

ACADEMIC SESSION 2010-2011

PH1516 KNOWLEDGE AND MIND

Credits: 15; number of weeks: 12

PLEASE NOTE CAREFULLY:

The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at <http://www.abdn.ac.uk/sdhp/ugradstudenthandbook/>. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any school regulation or procedure.

You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR/COURSE TEAM

Dr Luca Moretti

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TIMETABLE

Lectures: Two hours per week commencing in Week 30. Time and room: Tuesdays from 4 to 5pm **AND** Fridays from 2 to 3pm in NK6 (New King's).

Tutorials: One hour per week commencing in Week 31. You **must** sign up for one of the tutorial groups before attending the first tutorial (i.e. during the course of Week 30), as there are limited numbers for each group – you do this using the webpage <http://www.abdn.ac.uk/MyCourses>.

Students can view the University Calendar at

<http://www.abdn.ac.uk/sdhp/documents/weeknumbers2010-11.pdf>.

COURSE DESCRIPTION

This course gives an introduction to two closely connected core fields of Philosophy: the theory of knowledge and of mind. We will first address problems in the field of epistemology, which is concerned with what it is to know something. For example, how does knowledge differ from a lucky guess? What sorts of methods lead us to genuine knowledge rather than unreliable opinion? And, in an issue that has often been raised by philosophers, do we really know anything at all? There are initially plausible arguments that seem to show we can never know anything: examining what, if anything is wrong with these arguments will, hopefully, help us to see what knowledge really is and why it is important. We will also examine a number of issues in the philosophy of mind, especially the nature of the mind and its relations to the physical world. Is the mind separate from the physical world? Is it a non-physical soul that could survive bodily death? Or is the mind really nothing over and above the brain? Could things other than persons have minds?

COURSE AIMS

Examination of key concepts and arguments in philosophical debates concerning the nature of the mind and the nature of knowledge.

Exploration of some traditional problems of philosophy of mind and epistemology

Increased familiarity and competence with rational argument as regards a range of philosophical problems and themes.

INTENDED LEARNING OUTCOMES

A. Knowledge and Understanding of:

- Traditional theories of mind and knowledge;
- Philosophical approaches to contemporary questions regarding the nature of knowledge and mind.

B. Intellectual skills – be able to:

- Articulate in philosophical argument;
- Develop clarity and rigour of thought and expression in oral and written form;
- Gain understanding of, and offer exposition and criticism of, issues and arguments presented by others;
- Use technical philosophical terminology accurately.

C. Practical skills – be able to:

- Engage in disciplined discussion with others;
- Marshall complex information;
- Engage in autonomous and self-motivated learning;
- Think creatively, self-critically and independently;
- Use the library and relevant C&IT software/hardware.

D. Transferable skills – be able to:

- Identify and understand philosophical issues and arguments;
- Articulate and develop arguments;
- Engage in respectful participation in group discussion;
- Offer critical expositions of positions proposed by others;
- Acquire the discipline of learning;
- Write logically structured and well-argued essays.

LECTURE/SEMINAR PROGRAMME

This course is taught through lectures and accompanying tutorials. There are two lectures per week starting in week 30, but there is just one tutorial per week, starting in week 31. Each tutorial is intended for in-depth discussion of the material presented in the two lectures *of the previous week*.

The first twelve lectures and the accompanying six tutorials will be devoted to epistemology, whereas the last twelve lectures and five tutorials will focus on the philosophy of mind.

The course is based on the following two textbooks:

- Matthias Steup, *An Introduction to Contemporary Epistemology*. (Pearson Custom Publishing 1998)
- Ian Ravenscroft, *Philosophy of Mind: A Beginner's Guide* (OUP 2005).

Both books are *required* readings for the tutorials. They can be purchased from Blackwell University Bookshop, 99 High Street, Old Aberdeen. Steup's book is only available at that particular bookstore (and possibly from *Amazon*). Queen Mother Library holds a few copies of both books.

There are some required readings in addition to Steup and Ravenscroft, which will be available on WebCT.

Furthermore, we recommend the following textbooks in epistemology and philosophy of mind, respectively:

- Duncan Pritchard, *What is this thing called Knowledge?* (Routledge, 2006);
- Jonathan Dancy, *Introduction to Contemporary Epistemology* (Blackwell, 1997).
- John Heil, *Philosophy of Mind: A Contemporary Introduction*, (Routledge 2004)
- Jaegwon Kim, *Philosophy of Mind* (Westview Press 2005).

