

Persons, Minds, Bodies
Fall 2015, PHL240H1F
University of Toronto
Lecture: Mon & Wed 3-4pm, SS 2135
Tutorials: Friday 1pm, 2pm, or 3pm

Course Syllabus

<u>Professor:</u>	Amber Ross Philosophy Department amber.ross@utoronto.ca
<u>Teaching Assistants:</u>	Mark Fortney (mark.fortney@utoronto.ca) Charles Dalrymple-Fraser (CharlesIsYourTA@gmail.com) Christian Spillane (christian.spillane@mail.utoronto.ca)
<u>Professor Office:</u>	433 JHB (Jackman Humanities Building; 170 St. George St.)
<u>Course Location:</u>	SS 2135 (Sidney Smith Hall; 100 St. George St.)
<u>Course Times:</u>	Mon & Wed 3-4pm, Friday tutorial
<u>Office hours:</u>	Mon 4:30-6pm & Tues 3-5pm, or by appointment
<u>Course Website:</u>	Via Blackboard / Learning Portal or Google Drive https://drive.google.com/folderview?id=0B8Ya0Dj4sq2-eHVTvjRWM1dpZDQ&usp=sharing

Course Description:

What is the mind and how is it related to the body? What is “the self”? What is consciousness, and what can we know about other kinds of minds? These and other questions represent the core of the sub-discipline Philosophy of Mind, the area of philosophy that asks not only *what* the mind does and *how* we think but the deeper questions of what thoughts are, what the mind is. In this course, we will examine several influential theories of “the self”, some of the most influential proposed solutions to the mind-body problem, theories of consciousness and “other kinds” of minds. Our initial focus will be on personal identity and consciousness, two of the most philosophically puzzling aspects of the mind. Of particular concern to us will be questions of how we remain the same person over time and through change, whether consciousness could be a physical phenomenon, and whether self-consciousness is limited to human beings or potentially available to other kinds of minds—non-human animals—as well.

Readings and Suggested Texts:

All required readings will be posted on Blackboard. Log into Bb through portal.utoronto.ca using your UTORid and password. PHL240H will appear on the top right hand portion of the welcome page. Click on the link to access our site.

The recommended text, *Philosophy of Mind: A Contemporary Introduction (3rd edition)* by John Heil, which will be available at the University of Toronto Bookstore.

Graded Requirements:

Your grade will be determined as follows:

Tutorial participation:	20%
1 st Writing Assignment (1250-1750wds):	20%
2 nd Writing Assignment (1250-1750wds):	30%
Comprehensive final examination (2hrs.):	30%

Submitting Written Work Via TurnItIn:

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. You can find the guide for student use here:

<http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/guide-students.htm>

Submission work via TurnItIn is voluntary. If you choose to opt-out of using TurnItIn, you must notify me of your decision within 1 week of receiving the assignment, submit hard copies of all your notes and rough drafts used to create your final paper, and meet with me to talk about the research methods you utilized in writing your paper.

Your written assignments are due to TurnItIn before 1pm on the dates noted below. Work will be counted late at 1pm on the day the paper is due. Late work will be penalized by dropping 1/3 of a letter grade for each day the work is late (e.g. -1/3 if the work is received after 1pm on the day the paper is due, -2/3 if received after 1pm on the day after the paper is due, etc.). The Faculty deadline for the submission of term work is the last day of classes (Dec 8). Extensions beyond this deadline may be granted only if they do not interfere with the submission of grades. Otherwise, you must petition your College Registrar.

Other Requirements:

- 1) Regular Attendance, Reading, and Note-Taking: If there are slides posted for this course, they certainly will **not** cover all of the material discussed in class. In order to have the fullest understanding of the material you will need to be present for each class meeting and take notes on the class discussion.
- 2) Bring the Text and Paper + Pen/Pencil to Tutorial and Lecture: Each class, we will look at the readings in depth and you will want to be able to mark your text where appropriate. Please bring something to write with and on to each class.
- 3) You Must Attend the Tutorial Section in Which You Are Enrolled. Attending alternate sections is strongly discouraged and will not count towards your Tutorial Participation grade.

Academic Honesty and Plagiarism:

Most instances of academic dishonesty can be avoided by thoroughly citing the resources you have used to help you understand the topic on which you're writing. **If you have read something that helped you understand the material, cite it!** Failure to cite sources is the most common (and easily avoidable) academic offence.

The University of Toronto statement on Academic Honesty and Plagiarism can be found at the following address:

<http://life.utoronto.ca/get-smarter/academic-honesty/>

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviors that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centers, the Academic Success Centre, or the U of T Writing Website.

Accessibility Needs:

The University of Toronto is committed to accessibility. If you require accommodation for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>

E-mail guidelines:

(1) If you need some practical information about the course you should **look at most recently updated syllabus or on the website**. E-mails requesting information which is available on the most recently updated syllabus or on the website will not be answered.

