**Intro to Philosophy**

**Reading Guide: The Extended Mind**

**Things to do this week**

**Read: Alva Noë *Out Of Our Heads* Chapters One –Three. Come to class ready to discuss these chapters – think about what the central thesis of the book will be and how Noë begins to build his case.**

**Read article below and come to class prepared to discuss the questions below. Use your journal for narrative journal entry.**

**Complete third paper.**

**Karl, Ashley and Jacob will be presenting the extended mind.**

**Read**

Andy Clark and David Chalmers “The Extended Mind”

[pdf file moodle]

Andy Clark “Out of our Brains”

*New York Times* Opinionator

<http://opinionator.blogs.nytimes.com/2010/12/12/out-of-our-brains/?_r=0>

Andy Clark “Extended Mind Redux”

*New York Times* Opinionator

<http://opinionator.blogs.nytimes.com/2010/12/14/extended-mind-redux-a-response/>

#### This Monday we will be looking at the idea of the extended mind. The idea of the extended mind has been one of the most exciting ideas to emerge in recent decades and we will be reading an article by David Chalmers and Andy Clark who are acknowledged to be the architects of this idea. In addition to the article in the Chalmers anthology I have included two pieces that Andy Clark wrote for the *New York Times*. I think you will find these readings accessible and enjoyable.

**The Extended Mind**

Descartes believed that the mind existed beyond the natural world. Today most philosophers believe that the mind exists in the natural world yet hints of Cartesian thought remain in thinking of the mind as an object inside the head, mind as brain. Clark and Chalmers question this idea and argue for a mind that extends beyond the human organism into the world.

Don’t worry too much about the discussion of meaning externalism at the beginning of the article.

You should be familiar with the terms written in boldface type.

**QUESTIONS**

1. Read the three examples on p. 7 given by Clark and Chalmers and make sure that you understand the philosophical point/s that they are trying to make with these examples.
2. What is the difference between **epistemic action** and **pragmatic action**?
3. What is **epistemic credit**?
4. Under what circumstances do they want to say that “cognitive processes aint all the in the head.”
5. What is a **coupled system**?
6. **How do the authors use the example of Otto and Inga to argue that beliefs needn’t be wholly inside the head? (p. 12-14)**
7. Do you agree with the authors’ conclusion that any differences between Otto’s and Inga’s cases are *shallow*?
8. Can you think of your own examples where our interaction with the environment constitutes an extension of our minds?

**General Questions**

Think about the distinction between using prosthetic devices to extend the mind (particularly in cases where damage to the brain has caused loss of function) versus the more general thesis that it is the very nature of the human mind to be extended.

**Narrative Journal Entry Choose one of the following questions)**

**Can you think of ways in which your mind extends into the world?**

**How is Leonard able to extend his mind in the movie *Memento*?**