

**University of Central Florida**  
**PHI 3320: Philosophy of Mind**  
**Fall 2016, Syllabus, v. 08232016**



**Course Information**

- Title: Philosophy of Mind
- Course number: PHI 3320
- Credit hours: 3.0
- Term: Fall semester 2016
- Mode: Web

**Instructor Information**

- Name: Luis Favela, Ph.D. (Please refer to me as “Dr. Favela” or “Professor Favela.”)
- Email: [luis.favela@ucf.edu](mailto:luis.favela@ucf.edu)
- Website: <http://philosophy.cah.ucf.edu/staff.php?id=1017>
- Office location: PSY 0245
- Office hours: Wednesday, 12:00 – 3:00 pm

**Course Description**

- Catalogue description: Recent and contemporary attempts to understand the relation of mind to body, the relation of consciousness to personhood, and the relation of psychology to neurobiology.
- Detailed description: This course introduces some of the main arguments, concepts, and theories in the philosophy of mind. Some of the questions addressed in the philosophy of mind include: “What are minds made of,” “How does the mind relate to the brain,” and “what is consciousness?” Answers to these questions have consequences for a wide range of other disciplines, including computer science, ethics, neuroscience, and theology. The first part of the course covers the main philosophical views concerning mind, such as dualism, behaviorism, identity theory, functionalism, and eliminativism. The second part of the course focuses on consciousness, and questions such as: “Does ‘consciousness’ exist,” “Is consciousness physical,” and “Can there be a science of consciousness?”

**Student Learning Outcomes**

- Students will be able to *describe* the main philosophical views concerning the mind.
  - Students will be able to *reconstruct* the arguments underlying the main philosophical views concerning the mind.
  - Students will be able to *articulate* their positions concerning whether or not they agree with the conclusions of the arguments behind the main philosophical views concerning the mind.
- Students will be able to *describe* problems related to consciousness.
  - Students will be able to *reconstruct* the arguments underlying problems related to consciousness.
  - Students will be able to *articulate* their positions concerning problems related to consciousness.

### Notes Regarding Web Format and Time Commitment

- Web format: Although the material you learn in this web-based course is the same as a face-to-face course, there is one major difference: This course is largely independent and requires a high degree of time management on your part. It is your responsibility to login to Webcourses multiple times per week and keep track of assignment availability and due dates.
- Time commitment: This is a three-credit course over a 16-week period and covers the same amount of material as a face-to-face course. The expectation of a three-credit course over a 16-week semester is that there will be three hours of class time each week (48 hours for semester) and two hours (minimum) of study time for every hour of class time (96 hours for semester), for a total of 144 hours devoted to each class. Although a web-based format, this course will require *at least nine hours per week* of your time. These nine hours (minimum) will include “class” time in the form of students reading textbook and slides (three hours per week) and study time in the form of reviewing notes, etc. (six hours per week).

### Course Materials

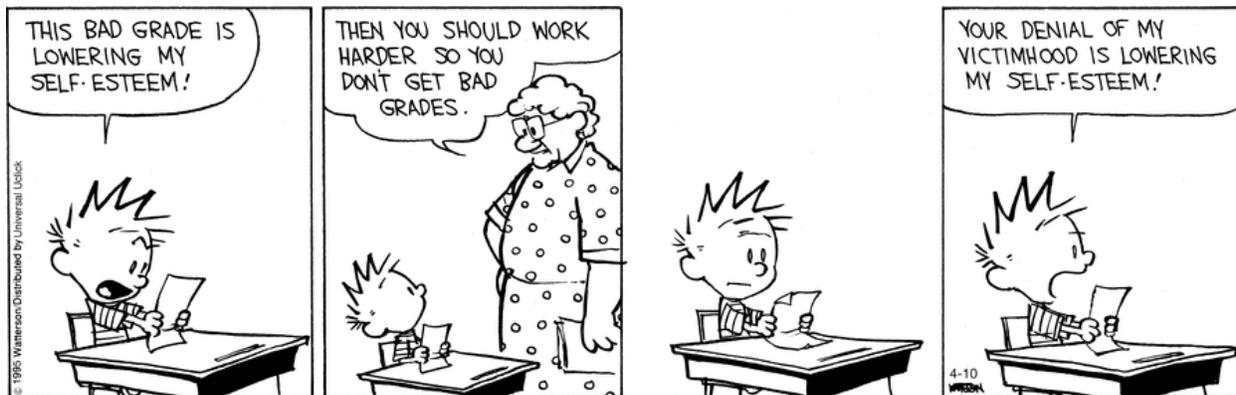
- All readings and materials are provided in Webcourses as PDFs or links.

