

COURSE OUTLINE

(1) GENERAL

SCHOOL			
ACADEMIC UNIT	Interdisciplinary Graduate Programme in the BRAIN and MIND sciences		
LEVEL OF STUDIES	7		
COURSE CODE	B&M-R137	SEMESTER	depending on availability
COURSE TITLE	Special Topics in 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	
theoretical exercises duration 3-6 months	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:	E&N-106 Introduction to the Philosophy of Mind Recommended course: 12.3. Naturalization and Normativity		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=4473		

(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 course requires basic knowledge of philosophy of mind. Upon completion of the classes, students are expected to:</p> <ul style="list-style-type: none"> • Have further familiarized themselves with key concepts and theories involved in the discussion on mind and consciousness. • Be able to connect the topics of mind and consciousness with findings from the field of neuroscience. • Have practiced understanding and developing arguments for or against the views under examination, and, as far as possible, form their own position on a specific issue they will undertake to examine.

- Have practiced analyzing philosophical texts.
- Have practiced excerpting, organizing, and composing material within the framework of a philosophical essay.

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
- Working independently
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course concerns the study, from a philosophical perspective, of topics such as meaning and intentionality, normativity (perceptual, logical, linguistic, moral, legal, aesthetic, etc.), biological function and the mental–neural mechanisms that carry out so-called mental functions, and the constitution of the objects of external experience in their various internal layers (partial aspects, complete three-dimensional object, purely sensory, practical, evaluative, aesthetic, etc.). Within this framework, an interdisciplinary approach to philosophical problems will also be pursued through connections with relevant research and findings in neuroscience.

(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.</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
	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</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation Language: Greek (English if required) Depending on the duration of the exercise the student's evaluation will be based on: <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) Evaluation criteria are outlined in the study guide and communicated to students at the beginning of the course.	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • D. Nicholson & L. Moss (eds). On Nature and Normativity. Normativity, Teleology, and Mechanism in Biological Explanation (2012). • J Petitot, F J. Varela, B Pachoud and J-M Roy (eds.) - Naturalizing phenomenology, issues in contemporary phenomenology and cognitive science (SUP, 1999). • The structure of Husserl's Prolegomena [psychologism naturalization] (Haddock 2000). • Logical Cognition. Husserl's Prolegomena and the Truth in Psychologism [naturalization] (Hanna 1993). • V. Mayer (ed.). Edmund Husserl. Logische Untersuchungen Klassiker Auslegen (2008) (chs. 2,3) • Normativity in Neo-Kantianism. Its Rise and Fall (Beiser, 2009) • Beiser, Frederick C. The Genesis of Neo-Kantianism 1796-1880 (2015). • Teleology (Walsh 2008). • TELEOLOGICAL AND TELEONOMIC, A NEW ANALYSIS (Mayr 1974). • Teleonomy (Henning 2011).
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- Naturalism and Teleology (Bedau 1993).