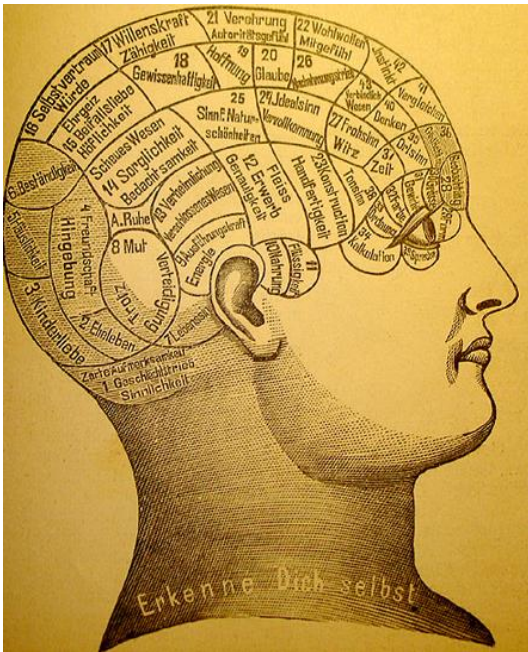


Philosophy of Mind (PHI 3320)

W-F, 2:00-3:50 p.m.
SO/270



Instructor: Dr. Marina P. Banchetti

Office: SO/280

Contact Information: 297-3816 or banchett@fau.edu

Office Hours: W-F, 10:00 a.m.-12:00 p.m.

Credit Hours: 3 credits

"Gnóthi Seautón" - "Know Thyself"

Textbooks:

Paul M. Churchland, *Matter and Consciousness*, 3rd revised edition (Cambridge, Mass.: The MIT Press, 2013).

David J. Chalmers, *Philosophy of Mind: Classical and Contemporary Readings* (Oxford: Oxford University Press, 2002). (Collection of original writings.)

Additional required and recommended readings are posted on Blackboard, in the 'Readings' folder, under 'Content'.

Course Credit Hours:

This 3-credit course fulfills the 20th century philosophy requirement for the philosophy major. There are no official pre-requisites for this course. However, since this is an advanced philosophy course that deals with cognitive science in some detail, background in philosophy and cognitive science are highly recommended.

Current Catalog Description:

This course engages in a careful and in-depth study of some of the major issues and problems in the philosophy of mind, through the reading of original texts and/or secondary sources. The topics examined include, but are not limited to, the mind/body problem, the nature of consciousness, and the problem of personal identity.

Course Objectives:

This course engages in a careful and in-depth critical study of some of the major issues and problems in the philosophy of mind. These issues and problems include, but are not limited to, the nature of consciousness and of mental states and processes, the mind/body problem, the nature of self-consciousness, the problem of personal identity, intentionality, and the problem of other minds. The course will approach these issues and problems on the ontological, semantical, epistemological, and methodological levels. The course will examine the leading philosophical theories concerning these issues and problems, including dualism, philosophical behaviorism, reductive materialism, central-state materialism, functionalism, and eliminative materialism. The course includes the reading of original texts and secondary sources and examines the views of major philosophers of mind such as Descartes, Husserl, Carnap, Putnam, Armstrong, Davidson, Searle, Kim, Chisholm, Nagel, Williams, Parfit, Dretske, Dennett, McGinn, and the Churchlands, among others.

Academic Expectations:

IMPORTANT: As a professor, I have high academic expectations from students. My courses are conducted as University-level courses, not as extensions of high school classes.

All students in my courses are expected to have successfully made the transition from high school to University and are expected to demonstrate:

- Intellectual and personal maturity
- Serious attitude
- Clear priorities
- Self-discipline
- Commitment
- Work ethic
- Time management skills

These intellectual and personal traits are imperative for success in this course. One important difference that distinguishes college level classes from high school classes is that, in college, the burden of the educational effort is on the shoulders of the student -- the professor conveys

information and answers questions, but it is the student's responsibility to become an "active" learner.

Another difference is the amount of study time that is required for a class. The traditional college norm is that, for every credit hour (i.e., standard 50 minute period) per week spent in the classroom, a student should plan on spending at least two hours per week, outside the classroom, learning the subject matter of the course.

Florida Atlantic University conforms to the above-described expectations. Therefore, students in this course will be expected to complete at least two hours of course work outside of class for every one credit hour, that is, at least eight (8) hours of studying outside of class (reading, reviewing, or otherwise studying the material until it is fully mastered).

Students are expected to come to class prepared, that is, they are expected to have read and digested the reading assigned during the previous class period and to have reviewed previous lecture notes. Classes will be conducted with the assumption that students are fully prepared in this manner.

If a student is unable to purchase the textbooks at the beginning of the semester, it is his/her responsibility to find a way to access the assigned readings until he/she is able to purchase the books. No excuses will be accepted for not completing the required reading in a timely manner and as assigned.

Attendance is not taken in this class. However, given the abstract and complex nature of the subject matter, students are strongly advised to maintain perfect attendance, to arrive on time, and not to leave early (see also the "Policy on Classroom Conduct" on p. 5 of this syllabus).

Course Mechanics:

Each class period will consist of lecture and discussion of the assigned readings.

Students should not depend on the professor to announce reading and/or video viewing assignments. The reading and/or video viewing assignments for each class period are listed in the 'Course Outline', which begins on p. 8 of this syllabus.

Students are encouraged to contribute to the class lectures by asking informed questions, that is, questions that demonstrate familiarity with the assigned readings. Students, however, should respect class time and should avoid monopolizing class discussion. If class discussion does not clarify a concept for a student, that student should see the professor during office hours.

As mentioned above, Florida Atlantic University conforms to the above-described expectations for study time outside of class. Therefore, students in this course will be assigned and expected to complete at least of two hours of course work outside of class for every one credit hour, for a total of at least eight (8) hours minimum of course work outside of class. For this course, this outside course work will consist of reviewing class notes and completing reading assignments. Regular quizzes will be administered in order to ensure that students have completed these assignments. Students should come to each class prepared for a quiz by having reviewed their class notes and by having read and digested all assigned readings.

Course Evaluation Method:

Quizzes

There will be regular quizzes based on assigned readings and class lectures. The purpose of these quizzes is to allow students to regularly assess their progress in the course and to identify any areas in which further study is required.

The quiz dates are listed in the 'Course Outline', along with the material covered by each quiz.

Quizzes may be administered either at the beginning or end of class. Students are, therefore, strongly advised not to be absent, not to be late for class, and not to leave class early.

There will be 10 quizzes and the average of the quizzes will be worth 1/5 (20%) of the class grade, and student will receive a '0' for each quiz that is missed.

Exams

There will be an exam after each major segment that is covered, for a total of four (4) exams. These exams may be a combination of multiple choice/true-false, short answer, and/or essays questions. Each exam is worth 1/5 (20%) of the class grade.

Study guides for each of the exams (including the final exam) are posted on Blackboard. The study guides list the concepts and ideas for which students will be responsible on the exams.

The exam dates are listed in the 'Course Outline'. Students will receive a '0' for each missed exam.

Since the professor is required to meet classes on the scheduled date for final examination, but since there will not be a cumulative final examination in this course, Exam #4 will be administered on the scheduled final examination date. Exam #4 will, therefore, be on **Wednesday, May 4, 1:15-3:45 p.m.**

Grading Policy:

- Quiz Average: 20%
- Exam #1: 20%
- Exam #2: 20%
- Exam #3: 20%
- Exam #4: 20%

Grading Scale:

100-90: A
89-88: B+
87-80: B

79-78: C+
77-70: C
69-60: D
Below 60: F

Make-up policy:

The dates for all quizzes and exams are listed on the syllabus, and students will receive a '0' for each missed quiz and/or exam. There will be no make-up work permitted for a missed quiz or exam, unless this is due to a University-approved absence (see "Attendance and University Absence Policy", on p. 7 of this syllabus, for a list of approved University absences).

As per University policy, if a quiz or exam is missed due to another University-approved absence, the student is responsible for notifying the professor prior to the date of the examination and to bring written documentation to justify the absence.

If a quiz or exam is missed due to illness, the student is responsible for bringing written documentation, signed by a medical professional, upon his/her return to University.

In either of these cases, the professor will arrange for the student to make-up the missed exam during the professor's office hours.

Extra-Credit Policy:

There will be absolutely no extra credit work permitted in this course.

Policy on Incompletes:

The following University policy on grades of incomplete will be strictly followed:

Should a student need to request an 'I' (Incomplete) grade for this course, that student must provide (1) a written request stating his/her reasons for requesting an incomplete and (2) written documentation to support his/her reasons for making the request.

