



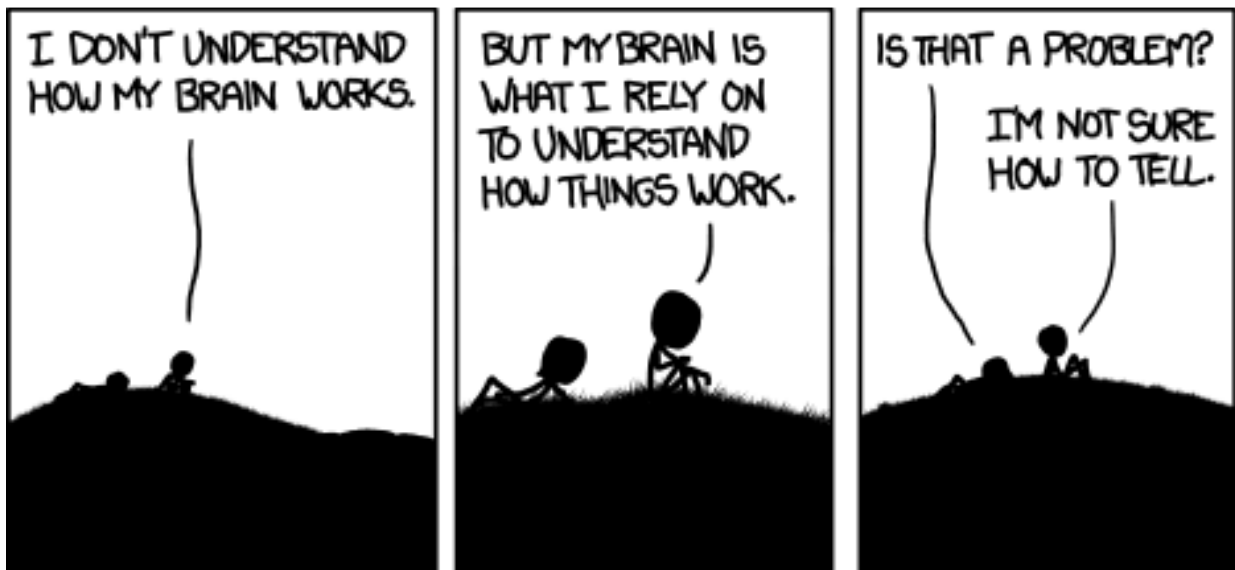
UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and
Social Sciences**

SCHOOL OF HUMANITIES AND LANGUAGES

ARTS 3370

Topics in the Philosophy of Mind and Cognition



Source: xkcd.com

Semester 2, 2013

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COURSE STAFF

Convener Details:

Name: Markos Valaris
Room: Morven Brown 339
Phone: 5 2760
Email: m.valaris@unsw.edu.au
Consultation Times: T 12-1

COURSE DETAILS

OUC: 6

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

This course aims to introduce students to contemporary approaches to questions that have been central to western philosophical thought since its inception. It is designed as part of the Metaphysics and Epistemology stream of the philosophy major. Although it is designed as a self-standing unit, it aims to go deeper than a typical first-year introductory course would, by focusing on fewer topics and placing a greater emphasis on original texts.

STUDENT LEARNING OUTCOMES

At the completion of this course students will be able to:

1. understand and engage with fundamental philosophical questions, as well as some contemporary attempts to answer them.
2. analyse and construct arguments
3. engage reflectively and critically with original academic texts.
4. to communicate complex ideas clearly and succinctly in different settings, including online and face-to-face.
5. to compose clear analytical essays.

LEARNING AND TEACHING STRATEGIES AND RATIONALE

It is my belief that students learn best when they are active participants in the learning process. This is especially true of a subject-matter like philosophy: you can only learn philosophy by doing philosophy. This course has been designed on the basis of these beliefs:

- The flexible **seminar** format is intended to combine minimal exposition of new material by the instructor with discussion of questions and topics raised by the students in real time. In addition, time will be set aside each week for student questions.
- The **online discussion forum** component of the course is intended to further encourage independent engagement with the problems on the part of the students, and to give you the opportunity to try out your own views and ideas on your peers.
- The essay assessment for this course will involve a **peer-review** component. The process of peer-review will provide each of you with the opportunity both to get immediate feedback from your peers, and to reflect on the process of philosophical writing from a different perspective.

Moreover, courses in the humanities such as this one provide students with a unique opportunity to hone their skills in **reading** and **writing**. Both of these skills are emphasised in this course.

COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback on this course is welcomed and is gathered periodically. There will be a Mid-Term survey, conducted through Moodle on Week 7, and a CATEI survey at the end of the term.

Your feedback is taken very seriously, and is essential to the ongoing development of the course.

REFERENCES

Required Texts

Available from the UNSW bookstore:

- Jerry Fodor, *Psychosemantics*. Cambridge, MA: MIT Press, 1987.
- Saul Kripke, *Wittgenstein on Rules and Private Language*. Cambridge, MA: Harvard University Press, 1982.

Several further readings will be made available in electronic form through the library catalog.

