

PHIL 50.18 / COGS 50.01 | Animal Minds

Winter 2025 | Dartmouth College

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Office: Bartlett 302
Office Hours: Wed | 4:30-5:30 & Fri | 11-12
Class Meeting Times: Mon, Wed, Fri | 12:50-1:55
X-hour: Tue | 1:20-2:10
Class Meeting Room: Thornton 103

Please note that this syllabus is subject to change based on the needs of the class. Be sure to regularly check the latest version of the syllabus available on our course Canvas site to stay informed about any changes or adjustments.

1. Course Description

We interact with nonhuman animals in many aspects of our lives, yet we rarely stop to critically examine our assumptions about their mental lives. This is surprising, given the significant practical and theoretical implications of animal mindedness. In this course, we will grapple with complex questions at the intersection of philosophy and empirical science, such as: What constitutes a mind, and which animals are minded? How can we study and understand the mental lives of nonhuman animals? What kinds of emotions and thoughts do animals have, and how do they manifest? Is language necessary for thought, and what does this mean for nonhuman animals? Can animals have culture and exhibit moral agency? Which species feel pain, and what should follow from that?

2. Course Goals and Learning Objectives

Upon successful completion of this course, you will:

1. Understand key issues and debates in the philosophy of animal minds. You will be able to:
 - Differentiate between various aspects of mindedness
 - Recall the theoretical debates regarding these aspects
 - Identify challenges, assumptions, and biases in the empirical study of animal minds
 - Identify ethical and theoretical implications of animal mindedness
 - Explain these issues accurately and in sufficient depth
2. Critically evaluate arguments regarding animal mindedness and its ethical implications. You will be able to:
 - Identify relevant argument forms, such as argument from analogy, argument from parsimony, and inference to the best explanation
 - Reconstruct arguments in standard format with premises and a conclusion
 - Assess the evidence supporting specific claims
 - Identify relevant objections and alternative interpretations
 - Evaluate the overall strength and cogency of arguments
3. Participate in the debate about animal minds. You will be able to:
 - Plan and engage in independent research and exploration
 - Construct plausible arguments in support of your views
 - Carefully defend the premises of your arguments
 - Anticipate objections and respond to them
 - Demonstrate intellectual humility and intellectual autonomy
 - Integrate what you have learned in this course

3. Course Structure

In-person sessions:

The standard format for our in-person sessions will include brief lectures, presentations, and discussions. Occasionally, we will engage in group work and active learning. You are expected to complete the assigned readings prior to class and to actively participate in discussions and other in-class activities.

Out-of-class activities:

You are expected to complete all *required* readings before the classes for which they are assigned. Additionally, you are expected to make weekly contributions to the Canvas discussion board. Both your in-class participation and your discussion board contributions will count towards your participation grade.

You will also be required to write two papers, take *at least* two quizzes, give one in-class group presentation and complete a related group project.

4. Assignments & Assessment

Individual assignments (total: 70%)

- Attendance & Participation (incl. discussion board posts) —15%
- Module Quizzes (2) —10%
- Paper 1 (800-1,200 words) —15%
- Paper 2 (1,800-2,200 words) —30%

Group assignments (total: 30%)

- Presentation —10%
- Project —20%

Attendance and Participation

Attendance is mandatory. You are allowed to miss up to two seminar sessions without prior notice, except on the day you are scheduled to give your group presentation. If you anticipate missing more than two seminar sessions, you must provide prior notice and complete a make-up assignment. Failure to notify will likely result in a deduction from your participation grade. Repeated lateness may also negatively impact your participation grade.

Active and considerate participation in discussions and class activities is expected. This includes completing assigned readings beforehand, coming to seminar prepared with ideas and questions, adhering to discussion guidelines, and demonstrating genuine engagement.

In-class participation is a critical component of the course and will be tracked throughout the term. I understand that participating in class can be challenging for various reasons. If you find in-class participation difficult, please let me know as soon as possible. We can discuss strategies to make you feel more comfortable and/or come up with alternative participation methods. Your success in this course is important to me.

Weekly contributions to the Canvas discussion board are required. Each post should consist of at least 10 sentences and demonstrate genuine engagement with one of the discussion prompts. You are permitted to miss *one* weekly contribution without your participation grade being affected. Discussion topics close at the end of each week on Friday at 11:59 pm, and late contributions will not be accepted.

