Philosophy of Mind (PHIL 235)
Bates College, Pettigrew 300
Professor William Seeley
M/W 1:10 – 2:30
Office Hours, M/W 11-12

Course Description:
What is a mind? Are minds distinct from brains? If so, what is the relationship between minds and brains? Could a brain literally lose its mind? If it were possible, would the individual become a person without thoughts? Would it even be a person at all? Questions like these are the domain of philosophy of mind. In this field philosophers ask questions about the nature of mind, the relationship between the mind and its environment, and the ability of anyone to know the contents of other minds. For instance, what is a belief, what is a desire, and how do these two types of mental states combine to form our human conception of the world. In this course we will examine these sorts of questions. The topics discussed will include: dualism, behaviorism, physicalism, the nature of psychological explanation, consciousness, and the nature of mental representation. This course is a good course for students who are also interested in cognitive science, philosophy of language, and philosophy of science.

Course Goals:
The goals of this course are threefold. We will try to come to an understanding of what the philosophical distinction between minds and bodies is, and more importantly what it is not. In this context we will evaluate contemporary debates about reduction, physicalism, and personhood. These debates will be used to evaluate the philosophical conception of mind, the commonsense conception of a person, and their relation to scientific theories in psychology, cognitive science, and neuroscience.

Requirements:
Students will be asked to write two 3-4 page papers (worth 15% of the final grade each), a 6-page midterm paper (worth 30% of the final grade), and a final paper (worth 40% of the final grade). Students will be given a choice between two assigned topics for each paper. Class participation is a requirement. Attendance is a minimum requirement for class participation. Therefore, absences will affect a student’s final grade. Class participation will be factored in as +/- 10% of the final grade. I will also assign a range of short argument exercises as we move through the syllabus the average of which will count towards the class participation grade.

Texts:
- Electronic resources and pdf files on LYCEUM. (L)
Philosophy of Mind: syllabus

Some Miscellaneous Notes and Guidelines:

Moral behavior is the grounds for, and the framework of, a healthy society. In this regard it is each of our responsibility as an individual within the community of our classroom to act responsibly. This includes following the rules and guidelines set out by the College for academic behavior. Plagiarism is a serious matter. It goes without saying that each of you is expected to do his or her own work and to cite EVERY text that is used to prepare a paper for this class. In general philosophy papers are NOT research papers. Your response papers should not involve any outside research and you should be able to manage your final papers using only material from the syllabus, assigned supplemental readings, and class discussion.

As a general rule, I ask that you not use the internet for your research except as assigned in class.

Response papers are designed to give students a chance to stretch their legs a bit with the material and give me a chance to assess your understanding of the material. These papers should offer a philosophical defense of your take on the issue at hand. But this does not mean that they are a free forum for opinions. Make sure that your papers set out the philosophical issues germane to the question and that your responses address the relative virtues and shortcomings of theoretical positions discussed in class.

Finally, the reading list for this class is arranged in topics as opposed to individual sessions. I will announce the particular readings for each class as we go along. This will allow us some flexibility in discussion so that we can spend more time on issues of interest to the class. Readings that we do not assigned in class should be treated as supplemental readings. I will also occasionally upload supplementary materials to Edisk for students interested in pursuing particular issues beyond class discussion.
Assignments:

All assignments are to be handed in hard copy in class the day that they are due AND in the dropbox on LYCEUM prior to class that day. I will not grade papers that have not been handed in both places.

First Paper (15%) - Please write a 3-page (900 word) paper on one of the following topics. Your paper should be double spaced with one inch margins and in a 12 point font. The purpose of this assignment is to demonstrate your understanding of the arguments from Descartes that we have discussed in class. One way to think of a philosophy paper is as a critical analysis of a position expressed by an author. So, think of this as a critical analysis paper where your analysis of the argument is a position that you establish and defend.

Topics Distributed: 10/03/11
Due Date: 10/10/11 (hardcopy in class and in the dropbox on LYCEUM)

Midterm Paper (30%) - Write a 6 page paper (1800 word) on one of two topics to be announced on the distribution date for the midterm. Your paper should be double-spaced in 12 point font with 1” margins. The purpose of this paper is twofold: a) evaluate a standard argument in the literature; and b) demonstrate that you can synthesize the material covered in the 1st half of the semester into a coherent position.

Topics Distributed: 10/24/11
Due Date: 11/02/11 (hardcopy in class and in the dropbox on LYCEUM)

Third Paper (10%) - Please write a 3 page (900 word) paper on one of the following topics. Your paper should be double-spaced in 12 point font with 1” margins. The purpose of this assignment is to evaluate your understanding of the material introduced after the midterm.

