



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Problems of the Self				
Module Code	UPZPMW-30-1	Level	1	Version	1
Owning Faculty	ACE	Field	Philosophy		
Contributes towards	Awards up to BA (Hons)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	25 Jan 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>display a knowledge of contemporary philosophical debates surrounding the nature of the self and related topics.</li> <li>understand the nature of philosophical argument.</li> <li>demonstrate the ability to think critically about philosophical problems.</li> <li>show transferable writing skills developed through the presentation and analysis of complex philosophical arguments.</li> </ul> <p>All learning outcomes will be assessed at all assessment points.</p>
Syllabus Outline	<p>This module will offer a problem-oriented introduction to a range of philosophical questions about the self, understood broadly to include questions about the mind and body (and their relationship), consciousness, self-knowledge, personal identity, human nature, and a range of issues connected with human action. Precise topics may vary from year to year according to staff research interests, in order to keep the content fresh and up to date with current debates.</p>
Contact Hours/Scheduled Hours	<p>Contact time will take the form of a lecture, in which the contours of a specific philosophical problem will be mapped out, and seminars in which students will critically discuss the problems that have been presented in the lectures. There will also be a module-specific tutorial hour each week for students to access one-to-</p>

	one support, we well as regular contact via Blackboard and email.
Teaching and Learning Methods	<p><b>Scheduled learning</b> Lectures will present information, introducing problems to students and orienting them within current debates. Questions and problems will be posed without solutions being offered. Seminars will offer a collaborative forum for students to critically engage with the material. Students requiring closer guidance and support will be invited to tutorial sessions for further support.</p> <p><b>Independent learning</b> Students will be expected to read set texts each week and to draw on their reading in the seminar discussions. Assignment questions will draw on the topics covered by the set readings, so that there will be no rigid division between seminar reading and assignment preparation.</p>
Reading Strategy*	<p><b>Essential Reading</b> Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. The Module Handbook will outline the range of reading to be carried out.</p> <p><b>Further Reading</b> Students will be encouraged to explore further reading for each topic, and recommendations will be listed in the Module Handbook. All items recommended will be made available via the library, ordering selected new stock where necessary. Where a student selects an assignment on a particular topic the further reading recommended on that topic will become essential reading.</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Cassam, Q. (1994) <i>Self-Knowledge</i>, Oxford: Oxford University Press.</p> <p>Gallagher, S., et al. (2000) <i>Models of the Self</i>, Thorverton: Imprint Academic.</p> <p>Gallagher, S. (2011) <i>The Oxford Handbook of the Self</i>, Oxford: Oxford University Press.</p> <p>Siderits, M. et al. (2010) <i>Self, No Self? Perspectives from Analytical, Phenomenological, and Indian Traditions</i>, Oxford: Oxford University Press.</p> <p>Sorabji, R. (2006) <i>Self: Ancient and Modern Insights about Individuality, Life, and Death</i>, Oxford: Oxford University Press.</p> <p>Strawson, G. (2009) <i>Selves: An Essay in Revisionary Metaphysics</i>, Oxford: Oxford University Press.</p> <p>Williams, B. (1976) <i>Problems of the Self</i>, Cambridge: Cambridge University Press.</p> <p>Zahavi, D. (2006) <i>Subjectivity and Selfhood: Investigating the First-Person Perspective</i>, Cambridge, MA: MIT Press.</p>

### Part 3: Assessment

Assessment Strategy	Assessment will be via essays (two, both 2000 words long) and examination. All assessments will be summative. Both types of assessment will assess all the specified learning outcomes.
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	<p>In-class presentations will not be used as formal assessments, in order to ensure a relaxed and informal environment for discussion and debate in seminars. Essays will instead enable students to develop ideas tested in seminars in a more detailed and rigorous format.</p> <p>For the First Sit, more weight will be placed on the second essay than the first, by which point students will have had time to develop further their skills and draw on feedback. (This unequal weighting will unnecessary for the Resit, in which essays will be equally weighted.)</p> <p>The final assessment will be a three-hour summer examination.</p>
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Identify final assessment component and element	<b>Component A Element 1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40%</b>	<b>60%</b>

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>
1. Examination (three hours) FINAL	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>
1. Essay (2000 words)	42%
2. Essay (2000 words)	58%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>
1. Examination (three hours)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>
1. Essay (2000 words)	50%
2. Essay (2000 words)	50%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.