

# Minds and Machines

## Instructor Information

- Jade Hadley
- [jade.hadley@ubc.ca](mailto:jade.hadley@ubc.ca)
  - I will respond to emails within 2 working days.
- Virtual office hours: Wednesdays 2-3pm, or by appointment [Zoom link on Canvas homepage].

## Course Information

### Description

*[Source: UBC Calendar]*

Philosophical and theoretical issues that pertain to how mental phenomena fit into the material world. Examine questions such as whether a sophisticated enough computer should be deemed a conscious intelligent being. Focus on philosophical literature on consciousness, intelligence, animal minds, and the mind-body relation.

### Course Materials

You are not required to purchase a textbook, or any other materials, for this course. All readings for the course are available free of cost online, either as publicly available documents on the internet or through the UBC Library. Readings will be made available as PDFs on the Canvas page.

### Course Schedule

**Note:** Specific deadlines and topic dates are provisional, this schedule is subject to change at the instructor's discretion.

Day	Topic	Reading	Work Due
<u>Week 1:</u> Tuesday, July 5 <sup>th</sup>	Introduction & Background	<b>Required:</b> - Jen McWeeny: <i>Princess Elisabeth and the Mind-Body Problem.</i>	

		<p>- Louise Antony: <i>The Mental and the Physical</i>.  <b>Optional:</b>                  - Andy Clark: <i>Mindware: An Introduction to the Philosophy of Cognitive Science</i> (Appendix 1).                  - Barbara Montero: <i>The Body Problem</i> (up to page 188).</p>	
<p><u>Week 1:</u>  <b>Thursday, July 7<sup>th</sup></b></p>	<p>Machine Functionalism &amp; Computationalism</p>	<p><b>Required:</b>                  - Hilary Putnam: <i>The Nature of Mental States</i>.                  - Jaegwon Kim: <i>Multiple Realization and the Metaphysics of Reduction</i> (up to part IV).  <b>Optional:</b>                  - Ned Block: <i>Troubles with Functionalism</i>.                  - Louise Antony: <i>Who's Afraid of Disjunctive Properties?</i></p>	
<p><u>Week 2:</u>  <b>Tuesday, July 12<sup>th</sup></b></p>	<p>Machine Functionalism &amp; Computationalism</p>	<p><b>Required:</b>                  - Alan Turing: <i>Computational Machinery and Intelligence</i>.  <b>Optional:</b>                  - Ray Kurzweil: <i>Preface to John von Neumann 'The Computer and the Brain'</i>.                  - Roger Penrose: <i>The Emperor's New Mind</i> (Chapter 1).</p>	<p><b>Argument Extraction (1)</b></p>
<p><u>Week 2:</u>  <b>Thursday, July 14<sup>th</sup></b></p>	<p>Machine Functionalism &amp; Computationalism</p>	<p><b>Required:</b>                  - John Searle: <i>Minds, Brains, and Programs</i>                  - Tim Crane: <i>The Mechanical Mind</i> (Chapter 7, Part 3).  <b>Optional:</b>                  - Patricia &amp; Paul Churchland: <i>Could a Machine Think?</i>                  - Hubert &amp; Stuart Dreyfus: <i>Making a Mind versus Modeling the Brain</i>.</p>	
<p><u>Week 3:</u>  <b>Tuesday, July 19<sup>th</sup></b></p>	<p>Intelligence and AI Ethics</p>	<p><b>Required:</b>                  - Terry Winograd: <i>Thinking Machines: Can There Be? Are We?</i>                  - Stephen Cave: <i>The Problem with Intelligence</i>.  <b>Optional:</b>                  - John Haugeland: <i>Artificial Intelligence: The Very Idea</i> (Introduction).</p>	<p><b>Argument Extraction (2)</b></p>

