

PHL340H1 – ISSUES IN THE PHILOSOPHY OF MIND

Winter 2019

Department of Philosophy, University of Toronto (St. George campus)

1. CONTACT

INSTRUCTOR

Name: Aaron Henry

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Office Hours: TBD

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LECTURE

Lecture Location: FE 139

Lecture Time: Tues. & Thurs 5-6:30 pm

E-mail policy: E-mails must be sent from your UTORmail e-mail address and must include the course code (PHL340) in the subject line. E-mails are for administrative purposes only – questions about course material will be addressed during office hours. I try to reply to e-mails within one or two business days.

2. COURSE

OVERVIEW

This course is an introduction to the philosophy of perception. In the first half, we'll examine an old puzzle about perception that still sets the agenda for much research in the field. Briefly, the problem is that since it's possible for visual experiences to mislead us about the world, then visual experiences cannot be what they seem to be—namely, a direct or immediate awareness of the world outside us. We will consider the most influential theories of visual experience that have arisen in response to this problem, including the 'sense data theory', 'representationalism' or 'intentionalism', and 'naïve realism'.

With this background in place, we will turn in the second half of the course to other questions about perceptual experience. These include: whether visual experiences occupy time as *states* or as *processes* (what is the temporal structure of visual experience?); whether visual experience presents us with strictly 'low level' properties (e.g., being red and cubic) or also, through training and expertise, various 'high level' properties (e.g., being a pine tree); whether non-visual sense experiences, such as hearing and touching, have the same metaphysical structure as visual experiences have; and whether perception might be in some theoretically significant way 'active' rather than 'passive'.

LEARNING OBJECTIVES

A primary objective of any philosophy course is skill development. Some of the skills you will be developing in this course include:

- Grasp of some of the cutting-edge controversies in philosophy of mind;
- The ability to read, analyze, and critically assess a philosophical text;
- The ability to write a well-argued philosophy paper;
- The ability to defend your views in conversation.

EXPECTATIONS

What I expect from you:

- to attend lectures;
- to come to lecture on time and prepared to discuss assigned readings;
- to complete assignments on time and as per the instructions;
- to treat your peers with respect;

- to ask questions when you feel you don't understand something;
- to take responsibility for your own learning.

What you can expect from me:

- to come prepared for each lecture;
- to create a positive and stimulating learning environment;
- to provide support and constructive feedback throughout the term;
- to treat you with respect;
- to think carefully about your questions and make a serious effort to answer them.

TEXTS

All readings will be available either through our course website or electronically through U of T library system. If you don't find a text on our website, then the library has it electronically.

1. ASSESSMENT

1 st paper (1,000 words)	(25% of final)	Due: Friday Feb. 15th
2 nd paper (2,500 words)	(35% of final)	Due: Last day of classes
Final Exam	(30% of final)	TBD
Participation	(10% of final)	

Papers are to be submitted, and will be returned, via Quercus. You should upload your written assignment as an attachment on the submission page using .doc or .docx format.

2. POLICIES

COURSE WEBSITE

All announcements and course documents will be posted on Quercus. To access this site, go to q.utoronto.ca and login with your UTORid and password. PHL340H will appear under 'Courses' on the left side of the welcome page. Click on the link to access our site. You should check this site regularly for updates.

LATENESS

Assignments will be penalized 1/3 a letter grade for each day that they are late. Extensions may be granted if extraordinary circumstances are documented, but students should contact me to request an extension before the due date. Assignments more than 5 days late will not be accepted.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences [...] All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources. (from <http://academicintegrity.utoronto.ca>)

ACCESSIBILITY NEEDS

The University of Toronto is committed to accessibility. If you require accommodations for a disability or have any accessibility concerns about the course, the classroom, or course materials, do not hesitate to speak to me and please make sure to contact Accessibility Services as soon as possible (at <http://accessibility.utoronto.ca>).

