Course Description: What is the relationship between consciousness and the brain? Can computers think? Will psychology eventually be eliminated by neuroscience? These are some of the questions that we will ask in this course, which serves as an introduction to the philosophy of mind and cognitive science. The first part of the course will survey various positions concerning the metaphysical relationship between the mind and body. The second part of the course examines the “hard” problem of consciousness. The final part of the course is concerned with philosophical controversies surrounding the topic of psychological explanation.

Course Readings: All readings for the course are available on electronic reserves at the Briggs Library.

Course Requirements: This course will be structured around a combination of lectures, class discussions, and group work. This means that you should come to class well-prepared (i.e. with a solid understanding of the readings for the day and questions for discussion). You will be expected to make significant contributions in class discussions.

Grade Distribution:

Three in-class exams: 15% each, 45% total
Two short papers (3-4 pages each): 15% each, 30% total
Class participation (including quizzes): 25%

Schedule of Topics (subject to change):

Part One: The Metaphysics of Mind

1. Cartesian Background
   Descartes: Selections from the Meditations
   Arnauld: “Objections to Descartes’ Meditations”
   Descartes: “Reply to Antoine Arnauld”

2. Logical Behaviorism
   Hempel: “The Logical Analysis of Psychology”
   Armstrong: “The Nature of Mind”
   Putnam: “Brains and Behavior”

3. Functionalism
   Fodor: “Something on the State of the Art”
Putnam: “The Nature of Mental States”

4. Machine-State Functionalism

Turing: “Computing Machinery and Intelligence”
Putnam: “Minds and Machines”
Fodor and Block: “What Psychological States Are Not”

5. Objections to Functionalism

Block: “Troubles with Functionalism”
Searle: “Minds, Brains, and Programs”

Part Two: The “Hard Problem” -- Consciousness

6. Identity Theory

Place: “Is Consciousness a Brain Process?”
Smart: “Sensations and Brain Processes”
Kripke: “Selections from ‘Identity and Necessity’”

7. The “Knowledge Argument”

Nagel: “What Is It Like to Be a Bat?”
Jackson: “Epiphenomenal Qualia”
Flanagan: “The Missing Shade of You”

8. The “Modal Argument”

Stanford Encyclopedia of Philosophy entry on “Zombies”

9. The “Explanatory Gap”

Levine: “Materialism and Qualia: The Explanatory Gap”
McGinn: “Can We Solve the Mind-Body Problem?”
Nagel: “Conceiving the Impossible and the Mind-Body Problem”

10. A Functionalist Reply

Van Gulick: “Understanding the Phenomenal Mind: Are We All Just Armadillos?”

Part Three: The Status of Folk Psychology

11. Eliminative Materialism

Churchland: “Eliminative Materialism and the Propositional Attitude”
Stich: “Will the Concepts of Folk Psychology Find a Place in Cognitive Science?”
Stich: “The Future of Folk Psychology”
Horgan and Woodward: “Folk Psychology is Here to Stay”
12. The “Language of Thought” Hypothesis

Fodor: “Fodor’s Guide to Mental Representation”
Fodor: “Why There Still Has to Be a Language of Thought”
Churchland and Churchland: “Stalking the Wild Epistemic Engine”

13. Instrumentalism

Dennett: “True Believers: The Intentional Strategy and Why it Works”
Stich: “Dennett on Intentional Systems”
Dennett: “Real Patterns”

14. Simulation Theory

Gordon: “Folk Psychology as Simulation”
Davies: “The Mental Simulation Debate”

15. Conclusion

Rorty: “Consciousnesses, Intentionality, and Pragmatism”

University of Minnesota Policies

Grading standards (definition of grades)

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- B Represents achievement that is significantly above the level necessary to meet course requirements.
- C Represents achievement that meets the course requirements in every respect.
- D Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- F (or N) -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)
- I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Make-up exam policy

Make-up quizzes and exams are available only when a student has an excellent reason for missing the regular quiz or exam and arrangements are made either before the missed quiz or exam or as quickly as humanly possible thereafter.

Senate student academic workload policy

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade (C) in the course. For example, a student taking a four credit course that meets for
four hours a week should expect to spend an additional eight hours a week on course work outside the classroom.

Statement on accommodations for students with disabilities
It is University policy to provide reasonable accommodations to students with disabilities. Please contact the Disability Services office, 589-6163, Room 362 Briggs Library to discuss accommodation needs.

Statement on classroom conduct
Students are expected to interact with the instructor and other students with respect and courtesy. Students should attend every class session prepared to learn and work. Participation in class is expected, which includes both speaking up and listening. Give class your full attention while here. Complete all assignments including the reading -- in a timely fashion. Do not bring cell phones or recording equipment to class without the instructor's consent. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave. Students whose behavior suggests the need for counseling or other assistance may be referred to counseling services. Students whose behavior violates the University Student Conduct Code will be subject to disciplinary action.

Statement on academic misconduct
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. In this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Statement regarding sexual harassment
University policy prohibits sexual harassment as defined by the University of Minnesota Regents' policy: [http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf](http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf)