



Philosophy/Psychology 317
Philosophy of Mind
Spring 2018
Morton Hall 330

Mondays and Wednesdays, 11:20am-12:40pm

REVISED MARCH 14: CHANGED ARE MARKED IN RED

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by appointment

Course Description

The mind is a central topic of inquiry among philosophers, psychologists, computer scientists, and cognitive scientists. This course examines various models, theories, and arguments generated by this research, with a special focus on the topic of the emotions. The first part of the course critically assesses the reaction of philosophers of the mind in the 20th century against Cartesian substance dualism. We explore questions about qualitative states, intentional states, brain states, and the relations between these states. The second part of the course critically assesses theories of the nature and rationality of the emotions.

Prerequisite: For PHL317, the prerequisite is 3 hours of PHL, except PHL 201; for PY317 the prerequisite is PY102.

Texts: All reading assignments are available for download on the course Canvas website.

Course Requirements

There are four categories of student assessment in this course:

1. Three In-Class Exams (18% per exam x 3 exams = 54% of the final grade)
Each exam will consist of multiple choice questions, short-answer questions, and/or long essay questions. There will be a review guide to help you to study for each exam.
Exam dates: 1/29, 2/28, 4/16.
2. Research Project (30% of the final grade)
You will design a research project on a topic of your choice. See pages 5-6, below, for assignment details and due dates.
3. One In-Class Presentation (6% of the final grade)
You will present one scheduled course reading to the class. See schedule of readings, below, for list of readings. See pages 7-8, below, for assignment details.
4. Class Participation (10% of the final grade)
Participation during class promotes active learning. I recommend asking one question or making one comment in class per week. Part of your participation grade is the quality of your listening, which you can display (i) by asking questions about or commenting on the questions or comments of your fellow students, and (ii) by respectfully allowing your classmates opportunities to speak. You may also earn participation credit during office hours.

Grading Scale

A+ > 95%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A = 93-95%	B = 83-86%	C = 73-76%	D = 63-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%

Policy on Late Assignments

Except in the event of a personal emergency, exams, in-class presentations, and the research project paper draft (due March 21st) cannot be rescheduled or submitted late. Other research project assignments will be penalized 10% for each (unexcused) day they are late. In the event of an emergency, please let me know as soon as you reasonably can that you would like accommodations, either by email or in person.

Disability Accommodations

Students with disabilities should contact UAH's Disability Support Services at 256.824.1997, 256.824.6672 (Fax), or dssproctor@uah.edu. (Website: <http://www.uah.edu/health-and-wellness/disability-support>) If you have a letter from the Disability Services Office indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for the class.

Plagiarism

Instances of suspected plagiarism will be reported to the Director of Student Conduct at UAH for investigation. If an investigation confirms that plagiarism took place, then the assignment will receive a score of zero and the student will be subject to University penalties.

The following information summarizes UAH's understanding of plagiarism (from <http://libguides.uah.edu/plagiarism>): "Plagiarism - failing to acknowledge our debts to others - is using others' ideas and words without clearly acknowledging the source of that information...."

"Give credit whenever you use

- another person's idea, opinion, or theory.
- any facts, statistics, graphs, drawings - any pieces of information - that are not common knowledge.
- quotations of another person's actual spoken or written words.
- a paraphrase of another person's spoken or written words.

"Common types of plagiarism include

- quoting material from another source without making citation.
- citing only one source while combining materials from several.
- citing fake sources to hide the amount of quoting/paraphrasing or to shortcut finding all the sources used.
- changing the content of sources to make it sound more relevant.
- copying the general structure, argument, or techniques of a source without attribution."

See <<http://libguides.uah.edu/plagiarism>> for more information.

Tentative Schedule of Topics and Reading Assignments

Part 1: Theories of the Mind

Week 1: Dualism

M 1.8: Introduction and Syllabus

W 1.10: (1) Louise Antony, "The Mental and the Physical," pages 555-558
(2) Descartes, Meditations 1 and 2, especially pages 1-5

Week 2: Identity Theory

M 1.15: No Classes

W 1.17: (1) Louise Antony, "The Mental and the Physical," pages 558-559
(2) J.J.C. Smart, "Sensations and Brain Processes," pages 141-56

Week 3: Critique of Reductive Materialism

M 1.22: Saul Kripke, "Identity and Necessity," 158-164

W 1.24: Jaegwon Kim, "Token and Type Physicalism," pp. 101-105

Week 4: Logical Behaviorism

M 1.29: Exam #1

W 1.31: (1) Louise Antony, "The Mental and the Physical," pages 560-561
(2) Gilbert Ryle, "Descartes' Myth"

Friday, February 2nd, 11:59pm: Research Topic Proposal Due via Canvas

Week 5: Functionalism

M 2.5: (1) Louise Antony, "The Mental and the Physical," page 561
(2) David Lewis, "An Argument for the Identity Theory"

W 2.7: (1) Louise Antony, "The Mental and the Physical," pages 561-563
(2) Hilary Putnam, "Psychological Predicates"

