

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
	App-1/22/09	09-8 08-53	R-2/10/09 AP-3/25/10	App-4/20/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Eric M. Rubenstein	Email Address erubens@iup.edu
Proposing Department/Unit PHIL	Phone X2310

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
PHIL 360 Philosophy of Mind	
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate <input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	<i>Bradley Eim</i> 10/30/08
Department Chair(s)	<i>Eric Rubenstein</i> <i>Shirrell Begues</i> 10/30/08 11/17/08
College Curriculum Committee Chair	<i>Aster S. Beal</i> 12-10-08
College Dean	<i>A. Ann</i> 12/10/08
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>Gail S. Schriest</i> 4/1/10

* where applicable

Received
APR 01 2010
Liberal Studies

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MAR 31 2010
Liberal Studies

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MAR 1 2010
Liberal Studies

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JAN 15 2009
Liberal Studies

New Course Proposal: PHILOSOPHY OF MIND

I. Catalogue Description

PHIL 360 Philosophy of Mind

Hour Designation: 3c-0l-3cr

Credits: 3.0

Focuses on the Mind-Body Problem. Topics covered may include dualism, logical behaviorism, identity theories, functionalism, various forms of physicalism, mental causation, reductionism, and consciousness.

Prerequisites: Philosophy major or minor, or junior or senior standing, or instructor permission.

II. Course Objectives

At the end of this course students will be able to:

- A. Understand fundamental questions in the philosophy of mind.
- B. Analyze relevant concepts in the philosophy of mind in a careful, sustained manner.
- C. Demonstrate analytical and synthesis techniques.

III. Detailed Course Outline & Texts

Readings: Kim, Jaegwon. 2006. *Philosophy of Mind. 2nd Edition.* Westview Press.

Additional readings will be made available on the Course Project Directory (the "P: drive").

Week 1: Introduction

Readings: Kim, Chapter 1

Week 2: Substance Dualism

Readings: Kim, Chapter 2

Descartes, Meditations, especially Second and Sixth

"Dualism" SEP: <http://plato.stanford.edu/entries/dualism/>

Week 3: Behaviorism

Readings: Kim, Chapter 3

Ryle, "Descartes' Myth"

Fodor, *The Language of Thought*, pp. 1-9.

"Behaviorism" SEP: <http://plato.stanford.edu/entries/behaviorism/>

Week 4: Psychoneural Identity Theory

Readings: Kim, Chapter 4

Place, "Is Consciousness a Brain Process?"

Smart, "Sensations and Brain Processes"

Weeks 5-7: Functionalism

Readings: "Functionalism" (entry in MIT Encyclopedia of the Cognitive Sciences)

Block, "What is Functionalism?" (This encyclopedia article can be found here:

<http://www.nyu.edu/gsas/dept/philo/faculty/block/papers/functionalism.pdf>.)

Kim, Chapters 5 and 6
 “Functionalism” SEP: <http://plato.stanford.edu/entries/functionalism/>
 Putnam, “The Nature of Mental States”
 Lewis, “Psychophysical and Theoretical Identifications”
 Block, excerpt from “Troubles with Functionalism”
 Searle, “Minds, Brains, and Programs”
 Block, “Searle’s Argument against Cognitive Science”
 Rey, “Searle’s Misunderstandings of Functionalism and Strong AI”
 “The Chinese Room Argument,” SEP: <http://plato.stanford.edu/entries/chinese-room/>

Week 8: Functionalism cont’d; Midterm Exam

Week 9: Mental Causation: Anomalous Monism

Readings: Kim, Chapter 7, pp. 173-189
 Davidson, “Mental Events”
 “Anomalous Monism” SEP: <http://plato.stanford.edu/entries/anomalous-monism/>

Week 10: Causal Closure, Exclusion, and Supervenience

Readings: Kim, Chapter 7, pp. 194-200.
 Kim, “The Many Problems of Mental Causation”
 “Mental Causation” SEP: <http://plato.stanford.edu/entries/mental-causation/>

