OVERVIEW:
We'll begin this semester by re-acquainting ourselves with Descartes, the early modern philosopher who went in search of himself, and in doing so famously turned the philosophical eye inward. Descartes finds a certainty in his contemplative awareness of himself as a thinking thing, and from this infers that his mind (but not yet his body) is an independent, thinking thing. After an introductory discussion of the parameters of the philosophy of mind in week one, we kick our semester off with an exploration of Cartesian dualism, the view that the mind and the body are two separate things. Problems with this doctrine will steer us toward non-Cartesian dualism, behaviorism, functionalism, and the identity theory. Each of these theories occupy a certain space in the development of the philosophy of mind since Descartes. We'll spend a week on each, and will have a midterm exam thereafter. In the second half of the semester we turn our attention to several important issues within the philosophy of mind. We'll look at the representationalist model of the mental world before taking up the problems of consciousness (what, exactly, is consciousness?) and mental causation (how is it that a non-physical idea or desire can affect the physical world?). We will also inquire into the relation between thoughts in our heads and the world they allegedly depict outside us (mental content). We close the semester by taking a look at two alternative positions with an eye toward identifying and supporting our own.

OBJECTIVES:
Students will be helped to understand and appreciate the important issues in the history and current state of the Philosophy of Mind. In doing so, they will continue to develop their reading and writing skills, further their grasp of rational argumentation, and begin to advance and defend their own philosophical points of view. These are consistent not only with the goals of the Philosophy Major and Minor, but also with the Learning Outcomes for Humanistic Studies, especially the second which promotes critical reflection as a life skill, and the first which encourages students to develop a sense of their humanity by reflecting on important works and issues in our history.

This course will be almost entirely based upon discussion. You are expected, then, to have read the material assigned for each week carefully before coming to class. The success or failure of the class will hang on how prepared we all are. If you are not prepared then your participation grade will be dropped considerably. You will find, especially if this is your first philosophy course, that much of the material is quite difficult. A sincere attempt at the reading will often require reading it more than once. My hope is that we will spend the bulk of each class exploring our opinionated reactions to the material, not its actual content. There is much to explore here, and more than enough interesting and deeply puzzling questions.

This is also a writing emphasis course. You'll be writing several papers, and in them you'll explicate and defend a specific thesis whilst critiquing others. Your grade will be based on the care you've given your view, the specificity with which you articulate it, and its development and defense. Grammar, spelling, and style errors will detract from your grade as well. I advise you all to rely on the Harvey text for help here, and to consult the writing center if needed.
**Evaluation:**
You will be evaluated on your comprehension and intellectual development through class discussion, three philosophical papers, a midterm and a final exam. I use the following grade scale: 92 and above = A; 87-91 = AB; 82-86 = B; 77-81 = BC; 72-76 = C; 67-71 = CD; 62-66 = D; 61 and below = F. As for papers, an A will receive a 95, an AB a 90, a B an 85, a BC an 80, C a 75, a CD a 70, D a 65 and F a 55.

Participation will be on-going, and will include the quality of your preparedness and the quality of your contribution to class discussion. I should not have to call on you, and your ideas should reflect upon and extend the discussion further. A prepared and curious mind should make this an easy part of your grade. You'll receive two participation grades, each worth 10% of your final grade.

I'll say more about the papers as they come due, but roughly, I am looking for *polished* 5-8 page papers that clearly and carefully articulate and defend a specific point of view from the class material. You will want to identify a topic, be sure you thoroughly understand it and its context well, think long and hard about it and, finally, craft your thinking into a thoughtful and well-composed essay. You should plan on dedicating a considerable amount of time on these, as I am principally looking for the development of your ideas and thinking. Each paper is worth 20% of your final grade, and I will drop the lowest graded score. Your papers, then, will account for 40% of your final grade.

The exams will be aimed at determining how well you understand the details of the views discussed in class. My thinking here is that if you know the details of various views then you must know the broader brush strokes. The exams will consist of questions asking about specific aspects of the material from class and class discussion. Each exam is worth 20% of your final grade.

- **Participation:** 20%
- **Short Papers:** 3 at 20% (only the best two grades will count), so 40%
- **Midterm Exam:** 20%
- **Final Exam:** 20%

**Policies:**
I do not allow cellphones or laptops in class. Texting or surfing the web is very distracting to me and to your fellow students and is not permitted. If you don't want to come to class don't come, but don't come only to distract others or I may ask you to leave. Unfortunately, I do not allow exceptions. I have in the past and other students abused it, so I no longer do so. If you are used to typing notes into your laptop I can only advise that you simply write the notes down and type them up afterwards (which, incidentally, is a great way to review the material).

If you miss more than 4 classes and/or are rude or obstructive to myself or other students in class you will automatically fail. Cheating, including plagiarizing from someone else's work in a paper, is also grounds for immediate failure. Any work that is submitted late will be docked half a letter-grade per day late. So a paper due on Wednesday but not turned in until Thursday will have as its highest possible grade A/B, and so on down the line.

This course has a D2L site, where you can look at the syllabus and your submitted grades. It will also have all of the e-reserve readings, so that you can access them either through the school library page or the D2L site. (Allow a week or two for all of the readings to be posted/available.)
D2L sire also has a Q&A section that I'll check in on once or twice a week. If you have a general course question post it here and I'll reply when I check in.

If you are struggling or in need of clarification etc. you need to stop by my office, preferably during office hours but if you can't make it at that time make an appointment for another. Too often students are lost and confused, and instead of working to resolve the matter they form low opinions of themselves, me, and/or the class. That is unfortunate. This is a difficult class, but it is also a lot of fun, and a great opportunity for you to learn and to develop your critical reading, writing, and thinking skills. These will be advantageous no matter what you do with your degree. Please, then, see me if you are having any difficulty with the course.

Students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Lastly, any aspect of this course is subject to revision by the instructor. If there are any changes I'll be sure to let you know both in class and via e-mail.

**Texts:**

**Schedule:**

**September 8:** Introductions  
Kim: Introduction (1-27)  
Heil: Introduction (1-12)

**September 15:** Substance Dualism  
Kim: Substance Dualism (29-48)  
Heil: Substance Dualism (15-26)

**September 22:** Non-Cartesian Dualism  
Kim: Immaterial Minds in Space (48-52)  
Heil: Descartes' Legacy (27-40)  
Heil: Non-Cartesian Dualism (41-49)

**September 29:** Behaviorism and Eliminativism  
Kim: Mind as Behavior (55-79)  
Heil: Eliminativism (170-175)

**October 6:** Identity Theory  
Kim: Mind as the Brain (81-113)  
Heil: The Identity Theory (72-78; 80-87)
October 13: Functionalism
    Kim: Mind as a Computing Machine (116-132; 145-148)
    Review for Midterm Exam

October 20: Midterm Exam

October 27: Representationalism
    Heil: The Representational Theory of Mind (106-121)

November 3: Consciousness
    Tye: Representationalist Theories of Consciousness (D2L)
    Kim: Consciousness (205-236)

November 10: Mental Causation
    Kim: Mental Causation (173-202)

November 17: Mental Content
    Kim: Mental Content (239-270)

November 24: Thanksgiving (Class Canceled)

December 1: Heil's View
    Heil: Mind and Metaphysics (190-201; 208-212)
    Heil: Mind's Place in Nature (215-226)

December 8: Kim's View
    Kim: Reduction, Reductive Explanation, and Physicalism (273-305)

Final Exam: Friday, Dec. 17, 6:00-8:00