

**PHIL 422 – Philosophical Psychology:
Conceptual Foundations for the Science of Consciousness**

Meeting Times: Mondays, Wednesdays, and Fridays from 11:30 am – 12:20 pm

Location: WAT 113

Instructor: Sean M. Smith

Contact: sean.smith@hawaii.edu or 808 956 8954

NOTE: *Except when necessary, e-mails should concern procedural questions about the course only. Philosophical questions will be addressed in class and during office hours.*

Office Hours: Mondays 12:30 – 2:30 pm or by appointment in Sakamaki Hall, Room B313. Students should not hesitate to make an appointment if they are unable to come to office hours. We *will* find time to meet and discuss any issues.

Course Description:

This course will be an intensive seminar on the question of whether or not it is possible to have a scientific understanding of the nature of consciousness. In particular we will be focused on what philosophers call ‘phenomenal consciousness’ or ‘experience’. We will begin with an overview of the so-called ‘hard problem’ of consciousness: why is there experience at all? We will then explore different ways that theorists have tried to address this problem both from the perspectives of empirical science (specifically, the cognitive and affective neurosciences, developmental psychology and to a certain extent, evolutionary biology), as well as philosophically (both reductively and non-reductively). We will examine several theories and address the methodological presuppositions that animate them. Some of the topics addressed will include: the metaphysics of consciousness; global workspace theories; eliminativism; higher-order theories; neural correlates of consciousness; attention, awareness, and overflow; neurophenomenology; the cognitive and affective neuroscience of consciousness; developmental psychology; evolutionary biology; and cross-cultural perspectives on the nature of consciousness.

Texts: All course readings are available on the course website in pdf format.

Course Requirements:

Assignment	% of Final Grade	Due Date
1. <i>Short Paper</i> (5-7 pp)	25%	Sept. 24
2. <i>Long Paper proposal</i> (2-3 pp)	10%	Oct. 22
3. <i>Long Paper</i> (12-15 pp.)	45%	Dec. 5
4. <i>Attendance and Participation</i>	20%	N/A

Assignment Details:

1. *Short Paper* (5-7 pp):

The purpose of this paper is to engage critically with one of the texts from the class. Pick an argument from one of the papers we consider. Provide a page or so of exegesis, explaining the relevant details of the argument and the dialectical context. Spend another page or so outlining an objection or a problem. With the remaining pages consider possible responses and try to arrive at a conclusion that has a positive orientation. How this last bit goes will depend on whether you are sympathetic with the argument you have chosen or whether you think it's ultimately wrong-headed. Come talk with me in office hours if you want help formulating your paper.

2. *Long Paper Proposal* (2-3 pp + bibliography):

You should be thinking about the final paper from the first class. The purpose of this assignment is to make sure you are doing so and for you to provide me with some indication of what you want to do for the final paper. Part of this assignment will involve you coming to see me in office hours to talk about what you're wanting to do with the final paper. *Do not write a final paper without clearing your topic and thesis with me first.* For the proposal assignment itself, you're going to want to write a page or so introducing the general shape of the paper. Then provide me with another page(-ish) of detailed outline about how the paper will be structured. Finally, you'll need to include a page (more is fine as well) of sources you plan to look at. This will involve you reading outside of the syllabus. Plan accordingly.

3. *Long Paper* (12-15 pp.):

This is the major assignment for the course. This paper should engage with both philosophical and empirical literature. It should be argumentative and philosophically sophisticated. You need to articulate and defend a substantial thesis. Consider objections and reply to them and then think what an intelligent objector would say in response to your reply. **Also, when you submit this paper specify if you want comments.**

4. *Class Participation*:

Students are expected to attend all classes. If a student expects to miss more than two classes, they should provide medical documentation such that their participation grade does not suffer. It is expected that everyone will participate in the discussion throughout the duration of any given class. My expectation is that for *all* classes that *every student* will have at least one question, concern or objection based on their reading of the text and be prepared, if called upon, to share that question, concern or objection with the class. This could be as simple as a disambiguation question ('What does this passage mean?'), to an objection to a given argument. If any student feels they will have difficulty in participating in class discussion, please come and talk to me and we will find a way to work through these difficulties.

NOTE: If there are *any* questions or concerns about these assignments, come see me in office hours.

Paper Submission Guidelines: See below for late penalty and extension policies.

- Submit all papers to me in class.
- Do *not* include a title page. Title pages are evil.

- Make sure you title your papers in a way that reflects the content of what you've written.
- In the top right-hand corner of the first page include the following information single-spaced:

Your Name
Student Number
Course Code
Due Date
Word Count

- Double space your work and use a 12-pt. font.
- Include page numbers in the footer of your pages. Look at this document and mimic it. Be sure to include your name as well.

Readings and Schedule:

Everyone is expected to do the assigned readings prior to class, and to come ready to discuss them.

Week 1: Aug. 20, 22, 24 - *What is consciousness?*

- Nagel, T. (1974) "What is it like to be a bat?" in *The Philosophical Review*, Vol. 83, No. 4; 435-50.
- Block, N. (1995) "On a confusion about a function of consciousness" in *Brain and Behavioral Sciences*, 18; 227-87.
- Kriegel, U. (2009) "Conceptual Preliminaries", Chapter 2 of *Subjective Consciousness: A Self-Representational Theory*. New York: Oxford UP.

Week 2: Aug. 27, 29, 31 - *Neuro-scientific theories of consciousness*

- Crick, F. and Koch, C. (1990) "Towards a neurobiological theory of consciousness" in *Seminars in The Neurosciences*, Vol. 2; 263-75
- Baars, B. (2005) "Global workspace theory of consciousness: toward a cognitive neuroscience of human experience?" in *Progress in Brain Research*, Vol. 150; 45-53
- McGovern, K. and Baars, B. (2007) "Cognitive Theories of Consciousness" in *Cambridge Handbook of Consciousness*. (Eds.) Zelazo, P.D., M. Moscovitch and E. Thompson. New York: Cambridge UP.
- Chalmers, D.J. (2010) "How can we construct a science of consciousness?" chapter 2 of *The Character of Consciousness*. New York: Oxford UP.

Week 3: Sept. 3, 5, 7 - *Higher-Order Theories of Consciousness*

Note: No class on Monday September 3 because of the Labor Day holiday.

- Gennaro, R. (2004) "Higher-order theories of consciousness: An overview" in *Higher-Order Theories of Consciousness: An Anthology*. (ed.) R. Gennaro. Philadelphia: John Benjamins.
- Ronsenthal, D.M. (2004) "Varieties of higher-order theory" in *Higher-Order Theories of Consciousness: An Anthology*. (ed.) R. Gennaro. Philadelphia: John Benjamins.

Seager, W. (2004) "A cold look at HOT theory" in *Higher-Order Theories of Consciousness: An Anthology*. (ed.) R. Gennaro. Philadelphia: John Benjamins.

Week 4: Sept. 10, 12, 14 - *Eliminativism about Phenomenal Character*

Churchland, P.M. (1985) "Reduction, qualia and the direct introspection of brain states" in *Journal of Philosophy*, Vol. 82, No. 1; 8-28.

Jackson, F. (1986) "What Mary didn't know" in *Journal of Philosophy*, Vol. 83, No. 5; 291-5, reply to Churchland (1985).

Churchland, P.M. (1989) "Knowing qualia: a reply to Jackson" in *A Neurocomputational Perspective*. Cambridge: MIT Press.

Week 5: Sept. 17, 19, 21 - *Neural correlates of consciousness I*

Chalmers, D.J. (2010) "What is a neural correlate of consciousness?" chapter 3 of *The Character of Consciousness*. New York: Oxford UP.

Chalmers, D.J. (2010) "On the search for the neural correlate of consciousness" chapter 4 of *The Character of Consciousness*. New York: Oxford UP.

Noe, A. and Thompson, E. (2004) "Are there neural correlates of consciousness?" in *Journal of Consciousness Studies*, Vol 11, No. 1; 3-28.

Week 6: Sept. 24,26, 28 - *Neural Correlates of Consciousness II*

SHORT PAPER DUE IN CLASS ON MONDAY SEPT. 24th IN CLASS

Various Authors (2004) "Peer commentary on 'Are there neural correlates of consciousness'" in *Journal of Consciousness Studies*, Vol 11, No. 1; 29-86

Noe, A. and Thompson E. (2004) "Sorting out the neural basis of consciousness" in *Journal of Consciousness Studies*, Vol 11, No. 1; 87-98.

Week 7: Oct. 1, 2, 5 - *Neurophenomenology*

Varela, F.J. (1996) "Neurophenomenology: A methodological remedy for the hard-problem" in *Journal of Consciousness Studies*, Vol. 3, No. 4; 330-49.