Module Quizzes

There will be quizzes at the end of modules I, III, and IV. Only the best two quiz scores count towards your final grade (each of the three is worth 5% of your final grade, so together they're worth 10%). This means that you can either not take one of the three quizzes, or you can take all three and have the lowest score dropped (the recommended option).

The quizzes are untimed and open-book, and you have two attempts for each quiz (your **latest** score is the one that is recorded; this means that your recorded score can go down if your second attempt results in a lower score than the first).

Papers

You are required to write two papers. The first paper (800-1,200 words) is worth 15% of your final grade and the second paper (1,800-2,200 words) is worth 30%. Prompts will be provided for the first paper.

Group Presentation + Project

Your group will prepare and deliver a presentation discussing some specific kind of evidence for the existence/absence of some aspect of mentality in some species of animal (e.g., behavioral evidence of mindreading in pigs). The presentation should highlight a short scientific text (of your choosing) that will be assigned as a required reading for the rest of the class, but it can also draw from additional sources.

The presentation should demonstrate critical thinking and deep engagement with the concepts and tools discussed in the course. You should prepare a handout or a slideshow.

You cannot select animals discussed in Module III (chimps, parrots, or whales). That said, the presentation *can* be on the same animal as your (individual) Paper 2.

In addition to the presentation, your group will collaborate to complete a project related to your chosen presentation topic. You might, for example, conduct a recorded interview with an expert (with carefully crafted interview questions), produce a scripted podcast or video, or write an op-ed. The project should be well-researched (additional scholarly sources *should* be used), carefully planned, and properly edited. The projects will be made available to the rest of the class.

5. Policies

Readings

You will need access to the following books:

- Kristin Andrews (2020), *The Animal Mind: An Introduction to the Philosophy of Animal Cognition*, **2nd Edition**. Routledge
 - [Dartmouth libraries](#) (eBook) | [Buy/Rent from Routledge](#) | [Kindle/Amazon](#)
- Peter Godfrey-Smith (2020), *Metazoa: Animal Life and the Birth of the Mind*. Macmillan
 - [Dartmouth libraries](#) | [Kindle/Amazon](#)

If you encounter financial challenges related to the costs of books in this class, there may be sources of support for you. If you feel comfortable sharing your experience with me, you may.

All other readings will be available on the course Canvas page.

Discussion Guidelines

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus.

This is a philosophy seminar, which means that there will be a lot of discussion of ideas and arguments. To make sure that these discussions remain respectful, inclusive, and constructive, here are some guidelines that we should all follow:

- Be nice. You can be critical of ideas, but remember to argue your points respectfully. Don't make fun of other discussion participants, don't use offensive examples, don't interrupt.
- Don't dominate the discussion. Raise your hand to speak. Acknowledge your fellow students' insights. Listen attentively. Do what you can to help others feel included.
- Ask clarificatory questions, if something doesn't make sense.
- If you feel that these guidelines haven't been appropriately followed, please let me know.

(These guidelines are based on this more extensive list that David Chalmers has put together: <http://consc.net/guidelines/>.)

X-Hours

X-hours in this course are designated for optional skill-building workshops, (optional) review sessions, and mandatory make-up classes in case regularly scheduled classes need to be cancelled for any reason. There might also be talks by visiting speakers. Please keep the X-hours free to accommodate these sessions.

