University of the West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Problems of the Self					
Module Code	UZRPMW-30-1		Level	1	Version	1.1
Owning Faculty	Health and Applied Sciences		Field	Philosophy		
Contributes towards	BA (Hons) Philosophy Awards up to BA (Hons)					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
Valid From	September 2014		Valid to	September 2020		

CAP Approval Date	25 Jan 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • display a knowledge of contemporary philosophical debates surrounding the nature of the self and related topics. • understand the nature of philosophical argument. • demonstrate the ability to think critically about philosophical problems. • show transferable writing skills developed through the presentation and -analysis of complex philosophical arguments. All learning outcomes will be assessed at all assessment points.
Syllabus Outline	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.
Contact Hours	

	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, we well as regular contact via Blackboard and email.
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. **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 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 (http://ro.uwe.ac.uk/) 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.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✓

The table below indicates as a percentage the total assessment of the module which constitutes a -

	Written Exam: Unseen written exam, open book written exam, In-class test **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: <table><tr><td>Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td>Written exam assessment percentage</td><td></td><td>40%</td></tr><tr><td>Coursework assessment percentage</td><td></td><td>60%</td></tr><tr><td>Practical exam assessment percentage</td><td></td><td>0%</td></tr><tr><td></td><td></td><td>100%</td></tr></table>
Reading Strategy	**Essential Reading** 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. **Further Reading** 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
Indicative Reading List	*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.* Cassam, Q. (1994) *Self-Knowledge.* Oxford: Oxford University Press. Gallagher, S., *et al.* (2000) *Models of the Self.* Thorverton: Imprint Academic. Gallagher, S. (2011) *The Oxford Handbook of the Self.* Oxford: Oxford University Press. Siderits, M. et al. (2010) *Self, No Self? Perspectives from Analytical, Phenomenological, and Indian Traditions.* Oxford: Oxford University Press. Sorabji, R. (2006) *Self: Ancient and Modern Insights about Individuality, Life, and Death.* Oxford: Oxford University Press*.* Strawson, G. (2009) *Selves: An Essay in Revisionary Metaphysics.* Oxford: Oxford University Press. Williams, B. (1976) *Problems of the Self.* Cambridge: Cambridge University Press.

Part 3: Assessment

Assessment Strategy	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.

Identify final assessment component and element		
	A:	**B**:
% weighting between components A and B (Standard modules only)	**40%**	**60%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1.Examination (2 hours) FINAL	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.Essay (2000 words)	42%
2. Essay (2000 words)	58%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Examination (2 hours)	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
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.	