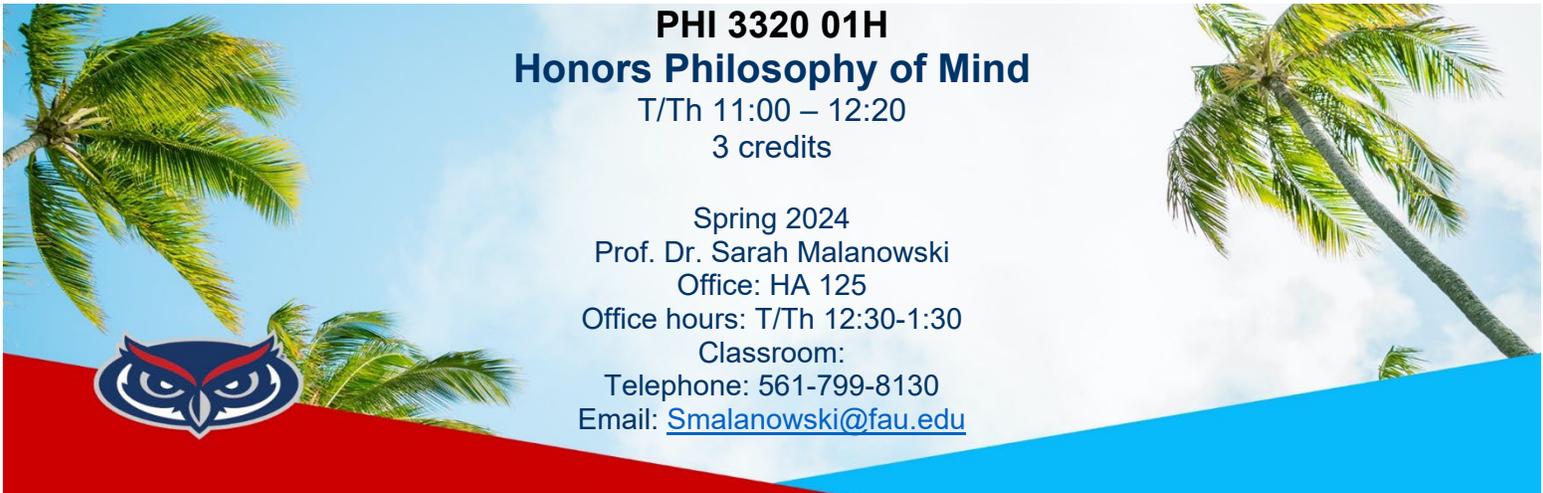


 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>10/9/2023</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department Philosophy College Honors College (To obtain a course number, contact erudolph@fau.edu)			
Prefix PHI Number 3320	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course <div style="border: 1px solid red; padding: 2px;">Lecture</div>	Course Title Honors Philosophy of Mind	
Credits (See Definition of a Credit Hour) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see Template and Guidelines) This course engages in a careful and in-depth study of some of the major issues and problems in the philosophy of mind, through the reading of original texts and/or secondary sources. The topics examined include, but are not limited to, the mind/body problem, the nature of consciousness, and the problem of personal identity		
Effective Date (TERM & YEAR) Spring 2024	Prerequisites, with minimum grade* None		Corequisites None	Registration Controls (Major, College, Level) Honors
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course				
WAC/Gordon Rule Course <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement (Select One Option) None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .		
Minimum qualifications to teach course PhD in Philosophy				
Faculty Contact/Email/Phone Nicholas Baima, NBaima@fau.edu 319-504-2404		List/Attach comments from departments affected by new course Baima is chair of Philosophy at FAU Boca.		
Approved by Department Chair <u>Miguel Ángel Vázquez</u> College Curriculum Chair <u>Rachel Corr</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date 9/29/23 9/29/23 10/2/23 10/9/2023 10/9/2023 _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



PHI 3320 01H
Honors Philosophy of Mind

T/Th 11:00 – 12:20
3 credits

Spring 2024

Prof. Dr. Sarah Malanowski
Office: HA 125

Office hours: T/Th 12:30-1:30

Classroom:

Telephone: 561-799-8130

Email: Smalanowski@fau.edu



Course Description

Catalogue Description

This course engages in a careful and in-depth study of some of the major issues and problems in the philosophy of mind, through the reading of original texts and/or secondary sources. The topics examined include, but are not limited to, the mind/body problem, the nature of consciousness, and the problem of personal identity.

Specific Semester Description

Welcome to philosophy of mind! Who are you? WHAT are you? Do “you” really exist? Could you exist without your body? Get ready for a semester-long identity crisis!

