



# ERASMUS+ INCOMING STUDENTS COURSE CATALOGUE

## Department of Philosophy

I. BASIC COURSE INFORMATION		
<b>Course instructor</b>	Marko Jurjako, Assistant Professor	
<b>Course title</b>	<b>Introduction to the philosophy of psychology</b>	
<b>Course of study</b>	Undergraduate study of philosophy  Note: This course is part of the Erasmus/YUFE module 'Interdisciplinary studies of the mind', which is jointly offered by the Department of Philosophy and the Department of Psychology for Erasmus/YUFE students (primarily Erasmus/YUFE students of philosophy, psychology, and related disciplines).	
<b>Semester</b>	II., IV., IV.	
<b>Academic year</b>	2021./2022.	
<b>ECTS value</b>	6	
<b>Teaching load (L+S+E)</b>	30L+0S+0	
<b>Class time and venue</b>	<b>In-class lecture hours</b>	20
	<b>Online lecture hours</b>	10
<b>Availability of teaching in foreign languages</b>	Given that lectures, seminars and reading materials are in English, the course is appropriate only for students who are proficient enough in this language.	
<b>Teacher</b>	Dr. Marko Jurjako, Assistant Professor of Philosophy	
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e-mail		
II. DETAILED COURSE INFORMATION		
<b>COURSE CONTENT</b>		
<p>Commonsense psychology tries to explain and predict human behavior based on mental states such as desires, beliefs, intentions, etc. However, theories and explanations in scientific psychology and neuroscience do not use these concepts. Given this discrepancy between commonsense notions we use in our everyday life and scientific notions used in psychology and neuroscience, one of the main problems of the philosophy of psychology is integrating philosophical, psychological and neuroscientific approaches in investigating the human mind. This problem is called the interface problem. Thus, one of the important aims of the philosophy of psychology includes reflections on the concepts coming from commonsense psychology (such as beliefs, desires, intentions, etc.) and discussions on the ways these concepts can be integrated (or interfaced) with concepts used in contemporary psychology and neuroscience. Accordingly, in this</p>		

course we analyze four possible answers to the interface problem and critically examining their epistemological, ontological, and practical implications for our thinking about the mind. In addition, the reviewed solutions to the interface problem will be evaluated and applied to a practical case study (e.g. in discussions of the relevance of neuroscience for establishing moral and/or legal responsibility).

### LEARNING OUTCOMES

Students will be able to:

- explain the discrepancies between commonsense psychology and scientific notions in psychology and neuroscience
- explain and evaluate the role that philosophy of psychology plays in integrating philosophical, psychological and neuroscientific approaches in investigating the human mind (the interface problem)
- apply the interface problem to a practical case-study
- develop independent judgment based on their view of the interface problem

### CLASS TYPE

Lectures	Seminars	Tutorials during office hours	Independent work
X		X	X
Field work	Laboratory work	Mentoring	Other
		X	

### III. EVALUATION AND GRADING POLICY

Assessed activities	SHARE OF ECTS POINTS	MAXIMAL NUMBER OF POINTS
Class attendance	1	
Continuous assessment 1	1	20
Continuous assessment 2	1	25
Essay 2000 words	2	25
Oral exam	1	30
<b>TOTAL</b>	6	<b>100</b>

#### General remarks:

*Variant 1 without a final exam*

During the course, an appropriate number of points should be collected through various forms of continuous assessment.

*Variant 2 with final exam*

Throughout the activities during the course, a corresponding number of points must be collected to gain access to the final exam.

- During classes, the student can achieve at least 50% up to a maximum of 70% points.

- At the final exam, the student can earn up to 50% to at least 30% of the points awarded.

**Final mark:** Based on the total sum of the points awarded during the course and the final exam, the final grade is determined according to the following distribution:

GRADE	UNDERGRADUATE AND GRADUATE STUDIES
5 (A)	from 90% to 100% points
4 (B)	from 75% to 89,9% points
3 (C)	from 60% to 74,9% points
2 (D)	from 50% to 59,9% points
1 (F)	from 0% to 49,9% points

### IV. READINGS

#### MANDATORY READINGS

1. Bermudez, J. L. (2005). *Philosophy of psychology: a contemporary introduction*. New York and London: Routledge.
2. Bermudez, J. L. ed. (2006). *Philosophy of psychology: contemporary readings*. New York and London: Routledge. Selected papers.
3. Weiskopf, D. and Adams, F. (2015). *An introduction to the philosophy of psychology*. Cambridge: Cambridge University Press.

#### FURTHER READINGS

1. Bechtel, W. (2008). *Mental mechanisms: philosophical perspective on cognitive neuroscience*. London and New York: Routledge.

2. Bechtel, W. and Graham, G. eds. (1998). A companion to cognitive science. Cambridge: Blackwell.
3. Bechtel, W., Mandik, P., Mundale, J. and Stufflebeam, R. S. (eds.) (2001). Philosophy and the neurosciences: a reader. Cambridge: Basil Blackwell.
4. Bermudez, J. L. (2010). Cognitive science: an introduction to the science of the mind. 2. ed., Cambridge: Cambridge University Press.
5. Bickle, J, ed. (2009). The Oxford Handbook of Philosophy and Neuroscience. Oxford: Oxford University Press.
6. Block, N. ed. (1980/1981). Readings in philosophy of psychology. Vol I. and II. Cambridge, Mass.: Harvard University Press.
7. Borsboom, D. (2005). Measuring the mind: conceptual issues in contemporary psychometrics. Cambridge: Cambridge University Press.
8. Botteril, G and Carruthers, P. (1999). The philosophy of psychology. Cambridge: Cambridge University Press.
9. Churchland, P. 1981. Eliminative materialism and propositional attitudes. *Journal of Philosophy* 78, 67-90.
10. Clark, A. (2013). Whatever next? Predictive brains, situated agents, and the future of cognitive science. *Behavioral and Brain Sciences*, 36, pp. 181-204.
11. Colombo, M. (2013). Constitutive relevance and the personal/subpersonal distinction. *Philosophical Psychology* 26, str. 547–570.
12. Colombo, M. (2017). Social motivation in computational neuroscience: or if brains are prediction machines, then the Humean theory of motivation is false. In J. Kiverstein (ed.) *Routledge Handbook of Philosophy of the Social Mind*.
13. Garson, J. (2015). The biological mind: a philosophical introduction. New York and London: Routledge.
14. Godman, M. (2018). Should Individuals with Psychopathy be Compensated for their Fearlessness?' in B. Donnelly-Lazarov, D. Patterson & P. Raynor (eds.), *Neurolaw and Responsibility for Action: Concepts, Crimes and Courts*. Cambridge: Cambridge University Press, 228-243.
15. Hirstein, W., Sifferd, K., & Fagan, T. (2018). *Responsible brains: Neuroscience, law, and human culpability*. The MIT Press.
16. Hohwy, J. (2013). *The predictive mind*. Oxford: Oxford University Press.
17. O'Donohue, W. and Kitchener, W. eds. (1996). *The philosophy of psychology*. London: Sage Publications.
18. Jefferson, A., & Sifferd, K. (2018). Are Psychopaths Legally Insane? *European Journal of Analytic Philosophy*, 14(1), 79–96.
19. Jurjako, M. and Malatesti, L. (2016). Instrumental rationality in psychopathy: Implications from learning tasks. *Philosophical Psychology*, 26(5), 717-731.
20. Jurjako, M., & Malatesti, L. (2018). Neuropsychology and the Criminal Responsibility of Psychopaths: Reconsidering the Evidence. *Erkenntnis*, 83(5), 1003–1025.
21. Maibom, H. (2005). Moral unreason: The case of psychopathy. *Mind and Language*, 20, 237-257.
22. Pardo, M. S., & Patterson, D. M. (2013). *Minds, brains, and law: The conceptual foundations of law and neuroscience*. Oxford University Press.
23. Symons, J. and Calvo, P. eds. (2009). *The Routledge companion to the philosophy of psychology*. New York and London: Routledge