Weeks 11 and 12: Reduction, Reductive Explanation, and Physicalism

Readings: Kim, Chapter 10
 Fodor, “Special Sciences”
 Kim, “Multiple Realization and the Metaphysics of Reduction”
 Fodor, “Special Sciences: Still Autonomous After all These Years”
 Gillett, “Understanding the New Reductionism: The Metaphysics of Science and Compositional Reduction”
 Baker, “Metaphysics and Mental Causation”
 Burge, “Mind-Body Causation and Explanatory Practice”

Week 13: Consciousness: The “Explanatory Gap” and the “Modal Argument”

Readings: Kim, Chapter 8, pp. 205-211; 220-224; 229-233
 Levine, “Actin’ Funny, but I Don’t Know Why”, from Purple Haze
 Block, Ned. “Consciousness.” Entry in *Encyclopedia of Cognitive Sciences*.
 (<http://www.nyu.edu/gsas/dept/philo/faculty/block/papers/ecs.pdf>)

Week 14: Consciousness: Who Needs Qualia?

Readings: Kim, Chapter 8, pp. 233-236.
 Levine, “You’ve Got Me Blowin’, Blowin’ My Mind” from Purple Haze
 Dennett, “Quining Qualia”
 Rey, “A Question about Consciousness”

Final Exam Week

IV. Evaluation Methods: Evaluation methods may vary. A sample Evaluation Methods follows

10 (1 pp. Response Papers)	Throughout the semester	30% of grade
Mid-Term Exam: short-answer, essay questions	March 20th	30% of grade
Term Paper (8-12 pages)	Due May 7th	30% of grade
Participation	Throughout the semester	10% of grade

V. Example Grading Scale

90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F.

VI. Undergraduate Course Attendance Policy

It is expected that students will attend every scheduled class. Particulars for penalizing missed classes will be left to individual instructors. (See undergraduate catalog for Undergraduate Course Attendance Policy.)

VII. Required Textbooks, Supplemental Books and Readings.

Required texts will vary by semester according to instructor preference. For the benefit of the UWUCC, a sample follows.

Kim, Jaegwon. 2006. *Philosophy of Mind. 2nd Edition.* Westview Press.

VIII. Special Resource Requirements: None.

IX. Sample Bibliography

- Baker, Lynne Rudder. 1993. "Metaphysics and Mental Causation." In Heil and Mele (eds.) *Mental Causation.* Oxford University Press.
- Block, Ned. "Consciousness." Entry in *Encyclopedia of Cognitive Sciences.*
<http://www.nyu.edu/gsas/dept/philo/faculty/block/papers/ecs.pdf>
- Block, "What is Functionalism?" Entry in *Encyclopedia of Philosophy.*
<http://www.nyu.edu/gsas/dept/philo/faculty/block/papers/functionalism.pdf>
- Block, Ned. 2003. "Searle's Argument against Cognitive Science." In Preston and Bishop (eds.) *Views into the Chinese Room: New Essays on Searle and Artificial Intelligence.* Oxford: Oxford University Press.
- Block, Ned, Owen Flanagan, and Guven Guzeldere (eds.). 1999. *The Nature of Consciousness: Philosophical Debates.* Cambridge, Mass.: MIT Press.
- Burge, Tyler. 1993. "Mind-Body Causation and Explanatory Practice." In Heil and Mele (eds.) *Mental Causation.* Oxford University Press.
- Chalmers, David (ed.) 2002. *Philosophy of Mind: Classical and Contemporary Readings.* Oxford: Oxford University Press.
- Davidson, Donald. "Mental Events." Reprinted in Chalmers (2002).
- Dennett, Daniel. "Quining Qualia." In Block, Flanagan, and Guzeldere (1999).
- Fodor, Jerry. 1974. "Special Sciences." *Synthese* 28:97-115.
- Fodor, Jerry. 1975. *The Language of Thought.* Cambridge, Mass.: Harvard University Press.
- Fodor, Jerry. 1997. "Special Sciences: Still Autonomous After all These Years." *Philosophical Perspectives* 11:149-63.
- Kim, Jaegwon. "Multiple Realization and the Metaphysics of Reduction." *Philosophy and*

