

# Phil 201: Mind in the World

Fall 2019

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Class # TBD Time: TBD Place: TBD

Hopefully, part of the reason you are in college is to enrich your mind. But just what is your mind, and how is it related to that glob of firing neurons in your head? You have many thoughts, experiences, beliefs, desires, and so on; however, it's not so easy to reconcile these items with the apparent truth that you are a part of the physical world. This class provides a survey of how thinkers have conceived of the mind and its relation to the body, and the arguments for and against these positions.

## Units

Unit 1: An early discussion about the mind

Unit 2: Does the mind even exist?

Unit 3: Are mental states identical to states of the brain? Are they even physical?

Unit 4: What view of the mind should we take if it is not identical to states of the brain?

Unit 5: Could the mind be *everywhere*, or at least farther than we thought?

## Course objectives

- 1) Learn some of the most significant views and arguments in the philosophy of mind.
- 2) Develop analytical skills through critical reading and clear writing.
- 3) Cultivate speaking and listening skills through in-class discussion.

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## Books needed for the course

None. We will primarily be reading articles that can be obtained from the university's online catalogue or else from the course reader.

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## Schedule of readings and lectures

Make sure to do all of the readings listed for a day before that class.

### Week 1

Tues. Aug. 23<sup>rd</sup>

**Reading:** No reading

Lecture: Introduction to the class and philosophical methodology

Thurs. Aug. 25<sup>th</sup>

**Reading:** Descartes, R. *Meditations*, Meditation II and VI

Lecture: Dualism

### Week 2

Tues. Aug. 30<sup>th</sup>

**Reading:** Correspondence between Descartes and Princess Elizabeth, pg. 1-8.

([http://www.earlymoderntexts.com/assets/pdfs/descartes1643\\_1.pdf](http://www.earlymoderntexts.com/assets/pdfs/descartes1643_1.pdf))

Lecture: Against dualism

Thurs. Sept. 1<sup>st</sup>

**Reading:** Ryle, G. (1949) *The Concept of Mind*. Ch.1: “Descartes’ Myth,” pg. 11-24.

Lecture: Behaviorism

### Week 3

Tues. Sept. 6<sup>th</sup>

**Reading:** Byrne, A. (1994) “Behaviorism” in *A Companion to the Philosophy of Mind*, Ed. S.D. Guttenplan. Blackwell.

Lecture: Against behaviorism

Thurs. Sept. 8<sup>th</sup>

**Reading:** Churchland, P. M. (1981) “Eliminative Materialism and the Propositional Attitudes,” *Journal of Philosophy*, 78, pg. 67–90.

Lecture: Eliminativism

### Week 4

Tues. Sept. 13<sup>th</sup>

**Reading:** Horgan, T. and Woodward, J. (1985) “Folk Psychology is Here to Stay,” *The Philosophical Review*, 94:2, pg. 197-226.

Lecture: Against eliminativism

Thurs. Sept. 15<sup>th</sup>

**Reading:** Place, U. T. (1956) "Is Consciousness a Brain Process?" *British Journal of Psychology*, 47:1, pg. 44-50.

Lecture: Identity Theory

### Week 5

Tues. Sept. 20<sup>th</sup>

**Reading:** Putnam, H. (1967) "Psychological Predicates," in W.H. Capitan and D.D. Merrill (eds.), *Art, Mind, and Religion*, Pittsburgh: University of Pittsburgh Press, 37-48.

Lecture: Against the Identity Theory

Thurs. Sept. 22<sup>nd</sup>

**Reading:** Fodor, J. (1974) "Special Sciences: Or the Disunity of Science as a Working Hypothesis," *Synthese*, 28: 97-115.

Lecture: More multiple realizability

### Week 6

Tues. Sept. 27<sup>th</sup>

**Reading:** Jackson, F. (1982) "Epiphenomenal Qualia," *Philosophical Quarterly*, 32, pg. 127-136.

Lecture: Qualia, part I

Thurs. Sept. 29<sup>th</sup>

**Reading:** Nagel, T. (1974) "What is it like to be a Bat?" *Philosophical Review*, 83, pg. 435-456.

Lecture: Qualia, part II

### Week 7

Tues. Oct. 4<sup>th</sup>

**Reading:** Dennett, D. (1988) "Quining Qualia," in *Consciousness in Modern Science*. Eds. Marcel, A. & Bisiach, E. Oxford University Press.

Lecture: Against Qualia

Thurs. Oct. 6<sup>th</sup>

**Reading:** Chalmers, D. (1996) *The Conscious Mind*. pg.30-35 and 83-88.

Lecture: Zombies, part I

## Week 8

Tues. Oct. 11<sup>th</sup>

**Reading:** Levin, J. (2012) "Do Conceivability Arguments Against Physicalism Beg the Question?" *Philosophical Topics*, 40(2): 71-89.

Lecture: Zombies, part II

Thurs. Oct. 13<sup>th</sup>

**Reading:** Stoljar, D. (2005) "Physicalism and Phenomenological Concepts," *Mind & Language*, 20(5): 469-494.

Lecture: Zombies, part III

## Week 9

Tues. Oct. 18<sup>th</sup>

**Reading:** Putnam, H. (1975) "The Nature of Mental States" in *Mind, Language, and Reality*, pg. 429-440.

Lecture: Functionalism

Thurs. Oct. 20<sup>th</sup>

**Reading:** Lewis, D. (1980) "Mad Pain and Martian Pain" *Readings in the Philosophy of Psychology Volumes 1 and 2*. pg. 216-222.

Lecture: Martian pain

## Week 10

Tues. Oct. 25<sup>th</sup>

**Reading:** Block, N. (1980) "Troubles with Functionalism" in *Readings in the Philosophy of Psychology Volumes 1 and 2*. pg. 268-305.

