**PHIL 4443, Sections 001/H01**

**Philosophy of Mind**

**Fall 2022**

Class Location: HSS 1032 Instructor: Michele Merritt, Ph.D.

Class Meeting Times: TR 2-3:15pm Office Hours: By Appointment

CR#: 64345 and 64630 Email: mmerritt@astate.edu

**Course Description**

Foundational issues in the study of mind, includes the nature of mind, the relation of psychology to physical science, and theories of mental content. Prerequisite, PHIL 1103 or permission of instructor.

This is an upper-level survey course in which we will familiarize ourselves with the historical background and contemporary issues related to human and non-human thought. Although this is a *philosophy* course, we will examine questions pertaining to the mind from several different disciplines, including cognitive science, neuroscience, psychology, linguistics, and robotics. Some questions we will consider specifically are: What does the term ‘mind’ even mean? Are thoughts entirely physical? Are they entirely in the brain? Is consciousness ever going to be fully explained by science? How can we be sure that other beings have minds? Is it possible to engineer ‘artificial’ minds such that computers or robots might be said to possess a mind?

**Program Outcomes:**This course contributes to the following program-level outcomes:

1) Students will understand central issues and theories in philosophy (from among the major areas of metaphysics, epistemology, and value theory).
2) Students will be able to analyze and explain complicated ideas.
3) Students will be able to analyze arguments.
4) Students will be able to evaluate arguments.

**Course Outcomes:**

Successful Students in this course will:

1. Develop an understanding and mastery of the key concepts, problems, arguments, and theories pertaining to the philosophical discourse concerning the mind (This satisfies the general program goal for the College of Humanities and Social Sciences: Developing an appreciation of the Arts and Humanities)

2. Develop the critical skills necessary to coherently discuss and evaluate various philosophical figures and ideas, by improving their expository writing, critical reading, critical thinking, and communication skills; for example, they will become more adept at separating arguments from assertions, at finding objections and counterexamples to theories, at explaining complicated/abstract ideas, etc.

3. Be better prepared for graduate study in philosophy, should they choose, or a variety of other professions, such as the clergy, the legal profession, politics, and medicine.

**Assessment of Course/Program Outcomes**

Besides the assessment measures listed below, students will be assessed as to how well they have met the course and program goals via an embedded question in one of the essay assignments during the course.

**Required Materials**

Chalmers, D. (ed). *Philosophy of Mind: Classical and Contemporary Readings.* Oxford. (Be sure to get the 2nd Edition)

\*\*Other required articles, videos, lectures, etc. on Blackboard

**Grading Scale**

90-100 points = A

80-89 points = B

70-79 points = C

60-69 points = D

Below 60 points = F

**Grade Distribution:**

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| Assignment  | Points Possible | % of Total Grade |
| Attendance/Participation (includes online discussions if/when they occur) | 200 | 20 |
| Response Papers | 300 (3 @ 100 each) | 30 |
| Long Papers  | 500 (2 @ 250 each)  | 50 |

**Honors Grade Distribution**:

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| Assignment  | Points Possible | % of Total Grade |
| Attendance/Participation (includes online discussions if/when they occur) | 100 | 10 |
| Response Papers | 300 (3 @ 100 each) | 30 |
| Presentation on Supplemental Reading | 100 | 10 |
| Long Papers  | 500 (2 @ 250 each)  | 50 |

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| **Attendance and Participation**You should be present and participate in discussions during class time as often as possible. Doing so is a crucial aspect of absorbing the material and developing your critical analytic skills for writing the papers. As well, we will occasionally have online forums to further discuss topics time did not allow during class. One or two absences will not impact your grade, but I will be monitoring for excessive lack of participation. Excused absences need to be discussed with me, but see below in the policies section for circumstances that automatically count as excused.  |

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| **Response Papers** Three short (2-3 pages) papers will be required throughout the semester (see schedule – readings highlighted in this color are potential response paper readings). These papers are intended to gauge how well you are comprehending and analyzing the material. Each paper will be devoted to one specific reading we are covering and you will turn in the paper *before* we are scheduled to discuss that reading. This means that for three scheduled readings, you will be highly prepared for class discussion, and will have grappled with the material before I have helped clarify it. In turn, this will better prepare you for the longer papers.  |

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| **Long Papers** Two longer papers (6-8 pages) will be required. Topics will be announced at least 2 weeks prior to the due date. These papers will incorporate required readings from the course, as well as any supplemental readings (listed as “Further reading” on the schedule) that might be useful. Unlike the response papers, however, these longer papers will require you to develop and sustain an argument pertaining to some aspect of the course.  |

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| **Presentation** For Honors students, the additional assignment for this course involves essentially completing an extra reading response paper, but it must be on one of the supplemental readings (listed on the schedule). Not only will you write a brief exegetical account of the reading, but you will present your work to the class during one of our scheduled synchronous class meetings. The presentation should be around 10-15 minutes, and should include opportunities for your classmates to participate in discussion. The idea here is that you will bring additional ideas or arguments for us to consider during one of our regularly scheduled classes, tying your supplemental reading into the rest of the readings we are discussing that week.  |