- Phenomenological Research* 52:1-26.
- Kim, Jaegwon. 1998. *Mind in a Physical World*. Cambridge, Mass.: MIT Press.
- Levine, Joseph. 2001. *Purple Haze*. Oxford: Oxford University Press.
- Lewis, David. 1972. "Psychophysical and Theoretical Identifications." *Australasian Journal of Philosophy* 50:249-58.
- Place, U.T. "Is Consciousness a Brain Process?" *British Journal of Psychology* 47:44-50.
- Putnam, Hilary. 1975. "The Nature of Mental States." In *Mind, Language, and Reality*. Cambridge: Cambridge University Press.
- Rey, Georges. 2003. "Searle's Misunderstandings of Functionalism and Strong AI." In Preston and Bishop (eds.) *Views into the Chinese Room: New Essays on Searle and Artificial Intelligence*. Oxford: Oxford University Press.
- Rey, Georges "A Question about Consciousness." In Block, Flanagan, and Guzeldere (1999).
- Ryle, Gilbert. 1949. "Descartes' Myth." In *The Concept of Mind*. Hutchison & Co.
- Searle, John. 1980. "Minds, Brains, and Programs." *Behavioral and Brain Sciences* 3:417-57.
- Smart, J.J.C. "Sensations and Brain Processes." *Philosophical Review* 68:141-56.

COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course.

- A1. The course will become part of the philosophy major "area courses" requirement. It will be designed primarily for philosophy majors, but will be suitable for other students as well. The course will be open to Philosophy majors and minors, other students of junior or senior standing, or others with instructor permission. There is no other course into which all this content can be incorporated.
- A2. This course does not require changes or revisions in any existing Philosophy department courses.
- A3. This course has not been offered on a trial basis, though individual instructors may have offered similar classes under the 481 rubric.
- A4. This is not a dual-level course.
- A5. This course may not be taken for variable credit.
- A6. Philosophy of Mind is a standard course in philosophy departments. E.g., Bloomsburg University (PHIL 418, Contemporary Philosophy of Mind), Harvard University (PHIL 156, Philosophy of Mind), University of Maryland at College Park (PHIL 366, Philosophy of Mind), Carnegie Mellon (PHIL 270, Philosophy of Mind).
- A7. This specific course is not required by the American Philosophical Association.

B. Interdisciplinary Implications.

- B1. This course will be taught by one instructor.
- B2. This course does not duplicate or affect courses offered by other departments. It may appear at first glance that the course overlaps with Introduction to Human Cognition (PSYC 345), but there is no significant overlap. The description for PSYC 345 reads: "Provides an overview of cognitive psychology, contrasting the Information Processing Model with its predecessor, Behaviorism, and its contemporary challenger, Connectionism." Although the proposed course briefly touches on behaviorism, the focus is on "logical" or "philosophical" behaviorism (e.g., the work of Gilbert Ryle), whereas the focus in PSYC 345 is presumably psychological behaviorism (e.g., the work of J.B. Watson, B.F. Skinner, etc). The proposed course does not cover classical vs. connectionist models of cognition.

B3. This course will not be cross-listed.

B4. This course will be made available to Continuing Education students.

C. Implementation.

C1. The department can work this course into its rotation of upper-level courses.

C2. No additional space, equipment, or supplies are needed.

C3. None of the resources for this course is based on a grant.

C4. We expect to offer one section every two to four years. This course is not particularly designed for or restricted to certain seasonal semesters.

C5. Only one section of this course will be offered in any single semester.

C6. Twenty-five students. This is the size restriction on all upper-level PHIL courses.

C7. The American Philosophical Association does not recommend maximum enrollments for this type of course.

C8. This is not a distance education course.

D. Miscellaneous.

No additional information is being supplied.

SUBJECT: New Course Proposal - PHIL 360 Philosophy of Mind
TO: University-Wide Undergraduate Curriculum Committee
FROM: Dr. Raymond Pavloski, Chair – Psychology Department
DATE: Feb. 17, 2010

I wish to lend my strong support to this proposal for an undergraduate course entitled, “Philosophy of Mind.” As indicated in the proposal, this is a standard and important undergraduate course in university departments of philosophy. Because my own research deals with the unsolved problem of how sensory input is encoded both as neural activity and as experience, I have done a fair amount of reading in this area, and I have come to consider it essential reading for anyone who studies mind and brain.

