

Philosophy of Mind—PHI4320

Instructor: Lyndal Grant

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Time: Tuesday 1.55AM – 2.45PM; Thursday 1.55AM – 3.50PM

Location: MAT0051

Office hours:

Office location: 115C Griffin-Floyd Hall

COURSE DESCRIPTION

Psychology and cognitive science are concerned primarily with how the mind operates. Philosophy of Mind, in contrast, is concerned primarily with what the mind *is*. This course introduces students to some of the central, classic problems in the philosophy of mind, focusing on issues concerning the relationship between the mental and the physical, and the nature of consciousness. We will ask questions like: Could there be minds without brains? What does it take to have a mind? Can science fully explain how it *feels* to have experiences, like being hungry or seeing red?

The main aim of this course is to have you think about these and related questions in a philosophically rigorous way. This means formulating arguments, articulating opposing views, and above all, thinking critically.

Though this course will serve as an introduction to these issues, it is nonetheless only suitable for advanced undergraduates with a few philosophy courses under their belt; this is conceptually very difficult material. However, with effort, this course should also be deeply rewarding, and equip you with many new conceptual tools that will be valuable in any area of philosophy.

REQUIRED TEXT AND READINGS

- All assigned readings will be available through the class Canvas page.

COURSE LEARNING OBJECTIVES

- Identify, describe, and explain major arguments and views on the relationship between the mental and the physical.
- Discern the structure of arguments, represent them fairly and clearly, and evaluate them.
- Formulate original arguments, anticipating objections and responding in a conscientious fashion.
- Read and discuss complex philosophical texts from contemporary works.
- Speak and write clearly about abstract and complex matters.

CLASS CONDUCT & CLASS ATTENDANCE POLICY Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. **I will gladly honor your request to address you by an alternate name or gender pronoun.** Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

- You are allowed two unexcused absences without penalty. If you need to miss class for any reason, please contact me as soon as possible so that we can discuss whether the absence will be excused and what sort of documentation will be necessary (if applicable).
- Each unexcused absence beyond the first two will result in a deduction from your participation grade.
- I expect students to conduct themselves well in class. Examples of poor conduct include disruptive behavior, falling asleep, sending text messages, etc.
- If you suspect you may be ill, please do not come to class – even if you are vaccinated against COVID-19.

COURSE REQUIREMENTS & ASSIGNMENTS

1. **Participation:** Philosophy is a group activity that depends on conversation and discussion. There is no way to do this entirely on your own. In order for this class to function well everyone needs to do the reading. But I don't expect everyone to understand the entire reading. That's what class and our discussions are for, and even then, we will probably still have questions. **You will be expected to have read and to be prepared to discuss the texts assigned for each of the class meetings.** Your participation in class discussions will be the primary way in which participation is assessed.

Your participation grade is based on how prepared you are for class on a regular basis, your willingness to participate by contributing questions and comments while responding to others in a respectful and attentive way, and the quality of your comments.

To do well, you should demonstrate consistent, high-quality participation. *High-quality* contributions to discussion are *informed* (i.e., show evidence of having done assigned work), *thoughtful* (i.e., show evidence of having understood and considered issues raised in readings and other discussions), and *considerate* (e.g., take the perspectives of others into account).

NB: Though consistent class attendance is *necessary* for a good participation grade, it is not *sufficient*: you will not receive a good participation grade by simply having a perfect attendance record.

Grade	Criteria
A	<ol style="list-style-type: none"> 1. Student makes consistent, high quality contributions to class discussion. 2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and treats other students respectfully.
B	<ol style="list-style-type: none"> 1. Student is often an active participant in class discussion whose contributions are sometimes of high quality. 2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and treats other students respectfully

- C
 - 1. Student is an active listener of class discussion but is mostly silent.
 - 2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and treats other students respectfully.
- D
 - 1. Student is disruptive of class space or conversation, either actively or passively.
 - 2. Student is disrespectful of other students or instructors.
- E
 - 1. Student fails to participate in any non-trivial way.

Participation is worth 15% of your final grade.

2. **Reading responses** Each Monday, you will need to turn in a short, 1 page response to one of the readings for the week (your choice). The reading response should try to clearly summarize one of the main arguments or positions of the reading you have chosen, and your initial thoughts about it.

You might find the following questions helpful as you prepare your reading responses: Does the argument or view seem right to you? Does the author make any claims that seem wrong? Can you think of an example that puts pressure on the argument/view? These reading responses can be much more informal than a paper would be.

I will assess these responses for completion, **where a completed response shows evidence of having done the reading and having made a good faith effort to understand and engage with it.**

You can miss two without penalty; missing more than two will result in a deduction from your grade.

Though I will not assign grades to each submission, the overall quality of your submissions will partly determine your grade for this part of the course. I'll try to give feedback on reading responses every few weeks; please feel free also to come to office hours to gauge your progress.

Reading responses will be submitted electronically, via an Assignment link on Canvas.

Reading responses are worth 15% of your final grade.

