

COURSE OUTLINE

(1) GENERAL

SCHOOL			
ACADEMIC UNIT	Interdisciplinary Graduate Programme in the BRAIN and MIND sciences		
LEVEL OF STUDIES	7		
COURSE CODE	B&M-106	SEMESTER	Spring
COURSE TITLE	Introduction to the Philosophy of Mind		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
lectures	6	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:	N/A		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims to familiarize students with basic concepts in the philosophy of science, particularly the concepts of causality and scientific explanation. It also introduces key concepts and theories in the philosophy of mind, which examines the relation between mind and body, as well as in the philosophy of perception. By the end of the course, students are expected to:

- Have a general understanding of the issues related to the methods and goals of science, particularly with regard to the problem of causality.
- Be familiar with the milestones in the history of the mind-body problem, from Descartes to the present day.
- Know the main characteristics of the theories developed from the 20th century to the present day concerning the mind-body problem, such as behaviorism, the identity theory, and functionalism, and the arguments for and against these theories.
- Be able to evaluate the basic aspects of the so-called "hard problem" of consciousness, which

is about the attempt to explain how brain functions give rise to phenomenal consciousness i.e. subjective qualities of experience or qualia

- Be familiar with the basic concepts involved in the discussion of perception and phenomenal consciousness within the philosophy of mind.
- Know the main positions defended in the debate between direct and indirect realism.
- Be able to present arguments for or against the proposed views and take a position regarding the "problem of perception", i.e. the way we have access to reality given the existence of illusions and hallucinations.
- Be able to connect the topic of perception with the problem of consciousness and, if possible, with relevant findings from the field of neuroscience and artificial intelligence.
- Have knowledge of the main positions and methods with which the phenomenological tradition addresses problems in the philosophy of mind.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

Course Content

The lectures of the course cover the following thematic units:

- Introduction: Naturalism in the philosophy of science/ philosophy of mind.¹
- Causality in scientific explanation - Mental causality.²
- Mind & Science 1: The immaterial mind.³
- Mind & Science 2: The material mind.⁴
- Mind & Science 3: The representational mind.⁵
- Mind & Science 4: The conscious mind (I).⁶
- Mind & Science 5: The conscious mind (II).⁷
- Mind & Science 6: The scientific mind.⁸
- Philosophy of perception: Introduction to direct and indirect realism. The argument from hallucination.⁹
- Direct realism: Disjunctivism, active perception.
- Indirect Realism: Sense data theory, adverbialism

Virtual reality: Philosophical aspects

- Introduction to the phenomenological philosophy of mind¹⁰

TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Integration of ICT in teaching Utilizing the e-learn platform for uploading teaching materials Communication via "e-learn" and e-mail	
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	30
	non-directed study	120
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Evaluation Language: Greek/English Assessment Methods: Multiple-choice questionnaires, short-answer questions Written exam (oral examination available in special cases) or an essay of 1500 words Evaluation criteria are outlined in the study guide and communicated to students at the beginning of the course.	
	Course total	150

(4) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1

a) Th. Kuhn, *Η Δομή των Επιστημονικών Επαναστάσεων*. Σύγχρονα Θέματα 1997, Εισαγωγή (σσ. 9–52).

b) W. v. O Quine, «Προς μια φυσιοκρατική επιστημολογία». Γ. Μαραγκός (μτφ.). *Δευκαλίων*, τ. 18/1, σσ. 127–144

c) D. Papineau, «Naturalism», *Stanford Encyclopedia of Philosophy* (Tue Mar 31, 2020)

d) D. Stoljar, «Physicalism», *Stanford Encyclopedia of Philosophy* (Spring 2015 Edition)

2

a) W. C. Salmon, «Επιστημονική εξήγηση», στο W. C. Salmon et al. (eds), *Εισαγωγή στη Φιλοσοφία της Επιστήμης*, ΠΕΚ, κεφάλαιο 1.

b) J. Earman, «Το πρόβλημα [της Ατιοκρατίας και] του Ντετερμινισμού στις φυσικές επιστήμες», στο

W. C. Salmon et al. (eds), *Εισαγωγή στη Φιλοσοφία της Επιστήμης*, ΠΕΚ, κεφάλαιο 6.

c) Robb, D., and J. Heil. "Mental Causation" (*Stanford Encyclopedia of Philosophy*, 2014).

d) Sh. Gallagher, «Self-agency and Mental Causality», Kenneth S. Kendler & Josef Parnas (eds.), *Philosophical Issues in Psychiatry: Explanation, Phenomenology, and Nosology*. Johns Hopkins University Press 2008, 288-312.

