

Philosophy 365-01 (23983)  
Philosophy of Mind and Consciousness  
T/R 11:00-12:15  
Wilson Hall 1-132  
3 Units

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**Primary Texts:**

John Heil. *Philosophy of Mind: A guide and anthology*  
Sara Waller. *Serial Killers: Philosophy for Everyone*

**Articles posted on D2L:**

*Descartes' Myth* by Gilbert Ryle  
*Where am I?* by Daniel Dennett  
*An Unfortunate Dualist* by Raymond Smullyan  
*What Mary Didn't Know* by Frank Jackson  
*Quining Qualia* by Daniel Dennett  
*The Extended Mind* by Clark and Chalmers  
*Explaining Consciousness* by David Rosenthal

*The Meaning of Meaning* by Hilary Putnam  
*The Closest Continuer View* by Derek Parfit  
*The Prediction, From Infancy, of Adult IQ and Intelligence* by J. Fagan et al.  
*A theory of Intelligence as Processing* by J. Fagan  
Selections from Gould and Jensen, TBD

**Course Description:**

In this course we will examine different philosophical theories regarding the workings of the mind and the nature of consciousness. Many philosophers have believed that the mind and the body are separate, but others have argued that mind is reducible to body and/or brain. We will also explore "deviant" minds, and examine our notions of *intelligence* and cognition. What is consciousness? Are you the same thing as your mind? What is thought? Is conscious experience explainable by the physical sciences?

**Grading Scale**

<b>A</b>	<b>93-100%</b>	<b>373-400 points</b>	<b>C</b>	<b>73-76%</b>	<b>292-304 points</b>
<b>A-</b>	<b>90-92%</b>	<b>360-372 points</b>	<b>C-</b>	<b>70-72%</b>	<b>280-291 points</b>
<b>B+</b>	<b>87-89%</b>	<b>345-359 points</b>	<b>D+</b>	<b>67-69%</b>	<b>265-279 points</b>
<b>B</b>	<b>83-86%</b>	<b>332-344 points</b>	<b>D</b>	<b>60-66%</b>	<b>240-264 points</b>
<b>B-</b>	<b>80-82%</b>	<b>320-331 points</b>	<b>F</b>	<b>0-59%</b>	<b>0-239 points</b>
<b>C+</b>	<b>77-79%</b>	<b>305-319 points</b>			

**Grading Policy**

Grades are based on the following course requirements:  
1) 2 Papers; 2) Discussion-Presentations; 3) Quizzes; 4) Final Exam.  
The specifics of each assignment type are detailed on the following pages.

**Course Requirements:**

- 1) **2 Short Thesis Papers:** (9-11 pages, 120 points each, 240 points total) consisting of: a summary of the relevant current reading, and your own well-supported position on a question or issue at hand. Grades are based on: Accuracy and completeness of summary, the clarity of your thesis and how well your argument is supported, number of fatal errors (see handout),

grammar, spelling, and finesse. The papers must pertain to relevant issues in philosophy currently covered in class, and must incorporate a reference to current events. You choose the position that you will critique or defend, so pick topics that interest you.

- 2) **Discussion/Presentation Days:** (25 discussions, 3 points each, 75 points total) In this upper division course, everyone will take turns leading the discussions. If you fail to lead two discussions in the course of the semester, you will lose 75% of your discussion points (45 points) even if you participated in every discussion session. Discussion leaders will summarize main points of the readings and bring an activity (worksheet, group quiz, interactive media) for the class to complete/participate in that will help clarify concepts, arguments, and issues in the reading. When you lead, your summary/activity should take up **45 minutes** of the class period. Discussions may take on exciting formats, such as a debate, lighthearted competition, or game. If we have a lot of people in the class, we may have teams lead, but your grade will be based on your individual performance. You can't make up a missed discussion. (There are extra discussions built into the schedule)
- 3) **Quizzes:** (4 quizzes, 10 points each, 40 points total) Quizzes will ask you to answer a specific topic already discussed in class and will require that you write about one paragraph for a complete answer. Quizzes might be take-home, depending on how much time we need in class. Missed quizzes cannot be made up for any reason.
- 4) **Final Exam:** (comprehensive, essay format, 45 points) Held during the final examination period. Discussion & quiz questions will provide a good study guide for the final exam.
- 5) **Get your email** and check D2L at least **every 48 hours:** important course materials, announcements, and clarifications will come to you electronically. You are responsible for checking your email and D2L and making sure your account is working.
- 6) **Extra Credit:** (sporadic, usually involving a 15 minute presentation, or a short written summary, of a current philosophical problem of your choice as related to the course readings and campus events, up to 21 points) I will announce extra credit opportunities as they appear throughout the semester. Extra credit lets you miss a discussion without too much stress.

