

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question (?)

a. A brief (2-3 sentences) course description that includes course goals and learning objectives.

Investigation of nature, value and limitations of self-knowledge; topics include introspection, unconscious phenomena, self-deception, affective forecasting, and the interaction of neurophysiological and psychological explanations of behavior. Western as well as non-Western (specifically Buddhist) perspectives on the self will be examined, and readings will be from both classical and contemporary sources.

b. Course requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

One midterm, and one final exam; both will be based on study questions that will be made available to students beforehand. Two papers, and weekly readings drawn from empirical, philosophical and literary sources; active participation in class discussion.

c. List the major themes, issues, topics, etc., to be covered.

Major themes are the nature, value and limitations of self-knowledge. Among the topics will be significance of the “examined life”, the evidence in favor of positing unconscious phenomena, self-deception, the self and skepticism about its existence, and the status of freedom of will in light of recent advances in neuroscience.

d. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements.

This is not an existing general education course.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question.

How does the proposed course meet the overall GOALS of General Education? Please note the overall goals of general education are different from the goals of specific content areas. (?) If this course is not being proposed for a content area, please skip this question and proceed to the next section.

The course will help students achieve most of the seven goals of Gen Education that are specified, but I will mention just two of them:

2. *Acquire intellectual breadth and versatility*: Students will achieve intellectual breadth by examining views of self-knowledge from a wide variety of perspectives, including that of Ancient Greece, early modern Philosophy, various forms of Buddhism, and the perspective on the self that is emerging from recent work in cognitive science. They will achieve versatility by being required, in class discussion, in their exams, and in their papers, to defend a controversial view about the nature, value or limitations of self-knowledge against one or more of the foregoing perspectives. Doing so will help students to cultivate a suppleness of mind that will enable them to question their own opinions and to engage fruitfully with the possibly opposed views of others, whether those others are contemporary thinkers or those from ancient traditions.

3. *Acquire critical judgment*: This course will help students to acquire critical judgment because it is integral to the practice of philosophy that we engage with theories, as well as our own views, skeptically. Students are required to defend their opinions when they express them in class discussion, just as they are when writing papers. As a result, students are asked to discern not just what they believe, but why they do so (in the sense

of ‘why’ pertaining to providing persuasive reasons, rather than just an autobiographical account.) Two of the most important questions in Philosophy are What do you mean?, and How do you know?

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question: describe how the proposed course meets the Specific Criteria for the particular content area and/or competency chosen.

a. **Arts and Humanities (?)**: This course satisfied the Arts and Humanities Content Area because it fulfills criterion 2) (“Inquiries into philosophical and/or political theory”): Although we do make contact with recent research in experimental psychology and neuroscience, the bulk of discussion is in the framework of Philosophy, as attested not just by the description in the syllabus but also in the authors whose work we read, the study questions, and the paper assignments that students will complete.