



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir



Course Guide Philosophy of Mind

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**COURSE GUIDE**  
**Philosophy of Mind**  
**3rd Year**

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**Academic Year 2024-2025**



**Course of the Subject: Philosophy of Mind 2023-24**

		<b>ECTS</b>
<b>SUBJECT:</b> Philosophy of Mind		6
<b>Module:</b> Theory of Knowledge		12
<b>Type:</b> Compulsory	<b>CURSO:</b> 3º	
	<b>Semestre:</b> 2º	
<b>Lecturer(s):</b>	<b>Department:</b>	
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## MODULE ORGANIZATION

<b>EPISTEMOLOGY</b>			<b>ECTS 6</b>	
<b>Duration and location within the study plan:</b> It is part of the "Theory of Knowledge" module, which consists of 12 ECTS credits and contains two subjects: Philosophy of Mind, is offered in the 2 <sup>nd</sup> semester of the 3 <sup>st</sup> year; Epistemology, is offered in the 1 <sup>st</sup> semester of the 3 <sup>st</sup> year.				
<b>Subject Matter and Subjects</b>				
Subject Matter	ECTS	Subject	ECTS	Year/ semester
Theory of Knowledge	6	Philosophy of Mind	6	3/2
Theory of Knowledge	6	Epistemology	6	3/1



BASIC AND GENERALCOMPETENCIES	Weighting			
	1	2	3	4
3. Problem-solving			X	
5. Interpersonal skills			X	
6. Intra- and interdisciplinary team work		X		
11. Ability to learn and teach				X
12. Ability to adapt to new situations and generate new ideas				X

SPECIFIC COMPETENCIES	Weighting			
	1	2	3	4
18. To be able to relate different philosophical topics				X
22. Perform mental experiments				X
23. To write philosophical essays and show evidence of analytical and synthetic skills				X
25. To be able to understand and evaluate philosophical arguments				X
26. To be able to construct philosophical arguments				X
28. Identify anthropological issues, their interconnection and their implications				X
37. To use specialized philosophical terminology and recognize categorical errors				X



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LEARNING OUTCOMES	COMPETENCIES
<b>RA1.</b> Understand the most influential theoretical implications in the philosophy of mind and issues of knowledge.	<b>CG:</b> 11 <b>CE:</b> 18
<b>RA2.</b> Argue and criticize different topics properly.	<b>CG:</b> 3, 12 <b>CE:</b> 22, 23, 25, 26, 28, 37



LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS <sup>1</sup>
VIRTUAL SESSION	Presentation of the content by the teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	1, 2	0,7
PRACTICAL SESSION	Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment.	1, 2	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	1, 2	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	1, 2	0,1
<b>TOTAL</b>			<b>1,30</b>

<sup>1</sup> La asignatura y/o materia se organiza en **DOCENCIA VIRTUAL** y en TRABAJO AUTÓNOMO DEL ALUMNO, con un porcentaje estimado en ECTS. Una adecuada distribución es la siguiente: **40%** para las Actividades Formativas **DOCENCIA (60 horas)** y 60% para las de Trabajo Autónomo tutorizado (90 horas) para **una asignatura de 6 créditos**.



LEARNING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS
INDIVIDUAL ACTIVITIES	Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments, reports, etc. for discussion or delivery in electronic format.	1, 2	2,3
INDIVIDUAL TUTORSHIP	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc.	1, 2	0,1
CONTINUOUS EVALUATION ACTIVITIES	<b>Group work:</b> group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. <b>Discussion forums:</b> participation and contributions to discussion forums related to the subject, moderated by the professor of the subject. Resolution of problems, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires.	1, 2	2,3
<b>TOTAL</b>			<b>4,70</b>



<b>EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM</b>		
<b>Evaluation Instrument</b>	<b>EVALUATED LEARNING OUTCOMES</b>	<b>Granted percentage</b>
Attendance and participation in synchronous communication activities	RA1, RA2	10%
Carrying out deliverable activities and Periodic evaluation through questionnaires	RA1, RA2	50%
Final Evaluation	RA1, RA2	40%
The use of AI is not allowed in this course		

<b>CONTENTS DESCRIPTION</b>	<b>COMPETENCIES</b>
<ul style="list-style-type: none"> <li>Analytic Personalism. Personal identity and Narratives.</li> <li>Interpersonality (dynamicity, receptivity, genealogy). Intentionality (internalism, externalism)</li> <li>Cartesian dualism and its legacy. Logical behaviourism. Materialism, eliminativism.</li> <li>Functionalism and Anomalous monism.</li> <li>Free will: libertarianism, compatibilism, determinism.</li> </ul>	<p><b>CG:</b> 11, 12</p> <p><b>CE:</b> 22, 26, 28, 37</p>



## BIBLIOGRAPHY

- Dynamic text for the course produced by the teacher.
- Further reading:**
- E.Feser, Philosophy of Mind. A Beginner's Guide, Oxford, Oneworld, 2008.
  - C.Moya, Filosofía de la mente, Publicaciones de la Universitat de Valencia, 2006
  - E.Ortiz, Diacrónicos y episódicos: la cuestión de la identidad personal, Lección magistral leída en el Acto de Apertura de Curso Académico 2023-2024.
  - P.Ricoeur, Sí mismo como otro, Siglo XXI, México-Madrid, 1996.
  - A.Rudd, Self, Value, and Narrative: A Kierkegaardian Approach, Oxford University Press, Oxford, 2012.
  - M.Schechtman, The Constitution of Selves, Cornell University Press, Ithaca, 1996
  - R.Spaemann, Personas, EUNSA, Pamplona, 2000.
  - P.Strawson, Individuals, Methuen, London, 1959 (Individuos, Taurus, Madrid, 1989)



<b>TEMPORAL ORGANIZATION OF LEARNING</b>		
	<b>CONTENT BLOCK/DIDACTIC UNIT</b>	<b>NR. OF SESSIONS</b>
1.	Analytic Personalism. Paradoxes of personal identity. History of the concept of "person".	2
2.	Person and Narratives.	3
3.	The incommunicability (unrepeatability) of persons.	1
4	Interpersonality (dynamicity, receptivity, genealogy). Intentionality (internalism, externalism)	2
5.	Cartesian dualism and its legacy. Logical behaviourism. Materialism, eliminativism. Functionalism and Anomalous monism.	2
6.	Person and human nature. The dignity of the person.	2
7.	Free will: libertarianism, compatibilism, determinism.	3