## V. FURTHER INFORMATION

### CLASS ATTENDANCE

Students are expected to attend classes regularly, participate actively in class. Students must at least attend 70% of the classes (lectures and seminars)

### HOW STUDENTS ARE INFORMED

Merlin (Moodle), Electronic mail. Students must use and regularly check their university e-mail address

### HOW TO CONTACT THE TEACHERS

Merlin (Moodle), Electronic mail

### EXAM TYPE

Oral and essay

### OTHER RELEVANT INFORMATION

Any use of someone else's text and work without referring to the source is considered intellectual theft and it is subject to the sanctions contemplated by the regulations of the University of Rijeka.

### EXAM SESSIONS

Summer	1TBA
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Autumn	TBA	
<b>VI. COURSE CALENDAR (LIST OF TOPICS)</b>		
DATE	TOPIC – In class-lecture	TOPIC – online lecture
Week 1		Commonsense psychology – levels of explanation and the interface problem
Week 2		Personal and subpersonal explanations: the interface problem
Week 3		Autonomism and antireductionism
Week 4		Autonomism and rationality
Week 5		Philosophical functionalism and laws of nature
Week 6		Psychological functionalism and mechanistic explanations
Week 7		Representationalism in psychology
Week 8		Representationalism and the computational theory of the mind – how mental content can be causal
Week 9		Partial exam – written assignment on the interface problem
Week 10		Neurocomputationalism and the co-evolutionary model
Week 11		Eliminativism about commonsense psychology
Week 12		The interface problem: psychopathy as a case study
Week 13		Predictive processing and commonsense psychology
Week 14		Predictive processing and self-deception
Week 15		Partial exam – written assignment on the interface problem in a practical context

<b>VII. TEACHING AND LEARNING STRATEGY</b>			
LEARNING OUTCOMES	CONTENTS	ACTIVITIES FOR STUDENT AND TEACHERS (teaching and learning methods)	TYPE OF ASSESEMENT
<ul style="list-style-type: none"> <li>Explain the discrepancies between common-sense psychology and scientific notions in psychology and neuroscience</li> </ul>	<ul style="list-style-type: none"> <li>Commonsense psychology – levels of explanation and the interface problem</li> <li>Personal and subpersonal explanations: the interface problem</li> <li>Autonomism</li> <li>Functionalism</li> <li>Representationalism</li> <li>Neurocomputationalism</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Individual work</li> </ul>	Written partial exam 1 Written partial exam 2
<ul style="list-style-type: none"> <li>Explain and evaluate the role that philosophy of psychology plays in integrating philosophical, psychological and neuroscientific approaches in investigating the human mind (the interface problem)</li> </ul>	<ul style="list-style-type: none"> <li>Commonsense psychology – levels of explanation and the interface problem</li> <li>Personal and subpersonal explanations: the interface problem</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Individual work</li> <li>Group work</li> </ul>	
<ul style="list-style-type: none"> <li>Apply the interface problem to a practical case-study</li> </ul>	<ul style="list-style-type: none"> <li>The interface problem: psychopathy as a case study</li> <li>Predictive processing and self-deception</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Work on the text</li> <li>Individual work</li> </ul>	
<ul style="list-style-type: none"> <li>Develop independent judgment based on</li> </ul>	<ul style="list-style-type: none"> <li>Commonsense psychology – levels of</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Work on the text</li> </ul>	

<i>their view of the interface problem.</i>	explanation and the interface problem	<ul style="list-style-type: none"><li>• Individual work</li></ul>	
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