Some other helpful support resources at St. George campus include:

- Students for Barrier-Free Access (<http://www.uoftsba.com>)
- Health & Wellness (<http://healthandwellness.utoronto.ca>)
- The Hart House Accessibility Fund (<http://harthouse.ca/accessibility>)
- Library Services for People with Disabilities (<http://onereach.library.utoronto.ca/services-for-people-with-disabilities>)

3. SUPPORT

It's crucial to keep up with the readings and to attend as many lectures as you can. If you feel you need additional help with any of the course material, please don't wait to contact me.

INTERNET RESOURCES

Here is a link to information about the University of Toronto's many writing resources:

<http://www.writing.utoronto.ca/>

Here are some links to information about how to write a good philosophy paper:

<http://www.jimpryor.net/teaching/guidelines/writing.html>

<http://www.public.asu.edu/~dportmor/tips.pdf>

<http://catpages.nwmissouri.edu/m/rfield/guide.html>

Here is a link to information about the 'Cornell' note taking system:

<http://lifehacker.com/202418/geek-to-live--take-study+worthy-lecture-notes>

4. SCHEDULE

DATE	TOPIC	READINGS
Week 1	The arguments from illusion and hallucination	Ayer, "The Argument from Illusion" (pp. 1-11) Crane & French, "The Problem of Perception" (§§ 1-2) Optional: Valberg, <i>The Puzzle of Experience</i> (Chapters 1-2); Fish, <i>Philosophy of Perception</i> (Ch. 1).
Week 2	Traditional responses to the arguments from illusion and hallucination	Price, "The Given"; Moore "Sense-Data" Optional: Huemer, "Sense Data" (SEP entry); Fish, <i>Philosophy of Perception</i> (Ch 2).
Week 3	The rise of 'Representationalism'	Strawson, "Perception and its Objects" (pp. 91-97); Harman, "The Intrinsic Quality of Experience" (pp. 31-40) Optional: Anscombe "The Intentionality of Sensation: A Grammatical Feature" (difficult)
Week 4	'Strong' vs. 'Weak' Representationalism: "the greatest chasm in the philosophy of mind"?	Chalmers, "The Representational Character of Experience"; Byrne, "Intentionalism Defended" Optional: Tye, <i>Consciousness, Color, and Content</i> (Ch. 3-4); Fish, <i>Philosophy of Perception</i> (Ch. 5).
Week 5	Naïve realism	Genone, "Recent Work on Naïve Realism"; Crane, "Is there a Perceptual Relation?" Optional: Kennedy, "Heirs of Nothing: The Implications of Transparency" (§§1-2); Travis "Silence of the Senses" (difficult)
Week 6	The Naïve Realist view of hallucination: Disjunctivism	Soteriou "Disjunctivist Accounts of Illusion and Hallucination" (Ch. 6 of <i>Disjunctivism</i>) Optional: Soteriou, Chapters 1-2; Fish, <i>Philosophy of Perception</i> (Ch. 6); Martin, "The Limits of Self-awareness" (difficult)
Week 7	Reading Week – no classes	
Week 8	What is the temporal structure of perceptual experience?	Phillips, "Experience of and in time" Optional: Soteriou, <i>The Mind's Construction</i> (Chapter 4; starting at §4.1); Hoerl "Transparency and Presence"

Week 9	What is the 'reach' of perceptual experience?	Siegel, "Which Properties are Represented in Perception?"; Logue, "Visual experience of natural kind properties: is there any fact of the matter?"
Week 10	Beyond vision (I): Sounds and Audition	O'Callaghan "Lessons from Beyond Vision (Sounds and Audition)" Optional: Strawson "Sounds" (Ch. 2 of <i>Individuals</i>)
Week 11	Beyond vision (II): Touch	Fulkerson, <i>The First Sense: A Philosophical Study of Human Touch</i> (Chapters 2-3) Optional: Martin, "Sight and Touch"
Week 12	Is Perception essentially active?	Noe, <i>Action in Perception</i> (Chapter 3); Richardson, "Perceptual Activity and Bodily Awareness"
Week 13	Attention and Consciousness	Watzl, <i>Structuring Mind</i> (selections); Ganeri <i>Attention, Not Self</i> (selections)