

PHIL 440: *Philosophy of Mind***FALL 2005**

Class meeting time: TR 1:00-2:15 pm
Classroom: CP 125
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Instructor: JeeLoo Liu
Office location: H-311A
Office hours: M W 1:15 - 3:15 pm
 or by appointment

Text: *Philosophy of Mind: Classical and Contemporary Readings.* (ed.) David Chalmers. Oxford University Press, 2002.

Course Description:

This course is designed to present contemporary philosophical approaches to the nature of mind. Philosophy of Mind, as it is now viewed as an area that grew out of traditional metaphysics, is a relatively new field that developed rapidly in the past fifty years. There are many major problems in philosophy of mind, but due to the limit of time we will only choose two problems in this course: the mind-body problem and the nature of consciousness. In the first half of this course, we will do a survey on the development of this field, and introduce the various positions that are popular among contemporary philosophers of mind. Theories such as logical behaviorism, the mind-brain identity theories, functionalism, reductionism and nonreductive physicalism will be explained and analyzed. In the second half of this course, we will focus on various analyses of the nature of consciousness. Reading assignments require careful reading and hard thinking. The course will be conducted in the lecture/discussion format. In the second half of the semester, students will also be expected to present course materials in class.

Course Objectives:

- (1) To introduce students to the main topics and theories in Modern to Contemporary Anglo-American philosophy of mind;
- (2) To assist students in developing their own stance on key issues related to mind and consciousness;
- (3) To teach students some important philosophical techniques of argumentation;
- (4) To improve students' ability to read critically and to write clearly and precisely.

Grading:

Mid-term exam (in class)	20 %
Final exam (non-cumulative)	20 %
Six weekly essays (2 pages each)	20 %
1 final paper (5-6 pages)	20 %
Presentation of course material	10 %
Active class participation	10 %

COURSE GRADES: Calculated on the following scale

95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
65-69	D+
60-64	D
Under 60	F

Academic Dishonesty:

“Academic dishonesty is comprised of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means.” The most commonly observed form of academic dishonesty is copying others’ writings on the Internet. Even when you are merely borrowing a single sentence from someone else, doing so without proper quotation marks and author-attribution counts as plagiarism. **Students who commit acts of academic dishonesty will automatically fail the course.** Students with questions about how to cite others’ work should see the instructor.

Class Attendance and Participation:

Students must be conscientious about attending classes on a regular basis. Any consecutive absences must be given proper explanation. **Students who miss 1/3 of the classes will be asked to withdraw from the course.** Class participation includes regular attendance and paying close attention in class. Class discussion is highly encouraged, but not mandatory.

Classroom Etiquettes:

Classroom environment is for the instructor and all students to interact with one another in a professional and intellectual manner. Students are expected to observe common classroom etiquettes. Behavior that interferes with classroom activities is considered disruptive behavior. Such behavior includes (but not restricted to)

- (i) constant late arrivals;
- (ii) early departures without proper explanation;
- (iii) chatting with your neighbors during lectures;
- (iv) eating in class;
- (v) doing things unrelated to the course in class, such as reading other books, doing assignments for other courses, or playing with your laptop.
- (vi) **not turning off your cell phone in class.**

Students with repeated disruptive behavior will be asked to leave the classroom.

General Policies:

1. To succeed in this course, you should keep pace with the syllabus. Your regular attendance is strongly emphasized, and you are also expected to finish the reading assignments prior to each class.
2. All written assignments must be typed, double-spaced, and free of spelling errors.
3. Homework must be handed in **on the assigned date and in person (essays left in my mailbox will be counted as 'late')**. Each homework essay should comprise both an explanation and an evaluation of the author's view. **Do the best you can even when you find the article too difficult to summarize.** To facilitate your grasping of the key issue, specific questions are given for each assignment. **Answer the specific questions. Do not look up the Internet for any simple digest.** The main purpose of these homework assignments is not for me to evaluate you, but for me to assist you. From your essays, I can understand where the difficulties lie and attempt to help you gain more understanding.
4. Homework essays will not be graded individually. They are to be collected at the end of the semester for a total assignment of homework grades. Your grade will depend on the total effort you have put into these essays. **A grade reduction for late essays will be made at the end of the semester in the following manner: 10-points off for each day delayed.** I hope you will appreciate the importance of finishing an assigned project on time. You are permitted to skip one essay assignment without penalty (write 6 out of 7 assignments), or you may write the seventh assignment for extra credit (1 point in the final grade).
5. You are to write one critical paper on one of the readings. To prepare for your paper, you need to do both an outline and a first draft in due time. A one-page outline of your main thesis is due on **October 18**. A first draft of your paper is due on **November 1**. I will give you feedback for further improvement on your paper. The final paper is due on **December 6**. **A 1/2 grade deduction will be made for each day delayed.** You are encouraged to discuss your paper topic with me in advance.
6. Each student's presentation takes about 30 minutes. This is a chance for students to develop their ability to organize and present course materials.
7. Exams will be given in the form of essay questions (study questions will be prepared for each exam). **No make-up exam will be given unless you obtain permission from the instructor at least two days in advance or if you present your special reason with acceptable documentation.**
8. **Students are expected to arrive on time for exams. Late arrivals will not be given time extension.**
9. **To receive a final grade for the course, all assignments must be completed.**