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| **Week 1 – Introductions and Background** August 23: Introductions, syllabus overview, brief historical overview August 25: Read Descartes’ “Meditations” and “Passions” (Chalmers, 9-22) |

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| **Week 2 – Dualism and its Detractors** August 30: Read Gyekye (Chalmers, 30-35) and Smullyan (Chalmers, 45)September 1: Read Ryle (Chalmers, 46-52)\*\*Supplemental Reading: In Chalmers, Correspondence with Elizabeth, Avicenna, Huxley; Skinner, “Baby in a Box” (Blackboard) |

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| **Week 3 – Physicalism, Functionalism and other Relationships** September 6: Read Smart (Chalmers, 71-78)September 8: Read Block (Chalmers 99-102)\*\*Supplemental Reading: Armstrong (Chalmers 86-92); Antony, “The Mental and the Physical” (Blackboard) |

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| **Week 4 – Physicalism, Functionalism and other Relationships, cont’d** September 13: Read Ganeri (Chalmers, 146-57)September 15: Read Montero (Chalmers, 158-172)\*\* Supplemental Reading: Kim (Chalmers); Churchland (Blackboard)  |

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| **Week 5 – Consciousness** September 20: Read Nagel (Chalmers, 192-98) and Jackson (Chalmers, 283-89)September 22: Read Brogaard (Blackboard) \*\*Supplemental Reading: Rosenthal (Chalmers) \*\*\*Response Paper #1 due (Ryle, Block, Montero or Brogaard)  |

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| **Week 6 – Consciousness, cont’d** September 27: Read Dennett (Chalmers, 199-218)September 29: Read Balog (Chalmers, 311-24)\*\* Supplemental Reading: Mørch (Chalmers)  |

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| **Week 7 – Content and Intentionality** October 4: Read Brentano (Chalmers, 338-342)October 6: Read Millikan (Chalmers, 378-387) - **\*\*note: virtual class meeting today on Zoom\*\*** \*\*Supplemental Reading: Chisholm, Atkins (Chalmers) |

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| **Week 8 – Intentionality, cont’d** October 11: Read Horgan and Tienson (Chalmers, 401-414) October 13: Read Fodor (Chalmers, 423-436)**\*\*Note: This week is virtual/online lectures/online discussion board\*\***\*\*Supplemental Reading: Churchland, Gendler (Chalmers)  |

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| **Week 9 – Internalism vs. Externalism** October 18: Read Putnam (Chalmers, 479-493) October 20: Read Clark and Chalmers (Chalmers, 505-12)\*\*Supplemental Reading: Gallagher & Zahavi (Chalmers); Drayson, Rupert (Blackboard)\*\*\*Response Paper #2 due (Millikan, Horgan/Tienson, Fodor, or Clark/Chalmers)  |

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| **Week 10 – “4E” Cognition and its Detractors** October 25: Adams & Aizawa (Blackboard) October 27: Read: Ward and Stapleton (Blackboard) \*\*Supplemental Reading: Hutto, Noe & O’Reagan (Blackboard) **\*\*\*First Long Paper Due October 28, by 11:59pm\*\*\*** |

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| **Week 11 – Machine Minds** November 1: Read Turing (Chalmers, 740-54)November 3: Read Chalmers (Chalmers, 766-779)\*\* Supplemental Reading: Floridi (Blackboard); Breazeal (Blackboard) |

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| **Week 12 – Non-Human Animal Minds** November 8: Read: Dennett (Blackboard) November 10: Read Godfrey-Smith (Chalmers, 668-72) \*\*Supplemental Reading: Andrews & Huss, Allen & Bekoff (Blackboard)  |

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| **Week 13 – Non-Human Animal Minds, cont’d** November 15: Read Pilley & Reid (Blackboard) November 17: Read Merritt (Blackboard)\*\* Supplemental Reading: Carruthers, Horowitz, Brown, Marzluff (Blackboard) |

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| **Week 14 – NOV 22 and 24**Thanksgiving Break – No Class  |

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| **Week 15 – Mind and Self** November 29: Read Parfit (Chalmers, 699-705)December 1: Read Appiah (Chalmers, 722-736) |

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| **Week 16 – Mind and Self, cont’d** December 6: Read James (Chalmers, 711-721)\*\*\*Response Paper #3 due (Chalmers, Godfrey-Smith, Merritt, Appiah, or James)  |

**Second Long Paper Due During Final Exam Window (Date TBD)**

**The “Fine Print”**

Students are expected to adhere to all guidelines in the Student Bulletin and Student Handbook (found online at astate.edu). In addition to all the guidelines therein, students in this class are expected to comply with the following:

