PHL 262

Philosophy of Psychology

S1 Day 2019

Dept of Philosophy

Contents

General Information

Unit convenor and teaching staff
Course convenor
Alexander James Gillett
alexander.gillett@mq.edu.au

Richard Menary
richard.menary@mq.edu.au

Credit points
3

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

Corequisites

Co-badged status

Unit description
Psychologists study the mind, but what exactly is a mind? What is the relationship between the mind and the body? What is consciousness? Do we know our own minds, or are we driven by unconscious motivations? In this unit we will examine these big philosophical questions about the mind, and we will also explore the philosophical foundations of different forms of psychotherapy. Cognitive behavioural therapy is advertised as “evidence based”. What does the evidence show about its effectiveness? What is the scientific status of psychoanalysis—is it a pseudoscience, as its critics maintain? We will also explore topical issues in the philosophy of psychology, such as the following. To what extent, if any, can differences between the sexes be explained by brain differences? Did humans evolve to be racist? Do non-human animals have minds? What makes us choose our romantic partners, and where do we fall when we fall in love? No background in psychology is necessary for this unit.

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 psychology

Learn to express your own ideas and interpretations of philosophical arguments and

scientific findings both verbally and in writing

Learn to closely read and evaluate philosophical and scientific texts

Learn to research and 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	10%	No	Throughout
Weekly Discussion Guides	30%	No	Weeks 2-6, 8-12
First essay	25%	No	19/4
Final essay	35%	No	7/6

Tutorial participation

Due: **Throughout**
Weighting: **10%**

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.

On successful completion you will be able to:

- Learn basic theories and approaches in philosophy of psychology
- Learn to express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to closely read and evaluate philosophical and scientific texts

Weekly Discussion Guides

Due: **Weeks 2-6, 8-12**
Weighting: **30%**

The ability to engage with philosophical arguments and scientific findings is crucial. This assessment task requires you to hand in a short written piece of writing each week (weeks 2-6,

8-12) based on that week's readings. This is roughly one page A4 which briefly summarises what each reading was about, describes at least one key concept, and raises a question or point of reflection. These will be handed in at the end of that week's tutorial and handed back in the following week. This assessment task is designed to help you focus on completing that week's readings and scaffolding your involvement in the tutorial discussions.

On successful completion you will be able to:

- Learn basic theories and approaches in philosophy of psychology
- Learn to express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to closely read and evaluate philosophical and scientific texts
- Learn to research and write a philosophical argument and essay

First essay

Due: **19/4**
Weighting: **25%**

You will write a 1500 word essay on one of the topics discussed during the first half of the course (weeks 2-6). This essay must demonstrate research of the topic beyond the mandatory readings. Each week is accompanied by an extensive recommended further reading list to aid with this. Additionally, in week 7 we will discuss research skills and essay structure, argumentation, and writing. In week 8, we will discuss the outcome of the essays during class, providing detailed feedback that can be incorporated into 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 and detailed instructions for the essay will be made available and assessment criteria discussed in both lectures and tutorials.

On successful completion you will be able to:

- Learn basic theories and approaches in philosophy of psychology
- Learn to express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to research and write a philosophical argument and essay

Final essay

Due: **7/6**
Weighting: **35%**

You will write a 2000 word essay on one of the topics discussed during the second half of the course (weeks 8-12). This essay must demonstrate research of the topic beyond the mandatory readings. Each week is accompanied by an extensive recommended further reading list to aid with this. Your essay should be submitted online via Turnitin. Your essay will be assessed based

on clarity of exposition, understanding, and argumentation. A rubric and detailed instructions for the essay will be made available and assessment criteria discussed in both lectures and tutorials.

On successful completion you will be able to:

- Learn basic theories and approaches in philosophy of psychology
- Learn to express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to research and write a philosophical argument and essay

Delivery and Resources

Required Reading

There will be a core texts to read for each week of the course. It is mandatory that these be read as tutorial discussions and lectures are based on these. You will also be required to submit weekly discussion guides relating to these readings. The weekly readings will be available via the Leganto service, which is accessible through the ilearn. Additional optional and further readings will be made available electronically on the ilearn in each week. These will be useful for the research essays.

Technology Used and Required

We use an iLearn website, and the Echo360 lecture recordings. Any other material you need will be available through the iLearn website. We recommend you have access to a reliable internet connection throughout the semester.

Assignment Submission

Essay assignments in this course will be submitted electronically, as word documents. 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.

Weekly discussion guides are to be submitted to the course convenor in your tutorial as part of your attendance and are not to be handed in at any other time unless otherwise arranged.

Unit Schedule

Tutorials will be staggered so that they are in the following week after the lecture. There is no tutorial in the first week (nor in the first week back after the break), and after this the relevant tutorial for each lecture on a Friday will be on the following Thursday. Dates for all lectures and tutorials are provided in the table below, along with a brief description of the topics, and the weekly readings (when discussion guides [DG] are due].

