MODULE SPECIFICATION

Part 1: Information			
Module Title	Soul, Mind, Nature		
Module Code	UZRY8V-15-3	Level	3
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Science	Field	Philosophy
Department	Health and Social Science		
Contributes towards	Philosophy, Optional		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
This module is a study of broadly naturalist approaches to soul and mind in the history of philosophy. The core problematic of contemporary Anglo-American philosophy of mind positions the problem of 'consciousness' as the 'hard problem' (David Chalmers). This positioning is derived, this module argues, from the founding Cartesian premise of modern philosophy – that mind is not, in fact, a part of nature – so how can it ever be brought within the compass of the natural sciences. In contrast, a whole alternative tradition exists in which soul and/or mind are understood to be integral aspects of nature. This module examines that, very diverse, tradition. Examples of thinkers and themes to be studied include: Ancient conceptions of an ensouled nature. For example Aristotle's conception of the soul as the form of the living, and Plotinus's conception of intellect, soul and material body as continuous emanation. Monist and/or panpsychist conceptions of mind in nature. For example Spinoza's God or Nature, and Hegel's Absolute Idea. Process philosophies in which mind is immanent to the fabric of events (rather than substances) that make up the world. For example the work of Alfred North Whitehead and Susanne Langer. Freudian and neo-Freudian theory, in which mind is understood to stretch beyond consciousness, and to have its roots firmly in ancient animal instincts and drives.

Enactivism, in which mind/cognition, and its phenomenology, is understood to be identical with the internal modulations of a self-organising and autopoietic system – responding to its environment (Humberto Maturana and Francisco Varela, Evan Thompson etc.)

There are also some contemporary thinkers who present a kind of naturalism that draws back from acknowledging the immanence of mind to nature, and instead engages in a kind of 'elimination' of the problem of mind by other means. These would include for example:

Neurophilosophy/eliminative-materialism, in which mind is understood to be a mis-description of brain process (Paul and Patricia Churchland, Daniel Dennett etc).

Extended mind theory, in which mind is understood to be identical with brain processes, in conjunction with an environment to which the brain is always attached (Andy Clarke etc.).

These may be looked at in order to explore the extent of their compatibility with fully naturalistic accounts of mind (or ensouled accounts of nature) such as those outlined above.

Part 3: Assessment: Strategy and Details

This module will be assessed by a 2000 word essay and one hour examination. The assessment profile at Level 3 of the programme now includes a wide array of forms of assessment. It is important to retain some essay and exam based assessment for reasons of inclusivity. Discussion with students has also indicated that they want this. The content of this module particularly lends itself to more traditional forms of assessment.

Identify final timetabled piece of assessment (component and element)	Component A	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. One hour exam	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Essay (2000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. One hour exam	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Essay (2000 words)	100%

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate knowledge of naturalistic philosophies of soul, mind and nature (Component A and B) • Be able to discuss and assess the merits of different interpretations of primary texts and debates in the secondary literature (Component A and B, particularly component B) • Demonstrate the ability to pursue independent research (Component B) • Be able to think through the broad philosophical implications of naturalistic philosophies of soul, mind and nature (Component A and B) • critically engage with arguments or theories of particular philosophers and writers in this area (Component A and B) • succinctly and clearly develop a philosophical argument (Component A)
Key Information Sets Information (KIS)	*Further detail on Key Information Sets and how the University is implementing its requirements can be found here.*

Key Information Set - Module data

Number of credits for this module				15	

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

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

Written Exam: Unseen or open book written exam
Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

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

Contact Hours	
Total Assessment	
Reading List	https://rl.talis.com/3/uwe/lists/388C65BC-27A1-6FDE-FD35-F8E33E5320A7.html?lang=en-US&login=1

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First ASQC Approval Date	16 Jan 2019				
Revision CAP Approval Date *Update this row each time a change goes to CAP*		Version	1	RIA 12753	