Optional Text

Available from the UNSW bookstore:

- Ludwig Wittgenstein, *Philosophical Investigations*

Websites

We will be making use of the Stanford Encyclopedia of Philosophy:

<http://plato.stanford.edu>

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

<http://info.library.unsw.edu.au/web/services/services.html>

ASSESSMENT

In order to successfully complete the course you must participate **in all** of the following assessments.

In-Class Quizzes

There will be two in-class quizzes, which will take the form of short-answer questions. The quizzes will take place in weeks 7 and 12 respectively.

Learning outcomes assessed: 1, 3, 4

Weight: 10% each

Estimated Time: about 4 hours of preparation each.

Online Discussions

There will be a total of **9 online discussions**, in each of which you will be required to **post at least twice**.

Rationale: The best way to learn philosophy is by practicing philosophy, i.e., by actively engaging in philosophical debate. This is the purpose of the online discussions. They provide a forum in which you can raise questions, express your views, and construct arguments for the consideration of your peers.

Detailed instructions are available on Moodle.

Learning outcomes assessed: 1, 2, 3, 4

Weight: 30%

Estimated Time: about 3 hours per week

Major Essay:

For this course you will be required to write a **major essay of 2,500-3,000 words**. The essay will be assigned on week 7, and you will be required to submit a **first draft**, which will be **peer-reviewed** (see below) and a **final draft**, incorporating revisions in light of the reviews you have received. All of these tasks will be **separately marked**. See details in the “Activities and Assessments” section.

Due dates:

First draft: 15 October (Week 11) **For logistical reasons, late submissions will not be accepted for this assessment.**

Peer reviews: 25 October (Friday of Week 12)

Final draft: 1 November (Friday of Week 13)

Learning outcomes assessed: 1, 2, 3, 5

Weight: 50%

Estimated Time: about 45 hours (for the whole thing!)

Assignment Submission

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.

- **Only electronic** submissions will be accepted. All assignments must be uploaded on Moodle by 4pm on the due date.
- Make sure you retain a **copy of your work** on your hard drive for later reference.

Assignment Collection

Assignments other than quizzes are all electronic. Corrected and marked copies will be available online. Quizzes will be marked and returned within two weeks. If you do not pick them up in class you can pick them up from my office during office hours.

Assignment Extensions

A student may apply for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 5% penalty per day excluding weekends (calculated from the maximum marks available for that assignment). Assignments received more than 10 calendar days after the due or extended date will not be allocated a mark.

Note that late submissions will not be accepted for the 1st draft of the essay.

ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The tutor will keep attendance records.

ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:
<http://www.lc.unsw.edu.au/plagiarism/index.html>

OCCUPATIONAL HEALTH AND SAFETY POLICY

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:
http://www.ohs.unsw.edu.au/ohs_policies/index.html

STUDENT EQUITY AND DIVERSITY

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. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at:
<http://www.studentequity.unsw.edu.au>

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://my.unsw.edu.au/student/atoz/Complaints.html>

COURSE SCHEDULE

MEETING	TOPIC	READING	ASSESSMENT
Week 1 30 July	<i>Introduction</i>	Fodor, <i>Psychosemantics</i> Preface	Introductory Online Discussion (not marked)
Week 2 6 August	<i>Folk and Scientific Psychology</i>	Fodor, <i>Psychosemantics</i> Ch. 1; Dennett, "Three Kinds of Intentional Psychology" OPTIONAL: Churchland, "Eliminative Materialism and the Propositional Attitudes"	Online Discussion 1
Week 3 13 August	<i>Mental Semantics</i>	Russell, <i>Universals</i> ; Pylyshyn, "Computation and Cognition", Sections 1-4 and 6.2 OPTIONAL: Searle, "Minds, Brains and Programs"	Online Discussion 2

Week 4 20 August	<i>Content and Rule-Following</i>	Wittgenstein, <i>Philosophical Investigations</i> [excerpt]; Kripke, Part I	Online Discussion 3
Week 5 27 August	<i>Naturalism about Content</i>	Kripke, Part II; Millikan, "Truth Rules, Hoverflies, and the Kripke-Wittgenstein Paradox"	Online Discussion 4
Week 6 3 September	<i>Naturalism about Content</i>	Fodor, Ch. 4; Brandom, "Modality, Normativity and Intentionality"	Online Discussion 5
Week 7 10 September	In-Class Quiz 1		
Week 8 17 September	<i>The Cognitive Role of Consciousness</i>	Block, "On a Confusion about a Function of Consciousness"; Dennett, "Toward a Cognitive Theory of Consciousness" OPTIONAL: Jackson, "Epiphenomenal Qualia"	Online Discussion 6
Week 9 24 September	<i>The Cognitive Role of Consciousness</i>	McDowell, "The Content of Perceptual Experience"; Harman, "The Intrinsic Quality of Experience"	Online Discussion 7
Break 28 Sep.-7 Oct.			
Week 10 8 October	<i>The Cognitive Role of Consciousness</i>	Campbell, "The Role of Demonstratives in Action Explanation"; Travis, "The Silence of the Senses"	Online Discussion 8
Week 11 15 October	<i>Wrapping Up</i>		Online Discussion 9 Essay First Draft Due

Week 12 22 October	In Class Quiz 2 Peer Reviews Due Friday 25 October
Final Essay Due Friday 1 November	

OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & 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>