3. **Essay Assignments** You will be required to write two essays for this course. Detailed essay instructions and prompts will be distributed at least two weeks prior to the due date of the essay assignment.
 - (i) Essay #1: This essay will be a minimum 1500-2000 words. This essay will be submitted electronically, via an Assignment link on Canvas.
Worth 30% of your final grade.
 - (ii) Essay #2: This essay will be a minimum of 2200-3000 words. This essay will be submitted electronically, via an Assignment link on Canvas.

Worth 40% of your final grade.

Either of these papers may serve as your “model paper” (see below) if they are at least 2000 words.

**Official Grading Rubric
for assessing the "Model Paper" used in 4000-level seminars**

A paper counts as a Model Paper if and only if (i) it is completed during a 4000-level philosophy class ; (ii) it is argumentative and not just expository in nature; and (iii) it is substantial in size, on the order of at least 2000 words or more (that is, approximately 10 pages or more).

The requirements for receiving a degree in philosophy include taking at least two 4000-level courses. Such courses are considered to be advanced seminars, and as such they provide a suitable vehicle for the production of a Model Paper. Instructors teaching a 4000-level course agree to include as part of the required work at least one paper assignment that should produce such a paper. They also agree to assign a "B" to such a paper only if it meets the conditions spelled out below.

For a Model Paper to receive a B or better, it must meet all or nearly all of the following conditions.

Positive conditions

- The writing is clear throughout, avoiding equivocation, problematic use of jargon, obscurity, or unduly compressed exposition.
- The thesis of the paper is readily identified.
- The paper is organized around the author's main thesis and the argument for that thesis, which argument is not hidden in the text but easily discernible for the careful reader.
- The author provides sufficient guidance to the reader by way of explaining his or her goals, endorsements, and disavowals.
- The author makes a fair effort to identify and respond to objections to or problems with his or her claims.
- The paper manifests an accurate and substantive understanding of the various philosophical theories, questions, or debates under discussion.
- The paper competently assesses the relative strength of various arguments and objections.
- The paper is guided by a sense of which questions are important to the main issue and which are subsidiary questions.

Negative conditions

- The paper does not demonstrate any serious misunderstandings of the material under discussion.
- The paper propounds no obviously unsound arguments.
- The paper is not burdened with obvious "filler" material designed merely to take up space.
- The paper does not contain any lengthy passages during which clarity lapses in a serious fashion.

Formal conditions

- The paper is free of egregious spelling and/or grammatical errors.
- Quotations and sources are provided with appropriate reference information.

GRADE SCALE

This course will use the following grade scale:

Grade Scale	Grade Value
93.4-100=A	A=4.0
90-93.3=A-	A-=3.67
86.7-89.9=B+	B+=3.33
83.4-86.6=B	B=3.00
80-83.3=B-	B-=2.67
76.7-79.9=C+	C+=2.33
73.4-76.6=C	C=2.00
70-73.3=C-	C-=1.67
66.7-69.9=D+	D+=1.33
63.4-66.6=D	D=1.00
60-63.3=D-	D-=0.67
0-59.9=E	E=0.00

Grades that fall exactly on the upper threshold are awarded the higher grade.

Further information on UF's grading policy can be found at catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

ESSAY SUBMISSION AND LATE SUBMISSION POLICY In general, requirements for section attendance, assignments, and other work are consistent with university policies specified at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

More specifically, the following policies will be adhered to:

1. All assignments will be submitted online via an Assignment/Turnitin.com link on the course's Canvass page. Essays must be submitted as either .doc or .docx files. Failure to submit in these formats will result in penalties and will require resubmission in the proper format.
2. Late submission of papers will be penalized 3% for each day that the assignment is late. For instance, if a paper is due on Friday at 5:00pm, it will be counted as 1 day late if submitted between 5:01pm Friday and 5:00pm Saturday (submissions between 5:01pm Saturday and 5:00pm Sunday will count as 2 days late, and so on). Late submissions will be made via Canvas/Turnitin.

COURSE WEBSITE This course is supplemented by online content in the e-Learning environment known as "Canvas." To login to the e-Learning site for this course, go to <https://elearning.ufl.edu/>, click the e-Learning in Canvas button, and on the next page enter your

Gatorlink username and password. You can then access the course e-Learning environment by selecting PHH3610 from the Courses pull-down menu at the top of the page. If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537.

ADDITIONAL INFORMATION

COVID-19

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

ACADEMIC HONESTY

Please review the following guidelines on academic honesty:

1. <https://guides.uflib.ufl.edu/copyright/plagiarism>
2. https://flexible.dce.ufl.edu/media/flexible.dce.ufl.edu/documents/uf_policy_student_conduct.pdf

All sources and assistance used in preparing your papers and presentations must be precisely and explicitly acknowledged. The web creates special risks here. Cutting and pasting even a few words from a web page or paraphrasing material without a reference constitutes plagiarism. If you are not sure how to refer to something you find on the internet, you can always give the URL.