An excellent anthology in epistemology is Michael Huemer, *Epistemology; Contemporary Readings* (Routledge 2002).

LECTURES

Readings for lectures are *recommended*.

Lecture 1: Introduction (from Week 30)

Pritchard, *What is this thing called Knowledge*, chs 1 & 2 (available on WebCT).

“Epistemology” in *The Internet Encyclopedia of Philosophy* [URL:
<http://www.iep.utm.edu/epistemo/>].

Lecture 2: The Gettier problem

Dancy, *Introduction to Contemporary Epistemology*, chapter 2 (available on WebCT).

Pritchard, *What is this thing called Knowledge*, chapter 3.

“Gettier Problems” in *The Internet Encyclopedia of Philosophy* [URL:
<http://www.iep.utm.edu/gettier/>].

Lecture 3: Epistemic justification I

Steup, *An Introduction to Contemporary Epistemology*:

chapter 1, from “BELIEF” to “JUSTIFICATION AND DEFEASIBILITY” included;

chapter 2, from “CONCEPTS AND PROPOSITIONS” TO “CRITERIOLOGICAL ANALYSIS” included.

“Internalist vs. Externalist Conceptions of Epistemic Justification” in *The Stanford Encyclopedia of Philosophy* [URL:
<http://plato.stanford.edu/entries/justep-intext/>].

Lecture 4: Epistemic justification II

Steup, *An Introduction to Contemporary Epistemology*, chapter 4.

Pritchard, *What is this thing called Knowledge?* chapter 5.

Lecture 5: Foundationalism I

Steup, *An Introduction to Contemporary Epistemology*, chapter 5.

Pritchard, *What is this thing called Knowledge?* chapter 4.

Lecture 6: Foundationalism II

Steup, *An Introduction to Contemporary Epistemology*, chapter 5.

Dancy, *Introduction to Contemporary Epistemology*, chapter 4.

Lecture 7: Coherentism I

Dancy, *Introduction to Contemporary Epistemology*, chapter 8 (available on WebCT).

Pritchard, *What is this thing called Knowledge?* chapter 4.

Lecture 8: Coherentism II

Dancy, *Introduction to Contemporary Epistemology*, chapter 9, sections 9.1 and 9.2 (available on WebCT).

“Coherentism in Epistemology” in *The Internet Encyclopedia of Philosophy* [URL: <http://www.iep.utm.edu/coherent/>]

Lecture 9: Reliabilism I

Steup, *An Introduction to Contemporary Epistemology*, chapter 9, up to “EPISTEMOLOGICAL NATURALISM” included.

“Naturalistic Epistemology” in *The Internet Encyclopedia of Philosophy* [URL: <http://www.iep.utm.edu/nat-epis/>]

Lecture 10: Reliabilism II

Steup, *An Introduction to Contemporary Epistemology*, chapter 8.

“Reliabilism” in *The Internet Encyclopedia of Philosophy* [URL: <http://www.iep.utm.edu/reliabil/>]

Lecture 11: Scepticism I

Dancy, *Introduction to Contemporary Epistemology*, chapter 1 (available on WebCT).

Pritchard, chapter 12.

Lecture 12: Scepticism II and Review

Steup, *An Introduction to Contemporary Epistemology*, chapter 10.

“Skepticism” in *The Stanford Encyclopedia of Philosophy* [URL: <http://plato.stanford.edu/entries/skepticism/>]

Lecture 13: Introduction to the Mind-Body Problem. Cartesian Dualism

Ravenscroft, chapter 1.

Heil, chapters 1-3.

Gary Hatfield, 2003: *Descartes and the Meditations*. Routledge. Chapter 8.

Margaret Wilson, 1998: “The epistemological argument for mind-body distinctness”, in Cottingham (ed.) *Descartes*. OUP, pp 186-196.

Lecture 14: Behaviourism

Ravenscroft, chapter 2.

Heil, chapter 5.

Kim, chapter 2.

Lecture 15: Identity Theory

Ravenscroft, chapter 3.

Heil, chapter 6.

Kim, chapter 3.

Lecture 16: Functionalism

Ravenscroft, chapter 4.

Heil, chapter 7.

