

# Philosophy of Mind CTY Course Syllabus

<b>WEEK ONE</b>			
Day	Time	What (knowledge goals/concepts/reading)	How (activities)
<b>Sunday Night</b>	<b>evening</b>	Pretest Introduction	Test, nametag activity, “How Not to Praise your Kids” article.
<b>DAY 1 Monday</b>	<b>morning</b>	Student questionnaire Thoughts on minds Failure/”Giving an A”	Writing Writing/discussion Video/article
	<b>afternoon</b>	Class responsibilities/honor code  Intro to mind/body problem Introducing philosophy/ Philosophical fields	Student-led discussion about what classroom culture we’d like to have. Lecture/Discussion
	<b>evening</b>	<b>H</b> Logic handout; <b>R</b> Intro; <b>H</b> : Descartes, “M II;” <b>R</b> Dualism; <b>M</b> Ch 5	Read, Homework. <hr/> 2° readings (if have time): <b>M</b> Ch 4, 1-3
<b>DAY 2 Tuesday</b>	<b>morning</b>	Logic,  informal fallacies	Lecture  Student presentations (posters/skits/other)
	<b>afternoon</b>	Causation, heuristics (Gilovich)  Intro to knowledge and Descartes’ <i>Meditation I</i>	Lecture and discussion  Lecture and discussion
	<b>evening</b>	<i>Writing:</i> “Do you agree more with Epistemology or Rationalism?” <b>H</b> Cunningham “Evaluating Theories;” <b>H</b> Descartes, “Med VI;” <b>M</b> Chs 5, 4, 1-3, 6.	Writing Read, possible homework. <hr/> 2° readings (if have time): <b>H</b> Gilovich
<b>DAY 3 Wednesday</b>	<b>morning</b>	Descartes’ Dualism arguments  Discussion of Empire vs. Rationalism	Discussion/lecture focused on Meditations II & VI Discussion
	<b>afternoon</b>	Range of Dualisms arguments for and arguments against	Lecture, Discussion of Reading. Create chart comparing dualist views
	<b>evening</b>	<b>M</b> Ch 9 Prob of Other Minds/Beh (4pp), <b>R</b> Ch. 2 Behaviorism (13pp) , Ch 3 Identity Theory (10 ½), <b>M</b> Ch 10 Physicalism or the Three-Pound Mind  Optional: <b>H</b> Churchland	Read, Read together (aloud) “Unpleasantness in Vermont,” Discuss <hr/> 2° readings (if have time): Continue Gilovich.

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<b>DAY 4</b> Thursday	<b>morning</b>	Finish dualism discussion  Start Behaviorism	Discuss readings  Short essay: (a) Which notion of dualism is easiest to defend? (b) If substance dualism is true, would that have consequences for how we study the mind? Lecture, discussion
	<b>afternoon</b>	Behaviorism, con't  From behaviorism to ident. Theory	Lecture, discussion Dialogic Notebook: "Is behaviorism an improvement over dualism?" Discussion of arguments for and against.  Lecture, discussion
	<b>evening</b>	(H) Fodor, <b>R</b> Ch 4 Functionalism, <b>R</b> ch 8 Physicalism & Supervenience,	Reading, those who have time may create posters of one of the 2 <sup>o</sup> readings or compare views that we've discussed. To be presented to the class on Friday, <hr/> 2 readings (if have time): <b>H</b> Churchland: Eliminative Materialism, <b>M</b> Ch 11 "Mind as Physical Cause of Behavior"
<b>DAY 5</b> Friday	<b>morning</b>	Identity theory Multiple realizability and Context Dependence  Eliminative m'ism Starting mental causation	Lecture, Discussion
	<b>afternoon</b>	<i>Nova: Secrets of the Mind</i> (TV program on neuroscience and perception).	Video, Discussion

## WEEK TWO

Day	Time	What (knowledge goals/concepts/reading)	How (activities)
Sunday	<b>evening</b>	<b>M</b> Ch 11 "Mind as Physical Cause of Behavior," <b>H</b> Loewer, "Mental Causation"	Read, write brief summary of the Loewer article.
<b>DAY 6</b> Monday	<b>morning</b>	Review identity theory From Type (reductive) materialism to Token (non-reductive)	Lecture, Discussion Create comparison chart for Materialist and Dualist positions
	<b>afternoon</b>	Comparing materialist views	Create chart of materialist positions Discussion

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	evening	<u>R</u> Ch 12 Phenomenal Consciousness, <u>H</u> Blakemore, “Consciousness”, <u>H</u> Nagel, What is it Like to be a Bat?” <u>H</u> Chalmers, “Puzzle”	Read Complete worksheet on readings (Blackmore, Nagel, Chalmers) <hr/> 2° readings (if have time): <u>M</u> Ch. 15 Consciousness
<b>DAY 7</b> Tuesday	morning	Discussion, token v. type materialism.	Discussion Dialogic notebook— Explain how token materialism accounts for mental causation? In replies—what do they have right? What do they have wrong? Visual representation (drawing) of favorite mind-body position.
	afternoon	Start preparing essay	Dialogic notebook—Which view on the mind-body problem do you think is correct? What do you think is the most important issue that supports this view? Feedback: What problems do they need to address in order to write a strong paper on this topic? Provide constructive criticism. (Ideas: improve argument/inference, provide examples/counterexamples they should discuss)
	evening	Finish_Chalmers handout; <u>H</u> Copeland (consciousness), <u>H</u> EITHER ch 1 or ch 2 of Ramachandran	Read  If finish early, work on developing essay from dialogic notebook exercise.
<b>DAY 8</b> Wednesday	morning	Paper discussion (how to prepare)  Consciousness (Blackmore, Nagel and Chalmers)	<u>R</u> p. 190 “Paper Writing Tips”  Lecture, discussion
	afternoon	Consciousness and the explanatory gap  Discussion: Could solving the easy problem help to solve the hard problem?	Lecture, Discussion
	evening	<u>H</u> 131-58 “Did the Mind Evolve?”, Lobster Essay	Read
<b>DAY 9</b> Thursday	morning	Discuss paper topics and progress Review materialism, various epiphenomenalisms	Lecture, Discussion Sm group discussion: Are zombies possible?
	afternoon	Work on papers	Computer lab

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	evening	<u>H</u> Blackmore Ch 8, "Evolution;" <u>H</u> Hauser, "Wild Minds"	Read
<b>DAY 10</b> Friday	morning	peer editing, finish papers  Animal minds, evolution and the brain	Computer lab  Lecture, discussion, experiments from <i>Nova: Secrets of the Mind</i> website
	afternoon	Sensation v. Perception	change blindness videos

### WEEK THREE

Day	Time	What (knowledge goals/concepts/reading)	How (activities)
Sunday July 12	evening	<u>C</u> 189-220 "Could a Machine Have a Mind?" <u>M</u> 251-264 AI; <u>H</u> Coffeehouse Conversation	Read
<b>DAY 11</b> Monday	morning	Animal minds as the problem of other minds	Discussion of mirror test in primates, intentional stance <i>Nature: Chimpanzees</i>
	afternoon	Transition to machine minds	Discussion of the Turing Test as an indication of consciousness.
	evening	Leiber, <i>Can Animals and Machines be Persons?</i>	Read
<b>DAY 12</b> Tuesday	morning	Finish Leiber (pt III "The Next Morning") Chinese Room Artificial Neural Nets and Teachable Robots Debate Preparation	Read as class  Discussion/Lecture View MIT website for Kismet  Prepare for debate—get into groups, prepare position/arguments, opening and closing statements
	afternoon	Debate!	On whether or not the <i>UN Declaration of Human Rights</i> should be extended to intelligent androids.
	evening	<u>H</u> Copeland: Turbo Sam makes a choice, <u>H</u> Pojman, Free Will, <u>H</u> Blackmore, "Conscious Will"	Read.

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<b>DAY 13</b> Wednesday	<b>morning</b>	“Data Day Symposium” w/ Logic course	Watch Star Trek episode, “Measure of a Man” Break into groups, get presentation assignments, prepare presentations.
	<b>afternoon</b>	Complete and present on whether Data (is a person, is a zombie, has qualia, etc.)	Logic class should be helping with identifying fallacies and improving arguments, Mind course should be working on identifying important features of consciousness/qualia.
	<b>evening</b>	Read for Personal Identity debate	Read and take notes to prepare
<b>DAY 14</b> Thursday	<b>morning</b>	Free Will	
	<b>afternoon</b>	Posttest	Exam, discussion
	<b>evening</b>	SPEs, course wrap up	
<b>DAY 15</b> Friday	<b>morning</b>	Movie: <i>Bicentennial Man</i>	Movie with 2 computer science classes and logic. Discussion.