

Term Information

Effective Term Autumn 2015

General Information

Course Bulletin Listing/Subject Area Philosophy
Fiscal Unit/Academic Org Philosophy - D0575
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 8800
Course Title Seminar in Philosophy of Mind
Transcript Abbreviation Seminar in Mind
Course Description Selected topics in philosophy of mind; topics vary.
Semester Credit Hours/Units Variable: Min 1 Max 4

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 18
Max Completions Allowed 6
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Grad standing in Philos, or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0101
Subsidy Level Doctoral Course
Intended Rank Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To provide graduate training in topics in philosophy of mind.

Content Topic List

- Consciousness
- Intentionality and content
- Action
- Perception
- Cognition
- Mental causation
- The mind-body problem

Attachments

- Philosophy 8800 Sample Syllabus 1.docx

(Syllabus. Owner: O'Keeffe, Susan B)

- Philosophy 8800 Sample Syllabus 2.doc

(Syllabus. Owner: O'Keeffe, Susan B)

- Revision Request Response.pdf

(Other Supporting Documentation. Owner: O'Keeffe, Susan B)

- 2nd Revision Request Response.docx

(Other Supporting Documentation. Owner: O'Keeffe, Susan B)

Comments

- Please see email *(by Hogle, Danielle Nicole on 03/12/2015 03:07 PM)*
- Please address the following preliminary questions of the ASC Graduate Curriculum Committee (either in the syllabi themselves or a separate attachment): (1) how will variable credit be handled (the 2 syllabi are for 3 credits) & (2) for the second syllabus, are the 10 topics spread over 15 weeks? *(by Vankeerbergen, Bernadette Chantal on 01/23/2015 04:56 PM)*

COURSE REQUEST
8800 - Status: PENDING

Last Updated: Heysel,Garett Robert
03/19/2015

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	O'Keefe,Susan B	12/08/2014 10:09 AM	Submitted for Approval
Approved	D'Arms,Edward Justin	12/08/2014 10:38 AM	Unit Approval
Approved	Heysel,Garett Robert	01/08/2015 05:38 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/23/2015 04:57 PM	ASCCAO Approval
Submitted	O'Keefe,Susan B	01/27/2015 03:03 PM	Submitted for Approval
Approved	Roth,Abraham Sesshu	01/27/2015 04:31 PM	Unit Approval
Approved	Heysel,Garett Robert	01/30/2015 09:51 PM	College Approval
Revision Requested	Hogle,Danielle Nicole	03/12/2015 03:08 PM	ASCCAO Approval
Submitted	O'Keefe,Susan B	03/18/2015 11:45 AM	Submitted for Approval
Approved	D'Arms,Edward Justin	03/18/2015 12:23 PM	Unit Approval
Approved	Heysel,Garett Robert	03/19/2015 01:06 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	03/19/2015 01:06 PM	ASCCAO Approval

PHILOSOPHY 8800
Seminar in the Metaphysics of Consciousness
Fall Semester 2015

Instructor	Course Details
Declan Smithies	Course # 8800
Email: declan.smithies@gmail.com	Call # 33083
Office: 350B University Hall	Location: UH 0353
Office hours: Th 3.30-4.30 or by appointment	Time: Tu 4.00-6.45

Course Description

This seminar is an advanced introduction to the metaphysics of consciousness. We will discuss some of the following questions: Is consciousness a physical property? Is consciousness multiply realized by distinct physical properties? Is consciousness a natural property or is it highly disjunctive? Is consciousness causally efficacious or is it epiphenomenal? Is consciousness fundamental or is it grounded in more fundamental properties? Does consciousness have vague or sharp boundaries? Are there deep or merely shallow questions about the boundaries of consciousness? Readings from Bennett, Block, Chalmers, Fodor, Jackson, Kim, Lee, Lewis, Loar, Rosen, Schaffer, Sider, Simon, Stoljar, Wilson, and Yablo, among others.

Course Requirements

- **Attendance** is required at all classes. Please let me know in advance if you have special reasons for missing a class.
- **Assigned readings** should be completed in advance of each class. Please supplement these with as much background reading as you can, especially on the topics that you plan to write about.
- **Participation** in class discussion is expected. Please prepare in advance to make at least one oral contribution per seminar, e.g. a clarificatory question, comment, objection, etc.
- **Outlines** for seminar papers are due in class at our final meeting. Outlines should take the form of a detailed handout containing a thesis, definitions, distinctions, arguments, objections, replies. I will meet individually with each student to provide feedback.
- **Seminar papers** are due by email on Friday 19 December. This is a firm and final deadline. In fairness to others, late papers will be subjected to more demanding standards.
- **Grades** will be based primarily on your seminar paper, but will also take into account the quality and quantity of participation in class discussion.

