

PHILOSOPHICAL ISSUES IN COGNITIVE SCIENCE
PHIL 3422 TR11

<p style="text-align: center;">Tues & Thurs. 11-12:15 Room: 4145 Boylan Brooklyn College Spring 2013</p>	<p style="text-align: center;">Instructor: Prof. Robert Lurz Office: 3307 Boylan phone: 718 951-5311 rlurz@brooklyn.cuny.edu Office hours: Tues. & Thurs.: 1:15-2:15</p>
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COURSE DESCRIPTION: A number of philosophical issues in cognitive science will be examined through the writings of prominent philosophers in the field. This is an excellent course for students who are interested in the philosophy of mind, cognitive science, psychology, and artificial intelligence.

REQUIRED TEXTS: Lawrence Shapiro's *Embodied Cognition* (Routledge). This book may be purchased at the college bookstore or online or anywhere.

COURSE OBJECTIVES: By the end of the semester, you should be familiar with, and be able to articulate in writing, a number of important philosophical problems and theories in cognitive science, you should be familiar with a number of important philosophical figures and their views on cognitive science, and you should have acquired the basic skills reading and analyzing philosophical articles.

COURSE REQUIREMENTS: a midterm exam = 40%; final exam = 40%; take-home exercise = 10%; and class participation and attendance= 10%. The grades are not based on a curve or scale.

EXAMS: The midterm exam and the final exam will consist of multiple-choice questions and a short essay section. The final exam will not be cumulative.

ATTENDANCE: Class attendance is recorded each session. Students are expected to attend all scheduled sessions. Students late for class may be excluded from the room.

ACADEMIC INTEGRITY: The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.

Center for Student Disability Services: In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for

Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

Non-attendance because of religious beliefs: See p. 49 in the 2011-2012 Bulletin

GRADES: A+ = 97-100; A = 93-96; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 0-59

SYLLABUS (Subject to change):

Dates	Subject Matter & Readings	Dates	Subject Matter & Readings
	<p>I. What is cognitive science?</p> <ul style="list-style-type: none"> Chapter 1: Standard Cognitive Science (from Shapiro) <p>II. Is thinking just computations with representations?</p> <ul style="list-style-type: none"> John Searle's "Is the brain's mind a computer program" (on blackboard) Paul & Patricia Churchland's "Can a Computer Think?" (on blackboard) <p>III. Can we naturalize mental representations?</p> <ul style="list-style-type: none"> Fred Adams & Ken Aizawa's "Causal Theories of Mental Content" at: http://plato.stanford.edu/entries/content-causal/ <p>IV. Is consciousness just a kind of higher-order representation?</p> <ul style="list-style-type: none"> Peter Carruthers' "Higher-Order Theories of Consciousness" at: http://plato.stanford.edu/entries/consciousness-higher/ 	<p>Tues., March 19th</p> <p>Thurs. May 23rd 10:30- 12:30</p>	<p>MIDTERM EXAM</p> <p>V. How do we read minds?</p> <ul style="list-style-type: none"> Innate mindreading modules: Baillargeon, Scott & He's "False-belief understanding in infants" (on blackboard) Mirror neurons & simulation: Gallese & Goldman's "Mirror neurons and the simulation theory of mindreading" (on blackboard) Enactivism: Jaegher, Di Paolo & Gallagher's "Can social interaction constitute social cognition?" <p>VI. Is the mind a computer in the brain or an embodied process?</p> <ul style="list-style-type: none"> Chapters 2 – 7 (from Shapiro) <p>FINAL EXAM</p>