		- David Deutsch: <i>The Beginning of Infinity</i> (Chapter 7).	
<u>Week 3:</u> <b>Thursday, July 21<sup>st</sup></b>	Intelligence and AI Ethics	<b>Required:</b> - S. Matthew Liao: <i>The Moral Status and Rights of Artificial Intelligence</i> . <b>Optional:</b> - Eric Schwitzgebel: <i>Designing AI with Rights, Consciousness, Self-Respect, and Freedom</i> .	
<u>Week 4:</u> <b>Tuesday, July 26<sup>th</sup></b>	Intelligence and AI Ethics	<b>Required:</b> - Amanda & Noel Sharkey: <i>Granny and the Robots: Ethical Issues in Robot Care for the Elderly</i> <b>Optional:</b> - Susan Leigh Anderson: <i>Asimov's "Three Laws of Robotics" and Machine Metaethics</i> .	<b>Critical Assessment</b>
<u>Week 4:</u> <b>Thursday, July 28<sup>th</sup></b>	Physicalism and Consciousness	<b>Required:</b> - Thomas Nagel: <i>What Is It Like to Be a Bat?</i> - Frank Jackson: <i>What Mary Didn't Know</i> <b>Optional:</b> - Zoe Drayson: <i>The Philosophy of Phenomenal Consciousness</i> . - Kathleen Akins: <i>A Bat Without Qualities?</i>	
<u>Week 5:</u> <b>Tuesday, August 2<sup>nd</sup></b>	Physicalism and Consciousness	<b>Required:</b> - David Chalmers: <i>Facing Up to the Problem of Consciousness</i> . <b>Optional:</b> - Patricia Churchland: <i>The Hornswoggle Problem</i> . - Elanor Taylor: <i>Explanation and the Explanatory Gap</i> .	<b>Final Paper Draft</b>
<u>Week 5:</u> <b>Thursday, August 4<sup>th</sup></b>	Extended Mind	<b>Required:</b> - Andy Clark & David Chalmers: <i>The Extended Mind</i> . <b>Optional:</b> - Brie Gertler: <i>Overextending the Mind</i> .	
<u>Week 6:</u> <b>Tuesday, August 9<sup>th</sup></b>	Student Choice	TBC	<b>Peer Review</b>
<u>Week 6:</u> <b>Thursday, August 11<sup>th</sup></b>	Student Choice	TBC	<b>Final Paper:</b> Due date TBC

## Assessment

- In-Class Engagement: **15%**
- Reading and Reflections: **20%**
- Writing assignments: **30%**
- Final Paper Project: **35%**

### In-Class Engagement

Philosophy is an activity -- you will be expected to participate in the activity of doing philosophy in this class. This could involve raising a question about the reading/topic, answering a question posed by me or one of your peers, participating in in-class group exercises, etc. This means that mere class attendance is *not* sufficient for receiving any participation marks. If you're concerned about my recognizing the way in which you're contributing to the class, please come talk to me.

### Reading and Reflections

You will be expected to be prepared for each class. Minimally, this requires doing the reading(s) assigned for each class **before that class**. To help motivate you here you will be asked to complete a reflection on 8 out of the 12 class readings, to be submitted **before** the start of the relevant class (which you choose is up to you).

These reflections should take the form of a brief written reaction to the readings -- this could include a summary of the main point, a reconstruction of the main argument, a criticism, a well-formulated question, etc. These should be short -- about the length of a paragraph, or around 100-200 words. The point of this exercise is to have an opportunity to describe, criticize, and generally engage with the relevant material as you encounter it. These essays will be graded on the following 5-point scale:

- **3** points for completion
- **1** point for grammar and clarity
- **1** point for philosophical engagement

You may find it helpful to use the format of a four-sentence paper (<https://philpapers.org/rec/EARTFP>):

1. \_\_\_ says that \_\_\_.
2. I reply that \_\_\_, because \_\_\_.
3. One might object that \_\_\_.
4. I reply that \_\_\_.

One goal of this exercise is to incentivize you to keep up with the readings, for this reason please note that *late submissions will not be accepted*.