### **Argument Papers**

**They are not research papers, nor comparison and contrast papers.**

Thesis Paragraph: State your thesis, define your primary terms, mention the relevant philosophical background, i.e., authors or arguments for and against the thesis that have been covered in class, and mention your reasons, arguments, and examples you will use to make your point.

Summary Paragraphs: explain the relevant texts and arguments clearly and completely. Do not explain or discuss anything irrelevant to your thesis. Use quotations from the texts we are using in class that are important to your view.

Argument Paragraphs: Support your view with reasons, evidence (including lived examples), and arguments. Use the views of relevant philosophers to your advantage, citing them properly as you proceed.

Objection Paragraph(s): Present a view that directly and clearly opposes your thesis. Present it briefly but completely, using philosophical texts studied in class as appropriate.

Reply to Objections: Respond to the objection(s) you presented. Be honest.

## Paper Grading Guidelines

### How well your argument is supported (50pts. total, 5 pts. each error),

- Failing to state a thesis is an error. State your thesis clearly, and distinguish your position from other positions.
- Fallacies are errors. See handout.
- Distorting facts to make your case is an error. For example, claiming that the planets move in perfect circles, or that the moon only appears at night, is a distortion of our best-substantiated view of the world today and cannot be used for evidence of any view.
- Failing to define terms that are relevant to your thesis is an error.
- Failing to give a reason for your view is an error.
  - Agreeing with your other beliefs/what you were taught is not a reason
  - Making you feel good is not a reason
  - Claiming you have a right to your opinion is not a reason to believe that the opinion is true. In this culture we often agree that each person has a right to his or her own opinion. However, that does not make all opinions equally true or equally well supported. Some opinions are false, and some views have no substantiation.
- Part of supporting your argument is considering a reasonable, well thought out objection from an opposing viewpoint. Explain the other viewpoint clearly and thoroughly. Why does your opposition believe something that you do not?
- Part of supporting your argument is responding to this objection. How can you defend your view against the view you just presented? This response is usually the conclusion of a professional philosophy paper.

### Accuracy and completeness of summary (50 pts. total, 5 pts. each error),

- Misattributing a view to a philosopher is an error.
- Failing to produce **three** relevant quotes from the text is an error. When citing from a web source without page numbers, note book title, author, chapter and section.
- Failing to include information important to your thesis that was covered in class is an error.
- Including information that is irrelevant to your thesis is an error. Do not wildly summarize everything that comes to mind about a philosopher or position.

### Number of fatal errors (up to 15 pts.),

- *Nota Bene*, if you spell a philosopher's name incorrectly in your paper, I will remove 10 points immediately (over and above the 10 points), and then continue to count fatal errors.
- If you use philosophical terminology learned in class incorrectly, I will remove 5 points (over and above the 10 points).
- All other fatal errors appear in the attached or forthcoming handout, and are worth 1 point each.

Plagiarism and Academic Dishonesty are Serious Offenses. Know what they are and recognize that the consequences could be worse than a failing grade on the assignment. If I discover academic misconduct, I will 1) meet with you, 2) fill out an Academic Misconduct Notification Form, and 3) provide a written request for the Dean of Students to press charges of violation of the Student Conduct Code. [http://www2.montana.edu/policy/student\\_conduct/](http://www2.montana.edu/policy/student_conduct/)

### **Course Objectives:**

**This course examines theories of mind and conscious experience from several standpoints, such as: ontological dualism, ontological monism, physicalism, reductivism, functionalism and the extended mind hypothesis. Students will summarize, explain and critique the content of contemporary philosophical theories in the philosophy of mind, and construct and defend arguments as professional philosophers do. Successful students will have demonstrated the ability to do the following at the completion of the course:**