Recommended Background Reading

- Kripke, S. 1980. *Naming and Necessity*, Lecture III.
- Chalmers, D. 1996. *The Consciousness Mind*, Chapters 1-5.
- Jackson, F, 1998. *From Metaphysics to Ethics*, Chapters 1-3.
- Kim, J. 1998. *Mind in a Physical World*, Chapters 1-4.

Course Outline

1. The Hard Problem of Consciousness

Chalmers, D. 1996. *The Conscious Mind*. Ch. 1.

Chalmers, D. 2002. *Consciousness and Its Place in Nature*.

2. The Knowledge Argument

Jackson, F. 1986. What Mary Didn't Know.
Lewis, D. 1990. What Experience Teaches.
[Optional: Stoljar, D. 2004. *There's Something about Mary*. Introduction.]

3. Two-Dimensional Semantics

Chalmers, D. 2006. Two-Dimensional Semantics.
[Optional: Schroeter, L. 2012. Two-Dimensional Semantics.]

4. The Conceivability Argument

Chalmers, D. 2009. The Two-Dimensional Argument Against Materialism.
[Optional: Kripke, S. 1980. *Naming and Necessity*, pp. 144-55.]

5. The Phenomenal Concept Strategy

Loar, B. 1990. Phenomenal States. (Sections 1-5)
Chalmers, D. 2006. Phenomenal Concepts and the Explanatory Gap.

6. Panpsychism and Russellian Monism

Stoljar, D. 2001. Two Conceptions of the Physical.
Chalmers, D. Forthcoming. Panpsychism and Panprotopsychism.

7. Mental Causation

Bennett, K. 2008. Exclusion Again.
Yablo, S. 1992. Mental Causation.
[Optional: Kim, J. 1998. *Mind in a Physical World*, Ch. 2.]

8. Physical Realization

Shoemaker, S. 2001. Realization and Mental Causation.
Wilson, J. 2011. Non-Reductive Realization and the Powers-Based Subset Strategy.
[Optional: Ney, A. 2010. Convergence on the Problem of Mental Causation.]
[Optional: Pereboom, D. 2002. Robust Non-Reductive Materialism.]

9. Multiple Realization

Lewis, D. 1994. Reduction of Mind. (Part I, pp. 291-308.)
Lewis, D. 1980. Mad Pain and Martian Pain.
[Optional: Kim, J. 1989. Multiple Realization and the Metaphysics of Reduction.]
[Optional: Fodor, J. 1974. Special Sciences.]

10. The Harder Problem of Consciousness

Block, N. 2002. The Harder Problem of Consciousness.
Block, N. Forthcoming. The Canberra Plan Neglects Ground. (Section 5.)
[Optional: McLaughlin, B. 2003. A Naturalist Response to Block's Harder Problem.]
[Optional: Shoemaker, S. 2007. *Physical Realization*, Ch. 6.]
[Optional: Papineau, D. 2002. Thinking About Consciousness, Ch. 7.]

11. Grounding and Reduction

Dasgupta, S. MS. The Possibility of Physicalism.
Rosen, G. 2010. Metaphysical Dependence: Grounding and Reduction.
Schaffer, J. 2009. On What Grounds What.

12. Natural Properties

Lewis, D. 1983. New Work for a Theory of Universals.
Schaffer, J. 2004. Two Conceptions of Sparse Properties.
[Optional: Sider, T. 2012. *Writing the Book of the World*, Chs. 1-3 & 7.]
[Optional: Schaffer, J. 2014. Review of Sider.]

13. Deflationary Pluralism

Lee, G. Forthcoming. Alien Subjectivity and the Significance of Consciousness.
Sider, T. 2012. *Writing the Book of the World*, Ch. 4.
Hawthorne, J. 2006. Postscript to Three Dimensionalism.

14. The Normative Significance of Consciousness

Lee, G. Materialism and the Epistemic Significance of Consciousness.
Dogramaci, S. 2012. Reverse Engineering Epistemic Evaluations.
Dogramaci, S. Forthcoming. Communist Conventions for Deductive Reasoning.

15. Vagueness and Modality

Hawthorne, J. 2006. Postscript to Three Dimensionalism.
Sider, T. 2012. *Writing the Book of the World*, Ch. 12.

Academic Misconduct

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Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Philosophy 8800
Topics in Philosophical Psychopathology
Fall Semester 2014

Instructor: Prof. Richard Samuels
Email: samuels.58@osu.edu
Tel.: 614-292-1701
Office Address: Room 314H University Hall

Place & Time: Tuesday 06:30 – 09:30 @ University Hall, Room 353

Readings: Students are expected to read the required readings *prior* to the class session in which they are discussed. All required readings will be made available online via the CARMEN course homepage.

Course Requirements & Grading

Term Paper: You will be required to write a term paper (approximately 20-30 pages).

