an open book examination (60%). There will also be formative tests during the term. This module is identical to PHIL272, except that it runs in Semester 1.

## **BUSINESS ETHICS (PHIL272)**

**Credits: 15 / Semester: semester 2**

This module deals with business ethics and the social responsibility of business organizations. It is designed to inform decision-making about ethical challenges arising in business. It will help students identify and manage difficult ethical dilemmas they are likely to encounter in their future career. It is not intended to convert sinners into saints, to preach ethical truths, or to convey the wisdom of moral philosophers. However, it will develop students' analytical skills in ethical reasoning and provide them with a substantive framework to deal with ethical challenges. The module is taught by lecture (2 x 1 hour lectures per week, or a set of recorded mini-lectures available online if necessary) and workshops (2 during the semester, 2 hours each, which may occur online if necessary). Assessment is via case study analysis (40%) and an open book examination (60%). There will also be formative tests during the term. This module is identical to PHIL271, except that it runs in Semester 2.

## **KNOWLEDGE AND EPISTEMIC JUSTICE (PHIL212)**

**Credits: 15 / Semester: semester 1**

Taking this module will introduce students to some topics in contemporary epistemology. These will include some traditional questions about knowledge, and some of the main views that have been held about them. The module will also cover contemporary topics such as expertise, bias, epistemic justice, scientific knowledge, ignorance and fake news. Because these topics are relatively new, students will have the opportunity to engage with new and cutting-edge research in these areas. They will also have the opportunity to reflect on their own practices, especially on how they access information online.

This module is cognate with politics and economics, as well as with the philosophy of mathematics, and is required for students taking Mathematics and Philosophy. It is taught via 11 one-hour lectures and 11 one-hour seminars. Seminar discussion will be assessed and count towards 10% of the module result. During term-time students write an essay, which counts for 40% of the mark. A seen two-hour examination contributes the remaining 50%.

## **LIBERTY, JUSTICE AND THE GOOD SOCIETY (PHIL219)**

**Credits: 15 / Semester: semester 2**

This module familiarises students with some of the main issues, theories and arguments in contemporary political philosophy. Taking this module will enhance your abilities to analyse political arguments and theories and to identify the philosophical assumptions that underly political claims regarding such controversial issues as justice, freedom and equality. Thus the module is highly appropriate to students studying politics, economics and other disciplines where identifying and assessing the assumptions and ideologies underlying claims and policies is important. The module is taught by lecture (1 hour per week) and seminar (1 hour per week). Assessment is via a 2 hour exam (comprising 60% of the module mark) and a 2,000 word essay (30% of the module mark). Students also take it in turns to give one 5-10 minute seminar presentation that provides the remaining 10% of the module mark.

## **LOGIC (PHIL207)**

**Credits: 15 / Semester: semester 1**

This module teaches students how to construct consistency trees and derivations for first-order logic. PHIL127 is a prerequisite for this module and students on programmes other than GV15 Mathematics and Philosophy must have obtained a mark of at least 60% for PHIL127. Taking this module will enhance your ability to work with abstract material, your problem-solving skills and your personal resilience. It will help you understand logical notation when you encounter it in your reading and prepare you for more advanced logic study. This module is taught via support materials, pre-recorded worked examples, and by weekly tutorials and practical workshops. It will be assessed using continuous assessment, both formative and summative (40%) and via a final examination (60%). Each week, students will receive detailed feedback on their work.

## **METAPHYSICS (PHIL228)**

**Credits: 15 / Semester: semester 2**

Metaphysics deals with the largest and most fundamental questions concerning the nature of reality. What are the basic ingredients of reality? What is it to persist? Why is there anything at all? What is the nature of matter? What is the nature of space and time? Is space more than nothingness? Are the past and future as real as the present? What, if anything are you? In this module we will introduce you to current thinking on the central issue of metaphysics, as well as the differing views as to the nature of metaphysics itself. The module is taught via one weekly lecture, and one weekly seminar. It is assessed by a two hour examination worth 60% of the overall module mark, an essay 30% and a seminar presentation 10%.



## **MORAL PHILOSOPHY: THEORY AND PRACTICE (PHIL239)**

**Credits: 15 / Semester: semester 1**

This module familiarises students with some of the main issues, theories and arguments in contemporary normative and applied ethics. Taking this module will enhance their abilities to analyse ethical arguments and theories and to identify the philosophical assumptions that underly controversial ethical claims. The module is taught by lecture (1 hour per week) and 5 seminar session (2-hour bi-weekly). Assessment is via a 3,500 word essay (75% of the module mark) and a number of class and after class tasks worth 1000 words (10%). Students also give one 10–15 minute seminar presentation that provides the remaining 15% of the module mark.

