ARTS3370 Course Outline

School of Humanities and Languages

ARTS3370: Topics in the Philosophy of Mind and Cognition, S2 2015

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
## 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor/Lecturer</th>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Markos Valaris</td>
<td>MB 339</td>
<td>52760</td>
<td><a href="mailto:m.valaris@unsw.edu.au">m.valaris@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Monday 9:30-10:30</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

## 2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
</table>

**Course Description**
The mind stands out from the rest of nature because of its ability to **represent** the world. Other natural or artificial systems interact with their environment, but only certain animals seem able to believe that things are a certain way, or to desire that things be a certain way, or to intend to make things be a certain way. This course considers some of the questions raised by these phenomena. How is it that our minds can register the layout of our environment in perception? How is it that minds can, in thought, represent the world as being in a certain way? And how is it that minds can have an impact upon the world — as they do, when we act intentionally? Although emphasis will be given to the lively recent research these questions have sparked, we will also consider historically important attempts to address them.

**Course Aims**

1. Introduce students to the core arguments and currents that have shaped contemporary thinking about the mind and its place in nature.
2. Provide the students with the concepts and skills to approach questions about the mind as they arise in other academic disciplines (psychology, neuroscience, artificial intelligence) or in the broader culture.
3. Enhance students’ abilities for critical thinking and productive engagement with research.

**Student Learning Outcomes**

1. Awareness of a number of themes and debates in contemporary philosophy.
2. Experience in reflectively engaging with important issues and traditions in contemporary philosophy and the argumentation surrounding these issues.
3. Experience in thinking systematically in analysing philosophical arguments and in producing their own.
4. Inculcation of skills of critical analysis and reflective thinking.

**Graduate Attributes**

1. Ability to read and interpret texts sensitively and carefully.
2. Ability to evaluate and critically analyse beliefs, ideas and information using a range of techniques of philosophical reasoning.
3. Appreciation of the importance of reasoned enquiry and an ability to apply tools of philosophical analysis to a range of issues including those in contemporary debates.
4. Skills of effective communication.
3. Learning and Teaching Rationale

This course is based on the belief that the best way to learn philosophy is by doing philosophy. For this reason, there will be a special focus on fostering discussion in class, as well as an ongoing online discussion forum.

4. Teaching Strategies

This course will involve a weekly two-hour long lecture and a one-hour long tutorial. While the lecture will involve the presentation of new material by the lecturer, you are expected to have done the assigned reading before lecture, so as to be able to contribute with questions and comments. The tutorial will be focused on discussion and collaborative work.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions (on Moodle)</td>
<td>~240 words/week</td>
<td>30%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Weekly assessment; see course schedule and Instructions and Guidelines document for details</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>n/a</td>
<td>10%</td>
<td>1,2</td>
<td>1,2,4</td>
<td>31 August</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>n/a</td>
<td>10%</td>
<td>1,2</td>
<td>1,2,4</td>
<td>26 October</td>
</tr>
<tr>
<td>Mid-Term Essay</td>
<td>1.2K words</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>7 September</td>
</tr>
<tr>
<td>Final Essay</td>
<td>2.5K words</td>
<td>30%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>6 November</td>
</tr>
</tbody>
</table>

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical
course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

All assessments are to be submitted in electronic form only, through Moodle.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The **Arts and Social Sciences Extension Guidelines** apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the **Special Consideration** section. You will need to submit documentary evidence in support of your request.
A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.
Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>MEETING</th>
<th>TOPIC</th>
<th>READINGS (MC: Mind and Cognition textbook; *: to be made available online)</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 27 July</td>
<td>Introduction</td>
<td>N/A</td>
<td>Introductory Online Discussion (not marked)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Dualism and Materialism</td>
<td>Descartes, <em>Meditation II</em>; Place, “Is Consciousness a Brain Process?” (MC 2); Skinner, Excerpt from <em>About Behaviorism</em> (MC1)</td>
<td>Online Discussion 1</td>
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<tr>
<td>3 August</td>
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<tr>
<td>Week 3</td>
<td>Functionalism</td>
<td>Armstrong, “The Causal Theory of Mind” (MC3); Putnam, “The Nature of Mental States” (MC4); Schwitzgebel, “If Materialism Is True Then The United States Is Probably Conscious”*</td>
<td>Online Discussion 2</td>
</tr>
<tr>
<td>10 August</td>
<td></td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Computationalism</td>
<td>Turing, “Computing Machinery and Intelligence”; Haugeland, “Semantic Engines: an introduction to mind design” (MC 14); Searle, “Can Computers Think?” (MC 15)</td>
<td>Online Discussion 3</td>
</tr>
<tr>
<td>17 August</td>
<td></td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Psychological Explanation</td>
<td>Fodor, “The Persistence Of The Attitudes”; Hornsby, “Physicalism and Conceptions of Behaviour”*; Dennett, “True Believers” (MC21);</td>
<td>Online Discussion 4</td>
</tr>
<tr>
<td>24 August</td>
<td></td>
<td></td>
<td>Mid-term Essay Assigned</td>
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<tr>
<td>Week 6</td>
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<td></td>
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<tr>
<td>31 August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Psychosemantics</td>
<td>Fodor, “Information and Representation” (MC 8); Millikan, “Biosemantics” (MC 9)</td>
<td>Online Discussion 5</td>
</tr>
<tr>
<td>7 September</td>
<td></td>
<td></td>
<td>Mid-term Essay Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Content and Externalism</td>
<td>Burge, “Individualism and Psychology”; Fodor, “Individualism and Supervenience” (MC 30); Wilson, 'The Argument from Causal Powers&quot; (MC 31) Stanford Encyclopedia of Philosophy Entry on Supervenience, Sections 1-2 and 5.4.</td>
<td>Online Discussion 6</td>
</tr>
<tr>
<td>14 September</td>
<td></td>
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</tbody>
</table>
| Week 9  
21 September | Consciousness and its Cognitive Role | Jackson, “Epiphenomenal Qualia” (MC 42); Block, “On a Confusion about a Function of Consciousness”*; Dretske, “Perception Without Awareness” (MC 41) | Online Discussion 7 |
| Week 10  
28 September/5 October | | Mid-semester break and public holiday |
| Week 11  
| Week 12  
19 October | | Wrapping Up | Online Discussion 9 |
| Week 13  
26 October | In Class Quiz 2 During Lecture | Final essay due 6 November |

11. **Textbook Details**  

**Additional Readings**


**Websites**
12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:
https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.
Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.