Discussion Paper: Each student will be required to write two discussion papers in the course of term (approximately 2 pages). In these papers you should provide a brief overview of the target article plus one or more potential objections. Papers should be submitted to me at least one day prior to the seminar.

Office Hours: Thursday Wednesday 3:30-4:30 @ 314H University Hall. You can also arrange to see me at other times —just ask. In addition, I will usually be available after class for short discussions.

Topics and Readings

Note: The following list is a provisional one. Expect some changes.

*=Required reading

-= Further reading

1. Introductory Session: Course Mechanics, Course Overview, and The Standard Account of Delusion

* Gipps & Fulford (2004) Understanding the clinical concept of delusion: from an estranged to an engaged epistemology *International Review of Psychiatry* 16(3), 225–235, especially section 1.

2. Responses to the Demise of the Standard Account: Prototypes, Continuity and Natural Kinds

*Samuels (2009) “Delusions as a Natural kind”, In *Psychiatry as Cognitive Neuroscience: Philosophical Perspectives* (eds.) Broome & Bortolotti, OUP.

- *Oltmanns, T. F. (1988). Approaches to the definition and study of delusions. In T. F. Oltmanns & B. A. Maher (Eds.), *Delusional beliefs* (pp.3-11). New York: Wiley.
- van Os, J. (2003). Is there a continuum of psychotic experiences in the general population? *Epidemiol. Psychiatr. Soc.*, 12, 242–252.
- Verdoux & van Os (2002) “Psychotic symptoms in non-clinical populations and the continuum of psychosis” *Schizophrenia Research* 54 (2002) 59 – 65
- Murphy (2006) *Psychiatry In the Scientific Image* pp.171-184
- Ghaemi, S. N. (2004). The perils of belief: Delusions reexamined. *Philosophy, Psychiatry, and Psychology*, 11(1), 49–54.

3. ‘Bottom-Up’ Accounts of Delusion

- *Maher, B.A. (1988). Anomalous experience and delusional thinking: The logic of explanations. In T.F. Oltmann and B.A. Maher (eds.) *Delusional Beliefs*. John Wiley, 15-33.
- *Gold, I. and Hohwy, J. (2000). Rationality and schizophrenic delusion. *Mind & Language* 15(1): 146-167.
- Maher, B.A. (1974). Delusional thinking and perceptual disorder. *Journal of Individual Psychology* 30: 98-113.
- Maher, B.A. (1999). Anomalous experience in everyday life: Its significance for psychopathology. *The Monist* 82: 547-70.
- Maher, B.A. (2003). Schizophrenia, aberrant utterance and delusions of control: The disconnection of speech and thought, and the connection of experience and belief. *Mind & Language* 18:1-22.

4. ‘Top-Down’ Accounts of Delusion

- *Campbell, J. (2001). Rationality, Meaning, and the Analysis of Delusion. *Philosophy, Psychiatry, & Psychology* 8(2): 89-100.
- Campbell, J. (1999). Schizophrenia, the space of reasons and thinking as a motor process. *The Monist* 82(4): 609-625.
- Hohwy, J. (2004). “Top-down and bottom-up in delusion formation,” *Philosophy, Psychiatry, & Psychology*, 11 (1): 65–70.

5. Imaginational Accounts of Delusion

- *Currie, G. (2000). Imagination, delusion and hallucinations. In M. Coltheart and M. Davies (eds.). *Pathologies of Belief*. Blackwell, 167-182.
- Currie, G. and Jureidini, J. (2001). Delusions, rationality, empathy. *Philosophy, Psychiatry and Psychology* 8 (2-3): 159-162.
- Bayne and Pacherie (2005) “In Defence of the Doxastic Conception of Delusions” *Mind & Language*

6. Two Factor Theories of Delusion

- *Davies, M., Coltheart, M., Langdon, R. and Breen, N. (2001). Monothematic delusions: Towards a two- factor account. *Philosophy, Psychiatry and Psychology* 8(2/3): 133-158.
- *Aimola Davies, A.M. and Davies, M. (2009). Explaining Pathologies of Belief. In M.R. Broome and L. Bortolotti (eds.) *Psychiatry as Cognitive Neuroscience: Philosophical Perspectives*. Oxford University Press, 285-326.

7. *Dual Levels, Dual Processes and Delusion*

*Frankish, K. (2009). Delusions: a two-level framework. In M.R. Broome and L. Bortolotti (eds.) *Psychiatry as Cognitive Neuroscience: Philosophical Perspectives*. Oxford: Oxford University Press, 269-284.