## **PHILOSOPHICAL PROBLEM-SOLVING (PHIL241)**

**Credits: 15 / Semester: semester 1**

This module's emphasis is not on a particular philosophical content, but on the problem solving skills that studying philosophy is meant to train. Students will be involved in three mini-projects, each over a three week period, and each devoted to a particular philosophical problem, which in the context of this module means a philosophical proof or argument that appears to be entirely valid, but whose conclusion is widely seen as unacceptable (as for instance John McTaggart's proof that time does not exist).

In the first week of each section the problem is introduced and contextualized by the tutor and then discussed with the whole cohort. Working groups are allocated who will then have two weeks to work on the problem. The second week is reserved for a scheduled group work session with the tutor on hand to clarify points of information and present their ideas for formative assessment, followed in the third week by group presentations of the final proposed solutions to the problem.

## **PHILOSOPHY OF RACE (PHIL274)**

**Credits: 15 / Semester: semester 2**

This module considers issues of race and racism from a philosophical perspective. Given the philosophical breadth of the topic, this module will cover a wide range of philosophical approaches. These include aesthetics, phenomenology, critical theory, politics, epistemology, language, metaphysics and science. Students will be introduced to these topics in lectures. These lectures provide background context to understanding the topics. Students then read prescribed readings and do independent research in preparation for seminars. This will help students learn how to engage in constructive debate on controversial social topics. At mid-term students will submit an opinion piece in the form of a blogpost. At the end of term students will submit an essay. Students taking this module will improve their skills in reading and writing philosophy. Students will gain skill in explaining complex information in a concise manner to an audience, in practising the intellectual virtues associated with philosophy, in conducting their own independent research and in critically discussing important social ideas.

## **PHILOSOPHY OF RELIGION (PHIL215)**

**Credits: 15 / Semester: semester 2**

This module helps students to gain knowledge of the main philosophical debates concerning the concept of God, such as God's omnipotence, omniscience, and perfect goodness. It considers, for example, the main arguments for and against God's existence: the ontological argument, the cosmological argument, the design argument, and the problem of evil. There is one lecture per week and one seminar per week. Each student must give a 10-15 minute long seminar presentation. This counts for 10% of the module mark. An assessed seminar reading analysis (1,000 words) counts for 25%. An examination contributes the remaining 65%.

## **PROFESSIONAL AND CAREER DEVELOPMENT (SOTA260)**

**Credits: 15 / Semester: semester 1**

The module aims to prepare students for a smooth transition into a work placement year and, more broadly, to develop lifelong skills, attitudes and behaviours and support students in their continuing professional development. This will help students lead flexible, fulfilling careers working as a professional in their field, and enable them to contribute meaningfully to society.

## **USES, MISUSES AND ABUSES OF LANGUAGE (PHIL276)**

**Credits: 15 / Semester: semester 2**

This module will introduce students to key concepts and figures in the project of understanding natural language. Students will examine how philosophers have attempted to understand meaning, reference and communication. Students will be introduced to the distinction between semantics and pragmatics and to speech-act theory. They will learn to apply these conceptual and theoretical tools to contemporary debates around freedom of speech and censorship by the semantics and pragmatics of slurs, hate speech, dog whistles and pornographic speech. They will consider feminist perspectives on language. Students taking this module will understand the central concepts in philosophy of language and how questions in the philosophy of language can intersect with issues in philosophy of mind, ethics, political philosophy and feminist theory, and they will be able to apply this understanding to real world cases. The module is taught by lecture (1h each week for the first 6 weeks) and workshops (2h per week). Assessment is via a 750 word essay (comprising 15% of the module's mark) and a 2500 word essay (comprising 85% of the module mark).

## **MODERNITY AND CRITICAL THOUGHT 1: ENLIGHTENMENT AND POLITICAL CHANGE (PHIL235)**

**Credits: 15 / Semester: semester 1**

This module is the first part of a two-part intellectual history course. It can be taken independently or in conjunction with part two (PHIL236 Modernity and Critical Thought 2: Modernity and its Discontents). In both modules, students are introduced to key names, ideas, and events within the history of modernity that are relevant to the study of philosophy, and to the humanities more broadly. This material will be introduced in ways that foreground its relevance to contemporary philosophical, political, and cultural concerns.

The module covers material from the late Renaissance to the early Nineteenth Century, and it focusses on the emergence, throughout that period, of differing intellectual and political challenges to seemingly fixed forms of normative authority. Centred around the theme of Enlightenment, it traces the development and interconnection of critical thought and forms of social change. It addresses figures and topics such as the Scientific Revolution, Spinoza, Kant, the French Revolution, romanticism, and Hegel. In doing so, it looks at the ways in which this material might help us to make sense of our current context; but it also asks whether these ideas may merit criticism when viewed from within that context. Concerns regarding 'Eurocentrism', the importance of decolonisation, and worries about patriarchal traditions are thereby incorporated into the module and used as lenses through which to address its content. The module's goal is thus to introduce an influential tradition of critical thought, but to enable students to criticise and evaluate that tradition whilst doing so.