Topics Distributed: 11/30/11
Due Date: 12/07/11 (hardcopy in class and in the dropbox on LYCEUM)

Final Paper – cumulative (40%)
Due Date: 12/15/11 @ 12:30pm (hardcopy in my mailbox in Hedge and in the dropbox on LYCEUM)
**Philosophy of Mind: syllabus**

*Schedule of Readings: ( * = suggested supplementary reading)*

**Topic 1: Introduction: What Is a Mind?**

**Dualism:**
- Descartes *Meditation II*
- * Kim *Mind as Immaterial Substance*

**Behaviorism:**
- Ryle *Descartes' Myth*
- Putnam *Brains and Behavior*
- Kim *Mind as Behavior*

**Identity Theory**
- Place *Is Consciousness a Brain Process?*
- Smart *Sensations and Brain Processes*
- Kripke *Naming and Necessity* (excerpts)
- Kim *Mind as the Brain*

**Functionalism, Reduction & Multiple Realizability:**
- Putnam *The Nature of Mental States*
- Kim *Multiple Realization and the Metaphysics of Reduction*
- Bechtel & Mundale *Multiple Realizability Revisited*
- Kandel *In Search of Memory* (excerpt)
- Mayford & Kandel *Genetic Approaches to Memory Storage*
- Bickle *Philosophy and Neuroscience* (excerpt)
- *Lamprecht & LeDoux *Structural Plasticity and Memory*

**Topic 3: Consciousness and Content**

- Block *Concepts of Consciousness*
- Jackson *Epiphenomenal Qualia*
- Nagel *What Is It Like to Be a Bat?*
- Akins *What Is It Like to Be Boring and Myopic*
- Akins *A Bat Without Qualities*
- *Lewis* *What Experience Teaches*
- Bechtel *Representations: From Neural Systems to Cognitive Systems*
- Norman et al *Beyond Mindreading*
- Hayes and Rees *Decoding Mental States from Brain Activity in Humans*
- *Piera et al* *Machine Learning Classifiers and fMRI: A Tutorial Review*

**Topic 4: The Nature of Intentionality**

- Brentano *The Distinction between Mental and Physical Phenomen*
- Fred Dretske: *A Recipe for Thought*
- Ruth Millikan: *Biosemantics*
- Kathleen Akins: *Of Sensation and the "Aboutness" of Mental States*

**Topic 5: Propositional Attitudes**

- Sellars *Empiricism and the Philosophy of Mind*
- Fodor *Propositional Attitudes*
- Churchland *Eliminative Materialism and Propositional Attitudes*

**Topic 6: Internalism/Externalism**

- Putnam *The Meaning of 'Meaning'*
- Clark and Chalmers *The Extended Mind*
Bibliography:


Philosophy of Mind: syllabus


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<th>Date</th>
<th>Readings ( * = suggested supplementary reading)</th>
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<td>09/07</td>
<td>Introduction: Varieties of philosophical theories of mind</td>
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<td>09/12</td>
<td>Descartes, Meditation II: 10-13. (C)</td>
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<td>09/14</td>
<td>Ryle, The Concept of Mind: 32-38. (C) Kim, Ch. 3, Mind and Behavior: 61-90. (K)</td>
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<td>09/19</td>
<td>Putnam, Brains and Behavior: 45-54. (C)</td>
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<td>09/21</td>
<td>Smart, Sensations and Brain Processes: 60-62. (C) Place, Is Consciousness a Brain Process: 55-60. (C) Kim, Ch. 4, Mind as Brain: 91-128. (K)</td>
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<td>Kripke, from Naming and Necessity: 329-333. (C)</td>
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<td>09/28</td>
<td>Putnam, The Nature of Mental States: 73-79. (C)</td>
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<td>10/03</td>
<td>Kim, Multiple Realization and the Metaphysics of Reduction: 135-149. (C) Topics assigned for 1st paper</td>
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<td>Bechtel &amp; Mundale, Multiple Realizability Revisited: 175-207. (L)</td>
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<td>10/12</td>
<td>Block, Concepts of Consciousness: 206-218. (C)</td>
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<td>10/17</td>
<td>Jackson, Epiphemomenal Qualia: 273-280. (C) Nagel, What Is It Like to Be a Bat?: 219-226. (C)</td>
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<td>Akins, A Bat Without Qualities (L)</td>
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<td>10/26</td>
<td>Akins, What Is It Like to Be Boring and Myopic?: 124-159. (L) Hughes, Sensory Exotica (excerpts). (L)</td>
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<td>Brentano, The Distinction between Mental and Physical Phenomena: 479-484. (C)</td>
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!!!!!!!!!FALL BREAK!!!!!!!!!
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<td>11/07</td>
<td>Dretske, A Recipe for Thought: 491-499.  <em>(C)</em></td>
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<td>11/09</td>
<td>Milliken, Biosemantics: 500-509.  <em>(C)</em></td>
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<td>Akins, Of Sensory Systems and the “Aboutness” of Mental States: 337-372. <em>(L)</em></td>
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<td>Sellars, Empiricism and the Philosophy of Mind (excerpt): 534-541.  <em>(C)</em></td>
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<td>Thanksgiving BREAK!</td>
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<td>Fodor, Propositional Attitudes: 542-555.  <em>(C)</em></td>
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<td>11/30</td>
<td>Churchland, Eliminative Materialism and Propositional Attitudes: 560-580. <em>(C)</em></td>
<td>3rd paper topics assigned</td>
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<td>Putnam, The Meaning of Meaning: 581-596.  <em>(C)</em></td>
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<td>Clark and Chalmers, The Extended Mind: 643-651.  <em>(C)</em></td>
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