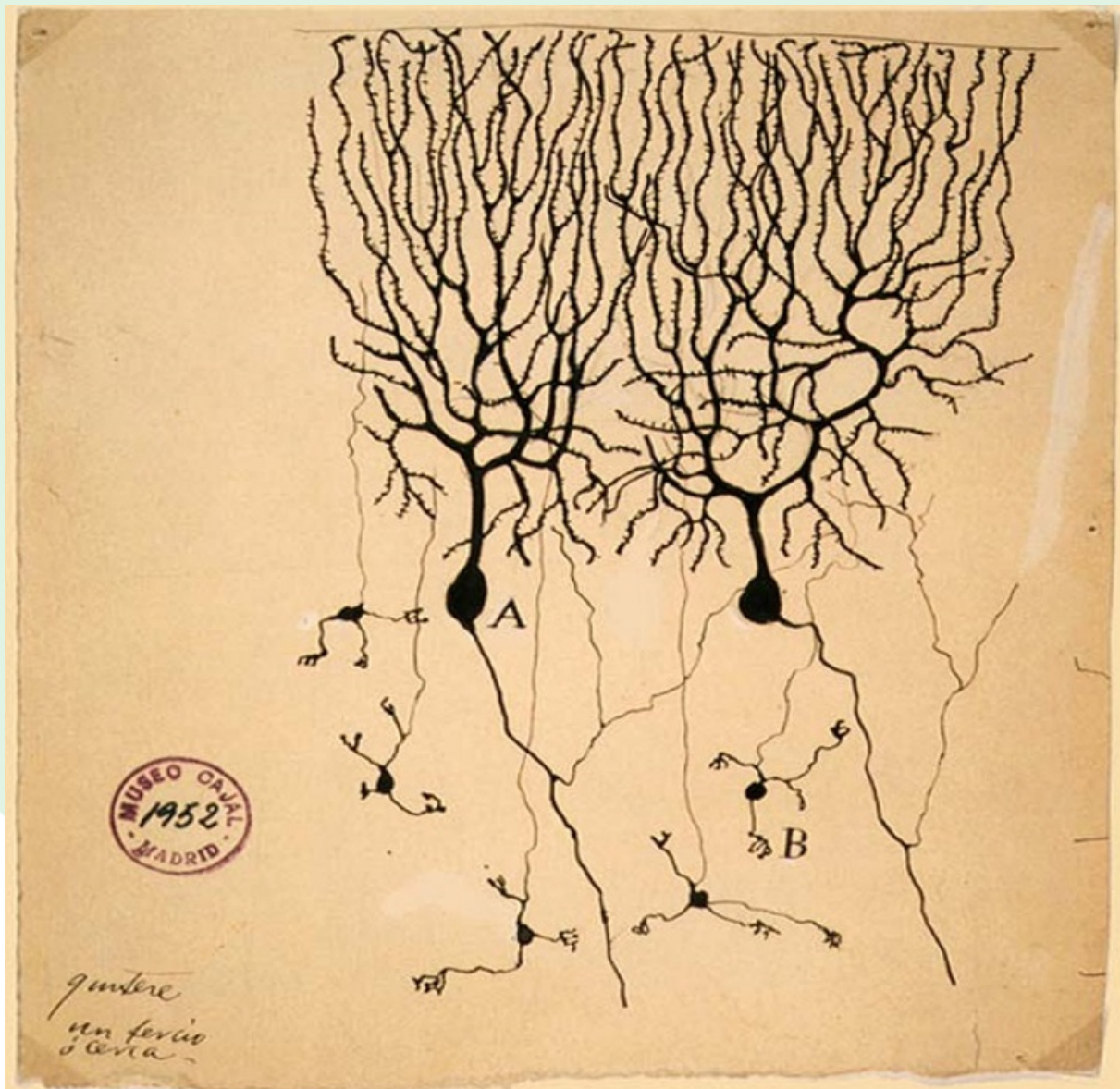


ARTS2361

Philosophy of Mind and Psychology

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Markos Valaris	m.valaris@unsw.edu.au	By email or by appointment.	MB 339	9385 2760

School Contact Information

School of Humanities & Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Tel: 02 9348 0406

Email: hal@unsw.edu.au

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Summary of the Course

What is a mind? Is the conscious self an entity distinct from the body (a soul)? Or is it nothing more than the brain? This course begins by considering these and other foundational questions about the mind and its place in nature. We then turn to a range of related topics studied by philosophers, neuroscientists, psychologists and linguists. Are brains just sophisticated computers? Could we one day construct machines that think and feel?

