

# Philosophy of Memory AS.150.432

## Johns Hopkins University, Spring 2021

Instructor: Simon Brown, PhD (Sbrow285)

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*Note: This syllabus represents the plan for the course as of the 6th of April 2021. Some aspects of the course may change depending on how the semester is going and the ongoing pandemic. Elements subject to change include readings but especially the mechanics of zoom classes and asynchronous writing/peer review exercises. However, the overall way grades will be determined (see §5 below) will not change, and all changes will be clearly communicated through email and reflected in the latest version of the syllabus posted in blackboard.*

Office Hours: see §8 below for more information on times. [Link](#) to meetings. [Link](#) to booking Sheet.

Live Class: Monday & Wednesday 15:00-16.15 Baltimore time. [Link](#) to Classes.

[Writing Intensive \(W\) Course:](#) Yes

Final Exam: No

Credits: 3

Level: Upper Level Undergraduate

Instructional Delivery Method: Synchronous Online with Some Asynchronous Online

Technology Requirements: Computer and internet link capable of running: Zoom meetings; Blackboard; Google Drive; and Panopto (all available free to JHU Students).

### 1. Course Description

Memory is amongst the most fundamental capacities of the mind. Without memory, we would be limited to our present experience, and many of our other cognitive capacities and social practices would be impossible. In this course we will investigate interconnected questions including: What is the nature of memory and of its different varieties? How should we study memory: what should be the roles of psychology, neuroscience, and introspection? If someone loses many of their memories due to injury or disease, are they still the same person—and should we still respect their past wishes and hold them responsible for their past deeds? What kinds of memory do other animals have and is this morally significant? Is forgetting always bad, or do we have a duty to remember? How do collective memory and public memorials relate to individual memory, and what lessons does the study of individual memory have for the politics of collective memory?

### 2. Course Objectives

As a writing-intensive course, a major objective is to improve the ability to craft and clearly articulate original, compelling arguments on the basis of original research. Students will also develop:

- better-considered views on the nature of memory, the science(s) of memory, and memory's importance for ethics, and articulating questions about these issues for future exploration.
- skills of extracting and critically evaluating philosophical arguments from different kinds of text, including both philosophical and scientific articles.

- sensitivity to connections between issues in psychology and practical and theoretical philosophy.
- the ability to have productive philosophical discussions and collaborate, especially by giving constructive feedback on writing.

### 3. Prerequisites

There are no prerequisites for this course. However, previous courses in philosophy and relevant psychology, cognitive science and neuroscience courses will be an asset, and students without any of these may have to work harder than other students to attain the same level of performance. Students who feel they need additional introductory background reading or help with basics should feel free to contact me through email or office hours.

### 4. Required Texts

None: All required readings and resources will be made available on Blackboard.

### 5. Grades

For Undergraduates, Final Grade will be based on:

- Live-class participation (10%)
- 15 Writing & peer review exercises (15\*2%=30%)
- Paper 1 (5-7 pages) (10%)
- Paper 2 (5-7 pages) (15%)
- Paper 3 (6-12 pages) (35%)
- Extra credit assignments (Up to 5%)

See the 'Assessment' Section below for more details on what these course elements will involve and how grades will be determined.

Grading will not be curved: any student scoring 98% or above will earn an A+, 94%-97.99% A, 90%-93.99% A-, 88-89.99% B+ etc.

Graduate Students may choose at the beginning of the semester to do the same assignments as undergraduates, OR to have their grade determined entirely by participation in class and office hours and a single final paper, written to conform to the guidelines for a major philosophical journal of their choice (e.g. *Journal of Philosophy*, *Phil. Studies*, *Mind & Language*, or *Ethics*). Any graduate students taking this option will be expected to complete at least one additional reading from the optional extra resources each week. They should confirm with the instructor at the start of the semester that they are taking this option.

### 6. Schedule and Readings

**Weekly Checklist:** A checklist for each week will be posted on Blackboard by Thursday of the preceding week, laying out any writing or peer review assignments for that week, the time of any extra group office hours, tips on how to approach that week's readings etc.

**Note on Required, Recommended and Optional Readings:** Students should read all required readings before class, every class. Students should occasionally also read the recommended readings, but need not do so. The 'optional' readings are mainly intended as extra resources to look into for students thinking of writing a paper on the topic in question—in the given week, it will be more important to re-read and think more closely about the papers in question than to read the optional papers.

## WEEK 1 - What is memory?

Monday 25th January

**Required Reading:** This Syllabus

Wednesday 27th January

**Required Reading:** Martin, C. B. & Deutscher, Max (1966). Remembering. *Philosophical Review* 75 (April):161-96.

### Optional Extra Resources:

- Zemach, E. M. (1983). Memory: What it is, and what it cannot possibly be. *Philosophy and Phenomenological Research*, 44(1), 31–44.
- Malcolm, N. (1977). *Memory and Mind*. Ithaca, NY: Cornell University Press.
- Russell, B. (1921) *The Analysis of Mind*. Duke University Press: Ch. 9
- Ryle, G. (1949). *The Concept of Mind*. Hutchinson & Co.: Ch. 8
- Wittgenstein, L. (1953/2009) *Philosophical Investigations*, 4th ed. Trans. P.M.S. Hacker & J. Schulte, Wiley-Blackwell. Part I: §§56, 139, 166, 265f., 305-308, 342-3, 601-605, 645-663, Part II/Philosophy of Psychology a Fragment: ii (17f.), xi (288), xiii (368-370),
- Wittgenstein, L. (1990) *Last Writings on the Philosophy of Psychology: Preliminary Studies for Part II of Philosophical Investigations*, ed. G.E.M. Anscombe, G.H. von Wright, & H. Nyman. Wiley-Blackwell: Vol. I §§ 292, 504, 656-662, 731-733, 962-965
- Wittgenstein, L. (1977) *On Certainty*, Ed. G.E.M Anscombe & G.H. von Wright. Wiley-Blackwell: §§157, 417-425, 498-511, 632

## WEEK 2 - Memory Traces

Monday 1st February

**Required Reading:** Michaelian, Kourken & Robins, Sarah (2018). Beyond the causal theory? Fifty years after Martin and Deutscher. In Kourken Michaelian, Dorothea Debus & Denis Perrin (eds.), *New Directions in the Philosophy of Memory*. Routledge. pp. 13-32.

