

COURSE	PHILOSOPHY OF MIND (PHIL 1440)
INSTRUCTORS	Dmitri Gallow (✉: jdmitrigallow@pitt.edu) Harvey Lederman (✉: hsl33@pitt.edu)
MEETING TIMES	Mondays and Wednesdays, 15:00–16:15 Room G-13, Cathedral of Learning
OFFICE HOURS	Dmitri: Mondays and Wednesdays, 12:00–13:00 (1009H, Cathedral of Learning) Harvey: TBA (1028J, Cathedral of Learning)
INTRODUCTION	Rocks don't have minds, but other things do seem to. You probably have one. Do computers? Dogs? In virtue of what does something have a mind? What is the mind? We will try to answer these most fundamental philosophical questions in this course. We'll think about whether having a mind is just a matter of having a brain, about how the mental relates to the physical, about connections between thought and behaviour, about the nature of mental states like belief and desire, about what consciousness is and the nature of conscious experience, about how we represent the world in thought, and much more.
COURSE DESCRIPTION	<p>There will be no lectures in this class; the whole of class time will be for discussion. This means that your participation will be a huge part of your grade (20%), and that your participation will not be entirely based on what you say, but also on how you bring others into the discussion, and help them to understand the material. More on this in a moment.</p> <p>First, the basics: each week, there will be an assigned discussion leader. The leader will come in with a question about the reading that they want to discuss. The aim of the leader is to pick a central issue in the reading and direct the discussion towards that issue. The discussion will of course subsequently move on to other topics, but the leader will kick it off. In the course of the session, we will guide discussion to issues we think are central, but in the best cases, you will collectively find these issues for yourselves.</p> <p>To get full participation credit, you must: do the readings every week before class; make at least one substantial comment every class; and be a positive contributor to the overall conversations. As this last point indicates, part of your responsibility will be to ensure that the conversation is productive and open for everyone in the classroom. Different people will naturally have different roles to play: some people will find it a challenge to make sure that they include others in the conversation; others will find it more difficult to enter the conversation. But we will take off points equally for people who talk too much and shut others out, as we will for people who say nothing at all.</p> <p>At least once in the course of the semester there will be an assessment day, where one of us will not be involved in the conversation at all. The person who is “sitting out” will simply diagram the conversation, marking how many times students participated, and how they participated (e.g. where someone asked a question; where someone quoted directly from the text; where someone mentioned another participant by name; where someone brought back an earlier topic of discussion). This assessment (or more if we do more) will not be the basis of the participation grade for the course, but the aim of the assessment is to give you a clear idea of how you are participating in the usual sessions. We expect you to use this information to change your future participation.</p>

EVAUATION

Final grades will be determined by 7 components:

Participation	20%
Responses	10%
Reading Quizzes	10%
Paper 1	15%
Paper 2	15%
Midterm	15%
Final	15%

PARTICIPATION: see 'course description' above.

RESPONSES: You will write ten total very short reader responses (*max* 250 words) throughout the term, in response to any ten texts you choose. These responses will be due before lecture via Courseweb.

Five of these responses will be "argument" responses. These will discuss an argument which interests you in the reading for that day's class. You will describe the structure of the argument: either by stating the premises and conclusion of the argument, or, if the argument is not deductive, by articulating how it proceeds. Ideally you might say something (a sentence) about why the argument is of interest.

Five of these responses will be "question" responses. These will pose a question you would like to discuss further. You will choose a passage or stretch of text that you find confusing, and you will say exactly what is confusing to you. These responses will not be graded: you will get full credit simply for submitting them on time. The aim of the responses is to get you thinking hard about the reading before you come to class. You will be allowed to do the responses on days when you are the leader of the discussion, but you will also have to do them on other days as well.

READING QUIZZES: There will be ten reading quizzes throughout the term. These will consist of at most two questions to see whether you have done the reading. The questions will be simple and factual. They will be marked in class, by switching papers with your neighbor. These reading quizzes will often be difficult. You will be able to re-gain credit from the reading quizzes by participating in further discussion of reader responses on Courseweb. Credit will be awarded proportional to the quality and number of your responses to others' reading responses as described above. The details of this will be discussed further in the first session.

PAPERS: These papers will be your chance to develop your thoughts at greater length. For each of the papers, you will pick a paper we discuss, and engage with one argument in it. The due-dates for the paper and outline are indicated on the schedule below. **Your work will be graded blindly, to ensure fairness. When you submit papers, your name should not appear on the document; rather, only your Pitt Student I.D. should appear.**

MIDTERM AND FINAL: There will be an in-class midterm on 2/27, and a final on 4/28, from 8:00–9:50. These exams will be composed mainly of short essay questions, with one or two longer essay questions. It will also include passage identifications, which may be drawn from any of the papers we read during the semester. (You will be given a passage and asked to name the paper it comes from.) The questions will cover all of the material from the semester. We will talk about this much more in class. (Again, the exam will be graded blindly.)

