



PHL 363

Philosophy and Cognitive Science

S1 External 2017

Dept of Philosophy

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Senior Lecturer

Karola Stotz

karola.stotz@mq.edu.au

Credit points

3

Prerequisites

(39cp at 100 level or above) or admission to GDipArts

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. It also looks at the recent challenge to computational approaches to cognition from the embodied and embedded movement and examines the importance of emotion and culture to understanding the mind and cognition. Some of the topics that are likely to be covered include (but are not limited to): representation and computation; pain; embodiment and body image; emotion; memory and the perception of time; moral cognition; the extended mind. No background in psychology or science is assumed.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy.
2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy.
3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences.
4. Analyze and critically evaluate philosophical arguments.
5. Apply acquired knowledge and skills in the context of

philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

General Assessment Information

All tasks will be assessed using the criteria listed under the description of each task, such as: critical analysis, written expression (etc). A detailed rubric for each task will be supplied on iLearn.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Weekly entry to reading diary</u>	20%	No	Weekly
<u>Reflection on diary entry</u>	20%	No	Week 12
<u>Research paper plan</u>	10%	No	Week 10
<u>Research Paper</u>	50%	No	Week 13

Weekly entry to reading diary

Due: **Weekly**

Weighting: **20%**

In preparation for each seminar (weeks 2-12), students will write a short (maximum 300 word) summary on the assigned readings. A minimum of 9 entries is required. Topics and/or guiding questions for these entries may be posted on iLearn. Students will be assessed weekly as satisfactory or unsatisfactory, with 2 marks for S and 0 for U. Hence 10 satisfactory entries will receive the maximum.

Instructions for Internal Students: Internal students will bring a printed copy of their mini-entry to seminar each week to be submitted at the end of class. During class students will have a chance to reflect on their mini-entries and add comments. Papers will not be accepted late and will not be accepted without attendance at class. Students will need to submit at least 9 entries to complete the diary in order to pass.

Instructions for External Students: External students will post their mini-entries to their personal blog on iLearn before midday each Friday. Students may add comments to their blog post subsequent to Friday's seminar. Entries will not be accepted late. General comments to the entries may be provided to students on iLearn before the seminar the following week.

Grading: Students will receive a pass for unsatisfactory or fail for unsatisfactory each week. If a student does not submit at least 9 mini-entries they will get a fail. This assessment task will be assessed by the following criteria set out in the following 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.
- Articulate clearly and coherently philosophical arguments in written and oral form 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.

Assessment criteria for this essay are detailed in the rubric provided on ilearn.

On successful completion you will be able to:

1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy.
2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy.
3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences.
4. Analyze and critically evaluate philosophical arguments.
5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship.
6. Reflect individual performance to identify opportunities for improvement.
7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Reflection on diary entry

Due: **Week 12**

Weighting: **20%**

Students have to submit reflections on two of their reading diary entries of their choice by week 12. They will get a pass or fail based on this basis.

This assessment task will be assessed by the following criteria set out in the following 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.

- Articulate clearly and coherently philosophical arguments in written and oral form 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.

Assessment criteria for this essay are detailed in the rubric provided on iLearn.

On successful completion you will be able to:

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Research paper plan

Due: **Week 10**

Weighting: **10%**

Students will produce a detailed plan of the research paper for peer review. An planning worksheet will be provided on iLearn.

Submission Instructions for Internal Students: Students will bring their plan to seminar in week 10 for peer discussion and feedback.

Submission Instructions for External Students: External students will post their essay plans to the external students forum and provide feedback on at least one other plan.

Grading: Pass/Fail.

This Assessment Task relates to the following Learning Outcomes:

- 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.

Assessment criteria for this essay are detailed in the rubric provided on iLearn.

On successful completion you will be able to:

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Research Paper

Due: **Week 13**

Weighting: **50%**

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 in week 6, and the research paper must answer one of these set questions.

Submission: Turnitin submission on iLearn

Grading: Students will receive a grade out of 100 for the paper.