(2) If you want to discuss a substantive philosophical question you should bring it up in your tutorial, talk to your TA, or come to my office hours. E-mails asking substantive philosophical questions will not be answered. (Except maybe by a note suggesting that you come to an office hour.)

If, after reading (1) & (2) you still think you should e-mail me, you are welcome to do so at amber.ross@utoronto.ca I will try to answer e-mail within a week. You must use your 'utoronto' address.

Please note: I do not read email between 9pm and 10am.

The Blackboard “Questions” Forum:

There will be a “Questions” forum on the Blackboard Discussion Board where you can post questions about the readings and the course in general. I will be notified when questions are posted to this forum. If you have a question about the readings or the course, most likely others will as well. Questions posted here may be answered by other students, teaching assistants, or myself.

How to do well in this course:

1. **Be sure to read the assigned material before lecture.** This will help to ensure that our class time is quality time.
2. **After class, re-read the material for the session,** paying special attention to the questions that you had before. Hopefully the material will make much more sense to you now.
3. **Bring specific questions with you to your tutorial.** Even if there are aspects of the readings or study questions you didn't fully grasp, the fact that you tried should help you to narrow down what it is that you don't get.
4. **See you TA, or me, in office hours,** if there are still questions you are unclear about. That's what office hours are for. Don't be shy.
5. **Manage your time well.** Many students make the mistake of waiting until a few days before essays are due to start writing. That is *bad* time management. Same goes for exams. The **same number of hours** devoted to the material BEFORE lectures and BEFORE tutorial can lead to a much more efficient use of your time, better understanding, and higher grades.

On Reading Philosophy Texts:

You will be expected to have done the assigned reading **before** you come to class to be able to follow the lecture and participate in tutorial discussion. Learning philosophy is as much learning a style of thinking and reasoning as it is learning certain contents. Therefore it is important that you try to participate actively and learn to engage with the readings critically.

You should budget enough time for the reading to be able to read each piece **at least three times**. Don't expect to be able to 'breeze through' the texts and you can avoid a lot of frustration. For all the readings you should have a pen and paper ready to take notes as you read. Philosophical writing is concerned with advancing and defending arguments. Your task will be to try to reconstruct the arguments and to critically evaluate them.

The first reading of the text should be fairly quick. Your goal here should be to get a first, rough sense of the general argument the author is advancing and the rough structure of the text. What is his or her main thesis? (write this down!) Where in the text is s/he arguing for it? Where does s/he address objections? Where does he discuss qualifications? Where does s/he motivate the argument? Don't worry, if during the first reading you don't yet understand how precisely the author is arguing for a thesis.

The second reading should be devoted to giving a reconstruction of the argument that is as sympathetic as possible. Now you should spend a lot of time on trying to understand how the author supports the main thesis, and how s/he might address potential objections. Here it is usually useful to try to jot down the following: What are the premises of the argument? How are the premises themselves supported? For example the author might appeal to shared intuitions or might claim that the premises are self-evident. What are the steps which are meant to get the author from the premises to the conclusion? (Here words like 'because' and 'therefore' can provide a clue.) You might think of yourself as engaging in a dialogue with the text here. Ask critical questions of the text, such as "You say that all simple ideas are copies of impressions. Why should I be compelled to accept this?" Then search the text for answers. At this stage your aim should not yet be to try to discover flaws or problems in the argument. Aim to make the argument as strong as possible.

Finally it is time to be critical. During a third reading you ought to try to see if you can uncover weaknesses in the arguments. If someone would want to disagree with a conclusion, there are two general ways in which one might attack the author's arguments. One, you can disagree with one or more of the premises. That is you might accept that *if* we grant the premises, *then* the conclusion follows, but you might disagree with one or more of the premises. (But then you should ask yourself how you would respond to the attempt to motivate the premises.) Or, two, you might disagree with one or more of the steps in the argument. That is, you might be willing to accept the premises, but you might deny that this commits you to the conclusion as well. If you have an objection of the latter kind you should try to explain why it is possible to accept the author's premises and yet deny his or her conclusions. (Of course you also might have objections of both kinds.)

A careful reading of a difficult text takes time. Learn to read patiently and slowly, and before you get frustrated, remember that even professional philosophers struggle with some of the texts you are reading. One of the most wonderful aspects of reading philosophy is that it allows you to engage in conversations with some of the deepest and most original thinkers. Enjoy the challenge!

TENTATIVE READING & LECTURE SCHEDULE

While we will largely stick to this schedule, we may decide to cut or extend some topics. The readings in **bold** are **Required**; suggested readings are in normal font. All readings aside from those in the Heil text will be posted on Blackboard. **Check Blackboard Regularly for the current schedule!**

Note: there will be tutorials every week of the term with the exception of Weeks 9 & 13.

