Philosophy of Mind

Philosophy 435 – Fall Term 2023 – Purdue University
Instructor: Daniel Kelly
Graders: Ms. Sydney Shaw and Mr. Samuel Stuart
https://purdue.brightspace.com/d2l/home/841454

Course Description

The main goal of this course is to explore the nature of minds. This, in turn, involves exploring our own minds, and our experiences and intuitions concerning minds. It also involves exploring the conceptual and epistemic foundations of the brain, cognitive, and behavioral sciences.

We will consider the relationship between the mind and the body, and the mental to the physical more generally. We'll ask, and look at some candidate answers to, questions like "What is a mind, and what are its component parts? How does a mind work? How are minds related to brains, and to the physical bodies that they seem to animate and control? How do minds represent the world around them? What is a self? What is the nature of consciousness and subjective experience? Could other animals, aliens, computers, robots or other types of entities have minds, or be conscious? How would we know? How can empirical efforts like the cognitive sciences help shed light these questions? Could scientific theories of the mind supplant our intuitive conceptions of the mind? If so, what would be the implications?"

In the course of addressing these questions, we'll be reading and talking about immaterial spirits; computers the size of China; what it's like to be a bat; the possibility that other people see colors very differently than you do; scientifically omniscient neuroscientists who have never seen color themselves; doppelgangers living on planets almost identical to our own; a view that suggests your smart phone might, properly speaking, be just as much a part of your mind as your frontal cortex; an argument that no one actually believes anything at all; and a line of thought that concludes that all you really are is the story you make up about your self. We'll work our way through this theatre of the bizarre not just for kicks, but to see what light each case can help shed on our own nature as beings with mental lives.

1. Class Meetings

Class meets Tuesday/Thursday, 1:30-2:45pm, in Room 1248 of Beering Hall (BRNG 1248).

2. Office Hours and Contact Information

Professor Kelly
Office: 7126 Beering Hall
Email: drkelly@purdue.edu
Fall Term Office Hours: Monday 11:00am-1:00pm, or by (zoom or irl) appointment.

Sydney Shaw   snshaw@purdue.edu, email or by appointment

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3. Course Requirements, Assignments, and Grading

Final course grades will be given on the standard 0-100 point grading scale:

100-98:	A+
100-93:	A
92-90:	A-
89-87:	B+
86-83:	B
82-80:	B-
79-77:	C+
76-73:	C
72-70:	C-
69-60:	D
59-0:	F

Final course grades will be determined by the following assignments:

1)	Participation: In Class Discussion	10%
2)	Participation: Packback (10 weekly contributions)	10%
3)	5 Outline Exercises on Core Readings in Foundations Unit	20%
4)	1 Midterm Exam (in class)	20%
5)	4 Quizzes (Brightspace)	20%
6)	4 Short Position Papers on Contemporary Readings	20%

Outline Exercises
- These will be graded out of 20 points.
- For each of the first five weeks of the course, you will choose one of the assigned Core Readings for that week and do an outline exercise focused on it
- There are Two Steps to these exercises. The main one is writing up a one-page, **single spaced,** outline of a paper, pulling out its "bird's eye view" structure—sections, main claims of sections, basic arguments offered in support of those claims. Hence the name.
  - How to do it? **Two Steps**:
    - **Step 1**: Create a one-page outline of the reading using the standard capital Roman numerals>capital letters>Arabic numerals>small letters>small Roman numerals system to mark different "levels" of indentation in your outline
      - Most word processors will do this kind of indentation formatting and number/lettering for you automatically
      - If you've never done an outline before
        - This is a good helpful overview: https://libguides.gatech.edu/c.php?g=54271&p=350394
        - You can also look at this for a helpful model: https://web.ics.purdue.edu/~drkelly/KellyOutlineIsmaelOnDennett2018.pdf
      - You can also see the outlined lecture notes I will post online for (more detailed and elaborated examples of) what you'll be aiming at
    - **Step 2**: Then on a **second page** in the same document, separate from your outline, do these three things:
      1) Formulate in your *own words* the **main question** you take the paper to be addressing
      2) Identify a sentence or two *from the paper* (i.e. quoted verbatim from the text itself) that best states **the answer** the author gives to the main question you identified in the paper. This will be usually also be the **thesis** of the paper, its main point, its Take Home Message

3) Pose a question *of your own* that the paper provoked
- Comments:
  - The outline part of this, Step 1, should fill **a full page**
  - But also try to keep that outline part to **just a single page** (though you can spill over a little if need be). Keep in mind that being **concise** and getting better able to distinguish the forest through the trees, the signal through the noise, is a large part of the point of the exercise
- Why? (**Learning Outcome** Alert!) Here are the skills you are working on:
  - To **synthesize** a large number of ideas, information, and often dense prose, then organize it, think systematically about what's important and what's peripheral
  - To develop the ability to identify and pull out the **thesis** of an article, and to distinguish the main claims and most important premises from the mere opinions, editorial asides, or ancillary supporting details
  - To be able to **summarize an argument** as a whole, and thus to conceptualize, at a general level, the line of reasoning that an article is putting forth, and to understand it in its **entirety** as a single thing
  - Then, once you've understood the line of reasoning on its own terms, to take the time and effort to **formulate an explicit question** about it
    - This is an important first step in **developing your own sophisticated opinion** about it
    - Articulating questions helps to redirect and focus attention on what *you* think about the issue and argument, once you have come to grips with what *the author* thinks about it
    - All of this helps you to not just organize, synthesize, and comprehend a body of information, but to also **evaluate** it, to **make a judgment** about it
  - All of these elements make up one of those **Big Picture abilities** you can work on, hone, sharpen, and refine with practice, and it is one that will benefit you in any domain and for the rest of your life

Position Papers on Contemporary Readings

- These will be graded out of 20 points.
- Choose one of Contemporary Readings from the unit, and read it (duh).
- Write a short essay about that. Here is the format it should take
  1) In the first paragraph:
     - Begin by stating the thesis or main claim of the Contemporary Reading you choose; this can be a verbatim quotation from the reading, or you can express it in your own words.
     - Then articulate the argument—the reasons—the author of the Contemporary Reading gives in support of their thesis or main claim.
  2) Next, state your position on the thesis in a single sentence. You can agree, disagree, kind of agree, but tell me where you stand on the issue right up front. Then, the rest of the essay is you defending your position, providing reasons for it, explaining where you think the author's argument goes wrong, imagining what a skeptic who isn't convinced by your position might say, and responding to them, trying to persuade them you're right, etc.
- Ideal length here is between about 800 –1000 words, roughly 2-3 pages. What you turn in shouldn't be much less, but feel free to go over if you've feeling particularly engaged by the reading and have a lot to say. But also! Don't ramble on and on! Say your piece and make your points strongly and compactly. Refining those and stating them clearly and forcefully is part of the process of writing and revision, but the effort is worth it.

- A **central aim** of these exercises is to help you engage with the readings more, and to give you a forum to work out what you think about some of the ideas therein. And so: feel free/encouraged to write in the first person.
- Do **not** just summarize the Contemporary Reading. Mere summaries will not receive full credit for the assignment.
- You do **not** need to bring in any external sources. You may if you want, however. And if you do, be sure to cite them.
- These exercises are obviously less structured than the outlines, so you have more leeway on how you put these together. That said:
  - Some Things You Should Definitely Do: Your Position Paper should be on topic, which means it should be about the subject matter and arguments made in the paper(s) you choose. It should be proofread, so that it contains grammatical sentences, correct punctuation and spelling, etc. It should clearly express you own point of view about some of the main claims made in the reading(s), and (this is important!) it should give reasons supporting that point of view. Take a position! Defend it! Make an argument!
  - Some Things You Should Avoid Doing
    - Summarizing a whole paper. Did I say that already? Don't do this.
    - Free associating some random things that the paper made you think of
    - "Ever since the dawn of time humans have wondered…"
      - Please no
      - Stuff like this doesn't add anything of value, but is quite effective in putting professors and graders in a sour state of mind when they begin reading, largely because it's über-clichéd but also because it feels like padding
    - Asking rhetorical questions
      - When tempted to ask one, do this instead: write out what you take to be the obviously correct answer in the form of a declarative statement, and then explicitly state the reasons you think that statement is obviously correct. Rhetorical questions themselves don't make good or convincing arguments. Moreover, when you are in a philosophical debate, the answer you take to be obviously correct will often be rejected by those arguing the other side of the issue.
  - Some Things You Can Do
    - Develop and explain a connection to the issues and key questions we talked about in class from other readings in the class.
    - Once you have decided where you stand w/r/t to the issue you're considering, you can proceed by
      - If you disagree, raise and develop your own skeptical objection to what you have decided to focus on. But also! Consider what someone on the other side of the issue would say in response to your objection, and say why you would reject that response
      - If you agree, articulate and consider the best skeptical objection you can think of, and say why you do not find that skeptical objection convincing
    - Explicitly draw out and explore an implication of the position you've taken that is not spelled out in any of the readings. Assess that implication: what do you think about it? Why?
- The Learning Outcomes here are similar to those for the Outline Exercise, but with a couple of differences in emphasis:
  - These provide more of an opportunity for students to develop their own analytic abilities, and to express the results in prose and essay form. This, in turn, also gives students a little bit more creative leeway on how and what they can philosophize about.

- These are also designed to introduce students to how the types of venerable philosophical concepts and questions we will read about in the Core Readings manifest in contemporary settings and animate discussions about much more current debates.

Packback

- Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.
- Packback Requirements:
  - Your participation on Packback will count toward 10% of your overall course grade.
  - The cycle for each "session" turns over each Wednesday night at midnight, so effectively the deadline for submissions is every Wednesday at 12:00. The first session closes at midnight on Wednesday August 30th. Wednesday August 23rd and Wednesday November 22nd there is no Packback. There are 14 sessions, total; your top 10 grades count toward the Packback component of your final course grade.
    - 1 open-ended Question every week with a minimum Curiosity Score of 70, worth 33.33% of each assignment grade
    - 2 Responses every week with a minimum Curiosity Score of 70, worth 66.67% of each assignment grade
      - Half credit will be provided for questions and responses that do not meet the minimum curiosity score.
- How to Register on Packback:
  - Click the Packback assignment link within Brightspace to access the community
  - Follow the instructions on your screen to finish your registration.
  - In order for your grade to be visible in Brightspace, make sure to register only through the Brightspace link
  - Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.
- How to Get Help from the Packback Team:
  - If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.
- For a brief introduction to Packback Questions and why we are using it in class, watch this video: https://www.youtube.com/watch?v=OV7QmikrD68

Extra Credit: For up to 3 points on your final grade, choose and complete one of these:

Smartphone Deprivation: Sometime after we have discussed the extended mind thesis and idea of extended cognition (which will probably around spring break), give me your phone over the weekend (end of class Thursday to end of class Tuesday). Afterwards, write a 3 page reflection on what the experience was like. Make sure to connect your discussion to the idea of extended cognition. (Get a physical BoilerKey Token here, so you can still sign into Purdue resources that require Two-Factor Authentication without your phone.)

Single Syllable Challenge: Pick 6 of the positions we will discuss this semester, and express them as clearly as you can in 75-150 words, but only using words that have a single syllable. Here's the list of possible positions you can choose from:

Foundations Unit: Cartesian dualism; epiphenomenalism; behaviorism; type identity theory; functionalism; Chinese Room

Propositional Attitudes: Eliminativism; realism; instrumentalism

Externalist Turn: passive content externalism; extended mind thesis

Selves: Hume's bundle theory/eliminativism; Dennett/McAdam's narrative theory; Ismael's self-governance theory

Consciousness: Nagel's bat argument; Jackson's knowledge argument; panpsychism; naturalistic dualism; cerebral celebrity functionalism; mystical radios and the oversoul; mysterianism

Pitch Me Something: Pitch me an idea for an extra credit project, something proportionate to those listed here.

4. Materials

There are no required texts for this course; all readings will be posted in electronic format on [Brightspace](#).

One that is option that you can sort of be reading in the background during the semester is *[The Mind's I](#)*, edited by Douglas Hofstadter and Daniel Dennett. It is a collection of philosophically oriented pieces, including papers, dialogues, and short stories. After each one, the editors draw out and comment upon the philosophically relevant themes in the piece.

There are lots of good movies and TV shows that deal with many of the issues we'll be talking about throughout the course of the semester, and that contain (or just are) vivid examples and thought experiments. Some of the best include, in no particular order: lots of *Star Trek*; *Westworld*; *Blade Runner* and *Blade Runner 2049*; *Arrival*; *Ex Machina*; *Transcendence*; *Inside Out*; *Altered Carbon*; *The Ghost in the Shell* (especially the original animated version)*, Severance.* There is also tons of great science fiction writing on our issues, but I'll single out for special mention Ted Chiang because everything he writes is fantastic.

5. Assignment and Exam Schedule

All assignments will be submitted electronically via Brightspace. They will be due by the end of the day (11:59pm) on the day they are due. If a student misses that deadline, they have one week to turn in the assignment **late**, and it will only get half credit. After that week, the assignment will not be accepted, and the student will receive a 0.

Outlines
1) Sunday 8/27   Outline #1   Dualism
2) Sunday 9/3   Outline #2   Behaviorism
3) Sunday 9/10   Outline #3   Brains and the Type Identity Theory
4) Sunday 9/17   Outline #4   Functionalism and the Computer Metaphor
5) Sunday 9/24   Outline #5   Objections to Functionalism

Midterm
6) Thursday 9/28 In Class

Quizzes and Position Papers
7) Sunday 10/1   Position Paper #1
8) Monday 10/16   Quiz #1   Folk Psychology and Propositional Attitudes

9) Sunday 10/22   Position Paper #2
10) Monday 10/30   Quiz #2   Externalist and The Extended Mind
11) Sunday 11/5   Position Paper #3
12) Monday 11/13   Quiz #3   Selves and Stories
13) Monday 11/27   Position Paper #4
14) Sunday 12/10   Quiz #4   Consciousness, Subjective Experience, and Nature

Last Day to Turn in Extra Credit
   15) Wednesday 12/13

6. Topics and Readings Schedule

This is a tentative schedule of topics and readings. Depending how fast we are going, amendments and alterations will be announced in class as we go, and the readings for the next class will always be announced in lecture and listed on the lecture outlines published on the course Brightspace page. **Make sure you check the course Brightspace page on a fairly regular basis.**

Unit 1: Introduction and Foundations: The Mind Body Problem: Weeks 1 – 6 (Beginning 8/21):

Core Readings
- Introduction
    o Daniel Dennett, 'Where Am I?'
    o Jenann Ismael, Excerpt from *How Physics Makes Us Free* on Dennett
    o William Lycan, 'The Mind Body Problem'
    o David Chalmers, Mind Body Foundations Overview
- Dualism
    o René Descartes: Excerpts from *The Meditations* II and VI and *Passions of the Soul*
        ▪ Both of these are in a single .pdf on Brightspace
        ▪ If you choose to outline one of these, you can just do one of the two, i.e. either *Meditations II and VI* or *Passions of the Soul*
    o Thomas Huxley 'On the Hypothesis that Animals Are Automata, and Its History'
    o Raymond Smullyan 'An Unfortunate Dualist'
        ▪ Smullyan is <u>not</u> an outline option
- Behaviorism
    o Gilbert Ryle 'Descartes' Myth'
    o Hilary Putnam 'Brains and Behavior'
- Brains and The Type Identity Theory
    o U.T. Place 'Is Consciousness a Brain Process'
    o Herbert Feigl 'The "Mental" and the "Physical"'
- Functionalism and The Computer Metaphor
    o Hilary Putnam, 'The Nature of Mental States' (excerpt)
    o Kevin Lande, 'Do You Compute?'
    o Janet Levin, 'Functionalism'
        ▪ Terry Bisson, 'They're Made Out of Meat'
            • Bisson is <u>not</u> an outline option
- Influential Objections to Functionalism
    o John Searle, 'Minds, Brains and Programs'
    o Excerpts from Andy Clark's *Mindware*
    o Ted Chiang, 'ChatGPT is a Blurry JPEG of the Web'
    o Ned Block, 'Troubles with Functionalism'
    o William Lycan 'The Continuity of Levels of Nature'

- o **Midterm Exam: Thursday September 9/28 In Class**

Unit 2: Folk Psychology and Propositional Attitudes: Weeks 7 – 8 (Beginning 10/2):

<u>Core Readings</u>
- Overview
    - o Excerpts from Andy Clark's *Mindware*
- Eliminativism
    - o Paul Churchland 'Eliminative Materialism and the Propositional Attitudes'
- Realism
    - o Jerry Fodor 'Propositional Attitudes'
- Instrumentalism
    - o Daniel Dennett 'Intentional Systems Theory'
    - o Daniel Dennett 'Real Patterns'

Fall Break: No Class Thursday 10/5, Friday 10/6, Tuesday 10/10

Unit 3: Externalism and The Extended Mind: Weeks 9 – 10 (Beginning 10/16):

<u>Core Readings</u>
- Intentionality, Twin Earth, and Passive Externalism
    - o Franz Brentano, 'The Distinction between Mental and Physical Phenomena'
    - o Hilary Putnam, 'The Meaning of Meaning' (excerpt)
- Active Externalism and Extended Cognition
    - o Andy Clark and David Chalmers 'The Extended Mind'

Unit 4: Selves and Stories: Week 11 (Beginning 10/30)

<u>Core Readings</u>
- The Eliminativist Challenge
    - o David Hume *Treatise of Human Nature*, Book 1, Part iv, Section 6
- The Functions of Narrative
    - o Daniel Dennett, 'The Self as Centre of Narrative Gravity'
    - o Jenann Ismael 'Saving the Baby: Dennett on Autobiography, Agency, and the Self'
    - o Dan McAdams '"First we invented stories, then they changed us": The Evolution of Narrative Identity'

Unit 5: Consciousness, Subjective Experience, and Nature: Week 12-15 (Beginning 11/6)

<u>Core Readings</u>
- What Are We Talking About? Characterizing Consciousness
    - o Ned Block, 'Concepts of Consciousness'
- Arguments Against Materialism
    - o Thomas Nagel, 'What Is It Like to Be a Bat?'
    - o Frank Jackson: 'What Mary Didn't Know'
    - o Joseph Levine, 'Materialism and Qualia: The Explanatory Gap'
    - o Saul Kripke, *Naming and Necessity*, (excerpt)
- Meeting the Challenge: Some Theories of Consciousness
    - o Panpsychism: The New Monism
        - ▪ Galen Strawson, 'Realistic Monism: Why Physicalism Entails Panpsychism'

- o Naturalistic Dualism(s)
  - ▪ David Chalmers, 'Facing Up to the Problem of Consciousness'
  - ▪ David Chalmers, 'Consciousness and Its Place in Nature'
- o Dennett's Cerebral Celebrity Functionalism (or is it secretly Eliminativism?)
  - ▪ Daniel Dennett 'Quining Qualia'
  - ▪ Daniel Dennett 'Are We Explaining Consciousness Yet?"
- o Mystical Radios: Demergence, Brains, and the Oversoul
  - ▪ William James, 'Human Immortality: Two Supposed Objections to the Doctrine'
  - ▪ Paul Draper, Panpsychotheism
- Mysterianism and a Cognitive Closure Argument
  - o Colin McGinn, 'Can We Solve The Mind Body Problem?

Thanksgiving Break: No Class Tuesday 11/21, Thursday 11/24, Friday 11/25

Unit 6: The Evolution of Minds: Week 16 (Beginning 12/5, time permitting)

Core Readings
- Evolution and Human Minds
  - o Cecelia Heyes, 'Cognitive Gadgets'
  - o Stephen Stich, 'Is Man a Rational Animal?'

Contemporary Readings
- Andrews and Birch, *What has Feelings?*
- Andrews and Monso, *Rats are Us*
- Brison, *Trauma Narratives and the Remaking of the Self*
- Brouwer, *Pivotal Mental States*
- Epstein, *The Empty Brain*
- Fox, *Aliens in our Midst*
- Gerrans and Letheby, *Model Hallucinations*
- Gough, *The Mind Does Not Exist*
- Habgood-Coote, *Thinking On Your Feet*
- Heyes, *Cognitive Gadgets*
- Judson, *What the Octopus Knows*
- Levin and Yuste, *Modular Cognition*
- Lyons, *The Origins of Minds*
- Metzinger, *Are You Sleepwalking Now?*
- Randell, *For the Love of Stuff*
- Ravindran, *A Circus of the Senses*
- Ross, *The Elephant as a Person*
- Ruggles, *The Minds of Plants*
- Schechter, *What Can We Learn About Respect and Identity From 'Plurals'?*
- Sokol, *Thoughts of a Spiderweb*
- Tekin, *Self-Evident*
- Vold, *Are 'You' Just Inside Your Skin or Is Your Smartphone Part of You?*
- Wallace, *You are a Network*
- Zacks, *Strange Continuity*

7. Course Policies

Readings: Do them; it will pay off. A recent book's introduction says it well: "Patience is a primary virtue in philosophy. Genuine understanding is a rare and valuable commodity, not to be obtained on the cheap. One cannot reap philosophy's rewards breathlessly, or by looking for the intellectual equivalents of sound bites. Very large claims are at issue here, claims that bear on understanding some of the matters most important to being human. Understanding requires investing time, close reading, and reflection."

Class sessions: Please come on time. I try to make them not boring. I will also try to begin on time, and will usually go right up until the end of the class session. Do not pack up your materials until class has been dismissed. Talking out of turn during lectures is a bummer, and distracting; don't do it. Repeat offenders will be asked to leave.

Attendance: Starting the Thursday, August 24, a sign in sheet will be passed around at the beginning of every class. You are allowed 4 unexcused absences without consequence, and then subsequent absences are penalized: 3 points on the 100 point grading scale will be deducted from your **Final Grade for each class over 4** that you have missed. For example, you will lose 3 points if you miss 5 classes, 6 points if you miss 6 classes, 9 points if you miss 7 classes, and so on.

> **COVID and other Contagious Illness Caveat:** If you've got something, or are in quarantine for some reason, those missed classes will not count towards your 4.

In class participation: I realize that not everyone is equally outgoing or talkative in class. However, participation in class discussion almost always helps in learning philosophy, and the quality of the discussion depends on everyone collectively. So, while I highly encourage it, I do not penalize students simply for not speaking up. That said, a consistent record of engagement and participation always helps a student's final grade if it is on a borderline at the end of the semester. On the other hand, students who have not been present and engaged throughout the semester will not get the benefit of the doubt in similar borderline cases, and in particularly egregious cases will have their grades dragged down. We will occasionally have small group discussion questions in class, and participation in these will count towards participation grade.

