



# PHIX262

## Body and Mind

S1 OUA 2018

*Dept of Philosophy*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

OUA Convenor

Jennifer Duke-Yonge

[jennifer.duke-yonge@mq.edu.au](mailto:jennifer.duke-yonge@mq.edu.au)

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By arrangement

Tutor

TBA

Contact via via Dialogue tool in iLearn

Prerequisites

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 mind, 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 the nature of phenomenal (subjective) experience? What is consciousness? Is a physical theory of consciousness possible? What is the role of the body in cognitive processes? All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://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:

Learn basic theories and approaches in philosophy of mind

Learn to express your opinion and interpretations of philosophical readings

Learn to close-read and evaluate a philosophical text

Learn to write an argument and essay

## General Assessment Information

Assessments 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](http://www.mq.edu.au/iLearn/student_info/assignments.htm)

### Extensions and Special Consideration

Requests for extensions must, normally, be made in writing before the due date. Extensions of up to 3 days can be granted by your convenor if reasonable grounds are given, and some written documentation can be produced. Work load from other units, or from employment, are not considered reasonable justification.

Requests for extensions of more than 3 days should be submitted via a Special Consideration request, which is available in the <http://ask.mq.edu.au> portal. Your request should be accompanied by appropriate documentation, such as a medical certificate. Please see the Special Consideration policy in the list of policies at the end of this document for further details.

Read the policy closely as your request may be turned down if you have not followed procedure, or if you have not submitted a request in a timely manner.

### Late Submission Penalty

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.

### Academic Honesty

In Philosophy, academic honesty is taken very seriously. Misrepresenting someone else's work as your own may be grounds for referral to the Faculty Disciplinary Committee. If you have questions about how to properly cite work or how to credit sources, please talk to one of the teaching staff and see also the Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Please note that the policy also prohibits resubmitting work you have already submitted in another unit or unit offering. This counts as **self-plagiarism**. To avoid self-plagiarism, if you have done this unit previously, you should write on another topic this time. If this presents you with any problems, please contact the unit convenor as soon as possible.

**For information about extensions, late penalties and special consideration, see *Policies and Procedures* section below.**

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Participation</a>	15%	No	Throughout
<a href="#">Online quizzes</a>	15%	No	Sunday, Week 5, 9 & 13
<a href="#">First essay</a>	30%	No	Sun 22/4 (in mid-term break)
<a href="#">Final essay</a>	40%	No	Sun 10/6 (Wk13)

### Participation

Due: **Throughout**

Weighting: **15%**

Participation marks will be based on engagement in online forums. Your participation will be assessed based on your willingness to engage and the quality of your engagement. Assessment criteria will be engagement with the learning community, engagement with content, and consistency and commitment. Note that your posts should be made in a timely fashion. Late submissions may not be counted. See rubric for details.

On successful completion you will be able to:

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

### Online quizzes

Due: **Sunday, Week 5, 9 & 13**

Weighting: **15%**

Three short online quizzes (10 multiple choice questions) in which you answer a number of questions. The quizzes are due in week 5, 9 and 13. The criteria for assessment is the selection of the correct answer from the choices provided. Each quiz will be open from 9am Monday until 11.59pm Sunday of the relevant week.

On successful completion you will be able to:

- Learn basic theories and approaches in philosophy of mind

### First essay

Due: **Sun 22/4 (in mid-term break)**

Weighting: **30%**

You will write a short 1000 word essay on one of the topics discussed during the first half of the

course. These topics include Cartesian dualism, behaviorism, functionalism, identity theory, and nonreductive physicalism. Your essay should be submitted online via Turnitin. Assessment criteria are: Focus, Structure, Exposition, Argument. A rubric will be available in iLearn.

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 an argument and essay

## Final essay

Due: **Sun 10/6 (Wk13)**

Weighting: **40%**

You will write a 1500-2000 word essay on one of the topics discussed during the second half of the course. These topics include consciousness, situated cognition, embodied cognition, extended and distributed cognition. Your essay should be submitted online via Turnitin. Assessment criteria are: Focus, Structure, Exposition, Argument. A rubric will be available in iLearn.

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 an argument and essay

## Delivery and Resources

The textbook for this unit is :

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

You will need to purchase a copy of this book as soon as possible (<http://www.coop-bookshop.com.au>)

Additional essential readings will be available electronically through the Macquarie University Library, with links from iLearn.

## Unit Schedule

**Important schedule information:** Please note that OUA units offered by Macquarie University now follow Macquarie Sessions rather than OUA Study Periods. This will include a mid-session break of two weeks. You will find the Session dates below:

Week	Topic	Readings
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1 (week beginning 26/2)	Course introduction	Heil ch 1
2 (w/b 5/3)	Cartesian dualism	Heil ch 2 & 3
3 (w/b 12/3)	Behaviorism	Heil ch 4
4 (w/b 19/3)	Identity theory	Heil ch 5
5 (w/b 26/3)	Functionalism	Heil ch 6
6 (w/b 2/4)	Nonreductive physicalism	Heil ch 11
7 (w/b 9/4)	Consciousness	Heil ch 10 (MID-SEMESTER BREAK 14/4 - 29/4)
8 (w/b 30/4)	Consciousness and the brain	Excerpt from the Stanford encyclopedia of Philosophy entry on Consciousness
9 (w/b 7/5)	Representational theory of mind	Heil ch 7
10 (w/b 14/5)	Situated cognition	Clark, A. (2001). Cognitive Technology: Beyond the Naked Brain. In <i>Mindware: An Introduction to the Philosophy of Cognitive Science</i> . Oxford University Press.
11 (w/b 21/5)	Embodied cognition	M.L. Anderson. (2005). How to study the mind: An introduction to embodied cognition. In: F. Santoianni, C. Sabatano (Eds.), <i>Brain Development in Learning Environments: Embodied and Perceptual Advancements</i> . Cambridge University Press.
12 (w/b 28/5)	Extended and distributed cognition	Clark, A. & Chalmers, D. (1998). The extended mind. <i>Analysis</i> , 58, 10-23.  Hutchins, E. (2001) Cognition, Distributed. In R. A. Wilson & F. C. Keil (Eds.). <i>The MIT Encyclopedia of the Cognitive Sciences</i> . MIT Press.

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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](http://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](http://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/](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 basic theories and approaches in philosophy of mind
- Learn to express your opinion and interpretations of philosophical readings
- Learn to close-read and evaluate a philosophical text
- Learn to write an argument and essay

## Assessment tasks

- 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:

## Learning outcomes

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

## 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
- Learn to write an argument and essay

## Assessment task

- Final essay

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

## **Assessment tasks**

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

## **Assessment tasks**

- 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 basic theories and approaches in philosophy of mind
- Learn to express your opinion and interpretations of philosophical readings
- Learn to close-read and evaluate a philosophical text
- Learn to write an argument and essay

### Assessment tasks

- Participation
- 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 outcome

- Learn to express your opinion and interpretations of philosophical readings

### Assessment tasks

- 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:

### **Learning outcomes**

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

## **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 outcomes**

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