General business
Course times, location: Tues and Thurs 10:00 – 11:30, Wilson 104
Instructor, contact: Elizabeth Schechter, 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

*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

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

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

Thursday 29 September
Day Ten: Defenses of CN

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: 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
*Paper proposals due today.*

Tuesday 1 November
Day Nineteen: The split-brain phenomenon

Thursday 3 November
Day Twenty: The split-brain phenomenon
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

Thursday 10 November
Day Twenty-two: Disorders of agency and autonomy
Disorders of agency and autonomy
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. 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 agentive 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

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

Tuesday 6 December
Day Twenty-eight: Dissociative Identity Disorder

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.