COURSE DESCRIPTIONS

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<th>Code of course: BA-ERA-IPH-S-1, MA-ERA-IPH-S-1</th>
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<td>Title of course: Philosophy of Mind</td>
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<td>Lecturer: Gergely Ambrus</td>
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General aim of the course:
The course provides an introduction to some of the main topics in contemporary philosophy of mind, i.e. different views on the mind-body relation, the nature of consciousness and intentionality.

Content of the course:

I. THE MIND-BODY RELATION

1. Cartesian Dualism
   Descartes, R. Meditations on First Philosophy (II and VI). In CPM.

2. Logical Behaviorism

3-4. Materialism

3. Reductionist Materialism: Mind-Brain Identity Theory

4. Eliminative Materialism
   Dennett, D. Quining Qualia. In CPM.

5-6. Functionalism

5. The Functionalist Conception of the Mind
   Putnam, H. The Nature of Mental States. In CPM.
   Block, N. Troubles with Functionalism. In CPM.

6. The Computationalist Theory of Mind
   Classical Cognitivism
   Criticism of Classical Cognitivism
   Searle, J. R. Minds, Brains and Computers. In CPM.

7. Anomalous Monism
   Davidson, D. Mental Events. In CPM.

II. CONSCIOUSNESS

8. The Problem of Consciousness
   Nagel, T. What is it Like to be a Bat? In CPM.
   Block, N. Concepts of Consciousness. In CPM.

9. Dualism vs Materialism about Qualia: The Knowledge Argument
   Van Gulick, R. Understanding the Phenomenal Mind. Are We All Just Armadillos (Part I)? In Davies, M. – Humphreys, G. (eds.) Consciousness – Psychological and Philosophical Essays.
McGinn, C. Can We Solve the Mind-Body Problem? In CPM.

10. Dualism vs Materialism about Qualia: Modal Arguments
Kripke, S. Naming and Necessity (excerpts). In CPM.

III. INTENTIONALITY

10. The Nature of Intentionality
Brentano, F. The Distinction between Mental and Physical Phenomena (excerpts). In CPM.
Chisholm, R. M. "Intentional Inexistence" (excerpts). In CPM.*

11. Naturalistic Theories of Intentionality
Millikan, G. R. Biosemantics. In CPM.

13. Interpretationism: The Intentional Stance
Dennett, D.C. The Intentional Strategy and Why It Works. In CPM.

14. Intentionality and Phenomenology
Horgan, T. – Tienson, J. The Intentionality of Phenomenology and the Phenomenology of Intentionality. In CPM.

Abbreviation

Grading criteria, specific requirements:
(1) Active participation in the course, 2) presentation, 3) course paper.

Required reading: listed above, except the texts marked by *.

Suggested further reading:
the texts marked by *
and

Code of course: BA-ERA-IPH-S-2, MA-ERA-IPH-S-1
Title of course: Philosophy of Religion
Lecturer: Gábor Borbély

General aim of the course: This is an introductory course to the philosophy of religion.
Content of the course:
- Atheism, agnosticism, theism: utterly useless labels?
- The meaningfulness or meaninglessness of religious language
- Attributes of a perfect being: incoherence, but who cares?
- Arguments for the existence of God from religious experience
- Arguments against the existence of God from evil
- Ontological arguments
- Cosmological arguments
- Design arguments
- Moral arguments for the existence of God
**Miracles**

**Grading criteria, specific requirements:** Five number grades, presentation

**Required reading:**

**Suggested further reading:**

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**Code of course:** BA-ERA-IPH-S-3, MA-ERA-IPH-S-3

**Title of course:** History and Theory of the Modern Everyday Consciousness

**Lecturer:** Endre Kiss, Professor Dr.

**General aim of the course:**
An explorative knowledge about the modern and/or postmodernist everyday consciousness is absolutely relevant in the understanding of our complexe world. Therefore gives the course a full reconstruction of the main constitutive principles of the everyday consciousness and investigates also the different manifestations of the principles in the main historical periods of the Modernism.

**Content of the course:**
The course unifies a systematic and a historical approach. The systematic approach works functional – it describes all the constitutive principles of the everyday consciousness. They integrate and generate the social and intellectual reality. The historical approach defines the main phases of the everyday consciousness in the modern and postmodernist time.

**Grading criteria, specific requirements:**
Paper (written essay) analyzing a text about everyday consciousness or characteristic phenomenon of it. Individual project is also possible.

