

PHIL 340: Philosophy of Mind

Term: Fall 2017	Instructor: Robert Smithson
Time: MW 2:30-3:45	Email: rsmithson@rollins.edu
Room: ASC 243	Office: French House, Room 104
	Office Hours: M 9-10, W 11-12 and by appt.

Course Description

This course will introduce students to central questions about how the mind fits into the natural world. What is the nature of conscious experience? How does consciousness fit into our scientific conception of the world? What is the nature of representation? How do our mental states manage to represent the world outside of us? What is the connection between consciousness and representation? We will also consider the relevance of these questions to issues in other areas of philosophy, such as metaphysics, ethics, and philosophy of science.

Course Goals

1. To provide students with a systematic framework for approaching topics in the philosophy of mind. On this framework, students will investigate the connections between three domains of facts (or alternatively: three domains of sentences): *physical*, *phenomenal*, and *intentional*.
2. To develop students' philosophical writing and philosophical argumentation through a series of writing assignments throughout the term.

Course Texts

All texts for the course will be posted to the course's Blackboard site.

Grading

Three writing assignments (4 pages each): 50%

2-3 problem sets: 10%

Final: 30%

Participation/Unannounced quizzes: 10%

The participation grade takes into account both attendance and discussion in class. Class attendance is mandatory. If you have an excused absence (such as a medical absence), please bring me a note or send me an email.

Papers

In light of the second listed goal for the course, there will be a series of writing assignments throughout the term, each 3-3.5 pages long (double-spaced). There will be a different prompt (or prompts) for each of the course's three units.

To facilitate anonymous grading, only include your identification number (and not your name) at the top of the document. For helpful advice on writing philosophy papers, see

Jim Pryor's helpful introduction: www.jimpryor.net/teaching/guidelines/writing.html.

Participation

The participation grade takes into account both attendance and discussion in class. Class attendance is mandatory. Students arriving late will receive reduced credit for attendance that day. Students leaving class early will also receive reduced credit.

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College's policy on excused absences (http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary.

Absences will be addressed by the professor in accordance with his attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student's class participation grade in the course, though, may still be affected.

Honor Code

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor—honesty, trust, respect, fairness, and responsibility—particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Credit Hour Statement for Rollins Courses

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2.5 hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations include the careful study of (i) the assigned readings, (ii) the class handouts posted to Blackboard, and (iii) the student’s notes from lecture.

Accessibility Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/accessibilityservices/> and/or reach out by phone or email: 407-975- 6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through Accommodate **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

Title IX Statement

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator.

Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>.

Electronic Device Policy

In order to promote classroom discussion, no laptops, tablets, phones, etc. are permitted during class except by instructor permission.

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

Course Schedule

This schedule is subject to change, depending on the progress of the discussion in the class. If there are changes, I will make note of them in class and will send out an email about the changes. Next to each class period, there is an assigned reading. The readings for 8/30 should be completed before class on 8/30, etc.

Date	Topic
	Unit 1: PHYSICAL AND PHENOMENAL
	Phenomenal consciousness, the explanatory gap
M 8/28	Syllabus. Blackboard handout.
W 8/30	Thomas Nagel (1974). What is it Like to Be a Bat? David Chalmers (1995). Facing Up to the Problem of Consciousness. (sections 1-5) Blackboard handout.
	The explanatory gap, a taxonomy.
M 9/4	<i>NO CLASS (Labor Day)</i>
W 9/6	Patricia Churchland (1996). The Hornswoggle Problem. Blackboard handout. David Chalmers (2009). Consciousness and Its Place in Nature. Blackboard handout.
	The knowledge argument, the phenomenal concept strategy

M 9/11 Brie Gertler (2005). The Knowledge Argument.
W 9/13 Brian Loar (2002). Phenomenal states.

The conceivability argument

M 9/18 David Chalmers (2009). The Two-Dimensional Argument Against
Materialism. (excerpts)
W 9/20 David Chalmers (2009). The Two-Dimensional Argument Against
Materialism. (excerpts)
Optional (and challenging) reading: Chalmers & Jackson (2001).
Conceptual Analysis and Reductive Explanation.

Dualism

M 9/25 David Chalmers (1995). Facing Up to the Problem of Consciousness.
Sections 6-8.
Karen Bennett (2007). Mental Causation. Section 1, 2, and 5.
W 9/27

Panpsychism, Russellian monism, idealism

M 10/2 David Chalmers (2014). Panpsychism and Panprotopsychism. (excerpts)
W 10/4 David Chalmers (forthcoming). Idealism and the Mind-Body Problem.

M 10/9 *FALL BREAK*

UNIT 2: PHYSICAL AND INTENTIONAL

Content, intentionality

W 10/11 Tim Crane (2003) *The Mechanical Mind*. Intro and ch. 1.
M 10/16 Tim Crane (2003) *The Mechanical Mind*. Ch. 2.

Propositional attitudes

W 10/18 Jerry Fodor (2009) Propositional Attitudes.
M 10/23 Daniel Dennett (2009) True Believers: The Intentional Strategy and Why
It Works.

Content determination

W 10/25 Tim Crane (2003) *The Mechanical Mind*. Ch. 5.
F 10/30 TBD

Internalism and externalism, 2D semantics

W 11/1 Hilary Putnam (1978). The Meaning of "Meaning".
M 11/6 David Chalmers (2002). The Components of Content.

UNIT 3: INTENTIONAL AND PHENOMENAL

Representationalism

W 11/8 Michael Tye (1992). Visual Qualia and Visual Content.

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M 11/13 Ned Block (2003). Mental Paint.

HOT theories

W 11/15 David Rosenthal (2002). Explaining Consciousness.

M 11/20 David Chalmers (1996). The Conscious Mind. (excerpts)

W 11/22 *THANKSGIVING BREAK*

Contents of Experience

M 11/27 David Chalmers (2009). Perception and the Fall from Eden.(excerpts)

W 11/29 Brad Thompson (2010). The Spatial Content of Experience.

M 12/4 Susannah Siegel (2010). The Contents of Visual Experience. (excerpts)

W 12/6 Review

12/15 8-10am **FINAL**