Thompson, E. (2007) "Temporality and the Living Present" chapter 11 of *Mind and Life: Biology, Phenomenology and the Sciences of Mind*. Cambridge: Harvard UP.

Bayne, T. (2004) "Closing the Gap? Some Questions for Neurophenomenology" in *Phenomenology and the Cognitive Sciences*, Vol. 3; 349-64.

Fazelpour, S. and Thompson, E. (2015) "The Kantian brain: brain dynamics from a neurophenomenological perspective" in *Current Opinion in Neurobiology*, 31; 223-9.

Week 8: Oct. 8, 10, 12 - *Eliminativism about Phenomenological Method*

Dennett, D. (1991) "A Method for Phenomenology", chapter 4 of *Consciousness Explained*. New York: Little Brown & Co.

Zahavi, D (2007) "Killing the strawman: Dennett and phenomenology" in *Phenomenology and the Cognitive Sciences*, 6; 21-43.

Dennett, D. (2007) "Heterophenomenology reconsidered" in *Phenomenology and the Cognitive Sciences*, 6: 247-70

Week 9: Oct. 15, 17, 19 - *Attention, Cognitive Access and Phenomenal Overflow*

Block, N. (2007) "Consciousness, accessibility, and the mesh between psychology and neuroscience" in *Brain and Behavioral Sciences*, 30; 481-548.

Cohen, M.A. and Dennett, D.C. (2011) "Consciousness cannot be separated from function" in *Trends in Cognitive Sciences*, Vol. 15, No. 8: 358-64.

Shewman, D.A., Holmes, G.L. and Byrne, P.A. "Consciousness in congenitally decorticate children: developmental vegetative state as self-fulfilling prophecy" in *Developmental Medicine and Child Neurology*, 41: 364-74

Bayne, T. (2013) "Agency as a Marker of Consciousness" in (eds.) Clark, A., Kiverstein, J. and Vierkant, T., *Decomposing the Will*. New York: Oxford UP.

Week 10: Oct. 22, 24, 26 - *Primitive Consciousness I: Homeostasis*

Cook, N.D., Carvalho, G.B. and Damasio, A. (2014) "From membrane excitability to metazoan psychology" in *Trends in Neurosciences*, Vol. 37, No. 12; 698-705.

Damasio, A. and Gil B Carvalho (2013) "The nature of feelings: evolutionary and neurobiological origins" in *Nature Reviews Neuroscience* Vol. 14: 143-152.

Rudrauf, D. and Damasio, A. (2005) "A Conjecture Regarding the Biological Mechanism of Subjectivity and Feeling" in *Journal of Consciousness Studies*, Vol. 12, No. 8-10; 236-62

Thompson, E. (2007) "Life beyond the Gap" chapter 8 of *Mind and Life: Biology, Phenomenology and the Sciences of Mind*. Cambridge: Harvard UP.

LONG PAPER PROPOSAL DUE IN CLASS ON MONDAY OCT. 22nd

Week 11: Oct. 29, 31, and Nov. 2 - *Primitive Consciousness II: Emotion and Affective Neuroscience*

Panksepp, J. and Biven, L. (2012) "Ancestral Passions" and "Towards a Neurobiology of the Soul" chapters 1 and 11 of *The Archaeology of Mind: Neuroevolutionary Origins of Human Emotions*. New York: Norton.

Dickinson, A. and Balleine, B (2010) "Hedonics: The Cognitive-Emotional Interface" in (eds.) Kringelbach, M.L. and Berridge, K.C., *Pleasures of the Brain*. New York: Oxford UP.

Week 12: Nov. 5, 7, 9 - *Developmental Psychology*

Zelazo, P.D. (1996) "Towards a Characterization of Minimal Consciousness" in *New Ideas in Psychology*, Vol. 14, No. 1; 63-80.

Zelazo, P.D., H.H. Gao and R. Todd (2007) "The Development of Consciousness" in *Cambridge Handbook of Consciousness*. (Eds.) Zelazo, P.D., M. Moscovitch and E. Thompson. New York: Cambridge UP.

Rochat, P. (2011) "What is it like to be a newborn?" in *The Oxford Handbook of The Self*. (ed.) Shaun Gallagher. New York: Oxford UP.

