PHL 262

Body and Mind

S1 Day 2018

Dept of Philosophy

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Course convenor
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Course convenor
Adam Hochman
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Jennifer Duke-Yonge
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Credit points
3

Prerequisites
(12cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description
This unit explores the relationship between the body and the mind. It introduces students to the central issues in contemporary philosophy of psychology, focusing on the issue of whether the mind can be incorporated into the scientific picture of the world. The first part of the unit consists of a survey of competing philosophical theories of the mind: dualism, behaviourism, the identity theory, and functionalism. The second half consists of a discussion of some topical issues in contemporary philosophy of mind and cognitive science. What is consciousness? Is a physical theory of consciousness possible? What is the role of the body in cognitive processes? How does pathology shed light on the nature of the mind?

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:

Learn basic theories and approaches in philosophy of mind

Learn to verbally express your opinion and interpretations of philosophical readings

Learn to close-read and evaluate a philosophical text

Learn to write a philosophical argument and essay

General Assessment Information

Unless a Disruption to Studies 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 seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for *timed* assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
Tutorial participation	15%	No	Throughout
Online quizzes	15%	No	Week 4, 8, 12
First essay	30%	No	20/4/18
Final essay	40%	No	16/6/2018

Tutorial participation

Due: **Throughout**
Weighting: **15%**

For internal students, participation marks will be based on attendance and participation in tutorials. Your participation will be assessed based on whether you've done the reading, your involvement in the classes, and your willingness to engage. Tutorial attendance is compulsory for internal students, and students who do not attend at least 10 of the 12 tutorials will not receive a mark for participation (unless there are extenuating circumstances).

On successful completion you will be able to:

• Learn basic theories and approaches in philosophy of mind
• Learn to verbally express your opinion and interpretations of philosophical readings

Online quizzes

Due: **Week 4, 8, 12**
Weighting: **15%**

Three short online quizzes (10 multiple choice questions) in which you answer a number of questions. The quizzes are due in week 4, 8 and 12 (23/3/18, 4/5/18, 1/6/18). Feedback on the quizzes will be provided in class in week 5, 9, and 13.

On successful completion you will be able to:

- Learn basic theories and approaches in philosophy of mind

First essay

Due: **20/4/18**
Weighting: **30%**

You will write a 1500 word essay on one of the topics discussed during the first half of the course. These topics include Cartesian dualism, behaviorism, identity theory, functionalism, the representational theory of mind, and externalism. In week 8, we'll discuss the outcome of the essays during class, providing elaborate feedback on your essay such that you can incorporate common mistakes in your second essay. Your essay should be submitted online via Turnitin. Your essay will be assessed based on clarity of exposition, understanding, and argumentation. A rubric for the essay will be made available and assessment criteria discussed in class.

On successful completion you will be able to:

- Learn basic theories and approaches in philosophy of mind
- Learn to close-read and evaluate a philosophical text
- Learn to write a philosophical argument and essay

Final essay

Due: **16/6/2018**
Weighting: **40%**

You will write a 2000 word essay on one of the topics discussed during the second half of the course. These topics include consciousness, non-western philosophy of mind, the modular mind, the unconscious mind, predictive processing, and animal cognition. Your essay should be submitted online via Turnitin. Your essay will be assessed based on clarity of exposition, understanding, and argumentation. A rubric for the essay will be made available and assessment criteria discussed in class.

On successful completion you will be able to:

- Learn basic theories and approaches in philosophy of mind
- Learn to close-read and evaluate a philosophical text
- Learn to write a philosophical argument and essay

Delivery and Resources

John Heil. (2013). Philosophy of mind: A contemporary introduction (3rd edition). Routlegde.

Additional resources will be uploaded on iLearn.

Unit Schedule

Week	Topic	Readings
1	Course introduction	Heil ch 1
2	Cartesian dualism	Heil ch 2 & 3
3	Behaviorism	Heil ch 4
4	Identity theory	Heil ch 5
5	Functionalism	Heil ch 6
6	The Representational Theory of Mind	Heil ch 7
7	Externalism	Clark, A. & Chalmers, D. (1998). The extended mind. *Analysis 58*, 10-23.
8	Consciousness	Heil ch 10
9	Non-Western Philosophy	TBD
10	The Modular Mind	Gray, Russell D., Megan Heaney, and Scott Fairhall. 2003. "Evolutionary Psychology and the Challenge of Adaptive Explanation." (pp. 247-268) in K. Sterelny & J. Fitness (eds.) *From Mating to Mentality: Evaluating Evolutionary Psychology*. New York: Psychology Press.
11	The Unconscious Mind	Boag, Simon (2007). Realism, Self-Deception and the Logical Paradox of Repression. *Theory & Psychology*. 17(3): 421–447.
12	Predictive Processing	Wiese, W. & Metzinger, T. (2017) Vanilla PP for Philosophers – a Primer on Predictive Processing. In T. Metzinger & W. Wiese (Eds.). *Philosophy and Predictive Processing: 1*. Frankfurt am Main: MIND Group
13	Animal Cognition	Andrews, Kristin, "Animal Cognition", *The Stanford Encyclopedia of Philosophy* (Summer 2016 Edition), Edward N. Zalta (ed.)

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Learn to verbally express your opinion and interpretations of philosophical readings
- Learn to write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- First essay
- Final essay

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:

Assessment task

- Tutorial 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

- Learn basic theories and approaches in philosophy of mind
- Learn to close-read and evaluate a philosophical text

Assessment task

- Tutorial 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

- Learn basic theories and approaches in philosophy of mind
- Learn to close-read and evaluate a philosophical text
- Learn to write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Online quizzes
- First essay
- Final essay

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

- Learn basic theories and approaches in philosophy of mind
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- Learn to close-read and evaluate a philosophical text
- Learn to write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Online quizzes
- First essay
- Final essay

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

- Learn to verbally express your opinion and interpretations of philosophical readings
- Learn to close-read and evaluate a philosophical text
- Learn to write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Online quizzes
- First essay
- Final essay

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

- Learn to verbally express your opinion and interpretations of philosophical readings
- Learn to write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- First essay
- Final essay

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

- Tutorial 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

- Tutorial participation