- Skill-building workshops: throughout the term, you will have the opportunity to participate in skill-building workshops designed to help you succeed in this course. These workshops are *entirely optional*, and the schedule will be announced (TBA). The workshops will focus on: (i) reconstructing and evaluating arguments, (ii) reading philosophical texts, (iii) writing philosophy papers, and (iv) engaging in philosophical discussions and debates. These sessions are designed to support all students, regardless of prior experience. Whether you are still relatively new to philosophy or have taken many courses before, these workshops offer opportunities for growth and improvement. So don't worry if you feel unsure about any of these skills; you are not expected to know everything already!
- Additional review sessions: additional review sessions *may* be scheduled to reinforce your understanding of the course material, clarify doubts, and prepare for assessments. These sessions are designed to provide extra support and ensure you have the resources you need to succeed. While attendance at these review sessions is *usually optional*, it is highly encouraged. Participating in these sessions can enhance your grasp of the subject matter and improve your performance in the course. Please check Canvas regularly for updates regarding the timing and topics of these sessions.
- Make-up classes: in the event that regularly scheduled classes must be cancelled, make-up classes will be scheduled to ensure that we cover all necessary material and meet the learning objectives of the course. If a class needs to be canceled, you will be notified as soon as possible through an announcement on Canvas. Make-up classes will cover the same content that was planned for the cancelled session. The notification will include the reason for the cancellation and information about the rescheduled class. Attendance at make-up classes is *mandatory*. If you have a legitimate conflict and are unable to attend, please inform me in advance. Alternative arrangements or make-up assignments will be provided to ensure you do not miss out on the material covered.

Submission of Assignments

You are expected to submit all assignments on time. For paper assignments, you have a total of four 'late days' which can be used without penalty. Submitting a paper two hours late uses one late day, submitting a paper 25 hours late uses two late days, and so forth. Once your four late days are used

up, penalties will apply (5% deduction per day), except in truly exceptional circumstances such as hospitalization. Assignments will not be accepted if they are more than seven days late.

It is your responsibility to ensure that your assignments are submitted correctly and are readable. Files that are corrupted or unreadable will be treated as non-submissions. Formatting guidelines for paper assignments will be provided.

Please note that writing good philosophy papers takes time and effort. It is advisable to begin early and draft multiple versions before submission. If you are struggling with an assignment, please reach out as soon as possible. Philosophy is hard, but I am happy to help!

Office Hours

You are strongly encouraged to attend my weekly communal office hours. If you prefer to discuss a sensitive matter privately, one-on-one meetings with me can also be scheduled.

Email

I typically respond to emails within 24 hours, though my response time may be longer during weekends and holidays. If you haven't received a reply within this timeframe, please feel free to send a follow-up email. Please note that discussing substantial philosophical questions, paper ideas, or grades over email is not feasible (please come to office hours for that). But if you have logistical questions or would like to schedule a one-on-one meeting, don't hesitate to reach out!

Laptops, Tablets, and Phones

Laptops and tablets may only be used in class for accessing assigned readings. The use of phones is strictly prohibited, unless otherwise stated. Research indicates that electronic device use during class reduces long-term retention and negatively impacts class performance, while also distracting those nearby.

Failure to comply with this policy can negatively affect your participation grade. If you have a compelling reason for needing to use a phone during class, please contact me as soon as possible so we can discuss potential accommodations.

Academic Honor

The faculty, administration, and students of Dartmouth College acknowledge the responsibility to maintain and perpetuate the principle of academic honor, and recognize that any instance of academic dishonesty is considered a violation of the [Academic Honor Principle](#).

Do not cheat, plagiarize, sabotage, or misuse technology. Familiarize yourself with the [Academic Honor Policy](#) and this [resource on proper citation of sources](#) and, if in doubt, ask. Note that suspected violations of the academic honor policy will be reported to the relevant disciplinary authorities.

Generative AI

Understanding how and when to utilize generative AI tools (such as ChatGPT, DALL-E) is rapidly becoming an important skill. Therefore, you are encouraged to incorporate generative AI tools in this class, *provided it supports the learning outcomes or objectives of assignments*.

Unless otherwise noted, submitting text generated by AI tools or any automated assistance is prohibited for any coursework. This includes using AI to generate responses to paper prompts, quizzes, or discussion board prompts, or completing other course-related writing tasks. This practice undermines the development of critical thinking, writing, and research skills essential for academic success.

You may, however, utilize AI for brainstorming and refining your ideas and/or as a text editor. For example, you can use AI to generate ideas that you then expand upon in your own words, refine a paper outline you yourself have written, or use AI assistance in editing text you yourself have authored. It's important to understand both the potential benefits and limitations of using AI as a learning and research tool. While generative AI can offer valuable information or suggestions, AI systems have been found to plagiarize and fabricate material (for philosophy-related examples, see Hosseini et al. (2023) on "[Using AI to write scholarly publications](#)").

Critically evaluating AI outputs is essential. You are *solely responsible* for the accuracy and integrity of information generated through the use of generative AI tools, ensuring compliance with academic honesty standards, intellectual property laws, and any confidentiality agreements relevant to coursework. All work incorporating generative AI tools must be clearly documented. At the end of your assignment, write a short paragraph to explain which AI tool you used and how you used it, if applicable. If you used AI for brainstorming, include the prompts and follow-up questions.

Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please ask.

Here are some AI tools to play with: [Course-to-career connector](#), [GPTionary: Thesaurus with ChatGPT](#), [ExamCram](#).

Accommodations

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Apply for Services webpage](#); student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Religious Observances

Dartmouth has a deep commitment to support students' religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

6. Resources

Dartmouth Resources

- [Academic Skills Center](#) (ASC): the ASC assists students in achieving their academic goals through tutoring and learning skills trainings.
- [Research Center for Writing, and Information Technology](#) (RWIT): RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media.
- [Dartmouth College Library](#): The Dartmouth College Library provides support through subject area specialization, course materials and reserves, reservable learning spaces, workshops & classes for students, research, scholarly publication, copyright, media, book arts, and more.

- **Financial difficulty:** Our community is composed of students from a variety of financial backgrounds. Socioeconomic diversity can be invisible, and you may be experiencing financial difficulties related to the cost of materials or other necessities for our class of which I am not aware. If you encounter financial challenges related to this class, there may be sources of support for you. If you feel comfortable sharing your experience with me, you may. You may also consider meeting with a financial aid officer to discuss options, reaching out to the First-Generation Office if you are a first-generation student, browsing the Funding Resources page, or, for unexpected expenses, applying to the Barrier Removal Fund through the Financial Aid tile in DartHub.
- **Mental Health and Wellness:** The academic environment is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: the **Counseling Center** which allows you to book triage appointments online, the **Student Wellness Center** which offers wellness check-ins, and your undergraduate dean. The student-led **Dartmouth Student Mental Health Union** and their peer support program may be helpful if you would like to speak to a trained fellow student support listener. If you need immediate assistance, please contact the **counselor on-call** at (603) 646-9442 at any time. Please make me aware of anything that will hinder your success in this course.
- **Title IX:** Through the Sexual and Gender-Based Misconduct Policy (SMP), Dartmouth demonstrates that sex and gender-based discrimination, sex and gender-based harassment, sexual assault, dating violence, domestic violence, stalking, etc., are not tolerated in our community. For more information regarding Title IX and to access helpful resources, visit Title IX's website (sexual-respect.dartmouth.edu). As a faculty member, I am required to share disclosures of sexual or gender-based misconduct with the Title IX office. If you have any questions or want to explore support and assistance, please contact the Title IX office at 603-646-0922 or TitleIX@dartmouth.edu. Speaking to Title IX does not automatically initiate a college resolution. Instead, much of their work is around providing supportive measures to ensure you can continue to engage in Dartmouth's programs and activities.

Philosophy Resources

- **[The Stanford Encyclopedia of Philosophy](#)** (SEP): The SEP is a free and comprehensive reference work in philosophy. The entries are written by experts in the field and geared towards professional philosophers.
 - Anita Avramides: [“Other Minds”](#)
 - Kristin Andrews: [“Animal Cognition”](#)
 - Colin Allen: [“Animal Consciousness”](#)
 - Marta Halina: [“Methods in comparative cognition”](#)
- **[The Internet Encyclopedia of Philosophy](#)** (IEP): The IEP is a more accessible resource for information on key topics, theories, and thinkers in philosophy, geared towards a general audience.
 - Robert Lurz: [“Animal Minds”](#)
- **[The Critical Thinking Web](#)** is an extensive online resource dedicated to the development and enhancement of critical thinking skills. It includes tutorials, articles and exercises that can help you brush up on the fundamentals of critical thinking, logical reasoning, and argument analysis.
- **[PhilPapers](#)** is a comprehensive index and bibliography, providing access to a wide array of philosophical literature.

