****

**Programme Specification**

**Title of Course: MA Contemporary European Philosophy**

**Date Specification Produced: 5 October 2012**

**Date Specification Last Revised: September 2019**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | MA Contemporary European Philosophy |
| **Awarding Institution:** | Kingston University and Université de Paris 8 (Saint-Denis) |
| **Teaching Institution:** | Kingston University and Université de Paris 8 (Saint-Denis) |
| **Location:** | Kingston University: Penrhyn Road/Knights ParkUniversité de Paris 8: Saint-Denis |
| **Programme Accredited by:** | Kingston University |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

This 18-month programme offers students a unique international and interlinguistic orientation in current philosophical work in the Modern European Tradition, combining the strengths of Kingston's CRMEP with the renowned expertise and experience of the Paris 8 Philosophy Department. A good reading knowledge of French is a requirement for admission to the programme.

The MA Contemporary European Philosophy (CEP) programme is organised around a compulsory module PH7601 'Contemporary European Philosophy', taught in the first semester at Kingston by staff in the CRMEP. As far as possible the teaching materials will be in the original languages of publication: French, English and also some texts in Italian and German with English or French translation where these are also available. This module aims to introduce students to problems of temporality and epochality implied by the designation 'contemporary', and to recent debates concerning the question of 'European' philosophy in its relations with 'other' or non-European thought. A second compulsory 'Special Study' module PH7602 involves guided independent work on a major contemporary philosopher, to be chosen by the student, and is taught across the year ­– first at Kingston, then Paris. Appropriate supervisors for the module are identified and appointed in both Universities.

Students also choose three other taught-modules, selecting one from the full existing range of MA courses offered by the CRMEP at Kingston in the autumn, and then two of the courses offered by the Philosophy Department at Paris 8 in the spring. The MA dissertation may be written in either London or Paris or a co-supervised combination of both, and in either English or French.

In the Spring term of each year one member of staff from Kingston teaches two courses at Paris 8; these courses are options for MA CEP students in the Spring term. In addition, the Kingston staff member teaching at Paris each semester acts as ‘link tutor’ for MA CEP students, providing academic advice and guidance concerning the programme and orientation in Paris.

The MA appeals both to students with a background in Philosophy, and to students with undergraduate degrees in related subjects like literature, politics and political theory, cultural studies, art history, and so on. It provides an ideal preparation for doctoral research in Philosophy and also in related fields in the humanities and social sciences, and also prepares graduates for a wide range of careers in education, the arts, politics and public policy.

At Kingston the MA is taught by internationally recognized specialists at the UK's most dynamic and inventive centre for research in modern European philosophy, the CRMEP, which enjoys a national and international reputation for teaching and research in the field of post-Kantian European philosophy, characterised by a strong emphasis on broad cultural and intellectual contexts and a distinctive sense of social and political engagement. The MA programme is enhanced by the CRMEP's lively and popular series of research events. At Paris 8 students study in one of the most famous Philosophy Departments in the world, and while in Paris, students can also participate in the full range of lectures and events organised by other institutions, including open courses held at the Collège International de la Philosophie.

1. **Aims of the Programme**

The general aims of the Programme are:

* to offer students the opportunity to study contemporary European philosophy to an advanced level within a taught programme, based at two of the field's most respected and productive institutions;
* to enhance students’ knowledge of some of the main lines of inquiry in contemporary European philosophy, informed by an awareness of their grounding in the development of the post-Kantian philosophical tradition;
* to enable students to develop an advanced understanding of current debates in the field of contemporary European Philosophy, notably in France and Italy, but also in Germany and the UK;
* to provide students with an opportunity to work (and if desired, to write) in two languages, English and French, and to study in two distinct national and institutional contexts;
* to foster students’ ability to develop general philosophical skills, both in class discussions and in individual written work, of interpretation, analysis, criticism and argument;
* to provide training in advanced research skills and the use of research resources, both physical and electronic;
* to develop students’ ability to construct a complex argument and to express that argument in clear and accurate prose;
* to provide students with a solid foundation for further postgraduate research or professional development.

This programme allows for three exit qualifications: Joint Masters (240 credits), Joint Post-Graduate Diploma PgDip (120 credits), and (Kingston only) Post-Graduate Certificate PgCert (60 credits).