* + Arrive to class on time and stay for the entirety of the class. If not, I reserve the right to mark you as absent for the day
	+ Attendance Policy: Missing more than 8 classes results in automatic failure from the course. Participation is weighted heavily, so I suggest missing no more than 3 classes to maintain good standing in this regard. The only excused absences will be documented and will pertain to university sanctioned events, illness, family emergency, or inclement weather. (Attending a routine dental appointment during my class is NOT an excused absence, e.g.).
	+ Inclement Weather Policy: Information on campus closure can be found on the ASU web page, KASU, and local radio and television stations. If inclement weather prevents you from being able to attend a class meeting, let me know.
	+ Cheating: Just Don't Do It! I reserve the right to maximally penalize you if I catch you cheating in any way (including failing you from the course). If you are unsure about what constitutes plagiarism, just ask. Better to be safe than sorry. Here is the official statement from the Handbook:

**Academic Misconduct Policy:**

 Plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one’s own) is a serious offense against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. For further information, including specifics about what constitutes plagiarism or cheating, see ASU’s Academic Integrity Policy at: <http://studentconduct.astate.edu/AcademicIntegrity.html>.

* + If you have a disability which makes it difficult for you to succeed in this course, please contact me as soon as possible. Your privacy will be respected and every effort will be made to meet your needs. All students requesting accommodations for disabilities should be registered through ASU’s Disability Services (870 972 3964). If Disabilities Services determines you should be able to take tests in their office, it is your responsibility to schedule the test for the same time and date as the exam is administered to other students.
	+ Policy on Missed Assignments/Make up work: The only reasons I will accept late or missed assignments are documented emergencies, illnesses, deaths in the family, or weather related issues.
	+ Email Policy: You must email me with essential information, such as who you are, what class of mine you are in, and what your question or concern is. I try to adhere to the 24 hour response rule of thumb – if I have not responded to you within 24 hours, feel free to send a followup, but be aware that if you have not addressed me properly, told me who you are and what exactly you need, I reserve the right not to respond.
	+ **Title IX and Child Maltreatment Reporting:** As an Arkansas State University faculty member, it is my responsibility and my privilege to contribute to the creation of a safe learning environment for all ASU students. Because of my position as a member of the A-State faculty, I am also a mandatory reporter for purposes of Title IX and the Arkansas Child Maltreatment Act. I want you to be able to share information related to your life experiences with me or in class during this course. However, I also want you to understand that: (1) under the ASU System Child Maltreatment Reporting Policy, I must immediately report known or suspected child maltreatment by contacting both the Child Abuse Hotline and the University Policy Department; and (2) under the A-State Title IX Grievance Procedure, I must report to the A-State Title IX Coordinator incidences of sexual discrimination that I observe or that are reported to me. For purposes of Title IX, sexual discrimination includes sexual harassment, sexual assault, stalking, domestic violence, and dating violence occurring within the Title IX jurisdiction. Reports of sexual assault, sexual violence, stalking, domestic violence, and dating violence will also be reported to law enforcement authorities. You may also report instances of sexual discrimination directly by contacting the A-State at Title IX office or title9@astate.edu.
	+ **Educational Equity Statement:** A-State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of discrimination and/or harassment on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, marital status, veteran status, genetic information or disability in any of its practices, policies or procedures are not tolerated. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates or financial aid. It is the responsibility of all departments and all personnel, supervisory and non-supervisory, to see that this policy is implemented throughout the university. When applicable, students are encouraged to follow the Student Rights Grievance Procedure outlined in the Student Handbook. Reports can also be submitted to institutionalequity@astate.edu. Incidents involving claims of disability based discrimination should be reported to Access and Accommodations Services using their Grievance Process Form. Direct all inquiries regarding the nondiscrimination policy to the Office of Title IX and Institutional Equity, 870-680-4161 and the Administration Building, Room 104.
	+ **COVID/Infections Disease policy:** I will be adhering to the guidelines on A-State’s website pertaining to COVID and other infections diseases (<https://www.astate.edu/safety/novel-coronavirus/campus-communications/>), and you are expected to do the same. In addition to these guidelines, I ask that you observe the following course policies and my preferences for my own personal safety and the safety of my family:
		- Do not approach me within fewer than 6 feet
		- Schedule office hours with me over Zoom. Even if I am in my office, it is too cramped in there for a safe visit.
		- If you are sick, please stay home! We will work together to keep you up to date. Just communicate with me,
	+ **Notice Concerning the Possibility of Interruption of Instruction Due to an Emergency**: While it is the goal of Arkansas State University to offer face-to-face classes for its on-campus programs, the university recognizes that in the event of emergency it may become necessary to shift courses into hybrid or online delivery modes. The recent experience of the COVID-19 pandemic made this necessary; however, the same need to shift could be the product of other natural or civil disasters, and could be for short or extended periods of time. To prepare, this means nearly every course offered will have a component where high-speed, reliable internet access is essential to course success. Other technology such as web cameras or specific software may be required by instructors to facilitate remote instruction (please consult the A-State Internet and Technical Services website for more details). Students are strongly encouraged to secure broadband access they can use for the semester either on or off campus. In the event of the need to change the mode of instruction, A-State will endeavor to keep as many on-campus facilities and support areas open as possible dependent on the circumstances of the emergency. Please remember, all official notifications are made through your official A-State email account, the university website, and Blackboard Learn. You are responsible for checking your university email to ensure you receive the latest updates regarding this course.