Wednesday 3rd February

**Required Reading:** Sheena A. Josselyn & Susumu Tonegawa (2020) Memory engrams: Recalling the past and imagining the future. *Science* 03 Jan 2020.

**Recommended Additional Reading:** [Altamirano](#)

### Optional Extra Resources:

- De Brigard, Felipe (2014). The Nature of Memory Traces. *Philosophy Compass* 9 (6):402-414.
- Nader, K. (2003). Memory traces unbound. *Trends in neurosciences*, 26(2), 65–72.
- Plato Thaeatetus 193e-195b (*Plato: Complete Works* Ed. J. Cooper, Hackett, pp. 214-216).
- Aristotle 'On Memory' (in J. Barnes (Ed.) *The Complete Works of Aristotle* I pp. 714-720)
- Sutton, John (1998). *Philosophy and Memory Traces: Descartes to Connectionism*. Cambridge University Press.
- Michaelian, Kourken (2011). Generative memory. *Philosophical Psychology* 24 (3):323-342.

- Robins, Sarah (2016). Representing the past: memory traces and the causal theory of memory. *Philosophical Studies* 173 (11):2993-3013.
- Michaelian, K. (2016). *Mental Time Travel: Episodic Memory and Our Knowledge of the Personal Past*. Cambridge, MA: MIT Press
- Broad, C.D. (1925). *The Mind and Its Place in Nature* Routledge & Kegan Paul Ch. 10

Friday 5th February

**Writing Exercise 1 due by 5pm 5-Feb**

### **WEEK 3 - Dementia & Personal Identity I**

Monday 8th February

**Required Reading:** Jaworska, Agnieszka (1999). Respecting the Margins of Agency: Alzheimer's Patients and the Capacity to Value. *Philosophy and Public Affairs* 28 (2):105-138.

Wednesday 10th February

**Required Reading:** Parfit, Derek (1971). Personal identity. *Philosophical Review* 80 (January):3-27

**Recommended Additional Reading:** [MacFarquhar](#), 'How to Be Good' (profile of Parfit in the New Yorker).

#### **Optional Extra Resources:**

- Hawkins, Jennifer (2014). Well-Being, Time, and Dementia. *Ethics* 124 (3):507-542.
- Miller, David Gibbes ; Dresser, Rebecca & Kim, Scott Y. H. (2019). Advance euthanasia directives: a controversial case and its ethical implications. *Journal of Medical Ethics* 45 (2):84-89.
- Jennings, Bruce (2009). Agency and moral relationship in dementia. *Metaphilosophy* 40 (3-4):425-437.
- Craver, Carl & Rosenbaum, Shayna (2018). Consent without Memory. In Kourken Michaelian, Dorothea Debus & Denis Perrin (eds.), *New Directions in the Philosophy of Memory*. Routledge.
- Dworkin, Ronald (1993). *Life's Dominion: An Argument About Abortion and Euthanasia*. New York: Alfred A. Knopf. pp. 218-37.
- Parfit, Derek (1984). Part 3 - Personal Identity. In *Reasons and Persons*. Oxford University Press.

Related issues with memory's relationship to responsibility:

- Birch, Christopher (2000). Memory and punishment. *Criminal Justice Ethics* 19 (2):17-31.
- Levy, Neil (2014). Psychopaths and blame: The argument from content. *Philosophical Psychology* 27 (3):351-367.
- Vierra, Andrew (2016). Psychopathy, Mental Time Travel, and Legal Responsibility. *Neuroethics* 9 (2):129-136.
- Craver, C. F., Keven, N., Kwan, D., Kurczek, J., Duff, M. C., & Rosenbaum, R. S. (2016). Moral judgment in episodic amnesia. *Hippocampus*, 26(8), 975-979.

Friday 12th February

**Writing Exercise 2 (= Peer Review of Exercise 1) Due by 5pm**

### **WEEK 4 - Dementia & Personal Identity II**

Monday 15th February

**Required Reading:** (1) [§2 of Shoemaker, David, "Personal Identity and Ethics", \*The Stanford Encyclopedia of Philosophy\* \(Winter 2019 Edition\)](https://plato.stanford.edu/archives/win2019/entries/identity-ethics/), Edward N. Zalta (ed.)

<https://plato.stanford.edu/archives/win2019/entries/identity-ethics/>

AND (2) McMahan, J. (2002). *The Ethics of Killing*. Oxford University Press, §5.3 (493-503)

**Recommended Additional Reading:** [Hales](#)

Wednesday 17th February

**Required Reading:** Schechtman, Marya (1990). Personhood and personal identity. *Journal of Philosophy* 87 (2):71-92.

**Optional Extra Resources:**

- Schechtman, Marya (ed.) (1996). *The Constitution of Selves*. Cornell University Press.
- Locke, J. Of Identity and Diversity. II.27 in *An Essay Concerning Human Understanding* (many editions available)
- Butler, J. Of Personal Identity. In *The Analogy of Religion* (many editions available)
- Reid, T. Essay Three. Of Memory. *Essays on the Intellectual Powers of Man* (many editions available)
- Shoemaker, Sydney S. (1959). Personal identity and memory. *Journal of Philosophy* 56, 868-902.
- Shoemaker, S. (1970). "Persons and Their Pasts". *American Philosophical Quarterly* 7(4): 269-285
- Perry, John (Ed.) (1975). *Personal Identity*. University of California Press.
- Sider, Theodore (1996). All the World's a Stage. *Australasian Journal of Philosophy* 74 (3):433 – 453.
- Olson, Eric T., "Personal Identity", *The Stanford Encyclopedia of Philosophy* (Winter 2020 Edition), Edward N. Zalta (ed.), URL = [<https://plato.stanford.edu/archives/win2020/entries/identity-personal/>](https://plato.stanford.edu/archives/win2020/entries/identity-personal/).

Friday 19th February

**Writing Exercise 3 Due by 5pm**

**WEEK 5 - The Sense of the Self in Memory**

Monday 22nd February

**Writing Exercise 4 (= Peer Review of Exercise 3) due by noon**

**Required Reading:** Strawson, G. (2004). Against Narrativity. *Ratio*, 17, 428-452.

**Recommended Additional Reading:** Didion, J. (1968). On Keeping a Notebook. In *Slouching Towards Bethlehem*. Farrar, Straus & Giroux

Wednesday Feb 24

**Required Reading:** Klein, Stan & Nichols, Shaun (2012). Memory and the Sense of Personal Identity. *Mind* 121 (483):677-702.

**Optional Extra Resources:**

- Hacking, Ian (1995) *Rewriting the Soul*. Princeton UP
- Strawson, Galen (2010). Narrativity and non-narrativity. *Wiley Interdisciplinary Reviews: Cognitive Science*, 1 (6). pp. 775-780
- Strawson, Galen (2018). The Unstoried Life. In Andrea Altobrando, Takuya Niikawa & Richard Stone (eds.), *The Realizations of the Self*. Springer. pp. 113-133.

- Schechtman, M. (2011). "Memory and Identity". *Philosophical Studies* 153: 65-79
- Dennett, Daniel C. (1992). The self as a center of narrative gravity. In Frank S. Kessel, P. M. Cole & D. L. Johnson (Eds.), *Self and Consciousness: Multiple Perspectives*. Lawrence Erlbaum. pp. 4--237.
- Hutto, Daniel D. (2007). Narrative and Understanding Persons. *Royal Institute of Philosophy Supplement* 60:1-16.
- Hume, D. Of Personal Identity. I.4.vi in *A Treatise of Human Nature* (many editions)

Friday Feb 26

**Writing Exercise 5 due by 5pm**

**WEEK 6** - The Sense of Self and Perspective in Memory

Monday 1st March

**Writing Exercise 6 (= Peer Review of Exercise 5) due by noon**

**Required Reading:** Ganeri, Jonardon (2017). Mental Time Travel and Attention. *Australasian Philosophical Review*, 1(4), 353-373.

Wednesday 3rd March

**Required Reading:** McCarroll, Christopher (2018). Remembering From-the-Outside: An Introduction. Ch. 1 in *Remembering from the Outside: Personal Memory and the Perspectival Mind*. Oxford University Press.

**Optional Extra Resources:**

- See the other articles in [Australasian Philosophical Review, 1\(4\) \(2017\)](#)
- Parfit, Derek (1984). Appendix J - Buddha's View. In *Reasons and Persons* (pp. 502-503). Oxford University Press.
- Boyle, A. (2019). The impure phenomenology of episodic memory. *Mind and Language*.
- Matthen, Mohan (2010). Is memory preservation? *Philosophical Studies* 148 (1):3-14.
- Sutton, John (2010). Observer perspective and acentred memory: some puzzles about point of view in personal memory. *Philosophical Studies* 148 (1):27-37.
- Lin, Ying-Tung (2020). The Experience of Being Oneself in Memory: Exploring Sense of Identity via Observer Memory. *Review of Philosophy and Psychology* 11 (2):405-422.
- Fernandez, Jordi (forthcoming). Observer memory and immunity to error through misidentification. *Synthese*:1-20.
- Freud, S. (1899). Screen Memories. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume III* (1893- 1899): Early Psycho-Analytic Publications, 299-322

Friday 5th March

**PAPER 1 due by Friday 5pm**

**WEEK 7** - Kinds of Memory: Episodic and Semantic

Monday 8th March

**Required Reading:** (1) Tulving, E. (1972). Episodic and semantic memory. In E. Tulving & W. Donaldson (Eds.), *Organization of Memory* (pp. 381–403). New York: Academic Press.  
AND (2) Tulving, E. (1985). Memory and Consciousness. *Canadian Psychology*, 26(1), 1–12.

Wednesday 10th March

**Required Reading:** Cheng, S. & Werning, M. (2016). What is episodic memory if it is a natural kind? *Synthese* 193, 1345-1385. <https://doi.org/10.1007/s11229-014-0628-6>

**Optional Extra Resources:**

- Ólafsdóttir, H. F., Bush, D., & Barry, C. (2018). The Role of Hippocampal Replay in Memory and Planning. *Current Biology* 28(1), R37-50. <https://doi.org/10.1016/j.cub.2017.10.073>
- Klein S. B. (2013). Making the case that episodic recollection is attributable to operations occurring at retrieval rather than to content stored in a dedicated subsystem of long-term memory. *Frontiers in behavioral neuroscience*, 7(3). <https://doi.org/10.3389/fnbeh.2013.00003>
- Broad, C.D. (1925). *The Mind and Its Place in Nature* Routledge & Kegan Paul Ch. 5
- Radford, Colin (1966). Knowledge - By Examples. *Analysis*, 27(1), 1-11.
- Klein, S.B. (2015), What memory is. *WIREs Cogn Sci*, 6, 1-38. <https://doi.org/10.1002/wcs.1333>
- Michaelian, K. (2015), Opening the doors of memory: is declarative memory a natural kind?. *WIREs Cogn Sci*, 6, 475-482. <https://doi.org/10.1002/wcs.1364>

Friday 12th March

**Writing Exercise 7 (= Review of Paper 1) due by 5pm**

**WEEK 8 - Kinds of Memory: Alternatives to Episodic and Semantic?**

Monday 15th March

**PAPER 1 REDRAFT due by noon**

**Required Reading:** (1) Henke, K. (2010). A model for memory systems based on processing modes rather than consciousness. *Nature Reviews Neuroscience*, 11(7), 523-532.