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. Where appropriate, the programme outcomes are referenced to the QAA subject benchmarks for Philosophy\* and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

\* There is no benchmark statement relating specifically to Philosophy at Level 7. Where appropriate, we are guided by the most recent QAA benchmark statement for Philosophy at Honours level.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will have advanced knowledge and understanding of:** |  | **Intellectual skills – able to:****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | several prominent debates and lines of inquiry in contemporary European Philosophy (notably in France and Italy) | B1 | Interpret and analyse complex and difficult philosophical texts, informed by current critical practice | C1 | Work independently and manage their time effectively |
| A2 | the multiple meanings of the terms 'contemporary' and 'European', in the light of current reflection on philosophy in Europe | B2 | Consider and critically examine unfamiliar ideas and terminology | C2 | Prepare and deliver effective oral presentations of their work |
| A3 | the formative role of the post-Kantian philosophical tradition (especially Hegel, Marx, Nietzsche, Heidegger, Freud) in the development of contemporary European philosophy | B3 | Recognize methodological errors, rhetorical devices and unnoticed assumptions  | C3 | Locate appropriate electronic and physical research resources and plan a programme of library-based research appropriate to an MA dissertation |
| A4 | the ongoing significance of debates that began in the 1960s about a range of fundamental concepts: subject, structure, discipline, history, politics (e.g. in the work of French thinkers like Althusser, Foucault, Derrida and Deleuze | B4 | Construct and sustain complex arguments about matters of a fundamental and abstract nature, and express them in clear and accurate English or French prose. | C4 | Organise and sustain wide-ranging research over a period of time and to structure and present a complex argument in a coherent fashion |
| A5 | the main ideas and arguments of at least one major contemporary thinker, with a particular focus on their principal text(s) (e.g. thinkers like Benjamin, Adorno, Deleuze, Badiou, Agamben, Negri...) |  |  | C5 | Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice). |
| A6 | some of the distinctive concepts, features and modes of argument and presentation of contemporary philosophy in France, Italy or Germany |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From BA: Normally a good (2:1 or upper-second class honours, or better) undergraduate degree or its equivalent in a relevant or related subject. Applicants with other kinds of qualifications will be considered on an individual basis.

A minimum, overall IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.

Students are also required to have adequate level of competence in French, comparable to an A grade at 'A' Level, or the equivalent.

1. **Programme Structure**

This programme is offered in full-time mode only, and leads to the award of MA Contemporary European Philosophy (Joint Masters) (240 credits), Joint Post-Graduate Diploma PgDip (120 credits), and (Kingston only) Post-Graduate Certificate PgCert (60 credits).

Entry is normally at level 7 with BA or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 7 with good passes in comparable level 7 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning**

N/A

**E3. Outline Programme Structure**

The degree consists of 240 credits, five modules of 30 credits each and a final dissertation of 90 credits.

All students will be provided with the Kingston University regulations. Full details of each module will be provided in module descriptors and student module guides; since the modules are research-driven, the content and reading materials change to some extent every year. Full details of the modules at Paris 8 can be found in the Master's Brochure, on the departmental website (<http://www-artweb.univ-paris8.fr/spip.php?article1226>).

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| **Level 7** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** |
| Contemporary European Philosophies (K) | PH7601 | 30 | 7 | 1 | None |
| Special Study Module (K/P) | PH7602 | 30 | 7 | 1 and 2 | None |
| Dissertation (K or P) | PH7002 | 90 | 7 | 2 and 3 | PH7601, PH7602 |
| **Option modules** | **Pre-requisites** |
| Kant and the Aesthetic Tradition (K) | PH7701 | 30 | 7 | 1 | None |
| Romantic Philosophy of Art (K) | PH7702 | 30 | 7 | 1 | None |
| Kant and His Legacy (K) | PH7801 | 30 | 7 | 1 | None |
| Hegel and His Legacy (K) | PH7802 | 30 | 7 | 1 | None |
| Critique, Practice, Power (K) | PH7901 | 30 | 7 | 1 | None |
| Recent Italian Philosophy (K) | PH7903 | 30 | 7 | 1 | None |
| 20th Century French Philosophy (P) | PH7410 | 30 | 7 | 2 | None |
| Interpreting German Idealism (P) | PH7412 | 30 | 7 | 2 | None |
| Philosophy and Cinema (P) | PH7413 | 30 | 7 | 2 | None |
| Reading Gilles Deleuze (P) | PH7417 | 30 | 7 | 2 | None |
| Political Philosophy (P) | PH7418 | 30 | 7 | 1 | None |
| Contemporary Art and Philosophy (P) | PH7419 | 30 | 7 | 1 | None |
| Topics in Contemporary European Philosophy 1 (P) | PH7431 | 30 | 7 | 2 | None |
| Topics in Contemporary European Philosophy 2 (P) | PH7432 | 30 | 7 | 2 | None |
| Professional Placement  | HU7100 | 120 | 7 | TB3( Yr 1) and TB1&TB2 (Yr 2) | None |

K = taught at Kingston University

P = taught at Paris 8

K/P = taught at both Kingston and Paris 8

K or P = may be taken at either Kingston or Paris 8

Nb: CEP students who return to Kingston in their second-year, to prepare their dissertation, are free to sit in on Kingston modules in both TB1 (autumn) and TB2 (spring). Kingston's TB2 modules in philosophy, not listed above, typically include options on Nietzsche and Heidegger, Recent French Philosophy, German Critical Theory, Philosophy and Psychoanalysis, Art Theory, and Political Philosophy. CEP students who remain in Paris during their second year are also of course free to sit in on any Paris 8 modules during that year.