Assessment on this module has three components: assessed seminar participation (15%), a 2000-word essay (60%), and a 1000-word 'wiki' piece (25%).

## **PHILOSOPHY OF CAPITALISM (PHIL243)**

**Credits: 15 / Semester: semester 1**

Our society is generally thought to be a 'capitalist' one, i.e. our economic system is one based around the private ownership of the means of production, operated for private profit. Enthusiasts talk about capitalism as a system which fits well with the 'selfish' side of human nature, generating public profit from our 'natural' pursuit of personal gain; capitalism has been associated with liberal democracy and prosperity. Critics, on the other hand, associate capitalism with the exploitation of workers (the proletariat) by the owners of the capital (the bourgeoisie); with the long and dreadful history of imperialism; with the endless, pointless concentration of wealth in the hands of the few, when it could be made to work for the good of all. Increasingly since the 2008 global financial crisis, 'capitalism' has been cited as the source of everything bad in the world: the reason why you feel depressed or overworked; why your favourite TV show got cancelled; why we keep on burning fossil fuels on a rapidly warming planet. In this module, you will explore both historical and contemporary philosophical perspectives to help you figure out how capitalism works, whether or not it can be (morally) justified, and what (if anything) the alternative might be.

## **PHILOSOPHY OF SCIENCE: SCIENCE IN SOCIETY (PHIL240)**

**Credits: 15 / Semester: semester 1**

Science, whatever else it is, is a human enterprise. While all scientists are committed to the pursuit of significant truths, they do so using a variety of methods, in different organisational contexts, and motivated by different concerns. These contextual factors influence how science is produced and how it should be evaluated. This module provides an introduction to the central issues in philosophy of science, with a focus on the “big picture” of how science is practiced by a variety of scientists and the role that this has in society.

Students taking this module will gain a comprehensive understanding of scientific practice in a way that enables them to participate in important debates surrounding the role science plays (or should play) in our society. The module is mostly taught by lectures (1 hour per week) and seminars (1 hour per week); however, there is also a workshop per seminar group in one week (2 hours). Assessment is via a 2,000 words essay (50%) and an open book examination (2000 words submitted electronically) (50%).

## **MODERNITY AND CRITICAL THOUGHT 2: MODERNITY AND ITS DISCONTENTS (PHIL236)**

**Credits: 15 / Semester: semester 2**

This is the second part of a two-part intellectual history course. It can be taken on its own, or in conjunction with part one (PHIL235 Modernity and Critical Thought 1: Enlightenment and Political Change). In both, students are introduced to key names, ideas, and events within the history of modernity that are relevant to the study of philosophy, and to the humanities more broadly. The course places this material in critical relation to contemporary concerns. Beginning where part one ended, this module addresses material from the mid-Nineteenth Century to the present, and it considers the development of differing forms of disenchantment with the promises of modernity. In what ways have Enlightenment ideals of reason, order, industry, and emancipation been associated with the disasters of the Twentieth Century; and in what ways might those promises have been intertwined with histories of racism and colonialism? How might those ideals, and the themes of critique and demystification associated with them, have informed the challenges to forms of normative authority that shaped the intellectual history of late modernity, and how might they in turn inform our current historical moment? In pursuing such questions, the module addresses figures and themes such as Darwin, Marx, Nietzsche, feminism, alienation, ‘spectacle’ and consumer society, and the ‘postmodern’. By working through material such as this, the module endeavours to provide students with means of approaching some of the dilemmas of the present.

Assessment on this module has three components: assessed seminar participation (15%), a 2000-word essay (60%), and a 1000-word ‘wiki’ piece (25%).

*Any optional modules listed above are illustrative only and may vary from year to year. Modules may be subject to minimum student numbers being achieved and staff availability. This means that the availability of specific optional modules cannot be guaranteed.*

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## **FINAL YEAR**

You will take entirely optional modules.

- Students who have taken SOTA600 (Year in Industry) are not allowed to take SOTA300.
  - Students (100%, 75%, or 50 % Philosophy) must take at least one of PHIL311, PHIL365, PHIL306, SOTA300, but may not take both PHIL311 & PHIL306.
  - A minimum average of 60% in Year 2 is normally required for PHIL306.
  - Students must consult with their academic advisor before taking both PHIL306 & SOTA300 (large proportion of independent work).
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## **OPTIONAL MODULES**

### **AESTHETICS (PHIL316)**

**Credits: 15 / Semester: semester 1**

The module intends to familiarise students with central themes of aesthetics and art theory, especially questions about aesthetic judgement, aesthetic experience and aesthetic value. They will be able to strengthen their understanding of the history of philosophy, as well as the connection between theory and artistic practice. The module is taught by lecture (1 hour per week) and seminar (1 hour per week). Assessment is via a 3,000 word essay (85% of the module mark) and one 10-15 minute presentation (delivered during seminars, or recorded if on-line only teaching) that provides the remaining 15% of the module mark.