The methods, approaches, and concepts developed within philosophy and which form the core content of this course do not overlap with those developed within psychology. Although similar terminology is sometimes encountered, the similarities end there (e.g., behaviorism within philosophy of mind has little to do with behaviorism in the history of psychology, and philosophical theories of consciousness are distinct from scientific theories). As a result, there is no infringement whatsoever with any courses offered in the psychology department. In fact, I believe that a course in philosophy of mind will be very helpful to psychology majors who have serious interests in neuroscience, perception, and cognition. If this course is approved, I will encourage serious students to seek permission to register for this course.

PHIL 360: Philosophy of Mind

LIBERAL STUDIES COURSE APPROVAL, PARTS I-III: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

___ First Composition Course ___ Second Composition Course
 ___ Mathematics

KNOWLEDGE AREAS:

___ Humanities: History ___ Fine Arts
 ___ Humanities: Philos/Rel Studies ___ Social Sciences
 ___ Humanities: Literature ___ Non-Western Cultures
 ___ Natural Sci: Laboratory ___ Health & Wellness
 ___ Natural Sci: Non-laboratory ___ x Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

- | | |
|---------------|--|
| ___ x ___ | A. Intellectual Skills and Modes of Thinking: |
| ___ x ___ | 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process. |
| ___ ___ ___ x | 2. Literacy--writing, reading, speaking, listening. |
| ___ ___ x ___ | 3. Understanding numerical data. |
| ___ x ___ | 4. Historical consciousness. |
| ___ ___ ___ x | 5. Scientific Inquiry. |
| ___ ___ ___ x | 6. Values (Ethical mode of thinking or application of ethical perception). |
| ___ ___ ___ x | 7. Aesthetic mode of thinking. |
| ___ ___ x ___ | B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person |
| ___ x ___ | C. Understanding the Physical Nature of Human Beings |
| ___ ___ ___ x | D. Collateral Skills: |
| ___ ___ ___ x | 1. Use of the library. |
| ___ ___ ___ x | 2. Use of computing technology. |

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

- ___ 1. Confront the major ethical issues that pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- ___ x ___ 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
- ___ x ___ 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- ___ 4. Recognize creativity and engage in creative thinking.
- ___ x ___ 5. Continue learning even after the completion of their formal education.
- ___ x ___ 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

Liberal Studies Course Approval, Part IV (PHIL 360: Philosophy of Mind)

A. The Departmental Curriculum Coordinator ensures that individual instructors' syllabi are basically equivalent—in terms of objectives, content, and evaluation—to the syllabus of record. Individual instructors also meet periodically to exchange and discuss syllabi.

B. In this course students will explore the relationship between the mind and the physical body (including but not necessarily limited to the brain.) In essence, this asks students to ponder how our understanding of human beings is to fit within our broader understanding of nature. In that way, we are focusing on what individual humans have in common with each other- not where they differ. As such, the readings of this course will include any authors and writings that are relevant to the topic. Faculty will make every effort to assign articles by women and minorities from the contemporary literature in philosophy of mind. (Works by Lynne Rudder Baker and Ruth Milikan are listed on the sample bibliography, for instance.)

C. Students will be introduced to a number of well-known articles and selected chapters from a wide range of philosophers- both historical and contemporary. In particular, students will be reading primary sources- be they from such historical figures as Descartes, or groundbreaking contemporary work by people such as Fodor and Dennett. Students, will not, in other words, rely on a textbook summary of the various positions and thinkers, but will be able to read, ponder, and even struggle with the primary sources themselves, which we think appropriate for a Liberal Studies course. On the sample syllabus, all readings that are not chapters from J. Kim's book are primary texts/articles.

D. This course is primarily intended for general student audiences, though it is also a course that satisfies one of requirements for the PHIL major. As with many of our courses, this requires the instructor to juggle the sometimes competing demands. The course will not presuppose familiarity with philosophical terminology, nor presuppose prior coursework in Philosophy. It is also designed as a survey-course, which will provide a broad overview of the different questions, issues, and positions that arise when reflecting upon the nature of the mind. We intend this survey-approach to be more accessible and appropriate to general audiences, instead of a detailed focus on a particular or topic which would be more fitting for Philosophy majors.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.