



PHIL*3180 Philosophy of Mind

Fall 2019

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - August 26, 2019

1 Course Details

1.1 Calendar Description

This course is a survey of central issues and positions in contemporary philosophy of mind. Topics may include: the nature of the mind and its relation with the brain; the puzzle of conscious experience; and the problem of mental content.

Pre-Requisites: 1.50 credits in Philosophy or 7.50 credits

1.2 Course Description

This course will cover some of the more central issues and positions in contemporary philosophy of mind. In lectures and class discussions we will deal with the following topics:

- The ontology of the mind and its relation with the brain. Are mental states such as beliefs to be identified with states of the soul, chunks of brain-matter, with a certain pattern of brain processing, or what?
- The metaphysics of phenomenal consciousness experience. How can a grey soup of chemicals and electrically active cells produce sensations of pain, colour experience, the emotion of infatuation, or vivid memories of last summer's holiday in Mexico?
- The nature of mental content. How can a brain state be about the 'outside' world? What is the structure of thought—is it, for example, structured just like a language, or more like a sequence of images, or what? What kind of access do we have to the contents of our own thoughts?

1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Andrew Bailey
Email:	abailey@uoguelph.ca
Telephone:	+1-519-824-4120 x56637
Office:	MCKNEXT 0007

2.2 Teaching Assistants

Teaching Assistant:	Lillian Wood
Email:	lwood06@uoguelph.ca

3 Learning Resources

3.1 Required Resources

David J Chalmers (ed.), *Philosophy of Mind—Classical and Contemporary Readings* (Oxford University Press 2002, ISBN: 0-19-514581-X) (Textbook)

All of the required readings will be from this text. There are 34 readings assigned for this class, totalling about 312 pages (averaging 26 pages a week).

- Week 1: [15 pages]
- Week 2: 22 pages
- Week 3: 40 pages
- Week 4: 21 pages
- Week 5: 17 pages
- Week 6: 32 pages
- Week 7: 11 pages
- Week 8: 18 pages
- Week 9: 41 pages
- Week 10: 36 pages

- Week 11: 36 pages
- Week 12: 27 pages
- Week 13: 11 pages

The main content for this course—the content that you will be examined on—is the readings from the textbook. Classes are intended to assist you in your engagement with the texts, rather than to summarize, supplement or replace them. I will be assuming that you will be devoting four or five hours a week outside of class time to reading and thinking about the texts (including time spent preparing for exams and writing the short essays).

3.2 Recommended Resources

Andrew Bailey (ed.), *The Philosophy of Mind: Key Thinkers* (Bloomsbury 2013, ISBN: 978-1-4411-4276-4) (Textbook)

3.3 Additional Resources

Neil Campbell, *A Brief Introduction to the Philosophy of Mind* (Broadview Press 2005, ISBN: 978-1551116174) (Textbook)

John Searle, *Mind: A Brief Introduction* (Oxford University Press 2004, ISBN: 978-0195157345) (Textbook)

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Analyze and evaluate major historical and/or conceptual developments in philosophy of mind.
2. Identify and critically evaluate the practical significance of major developments in philosophy of mind.
3. Read and comprehend complex original source materials in the history and problems of philosophy.
4. Write clearly and cogently on advanced problems in philosophy.
5. Be skilled in the use of key tools for sound justification and rational persuasion,

including formal and informal logic, the gathering of empirical evidence, the discerning of implicit bias and the balanced judgment of conflicting interpretations.

5 Teaching and Learning Activities

6 Assessments

The evaluation for this course will consist of two exams (a midterm worth 20% and a cumulative final exam worth 40%) and two short essays (each worth 20%).

6.1 Assessment Details

Short Essay 1 (20%)

Date: Thu, Sep 26, In class

An exegesis and assessment of one of the papers we will be reading for the class. The paper should be four to six pages long (or roughly 1,500 to 2,000 words). More detailed evaluation criteria and advice will be provided in a handout with the essay topics. Papers written on an unapproved subject will be considered 'off-topic' and graded accordingly.

Midterm Exam (20%)

Date: Tue, Oct 22, In class

At the start of the semester you will be provided with a list of twenty questions. None of these questions will appear on either exam; however, if you can answer all of these questions (in sufficient detail) you should be able to answer any question that may appear on the exams for this course. The exam will not be open book, but you can bring a 'cheat sheet.' On both sides of a standard sheet of 8½"×11" paper you can write anything at all that you think might help you, and you can refer to that sheet (but nothing else) during the exam.

Short Essay 2 (20%)

Date: Thu, Nov 14, In class

An exegesis and assessment of one of the papers we will be reading for the class. The paper should be four to six pages long (or roughly 1,500 to 2,000 words). More detailed evaluation criteria and advice will be provided in a handout with the essay topics. Papers written on an unapproved subject will be considered 'off-topic' and graded accordingly.

Final Exam (40%)

Date: Check WebAdvisor

At the start of the semester you will be provided with a list of twenty questions. None of these questions will appear on either exam; however, if you can answer all of these questions (in sufficient detail) you should be able to answer any question that may appear

on the exams for this course. The exam will not be open book, but you can bring a 'cheat sheet.' On both sides of a standard sheet of 8½"×11" paper you can write anything at all that you think might help you, and you can refer to that sheet (but nothing else) during the exam.

7 Course Statements

7.1 Late Penalties

Unless other arrangements are made, in writing, with the course instructor, late assignments will be penalized by 5% for the first day they are late and then 2% for every subsequent day. (For example, a grade that otherwise would have been 77% will be 68% for an essay that is three days late.) To 'stop the clock' for a late assignment, email it to me as soon as it is completed; then hand in a hard copy at the next soonest opportunity.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of

Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an

environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
