

# Philosophy of Mind

Philosophy 435 – Spring Term 2018 – Purdue University

Instructor: Daniel Kelly

## 1. Course Description

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

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

## 2. Class Meetings

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

## 3. Office Hours and Contact Information

Office: 7126 Beering Hall

Office phone: 765-494-4290 (4-4290)

Email: [drkelly@purdue.edu](mailto:drkelly@purdue.edu)

Fall Term Office Hours: Tuesday 10:00-12:00pm, or by appointment.

## 4. Course Requirements, Policies, and Grading

Grades on papers and exams will be given on the standard 0-100 point grading scale:

100-98:	A+
100-93:	A
92-90:	A-
89-87:	B+

86-83:	B
82-80:	B-
79-77:	C+
76-73:	C
72-70:	C-
69-60:	D
59-0:	F

Students will take a midterm exam, a final exam, write two papers, and turn in five outlines. Potential topics for papers will be distributed roughly two weeks before they are due. Final grades will be determined thus:

Midterm Exam	20%
Final Exam	30%
2 Papers	20% each
Participation (includes outlines)	10%

Email and electronically submitted papers will not be accepted unless previous is given previously. Papers not given to me by the end of class (2:45pm) the day they are due are late; for each day late, 7 points will be deducted.

## 5. Course Policies

**Class sessions:** I will try to begin on time, and will usually go right up until the end of the class session. Please come on time. Do not pack up your materials until class has been dismissed. Talking out of turn during lectures will not be tolerated. Repeat offenders will be asked to leave.

**Attendance:** Starting the Thursday, January 11<sup>th</sup>, a sign in sheet will be passed around at the beginning of every class. You are allowed 4 absences, and then subsequent absences are penalized: 5 points on the 100 point grading scale will be deducted from your final grade **for each class over 4** that you have missed. So you will lose 5 points if you have missed 5 classes, 10 points if you have missed 6 classes, 15 point if you have missed 7 classes, and so on. The results can be quite dramatic. A student who would otherwise get a B (84) and who has missed 7 classes can have his or her grade lowered to a C+ (79). A student who misses 12 classes will get an F in the course even if he or she has done A work throughout the term. The formal attendance policy does not include anything about class participation, but:

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

**Outlines:** Your participation grade will also include your turning in 8 outlines that meet the following specifications:

- Choose one of the papers assigned (the day it is assigned)
- Write up a 1 page (no more, no less) outline of that paper, pulling out the “bird’s eye view” structure of article – sections, main claims of sections, basic arguments for those claims
  - If you’ve never done outlines before, [this](#) may be helpful
  - You can also see the outlined lecture notes I post online for (more elaborated examples of) what I’m looking for; I’ll also post a model outline on the course website
- On the back of the page, separate from your outline:
  - Formulate in your own words the main question the paper is addressing
  - Identify one sentence from the paper (i.e. quoted from the text itself) that best states the answer the author gives to the paper’s main question
  - Pose a question of your own that the paper provoked
- You can turn in no more than one outline per class period
- Four are due **before the midterm**, i.e. by or on **Tuesday February 13<sup>th</sup>**, the other four are due **before the last week of class**, i.e. by or on **April 19<sup>th</sup>**.
- Possible exceptions will be made available throughout the semester (i.e. attend a philosophy talk or submit a movie discussion to take the place of one of the outlines)

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

**Emergencies:** In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Information about emergencies changes in the course can be gotten by contacting either instructor via email or phone, or by consulting the course website. Purdue’s Emergency Procedures Handbook and other important emergency planning information is available online [here](#).

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

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

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

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

<http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

[http://www.purdue.edu/usp/acad\\_policies/student\\_code.shtml](http://www.purdue.edu/usp/acad_policies/student_code.shtml)

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

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

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

[Stanford Encyclopedia of Philosophy](#)

[The Internet Encyclopedia of Philosophy](#)

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

[Aeon Magazine](#)

[Orion Magazine](#)

[Nautilus Magazine](#)

## 6. Texts

The only required texts are *The Philosophy of Mind: Classic and Contemporary Readings*, edited by David Chalmers, and *A Dialogue on Consciousness* by Torin Alter and Robert J. Howell. They are (or should be) available at the bookstore, and can be easily bought online at a number of places, including amazon.com, though some sites are probably cheaper than others. Any

additional required readings will be posted on the course website.