Without exception, the student making the request must have completed at least 75% of the course work and must be passing the course with at least a 'C' average.

If a student meets these criteria, I will consult the Chair of the department and, if both the Chair and I approve of the student's request, I will decide upon a deadline for the work to be completed by the student.

In all cases, University policy states that if the work is not completed by the established deadline, the Registrar's Office will automatically change the 'I' to an 'F'.

Once the student has turned in all of the work required to complete the course by the stated deadline, he/she bears full responsibility for following through and confirming that the 'I' has been changed to a grade.

Absolutely no exceptions will be made to this policy.

Policy on Classroom Conduct:

The college or University classroom is a place for the conveyance of knowledge. Ideally, there is productive interaction between the professor and the students that helps facilitate the achievement of this goal. For this reason, a set of customary rules of courtesy applies to classroom situations, particularly at the college level. Both professors and students have rights and responsibilities, both should respect the other, both should do all they can do to help the educational process to achieve its maximum effectiveness and to help the classroom truly become an environment for learning. The policies below are not exhaustive but provide some specific expectations in this class:

- Students should attend class consistently, arrive on time, and not leave early.
- Students should always communicate and interact respectfully with the professor and with all their fellow students.
- Respectful communication applies to e-mail exchanges, which should be courteous and not overly informal in tone.
- Students should avoid monopolizing or interrupting classroom discussion.
- Students should avoid monopolizing the professor's office hours at the detriment of other students.
- Students should make an appointment if they need to speak with the professor outside of the designated office hours.
- Eating and drinking in class is not permitted.
- Videotaping or recording class lectures is not permitted.
- Students are not allowed to use laptops or other electronic devices in class.
- Cellular phones and pagers should be either turned off or silenced. Students should wait until after class to return any calls received or to send text messages.

Policy on Plagiarism:

"While those who pass on their knowledge to us through their writings deserve our thanks, those who steal the writings of others and present them as their own ideas deserve the greatest reproach [...] and are deserving of strict reprimand and punishment." (Marcus Vitruvius Pollio, *De architectura libri decem*, Book VII, Introduction, Part 3. London: Benjamin Bloom Pub., 1968)

Plagiarism, i.e., the presenting of the words or ideas of another person as one's own, is a serious academic offense, which may result in failure in a course or in suspension from the University. The philosophy department and its faculty will, absolutely and without exception, enforce the University policy regarding plagiarism.

Quotation of another person's words must be indicated in one of the standard ways. This applies to all quoted material, including passages, sentences, and important parts of sentences that are used *verbatim*. Do not paraphrase or virtually quote passages by changing a few words or the word order.

Relating the information in a quote by using different word or expressions, without paraphrasing, also requires citation.

As well, the use of another person's ideas, even without quoting or paraphrasing, requires citation. The source of all quoted matter and the source of all ideas and information that are taken

from the work of another person and that are not a matter of general knowledge must be indicated by the proper use of reference notes. Remember this: When in doubt as to whether or not citation is required, it is better to be safe and use reference notes than not to use them.

If not familiar with the proper use of reference notes, either consult with your professor or consult one of the many reference manuals available in the library (such as the MLA manual of style, the Chicago manual of style, or the APA (American Psychological Association) manual of style). Always inquire whether your professor has a particular stylistic preference regarding citations (that is, either MLA, Chicago style, or APA).

Remember this: Reference notes show that an idea or information came from a published source. Quotation marks show that the specific words of another person are being used. Students are expected to be familiar with section 6C5-4.001 of the Florida Administrative Code (printed on p. 72 of the University Catalog), which describes the penalties incurred by students when they engage in academic irregularities such as plagiarism.

Drop-Dates:

The students are advised to keep the following dates in mind:

January 16: Last day to register/drop/add or withdraw with full refund.

January 23: Last day to drop or withdraw without receiving a W.

February 8: Last day to drop or withdraw with 25% tuition adjustment.

April 8: Last day to drop or withdraw without receiving F.

Officially dropping a course is the student's responsibility. If, for whatever reason, a student stops attending class, completing the assignments, or taking the tests, that student should make sure he/she officially drops this course. Otherwise, he/she will receive an 'F' in the course. No exceptions will be made to this.

Official Holidays and Breaks:

January 18: Martin Luther King Jr. Holiday.

March 7-13: Spring Recess.

Other Important Dates:

April 25: Last day of classes.

April 26-27: Reading Days

April 28-May 4: Final examination week.

