

FALL 2011

PNP Seminar  
PNP 495

*General business*

**Course times, location:** Tues and Thurs 10:00 – 11:30, Wilson 104  
**Instructor, contact:** Elizabeth Schechter, [eschech@wustl.edu](mailto:eschech@wustl.edu)  
**Office hours, location:** Tues 3:00-5:00, and by appt., Wilson 108  
**Course website:** on Telesis

*Course description*

This is a course about divisions of the mind. The readings concern either specific kinds of disorder or impairment that apparently result in breakdowns and divisions in consciousness and cognition, or else general methodological principles and theoretical assumptions involved in articulating minds into modules. These readings raise (and we will attempt to answer) a variety of questions in the philosophy of mind and the philosophy of science, such as: Can the same mental properties and capacities that we ordinarily assign to whole persons ever be assigned to parts of persons, to mental subsystems within a person? How independently must two systems function in order to be identifiable with *two* systems? How modular is the mind, and what assumptions underlie the postulation of distinct modules? What role does neuroimaging data have to play in distinguishing between competing models of mental architecture? What can patterns of impairment following brain damage tell us about the structure of the “normal” human mind? To what extent do we typically experience ourselves as unified—as agents, as subjects of experience—and what is the basis of such experience?

*Readings*

All readings can be found on Telesis.

*Evaluation*

**Sources of points:** There are no exams in this class. Your grade will be based on the quality of your participation in the class (15%), completion of “daily summaries” (10%), and on the quality of your term paper (75%).

**Daily summaries:** On each of the days for which there is a reading marked “R”, you are required to submit a short critical summary on one of the readings marked R. (You may choose which one.) The critical summary should state the topic and thesis of the article, the author’s reasoning, argument, or approach to the subject, the kind of empirical evidence he or she draws on (if any), and the major questions, for you, that the article raised. One paragraph will typically suffice. These summaries are to be typed. They will be collected at the end of each class. As long as they are of sufficient quality, they will not be returned.

You may miss five daily summaries with no penalty. After that, you will lose one point (out of a total of 10) for each summary missed.

Students who are providing aloud to the class a critical summary on a given day are not required to submit a printed summary on that day.

**Participation points:** Each student is required to provide to the class (aloud, at the beginning of class) a critical summary of two of the required readings for the course.

Please sign up to summarize a reading listed under a date on which you know you will be able to attend both that and the subsequent class.

You should also be prepared to speak to the class about your term paper topics, theses, arguments and ideas (as they develop).

Your participation grade will finally come from the quality of your participation in the life of the class overall. An essential part of this is attentiveness and responsiveness to other students.

**Term paper points:** You are required to submit both a draft and a final version of your term paper. Your overall grade on the paper will come from the quality of your draft (30%), the quality of the final version (35%), and the degree of improvement between the two (10%).

**Term paper topics:** You are to choose your own paper topic, though paper topic ideas will be alluded to throughout the class. You will run your proposed topic by me and by the rest of the class in advance of beginning to write.

**Term paper lengths:** Papers should be between five and six thousand words long for undergraduates, seven and eight thousand words long for graduate students. Hard copies should be submitted; please use one-and-a-half space and no weird fonts or margins. Double-sided printing is preferable. Please staple.

**Term paper deadlines:** You must have chosen a paper topic by THURSDAY 13 October. Your paper proposals are due THURSDAY 27 October. (Details to follow.) Your DRAFTS are due to me in class on Thursday 17 November. I will return them to you on Tuesday 29 November. Your FINAL PAPER is due (to my mailbox at the Philosophy Department) on THURSDAY 15 December.

**Note on readings:** Readings with an "R" in front of them are candidates for being critically summarized.

## Schedule of Topics and Readings

### Part I: General Introduction

#### Tuesday 30 August

Day One: Preliminaries  
Syllabus etc.

#### Thursday 1 September

Day Two: Introduction to Dissociations  
Milner and Goodale. 2006. One brain, two visual systems.  
R: Clark. 2007. What reaching teaches: Consciousness, control, and the inner zombie. 1

### Part II: Dividing the Mind into Modules

#### Tuesday 6 September

Day Three: Philosophy, Dissociations, and Cognitive Neuropsychology  
R: Clark. 2001. Visual Experience and Motor Action: Are the bonds too tight? 2  
R: Stone and Davies. 1993. Cognitive neuropsychology and the philosophy of mind. 3

#### Thursday 8 September

Day Four: Cognitive neuroscience: historical background and some fundamental assumptions  
R: Ellis and Young. 1988: What is cognitive neuropsychology?

Tuesday 13 September

Day Five: On single-patient and group studies

R: Caramazza. 1986. On drawing inferences about the structure of normal cognitive systems from the analysis of impaired performance: The case for single-patient studies. 4, 5.