AND (2) Hutto, D. (2017). Memory and Narrativity. In S. Bernecker & K. Michaelian (Eds.) *The Routledge Handbook of Philosophy of Memory*. Routledge.

Wednesday 17th March

**Required Reading:** Quilty-Dunn, J., Mandelbaum, E. (2018). Against dispositionalism: belief in cognitive science. *Philos Stud* 175, 2353–2372 . <https://doi.org/10.1007/s11098-017-0962-x>

**Optional Extra Resources:**

- Schwitzgebel, E. (2002). A phenomenal, dispositional account of belief. *Nous*, 36, 249–275.
- Rubin, D. C. & Umanath, S. (2015). Event Memory: A Theory of Memory for Laboratory, Autobiographical, and Fictional Events. *Psychological Review*, 122, 1-23. doi: 10.1037/a0037907
- Conway, M. A., & Pleydell-Pearce, C. W. (2000). The construction of autobiographical memories in the self-memory system. *Psychological review*, 107(2), 261–288. <https://doi.org/10.1037/0033-295x.107.2.261>
- Nelson, K., & Fivush, R. (2020). The Development of Autobiographical Memory, Autobiographical Narratives, and Autobiographical Consciousness. *Psychological reports*, 123(1), 71–96. <https://doi.org/10.1177/0033294119852574>
- Keven, N. (2016). Events, narratives and memory. *Synthese*, 193, 2497–2517.
- Conway, M. A., Justice, L. V., & D'Argembeau, A. (2019) The Self-Memory System Revisited. In J. Mace (Ed.) *The Organization and Structure of Autobiographical Memory*. Oxford UP
- Irish, M., & Piguet, O. (2013). The pivotal role of semantic memory in remembering the past and imagining the future. *Frontiers in behavioral neuroscience*, 7, 27.



Friday 19th March

**Writing Exercise 8 due by 5pm**

**WEEK 9 - Kinds of Memory: Procedural and Semantic?**

Monday 22nd March

NO CLASS: Spring Break Day

Tuesday 23rd March

**Writing Exercise 9 (= Peer Review of Exercise 8) due by noon**

Wednesday 24th March

**Required Reading:** Gershman, S. & Daw, N. (2017). Reinforcement Learning and Episodic Memory in Humans and Animals: An Integrative Framework. *Annual Review of Psychology*, 68, 101-128.

**Optional Extra Resources:**

- Krakauer, J. W. (2019) The intelligent reflex. *Philosophical Psychology*, 32 (5), 822-830
- Squire, L. R. & Zola, M. (1996). Structure and function of declarative and nondeclarative memory systems. *Proceedings of the National Academy of Sciences*, 93 (24) 13515-13522
- Knowlton BJ, Mangels JA, Squire LR. (1996). A neostriatal habit learning system in humans. *Science*, 273(5280), 1399-402.
- Ryle, G. (1949). *The Concept of Mind*. Hutchinson & Co.: Ch. 2
- Pavese, C. (2016) Skill in epistemology II: Skill and know how. *Philosophy Compass*, 11, 650–660.
- Springle, Alison (2019). Methods, minds, memory, and kinds. *Philosophical Psychology* 32 (5):635-661.
- Christensen, Wayne ; Sutton, John & Bicknell, Kath (2019). Memory systems and the control of skilled action. *Philosophical Psychology* 32 (5):692-718.
- Poldrack RA, Clark J, Pare-Blagoev EJ, Shohamy D, Crespo-Moyano J, Myers C, Gluck MA. (2001). Interactive memory systems in the human brain. *Nature*, 414, 546-50.

Friday 26th March

**PAPER 2 Due 5pm**

**WEEK 10 - March 29 - The Fallibility of Memory**

Monday 29th March

**Required Reading:** (1) Loftus, E. F. (2005). Planting misinformation in the human mind: A 30-year investigation of the malleability of memory. *Learning and Memory* 12(4), 361-366.

AND (2) Michaelian, K. (2016). *Mental Time Travel: Episodic Memory and Our Knowledge of the Personal Past* Cambridge, MA: MIT Press Ch 6

Wednesday 1st April

**Required Reading:** Campbell, Sue (2006). Our faithfulness to the past: Reconstructing memory value. *Philosophical Psychology*, 19 (3):361 – 380.

**Optional Extra Resources:**



- [https://www.thecut.com/article/false-memory-syndrome-controversy.html#\\_ga=2.43951717.1702309441.1610842540-487425719.1610842540](https://www.thecut.com/article/false-memory-syndrome-controversy.html#_ga=2.43951717.1702309441.1610842540-487425719.1610842540)
- Campbell, S. (Ed.) (2014). *Our Faithfulness to the Past: The Ethics and Politics of Memory*. Oxford UP
- Hopkins, R. (2018). Imagining the Past: On the Nature of Episodic Memory. In F. Macpherson & F. Dorsch (Eds.), *Perceptual Imagination and Perceptual Memory*. Oxford: Oxford University Press
- Roediger III, H. L. (1996). Memory Illusions. *Journal of Memory and Language* 35(2), 76-100.
- Schacter, D. L., Guerin, S.A., & St. Jacques, P.L. (2011). Memory distortion: an adaptive perspective. *Trends in Cognitive Sciences* 15(10), 467-474.