May 9: Grades due in Registrar's office by 9:00 a.m.

Communication Devices:

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cell phones, are to be disabled in class sessions.

Attendance on the First Day of Class:

Students are required to attend the first day of class for any course in which they are registered. If a student misses the first day of class for any reason, the student may be administratively withdrawn from the course.

Attendance and University Absence Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities

It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence." (<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>)

Florida Atlantic University Code of Academic Integrity (Honor Code):

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other.

Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Accommodations for Students with Disabilities:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must

register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Course Outline

Key to Abbreviations:

MC: *Matter and Consciousness* (Churchland)

PM: *Philosophy of Mind: Classical and Contemporary Readings* (Chalmers)

Blackboard: 'Readings' folder, under 'Contents', on Blackboard

The Ontological Problem

January 13, 2016 – Syllabus and General Introduction

Readings:

- 1. Paul M. Churchland, "Neuroscience" (Neuroanatomy: The Evolutionary Background, Neurophysiology and Neural Organization, Neuropsychology, Cognitive Neurobiology, AI Again: Parallel Distributed Processing) – MC, pp. 123-166.
- 2. Paul M. Churchland, "Artificial Intelligence" (Computer: Some Elementary Concepts, Programming Intelligence: The Piecemeal Approach) – MC, pp. 99-122.
- 3. Paul M. Churchland, "The Ontological Problem (the Mind-Body Problem)" – MC, pp. 7-50.

January 15, 2016

Quiz #1 – Readings 1,2, 3 and lecture notes.

Readings:

- 4. Foundations and René Descartes, "Meditations on First Philosophy (II and VI)" - PM, pp. 1-20.
- 5. René Descartes, "Passions of the Soul" - PM, pp. 21-23.

Recommended Reading:

- Thomas H. Huxley, "On the Hypothesis That Animals are Automata, and Its History" (Excerpt) - PM, pp. 24-30.

January 20, 2016**Readings:**

- 6. Raymond M. Smullyan, "An Unfortunate Dualist" - PM, pp. 31.
- 7. Gilbert Ryle, "Descartes' Myth" - PM, pp. 32-38.

Recommended Reading:

- A.J. Ayer, "Freedom and Necessity" - PM, pp. 662-665.
- Derek Parfit, "Reductionism and Personal Identity" - PM, 655-661.

January 22 2016

Quiz #2 - Readings 4-7 and lecture notes.

Readings:

- 8. Rudolf Carnap, "Psychology in Physical Language" (Excerpt) - PM, pp. 39-45.
- 9. Hilary Putnam, "Brains and Behavior" - PM, pp. 45-54.

January 27, 2016**Readings:**

- 10. U. T. Place, "Is Consciousness a Brain Process" - PM, pp. 55-59.
- 11. J. J. C. Smart, "Sensations and Brain Processes" - PM, pp. 60-67.

Recommended Reading:

- Herbert Feigl, "The 'Mental' and the 'Physical'" - PM, pp. 68-72.

January 29, 2016

Quiz #3 - Readings 8-11 and lecture notes.

Readings:

- 12. Hilary Putnam, "The Nature of Mental States" - PM, pp. 73-79.
- 13. D. M. Armstrong, "The Causal Theory of the Mind" - PM, pp. 80-87.

Recommended Reading:

- David Lewis, "Psychophysical and Theoretical Identifications" - PM, pp. 88-93.

February 3, 2016**Readings:**

- 14. Ned Block, "Trouble with Functionalism (Excerpt)" – PM, pp. 94-98.
- 15. Martine Nida-Rümelin, "Pseudonormal Vision: An Actual Case of Qualia Inversion?" – PM, pp. 99-105.

Recommended Reading:

- C. D. Broad, "Mechanism and Its Alternatives" (Excerpt) – PM, pp. 106-115.

February 5, 2016

Quiz #4 – Readings 12-13 and lecture notes.

Readings:

- 16. Donald Davidson, "Mental Events" – PM, pp. 116-125.
- 17. Jaegwon Kim, "The Many Problems of Mental Causation" (Excerpt) PM, pp. 170-178.

Recommended Reading:

- Stephen Yablo, "Mental Causation", PM, pp. 179-196.
- Bertrand Russell, "Analogy" PM, pp. 667-668.
- John Searle, "Can Computers Think?" PM, pp. 669-675.

