

CT-1072

Critical Thinking Seminar: Philosophy of Mind

WF 2:50–4:20 | AC02 TR004

INSTRUCTOR:

Juliana Lima

juliana.lima@ashoka.edu.in

<https://julianaflima.github.io/>

AC02 304 | Office Hours: by appointment

TEACHING ASSISTANT:

Aadya Singh

aadya.singh_ug20@ashoka.edu.in

SH2, Common Room | Office Hours: Thur 6–7pm

COURSE DESCRIPTION AND OBJECTIVES

In this course you will learn how to write a clear and coherent research paper, to analyze arguments, and to use thought experiments in arguments by reading and critically discussing philosophy papers on philosophy of mind. In particular, address the question of how our beliefs and desires motivate us to act. Some questions we will discuss are: how do the content of thoughts have to be like to motivate us to perform actions? Do all thoughts have the power to motivate us to act? At last, we will discuss the traditional mind-body problem – how does the mind interact with the body? – from the perspective of the Western Tradition.

LEARNING OBJECTIVES	STUDENT OUTCOMES
<ul style="list-style-type: none">• Understand basic concepts and distinctions in the readings and theories.	<ul style="list-style-type: none">• Recognize and explain positions and concepts clearly and precisely.• Extract and charitably reconstruct arguments from assigned readings.
<ul style="list-style-type: none">• Engage with selected important debates, positions, and methods in Western philosophy.	<ul style="list-style-type: none">• Apply theories and concepts in new contexts.• Use introduced concepts and distinctions in your own arguments.

- Evaluate theories and develop original ideas on selected topics in philosophy.

- Construct thought experiments and arguments against hypotheses presented in class.
- Compare theories and understand theoretical implications of different views

COURSE REQUIREMENTS

- 20% Reading Assignments
- 10% Participation
- 20% Short Essays
- 25% Group Presentation
- 25% Final Paper

Reading Assignments

Reading Assignments will be graded based on student engagement with the readings on Perusall. For full credit, you must annotate throughout the entire reading, and respond to at least one other student's annotation, question, or comment in readings of at least **10 readings**, each worth 2 points. You are expected to engage with the required readings in sufficient detail for annotating, commenting, and critical discussion, and be conversant with the material so that discussion is substantive and lively. Annotations, questions, or comments should be done by **the day after the reading is scheduled**.

Participation

Participation grade will be based on student's engagement in lectures throughout the course. Attendance will be taken but do not expect a perfect grade merely for being an organic body.

Short Essays

There will be about 6 presentations given by students. Each student will have to write a short essay (**max. 500 words**) on **2** presentations. Each essay is worth 10% of the final grade. You may write essays on any presentation you like (one essay per presentation). Essays are due on the following **Wednesday**.

Presentation (10-20min; 5-10min q&a)

Students will be divided in groups to give a presentation in one of the six main topics of the course. Presentations will happen throughout the semester. For this activity, each group will have to submit a short essay (**max. 750 words**) the day before their presentation is scheduled, (2) give an in class presentation, and (3) ask questions in other presentations. Students will be graded as follows: 10% report (one per group); 10% presentation (one per group), 5% questions asked on other presentations (individual).

Final Paper

First version of the paper (**max. 1.500 words**) is due on **April 24th**, Friday, by 11:59pm. Students choose which prompt to address (**only one** prompt).

NOTE: Things change – the Fates are fickle. Consequently, information found on this syllabus is subject to revision as we progress through the quarter: Readings and content may be added (or cut) depending on our rate of progress, and it may be necessary to amend the due date of the assignments. Revisions will be announced in lecture and posted online. It is each student's responsibility to keep informed of any changes.

MATERIALS

- All readings will be available on Perusall through Canvas.
- If you haven't received an invitation to access the course materials on Canvas, please email your TA/GA!

GRADING

The usual grading scale will apply: 0-39% F, 40-44% D-, 45-49% D, 50-54% D+, 55-59% C-, 60-64% C, 65-69% C+, 70-74% B-, 75-79% B, 80-84% B+, 85-89% A-, 90-100% A.

Paper and exams will be graded based on the following **six** evaluation criteria:

Bare minimum: is the paper prompt or question addressed at all?

Clarity: Are the explanations of technical terms and arguments clear, understandable, and accessible to someone who is not taking the class?

Correctness: Are the explanations of technical terms, theories and arguments correct? Are the theories and arguments ascribed to the right philosophers?

Originality: Are there original cases, objections, or replies?

Relevance: Are there theses, cases, arguments, or any other information that are irrelevant to address the prompt? Is the paper lacking explanation of a relevant theory, thesis, case, or argument?

Structure: Does the paper have a clear structure, with introduction and conclusion? Are the theses, cases, and arguments presented in an organized way?

NOTE: While there is no evaluation criterion for grammar or typos, they may affect the grade if they are severe enough to compromise understanding. Thus, before submitting written assignments, make sure to proof read them. Also take note of campus resources listed below that offer assistance with essay-writing.

ACADEMIC INTEGRITY

You are expected to uphold the highest standards of academic integrity. Your work must be your own. Submitting work which you have not composed yourself, or using another person's ideas without due credit, or failing to mark another person's words with appropriate quotation marks all constitute plagiarism. The instructor reserves the right to assess penalties for violations of academic

integrity, which may include giving a failing grade for an assignment, for the entire course, or referral to a University disciplinary committee.

