

The Architecture of the Mind: Perception and Cognition (PHIL5500A)

Carleton University, Fall 2017

Day/Time: Mondays, 11:30 am – 2:30 pm **Location:** 3A36 Paterson Hall

Dr. Joshua Shepherd

Office: 3A51 **Office Telephone:** 1783

Office Hours: Tuesdays, 9am – 11am (and by appointment)

E-mail: Joshua.Shepherd@carleton.ca

Course Description

This is an advanced course in empirically-oriented philosophy of mind. We will closely read and discuss key papers that address the following topics: the nature of cognition and thought, the nature of perception, the similarities and differences between the content of cognition and perception, how cognition and perception influence (and perhaps depend upon) each other. These topics are the source of much recent (and fruitful) debate, and are central to our growing understanding of the nature and structure of the mind. As such, the papers we will read are on the cutting edge of both the philosophy and sciences of mind.

Course Objectives

I have five main goals for students in this course. First, students will become familiar with central issues in the philosophy of mind regarding the nature of cognition and perception. Second, students will develop an understanding of the diversity and breadth of philosophical and scientific inquiry into these issues. Third, students will be taught to write philosophical papers through paper assignments and through the feedback that comes with them. Fourth, students will be given the chance to improve their critical reasoning skills through direct engagement with philosophical texts, as well as through in-class discussion and analysis of said texts. Fifth, through close engagement – individually and in class – with the fascinating and difficult required readings, students will become better readers.

Electronic Devices in the Classroom

Please turn off (or silence) your cell phones and put them away before the start of class. The use of laptops for the **sole purpose** of note-taking is permitted.

Course Materials

All required readings and additional resources will be made available on cuLearn.

Course Requirements and Grade policies

Grade Schematic

Critical Reading Exercises	30%
Notes	30%
<u>Paper</u>	<u>40%</u>
Total	100%

Critical Reading Exercises (CREs) and Notes

Class discussion is very important. Good class discussion requires that students do the readings. And doing the readings well means engaging critically with them. There are two ways to do this. Either you take notes as you read the week's assigned readings, and turn these notes in, or you turn in a CRE. CREs are two pages (maximum), double-spaced. They are critical reflections on the assigned readings that begin in this course's second week. CREs are intended to give you an opportunity to critically reflect, in writing, on the main claims, arguments, or theories you encounter in the readings. As such, **you should not merely summarize** the material you are addressing, though of course some summary will be necessary, but rather **evaluate** and **expand** on it.

You must turn in five CREs over the course of the term. You can turn in more if you like. If you do not turn in a CRE, you must turn in your notes for that week. Your notes must cover the assigned readings. Failure to do so will result in a loss of points.

Term Paper

You will write one term paper (**14-16 pages**) due on **December 8th** and worth **40%** of your final grade.

You will submit an abstract (**150 – 250 words**) for this paper, tentatively due on **November 27th**.

We will discuss further instructions/guidelines in class closer to the due date.

Late assignments policy

Late CREs are not counted and cannot be made up. Missed tests cannot be made up unless there is a very compelling reason to miss (usually this will require a doctor's note). If you need special accommodations regarding the day and time of the test, please see me as early as possible.

Readings

I will assign readings each week based upon our previous progress. **We may not discuss all of these readings in class: I hope to get through at least 20. Some of these may be relegated to 'optional reading' as we move through.** The course outline gives a general prediction regarding the progress we will make.

Course Outline

Week 1-7: The nature and architecture of cognition

The mark of the cognitive:

Buckner, Cameron (2015). A property cluster theory of cognition. *Philosophical Psychology* 28:307-336.

Concept empiricism:

Prinz, Jesse J. (2005). The return of concept empiricism. In H. Cohen & C. Lefebvre (eds.), *Categorization and Cognitive Science*. Elsevier.

Beyond empiricism:

Dove, Guy (2009). Beyond perceptual symbols: A call for representational pluralism. *Cognition* 110 (3):412-431.

Mahon, Bradford Z., and Alfonso Caramazza. A critical look at the embodied cognition hypothesis and a new proposal for grounding conceptual content. *Journal of physiology-Paris* 102.1 (2008): 59-70.

Machery, Edouard. The amodal brain and the offloading hypothesis. *Psychonomic bulletin & review* 23.4 (2016): 1090-1095.

Rice, Collin (2016). Concepts as Pluralistic Hybrids. *Philosophy and Phenomenological Research* 92 (3):597-619.

Concept acquisition:

Carey, Susan. "Why Theories of Concepts Should Not Ignore the Problem of Acquisition." *Disputatio: International Journal of Philosophy* 7.41 (2015).

How thought might work:

Carruthers, Peter (2014). On central cognition. *Philosophical Studies* 170 (1):143-162.

Dove, Guy (2014). Thinking in Words: Language as an Embodied Medium of Thought. *Topics in Cognitive Science* 6 (3):371-389.

Egan, Andy (2008). Seeing and believing: perception, belief formation and the divided mind. *Philosophical Studies* 140 (1): 47-63.

Mandelbaum, Eric (2016). Attitude, Inference, Association: On the Propositional Structure of Implicit Bias. *Noûs* 50 (3):629-658.

Camp, Elisabeth & Shupe, Eli (2017). Instrumental reasoning in non-human animals, in *The Routledge Handbook of Philosophy of Animal Minds*, eds. J. Beck and K. Andrews, 100-108.

Camp, Elisabeth (2014). Logical concepts and associative characterizations, in *The Conceptual Mind: New Directions in the Study of Concepts*, eds. E. Margolis and S. Laurence, MIT Press.