Week and Lecture Topic	**Description and Readings** (available via the Leganto service)	Lec. Date	Tute. date
1. Intro:	General Introduction to the course and an overview of the following weeks material. Outlining general questions of: what is philosophy? What is psychology? What is the philosophy of psychology? • Boden, M. (2006) Mind and its Place in Nature. (pp. 1-8) in *Mind as Machine: A History of Cognitive Science Volume 1*. Clarendon Press. • Bermudez, J. L. (2005) What is philosophy of psychology? (pp. 1-6) in *Philosophy of Psychology: A contemporary introduction*. Routledge. • Clark, A. (2001) Introduction. (pp. 1-5) in *Mindware: An Introduction to the Philosophy of Cognitive Science.* Oxford University Press. • Kolak, D., Hirstein, W., Mandik, P., & Waskan, J. (2006) Beginning Concepts. Many paths to the same summit. (pp. 5-8) *Cognitive Science: An Introduction to Mind and Brain*. Routledge.	1/3	7/3
2. Precursors to cognitive science	This week we discuss a range of important movements in Western philosophy and pyschology that have shaped modern cognitive science: dualism, introspectionism, psychoanalysis, and behaviourism. • Heil, J. (2013). Cartesian Dualism. (pp. 17-30) Chapter 2 in *Philosophy of mind: A contemporary introduction (3rd edition). Routledge.* • Graham, G. (2015) Behaviorism. *The Stanford Encyclopedia of Philosophy* (Spring 2017 Edition), Edward N. Zalta (ed.)	8/3	14/3 [DG1]
3. Identity theory and Functionalism:	Two core philosophical positions that are important for understanding cognitive science are identity theory (the notion that brain states are identical to mental states) and functionalism (the claim that mental states play functions in a mental system). A key concept for this week is multiple realizability. • Heil, J. (2013). The Identity Theory. (pp. 69-86) Chapters 5&6 in *Philosophy of mind: A contemporary introduction (3rd edition). Routledge.* • Heil, J. (2013). Functionalism. (pp. 87-106) Chapter 2 in *Philosophy of mind: A contemporary introduction (3rd edition). Routledge.*	15/3	21/3 [DG2]
4. Computational theory of mind	The central metaphor of cognitive science is the idea that the mind is like a computer. This week we will discuss two central thought experiments that explore the limits and extent of this idea: The Turing Test and The Chinese Room. We will also discuss the central concept of mental representations. • Heil, J. (2013). The Representational Theory of Mind. (pp. 107-128) Chapter 2 in *Philosophy of mind: A contemporary introduction (3rd edition). Routledge.* • Turing, Alan. (1993) Computing Machinery and Intelligence. (pp. 358-370) in Perry, J. & Bratman, M. (eds.) *Introduction to Philosophy: Classic and Contemporary Readings – Second Edition.* Oxford University Press. • Searle, J. R. (2003) Minds, Brains, and Programs. (pp. 235-252) in Heil, J. (ed.) *Philosophy of Mind: A Guide and Anthology.* Oxford University Press.	22/3	28/3 [DG3]
5. The Modular Mind	Another core notion in cognitive science is the claim that structure of the mind is composed of a series of modules. This week we discuss the implications and limits of this idea; and how it links up to questions about the evolution of the human mind (a position referred to as Evolutionary Psychology). • Fodor, J. A. (2006) Precis of *The Modularity of Mind.* (pp. 513-523) in Bermúdez, J. L. (ed.) *Philosophy of Psychology: Contemporary Readings. Routledge.* • Carruthers, P. (2006) The Case for Massively Modular Models of Mind. (pp. 3-21) in Stainton, R. J. (ed.) *Contemporary Debates in Cognitive Science. Blackwell Publishing.*	29/3	4/4 [DG4]

