



MODULE SPECIFICATION

Part 1: Information			
Module Title	Problems of the Self		
Module Code	UZRPMW-30-1	Level	Level 4
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Philosophy
Department	HAS Dept of Health & Social Sciences		
Module Type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p>Educational Aims: See learning outcomes.</p> <p>Outline Syllabus: 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> <p>Teaching and Learning Methods: Scheduled learning 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>Independent learning 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</p>

STUDENT AND ACADEMIC SERVICES

there will be no rigid division between seminar reading and assignment preparation.

Technology Enhanced Learning (TEL): The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, is regularly used to support students' learning, carry out teaching and learning activities, as well as to store and disseminate learning materials. By means of these systems, students will be able to engage with the material, other students and members of staff, while also making use of the options they provide (blogs, journals, audio, video, discussion boards, wikis, and so on). In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to facilitate remote contact and thus increase flexibility, particularly for students who live far from campus. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and the assessment of a portfolio of work.

12 hours a week across 12 weeks.

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-one support, as well as regular contact via Blackboard and email.

Part 3: Assessment

Philosophy as a discipline places a heavy emphasis on skills analysis and argument, focussing on the written text. Assessments are therefore more heavily weighted towards written essays (60%).

The first element of Component B (essay 1) is weighted less, since students will likely still be accustoming themselves to university life and essay writing at university level at that stage.

Component A (40%) is a portfolio comprising of completion of regular seminar preparation tasks/ structured online activities (for example this might include contribution to discussion forum, preparation of questions on seminar reading, or analysis of a short passage).

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component A	✓	30 %	Portfolio consisting of participation in regular discussion forum focused on seminar readings across both teaching blocks.
Written Assignment - Component B		35 %	Essay (2000 words)
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Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Display a knowledge of contemporary philosophical debates surrounding the nature of the self and related topics.</td> <td>MO1</td> </tr> <tr> <td>Understand the nature of philosophical argument</td> <td>MO2</td> </tr> <tr> <td>Demonstrate the ability to think critically about philosophical problems</td> <td>MO3</td> </tr> <tr> <td>Show transferable writing skills developed through the presentation and -analysis of complex philosophical arguments</td> <td>MO4</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Display a knowledge of contemporary philosophical debates surrounding the nature of the self and related topics.	MO1	Understand the nature of philosophical argument	MO2	Demonstrate the ability to think critically about philosophical problems	MO3	Show transferable writing skills developed through the presentation and -analysis of complex philosophical arguments	MO4						
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/uzrpmw-30-1.html</p>																

Part 5: Contributes Towards

This module contributes towards the following programmes of study: