

## TIINA C ROSENQVIST | TEACHING PORTFOLIO

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# 1. Teaching Statement

## 1.1 General statement of teaching philosophy

I've worked as a teacher in the US, Finland, Hong Kong, and India. My years of teaching have helped me understand that there is no "normal" when it comes to students. This applies to philosophy as well. Each person comes to the discipline with their unique set of expectations, experiences, goals, anxieties, strengths, and challenges. My teaching philosophy centers on this simple realization. I emphasize skill building and combine a highly structured course design with flexible policies in an effort to serve the needs of diverse students. I also strive to create a safe and supportive discussion environment by inviting my students to reflect on the nature, goals, and methods of philosophy.

### 1.1.1 Teaching skills and content

At the beginning of every course I use a survey to ask my students why they are taking the course, if they have prior experiences with philosophy, and if they have concerns, worries, or something else they would like me to know. This helps me design classes and activities in a way that directly addresses the students' needs. For example, since undergraduates often express concerns over their ability to understand philosophical texts and to "think like a philosopher," I incorporate frequent skill-building workshops into my classes. I start by going over basic terminology. I then introduce segments on how to *read* philosophy, how to *evaluate* arguments, how to *write* philosophy, and how to *talk* philosophy. Towards the end of the term we hone these skills further with additional workshops and discuss how to transfer the skills to other contexts. To make the workshops more effective, I use simple, down-to-earth exercises. For example, in a "write-crumple-throw" activity, students are each given a sheet of paper divided into three columns. I choose a question already covered in class and the students write down arguments in support of their preferred answers in the first column. They then crumple up the papers and throw them across the room. A person who picks up a particular paper has to think of a plausible objection to the argument on that paper and write the objection in the second column. They then repeat the crumple-throw procedure, and a third student responds to the objection in the last column. We then read some of these mini-dialogues out loud and add a few details (examples, supporting arguments, etc.). Finally, I explain how the students can use a similar procedure when outlining their papers. To help make sure that the students are developing the skills they need to succeed in the course, I ask them to periodically reflect on their own progress and share their thoughts on what kind of further workshops would be beneficial.

### 1.1.2 Inclusivity through structure and flexibility

I give my students plenty of opportunities to practice their philosophy skills by employing a highly structured course design with lots of low-stakes assignments. The assignments include reading quizzes (untimed, open-book), posters, presentations, reflections, and argumentative writing tasks. I provide detailed grading rubrics and model assignments when appropriate, scaffold major assignments, and invite students to meet with me to discuss their plans. On occasion, I use self-grading and peer reviews to demystify the grading process and to encourage reflection. Giving students lots of low-stakes assignments helps keep them engaged and promotes a growth mindset, but it is important to combine this structure with flexible course policies that allow students to exercise their autonomy

and cope with temporary obstacles and disturbances. The policies I use include “late days” on assignments, dropping lowest grades, offering multiple ways to participate, and allowing students to make up for absences with additional assignments. With these policies I communicate to my students that their wellbeing matters to me and that they are *entitled* to accommodations should they need them. This is an inclusive practice because students’ backgrounds affect their willingness to ask for extra time and help. One of my former mentees—a first-generation student from a developing country—told me, *in her senior year*, that she had never asked for an extension on an assignment, even when she was ill or otherwise unable to produce work that was up to her usual standards. Flexible course policies benefit everyone, and especially students like her.

### 1.1.3 Fostering a sense of belonging with meta-level discussions

I do my best to create a safe and supportive discussion environment in which students feel that they *all* have valuable things to contribute, regardless of background. The philosophy classroom can be an intimidating and alienating place. There has traditionally been a great deal of gate-keeping and hostility towards non-western and minority perspectives, and philosophical writing is often unnecessarily complex and jargony. To help my students feel at home in a philosophy classroom, I assign texts by diverse authors and introduce discussions on metaphilosophical topics. If we read Descartes, we might have a discussion about Canon formation and reformation. If we read Nāgārjuna, Tsongkhapa, or Ibn al-Haytham, we might problematize the notion of philosophy as a disembodied view-from-nowhere. Whenever we discuss a particular text, we also discuss the accessibility of the writing and the author’s writing style. Most students seem to find these conversations empowering and engaging; even those who are otherwise reluctant to participate usually have things to say. As an instructor, I feel that it’s my responsibility to explicitly acknowledge that philosophy is one of the few Humanities fields where women are still vastly outnumbered by men, that racism and Eurocentrism have shaped the Canon and methodology of philosophy, and that some viewpoints, approaches, and questions continue to be marginalized and dismissed in philosophy today. I then like to ask my students what *we* can do to make a difference in the context of *our* class. We come up with explicit ground rules for class discussions and have a conversation about inclusive classroom practices (students tend to have excellent suggestions here!). On my part, I emphasize that our goal is to broaden our horizons and to deepen our understanding, and that we need a variety of different perspectives to accomplish this goal.

## 1.2 Going forward

Being a good philosophy instructor requires willingness to listen and learn, which is why I continue to educate myself on inclusive and equitable teaching practices and on the challenges facing college students today. I attend and facilitate teaching and mentoring workshops, and elicit lots of feedback from my students. Most recently, I have made forays into disability inclusion and accessible course design: I have co-organized two conferences on Philosophy of Disability and Illness as well as a disability-themed teaching workshop, and I am committed to continuing these dialogues—and many others—in the future. My favorite philosophy instructors have been intellectually humble people who are willing to question their own views, assumptions, and approaches. They listen and read charitably, ask difficult but constructive questions, challenge their students with kindness and compassion, prefer dialogue over monologue, view diversity as an epistemic good, and never stop learning. This is what I try to emulate as a teacher.

## 2. Teaching Competencies and Experience

### 2.1 Courses taught

#### Instructor of Record

Animal Minds (Dartmouth: Winter 2025)

Philosophy and Visual Perception (Penn: Fall 2021, Fall 2022)

#### Teaching Assistant

Visual Studies: Mind, Eye, and Image (two sections) (Penn: Spring 2019, Spring 2022 as a substitute for one month)

Philosophy of Science (grader) (Penn: Spring 2021)

Philosophy of Mind and Language: What is Meaning? (two sections) (Penn: Spring 2020)

Epistemology (two sections) (Penn: Fall 2019)

Logic and Formal Reasoning (two sections) (Penn: Fall 2018)

### 2.2 Courses prepared to teach

#### Introductory

Introduction to Philosophy

Logic and Formal Reasoning

Philosophy and Film

Indian Philosophy

Epistemology

Metaphysics

Visual Studies

Primary and Secondary Qualities

#### Intermediate / Advanced

Pain and Suffering

Philosophy of Mind

Animal Minds

Philosophy and Visual Perception

Philosophy of Perception

Philosophy of Psychology

Philosophy of Science

### 2.3 Other teaching experience

I have mentored undergraduates both officially (Penn: three semesters in the MindCORE Step-Ahead Mentorship Program) and unofficially, served as a TA trainer (Penn: 2021 and 2022) and a Philosophy Tutor (Penn: 2022), and guest lectured in philosophy (Penn), writing (Dartmouth), and cognitive science (Dartmouth) courses. I have also taught EFL/ESL/Critical Writing in Finland, Hong Kong and India.

### 3. Course Evaluations

I have included summaries of all the course evaluations I have received so far.

#### A. Quantitative evaluations:

For the quantitative evaluations, the scale is from **0** (*worst*) to **4** (*best*):

- For overall quality scores the scale is **0** to **4**: *Poor, Fair, Good, Very good, Excellent*
- For statements the scale is **0** to **4**: *Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree*
- For course difficulty ratings the scale is *Easy 0, 1, 2, 3, Difficult 4*
- For the amount of work ratings the scale is *Very Little 0, 1, 2, 3, Very Much 4*

#### B. Qualitative evaluations:

I have included *all* the qualitative comments from students without omissions.

#### C. Comparisons:

To show how my course evaluations compare to those of other instructors at the University of Pennsylvania, I have included comparative data from Penn Course Review:

- For the course I designed and taught (“Philosophy & Visual Perception”), I have included key quantitative data for myself and the four other instructors who have taught the course (*names omitted*).
- For the courses I have TA’d, I have included the overall “TA quality” scores for myself and all the other people who had served as a TA for that course under the same professor before me:
  - For “What it Meaning?” and “Epistemology” the highlighted score shows my personal “TA quality” score (I was the sole TA).
  - For “Visual Studies: Eye, Mind, and Image” the highlighted score is the average score of all the three TAs for the course that semester.
  - There is no comparative data for “Logic & Formal Reasoning” because the instructor of record only taught the course once.

#### D. Full evaluations:

I would be happy to share all the instructor and course evaluation reports on request.

### 3.1 Philosophy & Visual Perception (Fall 2022)






A. **Lecture:** Enrollment: 23 / Response rate: 91%

Overall quality of the instructor. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.52
Overall quality of the course.	3.33
The instructor clearly communicated the subject matter.	3.78
The instructor effectively stimulated my interest.	3.50
The instructor was appropriately accessible outside of class time.	3.67
As a result of taking this course, I have a better understanding of factual knowledge, principles and/or theories in this area.	3.78
This course helped me to improve my ability to analyze, solve problems and/or think critically.	3.72
This course helped me to understand how this field asks and answers questions.	3.72
This course challenged me to consider new ideas, concepts, or ways of thinking.	3.78
As a result of taking this course, I am more excited about this field of study.	3.44

B. Comment suggestions:

Thank you for a great semester!
In addition to the incredibly interesting subject matter, I feel that this class greatly improved my analytical thinking and philosophical writing skills!
Tiina was an excellent professor to instruct this course and is perhaps one of the best I have had at Penn! I think if this course had to change in one way it would be to provide more writing practice opportunities. Though we drafted multiple papers, I still found myself feeling not ready to write at times, so some practice would benefit.
This course was highly enjoyable! It is accessible to a beginner in philosophy and an appropriate level of challenging. Tiina was an engaging and devoted instructor who made the class all the better.
Tiina was a superb professor this semester. She made very difficult philosophical concepts very easy to understand and I felt that she went out of her way to keep class engaging and exciting. She was readily available for office hours and was extremely helpful in talking through paper topics.

C. Comparison:

Average		Most Recent		Edit Columns	
Instructor	Course Quality	Instructor Quality	Difficulty	Work Required	
 [Redacted]	3.15	3.15	3.00	2.62	
 [Redacted]	3.06	3.17	2.07	1.79	
 [Redacted]	3.35	3.61	2.52	2.55	
 [Redacted]	2.78	3.22	2.20	2.20	
 Tiina C. Rosenqvist	3.40	3.72	2.50	2.58	

Note that the values shown for me here are the averages of two courses.

### 3.2 Philosophy & Visual Perception (Fall 2021)

A. **Seminar:** Enrollment: 15 / Response rate: 87%

Overall quality of the instructor. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.92
Overall quality of the course.	3.46
The instructor clearly communicated the subject matter.	3.82
The instructor effectively stimulated my interest.	3.73
The instructor was appropriately accessible outside of class time.	3.91
As a result of taking this course, I have a better understanding of factual knowledge, principles and/or theories in this area.	3.82
This course helped me to improve my ability to analyze, solve problems and/or think critically.	3.80
This course helped me to understand how this field asks and answers questions.	3.64
This course challenged me to consider new ideas, concepts, or ways of thinking.	3.73
As a result of taking this course, I am more excited about this field of study.	3.55

B. Comment suggestions:

Loved it. Great time. Fostered healthy discussion and debate and stayed engaging. I don't think philosophy courses should require papers given the nature of philosophy but that's a personal gripe.
Tiina is one of the best professors I have had at Penn although she is just a masters student. She really engages the class by offering unique examples and challenges us to think outside the box. In addition, she brought us to both the ICA and the materials library in the Fisher Library in order to really encourage us to see how we can apply what we learn in class to other fields. This is one of the most enjoyable classes I have had my entire 4 years at Penn and hope that Tiina can keep teaching this course!
Tiina has been one of the best instructors I have had at Penn (as a grad student!) and the course was structured wonderfully. My previous philosophy courses at Penn have had a challenging discussion environment, and Tiina was able to break through this. Seminar discussions were free-flowing and exceptionally interesting, yet smartly curtailed and guided by the instructor. Communication between the students and instructor was casual, frequent and instructive, which helped me get more out of the course. Exceptional course slightly outside of my interests, but I'm so glad I sprung for it.
Tiina was an excellent instructor and I enjoyed the class! I learned how to read and write philosophy, and I now plan on taking more philosophy classes for my major. I really hope Tiina teaches another philosophy course while I am at Penn.

C. Comparison:

Instructor	Course Quality	Instructor Quali..	Difficulty	Work Required
Tiina C. Rosenqvist ☆	3.46	3.92	2.55	2.73
██████████	3.15	3.15	3.00	2.62
██████████	3.06	3.17	2.07	1.79
██████████	3.35	3.61	2.52	2.55
██████████	2.78	3.22	2.20	2.20

Showing 5 instructors

### 3.3 What is Meaning? (Spring 2020)

(Note. This was a course that switched to asynchronous online instruction in the middle of the semester because of Covid-19.)

A. **Recitation section 1:** Enrollment: 12 / Response rate: 92%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.45
The TA communicated effectively.	3.60
The TA was appropriately accessible outside of class time.	3.70
The TA helped me to learn in this course.	3.60

B. Comment suggestions:

<p>Tiina was truly an amazing TA and took a lot of time and care to answer any and all questions. Thank you so so much Tiina!</p> <p>I really appreciated Tiina and the addition of a recitation to this course. I felt like recitation was a space where we could dive deeper into the course material and Tiina was always really helpful in guiding that. The only qualm I had was I didn't feel like she was overly clear in the transition to covid and sometimes I found recitations to drag on a little long.</p> <p>Tiina was very kind and very effective with how she taught course content. She was also especially communicative after classes went online.</p> <p>Tiina is a great TA. She prepared a lot of material to help us to understand the content of the lectures and help us to improve a lot our writing and analytical skills. She is very accesible to help with other academic concerns.</p>
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A. **Recitation section 2:** Enrollment: 19 / Response rate: 89%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.33
The TA communicated effectively.	3.60
The TA was appropriately accessible outside of class time.	3.67
The TA helped me to learn in this course.	3.67

B. Comment suggestions:

<p>Your recitations were immensely helpful in solidifying the concepts covered in the course, and your detailed feedback on assignments were truly valuable. Thank you so much!</p> <p>Tiina was an amazing TA! She helped peak my interest in the subject material and she was very approachable. In past philosophy recitations I have felt intimidated to participate in class, especially as a woman, but I never felt that way in recitation with her. She was very helpful in talking about our papers in office hours as well and always gave helpful comments on Canvas.</p> <p>This is the second semester I have had Tiina as a TA. She is an excellent teacher - smart, engaging and genuinely cares about her students. She goes above and beyond to be available outside of class and I have really improved my philosophical writing thanks to her help!</p> <p>The grading was kind of confusing. There would be comments made on the first draft of papers, those changes would be made on the second draft and then more comments would be added about things that were not changed from the first draft on the second draft. Not sure how I was supposed to know of things that needed to be changed if they were not stated beforehand.</p> <p>Tiina is very passionate and knowledgeable about philosophy and did more to enhance my interest and understanding of the course material than the professor. She gives very good essay feedback and I enjoyed learning from her.</p>
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I liked recitations, but I think that they should be more discussion based. I feel like philosophy is taught best when students are challenged in critical thinking, and a very key component (in my opinion) of this is discussion and debate between the students, with the TA guiding the discussion and helping it go as deep as possible. Tiina was also a great TA, and very accessible. I think she could have been a bit more clear about her expectations, but overall this was a good course.

C. Comparison:

Lisa Julia Miracchi

Semester	Name	Activity	Forms	Ta Quality
Spring 2020	What is Meaning?	Lecture	30 / 31 (96.8%)	3.50
Fall 2017	What Is Meaning?		48 / 51 (94.1%)	1.83
Fall 2016	What Is Meaning?: Mind And Language		29 / 31 (93.5%)	3.64

### 3.4 Epistemology (Fall 2019)

A. **Recitation section 1:** Enrollment: 22 / Response rate: 91%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.47
The TA communicated effectively.	3.56
The TA was appropriately accessible outside of class time.	3.69
The TA helped me to learn in this course.	3.56

B. Comment suggestions:

I thought she was a great TA!
Tiina is super organized and communicates extremely well with her students. I really appreciated her clarity in teaching as well as in helping with assignments, and in feedback with the assignments in the comments on Canvas. I also really liked the variety of activities we did in recitation, especially the one crumpling up the paper and throwing it!
Tiina is a great TA who explains ideas clearly and is willing to spend time to work with students. I am really glad I have her as a TA, and the comments I get from her really help me do well in the class.
Very well-structured recitations. Tiina was very helpful in the different steps across the class' journey.

A. **Recitation section 2:** Enrollment: 25 / Response rate: 96%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.48
The TA communicated effectively.	3.56
The TA was appropriately accessible outside of class time.	3.50
The TA helped me to learn in this course.	3.56

B. Comment suggestions:

Tiina was an excellent TA. Her recitations helped me to understand the material better and she was always available and happy to help students who required extra help.
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The structure of feedback meant that students who needed it more couldn't receive a lot of feedback, to preserve anonymity and allow everyone time with the TA.

Tiina- you are the best TA I have ever had. You are not intimidating to talk to and make yourself so accessible for the students. I know your office hours were always full even though you had so many extra hours available, but this is just because you are so helpful!! In recitation you really forced us to be engaged and enhanced our learning experience. THANKS:)

She baked us cookies for our last recitation&so nice

Great TA. Tiina is very kind, and works INCREDIBLY hard. The hours she puts in are admirable. Thanks for all the help this semester.

I highly appreciate the amount of work and patience Tiina had given the course. She is accessible after class, and she is very communicative on the subject. The recitation is a great aid to the lecture.

C. Comparison:

Daniel Singer

Semester	Name	Forms	TA Quality
Fall 2019	Epistemology: Epistemology	46 / 47 (97.9%)	3.59
Fall 2018	Epistemology: Knowledge And Reality	42 / 45 (93.3%)	2.48
Spring 2016	Epistemology: Knowledge And Reality	25 / 26 (96.2%)	N/A
Fall 2014	Epistemology: Knowledge And Reality	17 / 23 (73.9%)	2.83
Fall 2013	Epistemology: Knowledge And Reality	13 / 22 (59.1%)	3.58
Spring 2013	Epistemology	25 / 30 (83.3%)	2.55

3.5 Visual Studies: Eye, Mind, and Image (Spring 2019)

A. Recitation section 1: Enrollment: 13 / Response rate: 100%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.85
The TA communicated effectively.	3.83
The TA was appropriately accessible outside of class time.	3.92
The TA helped me to learn in this course.	3.92

B. Comment suggestions:

The only reason I did well on this course was because of Tiina. She was a phenomenal TA and I genuinely could not imagine taking this course without her help. I can say with almost certainty that I would have failed.

A really good TA and always willing to help

Tiina was an amazing resource for me and my classmates. She really put a lot of effort into helping us learn the material.

She was .... FANTASTIC could not ask for a better TA wish recitation was 2 hours instead of 1 was very helpful.

Very helpful in working through my own understanding of lecture material. Very productive discussions and activities!

Tiina was an outstanding TA. She was accessible and approachable. She had a very good understanding of the material. I really enjoyed getting to know her!

Tiina was an excellent TA! She was very dedicated to helping the class and I always enjoyed going recitation because I knew she would create engaging powerpoint and games. You could tell she put a lot of effort into the course. She had never taken a visual studies course before, yet she seemed fluent in the topics! I <3 Tiina

Tiina was a great TA who made herself available at all times. I appreciated her effort to make powerpoints and materials available for us to study with and how she helped clarify what was expected of us on assignments and exams.

Really wonderful and friendly TA; it was a pleasure to work with her!

**A. Recitation section 2:** Enrollment: 4 / Response rate: 100%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	4.00
The TA communicated effectively.	4.00
The TA was appropriately accessible outside of class time.	4.00
The TA helped me to learn in this course.	4.00

**B. Comment suggestions:**

Great TA. Has great focus on material, hard to be caught slacking in class with this TA.

**C. Comparison:**

Gary Hatfield

Semester	Name	Forms	Ta Quality
Spring 2019	Eye, Mind And Image	57 / 58 (98.3%)	3.30 *
Spring 2018	Eye, Mind And Image	41 / 45 (91.1%)	3.00
Spring 2017	Eye, Mind And Image	59 / 61 (96.7%)	3.39
Spring 2016	Eye, Mind And Image	58 / 66 (87.9%)	3.10
Spring 2015	Eye, Mind And Image	50 / 54 (92.6%)	2.43
Spring 2014	Eye, Mind And Image	75 / 85 (88.2%)	3.04
Spring 2013	Eye, Mind And Image	78 / 81 (96.3%)	3.34

\* An average for all the three TAs that year; my personal average is around 3.90.

### 3.6 Logic & Formal Reasoning (Fall 2018)

**A. Recitation section 1:** Enrollment: 20 / Response rate: 95%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.67
The TA communicated effectively.	3.80
The TA was appropriately accessible outside of class time.	3.79
The TA helped me to learn in this course.	3.73

B. Comment suggestions:

Tiina is one of the best TAs I've had at Penn (I'm in my senior year). She really cares about the students and helps understand difficult concepts.
The TA is extremely helpful and supportive. They were always available for questions and even made extra time for help when difficult work was ahead. Recitations also bolstered my understanding of the material greatly with helpful slides and practice exams.
I do not care about Logic at all (I took this course to fulfill a general requirement), but Tiina (along with the professor) made me appreciate the class. She, in particular, put in an incredible amount of work to help students (extra office hours, practice problems, showing us opportunities for further philosophy study, etc.)

A. **Recitation section 2:** Enrollment: 20 / Response rate: 100%

Overall quality of the TA. (Scale: 0 to 4: Poor, Fair, Good, Very good, Excellent)	3.45
The TA communicated effectively.	3.57
The TA was appropriately accessible outside of class time.	3.57
The TA helped me to learn in this course.	3.64

B. Comment suggestions:

Was an incredibly helpful resource for the class! I love Tiina :)
Tiina was very helpful throughout this semester and worked hard to make sure that the students were able to succeed.
Tiina was super nice and helpful!
The recitation was more helpful than lecture. Overall I think I learned more from Tiina than from the professor. She is fantastic and very accessible, reasonable and dedicated.
Tiina was a great TA who went the extra mile for her students. She was extremely accessible outside of class and always kept recitations engaging.

\* No comparative data, because the instructor of record only taught the course once.

## 4. Emails from Students

Thank you! Inbox x



[Redacted]@sas.upenn.edu>  
to me ▾

Jan 8, 2022, 12:12 PM ☆ ↶ ⋮

Hi Tiina,

Happy New Year!

I hope you had a wonderful holiday season and are enjoying the last few days of the break!

I meant to send this email to you weeks ago, but I haven't had a chance to use my laptop since I've been visiting family and working on some projects [Redacted]

[Redacted] However, I did manage to read your comments on my phone, and they made me very happy! As always, I appreciated your insightful comments, and am truly honored that you enjoyed my contributions in class and final paper!

I consider myself fortunate to have been one of your students, and I wanted to thank you for creating and leading such an interesting and intellectually stimulating course! While the topic is interesting in itself, it was your meticulous curation of our readings list and masterful guidance of the engaging discussions in class that made PHIL223 one of the best courses I have taken at Penn!

I am also thankful for your dedication to helping us enhance our writing, reading and speaking skills! I strongly believe that I am now a better thinker and writer because of the class. On a more technical note, thank you for being so organized and transparent with all of the readings and assignments! And thank you very much for giving us 'late days'! I'm not sure how I would have handled everything if I didn't have any of those!

Once everything gets sorted out on campus with everyone coming back from the break, I would love to get some coffee. :)

Thank you,

[Redacted]

PHIL223: End of Semester Inbox x



[Redacted]@sas.upenn.edu> Mon, Jan 10, 2022, 8:14 AM  
to me ▾

☆ ↶ ⋮

Hello Tiina,

I hope you had a restful break!

I'm writing to you today because I wanted to thank you for an amazing fall semester! As a student navigating university during a pandemic, I really valued your approach to learning. I especially enjoyed the collaborative group activities and discussions. I think the various skill-building exercises and papers made me a better writer and philosopher, and it was interesting to see how concepts I'd studied for the MCAT intersected with philosophical theory. I also greatly valued how willing you were to meet with me about my questions. I genuinely felt like you cared about our academic success, and that is incredibly appreciated during a semester where we were transitioning back into in-person learning.

Thank you again, and I hope to see you this spring!

Warm regards,

[Redacted]

## 5. Sample Syllabi

All syllabi (except for *Animal Minds*) assume a 16-week semester and use a format of two 90-minute classes per week, but can be easily modified to accommodate different semesters and formats. I've been inspired and influenced by syllabi created by other philosophers (primarily Gary Hatfield, Lisa Miracchi Titus, Daniel Singer, Karen Detlefsen, Louise Daoust, Clarissa Busch, and Zoe Drayson), but in each case the final product is my own.

I've included syllabi for a broad range of courses:

- **"Animal Minds"** is designed to be taught as a junior seminar at Dartmouth College in Winter 2025.
- **"Philosophy & Visual Perception"** is an interdisciplinary seminar course which centers on philosophical questions but also draws from neuroscience, psychology, and visual ecology [this is the syllabus for a course I taught in 2021; the course was cross-listed with Visual Studies].
- **"Philosophy Across the Globe: An Introduction"** is a thematic introduction to philosophy from a cross-cultural perspective.
- **"AI Ethics: An Introduction"** is an introductory exploration of the ethical issues that arise from the development and deployment of artificial intelligence (AI) across various fields.
- **"Philosophy of Mind"** is a straightforward lecture-based introduction to philosophy of mind.
- **"Philosophy of Pain and Suffering"** spans metaphysical, epistemological, and ethical questions and in its current form is designed as a majors seminar with a focus on unpacking, discussing, and evaluating philosophical views and arguments.
- **"Philosophy of Perception: Color"** is an advanced, in-depth foray into philosophy of perception.

In each syllabus, course content is organized into distinct modules to help students grasp the big picture and to see the connections between readings.

In introductory and intermediate courses, I like to include skill-building workshops to help the students develop the skills they need. I also use different kinds of active learning strategies to provide students with opportunities to hone these skills further.

## 5.1 Animal Minds

**Instructor:** Tiina C Rosenqvist

**Email:** tiina.c.rosenqvist@dartmouth.edu

**Office:** Thornton 301

**Office Hours:** Wed 4:30-5:30 & Fri 11-12

**Class Meeting Times:** Mon, Wed, Fri | 12:50-1:55

**X-hour:** Tue | 1:20-2:10

Please note that the syllabus is subject to change based on the needs of the class. Be sure to regularly check the latest version of the syllabus available on our course Canvas site to stay informed about any changes or adjustments.

### 1. Course Description

What are the mental lives of nonhuman animals like, and how do they compare to ours? These questions hold practical and theoretical importance but are surprisingly difficult to answer. In this course, we will grapple with complex questions at the intersection of philosophy and empirical science, such as: What constitutes a mind, and which animals possess them? How can we study and understand the mental lives of nonhuman animals? What kinds of emotions and thoughts do animals have, and how do they manifest? Is language necessary for thought, and what does this mean for nonhuman animals? Can animals have culture and exhibit moral agency? Which animals feel pain, and what should follow from that?

### 2. Course Objectives

Upon successful completion of this course, you will:

1. Understand key issues and debates in the philosophy of animal minds. You will be able to:
  - Differentiate between various aspects of mindedness
  - Recall the theoretical debates regarding these aspects
  - Identify challenges, assumptions, and biases in the empirical study of animal minds
  - Identify ethical and theoretical implications of animal mindedness
  - Explain these issues accurately and in sufficient depth
2. Critically evaluate arguments regarding animal mindedness and its ethical implications. You will be able to:
  - Identify relevant argument forms, such as argument from analogy, argument from parsimony, and inference to the best explanation
  - Reconstruct arguments in standard format with premises and a conclusion
  - Assess the evidence supporting specific claims
  - Identify relevant objections and alternative interpretations
  - Evaluate the overall strength and cogency of arguments
3. Participate in the debate about animal minds. You will be able to:
  - Plan and engage in independent research and exploration
  - Construct plausible arguments in support of your views
  - Carefully defend the premises of your arguments
  - Anticipate objections and respond to them
  - Demonstrate intellectual humility and intellectual autonomy
  - Integrate what you have learned in this course

### 3. Course Structure

#### *In-person sessions:*

The standard format for our in-person sessions will include brief lectures, presentations, and discussions. Occasionally, we will engage in group work. You are expected to complete the assigned readings prior to class and to actively participate in discussions and other in-class activities.

#### *Out-of-class activities:*

You are expected to complete all *required* readings before the classes for which they are assigned. Additionally, you are expected to make weekly contributions to the Canvas discussion board. Both your in-class participation and your discussion board contributions will count towards your participation grade.

You will also be required to write two papers, take *at least* two quizzes, give one in-class group presentation and complete a related group project.

### 4. Assignments & Assessment

#### *Individual assignments (total: 70%)*

- Attendance & Participation (incl. discussion board posts) —15%
- Module Quizzes (2) —10%
- Paper 1 (3-4 pages) —15%
- Paper 2 (5-6 pages) —30%

#### *Group assignments (total: 30%)*

- Presentation —10%
- Project —20%

#### *Attendance and Participation*

Attendance is mandatory, but you are allowed to miss two seminar sessions without prior notice, except on the day when you are scheduled to give a presentation. If you anticipate missing more than two seminar sessions, prior notice is required and you will be asked to complete a make-up assignment. Failure to provide notice may result in a deduction from your participation grade. Repeated lateness can also negatively impact your participation grade.

Active participation in discussions and class activities is expected. This requires completing assigned readings beforehand and coming to seminar prepared with ideas and questions.

Weekly contributions to the Canvas discussion board are required. To receive full credit, each post must consist of at least 10 sentences and demonstrate genuine engagement with one of the discussion prompts. You are permitted to miss *one* weekly contribution without your participation grade being affected. Discussion topics close at the end of each week on Friday at 11:59 pm, and late contributions will not be accepted.

#### *Module Quizzes*

There will be quizzes at the end of modules I, III, and V. Only the best two quiz scores count towards your final grade (each of the three is worth 5% of your final grade, so together they're worth 10%).



This means that you can either not take one of the three quizzes, or you can take all three and have the lowest score dropped (the recommended option).

The quizzes are untimed and open-book, and you have two attempts for each quiz (your **latest** score is the one that is recorded; this means that your recorded score can go down if your second attempt results in a lower score than the first).

### ***Papers***

You are required to write two papers. The first paper (800-1,200 words) is worth 15% of your final grade and the second paper (1,800-2,200 words) is worth 30%. Prompts will be provided for the first paper.

### ***Group Presentation + Project***

Your group will prepare and deliver a presentation discussing some specific kind of evidence for the existence/absence of some aspect of mentality in some species of animal (e.g., behavioral evidence of mindreading in pigs). The presentation should highlight a short scientific text (of your choosing) that will be assigned as a required reading for the rest of the class, but it can also draw from additional sources.

The presentation should demonstrate critical thinking and deep engagement with the concepts and tools discussed in the course. You should prepare a handout or a slideshow.

You cannot select animals discussed in Module III (chimps, parrots, or whales). That said, the presentation *can* be on the same animal as your (individual) Paper 2.

In addition to the presentation, your group will collaborate to complete a project related to your chosen presentation topic. You might, for example, conduct a recorded interview with an expert (with carefully crafted interview questions), produce a scripted podcast or animation, or write an op-ed. The project should be well-researched (additional scholarly sources *should* be used). The projects will be made available to the rest of the class.

## **5. Policies**

### ***Readings***

All required readings will be accessible on/ via Canvas. However, you may find it beneficial to acquire the following books:

- Kristin Andrews (2020), *The Animal Mind: An Introduction to the Philosophy of Animal Cognition*. Routledge (Available through Dartmouth libraries)
- Peter-Godfrey-Smith (2020), *Metazoa: Animal Life and the Birth of the Mind*. Macmillan (Available through Dartmouth libraries)
- Michael Tye (2017), *Tense bees and shell-shocked crabs: Are Animals Conscious*. Oxford University Press (Available through Dartmouth libraries)

### ***Discussion Guidelines***

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus.

This is a philosophy seminar, which means that there will be a lot of discussion of ideas and arguments. To make sure that these discussions remain respectful, inclusive, and constructive, here are some guidelines that we should all follow:

- Be nice. You can be critical of ideas, but remember to argue your points respectfully. Don't make fun of other discussion participants, don't use offensive examples, don't interrupt.
- Don't dominate the discussion. Raise your hand to speak. Acknowledge your fellow students' insights. Listen attentively. Do what you can to help others feel included.
- Ask clarificatory questions, if something doesn't make sense.
- If you feel that these guidelines haven't been appropriately followed, please let me know.

(These guidelines are based on this more extensive list that David Chalmers has put together: <http://consc.net/guidelines/>.)

### ***X-Hours***

X-hours in this course are designated for optional skill-building workshops, (optional) review sessions, and mandatory make-up classes in case regularly scheduled classes need to be cancelled for any reason. Please keep the X-hours free to accommodate these sessions.

- Skill-building workshops: throughout the term, you will have the opportunity to participate in skill-building workshops designed to help you succeed in this course. These workshops are *entirely optional*, and the schedule will be announced (TBA). The workshops will focus on: (i) reconstructing and evaluating arguments, (ii) reading philosophical texts, (iii) writing philosophy papers, and (iv) engaging in philosophical discussions and debates. These sessions are designed to support all students, regardless of prior experience. Whether you are still relatively new to philosophy or have taken many courses before, these workshops offer opportunities for growth and improvement. So don't worry if you feel unsure about any of these skills; you are not expected to know everything already!
- Additional review sessions: additional review sessions *may* be scheduled to reinforce your understanding of the course material, clarify doubts, and prepare for assessments. These sessions are designed to provide extra support and ensure you have the resources you need to succeed. While attendance at these review sessions is *usually optional*, it is highly encouraged. Participating in these sessions can enhance your grasp of the subject matter and improve your performance in the course. Please check Canvas regularly for updates regarding the timing and topics of these sessions.
- Make-up classes: in the event that regularly scheduled classes must be cancelled, make-up classes will be scheduled to ensure that we cover all necessary material and meet the learning objectives of the course. If a class needs to be canceled, you will be notified as soon as possible through an announcement on Canvas. Make-up classes will cover the same content that was planned for the cancelled session. The notification will include the reason for the cancellation and information about the rescheduled class. Attendance at make-up classes is *mandatory*. If you have a legitimate conflict and are unable to attend, please inform me in advance. Alternative arrangements or make-up assignments will be provided to ensure you do not miss out on the material covered.

### ***Submission of Assignments***

You are expected to submit all assignments on time. For paper assignments, you have a total of four 'late days' which can be used without penalty. Submitting a paper two hours late uses one late day, submitting a paper 25 hours late uses two late days, and so forth. Once your four late days are used up, penalties will apply (5% deduction per day), except in truly exceptional circumstances such as hospitalization. Assignments will not be accepted if they are more than seven days late.

It is your responsibility to ensure that your assignments are submitted correctly and are readable. Files that are corrupted or unreadable will be treated as non-submissions. Formatting guidelines for paper assignments will be provided.

Please note that writing good philosophy papers takes time and effort. It is advisable to begin early and draft multiple versions before submission. If you are struggling with an assignment, please reach out as soon as possible. Philosophy is hard, but I am happy to help!

### ***Office Hours***

You are strongly encouraged to attend my weekly communal office hours. If you prefer to discuss a sensitive matter privately, one-on-one meetings with me can also be scheduled.

### ***Email***

I typically respond to emails within 24 hours, though my response time may be longer during weekends and holidays. If you haven't received a reply within this timeframe, please feel free to send a follow-up email. Please note that discussing substantial philosophical questions, paper ideas, or grades over email is not feasible (please come to office hours for that). But if you have logistical questions or would like to schedule a one-on-one meeting, don't hesitate to reach out!

### ***Laptops, Tablets, and Phones***

Laptops and tablets may only be used in class for accessing assigned readings. The use of phones is strictly prohibited, unless otherwise stated. Research indicates that electronic device use during class reduces long-term retention and negatively impacts class performance, while also distracting those nearby.

Failure to comply with this policy can negatively affect your participation grade. If you have a compelling reason for needing to use a phone during class, please contact me as soon as possible so we can discuss potential accommodations.

### ***Academic Dishonesty***

The faculty, administration, and students of Dartmouth College acknowledge the responsibility to maintain and perpetuate the principle of academic honor, and recognize that any instance of academic dishonesty is considered a violation of the [Academic Honor Principle](#).

Do not cheat, plagiarize, or misuse technology (please see this [resource on proper citation of sources](#)). Familiarize yourself with the Academic Honor Principle and, if in doubt, ask. Note that violations of the principle will be reported to the relevant disciplinary authorities.

### ***Generative AI***

Understanding how and when to utilize generative AI tools (such as ChatGPT, DALL-E) is rapidly becoming an important skill. Therefore, you are encouraged to incorporate generative AI tools in this class, *provided it supports the learning outcomes or objectives of assignments*.

Unless otherwise noted, submitting text generated by AI tools or any automated assistance is prohibited for any coursework. This includes using AI to generate responses to paper prompts, quizzes, or discussion board prompts, or completing other course-related tasks. This practice undermines the development of critical thinking, writing, and research skills essential for academic success.

You may, however, utilize AI for brainstorming and refining your ideas and/or as a text editor. For example, you can use AI to generate ideas that you then expand upon in your own words, refine a paper outline you yourself have written, or use AI assistance in editing text you yourself have authored. It's important to understand both the potential benefits and limitations of using AI as a learning and research tool. While generative AI can offer valuable information or suggestions, AI systems have been found to plagiarize and fabricate material (see Hosseini et al. (2023) on "[Using AI to write scholarly publications](#)")."

Critically evaluating AI outputs is essential. You are *solely responsible* for the accuracy and integrity of information generated through the use of generative AI tools, ensuring compliance with academic honesty standards, intellectual property laws, and any confidentiality agreements relevant to coursework. All work incorporating generative AI tools must be clearly documented. At the end of your assignment, write a short paragraph to explain which AI tool you used and how you used it, if applicable. If you used AI for brainstorming, include the prompts and follow-up questions.

Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please ask.

### ***Accommodations***

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; Apply for Services webpage; [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its Testing Center may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

### ***Religious Observances***

Dartmouth has a deep commitment to support students' religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

## **6. Resources**

### ***Dartmouth Resources***

- [Academic Skills Center](#) (ASC): the ASC assists students in achieving their academic goals through tutoring and learning skills trainings.
- [Research Center for Writing, and Information Technology](#) (RWIT): RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media.
- [Dartmouth College Library](#): The Dartmouth College Library provides support through subject area specialization, course materials and reserves, reservable learning spaces, workshops & classes for students, research, scholarly publication, copyright, media, book arts, and more.

- **Financial difficulty:** Our community is composed of students from a variety of financial backgrounds. Socioeconomic diversity can be invisible, and you may be experiencing financial difficulties related to the cost of materials or other necessities for our class of which I am not aware. If you encounter financial challenges related to this class, there may be sources of support for you. If you feel comfortable sharing your experience with me, you may. You may also consider meeting with a financial aid officer to discuss options, reaching out to the First-Generation Office if you are a first-generation student, browsing the Funding Resources page, or, for unexpected expenses, applying to the Barrier Removal Fund through the Financial Aid tile in DartHub.
- **Mental Health and Wellness:** The academic environment is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: the **Counseling Center** which allows you to book triage appointments online, the **Student Wellness Center** which offers wellness check-ins, and your undergraduate dean. The student-led **Dartmouth Student Mental Health Union** and their peer support program may be helpful if you would like to speak to a trained fellow student support listener. If you need immediate assistance, please contact the **counselor on-call** at (603) 646-9442 at any time. Please make me aware of anything that will hinder your success in this course.
- **Title IX:** Through the Sexual and Gender-Based Misconduct Policy (SMP), Dartmouth demonstrates that sex and gender-based discrimination, sex and gender-based harassment, sexual assault, dating violence, domestic violence, stalking, etc., are not tolerated in our community. For more information regarding Title IX and to access helpful resources, visit Title IX's website (sexual-respect.dartmouth.edu). As a faculty member, I am required to share disclosures of sexual or gender-based misconduct with the Title IX office. If you have any questions or want to explore support and assistance, please contact the Title IX office at 603-646-0922 or TitleIX@dartmouth.edu. Speaking to Title IX does not automatically initiate a college resolution. Instead, much of their work is around providing supportive measures to ensure you can continue to engage in Dartmouth's programs and activities.

### *Philosophy Resources*

- **[The Stanford Encyclopedia of Philosophy](#)** (SEP): The SEP is a free and comprehensive reference work in philosophy. The entries are written by experts in the field and geared towards professional philosophers.
  - Anita Avramides: "[Other Minds](#)"
  - Kristin Andrews: "[Animal Cognition](#)"
  - Colin Allen: "[Animal Consciousness](#)"
  - Marta Halina: "[Methods in comparative cognition](#)"
- **[The Internet Encyclopedia of Philosophy](#)** (IEP): The IEP is a more accessible resource for information on key topics, theories, and thinkers in philosophy, geared towards a general audience.
  - Robert Lurz: "[Animal Minds](#)"
- **[The Critical Thinking Web](#)** is an extensive online resource dedicated to the development and enhancement of critical thinking skills. It includes tutorials, articles and exercises that can help you brush up on the fundamentals of critical thinking, logical reasoning, and argument analysis.
- **[PhilPapers](#)** is a comprehensive index and bibliography, providing access to a wide array of philosophical literature.

## 7. Class & Readings Schedule

### *Note on terminology:*

- “**Required**” readings are the ones you are expected to read and engage with *before* the relevant in-class session, and the *only* ones you will be quizzed on. Normally you’re required to read one paper or book chapter or a collection of shorter excerpts per session.
- “**Recommended**” readings/podcasts/videos will give you a fuller understanding of the topic under discussion. They will likely be useful to you when writing papers. Some ideas in the recommended readings might also be discussed during in-class sessions.
- “**Optional**” readings/podcasts/videos are extra materials for when you are particularly interested in a topic.

## Module I: Tools

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In this module, you will:

- Learn to identify challenges, assumptions, and biases in the empirical study of animal minds
  - Learn to identify multiple interpretations of the same behavior in animals
  - Learn to identify different levels of explanation
  - Learn to identify relevant argument forms, such as argument from analogy, argument from parsimony, and inference to the best explanation
  - Learn to reconstruct arguments in standard format with premises and a conclusion
- .....

### (1) INTRODUCTION

- Recommended: “[Animal Minds](#)” podcast, *Radiolab*
- Optional: “Animals think, therefore...” (2015)

### (2) THE PROBLEM OF OTHER MINDS; ARGUMENTS FOR/ AGAINST ANIMAL MINDS

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 1 “Other Minds”
- **Recommended:** Aristotle, *On the Soul (De Anima)*, excerpts
- Optional: Malcolm (1972), “Thoughtless Brutes”

### (3) ANTHROPOMORPHISM, ANTHROPOCENTRISM, ANTHROPODENIAL

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 2: “Understanding Animal Behavior”
- Recommended: Griffin (2001), *Animal Minds*, Preface
- Optional VIDEO: [Why Are octopi So Insanely Intelligent](#) | *SciShow*
- Optional: de Waal, *Primates and Philosophers*, Appendix A: Anthropomorphism and Anthropodenial”

### (4) SCIENCE OF ANIMAL MINDS

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 3: “The Science of Other Minds”
- Recommended VIDEO: [Could this horse read minds?](#) | *Psy vs Psy*
- Optional: Jamieson (1992), “Science, Knowledge, and Animal Minds”
- Optional: Griffin (2001), *Animal Minds*, Ch. 2: “Objections and their limitations”
- Optional: Bekoff et al. (2002): *The COgnitive Animal*: Introduction

### (5) ETHICS; REVIEW

- **Required:** Allen & Bekoff (2013), “Animal Minds, Cognitive Ethology, and Ethics” (*excerpts*)
- Optional: Webb et al. (2019), “Animal Ethics and Behavioral Science: An Overdue Discussion”

Module 1 Quiz

## Module II: Aspects of Animal Mentality A

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In this module, you will:

- Differentiate between consciousness and thinking
  - Explore the theoretical debates regarding aspects of mindedness
  - Practice explaining the relevant issues accurately and in sufficient depth
  - Practice assessing the evidence supporting specific claims
  - Practice identifying relevant objections and alternative interpretations
  - Practice evaluating the overall strength and cogency of arguments
- 

### (6) CONSCIOUSNESS

- **Required:** Nagel (1974). What is it like to be a bat? (*excerpts*)
- **Required:** Andrews (2020), *The Animal Mind*, Ch. 4: "Consciousness"

### (7) CONSCIOUSNESS, Paper 1 Topics Distributed

- **Required:** Birch et al. (2020), "Dimensions of Animal Consciousness"
- Recommended: Griffin & Speck (2004), "New Evidence of Animal Consciousness"
- **Optional VIDEO:** [Do Fish Feel Pain? Striking new evidence says yes](#)
- Optional: Peña-Guzmán (2022). *When Animals Dream: The Hidden World of Animal Consciousness*; Ch.2: Animal Dreams and Consciousness (*excerpts*)

### (8) THINKING: Beliefs, etc.

- **Required:** Tye (2017). *Tense bees and shell-shocked crabs: Are Animals conscious*, Ch. 4: "Our Friends and Neighbors," 4.1 Beliefs and Desires
- **Required:** Andrews (2020), *The Animal Mind*, Ch. 5: "Can Animals Think," pp. 107-128
- **Required:** Bermúdez (2003), *Thinking Without Words*, Ch. 1: "The Problem of Thinking Without Words," *excerpts* (~ 3 pages)
- **Recommended VIDEO:** [Smart Pigs vs Kids | Extraordinary Animals | BBC Earth](#)
- Griffin (2001), *Animals Minds*, **Ch. 8:** "Physiological indices of thinking"

### (9) THINKING: Rationality, etc.

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 5: "Can Animals Think," pp. 128-135
- **Required:** Clayton & Dickinson (2006), "Rational rats"
- Optional: Vergara-Ovalle et al. (2023), "Novel object recognition in *Octopus maya*"

### (10) CATCH-UP / REVIEW / WRITING WORKSHOP

*Paper 1*

## Module III: Aspects of Animal Mentality B

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In this module, you will:

- Differentiate between additional aspects of mindedness
  - Explore the theoretical debates regarding these aspects
  - Practice assessing the empirical evidence supporting specific claims
  - Practice explaining these issues accurately and in sufficient depth
  - Reflect on the ethical and theoretical implications of animal mindedness
-

(11) FEELINGS AND EMOTIONS

- **Required:** Bekoff (2000), "Animal emotions: Exploring Passionate Natures..."
- Recommended: Panksepp (2011), "The basic emotional circuits of mammalian brains: Do animals have affective lives?"
- Optional: Roberts (2009), "The Sophistication of Non-Human Emotions"
- Optional: Birch (2024), "Emotionless Animals? Constructionist Theories of Emotion Beyond the Human Case"

(12) COMMUNICATION

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 6: "Communication"
- **Required:** Riebel (2021), "Animal communication: Lyrebirds 'cry wolf' during mating"
- Optional: Bekoff (2021), "Animals Say 'Hi' and 'Bye' to Communicate What They Want"
- Optional: Griffin (2001), *Animal Minds*, Ch. 8: "Communication as Evidence of Thinking"

(13) COMMUNICATION

- **Required:** Fouts et al. (2002), "Chimpanzee Signing: Darwinian Realities and Cartesian Delusions"
- **Required:** VIDEO: [Can Apes Really "Talk" To Humans? | NPR's Skunk Bear](#)

(14) SOCIAL COGNITION

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 7: "Social Cognition," *excerpt*
- Optional VIDEO: [What is Theory of Mind | Psy vs. Psy](#)
- Recommended: Krachun et al. (2019), "Mirror self-recognition and its relationship to social cognition in chimpanzees"
- Optional: Cheney & Seyfarth, *Baboon Metaphysics: The Evolution of a Social Mind*, Ch. 8: "Theory of Mind"

(15) MORALITY

- **Required:** Andrews (2020), *The Animal Mind*, Ch. 7: "Moral Minds"
- Recommended: Gruen (2002), "The Morals of Animal minds"
- Optional: Willows & Baynes-Rock (2018), "Two perspectives on animal morality"
- Optional: Shapiro (2006), "Moral Agency in Other Animals"

(16) ETHICAL TREATMENT OF ANIMALS

- **Required:** Tye (2017). *Tense bees and shell-shocked crabs: Are animals conscious*, Ch. 11: "The Ethical Treatment of Animals"
- Optional: Machan (2002), "Why Human Beings May Use Animals"

*Module III Quiz*

(17) CATCH-UP / REVIEW / GROUP WORK

*Presentation Topic*

## Module IV: Kinds of Animal Minds

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In this module, you will:

- Plan and engage in independent research and exploration
  - Collaborate with your group members to prepare and deliver a presentation
  - Practice assessing the relevant empirical evidence supporting specific claims
  - Practice explaining the relevant issues accurately and in sufficient depth
  - Practice identifying relevant ethical and theoretical implications
-



(18) CHIMPANZEE CULTURES; *Presentation Demo*

- **Required:** Whiten et al. (1999), "Cultures in chimpanzees," *Nature*
- Recommended: Beran (2015), "Chimpanzee Cognitive Control"
- Optional: Andrews (2020), *The Animal Mind*, Ch. 8: "Culture"

(19) PARROTS AND LANGUAGE; Guest Lecturer: Dr. Shereen Chang

- **Required:** Pepperberg (1983), "Cognition in the African Grey parrot: Preliminary evidence for auditory /vocal comprehension of the class concept"
- **Required:** VIDEO: [The Moth: Alex and Me - Irene Pepperberg](#)
- Recommended: Rössler & Auersperg (2023), "Recent developments in parrot cognition: a quadrennial update"
- Optional: "When a bird brain tops Harvard students in a test"
- Optional: DOCUMENTARY ["Parrot Confidential"](#) (2013, *Nature*)

(20) WHALES AND EMOTIONS; Guest Lecturer: Dr. Kate Nicole Hoffman

- **Required:** DOCUMENTARY "Blackfish" (2013, dir. Gabriela Cowperthwaite)
- **Required:** Press Release: "Killer Whales Share Personality Traits with Humans, Chimpanzees" (2018)

*Presentation Outline*

(21) PRESENTATIONS

- **Required:** TBA

(22) PRESENTATIONS

- **Required:** TBA

(23) PRESENTATIONS

- **Required:** TBA

*Module IV Quiz  
Paper 2 Topic*

## Module V: The Origins of Minds

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In this module, you will:

- Plan and engage in independent research and exploration
  - Demonstrate intellectual humility and intellectual autonomy
  - Collaborate with your group members to design and produce an independent project where you:
    - Explain the relevant issues accurately and in sufficient depth
    - Apply what you have learned in this course
  - Write an argumentative paper where you:
    - Construct a convincing argument in support of your view
    - Carefully defend the premises of your argument
    - Anticipate objections and respond to them
    - Integrate what you have learned in this course
- 

(24) MATTER, LIFE, AND MIND

- **Required:** Godfrey-Smith (2020), *Metazoa*, Ch. 1: "Protozoa"
- **Required:** Dennett (2018), "Précis of *From Bacteria to Bach and Back: The Evolution of Minds*"

(25) ANIMAL SENSING; CONSCIOUSNESS AGAIN

- **Required:** Godfrey-Smith (2020), *Metazoa*, Ch. 4: “The One-armed Shrimp”
- **Required:** Tye (2017). *Tense bees and shell-shocked crabs: Are Animals conscious*, Ch. 8: “Tense Bees and Shell-Shocked Crabs,” *excerpt*
- **Optional:** Magee & Elwood (2013), “Shock avoidance by discrimination learning in the shore crab (*Carcinus maenas*) is consistent with a key criterion for pain”
- **Optional:** Menzel (2012), “The honeybee as a model for understanding the basis of cognition”

(26) SUBJECTS, AGENTS, SELVES

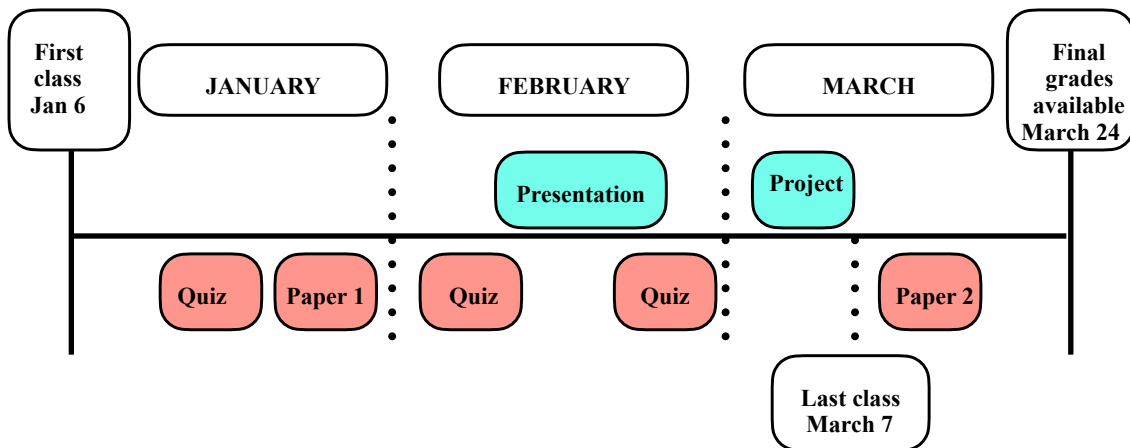
- **Required:** Godfrey-Smith (2020), *Metazoa*, Ch. 5: “The Origin of Subjects”
- **Required:** Hurley (2001), “Perception and Action: Alternative Views,” *excerpts*
  - **Optional:** Thompson (2011), “Précis of Mind in Life: Biology, Phenomenology, and the Sciences of Mind”

*Project*

(27) RAPTORS UP CLOSE! (TBC)

- A class visit from animal ambassadors and educators from the Vermont Institute of Natural Science (VINS).

*Paper 2*



## 5.2 Philosophy & Visual Perception

[This is the syllabus for a course I taught at University of Pennsylvania in Fall 2021]

**Instructor:** Tiina Rosenqvist

**Email:** [trosenq@sas.upenn.edu](mailto:trosenq@sas.upenn.edu)

**Meeting time:** TR 12-1:30pm

**Meeting room:** PWH 108

**Office:** COHN 403 (or Zoom)

**Office hours:** T 4-5 PM; R 10:30-11:30 AM & by appointment

The syllabus is subject to change based on the needs of the class. Make sure to always check the up-to-date syllabus on our course Canvas site.

### 1. Course Description

This course is about seeing. What does it mean to see something? What do we see, how do we see it, and why do we see it?

Visual perception is an area of contemporary research in philosophy of psychology that interacts with empirical sciences and other areas of philosophy. This course is interdisciplinary. We will draw on research in visual ecology, psychology, and neuroscience, and try to bring these different streams into dialogue with one another. We will ask how empirical results bear on the plausibility of the philosophical theories we consider and how they might guide our theory-building. The course is intended to be accessible to students with a previous course in either philosophy, psychology, visual studies, or cognitive science.

The main content of the course is divided into three sections (modules II-IV). We will start by thinking about the nature and structure of perceptual experience itself. What do we see and how do we see it? Do our perceptual states *represent* physical objects and their properties, do we see sense-data, or are we somehow directly “acquainted” with the objects and properties in our environment? Second, we will consider the perception of one particular perceptible quality: color. What, if anything, is colored? Is color a purely physical property or is it subject-dependent in some way? What is the fundamental goal of the color visual system? Third, we will ask how seeing relates to cognition and how it related to other perceptual modalities. Do our beliefs and desires influence what we see? Do other perceptual modalities affect what we see (or vice versa)? What kind of properties are presented to us in visual experience: is it just simple properties like shape, color and motion, or can we literally *see* emotions, kinds, and types of animacy?

### 2. Course Objectives

Through active participation in this course, you will develop an empirically-informed understanding of key contemporary issues and debates in philosophy of perception, improve you overall critical thinking skills, and practice constructing and evaluating philosophical arguments.

### 3. Course Structure

#### *In-person sessions:*

The standard format for the in-person sessions is lecture and discussion. There will also be occasional group work. You are expected to do the assigned readings before class, and participate actively in discussions and other in-class activities.

If the public health and safety measures due to COVID-19 require us to switch to partial or all on-line instruction, the class will meet synchronously on Zoom. In some rare circumstances, asynchronous lectures might be used.

### ***Out-of-class activities:***

You are required to take short reading quizzes on Canvas before the in-person sessions. The quizzes are open-book, and *only the ten best quiz scores count towards your grade.*

You are also encouraged (though *not* required) to use the Canvas discussion board and Perusall to share your thoughts on course content, to ask questions, to share links to relevant articles, etc. Both your in-class participation and discussion board/Perusall contributions can count towards your participation grade.

You are required to write two short papers and two drafts of a longer paper, and to conduct two peer reviews. In addition, you will complete a project in which you apply some aspect of what you have learned in this course. You are required to record a video presentation (8-10 min) of the project, which will be made available to the entire class. You are likewise required to watch all the project videos made by your classmates and leave a short constructive comment on each.

## **4. Assignments & Assessment**

- Attendance & Participation —15%
- Reading Quizzes on Canvas —15%
- Short Paper 1 (800-1000 words) —10%
- Short Paper 2 (800-1000 words) —10%
- Perception Project — 10%
- Final Paper Draft 1 (800-1200 words) — 10%
- Final Paper Peer Reviews — 5%
- Final Paper Draft 2 (1800-2200 words) — 25%

## **5. Course Policies**

### ***Readings***

All course readings will be posted (or linked) on Canvas. You are not required to buy any books.

### ***Attendance***

Attendance is mandatory (please be on time!), but you are allowed to miss two classes without prior notice, unless you are scheduled to conduct peer reviews on that day. If you are going to miss more than two classes (or if you are going to miss the peer review day), prior notice is required (please use the [Course Absence Report \(CAR\)](#) system to notify me of your absence from class). Depending on the circumstances, your participation grade might be negatively affected, or you might be asked to complete a make-up assignment.

### ***Masking***

Per the University's August 25 Message to the Penn Community on the Start of the Fall Semester, *masks covering the nose and mouth must be worn at all times in all public indoor spaces, including classrooms, by all persons.* Students who refuse to wear masks in the classroom will be referred to the Office of Student Conduct for disciplinary action.

### ***Discussion Guidelines***

Since this is a philosophy seminar course, there will be a lot of discussion of ideas and arguments. To make sure that these discussions remain respectful, inclusive, and constructive, here are some guidelines that we should all follow:

- Be nice. You can be critical of ideas, but remember to argue your points respectfully. Don't make fun of other discussion participants, don't use offensive examples, don't interrupt.
- Don't dominate the discussion. Raise your hand to speak. Acknowledge your fellow students' insights. Listen attentively. Think about what *you* can do to encourage others to participate.
- Ask clarificatory questions, if something doesn't make sense.
- If you feel that these guidelines haven't been appropriately followed, please let me know.

(These guidelines are based on this more extensive list that David Chalmers has put together: <http://consc.net/guidelines/>.)

### ***Submission of Assignments***

You are expected to submit all assignments on time. That said, for the paper assignments you have a *total* of eight "late days" that carry no lateness penalties. If you submit a paper two hours late, you're thereby using one late day. If you submit a paper 25 hours late, you're using two late days, etc. After the eight days are used up, penalties apply (5% per day), except in special cases. No submissions are accepted if more than seven days late, barring extenuating circumstances.

It is *your* responsibility to make sure that your assignments are properly submitted and readable. Corrupted files and other unreadable documents are treated as non-submissions. Formatting guidelines for the paper assignments will be provided.

Please take into account that writing good philosophy papers takes time and effort. You should start as soon as possible and write multiple drafts before you submit the paper. If you are struggling with an assignment, *please get in touch as soon as possible*. Philosophy is hard, but I'm happy to help.

### ***Office Hours***

You are invited and encouraged to attend weekly communal office hours. One-on-one meetings with me can also be scheduled, if there is something that you would like to discuss privately, or if you can't make my normal office hours due to a conflict.

### ***Email***

I normally respond to emails within 24 hours, though I might take longer during weekends and holidays. If you have not received a response within this time frame, feel free to prompt me with another email. Discussing substantial philosophical questions, paper ideas, or grades over email is not feasible (please come to office hours for that), but if you have questions about logistics or would like to schedule a one-on-one meeting, email away!

### ***Laptops, Tablets, and Phones***

Use of laptops and tablets in class is permitted *only for accessing assigned readings*. No phones are permitted. Empirical research suggests that the use of electronics in class reduces long-term retention and negatively impacts class performance (<https://www.tandfonline.com/doi/abs/>

10.1080/01443410.2018.1489046?journalCode=cedp20), as well as distracts everybody around (<https://psycnet.apa.org/record/2014-52302-001>).

If you have a good reason for why you need to use electronics in class, please get in touch as soon as possible, and we can work something out.

### *Academic Dishonesty*

Do not cheat. Do not plagiarize. Familiarize yourself with the University's Code of Academic Integrity (<https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>), and if in doubt, ask. Note that violations of the code will be reported to the relevant disciplinary authorities.

### *Accommodations*

Students who require special accommodations are encouraged to contact Student Disabilities Services (<https://wlrc.vpul.upenn.edu/sds/>). If you have any access needs that you think I should know about, please get in touch as soon as possible.

### *Religious and Secular Holidays*

Accommodations can be made for students observing religious and secular holidays. You should inform me within the first two weeks of the course of your intent to observe such holidays so that appropriate arrangements can be made. You can review the University Policy on Secular and Religious Holidays here: <https://catalog.upenn.edu/pennbook/secular-religious-holidays/>

## 6. Resources

### *Penn Resources*

- **Counseling & Psychological Services (CAPS):** <https://caps.wellness.upenn.edu>
- **Wellness at Penn:** <https://wellness.upenn.edu>
- **Weingarten Learning Resources:** <https://wlrc.vpul.upenn.edu/lr/>
- **Tutoring Center:** <https://wlrc.vpul.upenn.edu/tutoring/>
- **Writing Center:** <http://writing.upenn.edu/critical/wc/>

### *Philosophy Resources*

- Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/entries/plato/>
- Critical Thinking Web: <https://philosophy.hku.hk/think/critical/ct.php>
- PhilPapers (a comprehensive index and bibliography of philosophy): <https://philpapers.org>
- Existential Comics: <http://existentialcomics.com>

### *Films That Might Make You Think More About Visual Perception*

- *Stalker* (1979)
- *Hero* (2002)
- *Tree of Life* (2011)
- *Samsara* (2011)
- *I Am Belfast* (2015)

## 7. Class & Readings Schedule

### *Note on terminology:*

- “**Required**” readings are the ones you are expected to read and engage with *before* the relevant in-class session, and the *only* ones you will be quizzed on. Normally you’re required to read one paper or book chapter or a collection of shorter excerpts per session.
- “**Recommended**” readings/podcasts/videos will give you a fuller understanding of the topic under discussion. They will likely be useful to you when writing papers. Some ideas in the recommended readings might also be discussed during in-class sessions.
- “**Optional**” readings/podcasts/videos are extra materials for when you are particularly interested in a topic.

### Module I: Getting Started

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*In the first module, we’ll cover some basics. We’ll talk about what philosophy is and how it differs (if it does) from the sciences. Since philosophical writing is usually argumentative writing, we’ll spend some time thinking about arguments. What are they? How can we spot them? What makes them good? Next we’ll zoom in on philosophy of perception, and think about how it relates to other areas of philosophy, and what kinds of questions philosophers of perception usually ask. Finally, we’ll think about how vision works, from the point of view of neuroscience and psychology. What happens when the light reflected from object surfaces hits the eye? Where does the information travel in the brain and how is it processed?*

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- 8/31 (1) Syllabus and Logistics. What is philosophy? *PHILSKILLS: What is an argument*
- *Recommended:* Pryor, “Guidelines on Reading Philosophy”
  - *Recommended:* Purugganan & Hewitt, “How to Read a Scientific Article”
- 9/2 (2) Contemporary Philosophy of Perception; Science of Vision, *PHILSKILLS: How to Read Philosophy*
- **Required:** Wolfe et al. (2015), *Sensation & Perception*, Ch. 2: The First Steps in Vision
  - *Recommended:* Nanay (2010), “Philosophy of Perception: The New Wave” in *Perceiving the World*
  - *Optional:* Gregory, *Eye and Brain*, Ch. 3: Eye
- 9/7 (3) Science of Vision (Group Work in Class)
- **Required:** Wolfe et al. (2015), *Sensation & Perception*, Ch. 3: Spatial Vision: From Spots to Stripes (pp. 53-55, 64-85)
  - *Recommended:* Watch *Vision: Crash Course* on YouTube
  - *Optional:* Gregory, *Eye and Brain*, Ch. 4: Brain

### Module II: The Nature and Structure of Perceptual Experience

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*We normally think that we can just see—that we are in direct, unmediated contact with ordinary objects and their mind-independent properties. The arguments from illusion and hallucination challenge this ordinary understanding of perception. When we hallucinate, we aren’t aware of any ordinary object at all and when we have an illusory experience, we see an ordinary object, but not as it really is. So how exactly does visual perception work? Do we see sense-data instead of external objects, do our perceptual states represent (and sometimes misrepresent) external objects and their properties, or is perception constituted in terms of a relation of ordinary objects to perceivers and perhaps perceptual circumstances?*

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- 9/9 (4) The Problem of Perception ([Quiz 1](#))
- **Required:** Fish (2010), *Philosophy of Perception*, Ch. 1: Introduction: Three key principles
  - **Optional:** Crane & French (2021), "The Problem of Perception" *Stanford Encyclopedia of Philosophy*
- 9/14 (5) Russell's Representative Realism and Sense-Data ([Quiz 2](#))
- **Required:** Russell (1912), *Problems of Philosophy*, Chs. 1-2 (pp. 1-10)
  - **Required:** Dignāga, *Investigation of the Percept (Ālambana-parīkṣā)*
  - **Recommended:** Hume (1758/1999), *An Enquiry Concerning Human Understanding*, Sect. XII, Part 1: 118
  - **Optional:** Fish (2010), *Philosophy of Perception*, Ch. 2: Sense datum views (Access through Franklin)
- 9/16 (6) Tye's Representationalism & Transparency, *PHILSKILLS: How to Talk Philosophy*
- **Required:** Tye (2002), "Representationalism and the Transparency of Experience," *Noûs*
  - **Optional:** Fish (2010), *Philosophy of Perception*, Ch. 5: Intentional theories (Access through Franklin)
- 9/21 (7) Brewer's Object View (Naïve Realism) ([Quiz 3](#)); *Paper 1 Topics Distributed*
- **Required:** Brewer (2006), "Perception and Its Objects," *Philosophical Studies*
  - **Optional:** Byrne's (2021) Review of Brewer's (2011) Book
  - **Optional:** Fish (2010), *Philosophy of Perception*, Ch. 6: Disjunctive theories (Access through Franklin)
- 9/23 (8) Review & Discussion, *PHILSKILLS: How to write a philosophy paper*
- **Required:** Pryor, "Guidelines on Writing a Philosophy Paper"

### Module III: Science & Philosophy of Color

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*Color is an extremely salient feature of visual scenes for many animals, but what kind of property is it — is it an intrinsic property of external objects, an illusion created by our brain, or some sort of a relation between objects and perceivers? If colors are real, then when are our color perceptions successful — is it when they match some property present in the object or are the success standards more directly utility-based? Finally, what is the best way to approach these metaphysical and epistemological questions about color — should we start with the so-called common-sense conception of color or should we start with what the relevant empirical sciences have to say?*

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- 9/28 (9) Why is color so difficult? ([Quiz 4](#))
- **Required:** Chirimuuta (2015), *Outside Color*, Ch. 1: Color and Its Questions (pp. 1-14)
- 9/30 (10) The Science of Color Vision (Group Work in class)
- **Required:** Wolfe et al. (2015), *Sensation & Perception*, Ch. 5: The Perception of Color (excerpts)
  - **Recommended:** Watch *How We See Color* on YouTube
- Paper 1 Due 9/30 11:59 PM*
- 10/5 (11) Introduction to Color Metaphysics ([Quiz 5](#)); *Class Visit to the Penn Materials Library*
- **Required:** Logue (2016), "Metaphysics of Color 1: Physicalist Theories of Color," *Philosophy Compass* (pp. 211-213)
  - **Required:** Logue (2016) "Metaphysics of Color 2: Non-Physicalist Theories of Color," *Philosophy Compass* (pp. 220-221, 224-227)



- 10/7 (12) Reductive Physicalism ([Quiz 6](#))
- **Required:** Byrne & Hilbert (2003), "Color realism and color science," *BBS* (sections 3-4, pp. 7-18)
  - **Recommended:** Logue (2016), "Metaphysics of Color 1: Physicalist Theories of Color" (pp. 213-216)
- 10/12 (13) Traditional Dispositionalism ([Quiz 7](#))
- **Required:** Levin (2000), "Dispositional theories of Color and the Claims of Common Sense," *Philosophical Studies*
  - **Recommended:** Locke, *An Essay Concerning Human Understanding*, Book II, Chapter 8: 9-15, 22-26
  - **Recommended:** Byrne & Hilbert (2003), Section 2.2
  - **Recommended:** Logue (2016) "Metaphysics of Color 2: Non-Physicalist Theories of Color" (pp. 220-224)
- (October 14-17 Fall Term Break)
- 10/19 (14) Visual Ecology ([Group Work in class](#))
- **Required:** Gerl and Morris (2008), "The Causes and Consequences of Color Vision," *Evolution: Education and Outreach*
  - **Recommended:** Watch *How Animals and People See the World Differently* | National Geographic on YouTube
  - **Optional:** Watch *Life in Colour with David Attenborough* on NETFLIX (Ep. 1 & 2)
- 10/21 (15) The Function of Color Vision: Detection vs. Discrimination ([Quiz 8](#))
- **Required:** Hatfield (1992), "Color Perception and Neural Encoding: Does Metameric Matching Entail a Loss of Information?" *PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association*, read until Section 4
  - **Recommended:** The rest of Hatfield (1992)
- 10/26 (16) The Function of Color Vision: Perceptual Enhancement ([Quiz 9](#)); *Paper 2 Topics Distributed*
- **Required:** Akins & Hahn (2014), "Color Perception" in *The Oxford Handbook of Philosophy of Perception*, Sections 5-7 (pp. 431-440)
  - **Recommended:** Akins & Hahn (2014), Sections 1-4
  - **Optional:** Listen to *New Books in Philosophy/ Chirimuuta: Outside Color* (podcast)
- 10/28 (17) Ecological Relationalism ([Quiz 10](#))
- **Required:** Thompson (1995), "Colour Vision, Evolution, and Perceptual Content," *Synthese* (pp. 1-11, 22-27)
  - **Recommended:** Thompson (1995). *Colour Vision: A study in Cognitive Science and the Philosophy of Perception* (excerpt, 3 pages)
  - **Recommended:** Byrne & Hilbert (2003), section 2.5

## Module IV: Perception & Cognition

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*In this section, we'll think about how visual perception relates to other perceptual modalities, and how it relates to cognition. Do our beliefs, desires, and other cognitive states affect what we see or is visual perception cognitively impenetrable? Do other sensory modalities affect what we see or is visual perception informationally encapsulated? Do visual experiences sometimes represent complex properties like kind memberships or animacy?*

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- 11/2 (18) Fodor's Modularity ([Quiz 11](#))
- **Required:** Fodor (1985): "Précis of the Modularity of Mind," *BBS*
  - **Optional:** Pylyshyn (1999), "Is vision continuous with cognition: The case for cognitive impenetrability of visual perception," *BBS*
- 11/4 (19) Modularity, Integration, Cognitive Penetration ([Quiz 12](#)), *Class Visit to the Institute of Contemporary Art (ICA)*
- **Required:** Burnston & Cohen (2015), "Perceptual Integration, Modularity, and Cognitive Penetration" in *The Cognitive Penetrability of Perception: New Philosophical Perspectives*

*Paper 2 Due 11/4 11:59 PM*

- 11/9 (20) Experimental Evidence for Cognitive Penetration (Group Work in class)
- **Required:** Banerjee, Chatterjee & Sinha (2012), "Is it light or dark? Recalling moral behavior changes perception of brightness," *Psychological Science*
  - **Required:** Levin & Banaji (2006), "Distortions in the perceived lightness of faces: The role of race categories," *Journal of Experimental Psychology: General*
  - **Required:** Hansen et al. (2006) "Memory modulates color appearance," *Nature Neuroscience*

- 11/11 (21) Evaluating the Evidence ([Quiz 13](#)); *Final Paper Topics Distributed*
- **Required:** Firestone & Scholl (2016), "Cognition does not affect perception: Evaluating the evidence for "top-down" effects," *BBS* (pp. 1-19)
  - **Recommended:** Re-visit papers from last time

- 11/16 (22) Contents of Visual Experience, Siegel on K-Properties ([Quiz 14](#))
- **Required:** Siegel (2011), "Kinds" in *The Contents of Visual Experience*
  - **Recommended:** [Tye \(1995\)](#), *Ten Problems of Consciousness*, pp. 100-105 (section 4.2)

*Projects Due 11/16 11:59 PM*

- 11/18 (23) Thin vs. Rich Contents: The Debate ([Quiz 15](#))
- **Required:** Siegel & Byrne (2017), "Rich or Thin?" in *Current Controversies in Philosophy of Perception*

- 11/23 (24) Experimental Evidence for Rich Content
- **Required:** Gao et al. (2009), "The psychophysics of chasing: A case study in the perception of animacy," *Cognitive Psychology*
  - **Recommended:** Yale Perception & Cognition Lab Demos: <http://perception.yale.edu>
  - **Optional:** Scholl & Gao (2013), "Perceiving animacy and intentionality: Visual processing or higher-level judgment?" in *Social Perception: Detection and Interpretation of Animacy, Agency, and Intention*

*(Nov 25-28 Thanksgiving)*

## Module V: Wrapping Up

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*This last section of the course is dedicated to drawing connections between the different topics we've covered, to consolidating our knowledge, and to honing our philosophy skills. We'll start with a writing workshop and experiment with strategies for improving the exposition, argumentation, and philosophical engagement in paper assignments. We'll also view all the project videos and discuss them on Canvas. Then our guest speaker, Sam Clarke, will zoom in on some of the intricacies involved in the discussions of modularity and cognitive penetration. After this we'll have a peer review session: you'll provide feedback on two of your peers' final paper drafts and they'll do the same for you. We'll end with one last discussion of what we have learned and what new questions have arisen.*

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11/30 (26) Final Paper Writing Workshop

- **Required:** Watch all the project presentations on Canvas, leave a short (constructive!) comment or question on each.

*Final Paper Draft 1 Due 11/30 11:59 PM*

12/2 (25) Guest Speaker: Sam Clarke

- **Recommended:** Clarke (2020), "Cognitive penetration and informational encapsulation: Have we been failing the module?" *Philosophical Studies*

*Final Paper Peer Reviews Due 12/3 11:59 PM*

12/7 (27) Final Paper Peer Reviews in Class

- **Recommended:** Read the reviews of your paper draft beforehand

12/9 (28) Final Review & Discussion

*Final Paper Draft 2 Due 12/15 11:59 PM*

**ASSIGNMENT Due Dates**

- Before Each Class (11:45 AM) Quizzes
- Sept 30 Short Paper 1
- Nov 4 Short Paper 2
- Nov 16 Project
- Nov 30 Final Paper Draft 1
- Dec 3 Final Paper Peer Reviews
- Dec 15 Final Paper Draft 2

## 5.3 Philosophy Across the Globe: An Introduction

### 1. Course Description

This course offers an introduction to philosophy through a rich and diverse cross-cultural perspective. We will engage with philosophical texts and ideas from Chinese, Indian, Islamic, African, and Native American traditions, alongside canonical and contemporary works from the Western tradition. When relevant, we will create dialogues between these diverse philosophical traditions, highlighting their unique contributions and common themes.

The course content is organized into six modules. The first module deals with *metaphilosophy*: we will explore what philosophy is, how it distinguishes itself from science and religion, and why there is a growing call for diversification within academic philosophy. The second module traces the *historical* developments that led to the exclusion of non-Western thinkers from the philosophical canon. The third module, focusing on *metaphysics*, examines the concept of personal identity through European, Native American, and Buddhist perspectives. The fourth module covers two major *epistemological* issues: skepticism and the nature of knowledge. This includes discussions on the skeptical scenarios posed by al-Ghazālī and Descartes, and a critical look at traditional analyses of knowledge through thought experiments from both Western and Indian traditions. In the fifth module we will compare and contrast ethical theories from around the world. The sixth module is dedicated to review.

Through these modules, we will gain a deeper appreciation of philosophy as a global discipline, understand the importance of inclusive philosophical inquiry, and develop the skills to critically engage with complex philosophical ideas from multiple cultural perspectives.

### 2. Course Objectives

Through active participation in this course, you will develop an understanding of a number of important issues and debates in philosophy, improve your overall critical thinking skills, and learn to construct and evaluate philosophical arguments. You will practice close reading and interpretation of primary texts, construct comparative analyses of philosophical views, engage in collaborative learning activities, and hone your philosophy writing skills.

### 3. Course Structure

#### *In-person sessions:*

The standard format for the in-person sessions is lecture and discussion. There will also be occasional group work. You are expected to do the assigned readings before class and participate actively in discussions and other in-class activities.

#### *Out-of-class activities:*

You are required to make one discussion board contribution for each required reading. To get full credit, you need to submit your contributions *before* the relevant in-person session and demonstrate meaningful engagement with the text in question. Each discussion contribution should be at least three sentences long. You can ask developed questions, agree/disagree with reasons, draw connections to other course readings, etc. Late contributions are accepted for up to seven days, for half credit.

You are also required to write three short papers, take one short quiz and one longer cumulative exam, and give a group presentation.

## 4. Assignments & Evaluation

- Attendance & Participation — 10%
- Discussion Board Contributions — 10%
- Module I Reflection Paper (300-500 words) — 5%
- Module II Quiz— 10%
- Module III Argumentative Paper (800-1000 words) — 15%
- Module IV Argumentative Paper (800-1000 words) — 15%
- Module V Group Presentation — 10%
- Exam — 25%

## 5. PHILSKILLS Workshops

Throughout the semester, we will focus on developing and refining the essential skills required for success in this course. These workshops, labeled “PHILSKILLS” on the class schedule, will help you practice the following: reconstructing and evaluating arguments, reading and interpreting philosophical texts, writing clear and persuasive philosophy papers, engaging in thoughtful discussions and debates on philosophical topics.

Whether this is your first philosophy course or you have previous experience, these workshops are designed to enhance your skills and deepen your understanding. Don’t worry if you are new to philosophy; I do not expect you to already know how to do these things. For those with a background in philosophy, there's always room for growth!

## 6. Course Policies

[omitted]

## 7. Resources

[omitted]

## 8. Class & Readings Schedule

*Note on terminology:*

- “**Required**” readings are the ones you are expected to read *before* the relevant in-class session. I have kept the required readings short, and I ask that you really engage with those texts. Read them carefully, preferably multiple times. Take notes and write down any questions that come to mind.
- “**Recommended**” readings/podcasts/videos will give you a fuller understanding of the topic under discussion. They will likely be useful to you when writing papers.
- “**Optional**” readings/podcasts/videos are extra materials for when you are particularly interested in a topic, or when you are struggling with a difficult reading.

## Module I. Getting Started: Metaphilosophy

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*In this module we will explore what philosophy is, how it distinguishes itself from science and religion, and why there is a growing call for diversification within academic philosophy*  
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- (1) Metaphilosophy: What is Philosophy? **PHILSKILLS:** What is an Argument
    - **Required:** Metcalf (2020), “What is Philosophy?” *1000-word Philosophy*
  - (2) Metaphilosophy: Eurocentrism
    - **Required:** Coleman: “Philosophy is dead white—and dead wrong,” *World.edu*
    - **Required:** Garfield & Van Norden: “If Philosophy Won’t Diversify, Let’s Call it What it Really Is,” *New York Times*
  - (3) Metaphilosophy: Diversifying Philosophy
    - **Required:** Struhl (2010): “No (more) philosophy without cross-cultural philosophy,” *Philosophy Compass*
    - **Optional:** Mitchell (2018), “The Dimensions of Diversity, Teaching Non-Western Works in Introductory Philosophy Courses,” *Dialogue*.
    - **Optional:** Edelglass & Garfield (2011), “Introduction” in *The Oxford Handbook of World Philosophy*.
- Module I Reflection Paper—5%*

## Module II. The Canon: How Did We Get Here?

.....  
*In this module we will trace the historical developments that led to the exclusion of non-Western thinkers from the philosophical canon*  
.....

- (4) Canon Formation #1
  - **Required:** Park (2013), *Africa, Asia, and the History of Philosophy: Racism in the Formation of the Modern Canon, 1780-1830*. Ch. 1 (excerpts)
- (5) Canon Formation #2
  - **Required:** Park (2013), *Africa, Asia, and the History of Philosophy: Racism in the Formation of the Modern Canon, 1780-1830*. Ch. 4 (excerpts)
- (6) Gatekeeping #1; **PHILSKILLS:** How to Read Philosophy
  - **Required:** Cordova (2001), “What is Philosophy?” *APA Newsletter on American Indians in Philosophy*, pp. 14-16
  - **Recommended:** Pryor, “Guidelines on Reading Philosophy”
- (7) Gatekeeping #2
  - **Required:** Dotson (2012), “How is This Paper Philosophy?” *Comparative Philosophy* (excerpts)
- (8) *Module II Quiz—10%*, **PHILSKILLS:** How to reconstruct an argument

## Module III. Metaphysics: Personal Identity

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*In this module we will focus on metaphysics and examine the concept of personal identity through European, Native American, and Buddhist perspectives*  
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- (9) What is Metaphysics?; The Problem of Personal Identity
  - **Required:** Sider (2005), “Personal Identity” in *Riddles of Existence: A Guided Tour of Metaphysics*.
  - **Recommended:** Vance (2014), “Personal Identity: How We Exist Over Time,” *1000-word Philosophy*.

- (10) Locke vs. Reid
- **Required:** Locke (1690), "The Prince and the Cobbler" in *Reason and Responsibility: Readings in Some Basic Problems of Philosophy*.
  - **Required:** Reid (1785), "Of Mr. Locke's Account of Our Personal Identity" in *Reason and Responsibility: Readings in Some Basic Problems of Philosophy*.
- (11) American Indian View of Personal Identity
- **Required:** Norton-Smith (2010), *The Dance of Person and Place: One Interpretation of American Indian Philosophy*, Ch. 5: An Expansive Conception of Persons (excerpts)
- (12) Buddhism: No-Self and the Skandha Theory; *Module III Paper Topics Distributed*
- **Required:** *Milindapanha* (Milinda's Questions) in *Buddhist Philosophy: Essential Readings*.
  - **Recommended:** Parfit (1987), "Divided Minds and the Nature of Persons" in *Reason and Responsibility: Readings in Some Basic Problems of Philosophy*.
- (13) Review; **PHILSKILLS: How to Write a Philosophy Paper**
- **Required:** Pryor, "Guidelines on Writing a Philosophy Paper"

*Module III Argumentative Paper – 15%*

## Module IV. Epistemology: Knowledge & Skepticism

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*In this module we will cover two major epistemological issues: skepticism and the nature of knowledge. This includes discussions on the skeptical scenarios posed by al-Ghazālī and Descartes, and a critical look at traditional analyses of knowledge through thought experiments from both Western and Indian traditions*

.....

- (14) Introduction to Epistemology; What Can We Know?
- **Required:** Pojman, *What Can We Know: An Introduction to the Theory of Knowledge* (excerpts)
  - **Recommended:** Metcalf (2020), "Epistemology, or Theory of Knowledge," *1000-word Philosophy*.
- (15) Skeptical Challenges: Dreams and Demons
- **Required:** *Al-Ghazālī's Path to Sufism: His Deliverance from Error* (excerpt)
  - **Recommended:** Descartes (1641), *Meditations on First Philosophy*, First Meditation: What Can Be Called Into Doubt?
  - **Optional:** Moad (2009), "Comparing Phases of Skepticism in al-Ghazali and Descartes: Some First Meditations on Deliverance from Error," *Philosophy East & West*
- (16) Responses to Skepticism; **PHILSKILLS: How to Talk Philosophy**
- **Required:** Feldman (2003), *Epistemology* (excerpt)
  - **Optional:** Vogel (1990), "Cartesian Skepticism and Inference to the Best Explanation," *The Journal of Philosophy*
  - **Optional:** Nagel (2019) "Classical Indian Skepticism: Reforming or Rejecting Philosophy," *Comparative Philosophy*.
- (17) The Traditional Account of Knowledge: Justified True Belief
- **Required:** Feldman (2003), *Epistemology*, Ch. 2: The Traditional Analysis of Knowledge
  - **Optional:** Potter (1984), "Does Indian epistemology concern justified true belief?" *Journal of Indian Philosophy*.
- (18) Dharmottara & Gettier; *Module IV Paper Topics Distributed*
- **Required:** Dreufys (1997), *Recognizing Reality: Dharmakīrti's Philosophy and Its Tibetan Interpretations*, pp. 292-293 (on Dharmottara)
  - **Required:** Gettier (1963), "Is Justified True Belief Knowledge?" *Analysis*.

(19) Responses to Gettier

- **Required:** Feldman (2003), *Epistemology*, Ch. 3: Modifying the *Traditional Account of Knowledge*
- **Optional:** *Wi-Phi*: *Epistemology* Ch. 6 Analyzing Knowledge 2: No-False-Lemma and No-Defeater Approaches (Jennifer Nagel)

*Module IV Argumentative Paper – 16%*

## Module V. Normative Ethics

.....  
*In this module we will compare and contrast ethical theories from around the world.*  
.....

(20) Introduction to Ethics; Deontology & Virtue Ethics

- **Required:** Kant, “The Good Will and the Categorical Imperative” in *Reason and Responsibility: Readings in Some Basic Problems of Philosophy* (excerpt)
- **Required:** Aristotle, “Virtue and the Good Life” in *Reason and Responsibility: Readings in Some Basic Problems of Philosophy* (excerpt)
- **Optional:** Chapman (2014), “Deontology: Kantian Ethics.” *1000-word Philosophy*.

(21) Utilitarianism

- **Required:** Mill (1879), “Utilitarianism” in *Reason and Responsibility: Readings in Some Basic Problems of Philosophy* (excerpt)
- **Optional:** Gronholz (2014), “Consequentialism and Utilitarianism,” *1000-word Philosophy*.

(22) Indian Mahayana Buddhist Ethics: The Way of the Bodhisattva

- **Required:** Śāntideva, *The Way of Bodhisattva* (excerpts)
- **Recommended:** Garfield, Jenkins & Priest (2016), “The Śāntideva Passage: Bodhicaryavatara VIII. 90-103” in *Moonpaths* (excerpts)

(23) African Social Ethics: Reciprocity and Interdependence

- **Required:** Gyekye (2010), “African ethics.” *Stanford Encyclopedia of Philosophy*, Sections 4-8
- **Optional:** Hallen (2011), “African Philosophy” in *Oxford Handbook of World Philosophy*
- **Optional:** Metz (2019), “The African Ethic of Ubuntu,” *1000-word Philosophy*.

(24) Confucian Role Ethics

- **Required:** Ramsey (2016), “Confucian Role Ethics: A Critical Survey,” *Philosophy Compass*

(25) Module Review; Preparation for Group Presentations, *Group Presentation Topics Distributed*

(26) *Module V Group Presentations (10%)* in class

## Module VI. Wrapping Up

.....  
*This module is dedicated to review. We will address any remaining questions and consolidate our understanding of the course materials.*  
.....

(27) Final Exam Review Session

(28) *Final Exam (25%) in Class*



## 5.4 AI Ethics: An Introduction

### 1. Course Description

This course offers an exploration of the ethical issues that arise from the development and deployment of artificial intelligence (AI) across various fields. We begin by covering foundational topics in both philosophy and AI, including how to construct, evaluate, and engage with ethical arguments in a rapidly evolving technological landscape. From there, we will explore key ethical frameworks and see how these frameworks help us critically analyze and address real-world AI challenges.

Central to the course are topics like algorithmic fairness, where we examine how AI systems can introduce or exacerbate bias in areas such as criminal justice and healthcare. We will investigate privacy concerns related to AI-driven surveillance technologies and the ethical dilemmas they create. Additionally, we'll address the growing threat of online manipulation, focusing on how AI can influence behavior and decision-making through tailored content, deepfakes, and other tactics. Finally, we'll explore the ethics of generative AI; for instance, this course description was created with the help of generative AI, drawing on the class and reading schedule below. What ethical considerations, if any, does this raise?

The course ends with a close reading of Shannon Vallor's *The AI Mirror*. We will critically engage with her reflections on how AI technologies mirror and transform human values, ethics, and our understanding of ourselves in a digitally driven world.

### 2. Course Objectives

Through active participation in this course, you will:

- **Gain a comprehensive understanding of AI ethics:** you will explore key issues in AI ethics, including algorithmic fairness, the implications of surveillance technologies, and the ethical challenges posed by online manipulation and generative AI.
- **Apply ethical frameworks to real-world cases:** through readings, class activities, and assignments, you will develop the tools necessary to critically assess the ethical implications of AI technologies. By the end of the course, you will contribute thoughtfully to ongoing discussions in this rapidly evolving field.
- **Enhance your overall critical thinking skills:** you will strengthen your ability to think critically about complex philosophical issues, identify underlying assumptions, and construct effective counterexamples.
- **Refine your argumentation skills:** you will practice constructing and evaluating philosophical arguments, both orally and in writing. You will learn to create well-organized essays that effectively convey your arguments and analyses, articulate your ideas with clarity, and engage thoughtfully with the perspectives of others.

### 3. Course Structure

#### *In-person sessions:*

The standard format for the in-person sessions is lecture and discussion. There will also be occasional group work. You are expected to participate actively in discussions and other in-class activities. At the end of the course, you will present a 5-minute talk on your final paper.

***Out-of-class activities:***

Outside of class, you will write two papers, complete a minimum of three module quizzes, and collaborate on a group poster and project. Additionally, you are expected to finish the assigned readings before the relevant class sessions..

**4. Assignments & Evaluation**

***Individual assignments (total: 65%)***

- Attendance & Participation—10%
- Module Quizzes (3) —15%
- Paper 1 (3-4 pages) —10%
- Paper 2 (4-5 pages) —25%
- 5-Minute Talk - 5%

***Group assignment (35%)***

- Poster —10%
- Project —25%

***Attendance and Participation***

Attendance is mandatory, but you are allowed to miss two classes without prior notice, except on the day when you are scheduled to give a group presentation. If you anticipate missing more than two classes, prior notice is required and you will be asked to complete a make-up assignment. Failure to provide notice may result in a deduction from your participation grade. Repeated lateness can also negatively impact your participation grade.

Active participation in discussions and class activities is expected. This requires completing assigned readings beforehand and coming to seminar prepared with ideas and questions.

***Module Quizzes***

There will be quizzes at the end of modules I, III, IV, and V. Only the best three quiz scores count towards your final grade (each of the three is worth 5% of your final grade, so together they're worth 15%). This means that you can either not take one of the four quizzes, or you can take all four and have the lowest score dropped (the recommended option).

The quizzes are untimed and open-book, and you have two attempts for each quiz (your **latest** score is the one that is recorded; this means that your recorded score can go down if your second attempt results in a lower score than the first).

***Papers***

You are required to write two papers. The first paper (3-4 pages) is worth 15% of your final grade and the second paper (4-5 pages) is worth 25%. Prompts will be provided.

***Group Poster + Project***

Your group will collaborate to create a poster that focuses on a specific issue in AI ethics, which can take the form of an infographic.

Additionally, you will work together on a project that may or may not relate to your poster topic. Possible options include conducting a recorded interview with an expert (using thoughtfully crafted questions), producing a scripted podcast or animation, or writing an op-ed. This project should be well-researched, incorporating additional scholarly sources, and demonstrate critical thinking and a deep engagement with the concepts and tools covered in the course. Your projects will be presented to the class during our group project showcase.

## 5. PHILSKILLS Workshops

Throughout the semester, we will focus on developing and refining the essential skills required for success in this course. These workshops, labeled “PHILSKILLS” on the class schedule, will help you practice the following: reconstructing and evaluating arguments, reading and interpreting philosophical texts, writing clear and persuasive philosophy papers, engaging in thoughtful discussions and debates on philosophical topics.

Whether this is your first philosophy course or you have previous experience, these workshops are designed to enhance your skills and deepen your understanding. Don’t worry if you are new to philosophy; I do not expect you to already know how to do these things. For those with a background in philosophy, there's always room for growth!

## 6. Course Policies

[omitted; see other syllabi]

## 7. Resources

[omitted; see other syllabi]

## 8. Class & Readings Schedule

### Module I: Preliminaries

.....

In this module, we will explore some foundational topics: What is philosophy, and how do we construct, reconstruct, and evaluate arguments? What exactly is AI, and where is it applied today? Can morality be objective, and what kinds of questions do AI ethicists ask?

.....

(1) INTRODUCTION TO PHILOSOPHY; *PHILSKILLS: What (even) is an argument*

(2) WHAT (EVEN) IS AI?

- *Required:* Heaven (2024): “What is AI?”

(3) AI APPLICATIONS

- *Required:* Xu et al. (2021): “Artificial Intelligence: A powerful paradigm for scientific research”

(4) METAETHICS: MORALITY & OBJECTIVITY

- *Required:* Street (2015): “Does anything really matter or did we just evolve to think so?”

(5) WHAT (EVEN) IS AI ETHICS?; *PHILSKILLS: How to read philosophy*

- *Required:* Stahl (2021): “Concept of ethics and their application to AI”

*Module I Quiz*

## Module II: Ethical Theories

.....

This module introduces us to key ethical theories and invites us to explore how AI brings these theories to life.

.....

### (6) CONSEQUENTIALISM

- **Required:** Singer (1972): “Famine, affluence, and morality”

### (7) DEONTOLOGY

- **Required:** O’Neill (2003): “A Kantian approach to famine relief”

### (8) VIRTUE ETHICS

- **Required:** Hursthouse (1996): “Normative virtue ethics”

### (9) RELATIONAL ETHICS

- **Required:** Metz and Clark Miller (2013): “Relational ethics”

### (10) AI ETHICS AND VALUES

- **Required:** Gabriel (2020): “Artificial Intelligence, Values, and Alignment”
- **Optional:** Zeynep Tufekci (2016): “Machine intelligence makes human morals more important” (TED Talk)

### (11) REVIEW & DISCUSSION, *PHILSKILLS: How to talk philosophy*

- **Required:** LeGuin (1973): “The ones who walk away from Omelas”

*Module II Quiz*

## Module III: Algorithmic Fairness

.....

We’ll start the module with an overview of machine learning algorithms, followed by an exploration of algorithmic bias in criminal justice and healthcare.

.....

### (12) WHAT ARE MACHINE LEARNING ALGORITHMS

- **Required:** Piano (2020): “Ethical principles in machine learning and artificial intelligence: cases from the field and possible ways forward”

### (13) ALGORITHMIC BIAS IN CRIMINAL JUSTICE

- **Required:** “Algorithms were supposed to reduce bias in criminal justice - do they?”

### (14) RACIST ALGORITHMS?

- **Required:** Benjamin (2019): “Default Discrimination: Is the Glitch Systemic?”

### (15) ALGORITHMIC FAIRNESS IN MEDICINE

- **Required:** Chen et al. (2023): “Algorithmic fairness in artificial intelligence for medicine and healthcare”

### (16) RELATIONAL ETHICS AND ALGORITHMIC FAIRNESS

- **Required:** Birhane (2021): “Algorithmic injustice: a relational ethics approach”

### (17) CATCH-UP / REVIEW; *PHILSKILLS: How to write a philosophy paper*

*Paper 1*

## Module IV: Surveillance, Manipulation, and Generation

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In this module, we will investigate privacy concerns related to AI-driven surveillance technologies and the ethical dilemmas they create, address the growing threat of online manipulation, and explore the ethics of generative AI.

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### (18) PRIVACY & SURVEILLANCE

- **Required:** Selinger & Leong (2021): "The ethics of facial recognition technology" (excerpts)
- Optional: "AI & Surveillance – Striking The Balance For Ethical Deployment"

### (19) ONLINE MANIPULATION

- **Required:** Botes (2023): "Autonomy and the social dilemma of online manipulative behavior"

### (20) DEEPFAKES

- **Required:** Diakopoulos and Johnson (2019): "Anticipating and Addressing the Ethical Implications of Deepfakes in the Context of Elections" (excerpts)

### (21) GENERATIVE AI

- **Required:** Zohny et al. (2023): "Ethics of generative AI"

### (22) REVIEW / GROUP POSTER

*Module IV Quiz  
Poster*

## Module V: Humanity in the Age of AI

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In this module, we will read Shannon Vallor's *The AI Mirror*, and critically engage with her reflections on how AI technologies mirror and transform human values, ethics, and our understanding of ourselves in a digitally driven world.

---

### (23) AI AND HUMANITY

- **Required:** Vallor (2024): *The AI Mirror*, Chs. 1-2

### (24) AI AND HUMANITY

- **Required:** Vallor (2024): *The AI Mirror*, Ch. 3

*Group Project*

### (25) AI AND HUMANITY

- **Required:** Vallor (2024): *The AI Mirror*, Chs. 4-5

### (26) AI AND HUMANITY

- **Required:** Vallor (2024): *The AI Mirror*, Chs. 6-7

*Module V Quiz*

## **Module VI: Wrapping up**

.....  
The last module is dedicated to showcasing your learning and ideas.  
.....

(27) 5-MINUTE TALKS

(28) GROUP PROJECT SHOWCASE

*Paper 2*

## 5.5 Philosophy of Mind

### 1. Course Description

This course offers an introduction to the mysteries of the mind from a philosophical perspective. Over the last few decades, philosophy of mind has become a rich and prominent subfield of philosophy with extensive connections to psychology, cognitive science, and neuroscience.

The course content is structured into five modules. The first module serves as an introduction to the key debates in philosophy of mind. Consciousness and intentionality are traditionally taken to be the “marks of the mental,” but what exactly is intentionality, and why is it so difficult to give a satisfactory account of consciousness? Is there such a thing as a “self,” and if there is, then where is it to be found? The second module focuses on the relationship between the mental and the physical: are the mental and the physical distinct, is the mental reducible to the physical, or is the relationship between the two more complicated somehow? Given that most contemporary philosophy of mind strives to be scientific and naturalistic, the third and fourth modules deal with the problems of naturalizing intentionality and consciousness, respectively. The fifth module is dedicated to reviewing the course material, addressing lingering questions, and consolidating our understanding of the key concepts and debates explored throughout the semester.

*“If intentionality is real, it must really be something else.”*

—Jerry Fodor: *Psychosemantics*

*“The consciousness debates have provoked more mudslinging and fury than most in modern philosophy, perhaps because of how baffling the problem is: opposing combatants tend not merely to disagree, but to find each other’s positions manifestly preposterous.”*

—Oliver Burkeman, *Guardian*

### 2. Course Objectives

Through active participation in this course, you will develop an understanding of key issues and debates in contemporary philosophy of mind, improve your overall critical thinking skills, and practice constructing and evaluating philosophical arguments.

### 3. Course Structure

#### *In-person sessions:*

The standard format for the in-person sessions is lecture and discussion. You are expected to do the assigned readings before class, and participate actively in discussions and other in-class activities.

#### *Out-of-class activities:*

You are expected to take short reading quizzes on Canvas before the in-person sessions. The quizzes are open-book, and *only the 10 best quiz scores count towards your grade*. You are also encouraged (though *not* required) to use the Canvas discussion board to share your thoughts on course content, to ask questions, to share links to relevant articles, etc.

You are required to write two short papers, submit two drafts of a longer paper, and conduct two peer reviews.

## 4. Assignments and Assessment

- Attendance & Participation —15%
- Reading Quizzes on Canvas —15%
- Short Paper 1 (800-1,000 words) —15%
- Short Paper 2 (800-1,000 words) —15%
- Final Paper Draft 1 (800-1,200 words) — 5%
- Final Paper Peer Reviews — 5%
- Final Paper Draft 2 (1,600-2,000 words) — 30%

## 5. PHILSKILLS Workshops

Throughout the semester, we will focus on developing and refining the essential skills required for success in this course. These workshops, labeled “**PHILSKILLS**” on the class schedule, will help you practice the following: reconstructing and evaluating arguments, reading and interpreting philosophical texts, writing clear and persuasive philosophy papers, engaging in thoughtful discussions and debates on philosophical topics.

Whether this is your first philosophy course or you have previous experience, these workshops are designed to enhance your skills and deepen your understanding. Don't worry if you are new to philosophy; I do not expect you to already know how to do these things. For those with a background in philosophy, there's always room for growth!

## 6. Course Policies

[omitted]

## 7. Resources

[omitted]

## 8. Class & Readings Schedule

### *Note on terminology*

- “**Required**” readings are the ones you are expected to read and engage with *before* the relevant in-class session, and the *only* ones you will be quizzed on. Normally you're required to read one paper or book chapter or a collection of shorter excerpts per session.
- “**Recommended**” readings/podcasts/videos will give you a fuller understanding of the topic under discussion. They will likely be useful to you when writing papers. Some ideas in the recommended readings might also be discussed during in-class sessions.
- “**Optional**” readings/podcasts/videos are extra materials for when you are particularly interested in a topic.



## Module 1. Getting Started

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*The first module serves as an introduction to the key debates in philosophy of mind. Consciousness and intentionality are traditionally taken to be the “marks of the mental,” but what exactly is intentionality, and why is it so difficult to give a satisfactory account of consciousness? Is there such a thing as a “self,” and if there is, where is it to be found?*

---

- (1) Syllabus and logistic. What is philosophy?
  - *Optional*: Metcalf (2020), “What is Philosophy?” *1000-word Philosophy*
  - *Optional*: Radcliffe & Shaw (2015), “Philosophy is for posh, white boys with trust funds’ – why are there so few women?” *Guardian*
- (2) Introduction to philosophy of mind; **PHILSKILLS**: What is an argument
  - **Required**: Kim (2006), *Philosophy of Mind*, Ch.1: Introduction (excerpt)
- (3) The marks of the mental (**Quiz 1**); **PHILSKILLS**: How to Read Philosophy
  - **Required**: Brentano (1874), *Psychology from an Empirical Standpoint* (excerpt)
  - **Required**: “Franz Brentano,” *Stanford Encyclopedia of Philosophy*, Section 3
  - **Recommended**: Pryor, “Guidelines on Reading Philosophy”
- (4) Consciousness (**Quiz 2**)
  - **Required**: Blackmore (2010), *Consciousness — An Introduction*, Ch. 1: What’s the Problem?
  - *Optional*: Kim (2006), *Philosophy of Mind*, Ch. 8: Consciousness
- (5) Intentionality (**Quiz 3**); *Short Paper 1 Topics Distributed*
  - **Required**: Sainsbury (2018), *Thinking about Things*, Ch. 1: Intentionality and Intensionality
  - *Optional*: Crane (2014), “Intentionality as the Mark of the Mental” in *Aspects of Psychologism*
- (6) Where am I? (**Quiz 4**); **PHILSKILLS**: How to write a philosophy paper
  - **Required**: Dennett (1978), “Where am I?” in *Brainstorms*
  - **Recommended**: Pryor, “Guidelines on Writing a Philosophy Paper”
- (7) Who am I? (**Quiz 5**)
  - **Required**: Garfield (2015), *Engaging Buddhism: Why it Matters to Philosophy?*, Ch. 4 The Self

*Short Paper 1 — 15%*

## Module II. The Mental and the Physical

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*The second module focuses on the relationship between the mental and the physical: are the mental and the physical distinct, is the mental reducible to the physical, or is the relationship between the two more complicated somehow?*

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- (8) Dualism; **PHILSKILLS**: How to talk philosophy
  - **Required**: Descartes (1641), *Meditations on First Philosophy*, Second Meditation: The nature of the human mind, and how it is better known than the body
  - *Optional*: Seager (2009), “Panpsychism” in *The Oxford Handbook of Philosophy of Mind*
- (9) Dualism and the problem of mind-body interaction (**Quiz 6**)
  - **Required**: Descartes and Princess Elisabeth, *Correspondence* (excerpt)
  - *Optional*: Bennett, “Why I Am Not A Dualist” in *Oxford Studies in Philosophy of Mind*

(10) Behaviorism (Quiz 7)

- **Required:** Ryle (1949), *Descartes' Myth* (excerpt)
- **Required:** Chomsky (1959), "Review of B.F. Skinner's *Verbal Behavior*," *Language*

(11) Identity theory (Quiz 8)

- **Required:** Place (1956), "Is consciousness a brain process?" *British Journal of Psychology* (excerpt)
- **Optional:** Smart (1959), "Sensations and Brain Processes," *The Philosophical Review*

(12) Functionalism (Quiz 9)

- **Required:** Armstrong (1981) "The Causal Theory of Mind" in *The Nature of Mind and Other Essays*.
- **Recommended:** Ravenscroft (2005), *Philosophy of Mind*, Ch. 5 Computational theory of the mind

(13) Challenges to functionalism (Quiz 10); *Short Paper 2 Topics Distributed*

- **Required:** Block, "Troubles with Functionalism" in Chalmers (2002), *Philosophy of Mind: Classical and Contemporary Readings* (excerpt)
- **Optional:** Blackmore (2006), *Conversations on consciousness*, Ch 3: Conversation with Ned Block

(14) Enactivism (Quiz 11)

- **Required:** Ward, Silverman & Villalobos (2017), "Introduction: The Varieties of Enactivism," *Topoi*
- **Optional:** Shapiro (2010), *Embodied Cognition*, Ch. 2. Challenging Standard Cognitive Science

(15) Review & discussion

- **Required:** Prepare for discussion

*Short Paper 2 – 15 %*

## Module III. Naturalizing Intentionality

.....  
*Given that most contemporary philosophy of mind strives to be scientific and naturalistic, the third modules deal with the problem of naturalizing intentionality.*  
.....

(16) What does it mean to naturalize intentionality?

- **Required:** Millikan (2000), "Naturalizing Intentionality," *The Proceedings of the Twentieth World Congress of Philosophy*

(17) Asymmetric dependence theory (Quiz 12)

- **Required:** Fodor (1987), *Psychosemantics* (excerpt)
- **Recommended:** Adams & Aizawa (2021), "Causal Theories of Mental Content," *Stanford Encyclopedia of Philosophy*, Section 3.4

(18) Teleosemantics (Quiz 13)

- **Required:** Neander (2007), "Teleological Theories of Mental Content: Can Darwin Solve the Problem of Intentionality?" in *The Oxford Handbook of Philosophy of Biology*
- **Optional:** Dretske (1983) "Precis of Knowledge and the Flow of Information," *BBS*

(19) Enactivism (Quiz 14)

- **Required:** Schlicht & Starzak (2019), "Prospects of enactivist approaches to intentionality and cognition," *Synthese*
- **Optional:** Ryle (1949), *Descartes' Myth*, Ch. 1: The Concept of Mind

(20) Review & discussion

- **Required:** Prepare for discussion

## Module IV. Naturalizing Consciousness

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*Given that most contemporary philosophy of mind strives to be scientific and naturalistic, the fourth module deals with the problem of naturalizing consciousness.*

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(21) The explanatory gap (Quiz 15)

- **Required:** Nagel (1974), "What is it like to be a bat?" *The Philosophical Review* (excerpt)
- **Required:** Jackson (1982), "Epiphenomenal qualia," *The Philosophical Quarterly* (excerpt)
- **Optional:** Kind (2011), "Nagel's 'What is it like to be a bat?' argument against physicalism" in *Just the Arguments: 100 of the Most Important Arguments in Western Philosophy*

(22) Consciousness in nature (Quiz 16)

- **Required:** Chalmers (2003), "Consciousness and its Place in Nature" in *Blackwell Guide to the Philosophy of Mind* (excerpt)
- **Optional:** Kind (2011), "Chalmers' zombie argument" in *Just the Arguments: 100 of the Most Important Arguments in Western Philosophy*.

(23) Intentionalism (Quiz 17); *Final Paper Topics Distributed*

- **Required:** Tye (1995), *Ten Problems of Consciousness*, Ch. 5: What What It's Like Is Really Like

(24) Varieties of physicalism

- **Required:** Dasgupta (2014), "The Possibility of Physicalism," *The Journal of Philosophy* (excerpts)
- **Recommended:** Wilson (2014), "No Work for a Theory of Grounding," *Inquiry*

*Final Paper Draft 1 — 5%*

(25) Perception and action (Quiz 18)

- **Required:** Hurley, "Alternative Views of Perception and Action" in *Consciousness and Action* (excerpt)

(26) Review & discussion

- **Required:** Prepare for discussion (questions on Canvas)

*Final Paper Peer Review — 5%*

## Module V. Wrapping up

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*The fifth module is dedicated to reviewing the course material, addressing lingering questions, and consolidating our understanding of the key concepts and debates explored throughout the semester.*

---

(27) Final paper peer reviews in class

(28) Final review and discussion

- **Required:** Prepare for discussion (questions on Canvas)

*Final Paper Draft 2 — 30%*

## 5.6 Philosophy of Pain & Suffering

### 1. Course Description

This seminar course explores pain and suffering. Key questions include: What is pain? What is its function? Can pain be illusory? Is pain inherently bad? How are pain and suffering related? If animals can feel pain and suffer, what ethical considerations arise? What are some issues involved in assessing the credibility of pain reports? What are the ethics surrounding opioid prescriptions?

The philosophy of pain and suffering is a vibrant area of contemporary research. Through a multidisciplinary approach drawing from philosophy, bioethics, psychology, medical science, and neuroscience, you will critically examine these questions. By evaluating diverse philosophical perspectives and empirical research, you will deepen your understanding of the metaphysical, epistemological, and ethical dimensions of pain and suffering.

This course invites you to think deeply about some of the most fundamental aspects of human and animal experience, challenging you to consider their profound implications in both theoretical and practical contexts.

*"All pain is simple. And all pain is complex. You're in it and you want to get out. How can the ocean be not beautiful? The ocean is not beautiful today."*

— Lisa Olstein, *Pain Studies*

### 2. Course Objectives

By actively participating in this course, you will:

- Gain an empirically-informed understanding of key contemporary issues and debates in the philosophy of pain.
- Critically analyze and evaluate complex views and arguments related to pain and suffering.
- Incorporate empirical findings from psychology, neuroscience, and medical science to enrich your philosophical understanding.
- Actively participate in class discussions and debates, honing your ability to articulate and defend your viewpoints while considering opposing perspectives.
- Refine your writing skills by composing clear, concise, and well-structured essays that unpack, discuss, and evaluate philosophical arguments.
- Engage in collaborative learning activities, such as group discussions and peer reviews, to enhance your understanding through diverse perspectives and feedback.

Through these activities, you will not only deepen your knowledge of the philosophy of pain and suffering but also develop essential skills in critical thinking, communication, and argumentation that are valuable across various disciplines and professions.

### 3. Course Structure

#### *In-person sessions*

The seminar sessions will generally follow a format of short lectures or presentations followed by discussions. It is expected that you complete the assigned readings before each class and actively participate in the discussions and other in-class activities, including peer review. Each enrolled student must present on *one* of the required course readings to the seminar.

This seminar is designed to foster deep engagement with course materials through active participation and thoughtful presentations. Your contributions to discussions will play a crucial role in enhancing the seminar experience for everyone involved.

### *Out-of-class activities*

You are expected to complete all *required* readings before the classes for which they are assigned. You are expected to contribute to the Canvas discussion board for each required reading by submitting your post before the relevant class session.

Additionally, you will write two papers and take two quizzes.

## **4. Assignments & Assessment**

### *Weights*

- Attendance & Participation —15%
- Discussion Board Contributions —10%
- Module Quiz(zes) — 10%
- In-class Presentation —10%
- Short Paper (1,000-1,200 words) —15%
- Long Paper (2,000-2,500 words) + outline + peer review —35%

### *Attendance and Participation*

Attendance is mandatory. You are allowed to miss up to two seminar sessions without prior notice, except on the day you are scheduled to give your presentation or participate in peer review. If you anticipate missing more than two seminar sessions, you must provide prior notice and complete a make-up assignment. Failure to notify will likely result in a deduction from your participation grade. Repeated lateness may also negatively impact your participation grade.

Active and considerate participation in discussions and class activities is expected. This includes completing assigned readings beforehand, coming to seminar prepared with ideas and questions, adhering to discussion guidelines, and demonstrating genuine engagement.

In-class participation is a critical component of the course and will be tracked throughout the term. I understand that participating in class can be challenging for various reasons. If you find in-class participation difficult, please let me know as soon as possible. We can discuss strategies to make you feel more comfortable and /or come up with alternative participation methods. Your success and comfort in this course is important to me.

### *Discussion board contributions*

You are expected to contribute to the Canvas discussion board for each required reading by submitting your post *before* the relevant class session. To receive full credit, your contribution should demonstrate meaningful engagement with the text(s) and be at least five sentences long. You can ask probing questions, articulate agreements or disagreements with supporting reasons, or draw insightful connections to other readings from the course. Late submissions will be accepted for up to seven days, and will receive half credit at maximum.

### ***Module quizzes***

There will be a quiz at the end of modules II and IV. Only your best quiz score counts towards your final grade (10%). This means that you can either *not* take one of the two quizzes, or you can take both and have the lowest score dropped (the recommended option).

The quizzes are untimed and open-book, and you have two attempts for each quiz (your *latest* score is the one that is recorded; this means that your recorded score can go down if your second attempt results in a lower score than the first).

### ***In-class presentation***

Each enrolled student must present on *one* of the required course readings to the seminar. Your presentation should last approximately 20 minutes, with around 15 minutes dedicated to careful exegesis and 5 minutes for critical evaluation. You should prepare a handout or PowerPoint to aid in your presentation.

- *Exegesis*: In your presentation, explain what is at stake in the debate, the author's thesis, the arguments presented, the premises supporting those arguments, any objections the author addresses, and how the author responds to those objections.
- *Critical discussion*: Evaluate the strength of the author's arguments. Consider whether there are plausible objections that the author does not explicitly address. Assess the author's exposition of alternative views for accuracy and fairness.

The presentation is worth 10% of your final grade. I'm happy to talk to you about your presentation beforehand.

### ***Papers***

You are required to write two argumentative papers. The first paper (1,000-1,200 words) is worth 15% of your final grade and the second paper (2,000-2,500 words) is worth 35%. Prompts will be provided. For the second paper you will also write a 2-page outline that you will workshop with your peer review group. Penalty for missing the outline is 5%. Penalty for missing peer review is 5%.

## **5. Course Policies**

[omitted]

## **6. Resources**

[omitted]

## **7. Class & Readings Schedule**

### ***Note on terminology***

- ***“Required”*** readings are the ones you are expected to read and engage with *before* the relevant class session.
- ***“Recommended”*** readings/podcasts/videos will give you a fuller understanding of the topic under discussion. They will likely be useful to you when writing papers. Some ideas in the recommended readings might also be discussed during in-class sessions.
- ***“Optional”*** readings/podcasts/videos are extra materials for when you are particularly interested in a topic.

## Module I. Getting Started

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*This module serves as a foundational exploration into the philosophy, psychology, and neuroscience of pain and suffering, laying the groundwork for deeper discussions and analyses throughout the course.*

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- (1) Basics: What is an argument? How to read philosophy?
  - **Required:** Pryor, “Guidelines on Reading Philosophy”
- (2) What is philosophy of pain and why do we do it?
  - **Required:** Corns (2017), “Pain Research: Where are we and why it matters?”
  - **Optional:** Scarry (1985), “Introduction.” *The Body in Pain: The Making and Unmaking of the World*
- (3) What is philosophy of suffering and why do we do it?
  - **Required:** Bain, Brady and Corns (2019). “Introduction.” *Philosophy of Suffering*
- (4) The psychology of pain and suffering: a brief introduction
  - **Required:** Williams (2017), “Psychological models of pain.” *The Routledge Handbook of Philosophy of Pain*
  - **Recommended:** “The Mysterious Science of Pain” (TED-Ed) / YouTube
- (5) The neuroscience of pain and suffering: a brief introduction
  - **Required:** Wiesel & Pauli (2016), “Neuroscience of Pain and Emotion” (*excerpts*)
  - **Recommended:** “Nociceptors—An Introduction to Pain” / YouTube
  - **Optional:** “The Neuroscience of Pain,” *The New Yorker*

## Module II. Knowing Pain

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*This module deals with the epistemology of pain, addressing questions such as: How do I know my own pain, and is it possible for me to be mistaken about it? How do I understand and recognize the pain experienced by others?*

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- (6) Wittgenstein on pain
  - **Required:** Wittgenstein (1953/2009), *Philosophical Investigations*, Part I, sections 243–309
  - **Required:** Hacker (2006), “Of Knowledge and of Knowing That Someone Is in Pain.” *Wittgenstein: The Philosopher and his Works* (excerpts)
- (7) Can you be wrong about *your* pain?
  - **Required:** Laland-Hassan (2017), “Pain and incorrigibility.” *The Routledge Handbook of Philosophy of Pain*
- (8) Can you *see* the pain of others?
  - **Required:** De Vignemont (2017), “Can I see your Pain?” *The Routledge Handbook of Philosophy of Pain*

Module Quiz

## Module III. The Nature and Content of Pain

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*This module deals with metaphysics and the philosophy of mind, offering a critical examination of prominent philosophical theories that seek to elucidate the nature and content of pain.*

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(9) Meanings of pain

- **Required:** Duncan (2017), "The Meanings of 'Pain' in Historical, Social, and Political Context," *The Monist*

(10) Philosophical theories of pain

- **Required:** Hardcastle (2017), "A brief and potted overview on the philosophical theories of pain." *The Routledge Handbook of Philosophy of Pain*

(11) Representationalism

- **Required:** Tye (1995), "A Representational Theory of Pains and their Phenomenal Character," *Philosophical Perspectives*
- **Recommended:** Cutter (2017). "Pain and representation," *The Routledge Handbook of Philosophy of Pain*

(12) Evaluativism

- **Required:** Bain (2017), "Evaluativist accounts of pain's unpleasantness," *The Routledge Handbook of Philosophy of Pain*

(13) The biological function of pain; *Short Paper Topics Distributed*

- **Required:** Casser (2020), "The Function of Pain," *Australasian Journal of Philosophy*
- **Recommended:** Klein (2015), "The biological role of pain," *The Brains Blog*.

(14) Imperativism, *Short Paper Topics Distributed*

- **Required:** Klein (2014), *What the Body Commands*, Ch. 3: "Pain and Imperatives"
- **Recommended:** Klein (2017), "Imperativism," *The Routledge Handbook of Philosophy of Pain*
- **Optional:** Klein interviewed on *New Books in Philosophy* (NBP) podcast: <https://newbooksnetwork.com/colin-klein-what-the-body-commands-the-imperative-theory-of-pain-mit-press-2015>

(15) Review of Modules I, II and III; *Writing Workshop #1*

- **Required:** Pryor, "Guidelines on Writing a Philosophy Paper"

*Short Paper —15%*

## Module IV. Pain and Suffering

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*This module critically examines the nature of pain and its relationship to suffering, addressing questions regarding the intrinsic value or "badness" of pain.*

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(16) Is pain bad by nature? (*Dolorism*)

- **Required:** Massin (2017), "Bad by nature: an axiological theory of pain," *The Routledge Handbook of Philosophy of Pain*



- (17) Distinguishing pain and suffering (*Conditionalism*)
- **Required:** Klein (2014), *What the Body Commands*, Ch .4: "Pain and Suffering"
  - **Optional:** Bain (2014). "Pains that Don't Hurt." *Australasian Journal of Philosophy*
- (18) Reverse conditionalism
- **Required:** Bradford (2020), "The Badness of Pain," *Utilitas*
  - **Optional:** Coleman (2017), "Painfulness, Suffering, and Consciousness," *The Routledge Handbook of Philosophy of Pain*
- (19) Pain & agency
- **Required:** Beck & Haggard (2017), "Pain, voluntary action, and the sense of agency," *The Routledge Handbook of Philosophy of Pain* (pp. 175–185).
- (20) Pain and suffering in Buddhist philosophy
- **Required:** Gyal & Flanagan (2017), "The role of pain in Buddhism: The conquest of suffering," *The Routledge Handbook of Philosophy of Pain*
  - **Optional:** "Buddhist Philosophy of Pain and Suffering" / YouTube

*Module Quiz*

## Module V. Pain, Ethics, and Epistemology

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*This module explores the intricate ethical considerations and epistemological challenges surrounding pain and suffering, addressing the responsibilities of healthcare professionals, the rights of patients and animals (and artificial agents?), and the societal implications of pain management practices.*

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- (21) Pain, bias, and injustice
- **Required:** Wiggleton-Little (2019), "Pain Testimonies, Testimonial Injustice, and the Burden of Trust," *Blogs on the APA*
  - **Required:** Drwecki (2015), "Education to Identify and Combat Racial Bias in Pain Treatment," *AMA Journal of Ethics*.
- (22) Treatment of pain: the ethics of prescribing opioids
- **Required:** Lajam et al. (2019), "Ethics of Opioid Prescriber Regulations: Physicians, Patients, and Pain," *The Journal of Bone and Joint Surgery*
  - **Recommended:** Rider (2016), "An Ethical Dilemma for doctors: When is it OK to prescribe opioids?" *STAT*
- (23) Animal pain
- **Required:** Singer (2009), *Animal Liberation*, pp. 6-15
  - **Required:** "How do animals experience pain?" (TED-Ed) / YouTube
- (24) Animal suffering
- **Required:** Regan (2004), *Empty Cages: Facing the Challenge of Animal Rights*, prologue and parts 1-4

*Long Paper Topic*

- (25) Robots and pain
- **Required:** Mandik (2017), "Robot Pain," *The Routledge Handbook of Philosophy of Pain*

*Long Paper Outline*

## Module VI: Wrapping Up

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*This module provides students with the opportunity to consolidate their knowledge, refine their analytical skills, and prepare their final papers through collaborative peer feedback and reflective discussions on the broader implications of philosophical inquiry into pain and suffering.*  
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(26) Review of modules IV & V; *Writing Workshop #2*

(27) Long Paper Outline Workshop/Peer Review in Class

(28) Final Review & Discussion

*Long Paper—30%*

## 5.7 Philosophy of Perception: Color

### 1. Course Description

Color is an important part of most of our lives; it guides our actions, affects our mood, and gives us aesthetic pleasure. It's strange to think that philosophers have debated color for centuries. Color is not something abstract or recondite, but a property with which most of us are intimately acquainted every day. Color is there when we open our eyes. We use color language to communicate successfully. We've even mastered the art of *producing* color, both in the form of mixing lights of different wavelengths to give us the colors on our screens, and in the form of mixing pigments to give us surface colors.

Yet the more we think about color, the more we come to appreciate its complexity. In contemporary philosophical discussions, we find little agreement on the status, nature and location of chromatic properties. We can also ask what kind of knowledge color perception grants us and what determines the correctness standards for color experiences. Here, too, philosophical views diverge.

This is an advanced seminar in philosophy of perception with a focus on color. The course is interdisciplinary and draws from neuroscience, visual ecology, and psychophysics. We will ask what color is and how we know when our color experiences are correct (if they ever are). We will also inquire into the function of color vision and whether that function varies across the animal kingdom. Finally, we will consider what color might tell us about the nature of visual perception more generally.

### 2. Course Objectives

Through active participation in this course, you will develop an empirically-informed understanding of key debates in contemporary color metaphysics and philosophy of perception. You will practice unpacking, discussing, and evaluating philosophical views and arguments, both orally and in writing.

### 3. Course Structure & Expectations

The standard format for the seminar sessions is lecture/presentation and discussion. You are expected to do the assigned readings before class, participate actively in discussions, make discussion board contributions, present on one of the required readings, write two papers and one paper outline, participate in a peer review process, and introduce your paper idea to the rest of the seminar.

### 4. Assignments & Assessment

#### *Weights*

- Attendance & In-Class Participation—10%
- Discussion Board Participation—10%
- In-Class Presentation—10%
- Paper 1 (1,500-2,000 words)—20%
- Paper 2 (3,000-4,000 words)—45%
- Paper 2 Peer Reviews—5%

### ***Attendance***

Attendance is mandatory (please be on time!), but you are allowed to miss two sessions without prior notice, unless you are scheduled to give a presentation that day or expected to participate in the peer review. If you are going to miss more than two classes, prior notice is required.

Depending on the circumstances, your participation grade might be negatively affected, or you might be asked to complete a make-up assignment.

### ***Discussion Board Participation***

You are required to make an online discussion board post about each of the required readings. In order to get full credit, you should submit your discussion contribution before the relevant class session and demonstrate meaningful engagement with the text(s). Each contribution should be at least five sentences long. You can ask developed questions, agree/disagree with reasons, draw meaningful connections to other course readings, etc. Late submissions are accepted for up to seven days for 1/2 credit.

### ***In-Class Presentation***

Each enrolled student must present on *one* of the required course readings to the seminar. Your presentation should last approximately 20 minutes, with around 15 minutes dedicated to careful exegesis and 5 minutes for critical evaluation. You should prepare a handout or PowerPoint to aid in your presentation.

- *Exegesis*: In your presentation, explain what is at stake in the debate, the author's thesis, the arguments presented, the premises supporting those arguments, any objections the author addresses, and how the author responds to those objections.
- *Critical discussion*: Evaluate the strength of the author's arguments. Consider whether there are plausible objections that the author does not explicitly address. Assess the author's exposition of alternative views for accuracy and fairness.

### ***Papers & Peer Reviews***

You are required to write one short paper and one longer paper. You are also required to submit a preliminary draft for the longer paper. Drafts are workshopped in peer review groups during class. You will review two paper drafts and submit your reviews in writing (300-500 words/review) before the workshop.

## **5. Course Policies**

[omitted]

## **6. Resources**

[omitted]

## **7. Seminar & Readings Schedule**

## Module I. Getting Started

- (1) Syllabus & Logistics. Introduction: The Problem(s) of Color
  - **Required:** Chirimuuta (2015), *Outside Color*, Ch. 1: "Color and Its Questions"
- (2) Historical Overview
  - **Required:** Chirimuuta (2015), *Outside Color*, Ch. 2: "What Everyone Thinks about Color and Why"

## Module II. Color Metaphysics

- (3) The Landscape of Color Metaphysics
  - **Required:** Chirimuuta (2015), *Outside Color*, Ch. 3: "Realism, Antirealism, Relationalism"
- (4) Conservative and Radical Theories
  - **Required:** Logue (2016), "Metaphysics of Color 1: Physicalist Theories of Color," *Philosophy Compass*
  - **Required:** Logue (2006), "Metaphysics of Color 2: Non-Physicalist Theories of Color," *Philosophy Compass*
- (5) Reductive Physicalism
  - **Required:** Byrne & Hilbert (2003), "Color realism and color science," *BBS*
  - **Optional:** McLaughlin (2003), "The Place of Colour in Nature" in *Colour Perception: Mind and the Physical World*
- (6) Primitivism
  - **Required:** Allen (2014), "Colour Physicalism, Naïve Realism, and the Argument from Structure," *Minds and Machines*
  - **Optional:** Campbell (1993), "A Simple View of Color" in *Reality: Representation and Projection*
- (7) Anti-realism
  - **Required:** Hardin (2003), "Spectral Reflectance Doth Not a Color Make," *The Journal of Philosophy*
  - **Optional:** Maund (2006), "The Illusion Theory of Colours: An Anti-Realist Theory," *Dialectica*
- (8) Traditional Dispositionalism
  - **Required:** Levin (2000), "Dispositional theories of Color and the Claims of Common Sense" *Philosophical Studies*
  - **Optional:** Locke, *An Essay Concerning Human Understanding*, Book II, Chapter 8: 9-15, 22-26
- (9) "Ecumenical" Relationalism
  - **Required:** Cohen (2004), "Color properties and color ascriptions: A relationalist manifesto," *Philosophical Review*
- (10) True Colors — The Debate! *Short Paper Topics Distributed*
  - **Required:** Tye (2006), "The Puzzle of True Blue," *Analysis*
  - **Required:** Cohen, Hardin & McLaughlin (2006), "True Colors," *Analysis*
  - **Required:** Tye (2006), "The Truth about True Blue," *Analysis*
  - **Required:** J. Cohen, C.L. Hardin & B. McLaughlin (2006), "The Truth about 'The Truth about True Blue,'" *Analysis*
  - **Optional:** Tye (2007), "True Blue Redux," *Analysis*
  - **Optional:** Byrne & Hilbert (2007), "Truest Blue," *Analysis*
- (11) Review & Discussion; Writing Workshop

Short Paper —20%

### Module III. The Function of Color Vision

(12) The Function of Color Vision: Detection

- **Required:** Hilbert (1992), "What is Color Vision?" *Philosophical Studies*
- **Optional:** Revisit Byrne & Hilbert (2003)

(13) The Function of Color Vision: Discrimination

- **Required:** Hatfield (1992), "Color Perception and Neural Encoding: Does Metameric Matching Entail a Loss of Information?" *PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association*
- **Optional:** Gerl & Morris (2008), "The Causes and Consequences of Color Vision," *Evolution: Education and Outreach*

(14) Ecological Relationalism: Hatfield

- **Required:** Hatfield (2003), "Objectivity and Subjectivity Revisited: Color as a Psychobiological Property" in *Colour Perception: Mind and the Physical World*

(15) Ecological Relationalism: Thompson

- **Required:** Thompson (1995), "Colour Vision, Evolution, and Perceptual Content," *Synthese* (pp. 1-11, 22-27)
- **Required:** Thompson (1995). *Colour Vision: A study in Cognitive Science and the Philosophy of Perception* (excerpt)

(16) The Function of Color Vision: Akins & Hahn

- **Required:** Akins & Hahn (2015), "Color Perception" in *The Oxford Handbook of Philosophy of Perception*
- **Optional:** Wolfe et al. (2015), *Sensation & Perception*, Ch. 5: The Perception of Color (*excerpts*)

(17) The Function of Color Vision: Chirimuuta

- **Required:** Chirimuuta (2015), *Outside Color*, Ch. 4: "Coloring In, and Coloring For"
- **Optional:** Listen to Chirimuuta on *New Books in Philosophy*

(18) Perceptual Pragmatism

- **Required:** Chirimuuta (2015), *Outside Color*, Ch. 5: "Perceptual Pragmatism"
- **Optional:** Chirimuuta (2015), *Outside Color*, Ch. 6: "Active Colors"

(19) Review & Discussion

### Module IV. Color and the Nature of Perceptual Experience

(20) Color & Representationalism #1

- **Required:** Jackson (2007), "Colour for Representationalists," *Erkenntnis*

(21) Color & Representationalism #2

- **Required:** Wright (2010), "Projectivist Representationalism and color," *Philosophical Psychology*

(22) Color & Naïve Realism: Selectionism

- **Required:** Allen (2011), "Revelation and the Nature of Colour," *Dialectica*
- **Optional:** Kalderon (2007), "Color Pluralism," *Philosophical Review*

(23) Color & Naïve Realism: Mind-Independent Appearances

- **Required:** Genone (2014), "Appearance and Illusion," *Mind*

(24) Color Adverbialism and Theories of Visual Experience

- **Required:** Chirimuuta (2015), *Outside Color*, Ch. 7: "True Colors"
- **Optional:** Gupta (2017), "Chirimuuta's Adverbialism about Color," *Philosophy and Phenomenological Research*

(25) "Narsissistic" and action-oriented senses

- **Required:** Akins (1996), "Of Sensory Systems and the "Aboutness" of Mental States," *The Journal of Philosophy*

*Final Paper Outline*

(26) Sensorimotor account of visual consciousness

- **Required:** O'Regan & Noë (2001), "A Sensorimotor Account of Vision and Visual Consciousness", *Behavioral and Brain Sciences*

*Final Paper Peer Reviews*

## Module V. Wrapping Up

(27) Outline Workshop / Peer Reviews

(28) 5-Minute Paper Presentations; Final Review

*Final Paper*

## **5.8 Additional syllabi available on request**

I have developed syllabi for several other courses, which I am happy to share upon request.


Examples include:

- Epistemology: An Introduction
- Cross-Cultural Perspectives on Knowledge
- Metaphysics: An Introduction



## 6. Sample Active Learning Tasks

The instructions are taken from the Canvas page for Philosophy & Visual Perception, taught at the University of Pennsylvania in 2022.



9/21 Independent Group Work: Argument from Perceptual Variation 14  
Tiina Rosenqvist (She/Her/Hers)

**A. Instructions:**


Recall Hume's and Russell's arguments from perceptual variation (feel free to review the [slides](#) ↓ ). Your task is to create your **own version** of the argument and come up with visual illustrations. You can use any relevant visual phenomena (but please no tables!).

- Meet with your pre-assigned group in class at a normal time, decide on a suitable phenomenon, and head out to take photographs or draw images to illustrate your argument. A colleague of mine will be there in LERN 101 at 1:45pm to take attendance and to make sure you're clear on what you're supposed to do.
- Write out your argument in standard form (you can review [PHILSKILLS: What is an argument](#) ↓ ). Make sure that the argument is valid!
- Create a simple digital poster which includes both the argument and the photographs/images.
- In the poster, mention how someone like Michael Tye might criticize the argument.
- Submit the poster as a PDF of JPG file in this discussion thread by midnight on 9/21. Please include the names of all the participating group members in the poster.

Have fun! If you have questions, please post them on this discussion thread and I'll get to them as soon as possible.

**B. Learning objectives:**

You will practice constructing valid philosophical arguments and coming up with novel examples to illustrate an idea. You will need both these skills when you write your papers.



10/10 Class Visit to the Materials Library 22  
Tiina Rosenqvist (She/Her/Hers)

**A. Instructions:**

Choose one of the samples you viewed at the Materials Library and reflect on the following questions:

- Why did you find the sample interesting?
- What does the sample reveal about visual perception?

Your responses need not be polished or carefully argued, but try to engage with the questions seriously. Expect to spend 10-15 minutes on this activity. Submit your answers in the "10/10 Class Visit to the Materials Library" discussion thread by midnight on 10/11 to get participation credit for this class. You won't see others' answers until you've submitted your own.

**B. Learning objectives:** You will practice thinking carefully and philosophically about the things you perceptually interact with and expressing your thoughts in writing.



## 11/2 Class Visit to the ICA

Tiina Rosenqvist (She/Her/Hers)

22

### A. About Sissel Tolaas and the exhibition

"As early as the 1990s, she was creating works that focused on olfactory phenomena and reactions by exposing audiences to air currents and smells from various sources. At her studio and chemistry lab in Berlin, she is researching the complex topics of smell while exploring smell as a medium of artistic expression. Her investigations range from in-depth research and analysis, to the archiving and synthetic (re)production of smell molecules and structures. Tolaas has built up various archives of smell recordings, an archive of 10,000 smell molecules, and Nasalo, a unique smell lexicon, so far containing 4,200 terms and expressions. In 2004, she founded the SMELL RE\_search Lab Berlin (supported by IFF Inc.), a laboratory that has collaborated with a number of scientific institutions around the world.

**With an artistic and scientific practice that addresses the sense of smell rather than sight and hearing, Tolaas activates a different type of engagement and perception in her audiences.** The exhibition explores the full breadth of a complex yet direct and intuitive researched based artistic practice, through which the concepts of process, time and change run like a unifying thread."

### B. Instructions:

Briefly reflect on the following questions:

1. How is olfaction **different** from visual perception?
2. How is olfaction **similar** to visual perception?
3. Describe an **olfactory experience** you had at the exhibition. First try to describe the sensory experience itself. Then describe any memories, emotions, beliefs, desires, etc. that accompanied the experience.

Submit your answers in the "11/2 Class Visit to the ICA" discussion thread by midnight on 11/3. You won't see others' answers until you've posted your own. Feel free to comment on the other answers as well (just remember to be constructive, if you do).

Your responses need not be polished or carefully argued, but try to engage with the questions seriously. Expect to spend 15-20 minutes on this activity.

### C. Learning objectives

You will practice thinking carefully and philosophically about the things you perceptually interact with and expressing your thoughts in writing. In particular, you will practice describing phenomenal experiences (this ability might be useful to you when writing your papers).

**NOTE.** If you submit your reflection on time, you'll automatically get a 48-hour extension on your Paper 2.

This topic was locked Nov 14, 2022 at 11:59pm.

## 7. Pedagogical Training

### CERTIFICATES

- Certificate in College & University Teaching, Center for Teaching and Learning (CTL), University of Pennsylvania, [2020](#)
- 120-hour TEFL Diploma, Bridge TEFL, [2011](#)

### COURSES, PROGRAMS, AND INSTITUTES

- Universal Design for Learning Institute (UDLi): Action & Expression, Dartmouth (15 hours), [Summer 2024](#)
- Course Design Institute (CDI), Dartmouth (12 hours), [Summer 2024](#)
- Inclusive & Equitable Teaching Mini Course (5 sessions) (Sebastian Dilones), University of Pennsylvania, [Spring 2023](#)
- TA Training, University of Pennsylvania, [Summer 2018](#)

### TEACHING EVENTS ORGANIZED

- Penn Philosophy Teaching Workshop on Disability Inclusion and Accessibility, University of Pennsylvania, [8/2022](#)

### WORKSHOPS TAUGHT / FACILITATED

- Teaching Demonstration Workshop, CTL, University of Pennsylvania, [8/2022](#)
- Introduction to Canvas, CTL, University of Pennsylvania, [8/2021](#)
- Scenarios for Humanities & Qualitative Social Sciences, CTL, University of Pennsylvania, [8/2021](#)
- Teaching Demonstration Workshop, CTL, University of Pennsylvania, [8/2021](#)
- Leading Discussions in the Humanities & Social Sciences (x 2), CTL, University of Pennsylvania, [8/2021](#)

### WORKSHOPS ATTENDED

- How Microaggressions Keep Disability out of Diversity (Allison May, Dartmouth), [5/2024](#)
- Plenary Teaching Workshop, Midsouth Philosophy Conference, Rhodes College, [4/2024](#)
- Revising Syllabi for the Generative AI Generation (Elizabeth Losh, William & Mary), Dartmouth, [4/2024](#)
- Handling Difficult Conversations in the Classroom (Elizabeth Hayes Alvarez), DCAL, Dartmouth, [1/2024](#)
- Dartmouth Designs To Teach the Whole Student (Lillian Nave, Appalachian State), DCAL, Dartmouth, [12/2023](#)
- CogTeacho Workshop, Cogtweeto and The American Association for Philosophy Teachers (AAPT), online, [8/2023](#)
- Balancing Structure and Flexibility in Your Course (Carly Lesoski), DCAL, Dartmouth, [8/2023](#)
- Inclusive Teaching Strategies: Supporting Students with Disabilities (Aaron Spector), Disability Services, University of Pennsylvania, [8/2022](#)
- Designing for Disability: Pedagogical Practices That Support Disabled Folks (and Everyone Else) (Cait Kirby), CTL, University of Pennsylvania, [8/2022](#)
- Mentor Training Workshop (Jamiella Brooks & Emily Elliot), CTL/MindCORE, University of Pennsylvania, [10/2020](#)

- Effective Lecturing (Daniel Singer), CTL/Philosophy Department, University of Pennsylvania, [4/2019](#)
- Wellness Advising in Difficult Spaces (Lisa (Miracchi) Titus), CTL/Philosophy Department, University of Pennsylvania, [3/2019](#)
- Using Office Hours Effectively (Errol Lord), CTL/Philosophy Department, University of Pennsylvania, [11/2018](#)
- Designing and Teaching an Online Course (Susan Sauvé Meyer), CTL/Philosophy Department, University of Pennsylvania, [11/2018](#)
- Teaching Philosophy to Pre-College Students (Karen Detlefsen), CTL/Philosophy Department, University of Pennsylvania, [10/2018](#)
- Giving Effective Feedback (Sherelle Ferguson), CTL, University of Pennsylvania, [10/2018](#)
- Teaching Outside Your Area of Expertise (Ava Creemers), CTL, University of Pennsylvania, [10/2018](#)
- Teaching to Non-Majors (Phoebe Askelson), CTL, University of Pennsylvania, [10/2018](#)
- Establishing Relationships with Students (Elizabeth Bynum), CTL, University of Pennsylvania, [10/2018](#)
- Making Group Works Work (Dana Cypress), CTL, University of Pennsylvania, [9/2018](#)