- **Write formal, philosophical thesis defense papers. This skill demands:**
  - Accurate use of the English language
  - Accurate use of terminology specific to philosophy and the fields of philosophy of language, philosophy of mind, epistemology and metaphysics
  - Identification, and avoidance of, fallacies of reasoning
  - Identification & description of philosophical theories, concepts, questions & issues
  - Construction of a clear, specific thesis on an issue in contemporary philosophy
  - Reading & understanding primary texts as demonstrated by accurate summaries of them, and the use of quotations from these texts to further an argument
  - Clear presentation of reasons and evidence (found in texts or originally developed by the student) that furthers the thesis
  - Avoidance of discussing irrelevant subjects
  - Recognition and precise description of objections (critiques of, or potential problems with), a theory or thesis
  - Presentation of a relevant, content-bearing response to such objections
  
- **Demonstrate (orally and in writing) knowledge of several philosophers and classical philosophical writings, and the arguments, principles, concepts, and issues contained therein, including but not limited to:**
  - Descartes
  - Ryle
  - Putnam
  - Dennett
  - Turing
  - Block
  - Chalmers
  - Clark
  - Nagel
  - Jackson
  - Rosenthal
  - Searle
  - Churchlands
  - See assigned readings
  
- **Describe (orally and in writing) philosophical theories, concepts, techniques and issues, including, but not limited to:**
  - Theories of mind, such as: Substance Dualism, Property Dualism, Monism, Idealism, Materialism, Physicalism, Logical Behaviorism, Identity Theory, Reductionism, Eliminativism, Functionalism, HOP & HOT, Extended Mind
  - Important Terminology: Verificationism, Category Mistake, Hard Problem, Subjectivity, Qualia, Knowledge Argument, Intentional Stance, Instrumentalism, Folk Psychology
  
- **Learning Outcomes**
  - Successful students will choose, develop and defend notions of the mind/consciousness in formal written papers. Students are expected to accurately explain course readings and presentations on the final exam and in papers, and orally for in-class presentations.

- The successful final paper and in-class presentations will demonstrate student mastery of thesis defense, and clarity in writing and speaking.
- Students will be able to use philosophical concepts correctly, as measured on the final exam, papers and in-class presentations.
- Students will meet the course objectives listed above in the following ways:
- Show that different approaches to the mind have been learned by writing essays on the comprehensive final exam
- Show an understanding of the relationship between biology and personhood in class discussions specific to this topic, and on the final exam
- Show understanding of how different theories construct and define the mind through class discussions and the final exam
- Show understanding of philosophical approaches to the mind by choosing to critique or defend one well defined position in each paper, or alternately, showing how two approaches overlap in these papers.
- Successful students will be able to state a view fully and carefully, give reasons for that view, and defend the view against common objections, as measured by the presentations and papers.
- Students will not commit formal or informal fallacies in the presentations or papers.
- Short in-class presentations demonstrate student's oral mastery of philosophical concepts and provides a forum for feedback with which the student can hone papers.

### **Students with Disabilities**

If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

### **Ground Rules & Notes on General Civility**

1. *If a disagreement arises, present facts and evidence calmly rather than a heated and useless personal attack. Some opinions are more well-justified than others, but none merit active hostility or degradation.*
2. *Missed papers, presentations, discussions, quizzes and exams cannot be made up, but an opportunity for extra credit will be provided for those who have experienced some difficulties in attending class. If you experience an extended illness or catastrophe, see me.*
3. *If something or someone in the class is genuinely and persistently bothersome, offensive and/or inhibiting your learning process, please bring it to my attention.*
4. *If work is accepted by email, it is always due at 11:59 p.m. on the stated due date. If your work does not arrive in my inbox with that time stamp (because you experience internet difficulties, your computer has problems, your computer clock is inaccurate, or for any other reason), or if I cannot open your file or if it is corrupt, you will receive 0 points for that assignment.*

