Philosophy of Psychology

Ken Aizawa

Fall 2014

Grading Policy

Office: 404 Conklin

Office hours: MW 8:30-10:00 and by appointment

Phone: x-1391

E-mail: ken.aizawa@rutgers.edu

By far the best way to reach me is by e-mail.

**Learning Goals**:

The goals of this course are to (1) familiarize students with the metaphysical, epistemological, and psychological issues concerning the global architecture of human cognition and (2) providing students with the critical and analytical thinking skills that are necessary for assessing arguments concerning the global architecture of human cognition.

**Grading**

Course grades will be based on four equally weighted components:

1) first short paper (topic and rubric to be provided later in the semester)

2) second short paper (topic and rubric to be provided later in the semester)

3) third short paper (topic and rubric to be provided later in the semester)

4) the average of biweekly quizzes.

**Papers**

Papers should be 800 words in length (typed double-spaced with 1" margins top, sides, and bottom). They should be submitted as scheduled on the syllabus. No last minute alterations to the deadlines. Although students will not be formally required to submit a draft of their work, this is strongly encouraged. Papers are to be e-mailed to me at ken.aizawa@rutgers.edu as a Microsoft Word file. They should be named according the following convention: Aizawa.K 0X.doc, where 0X indicates whether the paper is the first, second, or third paper. Your paper is not officially submitted until you receive an acknowledgement of receipt from me. Do not delete this acknowledgement as it will constitute proof that you have in fact successfully submitted your work. **Do not submit your only copy of your work. Always back up your work! LATE WORK WILL BE PENALIZED BY ONE LETTER GRADE PER DAY LATE.**

**Quizzes**

Quizzes will be given roughly every other Wednesday. **Quizzes missed without prior arrangement for a make-up, may not be made up.** **All make-up quizzes must be handled within a week.**

The quizzes will typically ask you for definitions, brief statements of arguments, or examples of concepts. Quizzes serve important functions. First, they give you feedback on how well you are doing in the class. Second, they encourage you to invest effort in all the course material, not simply that material that will be necessary in order to do your papers.

**Class decorum**

Cells phones should be shut off during class. No texting in class. No e-mail during class. No sleeping or napping in class. No eating in class. Do not bring food to class. University classes are serious intellectual events. Students should be duly respectful of this. During class, it is the professor’s right and responsibility to exercise his judgment in moderating and guiding discussion. Students violating proper decorum may be asked to leave.

**Academic Integrity**

Students are expected to adhere to Rutgers’ Academic Integrity Policy. Students are responsible for familiarizing themselves with the principles of academic integrity at Rutgers. These are described in detail at <http://academicintegrity.rutgers.edu/>. Students are also expected to sign the honor pledge on all their work.

**Academic Accommodations**

The community of Rutgers University is committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the Americans with Disabilities Act Amendments (ADAA) of 2008. An individual with a disability who is qualified for admission will have the same access to programs, services, and activities as all other students. Rutgers University will make reasonable modifications to its policies, practices, and procedures unless doing so would fundamentally alter the nature of the service, program, or activity, or pose an undue administrative or financial burden. The university will provide services in a manner that promotes independence and inclusion in all aspects of university life.

For more information on accommodations and services for students with disabilities, visit [disabilityservices.rutgers.edu/](http://disabilityservices.rutgers.edu/) and [disabilityservices.rutgers.edu/faq.html](http://disabilityservices.rutgers.edu/faq.html).

If you have questions regarding campus accessibility during public events, acquiring TTY's, the accessibility of public events, wheelchair rental or accessibility vans, the calculator advisory policy, course substitutions and waivers, or to file a complaint or grievance please contact:

**The Office of Disability Services for Students**Kreeger Learning Center, 151 College Avenue, Suite 123
New Brunswick, New Jersey 08901-8545
E-mail Address: dsoffice@rci.rutgers.eduPhone: (732) 932-2848
Fax: (732) 932-2849
<http://disabilityservices.rutgers.edu/>

Eligibility for academic accommodations must be managed through the Office of Disability Services for Students.

Date Readings

9/3 None

9/8 Whorf, “Science and Linguistics” (1940)

 Brown and Lennenberg, “A Study In Language and Cognition”

9/10 Whorf, “Science and Linguistics” (1940)

 Brown and Lennenberg, “A Study In Language and Cognition”

9/15 Skinner, *Verbal Behavior*, (1957), excerpts.

9/17 Skinner, *Verbal Behavior*, (1957), excerpts.

**QUIZ #1**

9/22 Skinner, *Verbal Behavior*, (1957), excerpts.

9/24 Skinner, *Verbal Behavior*, (1957), excerpts.

9/29 Chomsky, “Review of Verbal Behavior” (1959).

10/1 Chomsky, “Review of Verbal Behavior” (1959).

 **QUIZ #2**

10/6 Fodor, *Modularity of Mind,* Part I, pp. 2‑37.

10/8 Fodor, *Modularity of Mind*, Part II, pp. 38‑47.

10/13 Fodor, *Modularity of Mind*, Part III, pp. 47‑100.

10/15 Fodor, *Modularity of Mind*, Part IV, pp. 101‑118.

 **QUIZ #3**

10/20 Fodor, *Modularity of Mind,* Part V, pp. 119‑129

10/22 Churchland, *Scientific Realism and the Plasticity of Mind*, Chapter 1

10/27 Churchland, *Scientific Realism and the Plasticity of Mind*, Chapter 1

10/29 Churchland, *Scientific Realism and the Plasticity of Mind*, Chapter 2

 **QUIZ #4**

11/3 Churchland, *Scientific Realism and the Plasticity of Mind*, Chapter 2

11/5 Fodor, (1984), “Observation Reconsidered”

11/10 Fodor, (1984), “Observation Reconsidered”

11/12 Churchland, (1988), “Perceptual Plasticity and Theoretical Neutrality”

 **QUIZ #5**

11/17 Churchland, (1988), “Perceptual Plasticity and Theoretical Neutrality”

11/19 Fodor, “A Reply to Churchland’s Perceptual Plasticity and Theoretical Neutrality”

N

11/24 Carey, *The Origin of Concepts*, Chapter 1

11/26 **No Class – Friday Schedule**

12/1 Carey, *The Origin of Concepts*, Chapter 1

 **QUIZ #6**

12/3 Carey, *The Origin of Concepts*, Chapter 2

12/8 Carey, *The Origin of Concepts*, Chapter 2

12/10 Carey, *The Origin of Concepts*, Chapter 3

The final quiz, **QUIZ #7**, will be due during the final exam period. Your third class paper, **Paper #3**, will also be due then.