<u>Week 1</u>	Mon Sept 14: Introduction to course
Personal Identity	
<u>Dualism and The Self as the Soul</u>	Wed Sept 16: René Descartes, short excerpt from <i>Meditations on First Philosophy</i> Suggested: Descartes, longer selections from <i>Meditations</i> Heil, chapters 2 & 3
<u>Week 2</u>	Mon Sept 21: René Descartes, <i>Meditations</i> (cont.)
<u>"Selves" Without "Souls"</u>	Wed Sept 23: Daniel Dennett, "Where Am I?" Suggested: Daniel Dennett "The Self as the Center of Narrative Gravity"
<u>Week 3</u>	Mon Sept 28: Bernard Williams, "The Self and the Future"
<u>Selves Without "Identity"?</u>	Wed Sept 30: Begin Derek Parfit, "Personal Identity" (continue Bernard Williams, "The Self and the Future") Fri Oct 2: ***Topics for 1st Writing Assignment Posted on Blackboard!***
<u>Week 4</u>	Mon Oct 5: Parfit, "Personal Identity", continued
The Mind/Body Problem	
<u>Behaviorism</u>	Wed Oct 7: Gilbert Ryle, "Descartes's Myth" Suggested: Heil, Ch 4 "Behaviorism"
<u>Week 5</u>	Mon Oct 12: No Classes (Thanksgiving Break) Wed Oct 14: Hillary Putnam, "Brains and Behavior" Fri Oct 16: *** 1st Writing Assignment Due to TurnItIn before 1pm*** ***Hard Copy due In Tutorial***

<i>Week 6</i> <u>The Identity Theory</u> & <u>Functionalism</u>	Mon Oct 19:	U.T. Place, “Is Consciousness a Brain Process?” Suggested: Heil, Ch 5 “The Identity Theory” J.J.C. Smart, “Sensations and Brain Processes”
	Wed Oct 21:	Hillary Putnam, “The Nature of Mental States” Suggested: Heil, Ch 6 “Functionalism” **David Lewis, “Mad Pain and Martian Pain”
<i>Week 7</i> <u>Computationalism/</u> <u>Representational</u> <u>Theory of Mind</u>	Mon Oct 26:	Ned Block, “Troubles with Functionalism” Suggested: Sydney Shoemaker, “Functionalism and Qualia”
	Wed Oct 28:	John Searle, “Minds, Brains, and Programs” Suggested: Heil, Ch 7 “The Representational Theory of Mind”
<i>Week 8</i> <u>Instrumentalism</u> <u>Eliminativism</u>	Mon Nov 2:	Daniel Dennett, “True Believers; The Intentional Strategy and Why it Works” (or DCD, “Real Patterns”) Suggested: Heil, Ch 8 “The Intentional Stance”
	Wed Nov 4:	Paul Churchland, “Eliminativism and the Propositional Attitudes” Suggested: Heil, Ch 9 “Eliminativism” Horgan and Woodward, “Folk Psychology is Here to Stay” *** Topics for 2nd Writing Assignment Posted on Bb***
	Sun Nov 8:	*** Last Day to Drop a Course ***
<i>Week 9</i>	Mon Nov 9:	No Classes (Fall Break)
	Wed Nov 11:	No Classes (Instructor Away)
<i>Week 10</i> Consciousness <u>Kinds of</u> <u>Consciousness</u>	Mon Nov 16:	Joseph Levine, “Materialism and Qualia: The Explanatory Gap” Suggested: Heil, Ch 10 “Consciousness” §10.1-10.5 Thomas Nagel, “What Is It Like to Be a Bat?”
	Wed Nov 18:	Ned Block, “Concepts of Consciousness”
<i>Week 11</i> <u>The Knowledge</u> <u>Argument</u>	Mon Nov 23:	Frank Jackson, “Epiphenomenal Qualia” Suggested: Heil, Ch 10 “Consciousness” §10.6-end
	Wed Nov 25:	Patricia Churchland “The Hornswoggle Problem”
	Fri Nov 27:	*** 2nd Writing Assignment Due to TurnItIn before 1pm*** ***Hard Copy due In Tutorial***
<i>Week 12</i> Self-Consciousness & Other Kinds of Minds	Mon Nov 30:	Reading TBD
	Wed Dec 2:	Reading TBD
<i>Week 13</i>	Mon Dec 7:	Reading TBD Final Exam Study Questions Distributed
Final Exam Date TBD		

Tutorials for PHL240H1F

If you have not already done so, please register in a tutorial. The tutorials for this course are numbered T0101 to T0303. The tutorials are listed below by time of meeting; please take note of the room location and number.

<u>Friday</u>		
1pm	T0101	LM 123
	T0102	RL 14081
	T0103	UC D301
2pm	T0201	LM 123
	T0202	RL 14081
	T0203	UC D301
3pm	T0301	LM 123
	T0302	RL 14081
	T0303	UC D301

***TurnItIn* Account Information by Tutorial Section**

Sign up for TurnItIn *after* your 1st tutorial!

Class Name:
PHL240 Persons, Minds, Bodies, Fall 2015

Class ID: 10669096

TA: Mark Fortney ID 10669131, password: mind
TA: Charles Dalrymple-Fraser ID 10669115, password: mind
TA: Christian Spillane ID 10669140, password: mind