

PHIL 320: Philosophy of Mind

Term:	Fall 2019	Instructor:	Robert Smithson
Time:	MWF 1-1:50pm	Email:	smithsonr@uncw.edu
Room:	Bear 261	Office:	Bear 269
		Office Hours:	MWF 12-1 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 Canvas site.

Grading

Three writing assignments (4 pages each): 50%
Several miscellaneous homework assignments: 15%
Final: 25%
Participation: 10%

Attendance

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, 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

All students enrolled at UNCW are subject to the UNCW Student Academic Honor Code, which is intended to help every member of the UNCW community appreciate the high value placed on academic integrity and the means that will be employed to ensure its preservation. Students are expected to perpetuate a campus culture in which each student does his or her own work while relying on appropriate resources for assistance. In such a climate, students enjoy a special trust that they are members of a unique community in which one's thoughts and words are attributed correctly and with proper ownership, and in which there is little need for systems to sanction those who cheat. As such, all UNCW students shall commit to the principles and spirit of the Honor Code by adhering to the following pledge:

As a student at The University of North Carolina Wilmington, I am committed to honesty and truthfulness in academic inquiry and in the pursuit of knowledge. I pledge to uphold and promote the UNCW Student Academic Honor Code.

More information on the Honor Code is available at the following website:

<http://www.uncw.edu/odos/honorcode/>.

Please be especially familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Here are some examples of plagiarism:

1. You write about someone else's work in your paper and do not give them credit for it by referencing them.
2. You give a presentation and use someone else's ideas and do not state that the ideas are the other person's.
3. You get ideas from some other reference material and do not reference that material.

Accessibility Services

It is very important that this classroom be an inclusive environment that meets the learning needs of all of its students. 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 Disability Services (962-7555). Please give me a copy of the letter you receive from Office of Disability Services detailing class accommodations you may need. If you require accommodation for test-taking, please make sure I have

the referral letter no fewer than three days before the test.

Title IX Statement

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962- 2273. Resources for individuals concerned with a violent or harassing situation can be located at <http://uncw.edu/noharm/resources/index.html>.

University Learning Center

The University Learning Center's (ULC) mission is to help students become successful, independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education. ULC services are free to all UNCW students and include the following:

- Learning Services (University Learning Center) <http://uncw.edu/ulc/learning/>
- Math Services <http://www.uncw.edu/ulc/math/index.html>
- Supplemental Instruction <http://www.uncw.edu/ulc/si/index.html>
- Writing Services <http://www.uncw.edu/ulc/writing/index.html>

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 reading for 08/23 should be completed before class on 08/23, etc.

In addition to the listed reading, there is typically a handout summarizing the material discussed in class. This handout will be made available on Canvas. If it is helpful to you, you are able to read the handout prior to class, but this is not required.

Date

Topic

W 08/21

Unit 1: PHYSICAL AND PHENOMENAL
Phenomenal consciousness, the explanatory gap
Syllabus.

- F 08/23 Thomas Nagel (1974). What is it Like to Be a Bat?
David Chalmers (2010). Facing Up to the Problem of Consciousness.
(sections 1-5)
- The explanatory gap, a taxonomy, the knowledge argument.**
M 08/26 David Chalmers (2003). Consciousness and Its Place in Nature. pp. 1-12,
23-27, 29-30, 33-36.
W 08/28 No new reading.
F 08/30 Brie Gertler (2005). The Knowledge Argument.
- The knowledge argument, the conceivability argument.**
M 09/02 No new reading.
W 09/04 Robert Kirk (2015). Zombies. (sections 1-5)
F 09/06 No new reading.
- Conceivability vs. possibility, two-dimensional semantics.**
M 09/09 No new reading.
W 09/11 **FALL BREAK: NO CLASS.**
F 09/13 **HW assigned: problem set 1.**
- Dualism, panpsychism, idealism**
M 09/16 Karen Bennett (2007). Mental Causation. Sections 1-5.
W 09/18 David Chalmers (2013). Panpsychism and Panprotopsychism. Sections
1-6.
F 09/20 David Chalmers (forthcoming). Idealism and the Mind-Body Problem.
- M 09/23 Catch-up day.
- UNIT 2: PHYSICAL AND INTENTIONAL
Content, intentionality**
W 09/25 Tim Crane (2003) *The Mechanical Mind*. Chs. 1-2.
F 09/27 No new reading.
- Propositional attitudes, eliminative materialism, and CTM**
M 09/30 Tim Crane (2003) *The Mechanical Mind*. Ch. 3.
W 10/02 No new reading.
F 10/04 No new reading.
- Content determination**
M 10/07 Tim Crane (2003) *The Mechanical Mind*. Ch. 4.
W 10/09 Tim Crane (2003) *The Mechanical Mind*. Ch. 5. (Skip the sections
'Conceptual and naturalistic definitions' and 'Evolution and the Mind'.)
F 10/11 No new reading.
- The nature of content**

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M 10/14 David Chalmers (2002). On Sense and Intension.
W 10/16 Catch-up day.
F 10/18 Catch-up day.

UNIT 3: INTENTIONAL AND PHENOMENAL

The problem of perception, sense data theory.

M 10/21 Crane & French (2017) The Problem of Perception. (excerpt)
W 10/23 Fish (2010). Philosophy of Perception. (excerpt)
F 10/25 No new reading.

Representationalism.

M 10/28 David Chalmers (2004). The Representational Character of Experience.
(excerpts)
W 10/30 No new reading.
F 11/01 No new reading.

Representationalism, qualia realism.

M 11/04 TBD
W 11/06 TBD
F 11/08 TBD

Direct realism.

M 11/11 TBD.
W 11/13 TBD.
F 11/15 TBD.

Direct realism.

M 11/18 TBD.
W 11/20 TBD.
F 11/22 TBD.

Phenomenal intentionality.

M 11/25 TBD
W 11/27 - F 11/29 TBD

M 12/02 Review session.
W 12/04 Review session.

F 12/06 **FINAL**
11:30am - 2:30pm