Course Learning Outcomes

1. Debate key questions concerning the mind and its place in nature, and some influential approaches to addressing them.
2. Analyse and critically respond to philosophical texts.
3. Employ and explain key concepts in the philosophy of mind, demonstrating a basis for ongoing engagement with the subject.
4. Compose clear analytical essays.
5. Communicate complex ideas in a concise and clear way.

Teaching Strategies

Please refer to the information in Moodle

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Online quiz	20%	Quiz 1: 20/03/22, 23:59. Quiz 2: 24/04/22, 23:59.	2, 3
2. Online discussion forum	25%	Not Applicable	1, 2, 3, 5
3. Major essay	55%	Draft for peer review: 15/04/22; Peer reviews: 22/04/22, 23:59; Final submission: 1/05/22	1, 2, 3, 4, 5

Assessment 1: Online quiz

Due date: Quiz 1: 20/03/22, 23:59. Quiz 2: 24/04/22, 23:59.

There will be two 20-minute quizzes (in the middle and the end of term) with multiple-choice questions on core concepts and ideas discussed.

Feedback will be in the form of numerical score and correct answers via Moodle.

This is not a Turnitin assignment

Assessment 2: Online discussion forum

There will be a total of 8 online discussion forums. Each student will start a discussion-thread once during the term, on an assigned date. All students are encouraged to contribute with comments, replies and/or questions each week. Marks will be based on your initial post and your contributions to 4 other forums (for a total of 5 forums' worth of contributions). Detailed guidelines are available on Moodle.

Initial posts will be short but substantive engagements with the relevant week's material. They should be about 500 words long. Comments, replies and questions will vary in length, but in general should not exceed 150 words.

Feedback will be given in the form of a numerical mark for each forum, and through the discussion.

Assessment 3: Major essay

Due date: Draft for peer review: 15/04/22; Peer reviews: 22/04/22, 23:59; Final submission: 1/05/22

This research essay assessment has two parts. Students first submit a draft, which is peer-reviewed. Students then have the opportunity to revise their draft prior to final submission at the end of term. The essay should be no more than 2000 words.

First drafts will be peer-reviewed on a rubric. Final submissions will be marked on a rubric, and individual written comments will be provided.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Breakdown of marking for this assessment:

- Draft for peer review: 7.5%
- Peer review: 7.5%
- Final submission: 40%

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Lecture	Weekly Topics <ul style="list-style-type: none">• Introduction: what is the philosophy of mind and psychology?• Dualism and Materialism <p>We introduce the first major part of the course, which includes weeks 1 to 5. This part is about <i>ontology</i>: what is the place of the mind in the material universe? How can mere matter give rise to consciousness?</p>
	Reading	Required Readings <ol style="list-style-type: none">1. J.C.C. Smart, "Sensations and Brain Processes"2. David Lewis, "An Argument for the Identity Theory" Recommended Background Readings <ol style="list-style-type: none">1. Aristotle, <i>On the Soul</i>, Book II, Ch. 1 (412a6-413a20)2. René Descartes, <i>Meditations on First Philosophy</i>, Meditation II, VI (p. 51-54 only)3. Princess Elisabeth's First Letter to Descartes (p. 1 only)

Week 2: 21 February - 25 February	Assessment	Online discussion forum 1
	Lecture	<p>Weekly Topic</p> <ul style="list-style-type: none"> • Materialism, Functionalism, and Reduction <p>Materialism is the view that the mind is part of material nature. While this is easy to state, it proves hard to understand. How exactly can things like thoughts, feelings, experiences, be part of material nature, like chairs, tables and rocks? Here we explore different ways in which philosophers have sought to explain the idea that the mind is fundamentally material.</p>
	Reading	<p>Required Reading</p> <ol style="list-style-type: none"> 1. Barbara Montero, "Post-Physicalism" 2. Hilary Putnam "The Nature of Mental States". <p>Putnam's paper was ground-breaking in its time. It might be, for many of you, your first encounter with the concept of a "Turing Machine" and/or a "Probabilistic Automaton". Do not worry too much if these concepts prove hard to grasp on first reading. The technical details are not important for us, and the overall idea will be explained.</p> <ol style="list-style-type: none"> 3. Stanford Encyclopedia of Philosophy, entry on Supervenience: Sections 1, 2 and 5.4. (https://plato.stanford.edu/entries/supervenience/)
Week 3: 28 February - 4 March	Lecture	<p>Weekly Topic</p> <ul style="list-style-type: none"> • More on Materialism and Reduction
	Reading	<p>Monday Readings</p> <ol style="list-style-type: none"> 1. Eric Schwitzgebel, "If Materialism is True, then the United States is Probably Conscious" 2. Jaegwon Kim, "The Non-Reductivist's Problems With Mental Causation" (Excerpt) 3. Stephen Yablo, "Mental Causation" (Excerpt)

