

PNP Seminar
PNP 495
SPRING 2012

General business

Course times, location: Tues and Thurs 1:00 – 2:30, Wilson 104
Instructor, contact: Elizabeth Schechter, eschech@wustl.edu
Office hours, location: Tues 2:30 – 4:30, and by appt., Wilson 108
Course website: on Telesis

Course description

This is a course about dissociations and what they can tell us about the architecture 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 do neural facts 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

For the most part, readings can be found on Telesis. In a couple of instances I have assigned entire special issues of journals, to which Wash U’s library has an online subscription.

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 (10%), completion of “daily summaries” (20%), and on the quality of your term paper (70%).

Daily summaries: 20% of your grade will come from completion of “critical responses” to the readings. The critical response should briefly summarize the topic and thesis of the *required* reading, and the author’s argument and/or evidence for that thesis. Equally crucially, you should explain what you found most interesting or problematic about the reading, and raise any questions you had, concerning it. These should be quite short, particularly since you are all to read each others’; in most cases a single paragraph will suffice. When there is more than one required reading for the day, your response may concern only a single one of them (whichever you choose).

****Your response should be posted as a reply to the relevant thread under “Discussions” on the Telesis page for this site by 8 p.m. on the day *before* class meets. **Please read each other’s**

responses before class meets, as they will often form the basis for our discussion. You may of course post responses to each other, and indeed your own initial critical response can take someone else's as a point of departure.

******You may miss five daily summaries with no penalty. After that, you will lose two points (out of a total of 20) for each summary missed.

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

Participation points: 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 interest in and responsiveness to the ideas of other students. Although it is my hope that everyone will feel comfortable and confident enough to speak in class, another obvious way of participating is by responding to others' posts on Telesis.

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 (30%), 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: The following pieces of information are contained in the schedule below, but are consolidated here for your attention:

You must have chosen a paper topic by Tuesday 21 February.

Your PAPER PROPOSALS are due Tuesday 6 March. (Details to follow.)

Your DRAFTS are due to me in class on Thursday 29 March. I will return them to you on Tuesday 10 April.

Your FINAL PAPER is due on Monday 30 April; you should submit it *along with your draft* to the file folder for this class in the Philosophy Department Office by 4:45 on that day. (Please *email* me a copy of the final version of your paper as well.)

Note on schedule: This schedule is only approximate. We may speed up or slow down. Some readings may change. You will be notified by email. Please do make sure that the course mailing list has your correct email address!

Schedule of Topics and Readings

Tuesday 17 January

Day One: Preliminaries

Syllabus etc.

Part I: General Introduction

Thursday 19 January

Day Two: Conscious experience and the control of action

Clark. 2001. Visual experience and motor action: Are the bonds too tight?

optional:

Milner and Goodale. 2006. One brain, two visual systems.

Tuesday 24 January

Day Three: Conscious experience and the control of action

Clark. 2007. What reaching teaches: Consciousness, control, and the inner zombie

Part II: Dividing the Mind into Modules

Thursday 26 January

Day Four: Cognitive neuropsychology

Ellis and Young. 1988: What is cognitive neuropsychology?

Zaidel. 1985. Introduction.

Tuesday 31 January

Day Five: To be determined

Thursday 2 February

Day Six: Cognitive neuropsychology

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

Tuesday 7 February

Day Seven: Cognitive neuropsychology

Davies. 2010. Double dissociation: Understanding its role in cognitive neuropsychology.

Thursday 9 February

Day Eight: Cognitive neuroscience

Zawidzki and Bechtel. Gall's legacy revisited: Decomposition and localization in cognitive neuroscience.

Tuesday 14 February

Day Nine: To be determined.

Part III: Unity Assumptions

Thursday 16 February

Day Ten: Background assumptions: reductionism

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

Neisser. 1988. Five kinds of self-knowledge.

Tuesday 21 February

Day Eleven: Background assumptions: Consciousness and unity

Allport. 1988. What concept of consciousness.

****Paper topics must be chosen by today.****

Thursday 23 February

Day Twelve: Background assumptions: Consciousness and unity
Marcel. 1993. Slippage in the unity of consciousness.
Lockwood. 1989. How unified is consciousness?

Tuesday 28 February

Day Thirteen: The personal-subpersonal distinction
Frankish. Systems and levels: Dual-system theories and the personal-subpersonal distinction.
Bayne. Agency as a marker of consciousness.

Thursday 1 March

Day Fourteen: How unified is consciousness?
Kallio and Revonsuo. 2003. Hypnotic phenomena and altered states of consciousness: A
multilevel framework of description and explanation.
Note: We will be spending a few days on this so you needn't read it all in one for today..

Tuesday 6 March

Day Fifteen: To be determined
****Paper proposals due today.****

Thursday 8 March

Day Sixteen: To be determined

-- (SPRING BREAK) --

Part IV: Unity, Disunity and the Self

Tuesday 20 March

Day Seventeen: Agency, narrative, and the self
Philosophy, Psychiatry, & Psychology Volume 10, Number 4, December 2003: *Special Issue:*
Philosophical Case Conference: Agency, Narrative, and Self
Note: We will be spending a couple of days on this so you needn't read it all for today.
****Paper proposals returned to you today.****

Thursday 22 March

Day Eighteen: Agency, narrative, and the self
Philosophy, Psychiatry, & Psychology Volume 10, Number 4, December 2003: *Special Issue:*
Philosophical Case Conference: Agency, Narrative, and Self.

Tuesday 27 March

Day Nineteen: To be determined.

Thursday 29 March

Day Twenty: Breakdowns in agency and the sense of agency
optional readings:

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
****Paper drafts due today.****

Tuesday 3 April

Day Twenty-one: Breakdowns in agency and the sense of agency
Pacherie. 2007. The anarchic hand syndrome and utilization behavior: A window onto agentive self-awareness.

optional readings:

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”

Thursday 5 April

Day Twenty-two: Schizophrenia
Philosophy, Psychiatry, & Psychology Volume 8 Issues 2/3, June/September 2001 Special Issue:
On Understanding and Explaining Schizophrenia
Note: We will be spending a few days on this so you needn't read it all for today.

Tuesday 10 April

Day Twenty-three: Schizophrenia
Philosophy, Psychiatry, & Psychology Volume 8 Issues 2/3, June/September 2001 Special Issue:
On Understanding and Explaining Schizophrenia
****Paper drafts returned to you today.****

Thursday 12 April

Day Twenty-four: To be determined

Tuesday 17 April

Day Twenty-five: Schizophrenia
Pickard. 2010. Schizophrenia and the Epistemology of Self-Knowledge.

Thursday 19 April

Day Twenty-six: Dissociative Identity Disorder
Braude. 1995. The principle of compositional reversibility.
Hardcastle and Flanagan. 1999. Multiplex versus multiple selves.

Tuesday 24 April

Day Twenty-seven: Dissociative Identity Disorder
Braude. 2003. Counting Persons and Living with Alters. Comment on Matthews.
Humphreys and Dennett. 1989. Speaking for ourselves: An assessment of multiple personality disorder.

Thursday 26 April

Day Twenty-eight: To be determined.

*****Final Draft of Papers Due in the Philosophy Dept Office by 4:45 on Monday, 30 April.*****