Week 13: Nov. 12, 14, 16 – *Affective Bias and the Construction of Salience*

Note: No class on Monday Nov. 12 because of Veteran's Day

- Barrett, L.F. and Bar, M. (2009) "See it with feeling: affective predictions during object perception" in *Phil. Trans. R. Soc.* Vol 364: 1325-34.
- Lebrecht, S., Bar, M., Barrett, L.M., and Tarr, M.J. (2012) "Micro-valences: perceiving affective valence in everyday objects" in *Frontiers in Psychology*, Vol. 3, Article 107: 1-5.
- Todd, R.M., Cunningham, W.A., Anderson, A.K. and Thompson, E. (2012) "Affect-biased attention as Emotion Regulation" in *Trends in Cognitive Sciences*, Vol. 16, No. 7; 365-72.
- Todd, R.M. et al. (2015) "Soldiers with Posttraumatic Stress Disorder See a World Full of Threat: Magnetocencephalography Reveals Enhanced Tuning to Combat-Related Cues" in *Society of Biological Psychiatry*.
- Davis, J. and Thompson, E. (2015) "Developing Attention and Decreasing Affective Bias: Toward a Cross-Cultural Cognitive Science of Mindfulness," in K.W. Brown, J.D. Creswell, and R.M. Ryan, eds., *Handbook of Mindfulness*. New York: Guilford Press.

Week 14: Nov. 19, 21, 23 – *Affordances and the Meaningful World*

Note: No class on Friday Nov. 23 for Thanksgiving

- Gibson, J. (1986) "The Theory of Affordances" ch. 8 of *The Ecological Approach to Visual Perception*. New York: Psychology Press.
- Chemero, A. (2003) "An Outline of a Theory of Affordances" in *Ecological Psychology*, 15(2), 181-95
- Walsh, D. (2011) "Situated Adaptionsm" in *The Environment: Philosophy, Science, and Ethics*. Edited by William P. Kabasenche, Michael O'Rourke, and Matthew H. Slater. Cambridge: MIT Press.
- Ramstead, M.J.D., Veissière, S.P.L., Kirmayer, L.J. (2016) "Cultural Affordances: Scaffolding Local Worlds Through Shared Intentionality and Regimes of Attention" in *Frontiers in Psychology*, Vol. 7, Article 1090: 1-21

Week 15: Nov. 26, 28, 30 - *Cross-Cultural Cognitive Science I: Not-Self*

- Ganeri, J. (2012) "The Composition of Consciousness", ch. 7 of *The Self: Consciousness, Naturalism and the First-Person Stance*. New York: Oxford UP.
- Davis, J. and Thompson, E. (2013) "From the Five Aggregates to Phenomenal Consciousness" in (ed.) Steven M. Emmanuel, *A Companion to Buddhist Philosophy*. Oxford: Blackwell Publishing.
- Metzinger, T. (2011) *The No-Self Alternative* in *The Oxford Handbook of The Self*. (ed.) Shaun Gallagher. New York: Oxford UP.

Week 16: Dec. 3 and 5 – *Cross-Cultural Cognitive Science II: The Self as Process*

- Christoff, K., Cosmelli, D., Legrand, D. and Thompson, E. (2011) "Specifying the self for cognitive neuroscience" in *Trends in Cognitive Sciences*, Vol. 15, No. 3; 104-12
- Thompson, E. (2015) "Knowing: Is the Self an Illusion", ch. 10 of *Waking, Dreaming Being: Self and Consciousness in Neuroscience, Meditation, and Philosophy*. New York: Columbia UP.

FINAL ESSAY DUE ON FRIDAY DECEMBER 5TH IN CLASS

COURSE POLICIES (Read Carefully):

A. Late Assignments: Assignments will be reduced 1/3 a letter grade for each day that they are late, including weekends. Extensions may be granted if there is need. Students should contact their TA to request extensions before the due date and be prepared to provide any necessary medical documentation.

B. Contact Policy: The Professor and TA's will be available to answer questions at weekly office hours and by appointment. The course website will be used to post announcements and readings; students are expected to check it, and their university email accounts, regularly. Students may email the Professor or TA's with any procedural questions. Keep in-depth philosophical questions for class and office hours.