8. *DSM IV Nosology and the Conception of Mental Disorder*

* Poland, J., Von Eckardt, B., Spaulding, W. (1994). Problems with the DSM approach to classifying psychopathology. In G. Graham and G.Lynn Stephens (Eds.) *Philosophical psychopathology* (pp. 235-260). Cambridge, MA.: MIT Press

*Murphy, D. *Psychiatry in the Scientific Image* Chaps. 10 & 11.

9. *Mental Disorder as Organic Dysfunction: Anti-Psychiatry & the Medical Model*

*Szasz, T. (1960) The Myth of mental illness. *The American Psychologist*. 112-119

*Papineau, D. (1993) Mental disorder, illness, and biological dysfunction. In Phillips-Griffiths, A. (1993) (ed.) *Philosophy, Psychology and Psychiatry*. Oxford: Blackwell.

*Shah, P & Mountain, D. The Medical Model is Dead –Long Live the Medical Model. *The British Journal of Psychiatry*

-Murphy D. (2009) “Psychiatry and the concept of disease as pathology.” In *Psychiatry as Cognitive Neuroscience: Philosophical Perspectives* (Eds.) M. Broome and L.

Bortolotti

-Pickard Hannah (2009) “Mental Illness is Indeed a Myth” In *Psychiatry as Cognitive Neuroscience: Philosophical Perspectives* (Eds.) M. Broome and L. Bortolotti

-Nasser M (1995) The rise and fall of anti-psychiatry. *Psychiatric Bulletin*, 19:743-746.

-Kendell R.E. (1975). The concept of disease and its implications for psychiatry. *British Journal of Psychiatry*, 127, 305-15.

10. *Evolution, Dysfunction and Mental Disorder*

*Wakefield, J. C, 1992, “The Concept of Mental Disorder: On the Boundary Between Biological Facts and Social Values.” *American Psychologist* 47:(3) 373–88.

*Murphy, D. and Woolfolk, R. L., 2000, “The Harmful Dysfunction Analysis of Mental Disorder.” *Philosophy, Psychiatry, & Psychology*, 7: 241–252,

-Boorse, C., 1975, “Health as a Theoretical Concept” *Philosophy of Science*, 44 (1977) pp. 542-573.

-Wakefield, J.C. (1999) Mental Disorder as a Black Box Essentialist Concept. *Journal of Abnormal Psychology*, 108, 465-472.

-Sadler JZ & Agich GJ (1995) Diseases, functions, values, and psychiatric classification. *Philosophy, Psychiatry, & Psychology*, 2: 219-231.

-Wakefield, J. (1995) Dysfunction as a value-free concept. *Philosophy, Psychiatry, & Psychology*, 2: 233-246.

-Fulford, K.W.M. (1999) Nine Variations and a Coda on the Theme of an Evolutionary Definition of Dysfunction. *Journal of Abnormal Psychology*, 108, 412-420.

-Richters, J.E. and Hinshaw, S.P. (1999) The Abduction of Disorder in Psychiatry. *Journal of Abnormal Psychology*, 108, 438-445.

-Cosmides, L and Tooby, J. (1999) Toward an Evolutionary Taxonomy of Treatable Conditions. *Journal of Abnormal Psychology*, 108, 453-464.

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In response to the following revision request from 1/23/2015:

- Please address the following preliminary questions of the ASC Graduate Curriculum Committee (either in the syllabi themselves or a separate attachment): (1) how will variable credit be handled (the 2 syllabi are for 3 credits) & (2) for the second syllabus, are the 10 topics spread over 15 weeks?

1) All of our graduate seminars are listed for variable credit. Normally students take them for three credits, and syllabi are normally constructed on that assumption. However in some terms we need to be able to adjust scheduling to accommodate faculty availability and student needs. When that is the case arrangements are made between instructor and student with approval of the Graduate Studies committee.

2) Yes, the second syllabus indicates topics that would be spread over 15 weeks.

This is in response to the questions asked by the ASC Graduate Curriculum Committee following their review of Philosophy 8800 at their meeting on March 6th:

- Clarify the rationale for how variable credit will be handled. More specifically, clarify the last sentence in the rationale provided in response to the prior revision request.
 - Provide an example of when a student would be allowed to enroll for one credit and when a student would be allowed to enroll for four credit hours.
 - How is the coursework affected when a student enrolls for one or four credit hours?

The Philosophy Department's continuing education requirement has graduate students enrolling in seminars even after they have completed their regular coursework and have been promoted to candidacy. They also need to enroll in a dissertation seminar and dissertation advising. These students have only three credit hours a semester to use. We need for them to be able to enroll in a seminar for 1 credit in order to be able to satisfy all these requirements.

When a student enrolls for 1 credit, they are usually not writing the substantive term paper. They do readings and contribute to discussion, and perhaps complete smaller assignments.

Graduate students who have not yet completed their candidacy exam are encouraged to enroll up to the maximum of 4 credit hours per seminar class.