## Writing Assignments

The ability to write essays is a foundational skill for philosophers, although philosophical writing is a little peculiar in its own way. Throughout this course, we'll spend some time developing your writing abilities. We'll practice the important components of writing a philosophical essay before your final paper project is due:

Argument Extraction: **10%** (x2, each worth 5%)

- Summarize the/a main philosophical claim of one of the class readings and reconstruct the argument made in support of it (around 250 words/half a page each).

Critical Assessment: **10%**

- Choose one of the previous claims to philosophically evaluate, discussing whether you think the argument succeeds or not in motivating the claim, raising an objection, considering whether the claim might be better supported by another argument, or whether the claim itself is less significant than another claim in the vicinity, etc., (around 500 words/1 page).

Peer Review: **10%**

- As part of the final paper project, you will be required to submit a draft of your essay. You will each be assigned an (*anonymized*) draft of one of your peers to review and will be assessed according to how helpful/relevant/insightful, etc., your comments are.

## Final Paper Project

For your final project, you are required to write a philosophical essay of around **3,000 words**. These essays are meant to be argumentative, not merely expository. This means that you are expected not merely to show understanding of the material, but also to critically engage with the topic by producing original arguments and observations. As part of this project, you are required to complete a draft of your paper, for which you will receive two sets of feedback (from one of your peers and from me). You should then revise your paper in view of these comments and submit a final draft:

Paper Draft: **10%**

Final Paper: **25%**

Prior to working on this assignment, you are highly encouraged to read Jim Pryor's guidelines on how to write philosophy papers: <http://www.jimpryor.net/teaching/guidelines/writing.html>

## Additional Information and Resources

### Attendance

As you can see from above, engaging in class together counts for a significant portion of your final grade so it is very important that you are regularly attending lectures. ***Lectures will not be recorded;*** you will need to come to class in person to hear the lecture. No student may record a lecture without the permission of the instructor. You are strongly encouraged to find a classmate early in the course who is willing to share notes with you, in case of absence. If you anticipate missing multiple lectures, please discuss the situation with me sooner rather than later so that we can make arrangements.

### Office Hours

The scheduled office hours will be open to everyone from the class who wants to join -- this could mean that others will hear our conversation while they wait to ask their own questions. If you want to talk to me one-on-one, please send me an email to schedule a private Zoom appointment outside of official office hours.

### Late Assignment Policy

It is important to submit your work on time; however, I am happy to consider reasonable requests for extensions (provided that the request is approved ***before*** the assignment is due). Otherwise, assignments will accrue a late penalty of ***3% per 24-hour period*** following the due date/time.

### Classroom Policy

The study of philosophy can be personally affecting, as many questions in philosophy relate directly to issues which people may have experienced in their personal lives. As such, it is especially important to be respectful of the diversity of opinions and perspectives you may encounter in this course - including the philosophers we read and of your fellow students - some of which may be quite unfamiliar and even unpleasant to you.

Studying philosophy involves a willingness to foreground values different from those you yourself may hold, and to engage with questions you may not have thought to ask. Just as much, you will find that your own perspective brings something to the topics we'll explore. We won't shy away from critically engaging with difficult questions but remember that critical engagement is not an invitation to be unpleasant. Philosophy is a discursive discipline, and the best discussions take place in a comfortable, friendly atmosphere that allows for everyone's voice to be heard.

## Intellectual Property

Instructor-generated course materials – this syllabus, slides, assignments etc. – are my own intellectual property and may not be copied or distributed without my explicit permission.

## Academic Citation

There is no required citation method for this course -- you are welcome to use whichever method you are most comfortable with. Here is UBC's guide on citation:

<http://help.library.ubc.ca/evaluating-and-citing-sources/how-to-cite/>

## Accessibility

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with Access & Diversity. A&D will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with Access and Diversity should the accommodations affect the essential learning outcomes of a course.

## UBC Values Statement

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*[Source: UBC Senate]*

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

*Details of the policies and how to access support are available here:*

<https://senate.ubc.ca/policiesresources-support-student-success>

## Academic Conduct & Plagiarism

*[Source: UBC Calendar]*

Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

*A link about Academic Misconduct is here:*

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>