	Assessment	Online discussion forum 2
Week 4: 7 March - 11 March	Lecture	<p>Weekly Topic</p> <ul style="list-style-type: none"> • Challenges to Materialism: the Knowledge Argument, the Zombie Argument <p>Materialism offers a nicely unified picture of the world. But challenges remain. The main challenge for materialism has proven to be consciousness. Here, we explore why.</p>
	Reading	<p>Required Reading</p> <ol style="list-style-type: none"> 1. Thomas Nagel, "What Is it Like to Be a Bat?" 2. Frank Jackson, "Epiphenomenal Qualia" 3. Joseph Levine, "Qualia, Materialism and the Explanatory Gap" <p>Optional Reading</p> <ol style="list-style-type: none"> 1. Saul Kripke, "Identity and Necessity" <p>The Kripke reading for this week is difficult, and not helped by Kripke's own prose. Still, it is the source of important conceptual tools for thinking about metaphysical questions, and influenced much later work. Do not worry too much about the text itself. Important ideas will be summarised and explained.</p>
	Assessment	Online discussion forum 3
Week 5: 14 March - 18 March	Lecture	<p>Weekly Topic</p> <ul style="list-style-type: none"> • Consciousness and the Material Universe
	Reading	<p>Required Readings</p> <ol style="list-style-type: none"> 1. Patricia Churchland, "The Hornswoggle Problem" 2. Galen Strawson, "Realistic Materialist Monism"
	Assessment	Online discussion forum 4
Week 7: 28 March - 1 April	Reading	<p>Required Readings</p> <ol style="list-style-type: none"> 1. Eric Olson, "An Argument for Animalism"

		<p>2. Daniel Dennett, "The Origins of Selves"</p> <p>3. Jenann Ismael, "Saving the Baby: Dennett on Autobiography, Agency and the Self"</p>
	Lecture	<p>Weekly Topic</p> <ul style="list-style-type: none"> • Personal Identity <p>This week we tackle a thorny philosophical problem in ontology and metaphysics: what is a person? Is it a material thing (a living human body, perhaps)? A soul? Or something stranger than that, such as a story or a narrative?</p>
	Assessment	Online discussion forum 5
Week 8: 4 April - 8 April	Lecture	<p>Weekly Topic</p> <ul style="list-style-type: none"> • Psychological Explanation <p>The second major theme of the course will be the philosophy of psychology. Here, we will consider the question of whether there <i>could</i> be such a thing as a science of psychology (on the model of the natural sciences) and, if so, what it would be like. An important part of our discussion will be the <i>computer analogy</i> for the mind: in what, if any, sense are minds (or brains) computers?</p>
	Reading	<p>Required Reading</p> <ol style="list-style-type: none"> 1. B. F. Skinner, "About Behaviorism" (Excerpt) 2. Jerry Fodor, "The Persistence of the Attitudes" 3. Daniel Dennett, "True Believers" <p>All these texts tackle, in different ways, a question that bridges the two major themes of the course: the ontology of mind, and the philosophy of psychology. They ask: what must be presupposed, if there is to be such a thing as a systematic practice of psychological explanation?</p>
	Assessment	Online discussion forum 6
Week 9: 11 April - 15 April	Blended	<p>Weekly Topic</p> <ul style="list-style-type: none"> • Minds and Machines <p>We introduce and explore in detail one of the most fruitful scientific ideas of recent decades, namely, the idea that aspects of human</p>

		intelligence and psychology can be modeled by computational machines.
	Reading	<p>Required Reading</p> <ol style="list-style-type: none"> 1. John Haugeland, "Semantic Engines: An Introduction to Mind Design" 2. John Searle, "Computers, Minds, and Programs" <p>Optional Reading</p> <ol style="list-style-type: none"> 1. Cameron Buckner, "Deep learning: A philosophical introduction"
	Assessment	Online discussion forum 7
Week 10: 18 April - 22 April	Blended	Weekly Topic: Wrapping things up!
	Assessment	Online discussion forum 8

Resources

Prescribed Resources

Required readings for this course will be made available through the UNSW library, on the course Moodle page.

Recommended Resources

Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu>

Course Evaluation and Development

Feedback for this course will be gathered informally throughout its duration, and formally at the end via myExperience. We are always keen to hear from you what works and what does not. Do not hesitate to contact the convenors, lecturers, or tutors with any comments or queries.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

Image Credit

Santiago Ramon y Cajal, the "father of modern neuroscience: "glial cells in the cerebral cortex of a child".

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