STUDENT SUPPORT AND CAMPUS RESOURCES

If you are facing a major medical or another major difficulty that is keeping you from doing well in the class, contact me as soon as you can. I am happy to work with you to find the best course of action and, if possible, to help you complete the course successfully. But I can't help if you don't let me know about your circumstances as soon as they arise.

**** Please, don't wait until after the final exam to let me know about your circumstances. At that point there is virtually nothing I can do to accommodate you.****

1) **ACWB** (*Ashoka Centre for Well-Being*)

If you're dealing with depression, anxiety, or are just feeling overwhelmed, ACWB is available to help. They offer individual counseling, group workshops, and other resources to make the semester more bearable.

- First floor of AC-02 (previously called 'New Academic Building'), next to TR106
- well.being@ashoka.edu.in
- Book an appointment: <http://acwb.ashoka.edu.in>

2) **CWC** (*Centre for Writing and Communication*)

CWC offers workshops on study skills, assistance with essay-writing, and other free services that will help you perform well in your classes.

- Third Floor, Administrative Block.
- <https://www.ashoka.edu.in/page/CWC-66>
- Book an appointment: <https://ashoka.mywconline.com>

3) **OLS** (*Office of Learning Support*)

If you have any sort of disability - physical or mental, permanent or temporary – we strongly encourage you to register with OLS. They can then notify your instructors if you need certain accommodations during classes or during tests.

A disability can be something like difficulty seeing or hearing; difficulty attending class due to physical or emotional distress; chronic anxiety or depression; or anything else that interferes with your schoolwork.

There's no shame in seeking help for these sorts of things. Contact them as soon as possible if you need or expect to need their support.

- Book an appointment: ols@ashoka.edu.in
- Request Support: <https://goo.gl/forms/8wYThiSMwv8f1G4L2>
- <https://www.ashoka.edu.in/page/ols-68#!/#section-418>

SCHEDULE OF ACTIVITIES

WEDNESDAY		FRIDAY	
JAN 22 nd	1	24 th	2
Introduction (0) AITA that if Jurassic Park were real I would tell my husband that he cannot go?		Proper Names – J.S. Mill (1) <i>System of Logic</i> , Chap II, Of Names §1, 3, and 5 up to p. 43.	
29 th	3	31 st	4
Proper Names – G. Frege (2) “On Sense and Reference”, up to p. 221.		Proper Names – G. Frege (cont.) · Group Worksheet #1	
FEB 5 th	5	7 th	6
Indexicals (3) D. Kaplan “Demonstratives”, II. Demonstratives, Indexicals, and Pure Indexicals.		Indexicals – (cont.) (4) G. Frege “The Thought”, pp. 296–8. · Presentation #1 (Mill–Frege)	
12 th	7	14 th	8
Indexicals – Objections to Frege (Extra) J. Perry – Frege on Demonstratives		Indexicals – Objections to Frege (cont.)	
19 th	9	21 st	10
Indexicals – Millian View (5) D. Kaplan “Demonstratives”, X. Fixing the Reference vs. Supplying a Synonym.		Indexicals – Millian View (cont.) · Presentation #2 (Kaplan–Frege–Perry)	
26 th	11	28 th	12
The Essential Indexical – J. Perry (6) “The Problem of The Essential Indexical”, up to p. 8.		The Essential Indexical – J. Perry (cont.)	
MAR 4 th	13	6 th	14
The Essential Indexical – J. Perry (7) “The Problem of The Essential Indexical”, last section, pp. 16 - 20		The Inessential Indexical – H. Cappelen & J. Dever (8) <i>The Inessential Indexical</i> , Chap 3.	
11 th		13 th	
MIDTERM BREAK – NO CLASS		MIDTERM BREAK – NO CLASS	
18 th	15	20 th	16
Intro Mind-Body Problem & Cartesian Dualism – Westphal, J. (9) <i>The Mind-Body Problem</i> , Chap 1. & 2 up to page 32.		Intro Mind-Body Problem & Cartesian Dualism – Westphal, J. · Presentation #3 (Perry – Cappelen & Dever)	

WEDNESDAY	FRIDAY
25 th 17 Property Dualism, Parallelism & Epiphenomenalism – Westphal,J. (10) <i>The Mind-Body Problem</i> , Chap 2, p.32 onwards.	27 th 18 Property Dualism, Parallelism & Epiphenomenalism – Westphal,J. (cont.)
APR 1 st 19 Behaviorism & Identity Theory – Westphal,J. (11) <i>The Mind-Body Problem</i> , Chap 3, up to p. 67.	3 rd 20 Behaviorism & Identity Theory – Westphal,J. (cont.)
8 th 21 Functionalism – Westphal,J. (12) <i>The Mind-Body Problem</i> , Chap 3 pp. 67–71.	10 th 22 · Presentation #4 (Cartesian & Property Dualism)
15 th 23 Idealism & Three Important Antiphysicalist Arguments – Westphal,J. (13) <i>The Mind-Body Problem</i> , Chap 4.	17 th 24 · Presentation #5 (Behaviorism)
22 nd WRITING/OH – WEEK	24 th Final Paper due by 11:59pm
29 th READING WEEK – NO CLASS	MAY 1 st READING WEEK – NO CLASS
6 th EXAM WEEK – NO CLASS	8 th EXAM WEEK – NO CLASS