Thursday 15 September

Day Six: On single-patient and group studies

R: Newcombe and Marshall. 1988. Idealization meets psychometrics: The case for the right groups and the right individuals. 6

Tuesday 20 September

Day Seven: Neuroimaging and Cognitive Neuropsychology

R: Caplan. 2004. The neuro in neuropsychology. 7

R: Coltheart, M. 2004. Brain imaging, connectionism, and cognitive neuropsychology. 7

Thursday 22 September

Day Eight: Neuroimaging and cognitive neuropsychology

R: Coltheart. What has functional neuroimaging told us about the mind (so far)? 8

R: Jonides et al. 2006. What has functional neuroimaging told us about the mind? So many examples, so little space. 9

R: Coltheart. 2006. Perhaps functional neuroimaging has not told us anything about the mind (so far). 10

Tuesday 27 September

Day Nine: Critiques of CN

R: Dunn and Kirsner. 2003. What can we infer from double dissociations? 11

R: Juola and Plunkett. 2000. Why double dissociations don't mean much. 12

Thursday 29 September

Day Ten: Defenses of CN

R: Gurd and Marshall. 2003. Dissociations: Double or quits? 13

R: Coltheart, M. and Davies, M. 2003: Inference and explanation in cognitive neuropsychology. 13

Tuesday 4 October

Day Eleven: Critiques of CN

R: Patterson and Plaut. 2009. "Shallow draughts intoxicate the brain": Lessons from cognitive science for cognitive neuropsychology. 14

Thursday 6 October

Day Twelve: Critiques of CN

R: Seidenberg. 1988. Cognitive neuropsychology and language: The state of the art. 15, 16

Tuesday 11 October

Day Thirteen: Defending cognitive neuroscience

R: Davies, M. 2010. Double dissociation: Understanding its role in cognitive neuropsychology. 17, 18

**Note:** concentrate on Sections 5-8—the rest should be review, by now.

Thursday 13 October

Day Fourteen: Discussion

No additional readings

**\*Paper topics must be chosen by this date.\***

Part III: Splits within a Subject

Tuesday 18 October

Day Fifteen: Background assumptions: Reductionism and Decomposition

R: Burnham. 1986. The fragmenting of the soul: Intellectual prerequisites for ideas of dissociation in the United States.

R: Thornton. 2003. Psychopathology and two kinds of narrative account of the self. 19

Thursday 20 October

Day Sixteen: Background assumptions: Unity of consciousness and agency.

R: Allport. 1988. What concept of consciousness. 20, 21

Tuesday 25 October

Day Seventeen:

R: Marcel. 1993. Slippage in the unity of consciousness. 22

R: Bayne. FC. Agency as a marker of consciousness. 23

Thursday 27 October

Day Eighteen: The split-brain phenomenon

R: Nagel. 1971. Brain bisection and the unity of consciousness. 24

R: Sperry, Zaidel, and Zaidel. 1979. Self recognition and social awareness in the disconnected minor hemisphere.

**\*Paper proposals due today.\***

Tuesday 1 November

Day Nineteen: The split-brain phenomenon

R: Wilkes. 1988. Being in two minds. 25

R: Ferguson, Rayport and Corrie. 1985. Neuropsychiatric observations on behavioral consequences of corpus callosum section for seizure control.

Thursday 3 November

Day Twenty: The split-brain phenomenon

R: Robinson. 1976. What sort of persons are hemispheres? Another look at 'Split-brain' man. 26

R: Bogen. 1977. Further discussion on split-brains and hemispheric capabilities. 27

R: Hazeltine, Weinstein, and Ivry. 2008. Parallel response selection after callosotomy. 28

Tuesday 8 November

Day Twenty-one: The split-brain phenomenon

R: Davis. 1997. Cerebral hemispheres. 29

Schiffer et al. 1997. Different psychological status in the two hemispheres of two split-brain patients.

Thursday 10 November

Day Twenty-two: Disorders of agency and autonomy

Disorders of agency and autonomy

R: Nishikawa et al. 2001. Conflict of intentions due to callosal disconnection.

Aboitz et al. 2003. Alien hand syndrome: Classification of forms reported and discussion of a new condition.

Marchetti and Della Sala. 1998. Disentangling the alien and anarchic hand

R: Pacherie, Green, and Bayne. 2006. Phenomenology and delusions: Who put the 'alien' in alien control? 30

Tuesday 15 November

Day Twenty-three:

Disorders of agency and autonomy

Lhermitte. 1983. Utilization behavior" and its relation to lesions of the frontal lobes.

Lhermitte, Pillon, and Serdaru. 1986. Human autonomy and the frontal lobes. Part I: Imitation and utilization behaviour: a neuropsychological study of 75 patients.

Lhermitte. 1986. Human autonomy and the frontal lobes. Part II: The "environmental dependency syndrome"

R: Pacherie. 2007. The anarchic hand syndrome and utilization behavior: A window onto agentic self-awareness. 31

Thursday 17 November

Day Twenty-four: Discussion

**\*Drafts of papers due\***

Tuesday 22 November

Day Twenty-five: Delusions

R: Frith and Gallagher. 2002. Models of the pathological mind. 32

R: Frith, Blakemore, and Wolpert. 2000. Explaining the symptoms of schizophrenia: Abnormalities in the awareness of action.

Tuesday 29 November

Day Twenty-six: Delusions

R: Graham and Stephens. 1993. Mind and mine. 33

R: Hoffman. 1986. Verbal hallucinations and language production processes. 34, 35, 36, 37

**Note:** Just *skim* Section 5 (and if you wish, the author's responses).

**\*Drafts of papers returned to you\***

Thursday 1 December

Day Twenty-seven: Dissociative Identity Disorder

R: Braude. 1995. The principle of compositional reversibility. 38

R: Hardcastle and Flanagan. 1999. Multiplex versus multiple selves. 39

Tuesday 6 December

Day Twenty-eight: Dissociative Identity Disorder

R: Braude. 2003. Counting Persons and Living with Alters. Comment on Matthews.

R: Humphreys and Dennett. 1989. Speaking for ourselves: An assessment of multiple personality disorder. 40

Thursday 8 December

Day Twenty-nine: Discussion

Tuesday 13 December

Day Thirty: Discussion

THURSDAY 15 DECEMBER

**Final papers due (to the Philosophy Department) by 5 p.m.**