7. Class & Readings Schedule

Note on terminology:

- “**Required**” readings are the ones you are expected to read and engage with *before* the relevant in-class session, and the *only* ones you will be quizzed on. Normally you’re required to read one paper or book chapter or a collection of shorter excerpts per session.
- “**Recommended**” readings/podcasts/videos will give you a fuller understanding of the topic under discussion. They will likely be useful to you when writing papers. Some ideas in the recommended readings might also be discussed during in-class sessions.
- “**Optional**” readings/podcasts/videos are extra materials for when you are particularly interested in a topic.

Module I: Tools

In this module, you will:

- Learn to identify challenges, assumptions, and biases in the empirical study of animal minds
 - Learn to identify multiple interpretations of the same behavior in animals
 - Learn to identify different levels of explanation
 - Learn to identify relevant argument forms, such as argument from analogy, argument from parsimony, and inference to the best explanation
 - Learn to reconstruct arguments in standard format with premises and a conclusion
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1/6 (1) INTRODUCTION

- Recommended: “[Animal Minds](#)” podcast, *Radiolab*
- Optional: “Animals think, therefore...” (2015)

1/8 (2) THE PROBLEM OF OTHER MINDS; ARGUMENTS FOR/AGAINST ANIMAL MINDS

- **Required:** Andrews (2020), *The Animal Mind*, **Ch. 1** “Other Minds”
- **Required:** Aristotle, *On the Soul (De Anima)*, *excerpt*
- Optional: Malcolm (1972), “Thoughtless Brutes”

1/10 (3) ANTHROPOMORPHISM, ANTHROPOCENTRISM, ANTHROPOPECTOMY, ETC.

- **Required:** Andrews (2020), *The Animal Mind*, **Ch. 2**: “Understanding Animal Behavior”
- Recommended: Griffin (2001), *Animal Minds*, **Preface**
- **Optional VIDEO:** [Why Are octopi So Insanely Intelligent | SciShow](#)
- Optional: de Waal, *Primates and Philosophers*, Appendix A: Anthropomorphism and Anthropodenial”

1/13 (4) SCIENCE OF ANIMAL MINDS

- **Required:** Andrews (2020), *The Animal Mind*, **Ch. 3**: “The Science of Other Minds”
- **Recommended VIDEO:** [Could this horse read minds? | Psy vs Psy](#)
- Optional: Jamieson (1992), “Science, Knowledge, and Animal Minds”
- Optional: Griffin (2001), *Animal Minds*, **Ch. 2**: “Objections and their limitations”
- Optional: Bekoff et al. (2002): *The Cognitive Animal*: Introduction

1/15 (5) ETHICS; REVIEW; *Paper 1 Topics Distributed*

- **Required:** Allen & Bekoff (2013), “Animal Minds, Cognitive Ethology, and Ethics” (*excerpts*)
- Recommended: Jamieson & Bekoff (1996), “Ethics and the study of animal cognition”
- Optional: Webb et al. (2019), “Animal Ethics and Behavioral Science: An Overdue Discussion”

1/15 - Module Quiz

Module II: Aspects of Animal Mentality A

In this module, you will:

- Differentiate between consciousness and thinking
 - Explore the theoretical debates regarding aspects of mindedness in humans and nonhuman animals
 - Practice explaining the relevant issues accurately and in sufficient depth
 - Practice assessing the evidence supporting specific claims
 - Practice identifying relevant objections and alternative interpretations
 - Practice evaluating the overall strength and cogency of arguments
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1/17 (6) CONSCIOUSNESS: THEORIES

- **Required:** Nagel (1974). What is it like to be a bat? (*excerpts*)
- **Required:** Andrews (2020), *The Animal Mind*, **Ch. 4:** “Consciousness”
- **Optional:** Griffin (2001), *Animals Minds*, **Ch. 2:** “Objections and their Limitations”

1/21 (7) CONSCIOUSNESS: DIMENSIONS (class meets during X-hour)

- **Required:** Birch et al. (2020), “Dimensions of Animal Consciousness”
- **Recommended:** Griffin & Speck (2004), “New Evidence of Animal Consciousness”
- **Optional VIDEO:** [Do Fish Feel Pain? Striking new evidence says yes](#)
- **Optional:** Sneddon et al. (2014), “Defining and assessing animal pain”
- **Optional:** Peña-Guzmán (2022). *When Animals Dream: The Hidden World of Animal Consciousness*; Ch.2: Animal Dreams and Consciousness (*excerpts*)

1/22 (8) THINKING: BELIEFS, ETC.