Lecture: Against functionalism

Thurs. Oct. 27<sup>th</sup>

**Reading:** Davidson, D. (1980) "Mental Events" in *Essays on Actions and Events*.

Lecture: Anomalous monism

### Week 11

Tues. Nov. 1<sup>st</sup>

**Reading:** Kim, J. (1998) *Mind in a Physical World*. ch.1, pg.1-15.

Lecture: Against anomalous monism

Thurs. Nov. 3<sup>rd</sup>

**Reading:** Chalmers, D. (1995) "Facing Up to the Problem of Consciousness," *Journal of Consciousness Studies*, 2:3, pg. 200-19.

Lecture: Emergentism

### Week 12

Tues. Nov. 8<sup>th</sup>

**Reading:** Kim, J. (2005) *Physicalism or Something Near Enough*. ch.2, pg. 32-45.

Lecture: Against emergence: the causal exclusion problem

Thurs. Nov. 10<sup>th</sup>

**Reading:** Yablo, S. (1992) "Mental Causation," *The Philosophical Review*, 101:2, pg. 245-280.

Lecture: A possible solution to the exclusion argument

### Week 13

Tues. Nov. 15<sup>th</sup>

**Reading:** Thomasson, A. (1998) "A Nonreductivist Solution to Mental Causation," *Philosophical Studies*, 89: 181-195.

Lecture: A different kind of solution to the exclusion problem

Thurs. Nov. 17<sup>th</sup>

**Reading:** Strawson, G. (2006) "Realistic Monism: Why Physicalism Entails Panpsychism" in *Consciousness and Its Place in Nature: Does Physicalism Entail Panpsychism?* Freeman, A. (ed.) UK: Imprint Academic: 3-31.

Lecture: Panpsychism

### Week 14

Tues. Nov. 22<sup>nd</sup>

**Reading:** Section entitled '5. Arguments against Panpsychism' in Seager, W. and Allen-Hermanson, S. (2015) "Panpsychism" *The Stanford Encyclopedia of Philosophy*, Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/fall2015/entries/panpsychism/>>.

Lecture: Against panpsychism

Thurs. Nov. 24<sup>th</sup> – **Thanksgiving**

### Week 15

Tues. Nov. 29<sup>th</sup>

**Reading:** Clark, A. and Chalmers, D. (1998) “The Extended Mind,” *Analysis*, 58, pg. 10-23.

Allen-Hermanson, S. (2013) “Superdupsizing the Mind: Extended Cognition and the Persistence of Cognitive Bloat,” *Philosophical Studies*, 164(3): 791-806.

Lecture: Can the mind extend beyond the body?

Thurs. Dec. 1<sup>st</sup>

**Reading:** No reading.

Lecture: Review for exam

**Final Exam: TBD**

### **Course requirements**

1. Regular attendance and participation at lectures. This counts for 15% of the course grade. Note: if there are more than three unexcused absences from discussion sections, the grade of 0 will be assigned for attendance and participation.
  2. Unannounced in-class 10 minute quizzes on the reading assigned for that class session (beginning of class) or on material covered in lecture (end of class). I will set six such quizzes during the term, and the average of the best five of the six grades will count for 15% of the course grade.
  3. Three or four short 4-5 page essays; the three papers earning the highest grade each counts for 15% of the course grade. You must submit at least three of these essays; submission of a fourth essay is optional.
  4. An in-class essay final examination. The final exam counts for 25% of the course grade. Approximately two weeks before the final exam I will distribute a list of five or six questions for the final exam; on the day of the exam I will designate three of the questions from the list as candidates for answering, and you will choose two questions from this list of three to answer.
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## Course policies

### Students with disabilities

Any student who has registered with the office of Disability Services and Programs (DSP) and who has been certified by DSP as needing specific accommodations will gladly be afforded those accommodations. Please meet with the instructor as early as possible in the semester to discuss the best ways of providing these accommodations. I am very glad to work with you to tailor the course requirements to your specific needs subject to considerations of general fairness for all students in the class.

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### Academic integrity

Be sure to familiarize yourself with Section 11 of *SCampus* (<http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>). If you are unsure about what constitutes a violation of academic integrity, please see me about it. Any violation of academic integrity standards will be reported to Student Judicial Affairs, and the recommended sanctions will be applied. As regards papers or other written work prepared outside of class, you need to submit full bibliographic information and proper citation of the use of any sources in the preparation of the paper.

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### Paper submission, deadlines and format

Please submit your papers through Blackboard. Please format your papers as follows: 12 point font, double-spaced, at least one inch margins all around, your name on the top right hand corner of the first page. All electronically submitted papers must have a filename of the format '<yourname> Phil160 paper topic <n>.doc' or where <yourname> is replaced by your name as it appears in the course roster and <n> is replaced by the number of the paper topic you have chosen. Do not include your student ID number or any other possibly sensitive identifying information on your papers or any other correspondence with instructors.

Late papers, if accepted, will have their grade reduced by 1/2 of a grade for each day beyond the due date.

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### Classroom protocol

During quizzes or examinations: All books, notes, and screened devices (including laptop computers, tablets, smartphones, and smartwatches) must be stowed away. If you do not have the means to stow these materials out of sight (e.g. in a backpack or other bag, or under a sweater, etc.) you may bring them to the front of the classroom and retrieve them at the end of the writing exercise. Additionally, no earphones may be worn during the period of the writing exercise. Violations of these prohibitions constitute an academic integrity violation.

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### Communication

I will strive to respond promptly to your e-mail inquiries, comments, etc. Given the volume of e-mail I receive, it will help us if you will begin the subject line of your messages with 'Mind in the World'. Examples: 'Mind in the World request for a meeting' or 'Mind in the World question'.