

## PHILOSOPHY OF MIND

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PHIL XXXXX · Semester Year · Class Time · Class Meeting Place

**Instructor:** Joe Ulatowski  
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**Course Description:** The philosophy of mind is a sub-discipline of philosophy concerned with questions about the mind, its nature, its operation, and its connection with the rest of the universe. Some primary questions in this area of philosophy include: what is a mind? How is it related to a person's brain? How does the mind relate to a person's body and the external world? Can a mind exist in a very different kind of entity, e.g., a computer or a robot? What is it to have a mental image or to experience pain? Questions like these have arisen in philosophy for nearly 500 years, but they have taken on new urgency with the development of sciences such as psychology, cognitive science, and cognitive neuroscience. Each of these sciences has brought sophisticated research methodologies to the task of understanding how the mind works.

The aim of this course is to assiduously consider the most important historical answers offered to the questions above. The objectives of this class are for each student to be able to articulate the basic issues examined, to describe several possible responses to those issues, and to evaluate those positions critically. Neither a passing acquaintance with nor a familiarity with the history of philosophy is presupposed for this course; curiosity is.

Check the course webpage frequently for updated information about this course: [enter course website here]

**Required Text:** David Chalmers (ed.) (2002). *Philosophy of Mind: Classical and Contemporary Readings*. Oxford: Oxford University Press. [hereafter "C"]

Handouts [hereafter "H"]

More suggested texts citations are available on the course website.

**Requirements:** Actually doing philosophy involves class discussion, in which students dialogue back and forth with the instructor and with each other. This is a seminar style class that places a premium on class discussion. Since this is the case, attendance is vital for success in the course.

**Participation (15%).** You should come to class prepared to talk about the article(s) you read for that day. By raising a question, a comment, or criticism of the reading, you earn participation points. The participation grade will be based on the extent to which you participate in discussion and the quality of your comments.

**Presentation (15%).** You will be expected to present one/two articles to the class. A presentation consists in outlining at least the main argument of the reading. You may also include some of the auxiliary arguments if they are important components of the main argument of the paper. An exceptional presentation will include a few criticisms of the main argument. You need to demonstrate that you have command of the argument. If you are too confused by the argument, then summarize what you think the main argument of the reading is and present a few questions.

**Mini-papers (30%).** You will be responsible for completing two mini-papers of no more than 5 pages (strict limit). The first paper is due DUE DATE, and the second paper is due DUE DATE. For each of them, I will prepare a few questions for you to use as a guide for writing the paper. If you want to create your own topic to write about, then please make an appointment with me to discuss it.

**Final Paper (40%).** The student will be expected to complete one 10-12 page paper on a topic of the student's choice. More information, i.e., suggested topics, will be distributed sometime toward the middle of the semester. The student must submit a brief prospectus of the paper by DUE DATE, a bibliography by DUE DATE, and a detailed outline by DUE DATE.

*Failure to complete any of these requirements will severely effect your grade.*

**Policies:**

**Cheating.** Cheating on any course requirement shall not be tolerated. Cheating includes, but is not limited to, copying from one's own clandestine notes, from someone else's paper, or quoting or paraphrasing an author without crediting the source (plagiarism). If the student is caught cheating, then s/he will receive a 0 on the work and will be subject to disciplinary action.

**Students with Disabilities Act.** The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning, and psychiatric impairments. Please contact the instructor at the beginning of the course to discuss any such accommodations that you may require for this course. For more information, the student should contact the Center for Disability Services.

**Notice.** The student is advised. All material contained herein, including course design, content, lectures, correspondence, Internet content, and written material, is the intellectual property of the instructor. In addition, the instructor reserves the right to change, revise, or alter any portion of this

syllabus at any time, at his sole discretion, for any reason, without further notification to the student. This syllabus is in accordance with the [university or college handbook].

**Grading:** There are no averages in this class, so put your calculators away. Grades will be determined according to a linear point scale. The more points you accumulate the higher your grade. In-class participation is worth a total of 100 points, each presentation is worth 50 points (100 total points available), each mini paper is worth 100 points (200 points total), and the final paper is worth a total of 250 points. The total number of points available equals 650.

