

**PHIL 440: *Philosophy of Mind*****Spring 2007****Class meeting time: TR 2:30-3:45 pm****Classroom: EC-032****Telephone: (714) 278-7560****E-mail: [jeelooliu@fullerton.edu](mailto:jeelooliu@fullerton.edu)****Instructor: JeeLoo Liu****Office location: H-311A****Office hours: T 4:00 – 5:15 pm****R 1:00 – 2:00 pm****or by appointment****Text: 1. John Heil (ed.) *Philosophy of Mind: A Guide and Anthology*. Oxford University Press.****2. Ian Ravenscroft. *Philosophy of Mind: A Beginner's Guide*. Oxford University Press.****(Both available at Little Professor).****Course Description:**

This course is designed to present contemporary analytic philosophical approaches to the nature of mind. Contemporary analytic philosophy of mind grew out of traditional metaphysics, but it is now viewed as an independent area of study. There are many major problems and theories in contemporary philosophy of mind, but due to limit of time we can only skim through the following problems and related debates: (1) the mind-body problem, (2) artificial intelligence, (3) mental content, (4) self-knowledge, (5) the nature of consciousness and finally, (6) the explanatory possibility of consciousness. Reading assignments require careful reading and hard thinking. The course will be conducted in the lecture/discussion format. Once students are familiar with the instructor's teaching style, they will be expected to present course materials in class.

**Course Objectives:**

- (1) Students will understand the contemporary debate on the relation between mind and body, and learn about leading contemporary theories of mind including property dualism, reductive physicalism vs. nonreductive physicalism, identity theory, and functionalism;
- (2) Students will learn about debates surrounding artificial intelligence; in particular, they will study John Searle's famous "Chinese Room Argument" and formulate their own responses (short paper #1);
- (3) Students will learn about the important debate between individualism and anti-individualism over mental content; they will understand the distinction between "wide content" and "narrow content" in the context of this debate;
- (4) Students will learn about the issue of self-knowledge – whether one has privileged access to the content of one's thought; they will be able to formulate their own position on this issue (short paper #2);

- (5) Students will learn about the various definitions of ‘consciousness’ and reflect on whether there is an explanatory gap between the first-person’s experience and the third-person’s report on what goes on in the brain on the basis of neuroscientific discoveries;
- (6) Finally, students will be given plenty of writing assignments, so that they may improve their ability to read critically and to write clearly and succinctly.

### **Grading:**

<b>Mid-term exam (in class)</b>	<b>20 %</b>
<b>Final exam (non-cumulative)</b>	<b>20 %</b>
<b>Eight weekly essays (2-3 pages each)</b>	<b>20 % (out of 9 assignments)</b>
<b>Two short papers (3-4 pages each)</b>	<b>16 % (8% each)</b>
<b>1 final paper (8 pages)</b>	<b>14 % (expansion from one short paper)</b>
<b>Presentation of course material</b>	<b>10 %</b>
<b>Full attendance</b>	<b>2 points extra credit in final average</b>

**COURSE GRADES:** Calculated on the following scale

95-97	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	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 borrowing a single sentence from someone else 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 are allowed up to**

**three absences without explanation. After the 3<sup>rd</sup> absence, every absence will constitute a half-grade reduction (3 points off in the final average) in your final grade.** To excuse your absences from that point on, you will need to present credible documentation. Class participation includes active discussion in class, raising relevant questions, answering questions, and paying close attention in class. **Everyone (each student as well as the instructor) is responsible for making this class interesting, engaging, and thought-provoking.**

### **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. In some cases you may be asked to rewrite the essay and resubmit for credit.
3. Homework must be handed in **on the assigned date and in person (essays left in my mailbox will be counted as 'late' – I don't want you to miss the class to write your essay during class time). I do not accept homework after the lecture is given.** You are allowed to miss one homework essay without penalty. After the second missed essay, you will need to work with me to find a chance to do an extra homework as soon as possible. (Note: I have designed the syllabus such that you will be writing one essay per week. Don't add your workload in any given week unnecessarily if you have to redo an essay or write a make-up essay). **If you fail to complete eight homework essays by the end of the semester, your whole homework grade will be 'zero'.**
4. 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 will be given for each assignment. **Answer the specific questions. Do not look up the Internet for any simple digest (this constitutes plagiarism).** 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. As long as you have put in a real effort, I will not fail any homework assignment.
5. 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. 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 8 out of 9 assignments), or you may write the last assignment for extra credit (1 point in the final grade average).
  6. To prepare for the final paper, you are to write two critical short papers on assigned topics. Each paper should be 3-4 full pages long and they must be turned in on **March 6<sup>th</sup>** and **April 10<sup>th</sup>**. **A 1/2 grade deduction will be made for each day delayed.** I will give you feedback for further improvement on your paper. If time permits, I will schedule paper conference sessions with individual students. The final paper should be an expansion and improvement on one of the short essays. The final paper is due on **May 8<sup>th</sup>**. **A 1/2 grade deduction will be made for each day delayed.**
  7. Two students will form a team to present course materials in class. Each presentation takes about 30 minutes. This is a chance for students to develop their ability to organize and present course materials. The presenters must work out a handout or PowerPoint outline for presentation in advance.
  8. 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.**
  9. **Students are expected to arrive on time for exams. Late arrivals will not be given time extension.**
  10. **To receive a final grade for the course, all assignments must be completed** (you are allowed to miss only one homework essay with no penalty).
  11. 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.