**Required reading:**
- Berger - Luckmann, SPRACHE UND WISSEN IN DER ALLTAGSWELT, 1984. (to read also in English)
- Kiss Endre, A mindennapi tudat mint filozófiai tudásszociológia tárgya. in: PRO PHILOSOPHIA FŰZETEK, 1996. 2-3. szám 40-55. (to read also in English and in German)
- Mannheim Károly, A konzervatív gondolkodás. Budapest, 1994. (Gondolat) (to read also in German and in English)

**Suggested further reading:**
- Kiss, Endre, Grundprinzipien des modernen Alltagsbewussteins im Spiegel ihrer Geschichte. in Prima philosophia, Bd.5.H.3./1992/, pp.279-293.
- Kraeauer, Siegfried, VON CALIGARI ZU HITLER. Eine psychologische Geschichte des deutschen Films. Frankfurt am Main, 1979. (to read also in English)
**Code of course:** BA-ERA-IPH-S-4, MA-ERA-IPH-S-4  
**Title of course:** The Reconstruction of the Postmodernism  
**Lecturer:** Endre Kiss, professor Dr.

**General aim of the course:**  
The interpretation of Postmodernism as a historical period. An analytical exploration of postmodernist structures of cognition.

**Content of the course:**  
Comprehensive exploration of the most important tendencies of postmodernist thinking. Reconstruction of the most important antecedent of this philosophy, the structuralist movement. The specific questions of the legitimacy of Postmodernism. Postmodernist semantics, the category of difference. The potential postmodernist synthesis (Ricœur). The uprising of deconstructivism. Leading representatives of Postmodernism (Foucault, Derrida, Negri). Postmodern Everyday Consciousness, The empirical and practical achievements of Postmodernism.

**Grading criteria, specific requirements:**  
Paper (written essay) analyzing a post-modernist text or a postmodernist phenomenon. In individual project is also possible.

**General aim of the course:**  
The interpretation of Postmodernism as a historical period. An analytical exploration of postmodernist structures of cognition.

**Content of the course:**  
Comprehensive exploration of the most important tendencies of postmodernist thinking. Reconstruction of the most important antecedent of this philosophy, the structuralist movement. The specific questions of the legitimacy of Postmodernism. Postmodernist semantics, the category of difference. The potential postmodernist synthesis (Ricœur). The uprising of deconstructivism. Leading representatives of Postmodernism (Foucault, Derrida, Negri). Postmodern Everyday Consciousness, The empirical and practical achievements of Postmodernism.

**Grading criteria, specific requirements:**  
Paper (written essay) analyzing a post-modernist text or a postmodernist phenomenon. In individual project is also possible.

**Required reading:**  
Foucault Michel, Die Ordnung des Diskurses. 1970. (to read also in English or French)  
Lyotard, Jean-François, Das postmoderne Wissen. Ein Bericht. Wien, 1986. (to read also in English or French)

**Suggested further reading:**  
Kiss Endre, Globalizáció és/vagy posztmodern, 2003  
Studies of Baudrillard and Virilio  
Semiologie und Grammatologie in Postmoderne und Dekonstruktion, Stuttgart, 1990  
Foucault Michel, Die Ordnung des Diskurses. 1970. (to read also in English or French)  
Lyotard, Jean-François, Das postmoderne Wissen. Ein Bericht. Wien, 1986. (to read also in English or French)

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**Code of course:** BA-ERA-IPH-S-5, MA-ERA-IPH-S-5  
**Title of course:** Introduction to Epistemology  
**Lecturer:** Jenő Pöntőr

**General aim of the course:**  
The course provides an introduction to some of the main topics in epistemology.
Content of the course:
Topics included in the course are:
1. What is knowledge?
2. Sources of human knowledge.
3. Skepticism.
4. Theories of justification
5. Modern and contemporary anti-skeptical strategies.

Grading criteria, specific requirements:
There are no specific requirements for this course. Students are expected to attend all meetings and must write an 5-8 page essay (in English or Hungarian) related to one of the discussed topics, chosen by the student.

Required reading:
3. Descartes, René (1641) – Meditations, I, II, III.

Suggested further reading:

Code of course: BA-ERA-IPH-S-6, MA-ERA-IPH-S-6
Title of course: Introduction to Philosophy
Lecturer: Judit Szalai

General aim of the course:
The course addresses some of the most topical issues in contemporary philosophy, such as euthanasia, international aid, and the ethics of self-driving cars.

Content of the course:
1. The ethics of autonomous driving
Patrick Lin: Why ethics matters for autonomous driving
2. Global justice
P. Singer: Famine, Affluence, and Morality
http://personal.lse.ac.uk/robert49/teaching/mm/articles/Singer_1972Famine.pdf
3. Moral luck
B. Williams: Moral Luck
https://bibliotecamathom.files.wordpress.com/2012/10/williams_-_moral_luck.pdf
4. Moral character
J. Doris: Lack of Character (excerpt)
5. Euthanasia, for and against
J. Rachels: Active and Passive Euthanasia
https://sites.ualberta.ca/~bleier/Rachels_Euthanasia.pdf
6. Mid-term test
7. Lying and bullshit
8. Facebook ethics
W. P. Smith, D. L. Kidder: You’ve Been Tagged!