Kim, chapters 4-5.

Lecture 17: The Representational Theory of Mind

Ravenscroft, chapter 6.

Heil, chapter 8.

Lecture 18: Connectionism

Ravenscroft, chapter 7.

Lecture 19: Eliminativism

Ravenscroft, chapter 5.

Heil, chapter 12.

Lecture 20: Supervenience

Ravenscroft, chapter 8.

Kim, chapter 9.

Lecture 21: Mental Content

Ravenscroft, chapter 9.

Kim, chapter 8.

Lecture 22: Mental Causation

Ravenscroft, chapter 10.

Heil, chapter 13.

Lecture 23: Consciousness and Physicalism

Ravenscroft, chapters 11-12, especially §§ 12.1-12.2

Tim Crane 2001: *Elements of Mind – An Introduction to the Philosophy of Mind*, Oxford: OUP. Chapter 3.

Lecture 24: Review

TUTORIALS (from Week 31)

All texts must be read prior to attending the tutorial. Readings other than Steup and Ravenscroft are on WebCT.

Tutorial 1: The Gettier problem

Pritchard, *What is this thing called Knowledge*, chs 1 & 2.

Dancy, *Introduction to Contemporary Epistemology*, chapter 2

Tutorial 2: Epistemic justification

Steup, *An Introduction to Contemporary Epistemology*:

chapter 1, from “BELIEF” to “JUSTIFICATION AND DEFEASIBILITY” included;

chapter 2, from “CONCEPTS AND PROPOSITIONS” TO “CRITERIOLOGICAL ANALYSIS” included.

Steup, *An Introduction to Contemporary Epistemology*, chapter 4.

Tutorial 3: Foundationalism

Steup, *An Introduction to Contemporary Epistemology*, chapter 5.

Tutorial 4: Coherentism

Dancy, *Introduction to Contemporary Epistemology*, chapter 8.

Dancy, *Introduction to Contemporary Epistemology*, chapter 9, sects 9.1 and 9.2.

Tutorial 5: Reliabilism

Steup, *An Introduction to Contemporary Epistemology*, chapter 9, up to

“EPISTEMOLOGICAL NATURALISM” included.

Steup, *An Introduction to Contemporary Epistemology*, chapter 8.

Tutorial 6: Scepticism

Dancy, *Introduction to Contemporary Epistemology*, chapter 1.

Steup, *An Introduction to Contemporary Epistemology*, chapter 10.

Tutorial 7: Cartesian Dualism and Behaviourism

Ravenscroft, chapter 1.

Ravenscroft, chapter 2.

Tutorial 8: Identity Theory and Functionalism

Ravenscroft, chapter 3.

Ravenscroft, chapter 4.

Tutorial 9: Representational Theory of Mind and Connectionism

Ravenscroft, chapter 6.

Ravenscroft, chapter 7.

Tutorial 10: Eliminativism and Supervenience

Ravenscroft, chapter 5.

Ravenscroft, chapter 8.

Tutorial 11: Mental Content and Mental Causation

Ravenscroft, chapter 9.

Ravenscroft, chapter 10.

TEACHING ARRANGEMENTS

This course is taught through lectures and accompanying tutorials.

Each tutorial is intended for in-depth discussion of the material presented in the two lectures *of the previous week*. The students are required to read all the texts listed under 'Tutorials' in preparation for the tutorial. Active participation in tutorials is required.

REGULARITY OF ATTENDANCE

Attendance of lectures is optional, but strongly recommended. Attendance in all tutorials is mandatory.

Absence from Classes on Medical Grounds

Candidates who wish to establish that their academic performance has been adversely affected by their health are required to secure medical certificates relating to the relevant periods of ill health (see General Regulation 17.3).

The University's policy on requiring certification for absence on medical grounds or other good cause can be accessed at:

www.abdn.ac.uk/registry/quality/appendix7x5.pdf

You are strongly advised to make yourself fully aware of your responsibilities if you are absent due to illness or other good cause. In particular, you are asked to note that self-certification of absence for periods of absence up to and including eleven weekdays is permissible. However, where absence has prevented attendance at an examination or where it may have affected your performance in an element of assessment or where you have been unable to attend a specified teaching session, you are strongly advised to provide medical certification (see section 3 of the Policy on Certification of Absence for Medical Reasons or Other Good Cause).

