

COURSE OUTLINE

(1) GENERAL

SCHOOL			
ACADEMIC UNIT	Interdisciplinary Graduate Programme in the BRAIN and MIND sciences		
LEVEL OF STUDIES	7 (2 nd cycle—MSc)		
COURSE CODE	B&M-114	SEMESTER	As agreed
COURSE TITLE	Rotation in Contemporary 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	
3-month rotation or 6-month rotation	6	9-18	
<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>	Special background, skills development		
PREREQUISITE COURSES:	N/A		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/enrol/index.php?id=4466		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aims of the rotation are (1) to provide hands-on training in philosophical research skills and (2) to enable students to conduct a preliminary exploration of a specific research topic in contemporary philosophy of mind. In the course of this they will acquire new knowledge, analytical skills, and creative skills.</p> <p>Knowledge</p>

Students will acquire an in-depth knowledge of a specific topic in contemporary philosophy of mind, derived from careful reading and evaluation of relevant texts from the research literature

Analytical skills

Students will learn to interpret and critically evaluate scholarly texts in contemporary philosophy of mind. They will learn to

-make links between their knowledge in philosophy and other areas of scientific of study and research.

- identify specific topics in philosophy of mind, linking them to other scientific areas of study and research, especially neuroscience

- evaluate texts relevantly, charitably, and with intellectual integrity

- acknowledge and understand ideas other than their own

- critically appreciate the power and value of philosophical theories and research

- develop an intellectual agility by freely using different registers in their research

Creative skills

Students will become more autonomous, developing attitudes that value:

- thinking independently

- developing hypotheses

- overcoming limiting illusions

- understanding of other perspectives charitably

- reflecting critically and investigating in depth relevant complexities

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

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

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

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

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Working in an interdisciplinary environment

Others...

Production of new research ideas

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The key competences aimed at are those necessary for conducting independent philosophical research. These include:

- Search for, analysis and synthesis of data and information

- Decision-making

- Working independently

- Working in an interdisciplinary context

- Production of new research ideas

- Project planning and management

- Criticism and self-criticisms

- Production of free, creative, and inductive thinking

- Developing and reviewing one's theory

- Communicating in a second languages (English)

- Digital competence

- Learning to learn

- Social and civic competences

- Cultural awareness and expression

- Respect for difference and multiculturalism

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

(3) SYLLABUS

In consultation with the instructor, students will agree a topic and prepare a short proposal outlining the specific question they wish to investigate. They will also create and maintain a personal research notebook or blog.

They will then embark on a programme of reading in the research literature on their chosen topic. The initial steps in this programme will be suggested by the instructor, but as the rotation proceeds students will be expected to take control of the process and to follow their own developing interests.

Each week, students will write a short report or blog post summarizing their reading and discussing how it bears on the question they are exploring. The instructor will comment on these reports either electronically or in a face-to-face tutorial.

Towards the end of the project, students will compile a report drawing on material from their weekly reports or blog posts. In this they will introduce the topic under investigation, summarize the established theoretical positions on it, indicate which position they favour and why, identify the next steps they would take if continuing the project, and provide an annotated bibliography. The aim will be to produce a report that could serve as the basis for an application to pursue doctoral research on the topic in question.

Both three-month and six-month rotations will follow this format, but students undertaking the latter will be expected to conduct a more extensive investigation (either in depth or in breadth, depending on their research interests); they will produce a longer report, and develop a clearer personal view of the topic.

Topics should lie within contemporary analytic philosophy of mind, understood to include theoretical and conceptual issues in psychology and cognitive science. Rotations on the following topics are especially welcome:

- Phenomenal consciousness (including Illusionism)
- Mental architecture
- Dual-process theories of reasoning
- The nature of belief
- Introspection and self-knowledge

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and distance.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
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> <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>	Activity	Semester workload
	Study and analysis of bibliography	50-100
	Tutorials	25-50
	Essay writing	100-200
	Independent research	50-100

	Course total	225-450
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><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>	<p>Students will be assessed summatively on the basis of their (a) weekly reports (b) performance in face-to-face tutorials, and (c) their final report. (a) and (b) will count for 25% of the total mark and (c) for 50%.</p> <p>Assessment will be in English.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Reading will be selected in the light of the student's choice of topic. The instructor will suggest some preliminary reading on the topic, but the student will be expected to explore the research literature for themselves and to compile an annotated bibliography as part of their project.</p> <p><i>- Related academic journals:</i></p> <p>Major English-language journals in philosophy, philosophy of mind, and cognitive science.</p>