Exam #1 – February 10, 2016**The Semantical Problem****February 12, 2016****Readings:**

- 19. Paul M. Churchland, "The Semantical Problem" (Definition by Inner Ostension, Philosophical Behaviorism, The Theoretical Network Thesis and Folk Psychology, Intentionality and the Propositional Attitudes) – MC, pp. 51-66.
- 20. Saul A. Kripke, "Naming and Necessity" (Excerpt) – PM, pp. 329-333.

Recommended Reading:

- Christopher S. Hill, "Imaginability, Conceivability, Possibility and the Mind-Body Problem", – PM, pp. 334-340.
- Grover Maxwell, "Rigid Designators and Mind-Brain Identity" (Excerpt) – PM, pp. 341-353.

February 17, 2016**Readings:**

- 21. Franz Brentano, "The Distinction Between Mental and Physical Phenomena" (Excerpt) - PM, pp. 473-483.
- 22. Marina Paola Banchetti, "Føllesdal on the Notion of the Noema: A Critique", *Husserl Studies* 10 (1993), pp. 81-95 - Blackboard.

Recommended Reading:

- Roderick Chisholm, "Intentional Inexistence" (Excerpt) - PM, pp. 484-490.

February 19, 2016

Quiz #5 - Readings 19-20 and lecture notes.

Readings:

- 23. Fred Dretske, "A Recipe for Thought" - PM, pp. 491-499.
- 24. Terence Horgan and John Tienson, "The Intentionality of Phenomenology and the Phenomenology of Intentionality" - PM, 520-533.

Recommended Reading:

- Robert Brandom, "Reasoning and Representing" - PM, pp. 509-519.

February 24, 2016

Readings:

- 25. Jerry A. Fodor, "Propositional Attitudes" - PM, pp. 542-555.
- 26. Paul. M. Churchland, "Eliminative Materialism and the Propositional Attitudes" - PM, pp. 568-580.

Recommended Reading:

- Wilfrid Sellars, "Empiricism and the Philosophy of Mind" (Excerpt) - PM, pp. 534-541.

February 26, 2016

Quiz #6 - Readings 21-24 and lecture notes.

Readings:

- 27. Daniel C. Dennett, "True Believers: The Intentional Strategy and Why It Works" - PM, pp. 556-567.
- 28. Hilary Putnam, "The Meaning of 'Meaning'" (Excerpt) - PM, pp. 581-596.

Recommended Reading:

- Tyler Burge, "Individualism and the Mental" (Excerpt) - PM, pp. 597-607.

March 2, 2016

Readings:

- 29. David J. Chalmers, "The Components of Content" (Revised Version) - PM, pp. 608-632.

- 30. Marina Paola Banchetti-Robino, "Husserl's Theory of Language as Calculus Ratiocinator", *Synthese* 112 (1997), pp. 303-321 - Blackboard.

Exam #2 - March 4, 2016

March 7-March 11 - Spring Recess

The Epistemological Problem

March 16, 2016

Readings:

- 31. Paul M. Churchland, "The Epistemological Problem" (The Problem of Other Minds, The Problem of Self-Consciousness) - MC, pp. 67-82.
- 32. Ned Block, "Concepts of Consciousness" - PM, pp. 197-218.
- 33. Thomas Nagel, "What Is It Like to Be a Bat?" - PM, pp. 219-225.

March 18, 2016

Quiz #7 - Readings 31-33 and lecture notes.

Readings:

- 34. Daniel C. Dennett, "Quining Qualia" - PM, pp. 226-246.
- 35. Frank Jackson, "Epiphenomenal Qualia" - PM, pp. 273-280.

Recommended Reading:

- David Lewis, "What Evidence Teaches" - PM, pp. 281-294.
- Brian Loar, "Phenomenal States" (Second Version) - PM, pp. 295-310.

March 23, 2016

Readings:

- 36. Daniel Stoljar, "Two Conceptions of the Physical" - PM, pp. 311-328.
- 37. Fred Dretske, "Conscious Experience" - PM, pp. 422-434.

Recommended Reading:

- David M. Rosenthal, "Explaining Consciousness" - PM, pp. 406-421.
- Christopher Peacocke, "Sensation and the Content of Experience: A Distinction" - PM, pp. 435-446.
- Michael Tye, "Visual Qualia and Visual Content Revisited" - PM, pp. 447-456.

March 25, 2016

Quiz #8 – Readings 34-35 and lecture notes.