What are minds? Are they the same as brains? Can robots think? What is it like to be a bat? How can your brain (a hunk of meat) produce the experience of seeing red? This course is designed to make you reflect upon something we all kind of take for granted: our minds. Much of this course will focus on the relationship between the mind and the brain, answering the question of what exactly a mind is. We will also discuss how some recent empirical findings may challenge our intuitions about our minds.

I like to embrace an interdisciplinary approach to philosophy, and so we will be looking at work in neuroscience and psychology along the way. We will also touch on other branches of philosophy as well. I encourage you to try and make connections between topics we talk about in class and other things you’ve studied.

Pre-Req/Co-Req

None

WAC Designation

This writing intensive course serves as one of two "Gordon Rule" classes at the 2000-4000 level that must be taken after completing ENC 1101 and 1102 or their equivalents. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University's WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions. In this class, 70% of graded work will be writing assignments.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term-paper.

The paper assignments for the course are designed to promote analytical, critical, and reflective thinking about the course material. Students will write a total of 9 graded papers: 6 critical reading responses (300-400 words each), 3 thesis-driven papers (1000-1250 words) and receive feedback on these. In addition, students will engage in at least 6 in-class writing sessions (incorporating ungraded writing exercises of at least 100 words each). Special sessions in class (paper workshops, and paper reviews) will be addressed to writing and the revising process. Students will receive extensive feedback on the three-thesis driven papers within 2 weeks of turning them in and rubric grades with short commentary on the reading responses within 2 weeks of turning them in.

Honors Statement

This course differs substantially from the non-Honors version. First, and most importantly, the course is an agreement between the student and instructor that they will work together collaboratively to ensure a significantly enriched learning experience in a manner consistent with other Honors-designated courses at FAU. This means the course will produce substantive work that reflects interdisciplinarity and connections among academic fields, research and direct access to sources of knowledge pertinent to the field, leadership, creative and critical thinking, and engagement with the world outside the university. Secondly, the writing component of the course will be much more demanding, and will prepare students for upper-division college writing and for work on the Honors Thesis. Students will be exposed to vocabulary of a specifically theoretical nature, and will be expected to comprehend new concepts and to deploy these new terms in their own critical thinking and writing. In addition, we will begin professionalizing our own readings and analyses of these texts. Students will be expected to familiarize themselves with the history and the ongoing critical and scholarly conversation about these works, and will give in-class presentations about critical history and about the living scholars in the field as it now stands. Students will also engage with the theoretical tools used by today's reading community to study literature. Finally, the course will develop critical attitudes and analytic skills that will teach the student to think for him-or-herself.

Instructional Method

This class will be made up of lecture and discussion. Because I will expect you to be able to discuss the readings, you should come to class having carefully read the assigned readings.

Course Objectives/Student Learning Outcomes

The two primary objectives for this course are for students (1) to develop a basic understanding of the core issues in philosophy of mind and what philosophers have had to say about them and (2) to give you a basis from which you can formulate your own philosophically informed opinion on these matters. This course has a number of secondary objectives as well, such as: to improve your critical thinking skills, to improve your ability to write clearly and succinctly, to improve your ability to communicate effectively about difficult and complex issues, and to improve your general ability to do philosophy.

Course Evaluation Method

1. 3 short (~4-5 page) papers (15% each, 45% total): These will be largely exegetical (asking you to explain arguments) about the material that we cover in class. Due 2/17, 3/24, 4/28
2. 8 Critical reading responses: 25% total

You need to do a total of 8 for the semester, and you cannot do more than one per week. There are 11 weeks where you can do a response, and thus you can skip three response assignments without affecting your grade. If you intend to do a response for the week, you must turn it in before class on Thursday of that week.

Reading responses should not simply be summaries of a reading; instead they should bring up an objection to, a question for, or an extension of an author's view. An excellent reading response will give a brief summary of the argument made in the article, a more substantial summary of the point you are responding to, and then give your critical response to the point. (Examples: I think x is wrong because...I don't understand x because it is unclear in these ways...I find x's argument can be supported by this thing I learned in another class). There are multiple readings per week, you only need to respond to one, but comparing the points across the readings can also serve as a critical component of the response.

