PHIL707
Research Topics in Philosophy and Cognitive Science
S2 Day 2018
Dept of Philosophy

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General Information

Unit convenor and teaching staff
Lecturer
Karola Stotz
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Contact via email
Australian Hearing Hub (AHH), 2nd floor, North wing
by negotiation

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badge status

Unit description
This unit explores some of the cutting edge research questions at the forefront of cognitive science and the philosophy of cognition. The unit explores philosophical problems that arise from the core disciplines of cognitive psychology, cognitive neuropsychology, linguistics, neuroscience and AI and robotics. Topics to be covered may include: embodied and distributed cognition; disorders of the mind; folk psychology and theory of mind; the use of FMRI to understand brain function; is the brain massively modular; can cognitive science explain consciousness, or the self?

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy.
2. Articulate, clearly and coherently, philosophical arguments in written and oral form at an advanced level
3. Analyse and critically evaluate philosophical arguments at an advanced level
4. Demonstrate advanced knowledge of course content and develop a coherent and
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly questions on reading</td>
<td>10%</td>
<td>No</td>
<td>Each week online</td>
</tr>
<tr>
<td>Essay Plan</td>
<td>10%</td>
<td>No</td>
<td>week 10</td>
</tr>
<tr>
<td>Presentation</td>
<td>30%</td>
<td>No</td>
<td>Week 10-12</td>
</tr>
<tr>
<td>Research Essay</td>
<td>50%</td>
<td>No</td>
<td>Week 13</td>
</tr>
</tbody>
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Weekly questions on reading

Due: Each week online
Weighting: 10%

Each week a set of questions on the weekly readings will be posted online. You will be expected to post your answers and engage in discussion of the readings each week.

This Assessment Task relates to the following Learning Outcomes:

• Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy.
• Analyse and critically evaluate philosophical arguments at an advanced level
• Demonstrate advanced knowledge of course content and develop a coherent and extended philosophical argument in a research essay

Essay Plan

Due: week 10
Weighting: 10%

Brief plan and outline of your essay.

This Assessment Task relates to the following Learning Outcomes:

• Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy.
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• Demonstrate advanced knowledge of course content and develop a coherent and extended philosophical argument in a research essay
Presentation
Due: **Week 10-12**
Weighting: **30%**

Presentation to the class on the background to your essay topic and an outline of your essay. 20 minute presentation, 10 minute discussion.

This Assessment Task relates to the following Learning Outcomes:
- Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy.
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Research Essay
Due: **Week 13**
Weighting: **50%**

Research Essay on a topic covered in the course. Title and topic to be agreed with the course leaders by week 10.

This Assessment Task relates to the following Learning Outcomes:
- Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of cognitive science and philosophy.
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- Analyse and critically evaluate philosophical arguments at an advanced level
- Demonstrate advanced knowledge of course content and develop a coherent and extended philosophical argument in a research essay

Delivery and Resources
2- hour weekly seminar plus online discussion and assessments.

Topic of the unit:
**Social Learning and Traditions in Animal and Humans**

Social learning allows the spread of new knowledge and skills, and is the basis for traditions in a wide range of animal species. These traditions may, in turn, form the basis of culture. Although often used synonymously with social learning, imitation denotes a distinctive social learning mechanism, which many researchers hypothesize allows particularly high-fidelity transmission of information. This unit examines a range of social learning mechanisms that have been
distinguished and reviews how they have been investigated. Current debates on the definition and identification of imitation and other forms of social learning are outlined, addressing differences in their usage across different animal species and impacts on the spread of traditions and culture.

**Unit Schedule**

**Social Learning and Traditions in Animal and Humans**

Social learning allows the spread of new knowledge and skills, and is the basis for traditions in a wide range of animal species. These traditions may, in turn, form the basis of culture. Although often used synonymously with social learning, imitation denotes a distinctive social learning mechanism, which many researchers hypothesize allows particularly high-fidelity transmission of information. This unit examines a range of social learning mechanisms that have been distinguished and reviews how they have been investigated. Current debates on the definition and identification of imitation and other forms of social learning are outlined, addressing differences in their usage across different animal species and impacts on the spread of traditions and culture.

**Week 1. General Overview I: (38 pages)**


**Week 2. General Overview II: (35)**


**Further Reading:**

Week 3. Integrative studies of social learning (30)


Week 4. Social Learning in animals: (32)


Further Reading:


Week 5. Kinds of Social Learning I (34)


**Week 6. Kinds of Social Learning II (31)**


**Further Reading:**


**Week 7. From social learning to human culture (34)**


**Further Reading:**


**Week 8 and 9:**
Readings proposed and introduced by students

**Week 10, 11 and 12:**
Student presentations (20mins + 10mins discussion)

**Week 13:**
Deadline for essay

**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](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](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](http://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 Enquiry Service

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

Equity 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.

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

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

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.
- Articulate, clearly and coherently, philosophical arguments in written and oral form at an advanced level
- Analyse and critically evaluate philosophical arguments at an advanced level
• Demonstrate advanced knowledge of course content and develop a coherent and extended philosophical argument in a research essay

**Assessment tasks**

• Weekly questions on reading
• Essay Plan
• Presentation
• Research Essay

**PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcomes**

• Articulate, clearly and coherently, philosophical arguments in written and oral form at an advanced level
• Analyse and critically evaluate philosophical arguments at an advanced level
• Demonstrate advanced knowledge of course content and develop a coherent and extended philosophical argument in a research essay

**Assessment tasks**

• Weekly questions on reading
• Essay Plan
• Presentation
• Research Essay

**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcome**

• Analyse and critically evaluate philosophical arguments at an advanced level
Assessment tasks

• Presentation
• Research Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• Articulate, clearly and coherently, philosophical arguments in written and oral form at an advanced level
• Analyse and critically evaluate philosophical arguments at an advanced level
• Demonstrate advanced knowledge of course content and develop a coherent and extended philosophical argument in a research essay

Assessment tasks

• Weekly questions on reading
• Essay Plan
• Presentation
• Research Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

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.
• Articulate, clearly and coherently, philosophical arguments in written and oral form at an advanced level
• Analyse and critically evaluate philosophical arguments at an advanced level
Unit guide PHIL707 Research Topics in Philosophy and Cognitive Science

- Demonstrate advanced knowledge of course content and develop a coherent and extended philosophical argument in a research essay

Assessment tasks

- Weekly questions on reading
- Essay Plan
- Presentation
- Research Essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcome

- Analyse and critically evaluate philosophical arguments at an advanced level

Assessment tasks

- Presentation
- Research Essay

Late submission

Late Submissions - Guidelines T

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Special Consideration is made and approved.

Tasks above 10%. No extensions will be granted. Students who submit late work without an extension will receive a penalty. This penalty does not apply for cases in which an application for Special Consideration is made and approved.

Late Submission Text: “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.”