**SCHEDULE (subject to change)**

<b>Day</b>	<b>In Class</b>	<b>Due</b>	<b>Read for NEXT class</b>
Tues, Aug. 30	Intro to course, texts and topics. What is philosophy of mind?		Heil Chapter 3 (Descartes)
Thurs. Sept. 1	Descartes Mind-Body Problem and early solutions to it	<b>Discussion (3)</b>	Fallacies Handout
Tues. Sept. 6	Constructing arguments and avoiding fallacies <a href="http://neuroself.com/2011/06/16/its-not-all-in-your-head/">http://neuroself.com/2011/06/16/its-not-all-in-your-head/</a>	<b>Discussion (3)</b>	Dennett's "Where am I?" & Smullyan on D2L
Thurs. Sept. 8	Where is he? Why is the dualist unfortunate?	<b>Discussion (3)</b>	Ryle on D2L Heil, introduction to part 2 and chapter 6 (Putnam)
Tues. Sept. 13	Category Mistakes, Logical and Psychological Behaviorism, X-Worlders	<b>Discussion (3)</b>	Heil chapter 8 (Smart)
Thurs. Sept. 15	Identity Theory, Types & Tokens	<b>Discussion (3)</b>	Heil chapter 23 (Churchland)
Tues. Sept 20	Eliminative Materialism	<b>Discussion (3)</b>	Heil chapters 10 (Lewis) & 11 (Putnam) & 14 (Turing)
Thurs. Sept. 22	Quiz Functionalism	<b>Quiz (10)</b> <b>Discussion (3)</b>	Heil chapter 13 (Block) and 15 (Searle)
Tues. Sept. 27	Troubles with Functionalism & The Chinese Room	<b>Discussion (3)</b>	Heil chapter 29 (Nagel) & 30 (Levin)
Thurs. Sept. 29	Quiz Replies from Qualia: Bat consciousness and love	<b>Quiz (10)</b> <b>Discussion (3)</b>	Jackson on D2L
Tues. Oct. 4	Replies from Qualia: What Mary Didn't Know	<b>Discussion (3)</b>	Heil 35 (Chalmers)
Thurs. Oct. 6	Facing up to the Problem Consciousness	<b>Discussion (3)</b>	Dennett's "Quining Qualia" on D2L

Tues. Oct. 11	<b>Paper #1 Due</b> What is Qualia anyway? Dennett's Quining Qualia <b>Miracle Berry Party</b>	<b>Paper (120)</b> <b>Discussion (3)</b> <b>PARTY!</b>	Clark & Chalmers on D2L
Thurs. Oct. 13	Quiz Externalist Theories: "The Extended Mind"	<b>Quiz (10)</b> <b>Discussion (3)</b>	Putnam "Meaning of Meaning" on D2L
Tues. Oct. 18	Twin Earth	<b>Discussion (3)</b>	Parfit on D2L
Thurs. Oct. 20	Can we establish personal identity?	<b>Discussion (3)</b>	Farah and Heberlein D2L
Tues. Oct. 25	Self as an illusion	<b>Discussion (3)</b>	Heil chapter 19 (Dennett)
Thurs Oct. 27	Instrumentalism & the Intentional Stance	<b>Discussion (3)</b>	Heil chapter 45 (McGinn)
Tues. Nov. 1	Mysterianism	<b>Discussion (3)</b>	Rosenthal on D2L
Thurs. Nov. 3	Explaining Consciousness: HOT, HOP, LOT, LOP	<b>Discussion (3)</b>	Serial Killers chapter (Winters)
Tues. Nov. 8	Quiz The Zodiac Killer	<b>Quiz (10)</b> <b>Discussion (3)</b>	Serial Killers 2 (Schmid) and 7 (Dietrich & Hall)
Thurs. Nov. 10	<b>No Class Today</b>	<b>Enjoy!</b>	
Tues. Nov. 15	Nietzsche, DeSade, Brady Allure of the Killer	<b>Discussion (3)</b>	Serial Killers
Thurs. Nov. 17	<b>No Class, Enjoy!</b>	<b>Enjoy!</b>	Serial Killers: Class choice
Tues. Nov. 22	Class choice of readings	<b>Discussion (3)</b>	
Thurs. Nov. 24	<b>Thanksgiving Holiday</b>	<b>Enjoy!</b>	Serial Killers: Class choice
Tues. Nov. 29	Class choice of readings	<b>Discussion (3)</b>	Serial Killers: Class choice
Thurs. Dec. 1	Class choice of readings	<b>Discussion (3)</b>	Read Fagan, Jensen Gould

Tues. Dec. 6	Notions of Intelligence	<b>Discussion (3)</b>	
Thurs. Dec. 8	Paper #2 Due Co-Convene with Peters' class to discuss the search extra terrestrial intelligence.	<b>Paper (120)</b> <b>Discussion (3)</b>	
December 14 12:00 to 1:50	Final Exam	<b>Exam (45)</b>	