C. Accessibility: If you require accommodations or have any accessibility concerns, feel free to contact KOKUA at any time. Their address is: <https://www.hawaii.edu/kokua/>

The course instructor is happy to provide any accommodations needed to ensure that all materials and activities are accessible to all students. It is the responsibility of students, however, to communicate their needs to the instructor and accessibility services so that accommodations can be organised in a timely and efficient manner.

D. Academic Integrity: Don't plagiarise. Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Hawai'i is a strong signal of each student's individual academic achievement. The University treats cases of cheating and plagiarism very seriously.

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. Another common, though often unreported consequence of representing someone's ideas as your own, is spontaneous combustion, something to be avoided at all costs. The University's Code of Behaviour on plagiarism and academic honesty can be found here:

<https://www.hawaii.edu/eli/useful-information-for-students/academic-honesty/>

E. Health Services: University Health Services Mānoa (UHSM) is staffed by physicians, nurse clinicians, nurses, and other support staff, and offers a wide range of medical services and programs to UH Mānoa students, with many of the services also available to UH Mānoa faculty and staff and students from other UH campuses. Services include general medical care on a walk-in basis; women's health, sports medicine, psychiatry, and dermatology clinics by appointment; pharmacy and clinical laboratory; and student training, employment and volunteer opportunities.

1710 East West Road Honolulu, Hawaii 96822 Honolulu, HI 96822
(808) 956- 8965
www.hawaii.edu/shs/

F. Mental Health: Academic work is difficult and psychologically demanding. It's important to work hard and push yourself to do your best, but it is even more important to take care of and be kind to yourself. The instructor is available to discuss such matters if there is need. The University also has a number of resources available. Please do not hesitate to make use of these if difficulties arise:

<https://manoa.hawaii.edu/campus-life/health/>
<http://manoa.hawaii.edu/counseling/>

G. Title IX: The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact the confidential resources available here:

<http://www.manoa.hawaii.edu/titleix/resources.html#confidential>

If you wish to **REPORT** an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support, contact:

Contact: Dee Uwono
Director and Title IX Coordinator Hawai'i Hall 124
2500 Campus Road
Honolulu, HI 96822
(808) 956-2299
t9uhm@hawaii.edu

Important Note: As a member of the University faculty, I am **required to immediately report** any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need. For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to:

<http://www.manoa.hawaii.edu/titleix/>

H. Lesbian, Gay, Bisexual, Transgender (LGBT) Student Services: UH Mānoa strives to maintain a safe and inclusive campus environment that is free from harassment and discrimination. The office provides direct services to students of the University of Hawai'i at Mānoa to confidentially discuss or seek advocacy and support for mistreatment due to their actual or perceived sex, gender identity, gender expression, or sexual orientation.

Contact: Camaron Miyamoto
Queen Lili'uokalani Center for Student Services 211 2600 Campus Road
Honolulu, HI 96822
(808) 956-9250
email: lgbtq@hawaii.edu
<http://manoa.hawaii.edu/lgbt/>

I. Office of Gender Equity: This office offers direct services to victims and survivors of sexual harassment and sexual assaults. Brief descriptions of services offered are available [here](#).

Contact: Jenna Friedman
Queen Lili'uokalani Center for Student Services 210 2600 Campus Road
Honolulu, HI 96822
(808) 956-9499
email: geneq@hawaii.edu
www.manoa.hawaii.edu/genderequity

J. Prevention, Awareness, and Understanding (PAU) Violence Program: This program exists to inspire, educate, and empower students and campus communities to build safe living-learning environments, end interpersonal violence, and encourage holistic well-being in ways that are supportive, collaborative, student-centered, and strengths-based. PAU Violence Program staff provides direct services to all University of Hawai'i at Mānoa students including crisis response, safety planning, academic support, and referrals to campus and community resources.

Contacts: Jennifer Barnett and Leslie Cabingabang
Queen Lili'uokalani Center for Student Services 211 2600 Campus Road
Honolulu, HI 96822
(808) 956-8059
uhmpau@hawaii.edu

K. Student Parents At Mānoa (SPAM): This group seeks to increase the visibility of and resources for student parents at UH Mānoa as they pursue education while parenting. SPAM staff provide advocacy, support, and referrals for pregnant and parenting students to help them succeed in their educational goals.

Contact: Teresa Bill
2600 Campus Road
Queen Lili'uokalani Center for Student Services 211 Honolulu, HI 96822
(808) 956-8059
gotkids@hawaii.edu
<http://manoa.hawaii.edu/studentparents/>

