

The Emotional Intelligence Movement: E.Q. Not Just I.Q.

Coordinator: Howard Seeman

Emotion has been devalued in Western philosophy, while cognition has been esteemed. Even as society has been scientifically progressing, it has often seemed “emotionally retarded”: high divorce rates, loneliness, ennui, teen pregnancy/suicide, drug abuse... The Emotional Intelligence (EQ) movement has its roots in the works of Hume, Heidegger, Maslow, Erickson, and Gardner, with a great boost from recent brain research. Based on these findings, programs like Character Education, Empathy Training, Active Listening, Conflict Resolution, and Anti-Bullying Strategies have been developed, and are challenging the eminence of standardized testing and computerization in our educational system. We learn about some of these trainings, and use role-playing, listening practice, and improvisation exercises to improve our EQ, all the while guided by Daniel Goleman’s seminal text on the subject.

Readings and other Required Materials:

Course Pack, about \$15.

Daniel Goleman, *Emotional Intelligence*, 10th Anniv. Edition, Bantam 2005. ISBN-10: 055338371X. \$12.99

Online articles emailed at least one week before class.

Howard Seeman has a Ph.D. in philosophy and social psychology from the New School, and has authored books and articles on educational psychology, philosophy, existential poetry. He is a Certified Life-Coach and Professor Emeritus, C.U.N.Y.

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Week: Topic:

Readings: **A.** Course Pack; **B.** Emotional Intelligence, Goleman. **C.** Online article link

- 1 *Intro.*: What/How we’ll cover in the course; b) Affect devalued vs. cognition in history of Western philosophy.
A. B. pp. ix-xxiv; 3-13. **C.**
- 2 *The Turn*: Hume, Heidegger, Husserl, Jung, Freud, Moreno, Heisenberg, Panksepp; Evolution of Gender Abilities [opportunity for class members to present]
A. B. skim: pp.33-78; pp. 78-126; **C.**

3 Contributions of: Marx, Maslow, Erikson, Gardener, Weinstein/Fantini, *The Affective Educ. Mvmt.* in the '60s. [opportunity for class members to present] **A. C.**

4 Need for supplement: **Social-Emotional-Learning [SEL], Emotional Intelligence, E.Q.** in society/schools. [opportunity for class members to present] **A. B.** pp.231-260; **C.**

5 S.E.L. into schools vs. Standardized. Testing. & Computerization **A. B.** pp. 261-287; **C.**

6 S.E.L. Trainings: learn/read about & try:

Affect Identification; Active Listening; Empathy; Role-Reversal; **A. B.** pp. 129-185; **C.**

7 Experiential Learning; Role-Playing Techniques; Sociodrama **A. B.** pp. 189-228; **C.**

8 Conflict Resolution; [opportunity for class members to present] **A. B.** pp. 264-268; 276-279; **C.**

9 Anti-Bullying Strategies; Confirmation Bias Avoidance; **A. B.** pp. 196-197; 234-239; 271; **C.**

10 Effective Helping, **A. C.** [opportunity to present]

11 Character and Affective Education in schools; **A. B.** *Skim:* Appendixes A-F; **C.**

12 Assessments of changed E.Q.; [opp. for class members to present] **A. C.**