

CTY Saratoga Springs Session 1: Philosophy of Mind

Instructor: Alex Rausch

Instructor's Assistant: TBD

Course Description

In this course, students engage with historical and contemporary answers to a host of philosophical questions: What is a mind? Are minds physical or non-physical entities? Are minds entities in the first place? Are mental states (like pain) states of the brain? Could an artificial intelligence think or feel pain? Are all of the facts about conscious experience ultimately the facts about an ideal neuroscience? Philosophers have made significant progress clarifying the space of possible answers to these questions.

Students will first learn the basic conceptual tools used by contemporary, analytic philosophers in order to tackle these questions. A heavy emphasis is placed on developing the skill of extracting arguments from a written text and evaluating these arguments for good-making features like validity and soundness. Students will gain the ability to concisely express and constructively criticize controversial philosophical views by presenting and commenting in an academic-style conference. The course culminates in a research paper in which students consider arguments for and objections against what they take to be the most plausible theory of mind. This course covers the content of an introductory course in the philosophy of mind at the college level, exposing students to the learning environment of professional academia.

Course Goals

- Come to an understanding of the space of possible answers to perennial philosophical questions concerning the mind.
- Extract arguments from texts and evaluate them for validity and soundness.
- Present philosophical material concisely and persuasively in the context of a professional academic conference.
- Engage in an analytical, respectful manner with competing philosophical argumentation.
- Research and write a collegiate philosophy essay concerning the nature of mind.

Course Textbooks

1. *Philosophy of Mind: A Contemporary Introduction, 3rd Edition*
John Heil | Routledge Press (2013)
ISBN: 978-0-415-89175-2
2. *Philosophy of Mind: Classical and Contemporary Readings*
David Chalmers (ed.) | Oxford University Press (2002)
ISBN: 978-0-195-14581-6

Course Materials

1. Notebook divided into thirds: **Notes, Definitions, Arguments**
2. Folder or notebook pocket for handouts, quizzes, etc.

<i>Week.Day</i>	<i>Morning (3 hrs)</i>	<i>Afternoon (2 hrs)</i>	<i>Evening (2 hrs)</i>
<i>1.1</i>	<p>Introductions & Ice-Breaker 9:00-9:30</p> <p>Community Agreement 9:30-9:45</p> <p>Creating Affirmation Cards 9:45-10:00</p> <p>Introduction to Philosophy 10:00-10:30</p> <p>Break 10:30-10:45</p> <p>Toolkit: Arguments, Validity & Soundness</p>	<p>Worksheet #1 Group Work 1:00-2:00</p> <p>Break</p> <p>2:00-2:15</p> <p>Toolkit: Necessary and Sufficient Conditions 2:15-3:00</p>	<p><u>Activities</u></p> <p>1. Pre-Test</p> <p>2. Introduction to Argument Cards</p> <p><u>Reading</u></p> <p>1. <i>Heil §1.1-1.4</i></p>
<i>1.2</i>	<p>Affirmations & Quiz 9:00-9:20</p> <p>Toolkit: Key Distinctions 9:20-10:30</p> <p>Break 10:30-10:45</p> <p>Group Reading & Discussion: Descartes' Meditations (<i>Chalmers p. 10-20</i>) 10:45-12:00</p>	<p>Lecture: Substance Dualism & Descartes' Conceivability Argument I 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Lecture cont'd 2:15-3:00</p>	<p><u>Readings</u></p> <p>1. <i>Heil §2.1-2.4</i></p> <p>2. <i>Princess Elizabeth Correspondence</i></p> <p>3. <i>van Inwagen Excerpts</i></p>
<i>1.3</i>	<p>Affirmations & Quiz 9:00-9:20</p> <p>Group Work on Argument Cards 9:20-10:30</p> <p>Break 10:30-10:45</p> <p>Lecture: Arguments Against Dualism 10:45-12:00</p>	<p>Group Reading & Discussion: Varieties of Substance Dualism (<i>Heil §3.1-3.3, 3.6</i>) 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Short Writing #1: Your View on Dualism 2:15-3:00</p>	<p><u>Readings</u></p> <p>1. <i>Heil §3.4-3.5</i></p> <p>2. <i>Berkeley p. 121-137</i></p>

<p>1.4</p>	<p>Affirmations & Quiz 9:00-9:20</p> <p>Group Work on Argument Cards 9:20-10:30</p> <p>Break 10:30-10:45</p> <p>Group Reading & Discussion: Idealism (<i>Berkeley p. 137-156</i>) 10:45-12:00</p>	<p>Prepare for Argument Presentation #1 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Preparation cont'd 2:15-3:00</p>	<p><u>Readings</u></p> <p>1. Descartes <i>Meditation I</i></p> <p>2. Moore <i>Defense of Common Sense</i></p> <p>3. Gettier <i>Is Justified True Belief Knowledge?</i></p>
<p>1.5</p>	<p>Affirmation & Quiz 9:00-9:20</p> <p>Epistemology Lecture: Cartesian Skepticism, Moorean Shift, Conceptual Analysis, & Gettier Cases 9:20-10:30</p> <p>Break 10:30-10:45</p> <p>Preparation for Argument Presentation #1</p>	<p>Argument Presentations #1 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Argument Presentations #1 cont'd 2:15-3:00</p>	<p>No session</p>
<p>2.1</p>	<p>Update Affirmations 9:00-9:10</p> <p>Group Reading & Discussion: Category Mistakes & Behaviorism (<i>Chalmers p. 32-35, 37-38</i>) (<i>Heil §4.5-4.7</i>) (<i>Chalmers p. 48-50, from "To sum up:" to end of section</i>) 9:10-10:30</p> <p>Break 10:30-10:45</p> <p>Behaviorism Skit Preparation 10:45-12:00</p>	<p>Behaviorism Skits 1:00-1:45</p> <p>Break 1:45-2:00</p> <p>Lecture: Psychological Theories of Mind 2:00-3:00</p>	<p><u>Readings</u></p> <p>1. <i>Chalmers p. 60-62</i> (stop at "Objection 1")</p> <p>2. <i>Heil §5.1-5.2, 5.5, 5.7-5.12</i></p> <p>(If done, continue reading the <i>Chalmers after "Objection 1"</i>)</p>