Screens: Bold proposal: dare to give yourself a break from the internet and [free will sapping technology of distraction](#) for 75 minutes! I would prefer that you exercise enough self-restraint to keep from texting or looking at your smartphone for the 75 minutes that class is in session, but since a formal prohibition would be too difficult to enforce, this remains a preference. Use of laptop computers and iPads during lectures will not be allowed, however. There's a [very](#) [good](#) [case](#) for this. Although I am not inflexible: talk to me if you have special needs or circumstances.

Emergencies: (See end of Syllabus for full Purdue attachment on Emergency Procedures and COVID guidelines; also available in the Brightspace page). In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Information about emergencies changes in the course can be gotten by contacting either instructor via email or phone, or by consulting the course website (see above for that information). Purdue's Emergency Procedures Handbook and other important emergency planning information is available online at

http://www.purdue.edu/emergency_preparedness/

To obtain updates regarding an ongoing emergency, and to sign up for Purdue Alert text messages, go to

For the full document of the WALC Building Emergency Plan

Plagiarism: With the advent of the internet, plagiarism has become an increasingly serious problem at universities around the country, particularly in classes like this one, where papers determine a substantial part of the grade.

In order to avoid plagiarizing from a source, both **direct quotations and paraphrases or summaries** of material found in traditional print media or on the internet must be acknowledged. If you have any questions about how this definition will be interpreted, please do not hesitate to discuss the matter with me or your TA.

Plagiarism and cheating on exams undermines the integrity of the academic community. When undetected, it gives the perpetrator an unfair advantage over students who are graded on the basis of their own work. In this class we will do our best to detect plagiarism and cheating. Students who are aware of violations by others should bring this to my attention. This is the right thing to do. It is also in your own self-interest.

There will be zero tolerance for plagiarism in this course. Plagiarized papers will receive a 0, the student will automatically fail the course, and their name will be handed over to the university authorities. For more on the Purdue University policy on plagiarism, see the following websites:

With each assignment, a handful of students may be selected at random to submit their work to iThenticate, an online service that maintains an enormous database of papers that it uses to check for instances of plagiarism.

Purdue's Online Writing Lab is an excellent resource in general, and has some useful guidelines for the issue of plagiarism in particular. With each paper assignment, a handful of students may be selected at random to submit their papers to TurnItIn, an online service that maintains an enormous database of papers that it uses to check for instances of plagiarism.

Chatbot Use: Unrestricted. We will discuss this in class, but the formal policy is that you are free to use the tools available to you to produce the best philosophical texts you can for your written assignments. Of course, a chatbot cannot tell you the right answers to these big questions, or what you should think about them and the arguments for and against different answers (of course, right?!?) This is a philosophy class. Figuring that stuff out, and learning to develop and crisply articulate your own ideas, is the one of the main points. I certainly understand the temptation, but here's what I tell myself: if you're just going to have a chatbot blurt out a string of words that are statistically likely to appear in a particular sequence given what's been posted on the internet in the past, and turn it in as the expression of your own ideas … maybe give some thought to what you are even doing here.

In addition to this, chatbots have all kinds of limitations. Briefly, and certainly not comprehensively:
- Errors: They make mistakes, factual and otherwise. Maybe have a default assumption that what they spit out is suspect unless you check the claims against more reliable sources
- Biases: Their output often reflects, can also amplify, biases already baked into data they are

trained on
- Style: Chat GPT produces prose that is typically easy to spot and worse is bland, insipid, and Just. So. Damn. Boring. You can do better!
- Citations: As a matter of standard operating procedure, they draw on existing sources without citing them. This could put you at risk of plagiarism. More hilariously, when asked to produce citations they have been known to hallucinate / make up sources that don't exist.

Building up an ability to spot (and reject!) this kind of bullshit is another of the main points of any philosophy class, and a good description of chatbots I heard recently is that at least in their present form, and maybe into the future, they produce bullshit at mass scale with next to no cost. Learning how to use them effectively without drowning in bullshit or just totally surrendering to them the job of thinking and writing for yourself seems to be the challenge we all face right now. Let's see how we do.