Additional information regarding medical absences, extenuating circumstances and exam absences can be found in the Student Handbook, pg 6-8.

CLASS CERTIFICATE

Failure to attend classes or failure to submit a piece of continuous assessment may result in your class certificate being refused.

Students who are refused a class certificate are withdrawn from the course and cannot take the prescribed degree assessment in the current session, nor are eligible to be re-assessed next session, unless and until they qualify for the award of a class certificate by taking the course again in the next session.

Students who attend and complete the work required for a course are considered to have been awarded a 'Class Certificate'. Being in possession

of a valid Class Certificate for a course entitles a student to sit degree examinations for that course. From 2010/11 class certificates will be valid for two years and permit a total of three attempts at the required assessment within that two year period i.e. the first attempt plus up to two resits.

Full information on Class Certificates can be found in the Student Handbook, pg 6-7.

ASSESSMENT

1st Attempt: one 1,500 word essay (50%) and one two-hour written examination (50%).

Resit: one 1,500 word essay (50%) and one two-hour written examination (50%). Original essay mark carried forward if CAS 6 or above. New essay to be submitted if original essay CAS 5 or below.

Students can view the Common Assessment Scale (CAS) at <http://www.abdn.ac.uk/sdhp/ugrad-degrees.php>.

ESSAYS

Word limit: 1500 words. Essays should be professionally formatted and spellchecked, presented in 12 point font with line spacing of at least 1½. The word limit is confined to plus or minus 10% and essays deviating in length from the norm will be subject to penalty. You will need to write the word count on the top left corner of the essay.

Essay questions will be announced early in the course.

Students can also find advice on essay writing in the Student Handbook, pg 15-19.

ASSESSMENT DEADLINES

Essay Deadline: TBC

SUBMISSION ARRANGEMENTS

Students must submit **one printed copy** to the School Office (KCG 11c), together with a completed [essay cover sheet](#) for the School of Divinity, History and Philosophy attached. **One further copy must** be submitted to TurnitinUK.

CLASS ID:

PASSWORD:

Please note: Failure to submit coursework to TurnitinUK will result in a mark of zero for the coursework.

TURNITIN USER INSTRUCTIONS

TurnitinUK is an online service which compares student assignments with online sources including web pages, databases of reference material, and content previously submitted by other users across the UK. **The software makes no decision as to whether plagiarism has occurred;** it is simply a tool which highlights sections of text that have been found in other sources thereby helping academic staff decide whether plagiarism has occurred.

Further information on TurnitinUK and instructions on how to submit an assignment to TurnitinUK can be obtained from the following area of the Student Learning Service website: <http://www.abdn.ac.uk/sls/plagiarism/>. These pages provide information and advice on avoiding plagiarism including the University's Definition of Plagiarism, a Checklist for Students, Referencing and Citing as well as information on TurnitinUK.

If students are having difficulty setting up a Turnitin account, please contact the Helpdesk at helpdesk@abdn.ac.uk, or by going to the Helpdesk in Block A, Edward Wright Building, Ground Floor.

LATE SUBMISSION

Further information regarding late submission and extensions can be found in the Student Handbook, pg 8-10.

ASSESSMENT FEEDBACK

The University recognises that the provision of timely and appropriate feedback on assessment plays a key part in students learning and teaching.

The guiding principles for the provision of feedback within the University are detailed in the Institutional Framework for the Provision of Feedback on Assessment available at: www.abdn.ac.uk/registry/quality/appendix7x8.pdf.

PLAGIARISM

‘Plagiarism is the use, without adequate acknowledgement, of the intellectual work of another person in work submitted for assessment. A student cannot be found to have committed plagiarism where it can be shown that the student has taken all reasonable care to avoid representing the work of others as his/her own.’

Plagiarism is a serious offence everywhere, both within and outwith the academic community. All cases of suspected plagiarism will be reported to the Head of School in the first instance and cannot be discussed with or determined by a Tutor or Course Co-ordinator.

Please note that students **MUST** refer to the School’s Undergraduate Student Handbook for more detailed information on what constitutes plagiarism, how to avoid it, and what the University’s procedure is should plagiarism be suspected.

EXAMINATION

A 2-hour exam, in which the student will give written answers to 3 out of 7-8 questions, will take place at the end of the half session. The questions may cover any part of the course.