### Course Requirements

- **Required Academic Activity**
  - All instructors are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of class or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.
  - Activity: Signed syllabus:
    - After you read the syllabus, sign and submit the last page as an indicator that you understand the expectations and policies of this course.
    - Options for signing and submitting page—it is your responsibility to figure out which option works best for you:
      - Print, fill out, scan and send via email as an attachment.
      - Print, fill out, take a photo and send via email as an attachment.
      - Separate last page of syllabus PDF, fill out, add electronic signature, and send via email as an attachment.
    - Available 8:00 am EST, Monday, August 22.
    - Due 4:00 pm EST, Friday, August 26.
- Quizzes
  - There will be 13 quizzes; about one per week.
  - Quiz questions will be based on material from the assigned readings and lecture slides.
- Exam
  - Covers topics one through seven.
  - Guidelines and expectations will be distributed closer to the assignment date.
- Paper
  - Students will have one paper assignment; about seven to eight pages.
  - Non-cumulative. Covers topics eight through 13.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- Note: You are responsible for all reading assignments. Unless stated otherwise (e.g., “optional” readings), anything assigned to you is potential quiz or paper material.

## Grading



- Quizzes
  - 13 quizzes, 20 points each, 260 points total
  - Combined 20% of total grade, each quiz ~1.5% of total grade
- Exam: One exam, 520 points, 40% of total grade
- Paper: One paper, 520 points, 40% of total grade
- Total
  - 1300 points
    - A = 1300-1170
    - B = 1169-1040
    - C = 1039-910
    - D = 909-780
    - F = 779-0
  - The following example demonstrates how +/- are assigned:
    - B- = 80, 81, 82%
    - B = 83, 84, 85, 86%
    - B+ = 87, 88, 89%
  - Percentages are not rounded, for example, an 80.2% is a B-, an 82.6% is a B-, an 89.8% is a B+, etc.
  - There are no A+ or F+ grades.
- Grade distributions: The final grades will not be curved.
- Extra credit: There is no extra credit.
- Incomplete grades: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. As the instructor for this course, I am the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.
- Extensions and late assignments
  - In general, no extensions will be allowed or late assignments accepted. (Really.)

- However, extensions and late assignments will be considered for exceptional circumstances (e.g., family or medical emergencies) if appropriate documentation can be provided (e.g., doctor's note, funeral program, etc.).
- If an assignment is accepted late, then it will be deducted 5% of the total possible point value of the assignment for every 12-hour block of time, including weekends. For example, if an assignment is due Monday at 11:59 pm and it is submitted on Tuesday at 12:01 am, then that assignment will lose 5%; if it is turned in on Tuesday at 1:00 pm, then it will lose 10%; and so on.
- Grade dissemination: You can access your scores at any time using the Grade Book function of Webcourses. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>.

### Course Policies

- Contact procedures
  - In-person contact: If you have questions related to the course, then see me during my office hours. We can attempt to schedule another time if you are unable to meet during those.
  - Email and professionalism: I strongly believe that the university is a professional environment and that you and I are in a professional relationship. As such, be professional when you message me—for example, begin your message with “Hello Dr. Favela” and not “Hey you, can I have...” In addition, write complete sentences, be clear and concise, and reread messages before sending them. I will give one warning and then stop responding to your messages if they are unprofessional and/or discourteous. Allow 24 hours for a response during the week, and possibly more during the weekend and holidays.
  - Skype: If an issue comes up such that you prefer to talk instead of exchanging emails and you are unable to attend office hours or schedule an alternate in-person meeting time, then contact me and we can arrange to meet via Skype <dr.luis.favela>.
  - Webcourses: Do not contact me via Webcourses. I do not check it and will not reply.
- Academic integrity and plagiarism
  - As reflected in the UCF creed (<http://creed.ucf.edu>), integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see [www.osc.sdes.ucf.edu](http://www.osc.sdes.ucf.edu)).
  - Plagiarism: Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: “whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.”
  - Plagiarism-detection service: In this course we will utilize [turnitin.com](http://turnitin.com), an automated system which I use to quickly and easily compare each student's assignment with billions

of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments to both turnitin.com and me. After the assignment is processed, I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

- Course accessibility: It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.
- Syllabus adjustments: The instructor reserves the right to make adjustments to all parts of the syllabus during the course. If any adjustments are made, the instructor will inform students of such changes.
- **Copyright:** Unless otherwise stated, I reserve all rights for all course materials I create (e.g., syllabus, lecture materials, quizzes, etc.). Thus, this material may not be displayed, distributed, modified, or reproduced without prior written permission of the copyright holder: Luis H. Favela, Ph.D. Consequently, it would be illegal for you to post course materials on websites such as, but not limited to, Course Hero, Course Notes, etc.

**Important Dates** <<http://calendar.ucf.edu/2016/fall>>

- Classes begin: August 25
- Last day to drop and request full refund: August 25
- Add deadline: August 26
- Withdrawal deadline: October 31
- Classes end: December 3
- Study day: December 5
- Finals: December 6-12
- Grades available: December 17