10. You are encouraged to meet with me during my office hours, send e-mail messages to me, or call me if you have any question regarding the course.

Syllabus

Date	Content of discussion	Assignments for this class
T 8/23	Introduction	None
[THE MIND-BODY PROBLEM]		
R 8/25	René Descartes: Passions of the Soul	pp. 21-23
T 8/30	René Descartes: Meditations on First Philosophy	pp. 10-20
R 9/1	Gilbert Ryle: Descartes' Myth	pp. 32-38
T 9/6	J.J.C. Smart: Sensations and Brain Processes	pp. 60-67 Homework #1: How does Smart defend the thesis that sensations are nothing but brain processes? (Explain some of his replies that you deem to be the most successful.)
R 9/8	Herbert Feigl: The Mental and the Physical	pp. 68-71
T 9/13	Hilary Putnam: The Nature of Mental States	pp. 73-79 Homework #2: How does Putnam specify pain functionally? Do you think this analysis exhausts the meaning of 'pain'?
R 9/15	D. M. Armstrong: The Causal Theory of the Mind	pp. 80-87
T 9/20	Ned Block: Troubles with Functionalism	pp. 94-97 Homework #3: In your assessment, is functionalism the final answer to the mind/body problem? Do you agree with Block's criticisms?
R 9/22	Donald Davidson: Mental Events	pp. 116-124
T 9/27	Jerry Fodor: Special Sciences	pp. 126-134 Homework #4: What is reductionism? How does Fodor argue against reductionism? What does he mean by a disjunctive

predicate? Do you think there are such things as disjunctive properties?

R 9/29 Jaegwon Kim: Multiple Realization and the Metaphysics of Reduction pp. 135-148

T 10/4 Terence Horgan: From Supereminence to Superdupervenience pp. 150-159

R 10/6 Frank Jackson: Finding the Mind in the Natural World pp. 162-169

T 10/11 **Review**

R 10/13 **Mid-term Exam**

[The Nature of Consciousness]

T 10/18 David Rosenthal: Explaining Consciousness pp. 406-417
Paper outline due in class

R 10/20 Ned Block: Concepts of Consciousness pp. 206-217

T 10/25 Daniel Dennett: Quining Qualia pp. 226-244
Homework #5: What are qualia? Do you agree with Dennett that we should get rid of the notion *qualia*?

R 10/27 David Chalmers: Consciousness and its Place in Nature pp. 247-268

T 11/1 Frank Jackson: Epiphenomenal Qualia pp. 273-279

R 11/3 Brian Loar: Phenomenal States pp. 295-309

T 11/8 Daniel Stoljar: Two Conceptions of the Physical pp. 311-325
Homework #6: What is physicalism? How does Stoljar use the distinction between two conceptions of the physical to defend his version of physicalism? Do you think his defense is successful?

R 11/10 Joseph Levine: Materialism and Qualia The Explanatory Gap pp. 354-361

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| T 11/15 | Fred Dretske: Conscious Experience | pp. 422-433
Homework #7: Why does Dretske distinguish awareness of facts and awareness of things? How does he define 'introspection'? What is his explanation of "conscious experience"? Do you accept his explanation? |
| R 11/17 | Sidney Shoemaker: Introspection and Phenomenal Character
First draft of paper due in class | pp. 457-471 |
| T 11/22 | Fall Recess | |
| R 11/24 | Fall Recess | |
| T 11/29 | Christopher Peacocke: Sensation and the Content of Experience: A Distinction | pp. 435-445 |
| R 12/1 | Michael Tye: Visual Qualia and Visual Content Revisited | pp. 447-455 |
| T 12/6 | Student Paper Presentation | Final paper due in class |
| R 12/8 | Last class: Review and Reflections | |

Final Exam: Tuesday, December 13 12:00 - 1:50 PM