

UNIVERSITY OF RIJEKA
Faculty of Humanities and Social Sciences



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ERASMUS+ INCOMING STUDENTS COURSE CATALOGUE

Department of Philosophy

I. BASIC COURSE INFORMATION		
Course instructor	Marko Jurjako, Assistant Professor	
Course title	Topics in philosophy of mind	
Course of study	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).	
Semester	II., IV., IV.	
Academic year	2021./2022.	
ECTS value	6	
Teaching load (L+S+E)	30L+0S+0	
Class time and venue	In-class lecture hours	20
	Online lecture hours	10
Availability of teaching in foreign languages	Given that lectures, seminars and reading materials are in English, the course is appropriate only for students who are proficient enough in this language.	
Teacher	Dr. Marko Jurjako, Assistant Professor of Philosophy	
Office	422	
Office hours	TBA	
Telephone	(051) 265 650	
e-mail	mjurjako@ffri.uniri.hr	
Visiting teacher		
Office		
Office hours		
Telephone		
e-mail		
Teaching assistant		
Office hours		
Office		
Telephone		
e-mail		
II. DETAILED COURSE INFORMATION		
COURSE CONTENT		
The course provides an introduction to the classical mind/body problem. Contemporary debate of the mind/body problem starts with René Descartes' arguments according to which the mind and the body are two distinct substances. In this course we will go through and evaluate some of the influential arguments in favor and against this view. The problems with Cartesian dualism led to formulations of different physicalistic or materialistic theories in philosophy of mind and scientific psychology. In this regard, we will also focus on influential arguments in favor of and against physicalistic explanations of the mind and consciousness. In particular, we will evaluate conceptual/deductive arguments and appreciate the important role thought		

experiments play in science and the study of the mind.			
LEARNING OUTCOMES			
Students will be able to: <ul style="list-style-type: none"> describe the development of the debate on the mind-body problem from Rene Descartes to contemporary functionalism explain the physicalistic/materialistic underpinnings of contemporary approaches to the study of the mind distinguish between different types of physicalism/materialism analyze some of the influential arguments against physicalism, especially those based on the hard problem of consciousness recognize the role of thought experiments in science in general evaluate and use deductive arguments in the study of the mind 			
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
TOTAL	6		100
General remarks:			
<i>Variant 1 without a final exam</i>			
During the course, an appropriate number of points should be collected through various forms of continuous assessment.			
<i>Variant 2 with final exam</i>			
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			
<ol style="list-style-type: none"> Block, N. 1978. Troubles with Functionalism. Reprinted in W. Lycan, ed. Mind and Cognition. Oxford: Blackwell, 1990, pp. 444-468. Dennett, D. 1988. Quining Qualia. In A. Marcel and E. Bisiach, ur. Consciousness in Contemporary Science. Oxford: Oxford University Press, pp. 43-77. Reprinted in N. Block, O. Flanagan i G. Güzeldere, ed. The Nature of Consciousness. Cambridge, Mass.: MIT Press, 1997, pp. 619-642. Crane, T. 2001. The Elements of Mind: An Introduction to the Philosophy of Mind. Oxford: Oxford University Press. (pp. 34-58). Descartes, R. 1996. Meditations on First Philosophy. With Selections from the Objections and 			

Replies. Cambridge: Cambridge University Press. Reprinted Translated and edited by John Cottingham. (Meditations (II, VI), and excerpt from Fourth Objections and Fourth Replies).

5. Kim, J. 1996. *Philosophy of Mind*. Boulder, Co.: Westview Press. (Only chapters 3, 4, 9).
6. Maslin, K. T. 2001. *An Introduction to the Philosophy of Mind*. Cambridge: Polity. (Chapters 2, 4).
7. Nagel, T. 1974. What is it Like to be a Bat? *Philosophical Review* 83: 435–450. Reprinted in D. Chalmers, ed. *Philosophy of Mind: Classical and Contemporary Readings*. Oxford: Oxford University Press, pp. 219-225.
8. Ryle, G. 1949. *The Concept of Mind*. London: Hutchinson. Reprinted with an introduction by D. Dennetta, Penguin: London, 2000.
9. Smart, J. J. C. 1959. *Sensations and Brain Processes*. Reprinted in (revised version) C. V., Borst ed. *The Mind/Brain Identity Theory*. London: Macmillan, 1970, pp. 52-66.

