

# Philosophy of Mind

Philosophy 435 – Fall Term 2012 – 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, 9:00-10:15am, in Room 1230 of Beering Hall.  
It's early, I know. Have some caffeine and/or nicotine before you come.

## 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: Wednesdays 11:00-1:00pm, 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:

100-93:	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%

EMAILED AND ELECTRONICALLY SUBMITTED PAPERS WILL NOT BE ACCEPTED. Papers not given to me by the end of class (10:15am) 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.

Classes will be a mix of lecture and discussion focused on the topics raised by the readings. Students are encouraged to ask questions and participate in the conversation – this is usually the best way to get a grip on some very abstract issues and ultimately to understand philosophy.

*Attendance:* Starting the second week of classes, August 26, a sign in sheet will be passed around at the beginning of every class. You get 6 absences for free, 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 6** that you have missed. So you will lose 5 points if you have missed 7 classes, 10 points if you have missed 8 classes, 15 point if you have missed 9 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:

*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 no penalize students simply for not speaking up. That said, a consistent record of

participation and attendance 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.

**Outlines:** Your participation grade will also include your turning in 5 outlines that meet the following specifications:

- Choose one of the papers assigned
- Write up a 1 page (no more, no less) outline of that paper, pulling out the “bird’s eye view” structure of article
- At the bottom, separate from your outline:
  - Formulate 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 per class period
- All 5 are due **before the midterm**, i.e. by September 25<sup>th</sup>

**Laptop computers:** I would prefer that you exercise enough self-restraint to keep from texting for the 75 minutes that class is in session, but since a formal prohibition would be too difficult to enforce, this remains a preference. If I see you consistently texting or listening to your iPod during class, I’ll call you out on it, and it will be reflected poorly in the attendance/participation portion of your final grade. Use of laptop computers and iPads during lectures will not be allowed, however.

**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 at

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

**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:

<http://owl.english.purdue.edu/owl/resource/589/01/>

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 prominent is the Stanford Encyclopedia of Philosophy, but others are useful as well:

Stanford Encyclopedia of Philosophy <http://plato.stanford.edu/>

The Internet Encyclopedia of Philosophy <http://www.iep.utm.edu/>

Episteme Links

<http://www.epistemelinks.com/Main/MainEncy.aspx>

## 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:

<http://themindi.blogspot.com/>

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.

## 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/KellyPhilMindFall2012.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: August 20<sup>th</sup>

#### Introduction and Overview

- W. Lycan 'The Mind-Body Problem'
- Daniel Dennett: Introduction to *The Mind's I*

#### 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'
- Raymond Smullyan 'An Unfortunate Dualist'

### Week 2: August 27<sup>th</sup>

#### Behaviorism

- Gilbert Ryle 'Descartes' Myth'
- Hilary Putnam 'Brains and Behavior'

### Week 3: September 3<sup>rd</sup>

#### Type Identity Theory

- U.T. Place 'Is Consciousness a Brain Process'
- H. Feigl 'The "Mental" and the "Physical"'

### Week 4: September 10<sup>th</sup>

#### Functionalism

- Hilary Putnam, 'The Nature of Mental States'
- D.M. Armstrong, 'The Causal Theory of Mind'
  - Also see: Janet Levin, 'Functionalism':  
<http://plato.stanford.edu/entries/functionalist/>

Week 5: September 17<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: September 24<sup>th</sup>

Varieties of Functionalism

- W. Lycan 'The Continuity of Levels of Nature'
  - **Midterm Exam: September 27<sup>th</sup>**

Week 7: October 1<sup>st</sup>

Folk Psychology and Propositional Attitudes: Realism and Eliminativism

- P. Churchland 'Eliminative Materialism and the Propositional Attitudes'
- J. Fodor 'Three Cheers for the Propositional Attitudes'

Week 8: October 8<sup>th</sup>

**No class Tuesday October 9<sup>th</sup> Fall Break**

Folk Psychology and Propositional Attitudes: Instrumentalism

- D. Dennett 'True Believers: The Intentional Stance and Why It Works'
- S.P. Stich 'Dennett on Intentional Systems'
- D. Dennett 'Real Patterns'
  - Also see: Excerpts from Andy Clark's *Mindware*

Week 9: October 15<sup>th</sup>

The Externalist Turn

- Franz Brentano, 'The Distinction between Mental and Physical Phenomena'
- Hilary Putnam, 'The Meaning of Meaning'
- S.P. Stich 'Autonomous Psychology and the Belief-Desire Thesis'
  - Also see: Loewer, 'A Guide to Naturalizing Semantics'

Week 10: October 22<sup>nd</sup>

Active Externalism and Catch Up

- Andy Clark and David Chalmers 'The Extended Mind'
  - **First Paper Due October 25<sup>th</sup>**

Week 11: October 29<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'
  - D. Velleman 'Self as Narrator'

Week 12, 13, 14: November 5<sup>th</sup> - November 19<sup>th</sup>

**No class Thursday November 22<sup>nd</sup> Thanksgiving**

Consciousness

- 'The Phenomenon'

- Ned Block, 'Concepts of Consciousness'
  - Attentio
- 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: William Seager, 'Panpsychism':  
<http://plato.stanford.edu/entries/panpsychism/>
  - Dennett's Empirically Based Functionalism
    - D. Dennett 'Quining Qualia'
    - D. Dennett 'Are We Explaining Consciousness Yet?'
  - You Can't Get There From Here: Cognitive Closure Arguments
    - Colin McGinn, 'Can We Solve The Mind Body Problem?'

Week 15: November 26<sup>th</sup>

Philosophy of Psychology: Innateness, Massive Modularity & Evolutionary Psychology

- Mason, Sripada, Stich, 'The Philosophy of Psychology'
- Cosmides and Tooby, 'Evolutionary Psychology: A Primer'

Week 16: December 3<sup>rd</sup>

- Catch up
  - **Second Paper Due Tuesday December 4th**

**Final Exam: Officially Scheduled for Tuesday 12/11, 8:00 – 10:00 am, BRNG 1230**



## 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)