Please note: **“self-plagiarism”**, in which you submit work for one class that you completed for another, is still plagiarism, and will be treated as such.

Students are not permitted to use large language models (such as ChatGPT) or other AI-based text generation tools to complete written assignments for this course. Submitting work produced using one of these tools without prior written authorization constitutes academic dishonesty.

If you are unsure about what constitutes plagiarism, or about how to properly cite and acknowledge other work, please come and chat to me!

You should expect the minimum penalty for academic dishonesty to be a grade of E for the class (not just the assignment). All incidents of academic dishonesty will be reported to Student Judicial Affairs. Repeat offenders may be penalized by suspension or expulsion from the university.

HONOR CODE UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions; for more information see this page: <https://sccr.dso.ufl.edu/process/student-conduct-code/>. You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me or your TA.

STUDENTS WITH DISABILITIES Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center: <https://disability.ufl.edu/students/get-started/> . It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

COURSE EVALUATIONS You will be asked twice to evaluate the course: once midway through the semester (this is the “midterm” evaluation) and once at the end of the semester (this is the “end-of-semester” evaluation). The midterm evaluation is designed to help me address any problems with the course while there is still time for you to benefit from your suggestions; thus, the evaluations will not be shared publicly. The evaluation at the end of the semester will be used for additional purposes and the data will be shared on the University website. For the official evaluation, you are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback is here: <https://gatorevals.aa.ufl.edu/students/>. You will be notified when the official evaluation period opens, and you can complete evaluations through the email you receive from GatorEvals, in your Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. Summaries of course evaluation results are available to you here: <https://gatorevals.aa.ufl.edu/public-results/>.

ACADEMIC RESOURCES

- E-Learning Technical Support: <http://helpdesk.ufl.edu/> . Contact them via phone at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services, <https://career.ufl.edu/>
- Library Support: See <https://cms.uflib.ufl.edu/ask>.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/studenthonor-%20code-student-conduct-code/>
- On-Line Students Complaints: <https://distance.ufl.edu/gettinghelp/student-complaint-process/>

HEALTH AND WELLNESS RESOURCES

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Call 352-392-1575 for information on crisis and non-crisis services or visit <https://counseling.ufl.edu/>.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>.
- University Police Department: Go to <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road.

CLASS AND READING SCHEDULE

This schedule is subject to revision- please read all class announcements in Canvas.

Intro to the Mind-Body Problem

WEEK 1

Aug. 24

- Ludwig, “The Mind-Body Problem: An Overview”, (section 1.2 **only**: “Marks of the Mental”, pp. 2-6)

Dualism

WEEK 2

Aug. 29th & 31st

- Descartes, *Meditations* (II and VI)
- Correspondence Between Descartes and Princess Elizabeth (with commentary by Jonathan Bennet)

From Dualism to Behaviorism

WEEK 3

Sept. 5th & 7th

- Gertler- “In Defense of Mind-Body Dualism”
- Ryle- “Descartes’ Myth”

Behaviorism

WEEK 4

Sept. 12th & 14th

- Turing- “Computing Machinery and Intelligence”
- Putnam- “Brains and Behavior”

From Behaviorism to Identity Theory

WEEK 5

Sept. 19th & 21st

Readings:

- Block- “Psychologism and Behaviorism”
- J.J.C. Smart- “Sensations and Brain Processes”

WEEK 6

Sept. 26th & 28th

- Kim- Chapter 4 of *PoM*, “Mind as the Brain: The Psychoneural Identity Theory”
- Place- “Is Consciousness a Brain Process?”

WEEK 7

Oct. 3rd & 5th

- Kripke- “Naming and Necessity” (excerpts)

Functionalism

WEEK 8

Oct. 10th & 12th

- Putnam- “The Nature of Mental States”
- Block- “What is Functionalism?”

WEEK 9

Oct. 17th & 19th

- Lewis- “Mad Pain and Martian Pain”
- Block- “Troubles With Functionalism”

Can Computers Think?

WEEK 10

Oct. 24th & 26th

- Searle- “Minds, Brains, and Programs”
- Block- “The Mind as Software of the Brain”

Consciousness

WEEK 11

Oct. 31st & Nov. 2nd

- Kim- Chapter 9 of *PoM*, “What is Consciousness?”
- Nagel- “What is it Like to be a Bat?”

WEEK 12

Nov. 7th & 9th

- Jackson- “Epiphenomenal Qualia”
- Lewis- “What Experience Teaches”

What is it to be Physical?

WEEK 13

Nov. 14th & 16th

- Montero- “The Body Problem”
- Witmer- “Physicalism”

WEEK 14

Nov. 21

- Chalmers- “Consciousness and Its Place in Nature”

WEEK 15

Nov. 28th & Dec. 1st

- Levine- “Materialism and Qualia: the Explanatory Gap”
- Stoljar- “The Conceivability Argument and Two Conceptions of the Physical”

WEEK 16

Dec. 5th

- *Review*