FURTHER READINGS

1. Armstrong, D. M. 1981. *The Causal Theory of the Mind*. In D. M. Armstrong. *The Nature of Mind and Other Essays*. New York: Cornell University Press. Reprinted in W. Lycan, ed. *Mind and Cognition*. Oxford: Blackwell, 1990, pp. 37-47.
2. Braddon-Mitchell, D. and F. Jackson. 1996. *Philosophy of Mind and Cognition*. Oxford: Blackwell.
3. Churchland, P. 1981. Eliminative Materialism and Propositional Attitudes. *Journal of Philosophy* 78: 67-90.
4. 67-90.
5. Evnine, S. 1991. *Donald Davidson*. Palo Alto, CA.: Stanford University Press.
6. Fodor, J. 1986. Banish DisContent. In J. Butterfield, ed. *Language, Mind and Logic*. Cambridge: Cambridge University Press. Reprinted in Lycan, W. ed. *Mind and Cognition: A Reader*. Oxford: Blackwell, 1990, 420-437.
7. Kim, J. 1992. Multiple Realization and the Metaphysics of Reduction. *Philosophy and Phenomenological Research* 52: 1-26. Reprinted in J. Kim. *Supervenience and Mind: Selected Philosophical Essays*. Cambridge: Cambridge University Press, 1993, pp. 309-337.
8. Kim, J. 1996. *Philosophy of Mind*. Boulder, Co.: Westview Press.
9. Kim, J. 2007. Causation and Mental Causation. In B. P. McLaughlin and J. Cohen, eds. *Contemporary Debates in Philosophy of Mind*. Oxford: Blackwell, pp. 225-226.
10. Lennon, K. 1990. *Explaining Human Action*. London: Duckworth.
11. Lowe, J. 2002. *A Survey of Metaphysics*. Oxford: Oxford University Press.
12. Place, U. T. 1956. Is Consciousness a Brain Process? *British Journal of Psychology* 47: 243-55.
13. Reprinted W. Lycan, ed. *Mind and Cognition*. Oxford: Blackwell, 1990, 29-37.
14. Ravenscroft, I. 2005. *Philosophy of mind: A beginner's guide*. Oxford University Press.
15. Putnam, H. 1968. Brains and Behaviour. In R. Butler, ed. *Analytic Philosophy*. Oxford: Blackwell, pp. 1-
16. 19. Reprinted in Chalmers, D. ed. 2002. *Philosophy of Mind: Classical and Contemporary Readings*. New York, NY: Oxford University Press.
17. Shoemaker, S. 1975. Functionalism and Qualia. *Philosophical Studies* 27: 291-315.

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

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	TBA
Autumn	TBA

VI. COURSE CALENDAR (LIST OF TOPICS)

DATE	TOPIC – In class-lecture	TOPIC – online lecture
Week 1		Introductory lecture – overview of the mind/body
Week 2		Dualisms - Descartes Meditations (chapters II, VI), Maslin 2001. Chapter 2. 34-58.
Week 3		Dualisms and mental causation - Crane 2001.
Week 4		Philosophical behaviorism 1 - Ryle 1949. Chapter 1.
Week 5		Philosophical behaviorism 2 - Maslin 2001. Chapter 4.
Week 6		Identity theory 1 - Smart 1959
Week 7		Identity theory 2 - Kim 1996, chapter 3.
Week 8		Partial exam
Week 9		Functionalism 1 - Kim 1996, chapter 4.
Week 10		Functionalism 2 - Block 1978.
Week 11		Problems with functionalism
Week 12		Consciousness and the natural world 1 - Nagel 1974.
Week 13		Panpsychism
Week 14		Consciousness and the natural world 2 - Dennett 1998.
Week 15		Partial exam

VII. TEACHING AND LEARNING STRATEGY

LEARNING OUTCOMES	CONTENTS	ACTIVITIES FOR STUDENT AND TEACHERS (teaching and learning methods)	TYPE OF ASSESEMENT
<ul style="list-style-type: none"> Describe the development of the debate on the mind-body problem from Rene Descartes to contemporary functionalism 	<ul style="list-style-type: none"> Dualisms and mental causation 	<ul style="list-style-type: none"> Lecture Individual work 	Written partial exam 1 Written partial exam 2
<ul style="list-style-type: none"> Explain the physicalistic/materialistic underpinnings of contemporary approaches to the study of the mind 	<ul style="list-style-type: none"> Identity theory Functionalism 	<ul style="list-style-type: none"> Lecture Individual work Group work 	
<ul style="list-style-type: none"> Distinguish between different types of physicalism/materialism 	<ul style="list-style-type: none"> Type type identity theory Token identity theory 	<ul style="list-style-type: none"> Lecture Individual work 	
<ul style="list-style-type: none"> Analyze some of the influential arguments against physicalism, especially those based on the hard problem of consciousness 	<ul style="list-style-type: none"> Consciousness and the natural world Problems with functionalism Panpsychism 	<ul style="list-style-type: none"> Lecture Work on the text Individual work 	
<ul style="list-style-type: none"> Recognize the role of thought experiments in science in general 	<ul style="list-style-type: none"> Consciousness and the natural world Problems with functionalism Panpsychism 	<ul style="list-style-type: none"> Lecture; 	
<ul style="list-style-type: none"> Evaluate and use deductive arguments in the study of the mind 	<ul style="list-style-type: none"> Dualisms and mental causation Consciousness and 	<ul style="list-style-type: none"> Lecture 	

	the natural world <ul style="list-style-type: none">• Problems with functionalismPanpsychism		
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