Friday 3rd April

**Writing Exercise 10: Peer Review of Paper 2 by Friday 5pm**

**WEEK 11 - The Evolution of Memory**

Monday 5th April

**REDRAFT OF PAPER 2 due noon**

**Required Reading:** (1) Templer, V. L. & Hampton, R. R. (2013). Episodic Memory in Nonhuman Animals. *Current Biology* 23(17), R801-R806. <https://doi.org/10.1016/j.cub.2013.07.016>  
AND (2) Allen, T. A., & Fortin, N. J. (2013). The evolution of episodic memory

Wednesday 7th April - **NO CLASS**

**Optional Extra Resources:**

- Boyer, P. (2008). Evolutionary economics of mental time travel? *Trends in Cognitive Sciences* 12(6), 219-224. <https://doi.org/10.1016/j.tics.2008.03.003>
- Clayton, N. & Dickinson, A. (1998). Episodic-like memory during cache recovery by scrub jays. *Nature* 395(6699), 272-274. <https://doi.org/10.1038/26216>
- Mahr, J. B. & Csibra, G. (2018). Why do we remember? The communicative function of episodic memory. *Behavioral and Brain Sciences* 41, e1. <https://doi.org/10.1017/S0140525X17000012>
- Suddendorf, T. & Corballis, M. C. (2007). The evolution of foresight: What is mental time travel, and is it unique to humans? *Behavioral and Brain Sciences*, 30(3), 299–351. <https://doi.org/10.1017/S0140525X07001975>
- Tulving, E. (2005). Episodic Memory and Autonoesis: Uniquely Human? In H. Terrace & J. Metcalfe (Eds.), *The Missing Link in Cognition: Origins of Self-Reflective Consciousness* (pp. 3-56), Oxford: Oxford University Press
- De Brigard, F. (2014). Is Memory For Remembering? Recollection as a Form of Episodic Hypothetical Thinking. *Synthese* 191: 155-185. <https://doi.org/10.1007/s11229-013-0247-7>
- Varner, G. (2008). Personhood, Memory, and Elephant Management. In Wemmer, C. M. & Christen, C. A. (Eds.) (2008). *Elephants and Ethics: Toward a Morality of Coexistence*. Johns Hopkins University Press.
- Velleman, J. David (1991). Well-Being and Time. *Pacific Philosophical Quarterly* 72, 48-77.
- Regan *The Case for Animal Rights* Ch. 3
- Singer *Animal Liberation* Ch. 1

Friday 9th April

**Writing Exercise 11: Topic & Preliminary Reading List for Final Paper due 5pm**

**WEEK 12 - Forgetting (& Animals, continued)**

Monday 12th April

**UPDATED SCHEDULE: Required Reading:** Korsgaard, C. Animal Selves and the Good. Ch. 2 of *Fellow Creatures: Our Obligations to the Other Animals*. Oxford UP

Wednesday 14th April

**OPTIONAL MAKE-UP CLASS FOR WEDNESDAY 7th (Spring Break Day 3)**

**Required Reading:** (1) Bernecker, Sven (2018). On the Blameworthiness of Forgetting. In Dorothea Debus Kourken Michaelian (ed.), *New Directions in the Philosophy of Memory*. London: Routledge. pp. 241-258.

AND (2) Borges, J. L. (1944). Funes, the Memorious. Trans. A. Kerrigan. In *Ficciones* (pp. 83-91), Alfred A. Knopf: Everyman's Library (1993).

**Recommended Additional Reading:** m. Towards an unconscious neural reinforcement intervention for common fears. *PNAS 115* (13) 3470-3475

**Optional Extra Resources:**

- Bornstein, A. M. & Pickard, H. (2020). 'Chasing the first high': memory sampling in drug choice. *Neuropsychopharmacology*. <https://doi.org/10.1038/s41386-019-0594-2>
- Zhang, X., Kim, J., & Tonegawa, S. (2020). Amygdala Reward Neurons Form and Store Fear Extinction Memory. *Neuron*, 105(6), 1077–1093.e7.
- Margalit, A. Forgiving and Forgetting. Ch. 6 in *The Ethics of Memory*. Harvard UP.
- Schooler, L. J., & Hertwig, R. (2005). How forgetting aids heuristic inference. *Psychological Review*, 112(3), 610–628.
- Mayer-Schonberger, V. (2010). *Delete: The Virtue of Forgetting in the Digital Age*. Princeton UP
- Rieff, David (2016) *In Praise of Forgetting: Historical Memory and Its Ironies* Yale UP.

Friday 16th April

**Writing Exercise 12 due 5pm**

**WEEK 13 - Memory Organization and Being Remembered After Death**

Monday 19th April 19

**Writing Exercise 13 (Peer Review of Exercise 11) due noon**

**Required Reading:** Aronowitz, S. (2019). Memory is a modeling system. *Mind and Language* 34, 483-502.

Wednesday April 21

**Required Reading:** [Document](#) with passages from historical philosophers & literature (Homer, Confucius, Seneca, Douglass, Unamuno, Woolf etc.)

**Optional Extra Resources:**

On the organization of memory:

- Augustine *The Confessions*. 10.11.18
- Borges, J. L (1941). The Library of Babel. Trans. A. Kerrigan. In *Ficciones* (pp. 58-66), Alfred A. Knopf: Everyman's Library (1993).

- Andonovski, Nikola (forthcoming). Memory as Triage: Facing Up to the Hard Question of Memory. *Review of Philosophy and Psychology*:1-30.

On being remembered after death:

- Winter, S. (2010). Against posthumous rights. *Journal of Applied Philosophy* 27 (2):186-199
- Pp. 91ff. In Margalit, A. Forgiving and Forgetting. Ch. 6 in *The Ethics of Memory*. Harvard UP.
- Dorgan, T. (2020) The Impossibility of Memory. *Dublin Review of Books*. Online: <https://www.drbb.ie/essays/the-impossibility-of-memory>
- Boonin, D. (2019). *Dead Wrong: The Ethics of Posthumous Harm*. Oxford UP
- Pitcher, G. (1984). The Misfortunes of the Dead. *American Philosophical Quarterly* 21, 183–88.
- Levenbook, B. B. (1984). Harming Someone after His Death. *Ethics*, 94, 407–19
- Partridge, E. (1981). Posthumous Interests and Posthumous Respect. *Ethics*, 91, 243–64.
- Ridge, M. (2003). Giving the Dead their Due. *Ethics*, 114, 38-59

Week 14 - Collective Memory, Memorials and Monuments

Monday 26th April

**Required Reading:** (1) Margalit, A. Past Continuous. Ch. 2 in *The Ethics of Memory*. Harvard UP. pp. 48-83

AND (2) Danto, A. (1985). The Vietnam Veteran's Memorial. *The Nation*, August 31 1985, 152-155.

Weds April 28

**Required Reading:** Lim, Chong-Ming (2020). Vandalizing Tainted Commemorations. *Philosophy and Public Affairs* 48 (2):185-216.

**Recommended Additional Resource:** [Podcast](#) (Myisha Cherry's *The Unmute Podcast*: Episode 37: Michele Moody-Adams on Monuments and Memorials)

### Optional Extra Resources:

- The blog-posts collected at <https://blogs.ed.ac.uk/davidhumetower-philosophy/>
- Timmermans & Demetriou papers in Fischer, B.(ed.) (2020). *Ethics, Left & Right: The Moral Issues That Divide Us*. Oxford University Press.
- Neiman, S. (2019) *Learning from the Germans*. Farrar, Straus and Giroux
- Cole, T. (2016). In Alabama. In *Known and Strange Things* (pp. 277-280). Random House.
- Nili, Shmuel (2020). From Charlottesville to the Nobel: Political Leaders and the Morality of Political Honors. *Ethics* 130 (3):415-445.
- Anderson, B. *Imagined Communities* Ch. 11
- Meyer (2004). Surviving duty and symbolic compensation. In *Justice in time: Responding to Historical Injustice*.
- §§1-2 of Matthes, E. H., The Ethics of Cultural Heritage, *The Stanford Encyclopedia of Philosophy* (Fall 2018 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2018/entries/ethics-cultural-heritage/>
- Lai, T.-H. (2020). Political vandalism as counter-speech: A defense of defacing and destroying tainted monuments. *European Journal of Philosophy* 28 (3):602-616.
- Willard, Mary Beth (2019). When Public Art Goes Bad: Two Competing Features of Public Art. *Open Philosophy* 2 (1):1-9.
- Abrahams, D. (forthcoming). The Importance of History to the Erasing-History Defence. *Journal of Applied Philosophy*.

Friday April 30

**Writing Exercise 14: ABSTRACT FOR FINAL PAPER due 5pm**

Week 15 - Reading Days and Finals

Monday May 3

**Writing Exercise 15 (Peer Review of Abstracts) due by noon**

NO CLASS (Reading days/finals)

Wednesday May 12, Noon

**PAPER 3 (FINAL PAPER) DUE**

(Grades to be submitted by May 14, Noon; Hopkins policy: “Do not tell students their grades in your courses. Your students will get their course grades through SIS after all of their course evaluations have been completed.”)

## **7. Wellness and Special Circumstances including Disabilities, Technology Issues, Gender-related Violence & Pandemic-Related Problems**

### *7.1 Disability Services and Accommodations*

Do make sure to get access to any accommodations or assistive technology that might benefit you.

If you think you might benefit from accommodations, even if you are not sure which you are entitled to or what the options are, contact Homewood’s Student Disability Services office:

(101 Shaffer Hall; 410-516-4720; [studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu); <https://studentaffairs.jhu.edu/disabilities/>) or register with them through [https://hopkins-accommodate.symplicity.com/public\\_accommodation/](https://hopkins-accommodate.symplicity.com/public_accommodation/)

(If you are already registered with SDS, you can request your accommodations letter through <https://hopkins-accommodate.symplicity.com/> ). And reach out to me at the earliest opportunity to discuss your specific needs or any issues the format of the course materials presents to you. It is strongly preferable that students request accommodations at the start of the semester and share your eligibility letter with me. Students submitting their letter later in the semester are still eligible to receive approved accommodations, but there could be a delay in accommodations being implemented.

### *7.2 Pandemic- and Tech-Related Issues*

Please read/re-read the following tips on taking a course online before the semester begins:

<https://cer.jhu.edu/page/preparing-to-take-courses-remotely>

Contact me or your advisor as soon as possible if you have concerns about accessing course content because of internet access, technology limitations, sickness, anxiety, family responsibilities etc.

Especially given the ongoing pandemic, I recognize it is important that we all show flexibility with each other, so do contact me if you have problems that affect your ability to participate in the class in the normal way and we can work together to find alternative ways of doing so.

### *7.3 Health and Wellness*

You should prioritize your health, including your mental health, over your grade in any class. Do take advantage of the university's wellness resources, whether you are on or off campus, whether or not you have a diagnosed condition, and whether you are in crisis, completely healthy, or somewhere in between. Go to <https://wellness.jhu.edu/> and <https://studentaffairs.jhu.edu/student-health/> for everything from crisis

support to covid testing, help with addiction, regular counseling services, reproductive health supplies, yoga classes and meditation apps. Or call the Homewood Counseling Center on **410-516-8278 (Press 1 to reach the on-call counselor 24/7)**, or (during the daytime) 410-516-8270 to reach the Homewood Campus Student Health and Wellness Center.

