

DEREE COLLEGE SYLLABUS FOR: PH 4141 PHILOSOPHY OF MIND**UK LEVEL 6
UK CREDITS: 15
US CREDITS 3/0/3**

(Updated Fall 2022)

PREREQUISITES:

PH 1000 Introduction to Philosophy

**CATALOG
DESCRIPTION:**

A systematic approach to the study of mind, mental/psychological functions and the mind-body relation. By reading historical and contemporary material on these issues we will explore whether, and if so how, we can fit the mind in the world as described by science, whether machines can think, how we can understand the existence of the self and why thinking and feeling seem to be so different from other phenomena in the world.

RATIONALE:

This course seeks to familiarize students with discussions on the nature of the mind and the self through a historical exploration of different views on these subjects. It will also familiarize students with contemporary discussions on these issues in light of current scientific advances in psychology, neuroscience and Artificial Intelligence. It should be of special interest not only to students majoring in philosophy, but also to those in psychology, linguistics, and computer science.

LEARNING OUTCOMES:

As a result of taking this course, the student should be able to:

1. Develop a competent understanding of the various philosophical positions and key concepts on the nature of the mind and the mind-body problem as well as on the question of personal identity.
2. Demonstrate an understanding of the central theories in the philosophy of mind related to the above mentioned issues, as well as to critically evaluate them using the appropriate (specialized) philosophical terminology.
3. Analyze and synthesize the arguments pertaining to basic philosophical positions and acquire familiarity with primary sources.
4. Assess the contribution of recent developments in psychology, cognitive science, neuroscience, and computer science to philosophy.

**METHOD OF TEACHING AND
LEARNING:**

In congruence with the learning and teaching strategy of the college, the following tools are used:

- Classes consist of lectures and interactive learning (class discussions of both primary and secondary sources).
- Office hours: Students are encouraged to make full use of the office hours of their lecturer, where they can discuss the course material.
- Use of a Blackboard site, where lecturers can post lecture notes, term paper instructions, timely announcements, and additional resources.
- Use of library facilities: Students are encouraged to make use of the library facilities for their research paper.

<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="649 136 1393 336"> <tr> <td>First assessment: Midterm examination: Essay-type questions</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Final assessment: Research paper (3,000-3,500 words): Literature review/interpretation of texts/evaluation</td> <td style="text-align: center;">60%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="649 403 1393 474"> <tr> <td>Class presentation (individual or group)</td> <td style="text-align: center;">0%</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>The formative assessment aims at preparing students for their research paper. The first assessment tests Learning Outcomes 1 and 2. The final assessment tests Learning Outcomes 3, 4.</p> <p>The final grade for this module will not be determined through grade averaging. Students are required to resit any failed assessments.</p>	First assessment: Midterm examination: Essay-type questions	40%	Final assessment: Research paper (3,000-3,500 words): Literature review/interpretation of texts/evaluation	60%	Class presentation (individual or group)	0%		
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Final assessment: Research paper (3,000-3,500 words): Literature review/interpretation of texts/evaluation	60%								
Class presentation (individual or group)	0%								
<p>INDICATIVE READING:</p>	<p>REQUIRED READING: E. J. Lowe. <i>An Introduction to the Philosophy of Mind</i>. Cambridge University Press, 2000.</p> <p>Jackson, Frank. "Epiphenomenal Qualia" <i>The Philosophical Quarterly</i> 1982, 32 (127): 127-136</p> <p>Nagel, Thomas "What is it like to be a Bat?" <i>The Philosophical Review</i> 1974, 83 (4): 435-450.</p> <p>Searle, John R. "Minds, Brains and Programs" 1980 <i>Behavioral and Brain Sciences</i> 3(3): 417-457.</p> <p>Hilary Putnam "The Nature of Mental States" in Rosenthal, David <i>The Nature of Mind</i>, Oxford University Press 1991.</p> <p>Gilbert Ryle's "Descartes' Myth" Rosenthal, David <i>The Nature of Mind</i>, Oxford University Press 1991.</p> <p>J.J.C. Smart "Sensations and Brain Processes" Rosenthal, David <i>The Nature of Mind</i>, Oxford University Press 1991.</p> <p>RECOMMENDED READING: K. Maslin, <i>An Introduction to the Philosophy of Mind</i>, 2nd, Edition, Polity, 2001 Crane, Tim, <i>The Mechanical Mind</i>. 2nd ed. (London: Routledge; 3rd ed. 2016)</p>								
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Research paper submitted in Word. Class discussions require academic/ professional English and debating speech skills.</p>								

SOFTWARE REQUIREMENTS:	
WWW RESOURCES:	http://plato.stanford.edu/ https://www.iep.utm.edu/
INDICATIVE CONTENT (NOT NECESSARILY IN THIS ORDER):	<ol style="list-style-type: none">1. The mind-body problem.2. Intentionality and Phenomenal states3. Substance Dualism4. Behaviourism, psychological and analytical5. Functionalism and Artificial Intelligence6. The Identity theory and Physicalism7. Eliminative Materialism and the Intentional Stance8. Non-reductive physicalism and emergentism9. The problem of mental causation10. The problem of Personal Identity (Locke, Reid, Williams Hume, Shoemaker and Parfit)