Students exiting the programme with 60 credits are eligible for the award of PgCert in Contemporary European Philosophy.

Students exiting the programme with 120 credits are eligible for the award of PgDip in Contemporary European Philosophy.

1. **Principles of Teaching Learning and Assessment**

The Programme has been designed to take account of the KU Curriculum Design principles. The Programme uses a range of teaching and learning methods that encourage students’ active engagement throughout. Teaching and learning methods are designed to suit the content and learning outcomes of the modules. Lectures are knowledge-focussed, explaining core aspects of the syllabus and its intellectual context, as well as offering models of interpretation and commentary. Seminar discussions explore the understanding of set texts and lecture materials and develop skills of exegesis, argumentation and oral presentation. Working with texts in their original languages (French, German and Italian) and with English and other translations, seminars also develops linguistic and translation skills. Brief (formatively assessed) oral presentations help students develop their own understanding of the essentials of particular texts and topics and help students gain confidence in public speaking and response. As both presenters and respondents students engage in peer review and develop critical questioning skills. Individual and group tutorials offer opportunities to discuss essay topics and any issues students may find particularly difficult on the modules, and are used to receive detailed feedback on assessed written work. Individual and group tutorials are arranged with module tutors; on core modules and some option modules doctoral Teaching Assistants (CRMEP PhD students) also run tutorials at Kingston. Students also learn autonomously through independent study of set texts, library research, peer engagement and discussion both inside and outside the class, and through individual writing. Development of academic skills, including language skills, is threaded throughout the whole course.

The regular extra curricular research events schedule at Kingston is also partly designed to complement and extend formal teaching and learning on the MA. (See <http://fass.kingston.ac.uk/research/crmep/events/>) Research seminars, lectures, conferences and workshops include topics relevant to the MA and offer students the opportunity to engage with a wider national and international research community. An annual CRMEP Graduate Conference, organised by a team of PhD and MA students, allows students to participate in organisational and decision-making processes. Students who present papers at the conference also benefit from the experience of speaking and responding to a large public audience, and from further formative peer and faculty assessment. As well as formal class contact in lectures, seminars and tutorials, the extra-curricular events programme also allows for and encourages significant, informal staff-student contact as part of the enhanced learning and teaching environment. On-line learning technologies are also used throughout the course, to communicate with students, to make learning materials available to students and to foster on-line learning where appropriate. The extra-curricular events at Paris 8 are also intended to be used as extended teaching and learning opportunities, further encouraging the development of academic and linguistic skills.

Assessment in all modules (including the Dissertation module) is both formative and summative. All 30-credit modules are formatively assessed (by staff and peers) through seminar discussions and students’ oral presentations. 30-credit modules are also summatively assessed, either through a 1500-word written exercise (at Kingston) plus a 3500-4000 word essay, or with one 5 to 6000 word essay (at Paris 8). The 1500-word written exercise at Kingston is designed to ensure that students have grasped the basic philosophical content in the early stages of each module; to identify, early on, any problems that individual students may need to address and to identify the means to do so; to identify and devise strategies for building on individual student’s strengths; and to build confidence and skills in academic writing. Individual feedback tutorials in which the written exercise are discussed also allow staff and teaching assistants to provide formative guidance and advice in preparation for the longer essay. The longer 5000 word essay gives students the opportunity to explore topics in greater depth. Students take advantage of pre-essay tutorials to discuss and receive formative advice on essay plans; the summative assessment of essays includes written comments that provide formative guidance on skills for the preparation of the dissertation. In summative assessments the emphasis falls squarely on the development of the ability to demonstrate comprehension and to communicate aspects of difficult topics in writing. This is a major transferable skill and intense preparation for any further postgraduate (for example doctoral) study. At Paris assessed work written in French also tests and develops students’ linguistic skills.