#### *7.4 Sexual Assault and Gender-Related Violence or Related Misconduct*

If you are subjected to sexual assault, gender-based violence or related misconduct, and you wish to turn to me for support and for help in accessing resources, I will do my best to provide you with what you need. However, you should be aware that (like all JHU instructors), if I receive reports or otherwise become aware of sexual misconduct or retaliation, I am required to promptly report this (along with any details I know, including your name) to the Title IX Coordinator. A list of ‘Confidential Resources’, i.e. individuals and institutions that are not bound by this requirement, can be found [here](#), and includes local hospitals and off-campus networks and specialist centers, JHU medical services, the health and wellness center and the counseling center, alongside:

- JHU Sexual Assault Helpline – 410-516-7333 - A confidential service available 24/7 to ALL JHU students. Receive information, support and discuss options for medical care, counseling and reporting with professional counselors. Calls do NOT constitute making an official report of sexual misconduct to the University. Callers can remain anonymous.
- Alyse Campbell, Gender Violence Prevention & Education Specialist [acampb39@jhu.edu](mailto:acampb39@jhu.edu) 410-516-8396

For more resources, see:

- [Sexual assault response and prevention resources](#): Clear, accessible, and consolidated information on sexual assault policies and available services and support
- [Office of Institutional Equity](#): Oversees the handling of sexual misconduct complaints filed by faculty, staff, and students; contact JHU’s Title IX coordinator at 410-516-8075
- [Sexual Assault Resource Unit](#) (410-516-7887): A peer counseling service run by Hopkins students that supports survivors of sexual violence

### **8. Office Hours**

[Link](#) to meeting room for all office hours (note: this is NOT the link for the regular classes).

There will be two kinds of office hours.

First, students can book individual (or group) meetings through [this booking sheet](#). Students are strongly encouraged to book a short meeting at least once every few weeks to discuss how the course is going for them, what challenges they are having with the material or with studying, technical issues etc. Students are also welcome to use individual meetings to discuss paper ideas, material from outside the course, philosophy grad school, studying in Oxford or New York, or anything else where I might be helpful to them

Second, there will be optional unstructured extra group discussions of the material (including the optional extra material) once every two weeks, where students are encouraged to come with questions, issues they have been confused about, or come to listen to others’ questions. The time day of these will vary so that

students with different schedules can have the opportunity to come to at least some of these. The time and day of these sessions will be announced in the weekly checklist of tasks on blackboard.

## 9. Assessment

### 9.1 *Live-class participation (10%)*

Live classes will be held at 15:00-16.15 Baltimore time, Mondays and Wednesdays, at [this link](#) (note: this is DIFFERENT to the link to office hours). These will involve a combination of whole-class discussion, smaller discussions in breakout rooms, and structured activities: for some classes we may not be on zoom for the whole 75 minutes as live class may end early to allow time to work on non-discussion activities. Participation may include speaking in class and breakout rooms, or, if that is technically infeasible, using the chat, as well as taking part in any in-class activities. Simply logging into the class every week and then scrolling instagram or doing chores will not earn many participation points. Students who anticipate problems with participating in live classes (e.g. due to time zones, internet connectivity etc.) should contact the instructor to discuss other options as soon as possible. Zoom classes will be recorded and posted on Blackboard using Panopto for students who have to miss class, but students are strongly encouraged to take notes during class to help their engagement with the material, and should be aware that the classes will involve only limited lecturing and considerable interaction so that there are strong advantages to being present at the time of class.

Participation points will be partly based on punctual, regular attendance. However, everyone has to miss class once in a while, so **for up to 5 classes, students can miss class for any reason without requesting permission from or sending excuses to the instructor**. When students miss class they are expected to catch up on any missed material. Because students can miss up to five classes without penalty, missing six or more classes without a good excuse will be penalized heavily in the participation grade. Students who attend regularly but are frequently late will also lose points depending on how persistent and severe the punctuality problem is.

Participation grades will not be based solely on attendance: they will also be based on good in-class discussion (including in breakout rooms). For students who have trouble participating in regular class, they may also receive participation points for participation in both kinds of office hours. Good participation in discussion means showing philosophical skills and understanding in discussing the material. Philosophical skills include coming up with good objections, identifying what one doesn't understand and asking questions that help one develop understanding, and being a good interlocutor — respecting other classmates and giving everyone space to speak, contributing to ongoing discussions rather than abruptly changing topics and so on.

Students should feel free to ask during individual office hours about how they can improve their class participation score.

### 9.2 *15 Writing & peer review exercises (15\*2%=30%)*

There will be an average of one writing exercise or peer review exercise each week (see the schedule above for details of how these will be spread out: some weeks feature two exercises, some none). These should not take more than a maximum of two hours each to complete, and many could be completed in a considerably shorter time than that — presuming you are up to speed with other course material. Writing exercises will typically involve writing a paragraph to practise a particular skill in philosophical writing (e.g. introductions); peer review exercises will involve reading work from up to two peers and following specific instructions to find particular features of that writing, reflect on what is most effective, and



conveying feedback to peers either in writing or in video format. The purpose of peer review exercises will partly be to provide you with feedback on your writing from multiple sources and to practise the important skill of giving concrete, constructive feedback, but the process of reflecting on and giving feedback on others' work will also help you to develop your own writing skills. Feedback should conform to the instructions for a given task: this will always include its being constructive and going beyond simply expressing a positive or negative appraisal, and often involves commenting on specific aspects of the work.