Readings:

- 38. Sydney Shoemaker, "Introspection and Phenomenal Character" – PM, pp. 457-472.
- 39. David. J. Chalmers, "Consciousness and Its Place in Nature" – PM, pp. 247-272.

March 30, 2016

Readings:

- 40. Michael McKinsey, "Anti-Individualism and Privileged Access" – PM, pp. 634-638.
- 41. Andy Clark and David J. Chalmers, "The Extended Mind" – PM, pp. 643-652.

Recommended Reading:

- Anthony Brueckner, "What an Individualist Knows A Priori" – PM, pp. 639-642.

Exam #3 – April 1, 2016

The Methodological Problem

April 6, 2016

Readings:

- 42. Paul M. Churchland, "The Methodological Problem" (Idealism and Phenomenology, Methodological Behaviorism, The Cognitive/Computational Approach, Methodological Materialism) – MC, pp. 83-98
- 43. Joseph Levine, "Materialism and Qualia: The Explanatory Gap" – PM, pp. 354-361.

Recommended Reading:

- Paul M. Churchland, "The Rediscovery of Light" – PM, pp. 362-370.

April 8, 2016

Readings:

- 44. Ned Block and Robert Stalnaker, "Conceptual Analysis, Dualism, and the Explanatory Gap" – PM, pp. 371-393.
- 45. Colin McGinn, "Can We Solve the Mind-Body Problem?" – PM, pp. 394-405.

Recommended Reading:

- Jaegwon Kim, "Multiple Realization and the Metaphysics of Reduction" – PM, pp. 135-149.

April 13, 2016

Quiz #9 – Readings 42-43 and lecture notes.

Readings:

- 46. Paul Oppenheim and Hilary Putnam, "Unity of Science as a Working Hypothesis", in *Minnesota Studies in the Philosophy of Science*, Vol. 2, edited by Herbert Feigl et al. (Minnesota University Press, 1958), pp. 3-36 – Blackboard.
- 47. Jerry A. Fodor, "Special Sciences (or: The Disunity of Science as a Working Hypothesis)" – PM, pp. 126-134.

Recommended Reading:

- Patrick Suppes, "The Plurality of Science", *PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association* (1978), pp. 3-16 – Blackboard.
- Stephen H. Kellert, "In the Wake of Chaos" Excerpt from Stephen H. Kellert, *In the Wake of Chaos* (The University of Chicago Press, 1993), pp. 77-118 – Blackboard.

April 15, 2016

Readings:

- 48. Jaegwon Kim, "'Downward Causation' in Emergentism and Nonreductive Physicalism", in *Emergence or Reduction? Essays on the Prospects of Nonreductive Materialism*, edited by Ansgar Beckermann, Hans Flohr, and Jaegwon Kim (Walter De Gruyter Publishers, 1992), pp. 119-138 – Blackboard.
- 49. Marina Paola Banchetti-Robino and Jean-Pierre Noël Llored, "Reality Without Reification: Philosophy of Chemistry's Contribution to Philosophy of Mind", in *Essays in the Philosophy of Chemistry*, edited by Eric Scerri and Grant Fisher (Oxford University Press, 2016), pp. 84-110 – Blackboard.

April 20, 2016

Quiz #10 – Readings 44-47 and lecture notes.

Readings:

- 50. Paul M. Churchland, "Expanding Our Perspective" – MC, pp. 167-180. (The Distribution of Intelligence in the Universe, The Expansion of Introspective Consciousness)
- 51. Ruth Garrett Millikan, "Biosemantics" – PM, pp. 500-508.
- 52. David Newth and John Finnigan, "Emergence and Self-Organization in Chemistry and Biology", *Australian Journal of Chemistry* 59 (2006), pp. 841-848 – Blackboard.

April 22, 2016

Readings:

- 53. Frank Jackson, "Finding the Mind in the Natural World" – PM, pp. 162-169.
- 54. Brian G. Henning, "Swarms, Colonies, Flocks, and Schools: Exploring the Ontology of Collective Individuals", *Metanexus* (2011), pp. 1-13 – Blackboard.

Recommended Reading:

- Brian G. Henning, "The Ontology of Collective Individuals and the Process Turn", presented at the Eco-Sophia Symposium 2011, 8th International Whitehead Conference (Sophia University - Tokyo, Japan) – Blackboard.

Exam #4 - Wednesday, May 4, 1:15-3:45 p.m.