Week 6: Arguments Against Physicalism and Functionalism

M 2.12: (1) Frank Jackson, "What Mary Didn't Know"
(2) Brie Gertler, "The Knowledge Argument"

W 2.14: (1) Louise Antony, "The Mental and the Physical," pages 563-567
(2) John Searle, "Minds, Brains, and Programs"
(3) Margaret Boden, "Escaping from the Chinese Room"

Week 7: Consciousness-Based Arguments Against Physicalism

M 2.19: David Chalmers, "Facing up to the Problem of Consciousness"

W 2.21: Patricia Churchland, "The Hornswoggle Problem"

Friday, February 23rd, 11:59pm: Article Proposal Due via Canvas

Week 8: Radical Materialism

M 2.26: Paul Churchland, "Eliminative Materialism and the Propositional Attitudes"

W 2.28: Exam #2

Part 2: Theories of the Emotions

Week 9: Emotion and Feeling

M 3.5: William James, "What is an Emotion?"

Recommended: R. B. Zajonc, "On the Primacy of Affect"

W 3.7: Jesse Prinz, "Emotions Embodied"

Recommended: Demian Whiting, "Are Emotions Perceptual Experiences of Value?"

Week 10: Emotion and Cognition

M 3.12: (1) Robert Solomon, "Emotions and Choice"

Recommended: Lazarus, "Thoughts on the Relations Between Emotion and Cognition"

W 3.14: ~~Martha Nussbaum, "Emotions as Judgments of Value and Importance"~~

Week 11: Criticism of Cognitivism

M 3.19: Martha Nussbaum, "Emotions as Judgments of Value and Importance"

W 3.21: ~~*Peer Review: Bring three copies of your paper draft with you to class*~~

Cheshire Calhoun, "Cognitive Emotions?"

Spring Break

M 3.26: No Class

W 3.28: No Class

Week 12: The Justification of Emotions

M 4.2: Gabriele Taylor, "Justifying the Emotions"

W 4.4: D'Arms & Jacobson, "The Moralistic Fallacy: on the 'Appropriateness' of Emotions"

FRIDAY, 4.6: PAPER DRAFT DUE VIA CANVAS

(THE DROPBOX IS OPEN AS OF 3.14.18, IF YOU'D LIKE TO SUBMIT YOUR DRAFT EARLY)

Week 13: Emotion, Rationality, and Understanding

M 4.9: Karen Jones, "Emotional Rationality as Practical Rationality"

W 4.11: Charles Starkey, "Emotion and Full Understanding"

FRIDAY, 4.13: THREE (3) PEER-REVIEWS DUE VIA CANVAS

Week 14:

M 4.16: Exam #3

W 4.18: Research Project Conference #1

Week 15:

M 4.23: Research Project Conference #2

Finals Week:

M 4.30, 10:30am: Final Research Paper Due via Canvas

Research Project Assignment

Your research project will have the following six stages:

1. Research Topic Proposal

- a. Due Date: Friday, February 2nd. The topic proposal is worth 3% of your final grade.
- b. Go to <https://philpapers.org/browse/philosophy-of-mind>, and pick three subcategories that you might be interested in researching. Many of the subcategory pages include short explanations of the category. (If you're interested in a subcategory that does not include such an explanation, you might consider searching for that topic at the Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/>.) Feel free to chat with me if you'd like some help brainstorming.
- c. Submit a (one page long) research proposal. In this proposal, rank the three subcategories that you chose in terms of which you would be most interested in researching. Then write one paragraph about each topic that explains what the topic is, and why you find it interesting, or what you would hope to learn from researching it, or how it relates to other interests of yours. I will approve topics on the basis of how accurate your understanding of them is. (I want to make sure that you understand what you're getting yourself into with your topic.)

2. Article Proposal

- a. Due Date: Friday, February 23rd. The article proposal is worth 5% of your final grade.
- b. After I approve your research proposal, pick one of your approved subcategories and search for three influential articles that interest you in that subcategory. Here are some hints for how to do this: (a) read the Stanford Encyclopedia article (if one exists) for that subcategory, and follow up the references that you read there; (b) skim recent articles listed in the philpapers subcategory, and see which articles those articles discuss; (c) search for your topic at scholar.google.com, and see which articles have been cited the most. Again, feel free to chat with me about which articles to pick.
- c. Submit a (2-page long) article proposal. In this report, state which topic you have decided to write about. Then rank the three articles in terms of which you would be most interested in writing your final project about. Make sure to provide a full reference for each article: author's name, title, journal name, publication date, and page numbers. Then write two paragraphs about each article in which you explain: (a) why you find the article interesting, (b) what the article's thesis is, and (c) what the author's basic argument for that thesis is. I will approve articles on the basis of how accurate your understanding of them is. (Again, I want to make sure that you understand what you're getting yourself into with your article.)

