

# COURSE SYLLABUS



**COURSE TITLE:** PHIL-207: Philosophy of Mind

**CLASS SECTION:** 001 A&B

**TERM:** Winter 2022

**COURSE CREDITS:** 3

**DELIVERY METHOD(S):** In-person lectures and seminars

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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**NAME:** Elena Holmgren

**EMAIL:** HolmgrenE@camosun.bc.ca

**OFFICE:** Young 302

**HOURS:** Wednesdays 11:00 am – 12:00 pm. Virtual office hours also available by appointment.

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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This course examines contemporary philosophical theories about the nature of consciousness. Topics include: mind-brain activity, artificial intelligence, intentionality, self-awareness, subjective experience, individuality, the puzzle of pain, cognition, and the relationship between mental and physical properties.

### PREREQUISITE(S):

All of:

- C in any PHIL course

### CO-REQUISITE(S):

Not applicable

### EXCLUSION(S):

Not applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of this course a student will be able to:

1. Identify the key issues being debated by contemporary philosophers of mind.
2. Assess the differences among the fundamental theories of the nature of consciousness.
3. Subject these theories to critical examination.
4. Write about and discuss the importance of this area of philosophical research activity to our understanding of the complexities of the human mind.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Blackmore, Susan. *Consciousness: An Introduction*. 3rd Ed. Routledge, 2018. (available at the campus bookstore)

Additional readings will be made available on our D2L course website.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

### Lectures:

Tuesdays: 3:30 pm – 4:20 pm Young 316

Thursdays: 3:30 pm – 4:20 pm Young 316

### Seminar Group A:

Tuesdays: 4:30 pm – 5:20 pm Young 316

### Seminar Group B:

Thursdays: 4:30 pm – 5:20 pm Young 316

WEEK	TOPICS	READINGS
1. Jan. 11-14	Introduction to Philosophy of Mind The Problem of Consciousness  <b>*No Seminar Week 1*</b>	-Blackmore: <i>Putting in the Practice</i> [p. 4-5] -Blackmore: <i>Chapter 1</i>
2. Jan. 17-21	Consciousness As Foundation	-Descartes: " <i>Meditations I &amp; II</i> " [D2L]

WEEK	TOPICS	READINGS
3. Jan. 24-28	Objections to Descartes Behaviourism The Rise of Reductionism	-Ryle: <i>"Descartes' Myth"</i> [D2L] -Smart: <i>"Sensations and Brain Processes"</i> [D2L]
4. Jan. 31-Feb. 4	What Consciousness Does and What Consciousness Is Like:  Functionalism Vs Qualia theories	-Fodor: <i>"The Mind-Body Problem"</i> [D2L]  -Blackmore: <i>Chapter 2</i>
5. Feb. 7-11	The Hard Problem of Consciousness  <i>Is There a Hard Problem?</i>  <b>*Take-Home Test 1 Released Friday, Feb. 11*</b>	-Chalmers: <i>"Facing Up To the Hard Problem"</i> – up to Section 7 (first 15 pages only) [D2L] -Churchland: <i>"The Hornswoggle Problem"</i> [D2L] -Churchland: <i>"The Rediscovery of Light"</i> [D2L]
6. Feb. 14-18	Is Consciousness An Illusion?  <b>*Take-Home Test 1 Due Sunday, Feb. 20, 11:59 pm, on D2L*</b>	-Blackmore: <i>Chapter 3</i>
7. Feb. 21-25	<i>Reading Break – No Classes</i>	
8. Feb. 28-Mar. 4	Illusionism, Cont'd  Representational Theory of Mind The Extended Mind	-Clark, Chalmers: <i>The Extended Mind</i> [D2L]
9. Mar. 7-11	Consciousness and the Brain  Philosophy as a War of Metaphors	-Blackmore: <i>Chapter 4</i>
10. Mar. 14-18	The Theater of the Mind  <b>*Take-Home Test 2 Released: Wednesday March 16*</b>	-Blackmore: <i>Chapter 5</i>
11. Mar. 21-25	The (Dis)Unity of Consciousness  <b>*Take-Home Test 2 Due Sunday, March 27, 11:59 pm, on D2L*</b>	-Blackmore: <i>Chapter 6</i>
12. Mar. 28-Apr. 1	The Nature of the Self  The Self As Fiction	-Blackmore: <i>Chapter 16</i> -Dennett: <i>"The Reality of Selves"</i> [D2L]
13. Apr. 4-8	First-Person Methods  First-Person Ontology: Idealism	-Zahavi and Gallagher: excerpt from <i>The Phenomenological Mind</i> [D2L] -Zahavi: <i>"Intentionality and Phenomenality: A Phenomenological Take on the Hard Problem"</i> [D2L]