<p>2.2</p>	<p>Affirmations & Quiz 9:00-9:20</p> <p>Lecture: Identity Theory 9:20-10:30</p> <p>Break 10:30-10:45</p> <p>Group Worksheet on Objections & Replies in <i>J. J. Smart</i> 10:45-12:00</p>	<p>Lecture: Inorganic Minds, Multiple Realizability, and Introduction to Functionalism 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Lecture cont'd (or begin group reading and discussion of <i>Heil Ch. 6</i>) 2:15-3:00</p>	<p><u>Readings</u></p> <p>1. <i>Chalmers p. 81-84</i> (start at “The Concept of a Mental State” and stop at “The living cell is a case in point.”)</p> <p>2. <i>Chalmers p. 76,</i> <i>§III only</i></p> <p>3. <i>Heil §6.1-6.2, 6.4,</i> <i>6.6-6.11</i></p>
<p>2.3</p>	<p>Affirmations & Quiz 9:00-9:20</p> <p>Lecture and Argument Cards: Finishing up Functionalism 9:20-10:30</p> <p>Break 10:30-10:45</p> <p>Lecture: What are Turing Machines? (students begin designing Turing Machines) 10:45-12:00</p>	<p>Activity: Computer Lab</p> <p>Building Turing Machines (http://morphett.info/turing/turing.html)</p>	<p><u>Readings</u></p> <p>1. <i>Chalmers p.</i> <i>669-675</i></p> <p>2. <i>Heil §7.1-7.5,</i> <i>7.10</i></p>
<p>2.4</p>	<p>Affirmations and Quiz 9:00-9:20</p> <p>Group Work on Argument Cards & Group Reading: <i>Turing Computing Machinery and Intelligence Parts I and II</i> 9:20-10:30</p> <p>Break 10:30-10:45</p> <p>Lecture: Artificial Intelligence, Turing Test, & Chinese Room Argument (if time allows: chatbox activity) 10:45-12:00</p>	<p>Prepare for Argument Presentation #2 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Preparation cont'd 2:15-3:00</p>	<p><u>Readings</u></p> <p>1. <i>Heil ch. 9.1 (only first two paragraphs), 9.2 (skip paragraphs 5 and 6), 9.3, 9.4, 9.6</i></p> <p>2. <i>Chalmers p.</i> <i>568-579</i></p>

2.5	<p>Affirmations & Quiz 9:00-9:10</p> <p>Lecture: Split-Brains and Eliminativism (or, catch-up lecture) 9:10-10:30</p> <p>Break 10:30-10:45</p> <p>Preparation for Argument Presentation #2 10:45-12:00</p>	<p>Argument Presentations #2 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Argument Presentations #2 cont'd 2:15-3:00</p>	No session
3.1	<p>Update Affirmations 9:00-9:10</p> <p>Lecture: Free Will vs. Determinism 9:10-10:30</p> <p>Break 10:30-10:45</p> <p>Group Reading and Discussion: the Knowledge Argument (<i>Chalmers p. 273-278</i>) 10:45-12:00</p>	<p>Lecture: Problems for Materialism 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Search through <i>Chalmers</i> to find reading for research paper. Clear research paper topic with instructional staff. 2:15-3:00</p>	<p><u>Activity</u></p> <p>1. Begin reading and taking notes for final research paper.</p>
3.2	<p>Lecture: Sorites' Series (or, catch-up lecture) 9:05-10:30</p> <p>Break 10:30-10:45</p> <p>Finish reading and note-taking for research paper. Begin outlining research paper. 10:45-12:00</p>	<p>Group Reading and Discussion: What it's like to be a Bat (<i>Chalmers p. 219-225</i>) 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Complete outline for research paper. 2:15-3:00</p>	<p><u>Activity</u></p> <p>1. Write rough draft of research paper.</p>
3.3	<p>Lecture: intentionality, propositions, propositional attitudes 9:05-10:30</p> <p>Break 10:30-10:45</p> <p>Presentation of instructional staff research project(s) 10:45-12:00</p>	<p>Peer review worksheet for research paper 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Paper revisions and planning final version of research paper 2:15-3:00</p>	<p><u>Activity</u></p> <p>1. Write and submit final draft of research paper.</p>

3.4	<p>Philosophy of Mind Olympics</p> <p>Activities: scavenger hunt, jeopardy, design a test and key for instructional staff</p>	<p>Instructional Staff-led Review for Post-test 1:00-2:00</p> <p>Break 2:00-2:15</p> <p>Individual Studying Session for Post-test 2:15-3:00</p>	<p><u>Activities</u></p> <p>1. Post-test</p> <p>2. Class evaluations</p>
3.5	<p>Celebration of Class Accomplishments</p>	<p>No session</p>	<p>No session</p>