An optional text is *The Mind's I*, edited by Douglas Hofstadter and Daniel Dennett. It is also easily available at amazon.com and many used bookstores, but the full text (with many typos, alas) can also be found [here](#). The book is a collection of philosophically oriented pieces, including papers, dialogues, and short stories. After each one, the editors draw out and comment upon the philosophically relevant themes in the piece. It is a sort of fun read.

There are lots of good movies and TV shows that deal with many of the issues we'll be talking about through the course of the semester, and that contain (or just are) vivid examples and thought experiments. Some of the best include, in no particular order: *Westworld*; *Blade Runner* (especially the original, but also 2049); *Arrival*; *Ex Machina*; *Transcendence*; *Inside Out*; *The Ghost in the Shell* (especially the original animated version).

## 6. Course Website

Information and comments will often be posted on the website, which can be reached via my homepage:

<http://web.ics.purdue.edu/~drkelly/>

To go directly to this course's website, the address is:

<http://web.ics.purdue.edu/~drkelly/KellyPhilMindFall2018.html>

You should check it fairly regularly. Also, if there is ever a problem with the website, information will be distributed via the course listserv, which you are automatically included on if you are officially signed up for the course.

## 7. Topics and Readings

Here is a tentative list of topics and readings. We'll reserve the right to pick and choose as we go, depending on how fast we are going, and what catches our collective imagination. Specific readings and dates will be announced in class or on the webpage.

### Week 1: January 9<sup>th</sup>

#### The Mind-Body Problem

- Lycan, The Mind-Body Problem
- Daniel Dennett, 'Where Am I?'
- Jenann Ismael, Excerpt from *How Physics Makes Us Free* on Dennett
- Raymond Smullyan 'An Unfortunate Dualist'

#### Dualism

- René Descartes: Excerpts from *The Meditations* II and VI and *Passions of the Soul*
- Thomas Huxley 'On the Hypothesis that Animals Are Automata, and Its History'
- Chalmers, Mind Body Foundations Overview

### Week 2: January 16<sup>th</sup>

#### Behaviorism

- Gilbert Ryle 'Descartes' Myth'
  - Hilary Putnam 'Brains and Behavior'
- Week 3: January 23<sup>rd</sup>  
Type Identity Theory
- U.T. Place 'Is Consciousness a Brain Process'
  - H. Feigl 'The "Mental" and the "Physical"'
- Week 4: January 30<sup>th</sup>  
Functionalism
- Hilary Putnam, 'The Nature of Mental States' (excerpt)
  - D.M. Armstrong, 'The Causal Theory of Mind'
  - Janet Levin, 'Functionalism'
- Week 5: February 6<sup>th</sup>  
Objections to Functionalism
- N. Block, 'Troubles with Functionalism'
  - J. Searle, 'Minds, Brains and Programs'
    - Also see: Excerpts from Andy Clark's *Mindware*
- Week 6: February 13<sup>th</sup>  
Varieties of Functionalism
- W. Lycan 'The Continuity of Levels of Nature'
    - **Midterm Exam: Thursday February 15<sup>th</sup>**
- Week 7: February 20<sup>th</sup>  
Folk Psychology and Propositional Attitudes: Realism and Eliminativism
- P. Churchland 'Eliminative Materialism and the Propositional Attitudes'
  - J. Fodor 'Propositional Attitudes'
- Week 8: February 27<sup>th</sup>  
Folk Psychology and Propositional Attitudes: Instrumentalism
- D. Dennett 'True Believers: The Intentional Stance and Why It Works'
  - D. Dennett 'Real Patterns'
    - Also see: Excerpts from Andy Clark's *Mindware*
- Week 9: March 6<sup>th</sup>  
The Externalist Turn
- Franz Brentano, 'The Distinction between Mental and Physical Phenomena'
  - Hilary Putnam, 'The Meaning of Meaning' (excerpt)
    - Also see: Loewer, 'A Guide to Naturalizing Semantics'