## Reading Schedule

Week	Dates	Topic	Readings	Videos
1	Aug 22 - 28	1. Introduction	1-3	A, B
2	Aug 29 - Sep 4	2. Dualism	4-5	
3	Sep 5 - 11	3. Identity theory	6-7	
4	Sep 12 - 18	4. Behaviorism	8-9	
5	Sep 19 - 25	5. Functionalism	10-12	
6	Sep 26 - Oct 2	6. Machine functionalism	13-14	
7	Oct 3 - 9	7. Eliminative materialism	15-16	
8	Oct 10 - 16	Review		
9	Oct 17 - 23	8. Consciousness—Problems	17-18	
10	Oct 24 - 30	9. Consciousness—Qualia	19-21	
11	Oct 31 - Nov 6	10. Consciousness—Zombies	22-24	
12	Nov 7 - 13	11. Consciousness—Science	25-26	
13	Nov 14 - 20	12. Consciousness—Neural correlates	27-28	
14	Nov 21 - 27	13. Consciousness—Integrated information theory	29-31	
15	Nov 28 - Dec 4	13. Cont. and Review		
16	Dec 6 - Dec 12	Finals Week		

## Assignment Schedule

Assignment	Material	Dates
Quiz 1	Readings 1-3; video A	12:00 pm, Thu, Aug 25 - 11:59 pm, Sun, Aug 28
Quiz 2	Readings 4-5	12:00 pm, Thu, Sep 1 - 11:59 pm, Sun, Sep 4
Quiz 3	Readings 6-7	12:00 pm, Thu, Sep 8 - 11:59 pm, Sun, Sep 11
Quiz 4	Readings 8-9	12:00 pm, Thu, Sep 15 - 11:59 pm, Sun, Sep 18
Quiz 5	Readings 10-12	12:00 pm, Thu, Sep 22 - 11:59 pm, Sun, Sep 25
Quiz 6	Readings 13-14	12:00 pm, Thu, Sep 29 - 11:59 pm, Sun, Oct 2
Quiz 7	Readings 15-16	12:00 pm, Thu, Oct 6 - 11:59 pm, Sun, Oct 9
Exam	Readings 1-16	12:00 pm, Mon, Oct 10 - 11:59 pm, Sun, Oct 16
Quiz 8	Readings 17-18	12:00 pm, Thu, Oct 20 -

		11:59 pm, Sun, Oct 23
Quiz 9	Readings 19-21	12:00 pm, Thu, Oct 27 - 11:59 pm, Sun, Oct 30
Quiz 10	Readings 22-24	12:00 pm, Thu, Nov 3 - 11:59 pm, Sun, Nov 6
Quiz 11	Readings 25-26	12:00 pm, Thu, Nov 10 - 11:59 pm, Sun, Nov 13
Quiz 12	Readings 27-28	12:00 pm, Thu, Nov 17 - 11:59 pm, Sun, Nov 20
Quiz 13	Readings 29-31	12:00 pm, Thu, Nov 23 - 11:59 pm, Sun, Nov 29
Paper	Readings 17-31	Due 11:59 pm, Fri, Dec 9

## Readings

1. Syllabus
2. Bisson (1991) They're Made Out of Meat
3. Weed (2011) Philosophy Mind Overview
4. Descartes (1641-2006) Meditations 1.2.6
5. Robinson (2016) Dualism \_SEP
6. Place (1956) Consciousness Brain Process
7. Polger (2009) Identity Theories
8. Graham (2015) Behaviorism \_SEP
9. Barrett (2012) Why Behaviorism Isn't Satanism
10. Polger (2010) Functionalism \_IEP
11. Block (1980-2007) What Is Functionalism
12. Block (1978-2007) Troubles With Functionalism
13. Turing (1950) Computing Machinery Intelligence
14. Searle (1990) Is Brains Mind Computer Program
15. Ramsey (2013) Eliminative Materialism \_SEP
16. Churchland (1981) Eliminative Materialism Propositional Attitudes
17. Nagel (1974) What Is It Like to Be a Bat
18. Chalmers (1995) Facing Up Problem Consciousness
19. Jackson (1982) Epiphenomenal Qualia
20. Levine (1983) Materialism Qualia Explanatory Gap
21. Dennett (1988-1993) Quining Qualia
22. Kind (2011) Chalmers Zombie Argument
23. Dennett (1995) Unimagined Preposterousness Zombies
24. Marcus (2004) Why Zombies Inconceivable
25. Churchland (1994) Neurobiology Teach Consciousness
26. Edelman (2003) Naturalizing Consciousness
27. Chalmers (1998) On Search Neural Correlate Consciousness
28. Noe & Thompson (2004) Are There Neural Correlates Consciousness
29. Tononi & Koch (2015) Consciousness here there everywhere
30. Searle (2013) Can Information Theory Explain Consciousness
31. Koch Tononi Searle (2013) Can Photodiode Be Conscious

**Videos**

- A. They're made out of meat <<https://www.youtube.com/watch?v=7tScAyNaRdQ>> (~6 minutes)
- B. Searle, Dennett, Block, and Schwitzgebel sections on "What is the mind-body problem?" at Closer to Truth <<https://www.closetotruth.com/series/what-the-mind-body-problem>> (total time ~18 minutes)

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Please fill out and sign this sheet once you have read the syllabus, detach this page, and turn it in to the professor during the first week of class—or, if you transferred in late, by the end of that week.

I have read the syllabus. I understand and agree to follow all course policies in the syllabus.

Name (print clearly): \_\_\_\_\_

Student ID #: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_