



Santiago Ramon y Cajal, Neurons (1906)

Philosophy of Mind (PHI 133)

Term/Year
Location/Time/Modality

Instructor:

Jordan Dopkins
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Office: tbd
Office Hours: tbd

Course Description:

This course is an introduction to the philosophy of mind. We'll start by learning about some influential theories about minds from philosophy, psychology, and cognitive science. Then, we'll learn about some problems for those theories and challenges for thinking about minds in general. We will also learn about some advanced topics related to artificial intelligence, consciousness, and the problem of knowing that other people have minds.

Learning Outcomes:

By the end of this course, students will have practiced

- **Explaining** and **using** philosophy of mind concepts, like the concept of a ‘reduction’ or the concept of ‘qualia’.
- **Identifying** and **explaining** distinctions, like the distinction between phenomenal and access consciousness (Block).
- **Interpreting** examples, like Descartes’s ship example from *Meditation 6*.
- **Comparing** explanations in philosophy and the psychological sciences.
- **Writing** about arguments in the philosophy of mind, like the disembodied mind argument (Hart).
- **Discussing** philosophical ideas, arguments, and criticisms in small groups, peer review sessions, and large class discussions.

Assignments and Grading:

Writing Assignment 1	5%
Writing Assignment 2	10%
Writing Assignment 3	10%
Writing Assignment 4	10%
Research Project	25%
Final Paper Outline	10%
Final Paper	30%

Writing Exercises

There are four, short Writing Exercises, and each one should be between 400 - 500 words. The first one is worth 5% of your final grade, and the rest are worth 10% of your grade. The Writing Exercises are due by 5pm on Thursdays of Weeks 2, 3, 5, & 6. On these weeks, I will post a detailed prompt with instructions and a rubric to the course Canvas site Monday morning. That gives you approximately 4 days to complete each exercise.

Research Project

These are short research projects on one contemporary (born after 1960-ish) philosopher we have **not** covered in this class. You will use philosophy specific research tools to find some papers or book chapters by that philosopher. Then, you will summarize two key ideas and explain how they relate to themes from this class. Your summaries and explanations should be fairly brief. The idea is to ‘boil down’ these ideas into a, roughly, one page summary or 5 minute presentation. Its up to you how to format your research project. You might create a research poster, a pamphlet, a podcast, a video, an interview, a piece of art (with an artist’s statement), a website, a wiki, or find some other way to present your research. Its up to you! I will provide a rubric and detailed instructions (with plenty of examples!) for the assignment during week 8.

Final Paper Outline

You will prepare an outline of your Final Paper for the writing workshop in Week 10. I will provide more instructions in the Final Paper instructions.

Final Paper

The final paper is a 1500 word argumentative essay. It is important that you do not treat this as a research paper. You are not allowed to use outside sources. You will be expected to (1) explain complex, technical arguments from the readings and (2) assess those arguments. I will post a rubric and more detailed instructions to the course Canvas site when I post the prompts.

Grading Scale:

100-97 = A+
96-93 = A
92-90 = A-
89-87 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
50-60 = F

Reading Schedule

Week 1. Course Introduction. What are minds?

- a. Siegel, What does Philosophy Contribute to the Study of the Mind?
- b. Kind, "The Mind Body Problem through the 20th century".
- c. Anthony, "The Mental and the Physical".

Week 2. Dualism. Part 1.

- a. Descartes, *Meditations 2 & VI*
- b. Princess Elizabeth *Correspondence w/ Descartes*
- c. Duncan, Leibniz's Mill Arguments against Materialism

Week 3. Dualism. Part 2

- a. Hart, *Engines of the Soul* excerpts.
- b. Gertler, "In Defense of Mind-Body Dualism"
- c. Garfield, *Engaging Buddhism*, ch.4 excerpts

Week 4. Behaviorism.

