Who are you? Who were you? Who will you be? Can you act freely? How does society define you? How do you define yourself? How do you change yourself?

Policies:

- Plagiarism: Work that is not properly cited will receive a zero. If you have any questions, ask! [http://integrity.ou.edu/students_guide.html](http://integrity.ou.edu/students_guide.html)
- I will do my best to accommodate all students. If you have a particular concern, first contact the Disability Resource Center, if applicable, then contact me by email or visit during office hours. [https://www.ou.edu/content/drc/home/students/accommodations.html](https://www.ou.edu/content/drc/home/students/accommodations.html)
- Students are expected to think for themselves and to question their assumptions. Disrespectful behavior will not be tolerated, as true philosophical inquiry requires open and supportive discussion.
- No late work will be accepted.

Required Materials:
- Journal (any notebook for daily writing)
- i>Clicker

Recommended Texts:
- John Perry: *Personal Identity*
- Hilde Lindemann Nelson: *Damaged Identities and Narrative Repair*

Grading
- Daily Quizzes 20%
- Six Papers 60%
- Class Participation 10%
- Journal 10%

The daily quizzes will test reading comprehension, as well as the material covered in class. The five lowest quiz scores will be dropped. You are encouraged to use these five `freebies` for days when you are sick or otherwise unable to make it to class on time. If you have to miss more than five days due to an extended illness (or other excused reason), contact me as soon as possible so that we can discuss a plan for making up the missed work.

If you would like feedback on your papers, you must submit a draft (via D2L) no later than one week prior to the due date. All papers must be submitted via D2L.

Class participation includes asking questions, answering questions, and actively participating in your group discussions.
Week 1: The Problem of Identity Over Time (1/19 – 1/21)
• T: Intro
• R: The Problem
  o Ted Sider: “The Concept of Personal Identity”
  o Rachels & Rachels: “The Problem”
  o Daniel Dennet: “Where am I?” (optional)
  o Watch What Dreams May Come, Waking Life

Week 2: The Soul (1/26 – 1/28)
• T: The Soul
  o Rachels & Rachels: “The Idea of an Immortal Soul”
  o Ted Sider: “The Soul”
• R: Dualism
  o Rachels and Rachels: “Descartes and Elizabeth” 6.1

Week 3: Memory Theory (2/2 – 2/4)
• T: Psychological Continuity
  o Rachels & Rachels: “The Prince and the Cobbler”
  o John Locke: “Of Identity and Diversity” (PL: 33-52)
  o Carolyn Niethammer: “The Buffalo Woman”
  o Watch Freaky Friday, It’s a Boy Girl Thing
• R: Psychological Continuity
  o Rachels & Rachels: “Memory”
  o Thomas Reid: “Of Mr. Locke’s Account” (PL: 113-118)
  o Joseph Butler: “Of Personal Identity” (PL: 99-105)
  o Watch Eternal Sunshine of the Spotless Mind

PAPER #1 DUE TUESDAY, FEBRUARY 9th BY MIDNIGHT

Week 4: Duplication, No-Self, Living Forever (2/9 – 2/11)
• T: Duplication
  o Ted Sider: “Psychological Continuity and the Problem of Duplication”
  o Thomas Nagel: “Brain Bisection and the Unity of Consciousness”
  o Derek Parfit: “Personal Identity” (PL: 199-223)
  o Watch The Prestige
• R: No Self and Living Forever
  o Jonardon Ganeri: “A Selfless Person”
  o David Lewis: “Survival and Identity”

Week 5: Consciousness (2/16 – 2/18)
• T: Physicalism and Functionalism
  o Rachels & Rachels: “Materialist Theories of the Mind”
• R: Consciousness and Computers
  o Rachels & Rachels: Chapter 7 “Could a Machine Think?”
  o Watch I Robot, Thirteenth Floor, Blade Runner, Battlestar Galactica
PAPER #2 DUE TUESDAY, FEBRUARY 23rd BY MIDNIGHT

Week 6: Free Will (2/23 – 2/25)
- **T:** Physical Determinism vs Libertarianism
  - Rachels & Rachels: 9.1, 9.2
  - Watch *Minority Report, 12 Monkeys, Groundhog Day*
- **R:** Compatibilism
  - Rachels & Rachels: 9.3
  - Harry Frankfurt: “Freedom of the Will and Concept of a Person”

Week 7: Free Will (3/1 – 3/3)
- **T:** Psychological Determinism and Social Science Experiments
  - Rachels & Rachels: 8.1, 8.2, 8.3
  - Watch *Gattaca*
- **R:** Character and Genes
  - Rachels & Rachels: 8.4

Week 8: Narrative Identity (3/9 – 3/13)
- **T:** Problems with Re-identification and Characterizing Identity
  - Marya Schechtman: “The Reidentification Question”
  - Marya Schechtman: “The Characterization Question”
- **R:** Narrative Identity
  - We Are What We Care About; We Are What Others Care About
    - Hilde Lindemann: *Damaged Identities* pp. 72-88

SPRING BREAK!