### **CLASSICAL CHINESE PHILOSOPHY (PHIL367)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to ideas formulated during the classical period of Chinese philosophy. The focus will be on the dialectic between the Daoist and Confucian schools. The module will help students to understand the ways in which Chinese philosophers approached topics that are also discussed in the Western traditions. It will also enable students to understand what is distinctive about the Chinese approaches. There will be one lecture and one seminar per week. Assessment is by examination (60%), essay (30%) and assessed seminar presentation (10%).

## **DIGITAL INQUIRY PROJECT (PHIL311)**

**Credits: 15 / Semester: semester 2**

Students will choose a topic of special interest related to their programme of study and conduct an independent research project upon it in consultation with an allocated supervisor. The module is distinctive because the final project output is to be presented as if to a specified target external audience (such as sixth-form students, policy groups or the general public), and use a digital platform (eg website, vlog, animation, podcast). The module thus offers students opportunities to integrate their philosophical skills, knowledge and understanding with applied skills of digital communication relevant in arenas beyond the academic setting.

Students do not need digital skills beyond those they will have already acquired as final year students of Philosophy to take this module. Training is offered via a suite of learning materials as relevant to an individual's chosen mode of presentation and through scheduled supervised workshops. Advice and support are provided. Students will have the opportunity to offer peer feedback on each other's outputs before final submission.

Formal assessment is threefold:

- a) Research Report (2000 words; 45%). The student, before embarking on the module, will have identified a question or problem which they wish to research and address. The Research Report offers a summary of this, arguments put forward and conclusions drawn. It also confirms the proposed audience and output format.
- b) Digital Inquiry Project (45%). Guidance is supplied on appropriate size/length, which will vary according to platform, but be such that the project communicates the findings of the Report in a manner appropriate to the audience and digital format.
- c) Reflective Commentary (500 words, 10%). This gives students the opportunity to reflect critically on the process, identifying challenges, how these were addressed and explaining presentational decisions made.

## **EXISTENTIALISM (PHIL332)**

**Credits: 15 / Semester: semester 1**

This module familiarises students with some of the main issues, theories and arguments in the existentialist movement from thinkers such as Nietzsche, Sartre, de Beauvoir and Fanon. Taking this module will enhance your abilities to read challenging philosophical texts in a critical manner. The module is taught by lecture (1 hour per week) and seminar (1 hour per week). Assessment is via an exam (comprising 40% of the module mark) and a 2,000 word essay (45% of the module mark). Students also take it in turns to give one 10-15 minute seminar presentation that provides the remaining 15% of the module mark.

## **FRONTIERS OF ETHICS (PHIL302)**

**Credits: 15 / Semester: semester 1**

This module familiarises students with some of the main theories and arguments in debates about issues that raise problems for traditional ethics. These include the treatment of disability, the issue of humanitarian intervention and other matters of global concern, such as international justice, and issues raised by what some call the 'environmental crisis'. The module is taught by lecture (1 hour per week) and seminar (1 hour per week). Assessment is via a 3,500 word essay (comprising 90% of the module mark) due in the January assessment period. Students will have the opportunity to receive formative feedback on a draft essay plan towards the end of the autumn term. Students will also give one 10-15 minute seminar presentation that provides the remaining 10% of the module mark.

## **INDIAN PHILOSOPHY (PHIL326)**

**Credits: 15 / Semester: semester 2**

This module will introduce you to the various traditions of belief and practice that are obscured by the labels 'Hinduism' and 'Buddhism'. It will help you to understand the ways in which Indian philosophers approached topics that are also discussed in the Western traditions. It will also enable you to understand what is distinctive about the Indian approaches. There will be one lecture per week, and from Week 2, a weekly seminar. Assessment is by examination 60%, essay 30% and seminar presentation 10%.

## **MIND, BRAIN AND CONSCIOUSNESS (PHIL309)**

**Credits: 15 / Semester: semester 1**

Consciousness is sometimes thought of as 'the final frontier of science'. How does grey, lumpy, brain matter produce the rich inner world of thoughts, feeling and emotions we know from day to day? This module starts with a history of philosophers' attempts to find a place for consciousness in the universe as it is revealed to us by the physical sciences. It then engages with cutting-edge debates scientists and philosophers are currently having concerning the relationship between mind and brain, and between thought and consciousness. We also look at perception, and at various unconscious influences on our conscious mind. The module is taught by lecture (1 hour per week) and seminar (1 hour per week). Assessment is via a seen exam (comprising 45% of the module mark) and a 2,000 word essay (40% of the module mark). Students also take it in turns to give one 10-15 minute seminar presentation that provides the remaining 15% of the module mark.