- a. Ryle, "Descartes's Myth" and "Knowing How and Knowing That" excerpts
- b. Ruggles, "The Minds of Plants"
- c. Hempel, "The Logical Analysis of Psychology"

Week 5. Mind-Brain Identity Theory.

- a. Place, “Is Consciousness a Brain Process?” or Smart, “Sensations and Brain Processes”
- c. Kim, *Philosophy of Mind*. Ch. 4

Week 6. Multiple Realization.

- a. Shapiro and Polger, *The Multiple Realization Book*. Intro and Ch.1
- b. Godfrey-Smith, “The Mind of an Octopus”
- c. Watch: *The Octopus Teacher*

Week 7. Functionalism.

- a. Putnam, “The Nature of Mental States”
- b. Turing, “Computing Machinery and Intelligence”

Week 8. Artificial Intelligence. Part 1.

- a. Russell and Norvig, *Artificial Intelligence: A Modern Approach* Ch.1
- b. Omohundro, “The basic AI drives”
- c. Schneider, “Will AI Become Conscious?”

Week 9. Artificial Intelligence. Part 2.

- a. Chalmers, “The Singularity”
- b. McDermott, “Response to ‘The Singularity’ by Chalmers”

Week 10. Artificial Intelligence. Part 3. (the ethics part)

- a. Etzioni and Etzioni, Incorporating Ethics into Artificial Intelligence
- b. Muller, Ethics of A.I and Robotics, part 1 is mandatory. Pick any two topics from part two.
- c. Listen, [HiPhi Nation Podcast season 3ep1, The Precrime Unit](#)

Week 11. Consciousness. Part 1

- a. Nagel “What is it Like to Be a Bat?”
- b. Hassel Morch, “is Matter Conscious?”
- c. Listen, [HiPhi Nation Podcast season5ep9, Zombies](#)

Week 12. Consciousness Part 2

- a. Block, on a Confusion about a Function of Consciousness
- b. Wilkes, Is Consciousness Important?

Week 13. Consciousness Part 3

- a. Denison, Block, and Samaha, What do Models of Visual Perception Tell us about Visual Phenomenology?
- b. Matthias, Confidence in Consciousness Research

Week 14. The Problem of Other Minds

- a. Wittgenstein, *Last Writings on the Philosophy of Psychology* excerpts
- b. Dretske, “Perception and Other Minds”
- c. Basu, “What we Epistemically Owe to Each Other”

Week 15: Final Paper Workshops.

no new readings.

Policies

Attendance Policies

Attendance in lecture and discussion section are mandatory. If you miss 4 of your assigned discussion section meetings or more due to unexcused absences, then you will receive a substantial grade penalty: **you will lose 35 points from your final grade.**

Late Work Policies

Late assignments and make-up work will be handled on a case-by-case basis. If it is decided that the work will be accepted, then you should expect a 10 point penalty per day the assignment is late. Of course, if there is documented emergencies/illness, DRC accommodations, or conflicts with religious observance, or something like that, then the teaching team is happy to accommodate you.

If you can, please notify the instructors **in advance** of your need for an exception to course deadlines and attendance requirements. It is much easier for your TA to grant extensions before an assignment deadline than after.

Email Policies

When sending an email, it's helpful to include "PHIL 11" in the subject line.

Canvas Messenger doesn't include email history or past attachments, so I prefer to use Gmail.

Emails from non-UCSC Gmail accounts go directly into my Spam folder.

If I don't respond to an email within 48 hours, I probably missed your email. Sorry! Please send another!

Extra Credit Policies

Each lecture will offer 2-3 interactive opportunities to earn extra credit toward your final grade. You must attend lecture, in person, to qualify. There are no make-ups and no late extra credit work will be accepted. This is a benefit of attending class irl.

If you receive a '0' on any assignment, you may not earn extra credit toward your final grade

Land Acknowledgment:

The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.



Campus Resources

[link](#)



Canvas Support

[link](#)



Disability Resource Center

[link](#)



Academic Integrity

[link](#)