Students will be randomly placed in pods of 3 students at the start of the semester. Peer review will take place within these pods (sometimes students will be commenting on one of the other pod member's work, sometimes both). Students are encouraged to fix on a regular meeting time with their pod early on in the semester as some peer review exercises will involve meeting on zoom, and students are encouraged to use these groups for supporting each other and discussing the course material beyond the dedicated peer review tasks. Staying in the same pod throughout the semester both means that organisation will be easier (e.g. it will be easier to share files with one another as students will be assigned a google drive folder for their pod), and that pods can gradually develop a level of trust and mutual understanding in the build up to larger assignments later in the semester. However, in certain circumstances students may be moved between pods, and breakout rooms during class will give students the opportunity to work closely with other students from outside their pod.

As writing and peer review exercises build on one another, sometimes in quick succession, it will be imperative that students turn in work on time. As such, **late work** will be heavily penalized (of the 2% for each exercise, work that is late will earn a *maximum* of 1%). If both other members of a student's pod fail to turn in work on time, they may be assigned work from another group to peer review that week instead.

### 9.3 Papers 1-3 (10%, 15%, 35%)

Deadlines:

Paper 1: Friday 5th March 5pm

Paper 1 Redraft: Monday 15th March Noon

Paper 2: Friday 26th March 5pm

Paper 2 Redraft: Monday 5th April Noon

Paper 3 (Final Paper): TBA (Probably during week of May 10)

Papers 1 and 2 should be 5-7 pages and Paper 3 (the Final Paper) should be 6-12 pages (double-spaced, with a normal use of margins, normal font size and type etc.).

For students who have not written a philosophy paper before, the following are helpful: [Jim Pryor's guide](#) and [my slides](#) for tips on writing, and this [list of lists of tips](#).

Papers 1 and 2 will be in response to a choice of questions circulated 1-2 weeks before the due date. To score a high grade in these tasks, papers should be on topic. Papers that do not answer the question directly or contain a great deal of irrelevant material will not receive above a B-. The next most important components for the grade will be that the paper should be clearly written and structured, with accurate presentation of relevant literature. Finally, to get an A- or above the paper should have a compelling argument and reasonable responses to the most pressing objection(s) one might raise against the position defended in the paper.



Paper 3 will be on a topic of the student's choice. Writing exercises later in the semester will help the student with finding and researching an appropriate topic, developing an argument, and planning and writing the paper itself. The main purpose of the final paper is to develop students' skills at crafting a somewhat original argument and considering and presenting objections to and replies on behalf of their argument. Grades will be based on the same criteria as in Papers 1-2, with two differences. Firstly, there will be no requirement of answering the question asked (as there will not be such a question) — instead, the paper should have a clear thesis on a topic relevant to the course content, and the whole of the paper should contribute to explaining, arguing for and defending that thesis without tangents. Secondly, standards will be slightly higher given that students have more time to write this paper and receive more feedback on its preparatory stages: there should be more originality, more carefully constructed arguments and more carefully considered objections, more consideration of literature going beyond the required reading for the course etc. Useful resources for finding additional readings relevant to the topic the student chooses to work on include the optional extra resources sections listed for each topic on the syllabus, the [Stanford Encyclopedia of Philosophy](#), the searchable and structured database [PhilPapers](#), and a journal with helpful introductory overviews of different topics, [Philosophy Compass](#).

**Redrafts:** Students will have the opportunity to redraft both Papers 1 and 2 in response to peer and instructor feedback. The grade for each paper will be determined entirely by the paper most recently submitted at the deadline for redrafting (minus any late penalties accrued from missing the deadline for turning in the first draft). Students may choose to not redraft, in which case they will simply receive the grade they earned for the first draft.

**Late Policy:** papers will lose 1% for every day late following the deadline for the first draft. Furthermore, there is no guarantee that late papers will receive feedback from peers or the instructor in time for it to be incorporated into the redraft. Redrafted papers will also lose 2% for every day late following the redraft deadline.

**Plagiarism and citations** will not be tolerated. See [here](#) for JHU's policies on plagiarism in addition to explanations of what it is and tips on how to avoid it. The paper should cite any sources in a consistent, understandable fashion with enough detail to allow a reader unfamiliar with the cited work to find the relevant article/book and page(s). Citations should be included even when not directly quoting, provided the idea expressed is not original to the student's paper. Because any academic integrity violation undermines our intellectual community, students found to have cheated, plagiarized, or committed any other act of academic dishonesty can expect to receive 0 for the relevant piece of work and may be referred to the Dean's discipline process. Any concerns about how to avoid plagiarism and whether a given use of a source would constitute plagiarism should be discussed with the instructor well before the deadline for the paper.

#### **9.4 Extra Credit Assignments**

There will be no ad hoc or individual extra credit opportunities which are not made available to the whole class. Instead, it is possible to earn extra credit by attending relevant virtual events (usually talks at conferences or colloquia) and writing them up in a document with the following clearly-marked sections (all must be in your own words):

- 1) 200-500 word summary of the main argument of the talk
- 2) 50-200 words laying out one of the most interesting questions from the discussion period (noting who asked it), along with how the speaker answered it and anything you would change about their answer.

- 3) 50-300 words laying out an objection of your own to the talk, including at least one sentence each on the precise claim or argument it is objecting to, why it is important, your reasons for disagreeing with that claim or argument, and consideration of the best responses available to your objection that you can think of.

These must be submitted via Blackboard within 2 weeks of the event you attended.

Students will earn 3% for completing one such extra credit assignment, and an additional 1% each for up to two further extra credit assignments.

I will post eligible events at [this link](#); I will add eligible events throughout the semester as they become available. Note that some events are very early on in the semester and (in one case) even before the start of classes on January 25th.