



UNIVERSITÀ
DEGLI STUDI DI BARI
ALDO MORO

Scienze Pedagogiche

General information	
Academic subject	Philosophy of Mind
Degree course	Master
Academic Year	2023-2024
European Credit Transfer and Accumulation System (ECTS)	9
Language	Italian
Academic calendar	Start: October 2023 End: January 2024
Attendance	Optional

Professor/ Lecturer	
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Department and address	Dipartimento di Scienze della Formazione, Psicologia, Comunicazione, via Crisanzio 42 - Floor: 3 - Office: 318
Virtual headquarters	Teacher's Homepage: https://www.uniba.it/docenti/pastore-luigi Microsoft TEAMS Virtual Room Code: yqktksc
Tutoring (time and day)	In person: Wednesday, 17:00-18:00 Remote: Microsoft Teams (TEAMS code: 9kxsubr) by agreement (mail to luigi.pastore@uniba.it)

Syllabus	
Learning Objectives	The course aims to provide students with epistemological and theoretical knowledge about the mind-body problem in the context of ancient, modern, and contemporary philosophy. The mind-body problem will be considered in the light of the changes that the rise of modern natural science imposes on philosophy. Among these changes, the birth of psychology as an autonomous scientific discipline will be taken into account. In this way, students will gain multi- and interdisciplinary understanding of the mind-body problem.
Course prerequisites	None
Contents	The course will introduce students to the mind/body problem from a philosophical, psychological and scientific point of view. Students will become familiar with the main ontological and theoretical models that underpin the treatment of the mind-body relation in philosophy and psychology (materialistic monism, idealistic monism, classical dualism, interactionist dualism, dualism of properties, emergentism, functionalism, eliminativism). Special attention will be paid to the origin and development of dualistic theories, with reference to classic works of Plato and Descartes. The main epistemological and ontological arguments supporting and challenging the dualist hypothesis will be considered, with particular emphasis on the problem of knowledge acquisition and the nature and function of consciousness. Students will be provided with basic epistemological and logical tools to critically evaluate arguments provided for and against the dualist hypothesis (fallacies recognition and analysis).
Books and bibliography	P. Frascolla, <i>Introduzione alla logica</i> , Il Mulino, Bologna 2014, pp. 17-57; M. Di Francesco, M. Marraffa, A. Tomasetta, <i>Filosofia della mente. Corpo, coscienza, pensiero</i> , Carocci, Roma 2017; M. Di Francesco, <i>La coscienza</i> , Roma/Bari 2005; P.

	<p>Frascolla, <i>Introduzione alla logica</i>, Il Mulino, Bologna 2014, pp. 17-57.</p> <p>Foreign students: A. Varzi, , (text selection to agree); J. Heil, <i>Philosophy of mind. A contemporary introduction</i>, Routledge, London/New York 2013 (text selection to agree); J. Heil (ed.), <i>Philosophy of mind. A guide and an anthology</i>, Routledge, London/New York (text selection to agree)</p>
Additional materials	<p>During the course students will be provided with guidance and suggestions for further readings. An anthology of classic readings in the field will also be provided during the course. The anthology of texts and the recommended readings will be made available on the Microsoft TEAMS course website.</p>

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
225	60		165
ECTS			
9			
Teaching strategy			
	<p>Lectures and (supervised) in-class exercises, where students will have the opportunity to test the acquired content. Students will be able to engage with the analysis of texts coming from the philosophical tradition in order to identify and evaluate kinds of arguments and argumentative strategies used by the authors. The in-class exercises will be conducted by the students both individually and in groups; results will be discussed with the teacher. These activities will not be considered as part of the final assessment.</p>		
Expected learning outcomes			
Knowledge and understanding on:	<p>Students will acquire basic knowledge in the field of philosophy of mind paying special attention to theoretical problems such as the rise and crisis of the classic dualist models; monistic and dualistic theories; the rise of the modern science of nature and the birth of psychology as a science of the mind; philosophical, methodological, and psychological behaviorism; reductionism; identity theory; eliminativism. Students will confront the main arguments for and against the dualist hypothesis. Students will also acquire some fundamental notions in the field of general and applied logic: students will become familiar with fundamental concepts such as deduction, induction, formal fallacy, semantic fallacy.</p>		
Applying knowledge and understanding on:	<p>Students will develop the ability to critically analyze structure and content of different kinds of texts, philosophical and scientific. They will develop the ability to recognize different kinds of arguments and they will be able to evaluate such arguments considering their consistency, persuasive force, formal and semantic limits.</p>		
Soft skills	<p><i>Making informed judgements and choices:</i> Students will increase autonomous and critical judgment skills on theoretical and empirical problems (useful in evaluating research designs, in proposing educational intervention, and in understanding different cultural contexts).</p> <p><i>Communicating knowledge and understanding:</i> Students will improve their ability to present the results of their research or their proposals for intervention, both in written and oral form.</p> <p><i>Capacities to continue learning:</i> Students will develop logical and conceptual analysis skills, which will enable them to improve their ability in analysis, evaluation, and understanding of theoretical models, empirical results, and research designs. It will be easier to continue studies in advanced training courses or to enter employment paths that require analysis and understanding of social and cultural contexts.</p>		
Assessment and feedback			
Methods of assessment	Written exam based on open questions.		

Evaluation criteria	The assessment shall take into account the accuracy in using technical language; the soundness of conceptual understanding; the ability to construct coherent arguments; the completeness of the provided information; the clarity of the exposure. The quality of arguments offered in answering the open questions will also serve as a basis to assess the autonomy of judgment, communication ability, and learning ability achieved by students.
Criteria for assessment and attribution of the final mark	The final exam will be assessed and scored as a whole (using the above mentioned criteria). The vote will be expressed in thirtieth and the exam is passed by taking a vote equal or higher to eighteen thirty (18/30).
Additional information	