PHIX363

Philosophy and Cognitive Science

SP3 OUA 2016

Dept of Philosophy

Contents

General Information

Unit convenor and teaching staff
Convenor
Jennifer Duke-Yonge
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Tutor
Peter Clutton
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Prerequisites

Corequisites

Co-badged status

Unit description
The cognitive sciences have made great strides in our understanding of mind and cognition. This unit covers the philosophical foundations of cognitive science. It examines the successes of cognitive science as well as some of the problems it currently faces - such as the nature of consciousness and the self. It also looks at the recent challenge to computational approaches to cognition from the embodied and embedded movement. Some of the topics that are likely to be covered include (but are not limited to): delusions and psychopathology; consciousness; representation and computation; fMRI technology; embodiment and body image; gender and the brain; the extended mind. No background in psychology or science is assumed. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-dates/

Learning Outcomes

On successful completion of this unit, you will be able to:

Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy.

Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy.

Articulate clearly and coherently philosophical arguments to a variety of audiences.

Analyze and critically evaluate philosophical arguments.

Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship.

Reflect individual performance to identify opportunities for improvement.

Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

General Assessment Information

Written assignments are to be submitted through Turnitin, and will be marked and returned via Grademark. For information about these tools, see:

http://www.mq.edu.au/iLearn/student_info/assignments.htm

There is no need for a coversheet - the iLearn assignment submission (Turnitin) involves declaring your details and honesty in submitting your work. Please note, we do not accept submission by email attachment.

Extensions and Special Consideration

Requests for extensions must, normally, be made in writing before the due date. Extensions of up to three days should be directed to the unit convenor (jennifer.duke-yonge@mq.edu.au). **Requests for extensions of more than 3 days** should be submitted via a Disruption to Studies Request, which is available in the ask.mq.edu.au portal. Your request should be accompanied by appropriate documentation, as detailed in the instructions in the portal. Please see the Disruption to Studies policy in the list of policies at the end of this document for further details.

Penalties for Late Submission

Late submissions of assignments will attract a penalty of 10% per week or part-week late. All work must be submitted within 3 weeks of the assessment due date. Outside of this time, special circumstances must be proven to have interrupted your study.

If you are having problems completing an assignment, please contact your tutor or unit convenor through iLearn.

See the "Policies and Procedures" section below for more detail about relevant policies.

Assessment Tasks

Name	Weighting	Due
Weekly Mini-Papers	40%	Sundays, Wks 2-11
Research Paper Plan	5%	Sunday, Week 10
Research Paper	45%	Sunday, Wk 13
Participation	10%	Wks 1-11

Weekly Mini-Papers

Due: **Sundays, Wks 2-11**
Weighting: **40%**

Students will write at least 4 short (maximum 300 word) mini-papers presenting their considered reflections on the assigned readings. Topics and guidelines for these papers will be posted on iLearn.

You may submit up to one paper each week, and your best four will count.

Mini-papers are due at midnight on Sundays from week 2-week 11. The mini-paper for each week's topic must be submitted in the relevant week.

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Research Paper Plan

Due: **Sunday, Week 10**
Weighting: **5%**

Students will produce a detailed plan of their research paper in week 10. A planning worksheet

will be provided on iLearn.

On successful completion you will be able to:
- Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy.
- Analyze and critically evaluate philosophical arguments.
- Reflect individual performance to identify opportunities for improvement.

Research Paper

Due: **Sunday, Wk 13**
Weighting: **45%**

Students will write a research paper of 3000 words which provides a careful critical examination, based on reasons, argumentation and evidence, of a set topic. A list of topics will be made available on iLearn, and the research paper must answer one of these set questions.

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- Analyze and critically evaluate philosophical arguments.
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Participation

Due: **Wks 1-11**
Weighting: **10%**

Discussion board participation represents a commitment to the academic environment necessary to any good philosophy course.