- **T:** Internal vs. External Identity
  - Linda Martin Alcoff: “Social Identities”
- **R:** Stereotypes and Implicit Bias [Fairness, Intellectual Humility]
  - Sendhil Mullainathan: Racial Bias

PAPER #3 DUE TUESDAY, MARCH 29th BY MIDNIGHT

Week 10: Gender and Racial Identity (3/29 – 3/31)
- **R:** Gender Identity
  - Cordelia Fine: *Delusions of Gender* (selections)
  - Sojourner Truth: “Ain't I a Woman?”
  - Sally Haslanger: “Gender and Race” (optional)
- **R:** Racial Identity
  - Anthony Appiah: “But Would That Still Be Me?”
Week 11: Narrative Repair: Reclaiming Moral Agency (4/5 – 4/7)

- T: Reclaiming Moral Agency
  - Hilde Lindemann: *Damaged Identities* pp. 20-28
- R: Counterstories
  - Hilde Lindemann: *Damaged Identities* pp. 150-188

**PAPER #4 DUE TUESDAY, APRIL 12th BY MIDNIGHT**

Week 12: Changing Your Identity (4/12 – 4/14)

- T: New Identity
  - Ruth Chang: “Resolving to Create a New You”
- R: Growth Mindset
  - Carol Dweck: *Mindset* pp. 1-27

Week 13: Changing Your Identity (4/19 – 4/21)

- T: Authenticity vs Performance of Identity
  - Sherry Turkle: *Alone Together* (selections)
  - Matthew Crawford: *The World Beyond Your Head* (selections)
- R: Gratitude and Generosity
  - Tony Manela: “Gratitude” (3.1-3.4, 4.4)

**PAPER #5 DUE TUESDAY, APRIL 26th BY MIDNIGHT**

Week 14: Changing Your Identity (4/26 – 4/28)

- T: Ecology of Self
  - Ulric Neisser: “Five Kinds of Self-Knowledge”
- R: A Life’s Meaning

Week 15: Morality and the Self (5/3 – 5/5)

- T: Defining the self, morally
  - Nina Strohminger: “The Self is Moral”
- R: Summing Up
  - William Deresiewicz: *Excellent Sheep* (selections)

**PAPER #6 DUE TUESDAY, MAY 10th BY MIDNIGHT**
A great structure for an excellent philosophy paper is as follows:

1. Thesis
   a. This is what you are arguing for. / This is your main claim.

2. Argument
   a. This is the reason why you think your main claim is true.
   b. This is what justifies your thesis.
   c. This is why other people should believe your thesis.

3. Examples
   a. Are there any real examples that make your argument and thesis more compelling?
   b. Are there any thought experiments that you can think of that make your argument and thesis more compelling?

4. Potential Objections
   a. After hearing your argument, why would others nevertheless disbelieve your main claim?
   b. How could someone disagree with the logic of your reasoning?
   c. How could someone disagree with your assumptions?

5. Replies
   a. How would you answer/address those objections?

Assume your reader is stupid (spell everything out very carefully and explicitly), uncharitable (don’t leave any room for misunderstanding), and ignorant (don’t assume your reader knows any of the background information or ‘what you mean’).

Paper Topics:

1. Pick either the soul theory of personal identity or the memory theory of personal identity. Think about the following questions: What is the best thing about this theory? What makes it good? What is the worst thing about this theory? What makes it bad? Which is stronger and why?
   a. Thesis: The best argument for (against) the soul/memory theory is stronger than the best argument against (for) it.
   b. Argument: Why?
   c. Examples: What illustrates your arguments?
   d. Clarity / Grammar: Use the writing center, your roommate, etc.
   e. Interesting: Do you choose an interesting/deep/important example?
   f. Compelling: Is your reasoning persuasive?

2. Think about the case of teleportation. Would you feel confident that you would survive traveling this way? Why or why not? Which theory of the self supports your answer? Your paper should have the following format:
   a. Thesis: I would (would not) survive travel by teletransporter.
   b. Example: Describe the example of the teletransporter.
   c. Argument: The _____ theory of personal identity supports this answer because _____.
   d. Clarity / Grammar: Use the writing center, your roommate, etc.
   e. Accuracy: Do you correctly describe the theory and example?
   f. Compelling: Is your reasoning persuasive?
3. Do you think we have free will? Are we responsible for our actions?
   a. Thesis: We do (do not) have free will and we _____ responsible for our actions.
   b. Background: Pick two from the following list and explain why they are challenges to free will:
      i. Determinism in physics and the initial conditions of the universe.
      ii. Zimbardo’s Stanford prison experiment
      iii. Stanley Milgram’s “shock” experiment
      iv. Darley and Baston’s Good Samaritan study
   c. Give the strongest response you can think of to these two.
   d. In light of the above, what do you think is the correct view of free will and why?
   e. In light of the above, what do you think is the correct view of responsibility and why?

4. Choose either your race or your gender. Think about some of the ways in which it shapes your identity.
   a. Identify two ways in which this affects how others explicitly think of who you are, one of which you endorse and one of which you do not endorse.
   b. Identify two ways in which this affects how others implicitly think of who you are and say whether or not you endorse these.
   c. Pick three ways in which you are constrained in your actions by this feature of yourself, one of which is part of a ‘master narrative’.

5. Change Yourself
   a. Choose something that you wish to change about yourself (ideally a character trait or virtue).
   b. Describe what a ‘counterstory’ is and explain how you could use one to help with the change you wish to make. Give at least one concrete example.
   c. Describe what a ‘growth mindset’ is and explain how you could use it to help with the change you wish to make. Give at least two concrete examples.

6. Choose one of the following activities from class: authentic interaction, acts of generosity, or gratitude journal.
   a. Describe what you did.
   b. What did this activity make you think about yourself?
   c. Do you think if you were to do this activity more often in the future that it would change who you are?
      i. Would this change be good or bad? Why?
   d. Is it something you will try to do more often in the future?
      i. Why or why not?
      ii. If so, what is one specific strategy to help you do it?