Philosophy of Mind

Course number: PHI 3320, Section 0001
Meeting Times and Location: MWF 1:30-2:20
Location: CL1, Room 0120
Prerequisites: PHI 2010, PSY 2012, or consent of instructor

Instructor: Dr. William Butchard
Email: William.butchard@ucf.edu
Office: PSY 236
Office hours: Wednesday 11:30-12:20; 2:30-3:40

Course Description

We are all familiar with the scientific picture of the world. Many day-to-day phenomena fit rather easily into this picture. We know, for example, what water looks like and tastes like, and we know that it freezes under certain conditions and boils under others—and we can explain all of this scientifically, in terms of the fact that water is, in some sense, nothing but \( \text{H}_2\text{O} \). Is it possible to give a similar account of the mind? Can we explain the existence of thought solely in terms of the activity of the brain? No matter what answer we give, philosophical puzzles arise. In this course, we will cover the traditional accounts of the relation between the mental and the physical, as well as various puzzles related to mind-body causal interaction, knowledge of minds other than one’s own, the nature of conscious experience, meaning, and other sorts of mental phenomena. We will approach these issues by reading classical and contemporary works, discussing them, and writing critical papers.

Required Readings and Course Materials

2. Readings I will supply electronically
3. Other: Four raspberry scantron sheets

Assignments and Grade Determination

Assignments

Exams

There will be four in-class exams. These will consist of multiple-choice, true-false and fill-in-the-blank, and essay questions about the course content.

Papers

There will be short papers/writing assignments. The length will range from 600 to 800 words. These will require a clear representation of an argument from at least one of the assigned readings and/or a critical discussion of an argument. Your writing will be graded on the basis of your demonstrated understanding of the course material and your ability to respond to an argument with an illuminating critical discussion.

Grade Determination

You can earn a total of 100 percentage points in the course. Each course requirement is worth a certain number of points. The distribution of points is as follows:

Exams: 80% (20% each)
Papers: 20% (5-10% each)

Attendance

Class attendance should be viewed as a responsibility. I will take attendance every class period, but it will not affect your grade directly. If you come to class, you will get a much better handle on the readings and the issues we discuss. Note that the exams and the papers require you to demonstrate an understanding of the readings and the material that I present in class. Also, missing a day when there is an exam is not something that can be taken lightly because of fairness and exam security. I can allow a make-up exam only if you can provide proper documentation in a reasonable amount of time. What constitutes proper documentation will be decided on a case-by-case basis.

Grade scale

The grade scale for the course will be as follows:

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<th>Percentage</th>
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<tr>
<td>93% to 100%</td>
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Academic Honesty

Plagiarism includes copying and submitting as your own a passage from a text, the work of a fellow student; handing in a paper prepared by another as your own; using sources for writing your paper and not citing them in the paper. Plagiarism does cover materials found on web-sites. Note that it is possible to plagiarize even if you cite your sources, if, e.g., the wording is too close to the cited text.

If, in writing a paper, you have any questions about what counts as plagiarism or how to avoid plagiarism, please discuss the paper with me before turning it in.

CLEAR EVIDENCE OF PLAGIARISM OR ANY OTHER FORM OF CHEATING WILL RESULT IN AN AUTOMATIC FAILING GRADE FOR THE ENTIRE COURSE, AND YOU WILL BE REPORTED TO THE OFFICE OF STUDENT RIGHTS AND RESPONSIBILITY FOR ACADEMIC DISHONESTY.

For more information on plagiarism (and other forms of academic dishonesty), go to

http://z.ucf.edu/

Students with Disabilities

If you have a disabling condition that may interfere with your ability to successfully complete this course, please register with Student Disability Services:

http://sds.sdes.ucf.edu/

They will provide you with the proper documentation for you to show your instructors if you request accommodations.

Participation and Classroom Etiquette

I strongly encourage you to be a full participant in class discussions. Don’t worry about getting something wrong. If something we are discussing is unclear to you, chances are a lot of other people are confused by the same thing, and your input may well help us focus in on the difficulty. Voicing your opinion, putting an idea on the table for examination, or just asking a question can be very helpful in a class discussion.
Remember that there are several other students in the course and that it is important not to distract them. Please make an effort not to interrupt class by arriving late, and, please, no laptops, cell phones, etc. during lecture.

Finally, always remember to be civil with people who have different beliefs from yours.

**Topics and Readings**

Our pace will depend to some extent on how quickly you grasp the material. As a result, it is not easy to predict when a given reading will be assigned. Therefore, the readings will be assigned as we go. The best way to know what to read is, of course, to attend class.

1. *Traditional Solutions to the Mind-Body Problem*

   **Dualism**
   - Rene Descartes: Meditations II, VI
   - Alvin Plantinga: Could Socrates have been an Alligator?
   - Donald Davidson: Mental Events
   - Jaegwon Kim: The Many Problems of Mental Causation
   - John Foster: A Defense of Dualism

   **Mind-body identity**
   - U. T. Place: Is Consciousness a Brain Process?
   - J. J. C. Smart: Sensations and Brain Processes

   **Behaviorism**
   - Carl Hempel: The Logical Analysis of Psychology

   **Functionalism**
   - David Lewis: Mad Pain and Martian Pain
   - John Searle: Can Computers Think?
   - Ned Block: Troubles with Functionalism

2. *Is Consciousness Physical?*

   **Modal arguments**
   - Saul A. Kripke: Naming and Necessity
   - Christopher S. Hill: Imaginability, Conceivability, Possibility, and the Mind-Body Problem

   **The Knowledge Argument**
   - Frank Jackson: Epiphenomenal Qualia
   - Brian Loar: Phenomenal States

   **Additional Material**
   - Thomas Nagel: What is it Like to Be a Bat?
   - Gilbert Harman: The Intrinsic Quality of Experience

3. *Is Some Mental Content External?*

   **Hilary Putnam: The Meaning of “Meaning”**
   **Tyler Burge: Individualism and the Mental**

4. *Knowledge of Minds other than One’s Own*

   **Bertrand Russell: Analogy**
   **P.F. Strawson: Persons**
   **McAninch, Goodrich, and Colin Allen: Animal Communication and Neo-Expressivism**