

Scheme of work

This scheme of work for A-level Philosophy (7172) is designed to help you plan your teaching.

What do we mean by ‘mind’?

Introduction

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| **Week** | **Teaching notes** | **Anthology references** | **Key concepts** | **Skills development** | **Assessment** |
| 1 | A recap of key terms from the AS course and an introduction to the A-level topics.The inclusion of an introduction week assumes that Philosophy of mind is the first topic addressed in the second year of the course. It is intended to provide a bridge from the AS course to the A-level course after a long summer break. |  |  |  |  |

Dualist theories

Substance dualism

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| **Week** | **Teaching notes** | **Anthology references** | **Key concepts** | **Skills development** | **Assessment** |
| 2–3 | As this is the first discussion of the topic, spend time closely analysing the arguments and how they can be challenged. Use relevant texts and the study of these as the basis for an initial diagnostic assessment. | Shapiro, L, *The correspondence between Princess Elisabeth of Bohemia and René Descartes*Descartes, R, *Meditations on first philosophy*, 6  | SubstanceDualismIndividibilityMentalConceivability | Understanding the definitions of key terms and distinctions.Understanding the nature and structure of arguments. | Briefly outline Descartes’ indivisibility argument (5 marks). |

Property dualism

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| **Week** | **Teaching notes** | **Anthology references** | **Key concepts** | **Skills development** | **Assessment** |
| 4–5 | Students to reflect on the implications of this argument for the other theories we have considered. | Chalmers D, *Blackwell guide to the philosophy of mind – consciousness and its place in nature*Jackson F, *Epiphenomenal Qualia*, 32, 127–136 | PropertySupervenientPhilosophical zombiesMetaphysically possibleAbility, acquaintance and propositional knowledge  | Discussing the relative merits of different objections to a position.The generation of examples to demonstrate understanding. | Briefly explain the philosophical zombie argument for property dualism (5 marks). |

Issues

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| **Week** | **Teaching notes** | **Anthology references** | **Key concepts** | **Skills development** | **Assessment** |
| 6–7 | Students to consider how an argument might be developed based on the question ‘is the mind distinct from the body?’Extension: Introduction of Wittgenstein’s Private Language Argument as a possible response to the problem of other minds.Focus on understanding demands of 25 mark questions. | Shapiro, L, *The correspondence between Princess Elisabeth of Bohemia and René Descartes*Descartes, R, *Meditations on first philosophy*, 6 | Category mistakeAnalogyHypothesisInteractionistEmpirical | Discussing the relative merits of different objections to a position.The drawing of and supporting of appropriate conclusions. | Students to try and set their own exam-style questions for each other to answer, with supervision. |

Physicalist theories

Physicalism

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| **Week** | **Teaching notes** | **Anthology references** | **Key concepts** | **Skills development** | **Assessment** |
| 8–9 | Chapter 1 in *The concept of mind* is very accessible. Students can read this independently, especially Ryle’s discussion of category mistakes and examples of these. Extension for stretch and challenge – Wittgenstein’s private language argument as a response to apparent asymmetry between self-knowledge and knowledge of other people’s mental states. | Ryle, G, *The concept of mind*Chalmers D, *Blackwell guide to the philosophy of mind – consciousness and its place in nature*Hempel, C, *The logical analysis of psychology*, in Jeffrey, R, Hempel, C, *Selected philosophical essays*Putnam, H, *Mind, language and reality: the nature of mental states* | SuperveneBehaviourismMental states | Understanding the definitions of key terms and distinctions.The generation of examples to demonstrate understanding. | Can mental states be reduced to behavioural states? (25 marks). |

Mind-brain type identity theory

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| **Week** | **Teaching notes** | **Anthology references** | **Key concepts** | **Skills development** | **Assessment** |
| 10–11 | Students from a scientific background can be set a challenge to find evidence that the mind is dependent on the brain as a homework task. This can then be presented to other students as a peer-to-peer teaching activity. | Smart, J J C, *The philosophical review: sensations and brain processes*, 68 (2), 141–156Chalmers D, *Blackwell guide to the philosophy of mind – consciousness and its place in nature* | IdentityOntologicalAnalytic | Understanding the nature and structure of arguments.The drawing of and supporting of appropriate conclusions. | Briefly explain the location problem (5 marks). |

Eliminative materialism

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| **Week** | **Teaching notes** | **Anthology references** | **Key concepts** | **Skills development** | **Assessment** |
| 12–13 | Stress the radical distinction between this form of materialism and reductive materialism.  | Churchland, P M, *Eliminative materialism and propositional attitudes*, 78, 67–90 (section 2 – *why folk psychology might (really) be false*) | Folk-psychologyCertaintyHypothesisMaterialismSelf-refuting | Understanding the definitions of key terms and distinctions.The generation of examples to demonstrate understanding. | Assess eliminative materialism (25 marks). |

Functionalism

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| **Week** | **Teaching notes** | **Anthology references** | **Key concepts** | **Skills development** | **Assessment** |
| 14–15 | Excellent opportunity to use selected clips from films that are based on the concept of AI, and student understanding of functionalism can be consolidated by these (eg AI, iRobot, Ex Machina).There are many clips of Dan Dennett and Ned Block discussing consciousness that are easily accessed on YouTube that may be useful as a stimulant to discussion.  | Putnam, H, *Mind, language and reality: the nature of mental states*Block, N, *Readings in philosophy of psychology – troubles with functionalism*, section 1.2 | FunctionQualiaMentality | The drawing of and supporting of appropriate conclusions.Discussing the relative merits of different objections to a position. | How might qualia be problematic for functionalism? (12 marks). |
| 16 | Revision and mock exam |  |  |  |  |