

**PHIL4333**  
**Philosophy of Mind 心靈哲學**

**Course Outline**

**Time: H 12:30pm-3:15pm**

**Location: ERB 408**

**Course overview (as shown on CUSIS)**

This course investigates the principal issues and theories in contemporary philosophy of mind. Topics addressed may include the mind-body problem, consciousness, self-knowledge, knowledge of other minds, personal identity, and artificial intelligence.

Advisory to Majors: to be taken in year 2 or above.

**Learning outcomes (as shown on CUSIS)**

1. Demonstrate familiarity with a range of problems, concepts, and theories in contemporary philosophy of mind pertaining to topics such as the mind-body problem, consciousness, self-knowledge, knowledge of other minds, personal identity, and artificial intelligence.
2. In their papers, students should also demonstrate the ability to identify a significant problem in the philosophy of mind and formulate and defend a thesis of their own concerning the problem.

**Additional learning outcomes**

3. Demonstrate the ability to make substantive connections among different issues in the philosophy of mind as well as related subdisciplines, e.g., metaphysics and the philosophy of language.
4. Demonstrate the ability to challenge and explore the implications and presuppositions of one's beliefs on matters related to the philosophy of mind.

**Topics**

- intentionality
- propositional attitudes
- broad and narrow mental content
- the mind-body problem
- personal identity
- knowledge of other minds
- artificial intelligence
- consciousness
- mental causation

**Learning activities**

1. Lecture (combined with discussion and other in-class activities): one 3-hour session every week
2. Reading: about 30 pages per week on average
3. Assignments: a reading response, a term paper, in-class activities, and active participation in discussion

## Assessment scheme

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Reading response	At home (700-1000 words in English; due 20 March before lecture, by email)	20%
Term paper	At home (1800-2300 words in English; due 28 April by 5 pm, by email)	50%
In-class activities and discussion	See below.	30%

### Remarks on Assessment Scheme and Assignments

**Reading response (20%).** Each student is expected to write an original reading response in which they accomplish two main tasks. The first task is to present a single argument, objection, problem, or proposed solution to a problem discussed in one of the **weeks 1 – 11 readings other than the HEIL chapters**. This should not be a summary of the reading as a whole. The second task is to provide a response to that argument, objection, etc. This should take the form of a single critical claim (a claim in which the writer states whether they agree or disagree, poses an objection or major worry, observes a surprising implication, etc.) followed by a short defense of that critical claim (an argument). The claim in question should not be sociological or exegetical. (The reading response should also begin with a short introductory paragraph in which the writer says what they'll focus on and what their critical claim will be.) The reading response should be **700 – 1000 words** in English (inclusive of footnotes), and it should be emailed (as a Word document, with English-language font) **before the lecture on 20 March**. (Please title the subject of your email "PHIL4333 reading response", and please title the attached term paper file "[YOUR SURNAME, your given name] PHIL4333 reading response".) Please adhere to the deadline and to the word count requirement. **Note that the penalties for lateness and for failing to meet the word count requirement are the same as for the term paper (as written below). Please note also that any use of AI software is strictly prohibited and will be considered plagiarism.**

**Term paper (50%).** Each student is expected to write an original paper in which they state and defend a substantial philosophical thesis on a topic related to the issues discussed in this course. (The thesis should not be sociological or exegetical.) The term paper topic proposal should be submitted over email before the week 12 (27 March) lecture. (You are encouraged to submit the proposal earlier, in case it is not immediately approved.) The paper should be **1800 – 2300 words** in English (inclusive of footnotes but not the bibliography), and it should be emailed (as a Word document, with English-language font) by **5 p.m. on 28 April (Monday)**. (Please title the subject of your email "PHIL4333 term paper", and please title the attached term paper file "[YOUR SURNAME, your given name] PHIL4333 term paper".) Please adhere to the deadline and to the word count requirement. **If the paper is late, an initial penalty of 1/3<sup>rd</sup> of a letter grade will be applied; an additional penalty of 1/3<sup>rd</sup> of a letter grade will then be applied for each additional 24-hour period before the paper is submitted. Similarly, for every 100 words over or under the word count, a penalty of 1/3<sup>rd</sup> of a letter grade will be applied. Please note that any use of AI software is strictly prohibited and will be considered plagiarism.**

**In-class activities and discussion (30%).** The activities/exercises involved in this will be determined once the overall class size is known. Activities/exercises may involve presentations, quizzes, small-group collaborative work, and/or organized debates (in addition to class discussion). (Please note that, because attendance is required in order for one to participate in these activities, each unexcused absence will result in a letter-grade deduction to one's in-class activities and discussion score.)

### Grade Descriptor

Please refer to: [http://phil.arts.cuhk.edu.hk/~phidept/UG/Grade\\_descriptors.pdf](http://phil.arts.cuhk.edu.hk/~phidept/UG/Grade_descriptors.pdf)

### Classroom Policies and Related Notes

**Come prepared.** Active reading and engagement with the text must be done prior to meetings. You should come to each meeting either with a good understanding of the material presented in the assigned reading or with questions that will help you to gain such an understanding. You should also bring both the current week's and the previous week's reading material (as well as any handouts) to the meeting, either in hard copy or on a tablet/e-reader (or, in special circumstances, on a laptop computer – see below).

**Appropriate screen presence.** I am committed to creating an environment in our classroom that is conducive to good discussion. To this end, please use technology in the classroom only for purposes

specifically related to the current class activity (e.g., consulting the text, taking notes). I ask that you use a laptop *only if* (a) its use is critical to your optimizing your learning experience and (b) you are willing to sit somewhere that will ensure that the laptop isn't distracting to others (i.e., to the side or in the back). **Please do not use cell phones (or leave them out on your desk) in class.** If you have a special reason why you need to use a cell phone in class, please discuss this with me individually beforehand.