This assessment task will be assessed by the following criteria set out in the following 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.
- Articulate clearly and coherently philosophical arguments in written and oral form 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.

Assessment criteria include the accuracy of the paper's engagement with the material, the quality of its explanation of how that material relates to the theme of the course, and the technical and stylistic quality of the paper. A detailed rubric regarding the grading of the final essay will be made available on learn.

On successful completion you will be able to:

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Delivery and Resources

Seminars will be held Fridays from 4-6pm in X5B 134, 29 Wallys Walk

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.

Unit Schedule

A detailed schedule can be found i iLearn. Here is a draft schedule:

Week (Date)	Seminar Topic	Tasks
	1. INTRODUCTION	
1 (3/3)	Introduction: What is cognitive science?	
	2. THEORIES OF COGNITION	
2 (10/3)	The mind as a classical computer	Week 2 Mini-Paper
3 (17/3)	Is computation enough?	Week 3 Mini-Paper

4 (24/3)	Alternative 1: Connectionism	Week 4 Mini-Paper
5 (31/3)	Alternative 2: Embodied Cognition	Week 5 Mini-Paper
6 (7/4)	Alternative 3: Extended Cognition	Week 6 Mini-Paper
	SEMESTER BREAK	
	3. METHODOLOGY	
7 (28/4)	Are you a killjoy or a romantic? Investigating animal cognition	Week 7 Mini-Paper
8 (5/5)	Neuroscience	Week 8 Mini-Paper
9 (12/5)	The evolution of religious beliefs	Week 9 Mini-Paper
10 (19/5)	(Case Study: memory)	Week 10 Mini-Paper, Research Paper Plan
	3. COGNITIVE SCIENCE, VALUES AND SOCIETY	
11 (26/5)	Case study: Are there gender differences in the brain?	Week 11 Mini-Paper
12 (2/6)	Case Study: Delusions as a mental disorder	Week 12 Mini-Paper
13 (9/6)	No Seminar: Research paper meetings	Research Paper (5/6/15)

Policies and Procedures

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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 outcome

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment tasks

- Weekly entry to reading diary
- Reflection on diary entry
- Research paper plan
- Research Paper

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

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive

science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment tasks

- Weekly entry to reading diary
- Reflection on diary entry
- Research paper plan
- Research Paper

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 outcome

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment tasks

- Weekly entry to reading diary
- Reflection on diary entry
- Research paper plan

- Research Paper

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 outcome

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment tasks

- Weekly entry to reading diary
- Reflection on diary entry
- Research paper plan
- Research Paper

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 outcome

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

arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment tasks

- Weekly entry to reading diary
- Reflection on diary entry
- Research paper plan
- Research Paper

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 outcome

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment tasks

- Weekly entry to reading diary

- Reflection on diary entry
- Research paper plan
- Research Paper

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 outcome

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment tasks

- Weekly entry to reading diary
- Reflection on diary entry
- Research paper plan
- Research Paper

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:

Learning outcome

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment task

- Research Paper

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:

Learning outcome

- 1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy. 2. Synthesize and analyze information from a variety of sources concerning foundational concepts and arguments in cognitive science and philosophy. 3. Articulate clearly and coherently philosophical arguments in written and oral form to a variety of audiences. 4. Analyze and critically evaluate philosophical arguments. 5. Apply acquired knowledge and skills in the context of philosophical and cognitive science scholarship. 6. Reflect individual performance to identify opportunities for improvement. 7. Understand and critically evaluate evidence from a broad range of disciplines including cognitive science, psychology and neuroscience.

Assessment task

- Research Paper

Changes since First Published

Date	Description
15/03/2017	I have taken out the name of the guest lecturer to avoid too many automated emails to him that doesn't concern him.
01/03/2017	I followed all recommendations of Jeanette, changed the assessment percentage of the first task to 20% and added one more assessment task worth another 20%. Main research essay is now worth 50% and the essay plan 10%.