- **Required:** Tye (2017). *Tense bees and shell-shocked crabs: Are Animals conscious*, **Ch. 4:** “Our Friends and Neighbors,” **4.1** Beliefs and Desires
- **Required:** Andrews (2020), *The Animal Mind*, **Ch. 5:** “Can Animals Think,” **pp. 107-128**
- **Recommended:** Bermúdez (2003), *Thinking Without Words*, **Ch. 1:** “The Problem of Thinking Without Words,” *excerpts* (~ 3 pages)
- **Recommended VIDEO:** [Smart Pigs vs Kids | Extraordinary Animals | BBC Earth](#)
- **Optional:** Griffin (2001), *Animals Minds*, **Ch. 8:** “Physiological indices of thinking”

1/24 (9) THINKING: RATIONALITY, ETC.

- **Required:** Andrews (2020), *The Animal Mind*, **Ch. 5:** “Can Animals Think,” **pp. 128-135**
- **Required:** Clayton & Dickinson (2006), “Rational rats”
- **Optional:** Vergara-Ovalle et al. (2023), “Novel object recognition in Octopus maya”

1/27 (10) CATCH-UP / REVIEW

1/25 - Paper 1

Module III: Aspects of Animal Mentality B

In this module, you will:

- Differentiate between additional aspects of mindedness
 - Explore the theoretical debates regarding these aspects
 - Practice assessing the empirical evidence supporting specific claims
 - Practice explaining these issues accurately and in sufficient depth
 - Reflect on the ethical and theoretical implications of animal mindedness
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1/29 (11) FEELINGS AND EMOTIONS

- **Required:** Bekoff (2000), “Animal emotions: Exploring Passionate Natures...”
- **Recommended:** Panksepp (2011), “The basic emotional circuits of mammalian brains: Do animals have affective lives?”
- **Optional:** Roberts (2009), “The Sophistication of Non-Human Emotions”
- **Optional:** Birch (2024), “Emotionless Animals? Constructionist Theories of Emotion Beyond the Human Case”

1/31 (12) COMMUNICATION

- **Required:** Andrews (2020), *The Animal Mind*, **Ch. 6:** “Communication”
- **Required:** Riebel (2021), “Animal communication: Lyrebirds ‘cry wolf’ during mating”
- **Optional:** Bekoff (2021), “Animals Say “Hi” and “Bye” to Communicate What They Want”
- **Optional:** Griffin (2001), *Animal Minds*, **Ch. 8:** “Communication as Evidence of Thinking”

2/3 (13) COMMUNICATION

- **Required:** Fouts et al. (2002), “Chimpanzee Signing: Darwinian Realities and Cartesian Delusions”
- **Required:** VIDEO: [Can Apes Really “Talk” To Humans? | NPR's Skunk Bear](#)

2/4 (14) SOCIAL COGNITION (class meets during X-hour)

- **Required:** Andrews (2020), *The Animal Mind*, **Ch. 7:** “Social Cognition,” *excerpt*
- **Optional VIDEO:** [What is Theory of Mind | Psy vs. Psy](#)
- **Recommended:** Krachun et al. (2019), “Mirror self-recognition and its relationship to social cognition in chimpanzees”
- **Optional:** Cheney & Seyfarth, *Baboon Metaphysics: The Evolution of a Social Mind*, **Ch. 8:** “Theory of Mind”

2/5 (15) MORALITY

- **Required:** Andrews (2020), *The Animal Mind*, **Ch. 7:** “Moral Minds”
- **Recommended:** Gruen (2002), “The Morals of Animal minds”
- **Optional:** Willows & Baynes-Rock (2018), “Two perspectives on animal morality”
- **Optional:** Shapiro (2006), “Moral Agency in Other Animals”

2/7 - Module Quiz

2/10 (16) ETHICAL TREATMENT OF ANIMALS

- **Required:** Tye (2017), *Tense bees and shell-shocked crabs: Are animals conscious*, **Ch. 11:** “The Ethical Treatment of Animals”
- **Optional:** Machan (2002), “Why Human Beings May Use Animals,” *Journal of Value Inquiry*
- **Optional:** Porphyry, *On Abstaining from Animals* in Usher (2023), *How to Care about Animals*