## **PHILOSOPHICAL APPROACHES TO CONFLICT (PHIL365)**

**Credits: 15 / Semester: semester 2**

This module gives students the opportunity to explore selected areas of conflict in social, political and legal domains. When rights or interests clash, or seem to clash, what philosophical issues are at stake? How should the state adjudicate? Key themes include rights, freedoms and responses to oppression. The module seeks to help students develop a philosophical manner of thought that will enable them to refine their views on other similar issues of public importance, often controversial in nature, which they might encounter later in life. Representative areas for inquiry include questions such as 'Does the state have the right to display religious symbols in classrooms?' and 'How far should midwives be allowed to opt out of assisting with abortions?', and topics such as freedom and the media, the ethics of immigration, forms of oppression within society, and sexual harassment.

There are no lectures for this module; it is based on student-led research and applied learning, facilitated by the tutor in weekly two-hour workshops. Some content is sensitive, and discussions are carefully moderated to respect this. The assessment asks students to integrate their academic skills with analysis of 'real-world' scenarios. There are three research-based applied components: a presentation (15% + submitted materials 5%), case study (2000 words, 45%), and an opinion piece (1000 words, 35%). The opinion piece is published electronically as a course wiki for peer comment prior to formal submission.

Samples and in-class support will be provided.

## **PHILOSOPHY AND LITERATURE (PHIL327)**

**Credits: 15 / Semester: semester 2**

This is an interdisciplinary module which aims to get students to think critically about imaginative literature and philosophical approaches to literature. It familiarises students with some of the main issues, theories and arguments relating to the ontology, value and structure of literature, as well as concept critical theory.

The module discusses key themes at the intersection of philosophy and literature; there is usually a focus on the genre of tragedy. The module is taught by lecture 1 hour per week and seminar 1 hour per week. Assessment is via class presentation (10%) and two coursework essays (40%, 50%).

## **PHILOSOPHY DISSERTATION (PHIL306)**

**Credits: 30 / Semester: whole session**

Students will choose a topic of special interest in philosophy and conduct research into this area of interest via reading and private study under the supervision of the supervisor to whom they have been allocated. Students will attend Research and Professional Skills workshops with the Subject Librarian and the Careers Services. All students will have the opportunity to participate in the Philosophy Dissertation Showcase.



## **PHILOSOPHY OF PLAY AND THE VIRTUAL (PHIL343)**

**Credits: 15 / Semester: semester 1**

This module introduces students to the major philosophical issues associated with play, games (especially digital games) and virtual worlds. It examines both the philosophical literature around play and contemporary concerns expressed in relationship to the growth of the video games industry, including addiction, violence, 'gamification' and the use of play and software for education and therapy. Students will learn to challenge common assumptions, including their own, about the triviality of play in relation to modern constructions of labour and value, and develop an understanding of how these assumptions underpin both popular and academic discussions of games.

The module is taught by lecture (1 hour per week) and seminar (1 hour per week).

Assessment consists of a 3-part project: a formative pitch meeting with the module leader in the first 5 weeks of the course, a short report on that meeting (500 words, 30%) including a research plan, and a final essay (2,500 words, 70%).

## **PHILOSOPHY OF THE FUTURE (PHIL312)**

**Credits: 15 / Semester: semester 1**

The course focuses on the philosophical implications of likely (or possible) future technological developments.

The universe is billions of years old, there are billions of stars in our galaxy and billions of galaxies, and thanks to recent discoveries it now seems likely that most stars have planets. Yet so far we have seen no sign of intelligent life elsewhere in the universe. What is the significance of this 'great silence'? Advances in medical technology will soon make possible significant 'improvements' to our bodies and minds. How serious are the ethical objections to human enhancement? If teleportation technology were available many of the all too familiar problems associated with ordinary modes of transportation could be avoided.

But is teleportation actually survivable? Computers are advancing all the time, and some say that super-intelligent machines are inevitable. Are they right, and if so, what are the implications? Will it prove possible to upload ourselves into computer-sustained virtual paradises, as some transhumanists hope? Is it likely, as some have argued, that we are in fact living our lives in virtual worlds? If so, how should we conceive of these worlds? Are they as real as the real world? If we could achieve immortality, either through bio-enhancement or uploading, would it be something we could coherently desire? Is time travel really possible? Some quantum physicists maintain that the universe is continually branching. What are the implications for how we think of our lives if they are right about this?

Many of these scenarios and issues have been anticipated in science fiction. While some ('hard') sci-fi authors seek scientific plausibility, i.e. they do their best to stick within the known laws of physics, they generally pay far less attention to metaphysical and ethical issues. Yet in working out how we should respond to what the future may bring, metaphysical and ethical considerations are of paramount importance. It is with these that this course will be dealing.