6. Embodied, Embedded, and Extended Cognition	What is the appropriate unit of analysis for studying the mind? Can we solely focus on individuals divorced from their environment? Or are bodies and environments crucial explanatory factors for properly understanding the mind? Even further, is it possible that our minds are partially constituted by our bodies and other parts of the world? • Clark, A. & Chalmers, D. (1998) The extended mind. *Analysis, 58*(1), 7-19. • Anderson, M. (2007) How to study the mind: An introduction to embodied cognition. (pp. 65-82) in Santoianni & Sabatano (eds) *Brain Development in Learning Environments: Embodied and perceptual advancements.* Cambridge Scholars Publishing, Newcastle.	5/4	11/4 [DG5]
7. Essay writing and research workshop	*No Mandatory Readings (no accompanying tutorial)*	12/4	N/A
	Mid Semester Break (13/4-28/4) **[first essay due 19/4]**		
8. The WEIRD problem and the Enculturated Mind	Recent research has indicated that a majority of psychological research is carried out on WEIRD participants (Western, Educated, Industrialised, Rich, and Democratic). Furthermore, cross-cultural and anthropology research indicates that these individuals are outliers in the human population. This week we discuss the methodological and philosophical implications of this state of affairs. In particular, we raise the question of the importance of culture for understanding the mind. • Henrich, J., Heine, S. J. & Norenzayan, A. (2010) The weirdest people in the world? *Behavioral and Brain Sciences, 33*, 61-83. • Chiao, J. Y. & Immordino-Yang, M. H. (2009) Modularity and the Cultural Mind: Contributions of Cultural Neuroscience to Cognitive Theory. *Perspectives on Psychological Science 8*(1) 56-61. **[No Tutorial in the first week back after semester break]**	3/5	9/5 [DG6]
9. Beyond Evolutionary Psychology	Building on our discussions in the previous weeks (5-8), we discuss the evolution of the human mind. What is the structure of the human mind? How have evolutionary forces structured our minds? What is the importance of phenotypic plasticity and cultural niches? • Boyd, R., Richerson, P. J. & Henrich, J. (2011) The cultural niche: Why social learning is essential for human adaptation. *PNAS 108,* 10918–10925. • Stotz, K. (2014) Extended evolutionary psychology: the importance of transgenerational developmental plasticity. *Frontiers in Psychology 5* (908), 1-14.	10/5	16/5 [DG7]
10. Consciousness: neuroscience and non-western philosophy	This week we have a guest lecture by Philip Martin - a specialist on non-Western philosophy. Questions of consciousness are a core concern in philosophy and psychology. Recent advancements in neuroscience have enabled an exploration of the neural correlates of consciousness. But *hard* questions still remain about why certain brain states give rise to consciousness at all. We will discuss non-Western philosophical contributions to this debate. • Chadha, M. (2015) The Problem of the Unity of Consciousness. *Philosophy East and West 65* (3), 746-764. • Frith, C. & Hohwy, J. (2004) Can Neuroscience Explain Consciousness? *Journal of Consciousness Studies 11* (7–8), 180-98.	17/5	23/5 [DG8]

11. Predictive Processing	Predictive processing is a new position in cognitive science research that postulates that the brain or cognitive system is a predictive engine that makes inferences about incoming sensory stimuli and actively aims to improve its predictions. Some theorists claim that this framework is potentially a Grand Unified Theory of the Mind. • Wiese, W. & Metzinger, T. (2017) Vanilla PP for Philosophers: A Primer on Predictive Processing. (1, 1-18) in T. Metzinger & W. Wiese (eds.) *Philosophy and Predictive Processing*. Frankfurt am Main: MIND Group. • Clark, A. (2013) Whatever next? Predictive brains, situated agents, and the future of cognitive science. *Behavioral and Brain Sciences 36*, 181-204.	24/5	30/5 [DG9]
12. The Replication Crisis and other issues	In our final week we turn to a recent set of controversies in psychology around the failure to replicate long established and new findings. We also discuss a range of other related concerns including, but not limited to, how psychological research is used, and how we can make inferences from experiments. • Klein (2014) What can recent replication failures tell us about the theoretical commitments of psychology? *Theory & Psychology 24*(3), 326–338. • Open science collaboration (2015). Estimating the reproducibility of psychological science. *Science 349* (6251), 1-8.	31/5	6/6 [DG10]
13. Final Essay due	*No readings, no tutorial, and no lecture.* This week is writing and research time for the second essay **[Second essay due 7/6]**	N/A	N/A

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 published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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 express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to research and write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Weekly Discussion Guides
- 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 own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to closely read and evaluate philosophical and scientific texts
- Learn to research and write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Weekly Discussion Guides
- First essay
- Final 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 psychology
- Learn to express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to closely read and evaluate philosophical and scientific texts
- Learn to research and write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Weekly Discussion Guides
- First essay
- 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 psychology
- Learn to express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to closely read and evaluate philosophical and scientific texts
- Learn to research and write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Weekly Discussion Guides
- 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 psychology
- Learn to express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to closely read and evaluate philosophical and scientific texts
- Learn to research and write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Weekly Discussion Guides
- 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 express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to closely read and evaluate philosophical and scientific texts
- Learn to research and write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Weekly Discussion Guides
- 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 express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to research and write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Weekly Discussion Guides
- 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 to express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to closely read and evaluate philosophical and scientific texts
- Learn to research and write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Weekly Discussion Guides
- First essay

- Final essay

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 psychology
- Learn to express your own ideas and interpretations of philosophical arguments and scientific findings both verbally and in writing
- Learn to closely read and evaluate philosophical and scientific texts
- Learn to research and write a philosophical argument and essay

Assessment tasks

- Tutorial participation
- Weekly Discussion Guides
- First essay
- Final essay