2/12 (17) CATCH-UP / REVIEW / GROUP WORK

Presentation Topic Due

Module IV: Kinds of Animal Minds

In this module, you will:

- Plan and engage in independent research and exploration
 - Collaborate with your group members to prepare and deliver a presentation
 - Practice assessing the relevant empirical evidence supporting specific claims
 - Practice explaining the relevant issues accurately and in sufficient depth
 - Practice identifying relevant ethical and theoretical implications
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- 2/14 (18) CHIMPANZEE CULTURES; *Presentation Demo*
- **Required:** Whiten et al. (1999), “Cultures in chimpanzees,” *Nature*
 - Recommended: Beran (2015), “Chimpanzee Cognitive Control”
 - Optional: Andrews (2020), *The Animal Mind*, **Ch. 8:** “Culture”
- 2/17 (19) PARROTS AND LANGUAGE; *Guest lecturer: Dr. Shereen Chang*
- **Required:** Pepperberg (1983), “Cognition in the African Grey parrot: Preliminary evidence for auditory/vocal comprehension of the class concept”
 - Recommended: VIDEO: [The Moth: Alex and Me - Irene Pepperberg](#)
 - Optional: Rössler & Auersperg (2023), “Recent developments in parrot cognition: a quadrennial update”
 - Optional: “[When a bird brain tops Harvard students in a test](#)”
 - Optional: DOCUMENTARY “[Parrot Confidential](#)” (2013, *Nature*)
- 2/19 (20) WHALES AND EMOTIONS; *Guest lecturer: Dr. Kate Nicole Hoffmann*
- **Required:** DOCUMENTARY “Blackfish” (2013, dir. Gabriela Cowperthwaite)
 - Recommended: Press Release: “[Killer Whales Share Personality Traits with Humans, Chimpanzees](#)” (2018)

Presentation Outline Due

- 2/21 (21) PRESENTATIONS
- **Required:** TBA
- 2/24 (22) PRESENTATIONS
- **Required:** TBA
- 2/26 (23) PRESENTATIONS
- **Required:** TBA

Paper 2 Topic Due

2/27 - Module Quiz

Module V: The Origins of Minds

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In this module, you will:

- Plan and engage in independent research and exploration
 - Demonstrate intellectual humility and intellectual autonomy
 - Collaborate with your group members to design and produce an independent project where you:
 - Explain the relevant issues accurately and in sufficient depth
 - Apply what you have learned in this course
 - Write an argumentative paper where you:
 - Construct a convincing argument in support of your view
 - Carefully defend the premises of your argument
 - Anticipate objections and respond to them
 - Integrate what you have learned in this course
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- 2/28 (24) MATTER, LIFE, AND MIND
- **Required:** Godfrey-Smith (2020), *Metazoa*, **Ch. 1:** “Protozoa”
 - **Required:** Dennett (2018), “*Précis of From Bacteria to Bach and Back: The Evolution of Minds*”

3/3 (25) ANIMAL SENSING; CONSCIOUSNESS AGAIN

- **Required:** Godfrey-Smith (2020), *Metazoa*, **Ch. 4:** “The One-armed Shrimp”
- **Required:** Tye (2017). *Tense bees and shell-shocked crabs: Are Animals conscious*, **Ch. 8:** “Tense Bees and Shell-Shocked Crabs,” *excerpt*
- **Optional:** Magee & Elwood (2013), “Shock avoidance by discrimination learning in the shore crab (*Carcinus maenas*) is consistent with a key criterion for pain”
- **Optional:** Menzel (2012), “The honeybee as a model for understanding the basis of cognition”

3/5 (26) SUBJECTS, AGENTS, SELVES

- **Required:** Godfrey-Smith (2020), *Metazoa*, **Ch. 5:** “The Origin of Subjects”
- **Required:** Hurley (2001), “Perception and Action: Alternative Views,” *excerpts*
- **Optional:** Thompson (2011), “Précis of Mind in Life: Biology, Phenomenology, and the Sciences of Mind”

3/6 - Project

3/7 (27) CATCH-UP/REVIEW/CLASS VISIT

3/13 - Paper 2

