COURSE TITLE	PHILOSOPHY OF COGNITIVE SCIENCE					
Code	KBF127 ISVU: 234310	Year of study	I.			
Course teacher/s	Assistant professor Ante Akrap, Ph.D.	Credit (ECTS)	3			
Assistants	Assistant Franjo Frankopan Velić, M.S.	Type of instruction (number of hours persemester)	P	S	V	T
			30			
Course status	Core course	Postotak primjene e-učenja				

OPIS PREDMETA	
Course goals	Understanding and reflecting on the central philosophical problems of human cognition in dialogue with the natural sciences, Aristotelian-Thomistic heritage, and contemporary epistemological approaches.
Expected learning outcomes at the course level (4-10 learning outcomes)	No requirements
Expected learning outcomes at the course level (4-10 learning outcomes)	1. know the anthropological and metaphysical foundations of cognition; 2. distinguish the sensory and mental dimensions of human cognition; 3. explain the phenomenon of consciousness as self-knowledge; 4. argue what the first common sense truths consist of; 5. recognize and analyze forms of rationality; 6. analyze the concept and properties of truth, interpret the criteria of truth, reflect the existential meaning of truth.
Detailed course content (weekly class schedule)	Introduction to the problems of philosophy of cognition (2) Cognition as a human act (1) Cognition and Being (1) Sensory dimension of human cognition: biological foundations; external and internal senses; the question of the objectivity of sensory cognition (4) The mental dimension of human cognition: the role of the brain; language; abstraction; judgment; modus cognoscendi and modus essendi; co-naturality (6) Mid-term exam (1) Consciousness (2) The first common sense truths (4) Forms of rationality: reasoning; explanation; wisdom; philosophy; mathematics; natural sciences; practical rationality; communication rationality; culture; artificial intelligence (4) Truth: the notion of truth; skepticism; truth criteria; faith; opinion; error; existential meaning of truth (5)
Format of course instruction:	☒ lectures ☐ seminars and workshops ☐ exercises ☐ *on line* entirely ☐ combined e-learning ☒ lectures ☐ seminars and workshops ☐ exercises ☐ *on line* entirely ☐ combined e-learning ☐ individual task ☐ multimedia ☐ laboratory ☐ mentorship w ☐ (other)
Student obligations	Class attendance, written commentary, two written essays.

Screening student work (specify *portion*						
	Class attendance	1	Research		Practical training	

in ECTS credits per each activity so that total number of ECTS credits correspondsto the ECTS credit value of the course)	Experimental work		Written representation	1	Text interpretation	0,5
	Essay		Seminar essay		Individual work	2,5
	Mid-term exams	0,5	Oral exam		Written work	3,0
	Written exam	0,5	Project		(Other)	

Grading and evaluation of student work in class and at the final exam	Elements of the final grade: written work: 20% colloquium: 20% final exam: 60% Evaluation criteria: (5) The student demonstrates a complete and detailed knowledge and understanding of the material: knows the relevant content and knows how to interpret it; uses the correct term; recognizes and explains key concepts; integrates literature into argumentation. Furthermore, he/she presents the material in a clear, logical and structured way. (4) The student demonstrates a broad and extensive knowledge and understanding of the material: knows the relevant content and knows how to interpret them; uses the correct term; recognizes and explains most of the key concepts; if necessary, he/she supplements the argument with literature. Furthermore, he/she presents the material in a clear, logical and structured way, although sometimes imprecise. (3) The student demonstrates knowledge and understanding of the essential elements of the material: states the relevant contents, but does not always know how to interpret them completely; uses the term, but sometimes imprecisely; recognizes most of the key concepts, but fails to explain them fully; sometimes he/she has difficulty supplementing the argument with the literature. Furthermore, he/she presents the material in a predominantly clear and schematic way, sometimes repeating thoughts or not connecting individual elements. (2) The student shows limited knowledge and understanding of the essential elements of the material: he/she states the most relevant contents, but does not always know how to interpret them correctly; knows most of the concepts, though sometimes in an imprecise way; recognizes some of the key concepts but sometimes fails to explain them; has difficulty supplementing argumentation with literature. Furthermore, he/she presents the material in a schematic way, with ambiguities due to the repetition of thoughts and non-connection of individual elements. (1) This assessment is not transitory. The student does not answer questions at all or shows knowledge of only some elements of the material, with errors in understanding; does not recognize most key concepts or misinterprets them; fails to supplement the argument with literature or does not mention it at all. Furthermore, he/she presents material incomplete and fragmentary, in a vague and incoherent way.

	Naslov	**Broj primjeraka u knjižnici**	**Dostupnost putem ostalih medija**
Obligatory literature (available in the library or via other media)	Aristotel, *Metafizika*, Globus, Zagreb, 1988.,(reading and report on selected parts).	4	
	R. Descartes, *Metafizičke meditacije*, Demetra, Zagreb, 1993., pp. 1-178.	2	
	T. Akvinski, *O biću i biti*, u: Toma Akvinski, *Izabrano djelo*, (Izabrao i preveo Tomo Vereš), Globus,Zagreb, 2005., pp. 126-155.	4	
	M. Heidegger, Što je metafizika? in: *Kraj filozofije i zadaća mišljenja*, Naprijed, Zagreb, 1996., pp. 83-125.	1	
	M. Heidegger, Onto-teo-loški ustroj metafizike, in: *Kraj filozofije i zadaća mišljenja*, Naprijed,	1	

	Zagreb,1996., pp. 297-318.		
	Klasici metafizike, priredio Jure Zovko, Hegelovo društvo, Zadar, 2008., pp. 278.		
Supplementary literature	M. Cipra, *Temelji ontologije*, Matica Hrvatska, 2003., pp. 1-148. Lino Veljak, *Uvod u ontologiju,*Breza, Zagreb, 2019, p. 198		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, questionnaire, end-of semester evaluation. Correcting the written works and discussing the works Individual consultations.		
Other (according to the opinion of education provider)			