WEEK	TOPICS	READINGS
14. Apr. 11-14	Free Will?  <i>Last Class Meeting: Thursday April 14</i>  <b>*Take-Home Final Exam Released: Friday April 15*</b>	-Blackmore: <i>Chapter 9</i>
Exam Period	<b>*Take-Home Final Exam Due: Tuesday April 26, 11:59 pm, on D2L*</b>	None

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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Assignment instructions and guidelines will be posted on our D2L course site.

DESCRIPTION	WEIGHTING
<b>Take-Home Test 1:</b> <i>Released:</i> Friday February 11 <i>Due:</i> Sunday <b>February 20</b> at 11:59 pm on D2L	30%
<b>Take-Home Test 2:</b> <i>Released:</i> Wednesday March 16 <i>Due:</i> Sunday <b>March 27</b> at 11:59 pm on D2L	30%
<b>Take-Home Final Exam:</b> <i>Released:</i> Friday April 15 <i>Due:</i> Tuesday <b>April 26</b>	30%
<b>Seminar Participation</b>	10%
<b>TOTAL</b>	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### Regular Lecture Attendance and Good Study Habits

Since each and every lecture is designed to give you the theoretical tools needed to unpack the course readings and prepare you for the assignments, regular attendance is necessary in order to do well in this course. If you miss any class, you are responsible for acquiring any content we covered, either by referring to the slides posted on D2L, by asking a fellow student to share their notes, or by emailing me or visiting me during my office hours.

Moreover, taking detailed notes is essential for cementing your understanding of the content. It is also advisable to review and organize your notes regularly by highlighting important overarching themes that came up, as well as summarizing (in your own words) the different theorists' takes on these themes. Then, make note of any *key claims* made by the authors we have discussed, as well as noting the *key arguments* they have presented in support of those claims. Also, make note of any *definitions* introduced, as well as of any *examples* that helped clarify any key concepts we covered. Lastly, make sure to take note of the areas where you *disagree* with the authors. Doing all this will greatly assist you when constructing your take-home essay responses.

Feel free to record lectures if you find it helpful to do so. However, please do not redistribute any recorded lectures or other course materials outside this class.

## Readings

Students are expected to read all assigned materials before the start of the first class of each week. Readings are essential preparation for seminar activities.

Few things train and focus the mind quite as well as the practice of close reading does. This practice involves two complementary movements of thought: the first "zooms in" to closely analyze and evaluate the various steps in an argument, while the second "zooms out" to consider how the particular passage at hand, and the text as a whole, each shed light on significant big-picture themes. As we go through the course, you will have ample chance to work on cultivating these close reading skills.

These can be quite challenging and richly-layered texts. Thus, aim to read each assigned work *at least twice*: first, read it once over in order to get a general "bird's eye" overview of the topics discussed. Then, re-read it at least one time in order to get a more detailed grasp of the different steps in the argument/s presented and see if they hold up under scrutiny. In order to read actively, briefly summarize the key points of the reading in your own words, and make note of any questions that arise for you. Bring these questions to our class discussions.

## Seminar Attendance

Philosophy is best learned through practice and dialogue. To this end, active participation in our seminars is essential. Seminar activities are designed to help you develop the critical thinking skills that are essential not just for doing well in this course and on the assignments, but also for learning to do philosophy for yourself, which ultimately matters more than simply memorizing and reproducing the results of other people's philosophizing.

Seminar discussions are also designed to train your ability to articulate your views clearly, to provide argumentative support for your views, to question your most taken-for-granted assumptions, and to internalize other perspectives (as opposed as they may seem to your own!) before identifying their strengths and blindspots. Students are expected to engage respectfully with all opposing views presented in class discussions.

The seminar participation grade will be based on the level of your constructive engagement in the weekly seminars, and on your completion of 10 seminar worksheets. Seminar worksheets will be

graded on a Pass/Fail basis. You must attend the seminars in order to submit your worksheet. However, in the case of illness, you may complete and submit up to two seminar worksheets via email.