**Maintain a welcoming and supportive environment.** It is important that we maintain a welcoming and supportive environment. Consequently, abrasive comments, derogatory language, etc., will not be tolerated.

**Accommodations.** I have designed this course with the goal that everyone in it can succeed. I also appreciate that there are multiple ways to learn. I would welcome students to discuss with me their learning styles and how we can try to accommodate them in this course.

**My email and meeting policy.** I am happy to answer short questions over email, and I am also happy to discuss more involved questions in person. But please email me **at least two business days in advance** of when you would like an email response, and if you wish to meet with me in person please email me **at least four business days in advance** of when, at the latest, you'd like to meet.

### Required learning resources

1. Heil, John (2020). *Philosophy of Mind: A Contemporary Introduction*, 4th Edition. New York: Routledge. ISBN: 978-1138581012 [HEIL]
2. Selected articles and chapters

Heil's *Philosophy of Mind: A Contemporary Introduction*, 4<sup>th</sup> Edition, will be available for purchase in the University bookstore. An electronic copy is also available for download through the CUHK library. The other readings will be provided on Blackboard.

Each student will be responsible for bringing their own copy of the week's reading material to class. (Please make sure to have the 4<sup>th</sup> edition of the book.)

### Additional learning resources

Chalmers, David J. (ed.) (2021). *Philosophy of Mind: Classical and Contemporary Readings*, 2<sup>nd</sup> Edition. Oxford: Oxford University Press. ISBN: 978-0190085759.

Crane, Tim (2001). *Elements of Mind*. Oxford: Oxford University Press. ISBN: 978-0192892973.

Gertler, Brie, and Shapiro, Lawrence (eds.) (2007). *Arguing about the Mind*. New York: Routledge. ISBN: 0415771633.

Kallestrup, Jesper (2012). *Semantic Externalism*. Abingdon, Oxon: Routledge. ISBN: 978-0415449977.

Kim, Jaegwon (2018). *Philosophy of Mind*, 3<sup>rd</sup> Edition. New York: Routledge. ISBN: 978-0813344584.

Kriegel, Uriah (ed.) (2020). *The Oxford Handbook of the Philosophy of Consciousness*. Oxford: Oxford University Press. ISBN: 978-0198749677.

Pautz, Adam (2021). *Perception*. Abingdon, Oxon: Routledge. ISBN: 978-0415486057.

Schneider, Susan, and Velmans, Max (eds.) (2017). *The Blackwell Companion to Consciousness*, 2<sup>nd</sup> Edition. Chichester, West Sussex: Wiley-Blackwell. ISBN: 978-0470674062.

*Internet Encyclopedia of Philosophy* (online)

*Stanford Encyclopedia of Philosophy* (online)

**Course Schedule\***

<i>Week</i>	<i>Topics</i>	<i>Required reading</i>
<b>1:</b> 9 Jan.	Introduction	HEIL, Ch. 1 (§1.1-§1.4 only)
<b>2:</b> 16 Jan.	Intentionality	Tim Crane, <i>Elements of Mind</i> , §1-§3, §5-§6, & §31-§35
<b>3:</b> 23 Jan.	Internalism and Externalism about Mental Content	Jesper Kallestrup, <i>Semantic Externalism</i> , “From Language to Thought” (§3.1-§3.4 only) Katalin Farkas, “What is Externalism?”
<b>4:</b> 30 Jan.	<i>No class</i>	
<b>5:</b> 6 Feb.	Substance Dualism	HEIL, Ch. 2
<b>6:</b> 13 Feb.	Substance Dualism (continued)	HEIL, Ch. 3 Patricia Churchland, selection from <i>Neurophilosophy: Toward a Unified Science of the Mind-Brain</i>
<b>7:</b> 20 Feb.	Behaviorism	HEIL, Ch 4
<b>8:</b> 27 Feb.	The Identity Theory	HEIL, Ch. 5 Frank Jackson, “Epiphenomenal Qualia”
<b>9:</b> 6 March	<i>No class</i>	
<b>10:</b> 13 March	Functionalism	HEIL, Ch. 6 John Searle, “Minds, Brains, and Programs”
<b>11:</b> 20 March	Non-Reductive Physicalism and Mental Causation <i>Reading response due before class.</i>	HEIL, Ch. 11 Jaegwon Kim, “The Nonreductivist’s Troubles with Mental Causation”
<b>12:</b> 27 March	Consciousness <i>Term paper topics due before class.</i>	HEIL, Ch. 12
<b>13:</b> 3 April	Emergentism	HEIL, Ch. 13 (§13.1-§13.2 only) Lei Zhong, “Taking Emergentism Seriously”
<b>14:</b> 10 April	Panpsychism	HEIL, Ch. 13 (§13.3-§13.4 only) Galen Strawson, “Realistic Monism: Why Physicalism Entails Panpsychism”
<b>15:</b> 17 April	Mind-body problem discussion	No new reading

**28 April (Monday), 5 p.m.:** Term papers due (electronically)

*\*Please note that this reading schedule is tentative.*

### Details of course website

We will use Blackboard.

### Contact details for teacher(s) or TA(s)

<b>Teacher</b>	
Name:	Rimell, Nicholas
Office location:	Room 416, Fung King Hey Building
Telephone:	3943 7139
Email:	nicholaskrimell@cuhk.edu.hk

<b>TA</b>	
Name:	TBD
Office location:	TBD
Telephone:	TBD
Email:	TBD

### Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.