Camp, Elisabeth (2009). Putting thoughts to work: Concepts, systematicity, and stimulus-independence. *Philosophy and Phenomenological Research* 78(2): 275-311.

Dacey, Mike (2016). Rethinking associations in psychology. *Synthese* 193 (12):3763-3786.

Week 8: Perception

Block, Ned (2014). Seeing-As in the Light of Vision Science. *Philosophy and Phenomenological Research* 89 (1):560-572.

Burge, Tyler (2014). Reply to Block: Adaptation and the Upper Border of Perception. *Philosophy and Phenomenological Research* 89 (3):573-583.

Quilty-Dunn, Jake (2016). Iconicity and the Format of Perception. *Journal of Consciousness Studies* 23 (3-4):255-263.

Gross, Stephen and Flombaum, Jonathan (2017). Does perceptual consciousness overflow cognitive access? *Mind & Language* 32(3): 358-391.

Week 9-12: Penetrability at the border

The big empirical debate:

Firestone, Chaz & Scholl, Brian J. (2016). Cognition does not affect perception: Evaluating the evidence for “top-down” effects. *Behavioral and Brain Sciences* 39:1-72.

Drawing the border:

Mandelbaum, Eric (2014). The automatic and the ballistic: Modularity beyond perceptual processes. *Philosophical Psychology* 28 (8):1147-1156.

Shea, Nicholas (2015). Distinguishing Top-Down From Bottom-Up Effects. In D. Stokes, M. Matthen & S. Biggs (eds.), *Perception and Its Modalities*. Oxford University Press. pp. 73-91.

Gross, Steven (2017). Cognitive penetration and attention. *Frontiers in Psychology* 8:1-12.

Burnston, Daniel C. (forthcoming). Cognitive penetration and the cognition–perception interface. *Synthese*:1-24.

Beck, Jacob (2017). Marking the perception-cognition boundary: The criterion of stimulus-dependence. *Australasian Journal of Philosophy*.

Mandelbaum, Eric (2017). Seeing and Conceptualizing: Modularity and the Shallow Contents of Perception. *Philosophy and Phenomenological Research* 94 (3).

Wu, Wayne (forthcoming). Shaking up the mind’s ground floor: The cognitive penetration of visual attention. *The Journal of Philosophy*.

Department of Philosophy and Carleton University Policies (Fall/Winter 2017-18)

Assignments:

Unless specifically told otherwise by their instructors, students:

- must not use a plastic or cardboard cover or paper clips
- must staple the paper (there is a stapler on the essay box)
- must include the following:
 - student name
 - student number
 - course number and section
 - instructor's name
- No assignments will be accepted after the last day for handing in term work – see dates in next column.
- Assignments handed in through the essay box (just inside the glass doors, Paterson Hall, Floor 3A) must be dropped into the box by **4:15** on a regular business day in order to be date-stamped with that day's date. Assignments handed in after 4:15 or on a non-business day will be stamped as having been handed in on the next business day.
- Students are required to keep copies of their assignments. If your paper is lost at any point, you will be considered not to have submitted it if you cannot produce a copy immediately on request.

Deferrals for Final Exams:

If you miss a final examination (formally scheduled or take-home) because of circumstances beyond your control, you may apply for a deferral. You must apply within 3 working days after the scheduled date of your formally scheduled exam or within 3 working days after the due date of a take-home exam. Visit the Registrar's Office for more information:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.5>

Plagiarism:

It is the responsibility of each student to understand the meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. <https://carleton.ca/registrar/academic-integrity/>

Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to your professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to your professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with your professor to ensure accommodation arrangements are made. Please consult the PMC

website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

Important Dates:

Sept. 6	Classes start.
Sept. 19	Last day for registration and course changes for Fall term and Fall/Winter (two-term) courses.
Sept. 30	Last day for entire fee adjustment when withdrawing from Fall term or two-term courses.
Oct. 9	Statutory holiday. University closed.
Oct. 23-27	Fall Break – no classes.
Nov. 24	Last day for summative or final examinations in Fall term courses before the official examination period.
Dec. 8	Last day of Fall term classes. Classes follow a Monday schedule. Last day for academic withdrawal from Fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for a Fall term course.
Dec. 10-22	Final examinations for Fall term courses and mid-term examinations in two-term courses. Examinations are normally held all seven days of the week.
Dec. 22	All take-home examinations are due.
Jan. 8	Classes begin.
Jan. 19	Last day for registration and course changes in the Winter term.
Jan. 31	Last day for a full fee adjustment when withdrawing from Winter term courses or from the Winter portion of two-term courses.
Feb. 19	Statutory holiday. University closed.
Feb. 19-23	Winter Break – no classes.
Mar. 27	Last day for summative or final examinations in Winter term or two-term courses before the official examination period.
Mar. 30	Statutory holiday. University closed.
Apr. 11	Last day of two-term and Winter term classes. Classes follow a Friday schedule. Last day for academic withdrawal from Fall/Winter and Winter courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for two-term and for Winter term courses.
Apr. 14-26	Final examinations for Winter term and two-term courses. Examinations are normally held all seven days of the week.
Apr. 26	All take home examinations are due on this day.

Addresses:

Department of Philosophy:	3A35 Paterson Hall www.carleton.ca/philosophy 520-2110
Registrar's Office:	300 Tory www.carleton.ca/registrar 520-3500
Academic Advising Centre:	302 Tory www.carleton.ca/academicadvising 520-7850
Writing Services:	4 th Floor, Library http://www.carleton.ca/csas/writing-services/ 520-3822
MacOdrum Library	http://www.library.carleton.ca/ 520-2735