

COURSE OUTLINE

(1) GENERAL

SCHOOL			
ACADEMIC UNIT	Interdisciplinary Graduate Programme in the BRAIN and MIND sciences		
LEVEL OF STUDIES	7		
COURSE CODE	B&M-R127	SEMESTER	depending on availability
COURSE TITLE	Rotation: Philosophy of Perception		
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	
theoretical exercises	6	9-18	
Duration 3-6 months			
45-90 hours			
<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		
PREREQUISITE COURSES:	E&N-106 Introduction to the Philosophy of Mind Recommended course: E&N-214. Introduction to the Philosophy of perception		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (English if required)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <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 exercise requires basic knowledge of topics in the philosophy of perception. By the end of the course, students are expected to:</p> <ul style="list-style-type: none"> • Have further familiarized themselves with central concepts and theories involved in the discussion of perception and phenomenal consciousness within the framework of the philosophy of mind. • Be able to connect the topic of perception with the problem of consciousness and, if possible, with relevant findings from the fields of neuroscience and artificial intelligence. • Have the ability to develop arguments for or against proposed viewpoints and formulate their own

position on the subject they work on.

- Have a practice in analyzing philosophical texts.
- Have a practice in writing a philosophical essay.

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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
- 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
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The exercise involves the study of sensory perception from a philosophical perspective. Mainly within the framework of philosophy of mind and starting from the argument from hallucination, we will focus primarily on the question of whether our access to the world through perception is direct or mediated by the so-called "veil of perception," which allows us only an indirect and therefore problematic contact with reality. We will examine how various contemporary theories of direct realism (disjunctivism, intentionalism, and the active theory of perception) as well as theories of indirect realism (sense data theory and adverbialism) address this "problem of perception". In the exercise, we will analyze articles and studies related to this issue, but we can also extend to other topics, such as virtual reality, which has interesting philosophical dimensions. In this context, an interdisciplinary approach to philosophical problems will also be pursued by linking them to related research in neuroscience and artificial intelligence.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with the students Use of publisher databases/electronic repositories of scientific articles	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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. 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
	Tutorials with the instructor	36-72
	Study and analysis of bibliography	89-178
	essay writing	100-200
	Course total	225-450
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Evaluation Language: Greek (English if required) Depending on the duration of the exercise the student's evaluation will be based on:</p> <ul style="list-style-type: none"> - the analysis of philosophical articles, which will be discussed with the instructor - 1-2 written essays (up to 4000 words each) <p>Evaluation criteria are outlined in the study guide and communicated to students at the beginning of the course.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography: Byrne, A. and H. Logue (eds) 2009, <i>Disjunctivism: Contemporary Readings</i>, MIT Press; Chalmers, D. 2010, <i>The Character of Consciousness</i>, Oxford University Press; Chalmers, D. 2022, <i>Reality+ Virtual Worlds and the Problems of Philosophy</i>, W.W. Norton & Company Clark, A. 2023, <i>The Experience Machine: How our Minds Predict and Shape Reality</i>, Pantheon Fish, W. 2010. <i>Philosophy of Perception: A Contemporary Introduction</i>, Routledge; Gendler, T. and Hawthorne, J. (eds) 2006, <i>Perceptual Experience</i>, Oxford University Press; Grau, C. (ed.) 2005, <i>Philosophers explore the Matrix</i> Noe, A. 2006, <i>Action in Perception</i>, MIT Press; Matthen, M. 2015, <i>The Oxford Handbook of Philosophy of Perception</i>, Oxford: Oxford University Press Pautz, A. 2021, <i>Perception</i>, Routledge Robinson, H. 2001, <i>Perception</i>, Routledge; Schellenberg, S. 2018, <i>The Unity of Perception: Content, Consciousness, Evidence</i>, Oxford University Press. Seth, A. 2021, <i>Being You</i>, Faber Smith, A.D. 2002, <i>The Problem of Perception</i>, Harvard University Press;</p>
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