3

Chapter 2 of Paul M. Churchland (2013) *Matter and Consciousness* (3rd ed.), MIT Press. [1st edition (1984) available to read online here

<https://archive.org/details/matterconsciousn0000chur>

David Papineau (2000) 'The rise of physicalism', In Carl Gillett & Barry M. Loewer (eds.) *Physicalism and its Discontents*, Cambridge University Press. [Available online here: https://www.davidpapineau.co.uk/uploads/1/8/5/5/18551740/papineau_in_gillett_and_loewer.pdf]

4

Chapter 3 of Paul M. Churchland (2013) *Matter and Consciousness* (3rd ed.), MIT Press. [As above]

5

Chapters 4-6 of Alex Barber (2005) *Language and Thought*, The Open University. [Available to read online here: <https://archive.org/details/languagethought0000barb>]

6

Chapters 1-2 of Keith Frankish (2005) *Consciousness*. The Open University. [Available online here: http://keithfrankish.github.io/brainmind/Frankish_Consciousness.pdf]

7

Chapters 3-5 of Keith Frankish (2005) *Consciousness*. The Open University. [As above]

8

Chapters 1-10 of Alan F. Chalmers (2013) *What Is This Thing Called Science?* (4th ed.). University of Queensland Press. [3rd edition available to read online here:

<https://archive.org/details/whatisthistingc0003chal>]

9

Byrne, A. and H. Logue (eds) 2009, *Disjunctivism: Contemporary Readings*, MIT Press;

Chalmers, D. 2010, *The Character of Consciousness*, Oxford University Press;

Chalmers, D. 2022, *Reality+ Virtual Worlds and the Problems of Philosophy*, N.York: W.W. Norton & Company;

Fish, W. 2010. *Philosophy of Perception: A Contemporary Introduction*, Routledge;

Gendler, T. and Hawthorne, J. (eds) 2006, *Perceptual Experience*, Oxford University Press;

Grau, C. (ed.) 2005, *Philosophers Explore the "Matrix"*, Oxford University Press;

Matthen, M. 2015, *The Oxford Handbook of Philosophy of Perception*, Oxford: Oxford University Press

Noe, A. 2006, *Action in Perception*, MIT Press;

Robinson, H. 2001, *Perception*, Routledge;

Pautz, A. 2021, *Perception*, London: Routledge

Smith, A.D. 2002, *The Problem of Perception*, Harvard University Press;

Tye, M. 1995, *Ten Problems of Consciousness*, MIT Press;

Βενιέρη, Μ. 2013. *Το πέπλο της αντίληψης: Αισθήσεις και αντικείμενα*, Εκδόσεις Νήσος.

Also the following entries from the Stanford Encyclopedia of Philosophy: "The Problem of Perception" (Tim Crane); "Epistemological Problems of Perception" (Laurence Bonjour); "The Contents of Perception" (Susanna Siegel); "Qualia" (Michael Tye), "The Disjunctive Theory of Perception" (Matthew Soteriou). From the *Internet Encyclopedia of Philosophy*: "The Objects of Perception" (Daniel O' Brien); "Disjunctivism" (William Fish); "Sense data" (Paul Coates).

10

a) *The phenomenological Mind. An Introduction to philosophy of mind and cognitive science*

. S. Gallagher and D Zahavi (2008) Routledge Taylor and Francis Group

b) "Husserl's transcendental philosophy and the critique of naturalism".

Dermot Moran, *Cont. Philos. Rev.* (2008) 41:401-425

c) Towards Integrating Husserlian Phenomenology with Cognitive Neuroscience of Consciousness

E Marbach, *Synthesis Philosophica* (2007) 44: 385-400

d) *Philosophy of Mind and Phenomenology*

. D.O. Dahlstrom, A. Elpidorou and W. Hopp (2016) Routledge Taylor and Francis Group