

EMOTIONAL INTELLIGENCE: FROM PLATO TO DAVID BROOKS

Coordinator: Howard Seeman

Social-Emotional Learning [SEL] or Emotional Intelligence [EQ] has often been neglected in Western epistemology - cognitive-factual learning has monopolized formal learning. However, this over-attention to “objective issues” often neglects “subjective-social-emotional issues” such that western civilization is in many areas “emotionally retarded”: witness widespread divorce, loneliness, meaninglessness, teen pregnancy, suicide, drug abuse. We review the history of SEL, a “lost thread”, from Socrates to Montaigne, Heidegger, Maslow, Gardner, to recent brain research showing the primacy of emotions. We wrestle with current SEL issues David Brooks writes about: emotional intelligence, character education, enhancing empathy, relationship building, teaching SEL in schools. We discuss these skills and try them via (voluntary) role-playing and simulations to boost our own EQ - guided by Daniel Goleman’s *Emotional Intelligence* and other readings.

Readings and other required materials:

Daniel Goleman, *Emotional Intelligence*, 10th Anniv. Edition, Bantam Books, ISBN-10: 055338371X

There will be a course pack (about \$20) and online readings from the New York Times and other sources.

Course pack will include texts from classic authors such as Hume, Maslow, Berlin and Freud, and more current articles on the subject including selections from Dr. Seeman’s own books and articles addressing implementation of Emotional Intelligence principles in the classroom, based on his 30 years of experience as a teacher.

Howard Seeman has a Ph.D. in philosophy and social psychology (New School); has published on educational psychology, philosophy, and existential poetry; He’s a Certified Life-Coach; Professor Emeritus, C.U.N.Y.

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1. Intro.: What/How we’ll cover the course. Affect vs. cognition in history of Western philosophy.

2. The Turn: Hume, Heidegger, Husserl, Jung, Freud, Moreno, Heisenberg, Panksepp Evolution of Gender Abilities

[opportunity for class members to present]

3. Need for supplement: **Social-Emotional-Learning** [SEL], *Emotional Intelligence*, E.Q. in society/schools [opportunity for class members to present]

4. Contributions of: Marx, Maslow, Erikson, Gardner, Weinstein/Fantini, *The Affective Education Movement* in the '60s. [opportunity for class members to present]

5. SEL into schools vs. Standardized Testing and Computerization

6. SEL Trainings: learn/read about and try: (participation in active exercises will be *entirely* voluntary: you will not be forced to express yourself 😊🙏)

Affect Identification; Active Listening; Empathy; Role-Reversal

7. Experiential Learning; Role-Playing Techniques; Sociodrama

8. Conflict Resolution; [opportunity for class members to present]

9. Anti-Bullying Strategies; Confirmation Bias Avoidance

10. Effective Helping, [opportunity for class members to present]

11. Character_Education

12. Assessments of changed E.Q.; [opportunity for class members to present.]