

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS AND EDUCATION**

**PH 2050
Introduction to the Philosophy of Mind
3 (3-0-0)
Fall 2005**

Instructor: Ruth Michaels
Office: C212
Office hours: Tues/Thurs 1130-1250

Phone: 539-2866
email: rmichaels@gprc.ab.ca
Lecture/No prerequisites

Calendar Description

This course is an introduction to questions of what it means to be a person and to have a mind. The relationship of philosophical ideas to scientific investigations of mental phenomena will be studied. Topics may include the mind-body relationship, personal identity, computer models of mind, sensation and emotion, and consciousness.

Content Description

The course takes as its focus issues that together make up “the mind-body problem.” This philosophical problem attempts to answer the question, ‘What is the relationship between the mind and the physical body?’ We begin by investigating the historical context of notions of the mind, or soul, and matter, and by what means these vastly different kinds of thing might be investigated. We consider too how these historical investigations yielded the metaphysical positions of Cartesian Dualism, Hobbesian Materialism and Berkeleyan Idealism. With this historical grounding we are well prepared to understand the subsequent development of contemporary theories of the mind-brain relation. We consider theories as far reaching logical behaviourism, linguistic philosophy, mind-brain identity theory, artificial intelligence, functionalism and eliminative materialism. Finally, we consider formulations of the problem as it arises in problems having to do with consciousness and intentionality.

Texts

Morton, Peter, *A Historical Introduction to the Philosophy of Mind*, Broadview Press, (2003, Peterborough, Ontario)(required)

Quitman Troyka, Lynn, *Quick Access*, 2nd Canadian Edition, (or equivalent) (required.)

Timeline

(See Detailed Syllabus for more information)

- Week One-Five: Historical Background
- Weeks Six-11: Contemporary Theories
- Weeks 13-14: Recent Problems

Evaluation

- 4 Readings-based Assignments20%
- (Optional) 1 page journal assignments (for feedback only)0%
- 1 short paper (5 double-spaced pages)10%
- 1 term paper (10 double-spaced pages).....30%
- Midterm examination...(Take-home).....20%
- Final, registrar scheduled, examination (Take-home).....20%

Evaluation Policies

Extensions of assignment and paper deadlines will be considered *only* in the case of significant extenuating circumstances. If such circumstances arise students requesting an extension will be required to show evidence that a significant amount of work on the assignment has been completed in advance of the day *before* the work is due. For example, if a student requests an extension on the day before an assignment is due, a complete, or very nearly complete, draft of the paper must be shown to the instructor at the time of the request.

Students in circumstances of extreme duress should notify the instructor *as soon as possible* if they anticipate difficulty in submitting their work on time so that special arrangements can be made to accommodate their situation if at all possible. Students claiming special needs of this kind will be asked to provide documentation of their circumstances where possible in the interest of fairness and equity of treatment among all students in the course.

It is the student's responsibility to notify the instructor of any difficulty they might be having with the course material. In particular, it is the student's responsibility to notify the instructor *prior to the due date* of any difficulty they might be having in completing assigned work. This applies no matter what the reason for the difficulty, be it physical illness, mental disorder or family concerns. This applies even in cases where the student anticipates providing documentation in support of their claim of a legitimate reason for not being able to submit their work on time. If it is in any way reasonably possible to do so, *you are expected to notify the instructor if your work will not be submitted on time*. There are several means by which you may do this. You may notify her in person, by phone or by voice mail, or by email. Remember that voice mail and email are available to you twenty-four hours a day, seven days a week. *Students who are in circumstances where it is indeed reasonable for them to meet this expectation and who nonetheless fail to do so, will not be allowed to make up assigned work not submitted within 5 school days of the date it was originally due.* These assignments will receive a grade of 'zero.'

Penalties for assignments submitted for credit late without prior permission from the instructor are at the discretion of the instructor and may accrue at as much as **25% for each day late**.

Deferred writing of a scheduled Midterm Exam is at the discretion of the instructor. Absences from a registrar-scheduled Final Exam fall under GPRC Examination Policy. It is the responsibility of the student to be informed about these policies prior to the final examination period. A description of the policy is available in the GPRC Calendar and in the Student Handbook.

Absences

Students should be aware that they are expected to meet their academic responsibility to attend classes. The instructor reserves the right to debar a student from writing the final exam when the student has accumulated more than 10% (2-3 classes) of *unexcused* absences. Absences will be excused on the basis of *verifiable illness, dentistry, accident or emergency*. If any student is unable to attend a particular class it is his/her responsibility to ascertain what has been missed. In addition, students should not make plans for travel, holidays, employment etc. which will interfere with their writing of exams during any scheduled examination time.

Plagiarism and Cheating

Students are encouraged to form study and discussion groups, however, assignments must be the independent work of the individual seeking credit for the assignments and students should be prepared to demonstrate that the work they turn in is their own. Students should be especially careful in formulating answers to Reading Assignment questions that they do not inadvertently quote from the text. Answers to these questions must be formulated in the student's own words. Students should take the time to learn how to paraphrase text without plagiarizing. Instruction is available in the course writing handbook and many reference materials on the subject are also available in the library. All forms of plagiarism and cheating are serious violations of academic integrity and will be dealt with as such. Students are responsible for familiarizing themselves with GPRC policy on plagiarism and cheating as outlined under *Student Responsibilities* and *Plagiarism and Cheating* in the Student Handbook.

Please note that plagiarism detection software may be used in this course and students may be required, individually or collectively, to submit key assignments, or components of assignments in electronic form.

Final Grading Schema

Final Score	Letter Grade	Point Value	Descriptor
98-100%	A+	4.0	Excellent
94-97%	A	4.0	
90-93%	A-	3.7	
85-89%	B+	3.3	Good
80-84%	B	3.0	
75-79%	B-	2.7	
70-74%	C+	2.3	Satisfactory
65-69%	C	2.0	
60-64%	C-	1.7	
55-59%	D+	1.3	Poor Minimal Pass
50-54%	D	1.0	
0-49%	F	0	Failure