The module is taught by a combination of lectures and seminars. Assessment consists of a seminar presentation (10%), an essay on a relevant topic (2,000 words, 30%) and a take-home exam (60% approx. equivalent to a 2 hour exam).

## **SCHOOL OF THE ARTS WORK PLACEMENTS MODULE (SOTA300)**

**Credits: 30 / Semester: whole session**

This module is an opportunity for you to undertake a placement in a setting which matches your academic and possible career/industry interests, develop materials and/or undertake tasks within a practical or vocational context, apply academic knowledge from your degree, and develop your personal and employability skills within a working environment. SOTA300 is not open to students who have taken SOTA600.

## **THEMES FROM WITTGENSTEIN (PHIL340)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to key aspects of the philosophy of Wittgenstein. Topics covered may include the metaphysics of the Tractatus, the Augustinian picture of language, rule following, private language, and certainty. Successful students will gain a good understanding of Wittgenstein's mature philosophy and contemporary critical literature on that. The module will be assessed by presentation 10%, essay 40%, and examination 50%.

## **HELLENISTIC AND NEOPLATONIC PHILOSOPHY (PHIL368)**

**Credits: 15 / Semester: semester 2**

This module familiarises students with some of the key texts, concepts and arguments from the post classical Greek and Roman periods. The module will focus particularly on prominent philosophical themes in the writings of Hellenistic and Neoplatonic traditions. Taking this module will enhance your abilities to analyse influential philosophical accounts and theories and to identify the philosophical assumptions that underlie them. The module is taught by lecture (1 hour per week) and seminar (1 hour per week). Assessment is via a 2,500 word essay (85% of the module mark). Students also take it in turns to give one 10-15 minute seminar presentation that provides the remaining 15% of the module mark.

## **MYTHOLOGIES OF TRANSHUMANISM (PHIL313)**

**Credits: 15 / Semester: semester 2**

The aim of this research based module is to introduce students to current transhumanist philosophies, their key ideas, and the history of these ideas. Key transhumanist ideas are human self-design, the elimination of all suffering, the achievement of perfection and immortality, and the complete defeat of (human) nature. In order to understand these ideas better and to be able to evaluate them properly we will look into their history, follow their development and identify their mythological status. Students will develop their ability to analyse, discuss and formulate ideas and arguments about what we as human beings are, what we want to, or ought to, become, and what technological advances are worth striving for.

## **PHILOSOPHY AND PUBLIC POLICY (PHIL375)**

**Credits: 15 / Semester: semester 2**

This module takes insights from recent work in philosophy of science and social science to help students understand how policy is developed and how it can be done better. The primary focus will be on the evidence-based policy movement. Questions that will be addressed include the following. What is evidence? How can policy makers move from evidence to policy? Can evidence be moved from one context to another? Should evidence be objective? What is objectivity in policy making? What role do values play?

In this module students will look at a number of cases. Cases may include child protection, policing, HIV/AIDS policy, and international nutrition programmes. These are likely to change annually in line with what is currently interesting and relevant.

This module will be delivered via weekly lectures and seminars. Students will be assessed by writing a mid-term policy report (2000 words) and an end-of-term essay (2000 words).

*Any optional modules listed above are illustrative only and may vary from year to year. Modules may be subject to minimum student numbers being achieved and staff availability. This means that the availability of specific optional modules cannot be guaranteed.*

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## **CHOOSING THIS SUBJECT AS A COMBINED DEGREE**

You will take half of your modules in Philosophy, and the other half in your other subject. Popular subjects to take with Philosophy include Politics, English Literature, Law, English and Business Studies.

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## **HOW YOU'LL LEARN**

In studying Philosophy, you will learn how to defend your views with reasoned arguments, and to assess the arguments of others. Argumentative skills are learned through attending lectures and reading philosophical texts, developed by group seminar discussions, and formally assessed through essays and exams. You will complete modules to the value of 120 credits per year, from a wide range of options available. Most modules employ a blend of lectures, seminars and online support materials. You will learn by reading and studying outside class time, by attending and participating in classes, by doing coursework and, for dissertations, via one-to-one meetings with a supervisor. There is also scope, both formally in the placement module and informally, for you to develop practical skills by volunteering.

## **HOW YOU'RE ASSESSED**

Philosophy employs a mixture of modes of assessment: exams and coursework in many different varieties including essays, oral presentations, dissertations, exercises, and supported independent work (eg in the placement module).

## **LIVERPOOL HALLMARKS**

We have a distinctive approach to education, the Liverpool Curriculum Framework, which focuses on research-connected teaching, active learning, and authentic assessment to

ensure our students graduate as digitally fluent and confident global citizens.