Your mark will be based on the quality of your participation. This is not just measured by the philosophical content of your posts, but by your willingness to engage in discussion with your peers. Much of what you learn in philosophy you will learn by involving yourself in discussion and argument. So while we would like to see some well thought out responses to the topics for each week and to the reading questions, we would also really encourage you to respond to the

messages of other students, ask questions, post your thoughts and engage fully in the philosophical community. You'll find that if you make the most of the discussion facilities available, not only will you maximise your participation marks, but you will also get more out of the course in general

On successful completion you will be able to:

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- Analyze and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship.
- Reflect individual performance to identify opportunities for improvement.
- Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Delivery and Resources

The unit website is available through iLearn (http://ilearn.mq.edu.au). It contains essential resources for the unit, and you are expected to log in on a regular basis.

There is no textbook for this unit. All essential readings and some supplementary readings are available through Macquarie University's e-reserve, with links from this website.

Learning activities in PHIX363

If you have done units with Philosophy at Macquarie previously, as most of you will have, you will find the structure of this unit a little different. When this unit was taught on campus, it was taught as a seminar-style unit, where a range of resources were provided to support student discussion, which formed the main part of the class time. We would like you to have a similar experience through OUA so rather than providing recordings of those seminars, we will be providing you with a range of resources and extra tutor-time to promote learning through discussion.

Each week, you will find a number of readings, and some supplementary resources, which vary from week to week. Some weeks, there will just be written notes and questions for discussion, other weeks there will be short videos or other audio-visual resources either recorded by Rachael Brown, who taught the unit, or from external sources. Your tutor in this unit has been allocated more time to work with you through these resources than in other units, although we hope that much of the discussion will come from you.

The unit has a more flexible assessment model than most of our units. 40% of your assessment

is based on 'mini-papers', for which you will submit a reflection on one of the week's discussion questions. These will be available weekly, but only your best four will count, so you can decide how many you want to submit. You will get feedback on whatever you submit, so the more work you do, the more feedback you will receive.

We hope you enjoy this approach and find it constructive. If you have any concerns or feedback, please let us know.

Unit Schedule

Week 1	**1. INTRODUCTION** Introduction
Week 2	**2.THEORIES OF COGNITION** The Mind as a classical computer
Week 3	Is computation enough?
Week 4	Alternative 1: Connectionism
Week 5	Alternative 2: Embodied Cognition
Week 6	Alternative 3: Extended Cognition
Week 7	**3. METHODOLOGY** Explanation in cognitive science
Week 8	What can functional neuroimaging tell us about the mind?

Week 9	Are you a killjoy or a romantic? Investigating animal minds
Week 10	**4. COGNITIVE SCIENCE, VALUES AND SOCIETY** Case study: Are there gender differences in the brain?
Week 11	Case Study: What is it to be mentally disordered?
Week 12	No lectures: Essay writing
Week 13	No lectures: Essay writing

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying

for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit Ask MQ and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures
Withdrawal from a unit after the census date

You can withdraw from your subjects prior to the census date (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to apply for Special Circumstances. If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can apply online.

If you're studying a degree using HECS-HELP, you'll need to apply directly to Macquarie University.

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy.
- Articulate clearly and coherently philosophical arguments to a variety of audiences.
- Analyze and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship.
- Reflect individual performance to identify opportunities for improvement.

Assessment tasks

- Weekly Mini-Papers
- Research Paper Plan
- Research Paper
- Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment tasks

- Weekly Mini-Papers
- Research Paper
- Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Reflect individual performance to identify opportunities for improvement.
- Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment tasks

- Weekly Mini-Papers
- Research Paper Plan
- Research Paper
- Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Acquire a coherent and advanced knowledge of the methodology, concepts and

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- Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy.
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Assessment tasks

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- Research Paper Plan
- Research Paper
- Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy.
- Articulate clearly and coherently philosophical arguments to a variety of audiences.
- Analyze and critically evaluate philosophical arguments.
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Assessment tasks

- Weekly Mini-Papers
- Research Paper Plan

- Research Paper
- Participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy.
- Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy.
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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy.
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- Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship.
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Assessment task

- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- Participation