

**THE UNIVERSITY OF CALGARY  
DEPARTMENT OF PHILOSOPHY  
Philosophy 683  
Topics in the Philosophy of Mind  
Topic 01: "Consciousness and Selves"**

**Fall, 2009**

**INSTRUCTOR:**

Dr. John A. Baker Office: SS 1222

Phone: 220 3167 (either I will answer or you can leave a message on the voice mail)

Email (a very efficient and reliable way of getting hold of me):  
[baker@ucalgary.ca](mailto:baker@ucalgary.ca)

**TIME:** Monday and Wednesday, 11.00am-12.15pm

**OFFICE HOURS:**

I will be in my office for the hour before class. I am also almost always available after class. Outside those times, for a variety of reasons, it is not a good idea just to "drop in", hoping to catch me in the office: it is much better to phone or email me for an appointment. I am happy to make such appointments, so do not hesitate to make them.

**TOPIC:**

If physicalism is correct (as it surely is in one way or another), then not only does the status of mental states and their contents become problematic in well known ways but so too does the synchronic and diachronic status of the persons/selves who are in these states. The course will examine the bearing of some current theories about the relationship between people/selves and their conscious states and actions on these problems.

**TEXTS:**

The readings for the course will all be papers from the professional journals or book chapters (both are or will be made available on-line)

or papers which I have written or which I will be writing for the class.

### **ASSIGNMENTS AND EXAMINATIONS:**

1. Weekly reading assignments will be set. Except in the weeks when essays are actually due to be submitted (see 3 below), I will on the average set about two articles/chapters per week. *Sometimes I will simply assume that an article or chapter has been read* and the class will proceed on that assumption. It is the duty of any students who miss classes to find out what readings have been set.
2. In the earlier part of the term students will be asked to prepare a (three page) "analysis and critique" of two articles. What an "analysis" involves will be posted on Blackboard and explained in class. Deadlines and other details will be announced in class and posted on Blackboard.
3. Two shortish (about 2000 words each) essays will be set. The topics will be announced in class and posted on Blackboard. Readings for the essays will significantly overlap with, or be identical to, the readings mentioned in 1 and 2. Deadlines will be announced in class and posted on Blackboard.
4. A term paper (about 3000 words). Again the topic, readings and deadline will be announced in class and posted on Blackboard..

### **GRADING:**

1. *Ceteris paribus*, the first analysis mentioned in 2 above will be worth 5% of the final grade and the second analysis worth 10%.
2. *Ceteris paribus*, the first short essay mentioned in 3 above will be worth 20% and the second worth 25% of the final grade.
3. *Ceteris paribus* the term paper will be worth 40% of the final grade.
4. Except in very exceptional circumstances, and at the discretion of the instructor, a passing grade in the course will be received only if each of the two analyses, each of the two short essays, and the term paper are submitted.
5. Later virtue will be allowed to redeem earlier sin.
6. Fairness to those who submit their assignments on time demands that lateness in submission of assignments be penalised.

Accordingly, assignments handed in after the stated deadline will receive at most B if submitted by 3.00 pm of the day after the due day and C if submitted by 3.00 pm of the day after that, and so on, unless, of course, some sort of university recognised ground for delay is submitted.

**NOTE: If a student fails to submit her or his analysis of an article before I hand out *my* analysis of that article, then clearly the requirement set out in point 4 above can only reasonably be satisfied in relation to analyses if the student submits an analysis of some different article from that originally assigned. If this situation arises then the student will need to approach me for a replacement assignment. Note that point 6 will still apply.**

### **INTELLECTUAL HONESTY:**

The following statement is posted on the University home page:

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offence, the penalty for which may be an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. The University Calendar states that plagiarism exists when:

- *the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test;*
- *parts of the work are taken from another source without reference to the original author;*
- *the whole work (e.g., an essay) is copied from another source; and/or*
- *a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.*

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious offence. Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement, but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

I would add the following guiding amplification of this comment:

**Quoting Sources for Arguments, Analyses and Examples:**<sup>1</sup> In examining the issues you will need (i) to find a way of structuring the issues facing you, (ii) you will need arguments for your claims, (iii) you will usually need to provide analyses of the concepts which are central to your claims, and (iv) you will often find it useful to give examples which illustrate some or all of above. There is some plausibility to the view that the ways of structuring issues, the arguments, the analyses, and the examples, together with the issues they are used to address form the subject matter and indeed the raw material of philosophy. Though I hope that on occasion you will develop your own ideas for (i)-(iv), it is expected that in many cases your ideas for (i)-(iv) will come from the articles and books which you read. It is perfectly acceptable for you to use the ways of structuring the issues, the arguments, the analyses, and the examples invented by other people, even to use them in a modified form, *provided that you do your best to clearly identify the source as far as you know it*. The clear identification of the sources serves several functions. Firstly, it enables your reader to review the original source, which may indeed be new to her or him and which she or he might find useful. Secondly, it can and often will serve as a point of credit to you that you saw the value of structuring the issues in your ways,

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<sup>1</sup> The basic ideas for following way of presenting my views about quoting sources and about plagiarism are drawn from the class handout for Philosophy 315.01, Winter Term, 1999, prepared by my colleague Professor J. J. Macintosh.

that you saw the relevance and force of the argument, analysis or example in the context in which you have used it – after all the context may well be rather different from that in which the way of structuring the issues and the argument, analysis or example first appeared. Thirdly, if you have used the way of structuring the issues or the argument, analysis or example in a modified form, it allows your reader to see clearly whether and how your modified version is or is not an improvement over the original version – again any improvement in the way of structuring the issues or in the wording of the argument, analysis or example can be a source of significant credit to you. Fourthly, citing the source can serve, *for you*, as a way of remembering *other* discussions of the issues you addressed in your essay. Fifthly, of course, if the ideas for (i)-(iv) *were* taken from a printed source, then, if the essay is for a professor, you may assume that there is a good chance that he or she will recognize the source. If you cite the source you can save him or her the time and irritation of the consequential sleuthing work he or she will feel obligated to embark on. Finally, citing the source can save you from moral sins of "claiming credit in written scholarly works for ideas, writing, research results, or methods taken from someone else" and "suppressing the publication of the work of another scholar"<sup>2</sup>, a moral sin without benefit (given that if you cite the source you can get credit for apposite and intelligent use of such arguments, analyses or examples) and a moral sin with risks (see the University of Calgary Regulation quoted below).

Final comment: I have never found plagiarism to be a problem in my courses and I do not expect it to be a problem in this course, but apparently plagiarism is a problem in our university and for that reason we are required to inform you of the regulations governing it. See further the attached sheet.

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<sup>2</sup> See the University of Calgary *Policies and Procedures: Integrity in Scholarly Activity* for these wordings. A copy of this is accessible from the University of Calgary home page.

## **ACADEMIC ACCOMMODATION:**

The following is a university regulation which I am required to draw to your attention:

It is the student's responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

## **STUDENTS' UNION REPRESENTATIVE**

The Humanities Representative is Britney Luimes, MSC 251, [humanitiesrep@su.ucalgary.ca](mailto:humanitiesrep@su.ucalgary.ca) or 220-3913.