



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**


Part 1: Basic Data					
Module Title	Psychology of Consciousness				
Module Code	USPKJK-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	HAS	Field	Psychology		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology BSc (Hons) Law with Psychology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2016	Valid to	January 2022		

<b>CAP Approval Date</b>	2 <sup>nd</sup> February 2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to: Students will be able to:</p> <ul style="list-style-type: none"> <li>• examine and critically review some of the key debates in the field of Consciousness studies <i>and also to</i> understand why consciousness presents a challenge to current scientific and philosophical thought (Component A and B);</li> <li>• analyse, discuss and evaluate the various theories, arguments and evidence connected with Consciousness Studies (Component A and B);</li> <li>• question academic assumptions about consciousness found both in the psychology literature as well as in other disciplines (Component A and B);</li> <li>• use knowledge gained from other areas of psychology to explore the nature of conscious experience (Component A and B).</li> </ul>

Syllabus Outline	<ul style="list-style-type: none"> <li>• Consciousness as Subjective Experience: How it is <i>to be conscious</i>. What does it mean to be conscious and to live a conscious life?</li> </ul>
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	<p>There will be an investigation of the nature of persons and how self, sense of self, person, identity (among other terms) are used in psychology, philosophy and religion.</p> <ul style="list-style-type: none"> <li>• Having Conscious experience</li> </ul> <p>An examination of phenomenology, the mind-body problem, Dennett's 'Cartesian Theatre' critique and Ryle's 'Dogma of the Ghost in the Machine'. How could we know whether or not other animals or machines have conscious experience?</p> <ul style="list-style-type: none"> <li>• Knowing consciously</li> </ul> <p>Analysing Jackson's 'knowledge argument' through his 'Mary, the colour scientist' thought experiment. Searle's 'Chinese Room' arguments about what a machine <i>knows</i>. Can a computational system be conscious? Are we simply such a system?</p> <ul style="list-style-type: none"> <li>• Acting freely</li> </ul> <p>Do we have free action or is this an illusion?</p> <p>The course builds on students' experience with modules taken elsewhere on the programme and outside it. Cognitive, Social, Developmental and other psychological models, theories, debates and research evidence will be drawn on during this course.</p>
Contact Hours	<ul style="list-style-type: none"> <li>• Students will typically expect 3 hours of contact time per week over a 12-week period of study. Contact time will comprise of a mixed model of instruction that will include lectures and/or seminar sessions.</li> <li>• There will be a three-hour teaching session each week that will usually be comprised of 90 minutes of lecture and 90 minutes of seminar / workshop activity in small groups.</li> </ul>
Teaching and Learning Methods	<ul style="list-style-type: none"> <li>• For 15 credits, students will be expected to engage with the module for 150 hours over the course of a UWE semester. Of this total 36 hours will consist of contact time and the same amount will be for final revision. The remaining 78 hours will be spread across the module and focused on independent study that includes reading and preparation for both lecture and seminar sessions.</li> <li>• Students will be expected to attend timetabled sessions designed to guide their understanding of the topic material and independent study.</li> <li>• The focus will be on students' engaging with course materials, learning actively, and generating their own areas of interest for further work.</li> <li>• Students will be enabled to use Blackboard – the university supported virtual learning environment – to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard.</li> </ul> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, and workshop activities, <i>inter alia</i>.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, preparation for each week's work, assignment preparation, and completion, activities and practices, peer learning etc.</p>
Key Information Sets Information	<p>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.</p>

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	

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:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

#### Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it. They will be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. from the bibliography in 'Saunders 2014' or through use of other texts on consciousness, the 'Journal of Consciousness Studies' and bibliographical databases.

#### Indicative Reading List:

##### Essential reading:

Saunders, G. (2014) *Acts of Consciousness: A Social Psychology Standpoint*. Cambridge University Press. [Students will need to buy a copy of this book.]

#### Indicative

The following list is illustrative of the scope of the course and the wide range of

Reading List	<p>materials available to students via UWE library:</p> <p><b>Selective further reading:</b>  <i>All of the following (and many more) are held in UWE library</i></p> <p>Blackmore, S.J. (2010) <i>Consciousness: An Introduction</i>. London: Taylor and Francis.  Blakemore, C. &amp; Greenfield, S. (eds.) (1987) <i>Mindwaves</i> Oxford: Blackwell  Chalmers, D. (1996) <i>The Conscious Mind</i>. Oxford: University Press  Crick, F. (1994) <i>The Astonishing Hypothesis</i>. New York: Scribner's.  Damasio, A. (1999) <i>The Feeling of What Happens: Body, Emotion and the Making of Consciousness</i>. London, Heinemann.  Dennett, D.C. (1991) <i>Consciousness Explained</i>. London: Little, Brown &amp; Co.  Flanagan, O.J. (2007) <i>The Really Hard Problem: Meaning in a Material World</i>. MIT.  Gallagher, Shaun &amp; Shear, Jonathan (1999) <i>Models of the Self</i>. Imprint Academic.  Gray, J. (2004) <i>Consciousness: Creeping Up on the Hard Problem</i>. Oxford University Press.  Hofstadter, D.R. and Dennett, D.C. (eds.) (1981) <i>The Mind's I</i>. London: Penguin.  Jaynes, J. (1976 [1990]) <i>The Origins of Consciousness in the Breakdown of the Bicameral Mind</i>. Boston: Houghton Mifflin.  Lodge, D. (2002a) <i>Thinks</i>. Harmondsworth: Penguin.  _____ (2002b) <i>Consciousness and The Novel</i>. Secker and Warburg.  Ludlow, P., Nagasawa, Y. and Stoljar, D. (eds.) (2004) <i>There's Something About Mary: Essays on Phenomenal Consciousness and Frank Jackson's Knowledge Argument</i>. MIT.  Nagel, T. (1979) <i>Mortal Questions</i>. Cambridge University Press.  Papineau, D. &amp; Selina, H. (2000) <i>Introducing Consciousness</i>. Duxford, Cambs: Icon.  Pickering, J. and Skinner, M. (eds.) (1990) <i>From Sentience to Symbols: Readings on Consciousness</i>. Harvester.  Rose, D. (2006) <i>Consciousness: Philosophical, Psychological and Neural Theories</i>. OUP.  Velmans, M. (2009) <i>Understanding Consciousness. (Second edition)</i> London: Routledge.</p> <p><b>Journals</b>  The Journal of Consciousness Studies  Consciousness and Cognition</p>
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### Part 3: Assessment

Assessment Strategy	<p>The course is assessed by essay writing as this assesses students' ability to sustain an argument, to critically review material, and to analyse and discuss evidence.</p> <p>Component B Coursework essay The essay titles are strategically set to require students to focus on specifics in the field of consciousness studies. The questions offer a range of possible subject matter all of which were introduced during the first semester. There is also the alternative of coming up with their own title, which should be agreed with the course leader. The scope of this assignment encourages critical, independent reading. <i>Coursework Essay: (1500 words maximum). Also weighted at 50% of overall mark.</i></p> <p>Component A Exam In contrast with the coursework, the exam is designed to ensure students draw comprehensively on the course as a whole. <i>Timed Essay Exam: (1 hour, 1 seen essay-style question) taken in exam period, weighted at 50% of overall mark.</i></p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b> 50%	<b>B:</b> 50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
EX1 Timed essay under exam conditions (1 hour)	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
CW1 Coursework essay (1500 words maximum)	100	

<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> <b>(as % of component)</b>	
EX1 Timed essay under exam conditions (1 hour)	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
CW1 Coursework essay (1500 words maximum)	100	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		