COURSE TEXTS

All readings will come from one of the following two texts:

1. Jaegwon Kim, *Philosophy of Mind*. Third Edition. Westview Press, Boulder, Colorado. 2010.
2. David J. Chalmers, editor. *Philosophy of Mind: Classical and Contemporary Readings*. Oxford University Press, Oxford. 2002. [DC]

As discussed above: **you must do the reading before coming to class.**

Doing the reading does not just mean running your eyes over the words. Part of the challenge of reading works in philosophy is finding a place where the author is offering an argument and engaging directly with that argument. Attempting to do this before coming to class (even when you are not writing a response) will help you to participate in the discussion in class.

SCHEDULE

January 4: No Class

Syllabus

January 9: Substance Dualism

René Descartes, *Meditations on First Philosophy* (II & VI) [DC, 01]

January 11: Substance Dualism

Gilbert Ryle, *Descartes' Myth* [DC, 05]

January 18: Some Preliminary Distinctions

Jaegwon Kim, *Philosophy of Mind*, chapter 2

January 23: Behaviorism

Jaegwon Kim, *Philosophy of Mind*, chapter 3

Optional: Carl Hempel, *Psychology in Physical Language* [DC, 06]

January 25: Behaviorism

Hilary Putnam, *Brains and Behavior* [DC, 07]

January 30: Identity Theory

Jaegwon Kim, *Philosophy of Mind*, chapter 4

February 1: Identity Theory

J. J. C. Smart, *Sensations and Brain Processes* [DC, 09]

February 6: Identity Theory

Hilary Putnam, *The Nature of Mental States* [DC, 11]

February 8: Functionalism

Jaegwon Kim, *Philosophy of Mind*, chapter 5

February 13: Functionalism

John R. Searle, *Can Computers Think?* [DC, 63]

February 15: Functionalism

David Lewis, *Psychophysical and Theoretical Identifications* [DC, 13]

1st Paper Due

SCHEDULE
(CONT)

February 20: Functionalism

Jaegwon Kim, *Philosophy of Mind*, chapter 6

February 22: Functionalism

Ned Block, *Troubles with Functionalism* [DC, 14]

February 27: **Midterm**

March 1: Content

Jaegwon Kim, *Philosophy of Mind*, chapter 8

March 13: Content

Hilary Putnam, *The Meaning of "Meaning" (Excerpt)* [DC, 54]

March 15: Propositional Attitudes

Daniel C. Dennett, *True Believers: The Intentional Strategy and Why It Works* [DC, 52]

March 20: Propositional Attitudes

Paul M. Churchland, *Eliminative Materialism and the Propositional Attitudes* [DC, 53]

March 22: Consciousness

Thomas Nagel, *What Is It Like to Be a Bat?* [DC, 32]

March 27: Consciousness

Jaegwon Kim, *Philosophy of Mind*, chapter 9

March 29: Modal Arguments

Saul A. Kripke, *Naming and Necessity (Excerpt)* [DC, 32]

April 3: Modal Arguments

Joseph Levine, *Materialism and Qualia: The Explanatory Gap* [DC, 35]

April 5: Consciousness

Jaegwon Kim, *Philosophy of Mind*, chapter 10

April 10: Knowledge Arguments

Frank Jackson, *Epiphenomenal Qualia* [DC, 28]

April 12: Knowledge Arguments

David Lewis, *What Experience Teaches* [DC, 29]

2nd paper due

April 17: Extended Mind

Andy Clark and David J. Chalmers, *The Extended Mind* [DC, 59]

April 19: Final Review

April 28: **Final**

from 8:00–9:50, in our regular classroom

LATE WORK	<p>If you have good reason for being unable to submit work by a deadline, you must come discuss this with us well in advance (at least one week) so that we can agree on an arrangement. You will not be able to contact us at the last minute about this. If we do not agree to a new deadline, you will lose marks (10% per day – including weekends – for essays; late responses and missed quizzes will get no marks at all). The only exceptions to this will be for serious and well-documented emergencies.</p> <p>In general, if things aren't going well for you in some way (physically or emotionally) during the term and you think that this is impacting or will impact your work, please let us know as soon as you can (or have someone at the University who knows what is going on let us know).</p>
ACADEMIC INTEGRITY	<p>Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity (see www.provost.pitt.edu/info/ai1.html). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.</p>
DISABILITY SERVICES	<p>If you have a disability for which you are or may be requesting an accommodation, be sure to contact me within the first two weeks of the semester, as well as Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users. DRS will verify your disability and determine reasonable accommodations for this course.</p>
LAPTOP POLICY	<p>As a general rule, laptops and smart phones are not permitted during class. If you have some good reason for requiring a laptop or a cell phone during class, come speak to us about it in office hours.</p>
TURNITIN	<p>Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage Policy and Privacy Pledge posted on the Turnitin.com site.</p>
EMAIL POLICY	<p>Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to http://accounts.pitt.edu, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html.)</p>

RECORDING
POLICY

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SCHEDULE
REVISION

As the course progresses, the course schedule may be revised. If it is, we will notify all enrolled students via email and post an updated syllabus to Courseworks.