Grade points	Excellent 9-10	Good 8	Acceptable 6-7	Fail 0-5
Post criteria	Demonstrates substantial understanding of the reading; makes a clear and insightful critical claim	Demonstrates understanding of the reading, but may be	Demonstrates only superficial understanding of the reading (makes it clear	Little to no effort made to understand material, may be off topic, inappropriate, or reflect

	about the reading either by raising an objection, talking about the relationship between the week's readings, raising a probing question, connecting it to other issues, etc.	somewhat superficial or may have some errors, makes a clear critical claim that may be somewhat superficial	the reading has only been skimmed or only the abstract has been read), writing might be somewhat unclear and critical claims made are superficial (example: "I agree with the argument because it is good").	little to no understanding of the reading material, no critical claims made. <i>*Note that you will receive a 0 on the weeks you decide to skip—these will be dropped so long as you have done 8 responses total by the end of the semester.</i>
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3. Quizzes (2, 7.5% each, 15% total): 3/3 and 4/21

4. In class activities/active participation: 15%

Throughout the semester, you can expect things to be assigned during class. These in class assignments will often be done in groups, and provide an opportunity for you to work through and talk about the material. These in class assignments must be done on the day they are assigned in class. They cannot be made up (even if you are absent for any reason including illness, cat got out, zombie apocalypse, etc.). You will be able to miss 2 without affecting your grade, and they will be graded on a simple check/check minus/0 scheme.

You are expected to attend class, and I will be taking attendance. You are also expected to contribute to class discussion. This grade is a reflection of that. You may miss two classes for any reason.

Course Grading Scale

A: 100-94; A-: 93-90; B+: 89-87; B 86-84; B-: 83-80; C+: 79-77; C: 76-74; C-: 73-70; D+: 69-67; 66-64: D; 63-60: D-; 59 and Below: F

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

You are expected to turn your work in on time. Reading responses must be turned in before class on Thursday and cannot be made up. Quizzes must be taken during the assigned class time. Papers will be assigned well before the due date, and thus it is your responsibility to plan your time accordingly in order to get your papers in on time. Late papers will receive a penalty of a 5 point reduction per day late.

Classroom Etiquette Policy

Don't do distracting things on your phone/laptop. Please come on time, and please do not make a habit of leaving class for restroom breaks every class period. responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.

Policy on the Recording of Lectures

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#). In addition, please see the Honors Code <https://www.fau.edu/honors/academics/honor-code/>.

Required Texts/Readings

Readings will be posted on Canvas

Course Topical Outline

Subject to change throughout the semester—make sure to read all Canvas announcements

1: Introduction

TOPIC 1: Are the mind and body two different substances?

2: Dualism

Selections from Descartes' Meditations II and VI

3: Dualism continued

"Correspondence between Princess Elizabeth of Bohemia and Rene Descartes"

Bloom, "Natural born dualists" (online): https://www.edge.org/conversation/paul_bloom-natural-born-dualists

4: Philosophical behaviorism and identity theory

Ryle, "Descartes' myth"

Hempel, "The Logical Analysis of Psychology" (section IV-VI)

Smart, "Sensations and Brain Processes"

TOPIC 2: Materialist theories

5: Identity theory continued; Functionalism and the representational theory of mind

Fodor "The mind-body problem", focus on pgs 174-182

Lycan, "Robots and Minds"

6: Functionalism and the representational theory of mind continued

Searle "Minds, brains, and programs"

Paper 1 due 2/17

7: Maybe there are no minds: Eliminative materialism and ruthless reductionism

Churchland, "Eliminative materialism and the propositional attitudes"

Bickle, "Reducing mind to molecular pathways: Explicating the reductionism implicit in current cellular and molecular neuroscience"

8: Catch up and quiz (online during class time) 3/3

SPRING BREAK

9: Maybe there are minds in some sense: Instrumentalism

Dennett, "True believers"

Gopnik, "How we know our own minds: The illusion of first person knowledge"

TOPIC 3: Consciousness

10: What is it like to be a bat? Qualia and the hard problem

Nagel "what is it like to be a bat?"

Jackson, "Epiphenomenal qualia"

Chalmers "Facing up to the problem of consciousness"

Paper 2 due 3/24

11: Replies to the hard problem

Dennett "explaining the magic of consciousness"

Hardcastle, "The why of consciousness: A non-issue for materialists"

TOPIC 4: Knowing yourself

12: Do you know your own mind?

Schwitzgebel, "The unreliability of naïve introspection"

Nisbett and Wilson "Telling more than we can know"

13: Do you know your own mind continued; extended mind

Libet, "unconscious cerebral initiative and the role of conscious will in voluntary action"

Wegner, "The illusion of conscious will"

Clark and Chalmers, "The extended mind"

14: Catch up and take home quiz 2

Paper 3 due 4/28