9. What is work good for? (other than making money)
A. Gheaus: The Goods of Work (Other Than Money)

10. Who is a person?
H. Frankfurt: Freedom of the Will and the Concept of the Person
http://www.sci.brooklyn.cuny.edu/~schopra/Persons/Frankfurt.pdf

11. The experience machine
R. Nozick: Anarchy, State, and Utopia (excerpt)

12. Summary

Grading criteria, specific requirements: Mid-term and end-of-term tests from the required readings

Required reading: as listed above

Suggested further reading: H. LaFollette (ed.): The Oxford Handbook of Practical Ethics


Title of course: Empirically Informed Ethics

Lecturer: Anna Réz

General aim of the course:
Ethical theories always rely on heavy assumptions about human psychology, motivation and behaviour. In recent decades, however, empirical sciences (most notably psychology, social psychology and neurology), have often provided data which seemingly contradicted to these assumptions. In what ways can empirical researches interact with moral theories? The course provides an overview of the interdisciplinary approach of empirically informed science through investigating three topics: moral responsibility, moral judgments and moral character. This is an advanced seminar where previous knowledge in philosophy or psychology is highly recommended.

Content of the course:

Free will and moral responsibility
Topics and readings:

Moral judgments

Character and situationism
Grading criteria, specific requirements:

Requirements:
active class participation – 20%
response papers (min. 5) – 40%
end-of-term exam – 40 %

Required reading:
See above.

Suggested further reading:

Code of course: **BA-ERA-IPH-L-1, MA-ERA-IPH-L-1**
Title of course: **The Sceptical Tradition from Socrates to Descartes**
Lecturer: **Máté Veres**
Office hour, consultation (e-mail of the lecturer): mateveres8519 (at) gmail (dot) com

General aim of the course:
(No knowledge of Greek or Latin is necessary.)
Ancient Scepticism, unlike its post-Cartesian counterpart, was more than an epistemological challenge to overcome. Ancient Sceptics pointed to cases of widespread disagreement among professional philosophers and scientists and argued that, since alleged experts have failed to deliver on the promise of rational persuasion, one should either suspend judgement about all claims to knowledge and continue the investigation, or realize that the quest for knowledge is fundamentally misguided. Furthermore, prominent ancient Sceptics presented Scepticism as a viable and desirable way of living, calling into question the assumption that knowledge can contribute to, or is necessary for, living a happy human life.
The lectures introduce students to the main textual sources on a variety of Sceptical considerations and positions, and situates these texts in the interpretive debates in contemporary scholarship. In addition, the course will conclude with a glimpse into the medieval and Early Modern transformations of Scepticism. Familiarity with the basics of philosophical methodology might be useful, but the course is open to non-philosophy students.

Content of the course:
Topics to be discussed include:
- Sceptical arguments against Stoic epistemology;
- Sceptical arguments for suspension of judgement;
- Scepticism about specific tenets in logic, ethics, and theology;
- The possibility and desirability of living a Sceptical life;
- Prominent anti-Sceptical strategies in antiquity;
- Highlights of the medieval and Early Modern influence of scepticism.

Grading criteria, specific requirements:
The course is delivered in a lecture format. Nevertheless, in-class discussion will be facilitated (ideally comprising about 1/3 of each class).
The final grade will be determined by oral examination. For advanced students, the oral exam might be substituted for a term paper (approximately 3,000–5,000 words, to be discussed individually).

Weekly schedule:
Students are required to prepare each week’s Required reading for class. Items listed under Suggested reading are not required. All readings will be provided by the instructor.

(1) February 10. Introduction
No required reading.

(2) February 17. Socrates, Plato, and Scepticism
Required readings:
Suggested readings:


(3) February 24. Aristotle and Scepticism

Required reading:


Suggested reading:


(4) March 2. Stoic Epistemology and Academic Criticism

Required reading:


Suggested reading:


(5) March 9. Pyrrho and Pyrrhonism

Required reading:


Suggested reading:


Required readings:


Suggested reading:


(7) March 23. Sextus Empiricus 2. The Modes in Sextus

Required reading:


Suggested reading:

March 30. Sextus Empiricus 3. Inquiry, proof, and self-refutation
Required readings:

Suggested readings:

April 6. Sextus Empiricus 4. Scepticism and ethics
Required readings:

Suggested readings:

April 20. Augustine against the Academics
Required reading:
- Augustine, *Against the Academicians*, Book III, in Peter King (ed.), *Augustine, Against the Academicians. The Teacher* (Indianapolis, 1995), 52-93.

Suggested reading:

April 27. Al-Ghazālī's 'sceptical crisis'
Required reading:

Suggested reading:

May 4. Descartes and ancient Scepticism
Required readings:

Suggested reading:
(13) May 11. Conclusion
Possible topics:
- General discussion;

**Suggested further reading:**
Vogt, K.M., 'Agnostic Skepticism' in *Stanford Encyclopaedia of Philosophy*. 