Past exam papers can be viewed at <http://www.abdn.ac.uk/library/examdb/>.

Resit Eligibility: Candidates are only eligible to resit an exam provided that each element of coursework assessment is CAS 6 or above. New coursework can be submitted in agreement with the course coordinator. It is the student’s responsibility to contact the coordinator if the student has failed a course.

Further information regarding exams can be found in the Student Handbook, pg 20-23.

CLASS REPRESENTATIVES

We value students' opinions in regard to enhancing the quality of teaching and its delivery; therefore in conjunction with the Students' Association we support the operation of a Class Representative system.

The students within each course, year, or programme elect representatives by the end of the fourth week of teaching within each half-session. In the Philosophy discipline we operate a system of course representatives for Levels 1 & 2, and year representatives for Levels 3 & 4. Any student registered within a course or year that wishes to represent a given group of students can stand for election as a class representative. You will be informed when the elections for class representative will take place.

What will it involve?

It will involve speaking to your fellow students about the year you represent. This can include any comments that they may have. You will attend a Staff-Student Liaison Committee and you should represent the views and concerns of the students within this meeting. As a representative you will also be able to contribute to the agenda. You will then feedback to the students after this meeting with any actions that are being taken.

Training

Training for class representatives will be run by the Students Association. Training will take place in the fourth or fifth week of teaching each half-session. For more information about the Class representative system visit www.ausa.org.uk or email the VP Education & Employability vped@abdn.ac.uk. Class representatives are also eligible to undertake the STAR (Students Taking Active Roles) Award, further information about the co-curricular award is available at: www.abdn.ac.uk/careers.

THE CO-CURRICULUM

The co-curriculum enhances a student's employability and provides opportunities to develop and achieve Aberdeen Graduate Attributes. Co-curricular activities complement a student's degree programme and include: work placements, study abroad, enterprise and entrepreneurship activities, the BP Student Tutoring Scheme and the STAR (Students Taking Active Roles) Award initiative. Below are examples of credit-bearing co-curricular activities.

ERASMUS is an exchange programme funded by the European Commission which enables students to study or work in another European country as part of their degree programme. Eligible students will receive a grant to help with extra costs while abroad and a number of our partner institutions teach through English. For more information, visit www.abdn.ac.uk/erasmus/.

The University also has opportunities for students to study in a non-European country as part of their degree through the **International Exchange Programme** (www.abdn.ac.uk/undergraduate/international-exchange.php). International partners include universities and colleges in North America, Hong Kong and Japan. The University aims to ensure full academic recognition for study periods abroad, therefore the credits gained from study abroad will count towards the Aberdeen degree programme for students participating in both ERASMUS and the International Exchange Programme.

Work placements can also form an integral part of a degree programme and attract academic credit. Placements are available locally, nationally and internationally, lasting from a few weeks to a full year and are generally paid. Visit the Careers Service website for further placement information and to find available work placements.

Further information about the co-curriculum is available at: www.abdn.ac.uk/careers.

ABERDEEN GRADUATE ATTRIBUTES

*School of Divinity, History and Philosophy
Philosophy, Old Brewery*

Graduate Attributes are a wide-ranging set of qualities which students develop during their time at Aberdeen in preparation for employment, further study and citizenship. There are four main areas of the Graduate Attributes:

- Academic excellence
- Critical thinking and communication
- Learning and personal development
- Active citizenship

Students have many opportunities to develop and achieve these attributes. These include learning experiences on credit-bearing courses and co-curricular activities such as work placements, study abroad and volunteering. In accordance with the University's commitment to Equality and Diversity, students can request support with any aspect of the Graduate Attributes framework.

The ACHIEVE website offers resources that enable students to assess and reflect upon their present skills and development needs. The WebCT site also contains resources to help students to improve their skills and links to a range of university services such as the Careers Service and the Student Learning Service. Students can access ACHIEVE in their WebCT site list of courses.

STUDENT SUPPORT

It is important that students check their university e-mail account regularly as this is the first method of contact by university staff members.

For information regarding *appeals*, students can refer to the Student Handbook, pg 25.

For information regarding *complaints or feedback*, students can refer to the Student Handbook, pg 11-12.

Additional information regarding student support can be found throughout the Student Handbook. Students can also contact [Student Support Services](#) or the [discipline secretary](#) if additional information is needed.