### Feedback Prior to Submitting Work

I am happy to provide feedback on all assignments (i.e. the take-home test essay responses) prior to submitting them for grading. If you'd like feedback on your work so that you can improve it before submitting it, please email it to me *no later than 48 hours* prior to each deadline, so that I can have a chance to respond with detailed and helpful feedback. If you're stuck on any part of any assignment at any stage of the writing process, you can also email me any time with questions, and I am happy to help get you unstuck. However, the sooner you contact me, the better the chances that you'll get in contact with me and have adequate time to implement the feedback.

### General Instructions For Assignments:

- In order to do well on all assignments, edit your work prior to submitting it and ensure that it conforms to the "Guidelines for Philosophical Writing" document to be provided on D2L.
- **Be sure that all the assignments you submit in this class represent your own honest work and your sincere commitment to your own learning.** Plagiarism – representing someone else's work as your own, which includes paraphrasing their work without proper citation - is a very serious violation of academic integrity. All submitted assignments will be carefully checked for all forms of cheating and plagiarism. Any internet sources consulted should also be cited, with a link provided in your "Works Cited" section at the end. **You are responsible for familiarizing yourself with the college's policy on plagiarism; ignorance is no excuse.** Any assignment that violates this policy in any way will receive a grade of 0. See the following link for guidance on proper citation practice: <https://camosun.libguides.com/cite>
- All assignments test your understanding of content covered in this class. Thus, assignments should show evidence of engagement with the material *as covered in class*. That being said, be sure to explain the content *in your own words*, rather than merely replicating lectures.
- I strongly discourage people from relying on Google to look up material for this class. The chances that you will find quality information relevant to our particular class discussions of the course material through Googling are vanishingly small.
- Unless otherwise specified, *no collaborating is permitted on any of the assignments* (aside from the seminar discussion worksheets). Any collaborated work will be considered in violation of the Student Conduct Policy and will receive a grade of 0.

### Extensions and Late Assignments

Students are allowed an automatic extension of a maximum of **7 days**. No justification or documentation is required in order to get these 7 extension days. However, there is no extension for seminar worksheets. Additional extensions will only be provided in cases of documented crisis.

In order to extend the deadline for any assignment, write “claiming # extension days for this assignment” in the top left-hand corner of the assignment above your name. Students can claim these 7 extension days in any combination: e.g., they can use them all for one assignment, or use portions thereof to extend the deadline for different assignments. Any assignments that are handed in late (i.e. after all 7 of the extension days are used) will lose 10% per 24 hours (including weekend days).

**Note:** if you’re trying to extend the deadline for an assignment by a portion of a day (e.g. one hour), that will count as a full extension day.

**Also note:** all assignments must be submitted by the end of the final exam period, April 27, 2022. *No extensions are allowed past this date.*

## Tests

Arguably the best way to learn critical thinking skills is through constructing argumentative essays. Accordingly, a key goal of assignments in this class is to help you develop strong argumentative essay-writing skills.

To this end, each Take-Home Test consists of a list of prompts, of which you can select one and construct an essay-style response to it (aim for 2-5 page double-spaced per test, though write as much as you need to in order to do justice to the topic, as there is no penalty for going over this suggested word limit). You will have about one full week to complete each test (though see the extension policy above). No external research is needed for these essay responses, since their purpose is to test your understanding of material covered in lectures and readings. Detailed guidance on how to craft an effective argumentative essay response are provided in the “Guidelines for Philosophical Writing” document that will be posted on D2L. All grading criteria for the test essay responses are based on that document.

By working through the process of constructing these essay responses, you will hone your argumentative essay-writing skills, which will help you better structure your understanding of the philosophical theories we’ll be looking at, while also helping develop your ability to identify and critically evaluate arguments. Moreover, the higher-order critical thinking skills you develop through this practice will be transferable to most disciplines you might choose to pursue in the future. Thinking critically and articulating your thoughts in a clear, precise and well-structured manner should serve you well in all your pursuits.

## In-Person and Virtual Office Hours

The course content can be challenging; if it weren’t, it wouldn’t be philosophy! However, I am here to help. Please do not hesitate to make an appointment to have a video conference with me, if you are unable to make any of the in-person office hours listed above. The sooner you contact me with questions about areas you may be struggling with, the better I can help you.

Also, feel free to email me any time if you require any clarification at all, or if you just wish to chat about philosophy!

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.