**SCHEDULE**

<b>Date</b>	<b>Content of discussion</b>	<b>Assignments for this class</b>
<b>T</b> 1/23	Introduction	None
<b>[The Mind-body Problem: Dualism, Identity Theory, and Functionalism]</b>		
<b>R</b> 1/25	Substance dualism vs. Property dualism	Ravenscroft, Chap. 1
<b>T</b> 1/30	The Identity Theory	Ravenscroft, Chap. 3
<b>R</b> 2/1	J. J. C. Smart: Sensations and Brain Processes	Heil, pp. 116-127
<b>T</b> 2/6	David Lewis: An Argument for the Identity Theory <b>Essay 1 due</b> [mandatory]	Heil, pp. 150-157 Answer Heil, p. 200, <i>Q</i> 2
<b>R</b> 2/8	Functionalism	Ravenscroft, Chap. 4
<b>T</b> 2/13	Hilary Putnam: Psychological Predicates <b>Essay 2 due</b> [mandatory]	Heil, pp. 158-167 Answer Heil, p. 200, <i>Q</i> 3
<b>R</b> 2/15	Ned Block: What Is Functionalism?	Heil, pp. 183-197
<b>T</b> 2/20	Sidney Shoemaker: Some Varieties of Functionalism <b>Essay 3 due</b> [mandatory]	[handout] <i>Q</i> : What varieties of functionalism does Shoemaker discuss?

**[Mind As Machine]**

<b>R</b> 2/22	The Computational Theory of Mind	Ravenscroft, Chap. 6
<b>T</b> 2/27	John Searle: Minds, Brains, and Programs	Heil, pp. 235-252

- Essay 4 due** Answer Heil, p. 272, Q 4
- R** 3/1 Margaret Boden: Escaping from the Chinese Heil, pp. 253-265  
Room
- T** 3/6 **Review Session**  
**Short Paper #1 due** [mandatory] See Heil, p. 272 (Questions 4-9)
- R** 3/8 **Mid-term Exam**

**[Externalism and Mental Content]**

- T** 3/13 Content Ravenscroft, Chap. 9
- R** 3/15 Jaegwon Kim: Mental Content Heil, pp. 502-515
- T** 3/20 Tyler Burge: Individualism and the Mental Heil, pp. 432-441; 460-477  
**Essay 5 due** Answer Heil, p. 516, Q 2
- R** 3/22 Hilary Putnam: Brains in a Vat Heil, pp. 478-493
- T** 3/27 **Spring Recess**
- R** 3/29 **Spring Recess**

**[Subjectivity and Self- Knowledge]**

- T** 4/3 Donald Davidson: Knowing One's Own Mind Heil, pp. 553-571  
**Essay 6 due** Answer Heil, p. 593, Q 5 & "What does Davidson's Swampman case demonstrate?"
- R** 4/5 Tyler Burge: Individualism and Self-Knowledge Heil, pp. 572-584
- T** 4/10 Michael McKinsey: Anti-individualism and Privileged Access Heil, pp. 585-591  
**Short Paper #2 due** [mandatory] See Heil, p. 293 (Questions 6-10)

**[Consciousness and Reductionism]**

<b>R</b>	4/12	Varieties of Consciousness and Phenomenal Consciousness	Ravenscroft, Chaps. 11-12
<b>T</b>	4/17	D. M. Armstrong: What Is Consciousness? <b>Essay 7 due</b>	Heil, pp. 607-616 Answer Heil, p. 672, <i>Q</i> 2
<b>R</b>	4/19	David Chalmers: Facing Up to the Problem of Consciousness	Heil, pp. 617-639
<b>T</b>	4/24	Derk Pereboom and Hilary Kornblith: The Metaphysics of Irreducibility <b>Essay 8 due</b>	Heil, pp. 709-725  <i>Q</i> : What is the problem of explanatory exclusion and how do the authors support anti-reductionism?
<b>R</b>	4/26	Jaegwon Kim: Multiple Realization and the Metaphysics of Reduction	Heil, pp. 726-748

**[Consciousness and the Explanatory Gap]**

<b>T</b>	5/1	Frank Jackson: Epiphenomenal Qualia <b>Essay 9 due</b>	Heil, pp. 762-771 Answer Heil, p. 807, <i>Q</i> 7
<b>R</b>	5/3	Joseph Levine: Materialism and Qualia: the Explanatory Gap	Heil, pp. 772-780
<b>T</b>	5/8	Colin McGinn: Can We Solve the Mind-body Problem? <b>Final paper due in class</b> [mandatory]	Heil, pp. 781-797
<b>R</b>	5/10	<b>Last Day: Review</b>	



**Final Exam: Thursday, May 17 2:30 – 4:20 PM (EC-032)**

Bring a large blue book.

Bring the whole set of homework essays for a total grade.