**No class Week of March 12<sup>th</sup> – Spring Break Woo Hoo!**

- Week 10: March 20<sup>th</sup>  
Active Externalism and Catch Up
- Andy Clark and David Chalmers 'The Extended Mind'
  - Brie Gertler, 'Overextending the Mind'
    - For the slightly more bold and brave of heart, see Elijah Millgram's wide ranging, difficult, but very thought provoking, 'Private Persons, Minimal Persons'
    - **First Paper Due Thursday March 22<sup>nd</sup>**
- Week 11: March 27<sup>th</sup>

### Conceptions of the Self

- David Hume *Treatise of Human Nature*, Book 1, Part iv, Section 6
- D. Dennett, 'The Self as Centre of Narrative Gravity'
- Ismael, J. 'Saving the Baby: Dennett on Autobiography, Agency, and the Self'
  - Also see: G. Strawson 'Against Narrativity'

Week 12, 13, 14: April 3<sup>rd</sup> - 19<sup>th</sup>

### Consciousness

- The Phenomenon
  - Ned Block, 'Concepts of Consciousness'
  - Carolyn Dacey Jennings, 'I Attend, Therefore I Am'
- The Arguments Against Materialism
  - Thomas Nagel, 'What Is It Like to Be a Bat?'
  - Frank Jackson: 'What Mary Didn't Know'
  - Joseph Levine, 'Materialism and Qualia: The Explanatory Gap'
  - Kripke, *Naming and Necessity*, (excerpt)
- Taking Stock
  - D. Chalmers, 'Consciousness and Its Place in Nature'
- Some Positive Accounts
  - Naturalistic Dualism
    - D. Chalmers, 'Facing Up to the Problem of Consciousness'
  - Panpsychism: The New Monism
    - Galen Strawson, 'Realistic Monism: Why Physicalism Entails Panpsychism'
    - Also see: Goff, Seager, and Allen-Hermanson 'Panpsychism'
  - Dennett's Empirically Based Functionalism
    - D. Dennett 'Quining Qualia'
    - D. Dennett 'Are We Explaining Consciousness Yet?'
  - Minds as Mystical Radios
    - William James, 'Human Immortality: Two Supposed Objections to the Doctrine'
  - You Can't Get There From Here: Cognitive Closure Arguments
    - Colin McGinn, 'Can We Solve The Mind Body Problem?'

Week 15: April 24<sup>th</sup>

### Non-Human Minds and/or Catch Up

- Some combination of
  - Octopuses and Ctenophores
    - Excerpts from Peter Godfrey Smith, *Other Minds: The Octopus, the Sea, and the Deep Origins of Consciousness*
    - Sy Montgomery, 'Deep Intellect' (of the Octopus)
    - Douglas Fox, 'Aliens in Our Midst'
  - Whales and Dolphins
    - Excerpts from Hal Whitehead and Luke Rendell, *The Cultural Lives of Whales and Dolphins*
  - Plants
    - Excerpts from Stefano Mancuso and Alessandra Viola, *Brilliant Green: The Surprising History and Science of Plant Intelligence*

- Laura Ruggles, 'The Minds of Plants'
  - **Second Paper Due Thursday April 24<sup>th</sup>**

**Final Exam:** TBD





## EMERGENCY PREPAREDNESS SYLLABUS ATTACHMENT

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

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

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

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

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

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

## **EMERGENCY RESPONSE PROCEDURES:**

- Review the **Emergency Procedures Guidelines**  
[https://www.purdue.edu/emergency\\_preparedness/flipchart/index.html](https://www.purdue.edu/emergency_preparedness/flipchart/index.html)
- Review the **Building Emergency Plan** (available from the building deputy) for:

Evacuation routes, exit points, and emergency assembly area

when and how to evacuate the building

Shelter in place procedures and locations

Additional building specific procedures and requirements.

## **EMERGENCY PREPAREDNESS AWARENESS VIDEOS**

- "Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident.

See: <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm> (Link is also located on the EP website)

## **MORE INFORMATION**

Reference the Emergency Preparedness web site for additional information:

[http://www.purdue.edu/emergency\\_preparedness](http://www.purdue.edu/emergency_preparedness)