Nondiscrimination Statement: Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at http://www.purdue.edu/purdue/ea_eou_statement.html.

Students with disabilities: Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: **drc@purdue.edu,** by phone: 765-494-1247, or at the website: https://www.purdue.edu/drc/students/index.html

External Sources: Using sources not listed on the syllabus in researching and writing your papers is fine, as long as they are both to the point, and are properly cited. And at all times, when in doubt, ***cite your sources***! It is the best way to avoid being accused of plagiarism.

This is probably the best place to make this point, too: Wikipedia can be valuable for getting a very broad grasp of positions and debates, but when it gets into details, especially on philosophic topics, it is very often horrible – sketchy, convoluted, misinformed, and often simply wrong. If you wish to consult online resources, I suggest you use some of the other, much better sites. Most prestigious and prominent of the straight up professional level philosophy sites is the Stanford Encyclopedia of Philosophy, but others are useful as well:

> Stanford Encyclopedia of Philosophy
> The Internet Encyclopedia of Philosophy

For good, well-informed overviews of all kinds of interesting topics relevant to minds, philosophy in general, and lots of other stuff, these outlets are pretty consistently good:

> Aeon Magazine
> Orion Magazine
> Nautilus Magazine

COVID RELEVANT INFORMATION

University General Attendance Guidelines:

"Students are expected to attend all classes in-person unless they are ill or otherwise unable to attend class. If they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus, students should stay home and contact the Protect Purdue Health Center (496-INFO).

In the current context of COVID-19, in-person attendance cannot be a factor in the final grades. However, timely completion of alternative assessments can certainly be part of the final grade. Students need to inform the instructor of any conflict that can be anticipated and will affect the timely submission of an assignment or the ability to take an exam.

Classroom engagement is extremely important and associated with your overall success in the course. The importance and value of course engagement and ways in which you can engage with the course content even if you are in quarantine or isolation, will be discussed at the beginning of the semester. Student survey data from Fall 2020 emphasized students' views of in-person course opportunities as critical to their learning, engagement with faculty/TAs, and ability to interact with peers.

Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflicts, when advance notification to an instructor is not possible, the student should contact the instructor/instructional team as soon as possible by email, through Brightspace, or by phone. In cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via email or phone at 765-494-1747. Our course Brightspace includes a link to the Dean of Students under 'Campus Resources.'"

Academic Guidance in the Event a Student is Quarantined/Isolated:

"If you must quarantine or isolate at any point in time during the semester, please reach out to me via email so that we can communicate about how you can continue to learn remotely. Work with the Protect Purdue Health Center (PPHC) to get documentation and support, including access to an Academic Case Manager who can provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Your Academic Case Manager can

be reached at acmq@purdue.edu. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation."

Protect Purdue Classroom Guidelines

"The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace before and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not properly wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#)."

EMERGENCY PREPAREDNESS SYLLABUS ATTACHMENT

EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- **Indoor Fire Alarms** mean to stop class or research and immediately **evacuate** the building.

> Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

- **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (**Shelter in Place**) in a safe location within the closest building.

"Shelter in place"means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

In both cases, you should seek additional clarifying information by all means possible...Purdue Home page, email alert, TV, radio, etc...review the Purdue Emergency Warning Notification System multi- communication layers at http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html

EMERGENCY RESPONSE PROCEDURES:

- Review the **Emergency Procedures Guidelines** https://www.purdue.edu/emergency_preparedness/flipchart/index.html

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

• **"Run. Hide. Fight."** is a 6-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: https://www.youtube.com/watch?v=5mzI_5aj4Vs (Link is also located on the EP website)

 MORE INFORMATION

Reference the Emergency Preparedness web site for additional information:

http://www.purdue.edu/emergency_preparedness