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# Careers and employability

Graduating with a degree in philosophy will empower you to delve into the profound questions that shape human existence but also position you as a valuable asset in today's competitive job market.

The School has its own placements and employability officer, and you will have the opportunity to undertake a work placement or a year in industry as part of your programme.

Graduates in Philosophy obtain work in fields such as:

- advertising and marketing;
- the arts, broadcasting, and journalism;
- commerce and management;
- the civil service, law, and politics;
- teaching.

**3 IN 4 PHILOSOPHY STUDENTS FIND THEIR MAIN ACTIVITY AFTER GRADUATION MEANINGFUL.**

*Graduate Outcomes, 2018-19.*

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# Fees and funding

Your tuition fees, funding your studies, and other costs to consider.

## TUITION FEES

<b>UK fees (applies to Channel Islands, Isle of Man and Republic of Ireland)</b>	
Full-time place, per year	£9,535
Year in industry fee	£1,850
Year abroad fee	£1,385

<b>International fees</b>	
Full-time place, per year	£24,100
Year in industry fee	£1,850
Year abroad fee	£12,050

*The UK full-time tuition fee, international course fee and fee for the year abroad for international students shown are correct for 2025/26 entry. We are currently awaiting confirmation of whether the year abroad fee for UK students, as well as the year in industry fee will change, so the fees shown are for 2024/25. Please note that the year abroad fee also applies to the year in China.*

Tuition fees cover the cost of your teaching and assessment, operating facilities such as libraries, IT equipment, and access to academic and personal support. [Learn more about fees and funding.](#)

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## ADDITIONAL COSTS

We understand that budgeting for your time at university is important, and we want to make sure you understand any course-related costs that are not covered by your tuition fee. This could include buying a laptop, books, or stationery.

Find out more about the [additional study costs](#) that may apply to this course.

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## **SCHOLARSHIPS AND BURSARIES**

We offer a range of scholarships and bursaries that could help pay your tuition and living expenses.

We've set the country or region your qualifications are from as United Kingdom. [Change it here](#)

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### **UNDERGRADUATE GLOBAL ADVANCEMENT SCHOLARSHIP**

- [International students](#)

[If you're a high-achieving international student starting an undergraduate degree with us from September 2024, you could be eligible to receive a fee discount of up to £5,000. You'll need to achieve grades equivalent to AAA in A levels. Most of our undergraduate degrees are eligible, with the exception of clinical programmes in Medicine and Dental Surgery.](#)

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### **THE LIVERPOOL BURSARY**

- [Home students](#)

[If you're a UK student joining an undergraduate degree and have a household income below £35,000, you could be eligible for a Liverpool Bursary worth up to £2,000 for each year of undergraduate study.](#)

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### **ASYLUM SEEKERS SCHOLARSHIP**

- [Home students](#)

[Apply for an Asylum Seekers Scholarship and you could have your tuition fees paid in full and receive help with study costs. You'll need to have applied for asylum in the UK, or be the dependant of an asylum seeker, and be joining an eligible undergraduate degree.](#)

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### **CARE LEAVERS' OPPORTUNITY BURSARY**

- [Home students](#)

[If you've spent 13 or more weeks in Local Authority care since age 14, you could be eligible for a bursary of £3,000 per year of study. You'll need to be a UK student joining an eligible undergraduate degree and be aged 28 or above on 1 September in the year you start.](#)

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### **COWRIE FOUNDATION SCHOLARSHIP**

- [Home students](#)

[Are you a UK student with a Black African or Caribbean heritage and a household income of £25,000 or less? You could be eligible to apply for a Cowrie Foundation Scholarship worth up to £8,000 for each year of undergraduate study.](#)

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## **ESTRANGED STUDENTS BURSARY**

- [Home students](#)

[If you're a UK student identified as estranged by Student Finance England \(or the equivalent UK funding body\), you could be eligible for a bursary of £1,000 for each year of undergraduate study.](#)

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## **GENESYS LIFE SCIENCES SCHOLARSHIP**

- [Home students](#)

[Joining a School of Biosciences degree and have a household income of less than £25,000? If you're a UK student, you could apply to receive £4,500 per year for three years of your undergraduate course.](#)

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## **GRADUATE ASSOCIATION HONG KONG & TUNG UNDERGRADUATE SCHOLARSHIPS**

- [International students](#)

- [Hong Kong](#)

[If you're an undergraduate student from Hong Kong who can demonstrate academic excellence, you may be eligible to apply for a scholarship worth £10,000 in partnership with the Tung Foundation.](#)

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## **KAPLAN DIGITAL PATHWAYS EXCELLENCE SCHOLARSHIP**

- [International students](#)

[Completed a Kaplan Digital Pathways Foundation Certificate? We're offering a £5,000 fee discount off the first year of undergraduate study for a maximum of two high achieving students joining one of our non-clinical degrees from an online Kaplan Foundation Certificate.](#)