3. Paper Draft

- a. Due Date: ~~March 21st~~ **FRIDAY, APRIL 6TH AT 11:59PM VIA CANVAS**. This paper draft is worth 5% of your final grade.
- b. After I approve your article proposal, pick one of your approved articles to write a term paper about.
- c. Submit a (3 page long) paper draft for peer review. Your paper must have the following structure:
 - i. Section 1: Explain your topic in detail. Why is this topic interesting? What controversy or puzzle will your paper focus on?
 - ii. Section 2: Explain in detail the argument that is presented in the article you chose.

4. Peer Review Activity

- a. ~~In class on March 21st~~ **FRIDAY, APRIL 14TH AT 11:59PM VIA CANVAS**. Doing three peer reviews will be worth 3% of your final grade.
- b. ~~During class on March 21st we will conduct a peer review activity. Bring three copies of your paper draft with you to class. (Double-sided copies are fine.)~~ The point of this assignment is to help you to understand what I will be looking for when grading your final paper. Also, I hope that you receive helpful feedback on your paper.

5. Presentation with Handout

- a. April 18th and April 23rd in class. This presentation will be worth 4% of your final grade.
- b. During class on April 18th and April 23rd, we will hold a research project conference. During the conference each student will delivery a 3-5 minute presentation of their research project, accompanied by a 1-page handout (single or double-sided). In your presentation and handout, you should include the following:
 - i. State your thesis.
 - ii. Explain your argument for your thesis.
 - iii. Explain all technical terms.

6. Final Essay Draft

- a. Due Date: April 30th, 10:30 am. This final draft is worth 10% of your final grade.
- b. Revise your paper draft and add to it the following sections (this final paper should be no more than 2000 words long):
 - i. *Section 3*: Present one strong objection to the argument that you explained in the previous section. Which premise of that argument is the weakest?
 - ii. *Section 4*: Explain how the author of the argument (or someone who is sympathetic to the argument) might defend their argument against your objection.
 - iii. *Section 5*: Advance a thesis. Do you agree with the objection that you presented in Section 3? Or do you agree with the response in Section 4? Explain and justify your thesis in detail.
 - iv. *Section 6*: Conclude your paper by summarizing what you have said in each section and by pointing out an important implication of your thesis or a direction of future research that your thesis points to.

In-Class Presentations Guidelines

You (possibly together with another student) will deliver a presentation about one of the assigned course readings listed on pages 3-4. The point of this assignment is to help you learn how to carefully and critically read a work of philosophy, and to generate discussion during the class period.

1. Sign up for a presentation date as soon as possible. (First come, first served.)
There are 19 presentation topics and about 30 students, so most presentations will have two presenters. Feel free to sign up for your topic as an individual—in which case it will be up to you whether you have a partner and, if so, who that partner will be—or in a group of two.
2. In your presentation, include the following parts:
 - a. Explain the thesis or theses of the paper.
 - b. Identify and reconstruct at least one argument for each thesis.
 - c. Provide examples—either from the article itself or of your own—to illustrate and explain the thesis and the parts of the argument meant to establish the thesis.
3. Raise 2 or 3 questions about the assigned reading. These questions should be designed to help the audience engage critically with the reading and to prepare everybody for discussion of the text.
4. Provide a 1- to 2-page handout for each member of the audience. The handout should include the information mentioned in points (2) and (3), above.
5. Your presentation grade depends upon your clarity, accuracy, and thoughtfulness, but not on your rhetorical skill. Expect presentations to last between 10 and 20 minutes. Remember, one goal of the presentation is to raise issues clearly and concisely in order to prepare the class for discussion.
6. Feel free to get help from the instructor at any point during your preparation.

Presentations—Sign-Up
20 Topics, Up to Two People Per Topic

- 1.17: _____ , _____ Identity Theory
- 1.24: _____ , _____ Token and Type Physicalism
- 1.31: _____ , _____ Logical Behaviorism
- 2.5: _____ , _____ Analytic Functionalism
- 2.7: _____ , _____ Machine Functionalism
- 2.12: _____ , _____ The Knowledge Argument
- 2.14: _____ , _____ Searle's the Chinese Room Argument
- 2:14: _____ , _____ Boden on the Chinese Room Argument
- 2.19: _____ , _____ The Hard Problem of Consciousness
- 2.21: _____ , _____ There is No Hard Problem
- 2.26: _____ , _____ Eliminative Materialism
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- 3.5: _____ , _____ James's Feeling Theory of the Emotions
- 3.7: _____ , _____ Prinz's Jamesian Perceptual Theory
- 3.12: _____ , _____ Solomon's Cognitive Theory of the Emotions
- 3.14: _____ , _____ Nussbaum's Cognitive Theory of the Emotions
- 3.19: _____ , _____ Critique of Cognitivism
- 4.2: _____ , _____ Justifying the Emotions
- 4.3: _____ , _____ Appropriateness of Emotions
- 4.9: _____ , _____ Emotional Rationality as Practical Rationality
- 4.11: _____ , _____ Emotion and Full Understanding