Formative assessment and peer engagement are also prominent features of the two Research Skills seminars which are included as part of the Dissertation module PHM7002 at Kingston (after which students may choose to write their dissertation in Paris with supervision from Paris 8 staff). Seminars cover: i) accessing and using library and electronic resources, with the Philosophy Subject Librarian; ii) writing, composition and editing skills; iii) preparation of the dissertation proposal and writing the dissertation; and iv) oral presentations by students on agreed dissertation topics. The first three of these seminars comprise formal skills teaching; in the fourth seminar students practice and extend oral presentation and response skills, receiving and participating in formative peer assessment, as well as receiving feedback from staff. In the Dissertation module, students apply the skills and knowledge acquired during the taught phase of the degree to the preparation of an extended piece of research-based writing. Students are assigned an appropriate supervisor from the Philosophy team at either Kingston or Paris to guide them through this largely self-directed phase of the degree. Students meet regularly with their supervisor while preparing their dissertation to discuss the scope and intellectual content of the dissertation, research strategy and, as appropriate, early drafts of parts of their dissertation.

1. **Support for Students and their Learning**

In addition to structured teaching, guidance is available for students throughout the year at Kingston through the provision of specific pre-set Office Hours, during which all members of the teaching staff are available for consultation with students. Students are encouraged to meet with teaching staff at such times, and at other times by appointment, for individual tutorial sessions. Students are also assigned a personal tutor, normally the tutor teaching the core module or the Philosophy Director of Studies. In addition to help and advice from module tutors the personal tutor tracks tutees’ achievement, makes any appropriate recommendation for further support, and acts as the first contact for academic support and advice of all kinds. Provision is made for students to change personal tutor if necessary. As above (section A) a Kingston member of staff teaching in Paris acts as link tutor in Paris for MA CEP students, offering academic support and advice.

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* A substantial Study Skills Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services Team, who will provide support for students prior to undertaking work placement(s).
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs (module evaluation questionnaires) and a postgraduate survey.
* Moderation policies
* Feedback from employers
1. **Employability Statement**

The MA Contemporary European Philosophy degree fosters a range of skills highly desirable to employers, such as high level communication skills, the capacity to deal effectively with substantial quantities of complex information, skills in analysis, critical and creative thinking, linguistic skills, research skills, self-management and the capacity to work to deadlines, meticulousness in written presentation, the ability to work both independently and constructively with others.

While some MA Contemporary European Philosophy students will be studying to begin or enhance a career path in teaching, research or in the creative industries, other graduates will go into a variety of careers, including public policy, media/journalism, publishing, arts administration, management, marketing, leisure and tourism, IT and a variety of public service and therapeutic fields. For those interested in further research, the course provides an excellent foundation for MPhil/PhD level study in related fields.

The programme ran for the first time in 2012/13.

1. **Approved Variants from the Postgraduate Regulations**

As a joint award with the University of Paris 8, it is required to harmonise credit volume with their requirements. This leads to a 240 credit programme, including a dissertation module.

1. **Other sources of information that you may wish to consult**

MA in Contemporary European Philosophy Course Handbook.

**Course page on the KU website**

<https://www.kingston.ac.uk/postgraduate-course/contemporary-european-philosophy-ma/>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

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|  |  |  | **Level 7** |
|  | **Module Code** |  | PH7601 | PH7602 | PH7002 | PH7701 | PH7702 | PH7801 | PH7802 | PH7901 | PH7903 | PH7410 | PH7412 | PH7413 | PH7417 | PH7418 | PH7419 | PH7431 | PH7432 | HU7100 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S |  | S | S |  |  | S | S | S |  |  |  |  |  |  |  |  |  |
| A2 | S | S |  | S | S |  | S | S | S | S | S | S | S | S | S | S | S |  |
| A3 | S | S | S | S | S | S | S | S | S |  |  |  |  |  |  |  |  |  |
| A4 | S | S |  |  |  | S | S | S | S |  |  |  |  |  |  |  |  |  |
| A5 | S | S | S |  |  |  |  |  |  | S | S | S | S | S | S | S | S |  |
| A6 | S | S |  | S | S |  |  |  |  | S | S | S | S | S | S | S | S |  |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| B2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| B3 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| B4 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| **Practical Skills** | C1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| C2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| C3 |  | S | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C4 |  | S | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | MA Contemporary European Philosophy |
| **Intermediate Award(s):** | Postgraduate Diploma in Contemporary European Philosophy, Postgraduate Certificate in Contemporary European Philosophy (Kingston only) |
| **Minimum period of registration:** | FT: min 18 months |
| **Maximum period of registration:** | FT: max 36 months |
| **FHEQ Level for the Final Award:** | Masters (Kingston only) |
| **QAA Subject Benchmark:** | There is currently no benchmarking statement specific to Philosophy at postgraduate level. |
| **Modes of Delivery:** | Full-time |
| **Language of Delivery:** | English and French |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **UCAS Code:** | N/A |
| **Course/Route Code:** | PFCPH1CPH01PPCPH1CPH01 |
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