The grading scale is as follows: 585 for an A-, 520 for a B-, 455 for a C-, 390 for a D-. Anyone who fails to earn 390 points fails the class.

**Course Schedule & Assignments:** The course schedule is available online at the class website. Since this is an advanced philosophy class that emphasizes discussion in the classroom (and outside the classroom) the schedule may change frequently. The class website and blog will be the primary forms of communication with the student, and the student should check these website regularly.

Reading Assignments	Homework Assignments (TBD)
<b>General Introduction to the Philosophy of Mind:</b> Chalmers, “Preface” [C]	Week 1
<b>Dualism:</b> Rene Descartes, “Meditations on First Philosophy (III and IV) [C]; Rene Descartes, “Passions of the Soul” [C], and Raymond Smullyan, “An Unfortunate Dualist” [C].	Week 2
<b>Behaviorism:</b> Gilbert Ryle, “Descartes’ Myth” [C], Rudolf Carnap, “Psychology in Physical Language,” [C] and Hilary Putnam, “Brains and Behavior” [C].	Week 3
<b>The Identity Theory:</b> U.T. Place, “Is Consciousness a Brain Process?” [C], J.J.C. Smart, “Sensations and Brain Processes” [C]	Week 4
<b>Functionalism:</b> Hilary Putnam, “The Nature of Mental States” [C], D.M. Armstrong, “The Causal Theory of Mind” [C], and David Lewis, “Psychophysical and Theoretical Identifications” [C].	Week 5
<b>Responses to Functionalism:</b> Ned Block, “Troubles with Functionalism”  <b>Supervenience and Other Psychophysical Relations:</b> Jaegwon Kim, “Multiple Realization and the Metaphysics of Reduction” [C], Terence Horgan, “From Supervenience to Superdupervenience: Meeting the Demands of a	Week 6

Material World” [C], and Frank Jackson, “Finding the Mind in the Natural World” [C].	
<b>Status of Folk Theories:</b> Paul M. Churchland, “Eliminative Materialism and the Propositional Attitudes” [H], Stephen P. Stich, “Autonomous Psychology and the Belief-Desire Thesis” [H], and Terence Horgan and James Woodward, “Folk Psychology is Here to Stay” [H].	Week 7
<b>Simulation v. Theory-Theory:</b> Robert Gordon, “Folk Psychology as Simulations” [H] and Martin Davies, “The Mental Simulation Debate” [H].	Week 8
<b>Mental Representation and Intentionality:</b> Franz Brentano, “The Distinction between Mental and Physical Phenomena” [C], Roderick Chisholm, “Intentional Inexistence” [C], and Terence Horgan and John Tienson, “The Intentionality of Phenomenology and the Phenomenology of Intentionality” [C].	Week 9
<b>Intentionality:</b> Daniel C. Dennett, “True Believers: The Intentional Strategy” [H], Stephen Stich, “Dennett on Intentional Systems” [H], and Daniel C. Dennett, “Real Patterns” [H].	Week 10
<b>Intentionality and Neurophilosophy:</b> Paul M. Churchland and Patricia Smith Churchland, “Stalking the Wild Epistemic Engine” [H] and Patricia Smith Churchland and Terrence J. Sejnowski, “Neural Representation and Neural Computation” [H].	Week 11
<b>Consciousness, an Introduction:</b> Ned Block, “Concepts of Consciousness” [C], Tom Nagel, “What is it like to be a Bat?” [C], David Chalmers, “Consciousness and its Place in Nature” [C].	Week 12
<b>The Knowledge Argument:</b> Frank Jackson, “Epiphenomenal Qualia” [C], David Lewis, “What Experience Teaches” [C], and Brian Loar, “Phenomenal States” [C].	Week 13
<b>The Explanatory Gap:</b> Joseph Levine, “Materialism and Qualia: The Explanatory Gap” [C], Paul M. Churchland, “The Rediscovery of Light” [C], and Colin McGinn, “Can We Solve the Mind-Body Problem?” [C].	Week 14
<b>A.I.:</b> Alan Turing, “Computing Machinery and Intelligence” [H] and John Searle, “Can Computers Think?” [H]	Week 15