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## **NOLAN SCHOLARSHIPS**

- [Home students](#)

[Do you live in the Liverpool City Region with a household income of £25,000 or less? Did neither of your parents attend University? You could be eligible to apply for a Nolan Scholarship worth £5,000 per year for three years of undergraduate study.](#)

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## **RIGBY ENTERPRISE AWARD**

- [Home students](#)

[Are you a UK student with a household income of £25,000 or less? If you've participated in an eligible outreach programme, you could be eligible to apply for a Rigby Enterprise Award worth £5,000 per year for three years of your undergraduate degree.](#)



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## **ROLABOTIC SCHOLARSHIP**

- Home students

Are you a UK student with a household income of £25,000 or less? Did neither of your parents attend University? You could be eligible to apply for a ROLABOTIC Scholarship worth £4,500 for each year of your undergraduate degree.

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## **SPORT LIVERPOOL PERFORMANCE PROGRAMME**

- Home and international students

Apply to receive tailored training support to enhance your sporting performance. Our athlete support package includes a range of benefits, from bespoke strength and conditioning training to physiotherapy sessions and one-to-one nutritional advice.

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## **TECHNETIX BROADHURST ENGINEERING SCHOLARSHIP**

- Home students

Joining a degree in the School of Electrical Engineering, Electronics and Computer Science? If you're a UK student with household income below £25,000, you could be eligible to apply for £5,000 a year for three years of study. Two awards will be available per academic year.

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## **UNIVERSITY OF LIVERPOOL INTERNATIONAL COLLEGE EXCELLENCE SCHOLARSHIP**

- International students

Completed a Foundation Certificate at University of Liverpool International College (UoLIC)? We're offering a £5,000 fee discount off the first year of undergraduate study to some of the highest achieving students joining one of our non-clinical degrees from UoLIC.

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## **UNIVERSITY OF LIVERPOOL INTERNATIONAL COLLEGE FIRST CLASS SCHOLARSHIP**

- International students

We're offering a £1,000 fee discount for years 2 and 3 of undergraduate study to eligible students progressing from University of Liverpool International College. You'll need to be studying a non-clinical subject and get an average of 70% or above in year 1 of your degree.

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## **UNIVERSITY OF LIVERPOOL INTERNATIONAL COLLEGE IMPACT PROGRESSION SCHOLARSHIPS**

- International students

If you're a University of Liverpool International College student awarded a Kaplan Impact Scholarship, we'll also consider you for an Impact Progression Scholarship. If selected, you'll receive a £3,000 fee discount off the first year of your undergraduate degree.

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## **YOUNG ADULT CARER'S (YAC) BURSARY**

- Home students

If you're a young adult and a registered carer in the UK, you might be eligible for a £1,000 bursary for each year of study. You'll need to be aged 18-25 on 1 September in the year you start your undergraduate degree.

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# Entry requirements

The qualifications and exam results you'll need to apply for this course.

Your qualification	Requirements <a href="#">About our typical entry requirements</a>
A levels	AAB Applicants with the Extended Project Qualification (EPQ) are eligible for a reduction in grade requirements. For this course, the offer is <b>ABB</b> with <b>A</b> in the EPQ. You may automatically qualify for reduced entry requirements through our <a href="#">contextual offers scheme</a> .
GCSE	4/C in English and 4/C in Mathematics
BTEC Level 3 National Extended Diploma	Applications encouraged. BTEC applications are encouraged. We evaluate each BTEC application on its merits.
International Baccalaureate	35 overall with no score less than four
Irish Leaving Certificate	H1, H1, H2, H2, H2, H3
Scottish Higher/Advanced Higher	AAB in Advanced Highers, combinations of Advanced Highers and Scottish Highers are welcome
Welsh Baccalaureate Advanced	Accepted at grade A including AB at A Level
Access	45 Level 3 credits at Distinction

<p><b>Your qualification</b></p>	<p><b>Requirements</b>  <a href="#">About our typical entry requirements</a></p>
<p>International qualifications</p>	<p>Many countries have a different education system to that of the UK, meaning your qualifications may not meet our entry requirements. Completing your Foundation Certificate, such as that offered by the <a href="#">University of Liverpool International College</a>, means you're guaranteed a place on your chosen course.</p>

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## ALTERNATIVE ENTRY REQUIREMENTS

- If your qualification isn't listed here, or you're taking a combination of qualifications, [contact us](#) for advice
- Aged 20+ and without formal qualifications? The one-year [Go Higher](#)

- [diploma](#) qualifies you to apply for University of Liverpool arts, humanities and social sciences programmes
- [Applications from mature students](#) are welcome.

**THE ORIGINAL**

**REDBRICK**