

Cognition

01:830:305:H6

Instructor:

Sydney Levine

Email: levine@ruccs.rutgers.edu or sydney.levine@gmail.com

Office: Psychology Building, Room 131, Busch Campus

Office hours: Thursdays, 10-11AM and by appointment

Appointments can be made for in-person or virtual meetings. Virtual meetings can be held in the sakai chat room or over Skype.

Class time and location:

Summer Session III

Dates: July 7 – August 13

Time: 6:00 pm – 9:40 pm

Room: ARC-206, Busch Campus

Communication and Resources:

Communication for this course will be handled through sakai. Go to <https://sakai.rutgers.edu/> and log in with your NetID and look for the tab that corresponds with this course. Emails will be sent to the class through the sakai site. Emails will be sent to students' Rutgers email addresses, so it is vital that students regularly monitor that account. Course materials (including the syllabus, readings, and grades) can also be found on the sakai site.

Readings:

There is no textbook for this course. Readings will be posted on the Sakai site. Readings are divided into two categories: "required" and "review". What are the differences between these two kinds of readings? "Required" readings are those that are most important for you to read before class. Class work assignments will be given that are based on the required readings, so if you haven't done the reading, the class work will be difficult to impossible. (See below for details about class work assignments.) The content of the required readings may appear on the midterm and final. "Review" readings are something else entirely. These readings are there for your reference in lieu of a textbook. Often, the material presented in lecture will be based on the "review" readings. So it may be helpful to read these materials before class (because the concepts are hard and it's often helpful to have some background on the major ideas before coming to lecture) or it may be helpful to read these after class (if you leave lecture feeling confused and want to see some idea again written out in a clear way). So, in sum: read the "required" readings before class. The "review" readings are there for your further reference.

Importantly, **the reading list is subject to change**. Changes will be announced on Sakai.

Grading:

Midterm: 35%

Final: 35%

Class work: 30%

Details about exams:

The midterm will be given on July 23 during class time in the usual class location. The final will be given on August 13 during class time at the usual class location.

The exams will be a combination of short-answer and multiple-choice questions. These questions will be similar in structure to questions in the “class work” assignments – though the content may be different. The final will not be cumulative. There is no opportunity for a make-up for the midterm. If you have a verifiable, emergency situation which causes you to miss the midterm (documented by a doctor’s note or other concrete proof), then the final will count for 70% of your grade.

What is class work?

There will be 1-3 class work assignments per class. Class work assignments will be given out during class and students will work on them individually or in small groups. Sometimes, these questions will involve thinking about the required readings. Sometimes they will be review of what we just went over in lecture. Sometimes they will be interactive online tasks. After students complete the assignment, we will review the answers together as a class. Students are encouraged to correct their own work during this time. This is a great way to make a study guide for the midterm and final. At the end of the class period, students will hand in their class work assignments to the instructor. (Class work assignments may only be submitted when the class is over; students that leave early from class will not get credit for completing class work.) Students get full credit for class work that is complete. Class work will be handed back during the next class.

Students can miss two class periods of class work assignments. This is a way of saying that you get two “free passes” for attendance without penalty to your grade. There is no make-up opportunity for missing class work assignments after that.

If you have a documented, excused absence (with a doctor’s note or other concrete proof), submit the appropriate documentation to the instructor. Your first two excused absences will count as your free passes. If you have more than two excused absences, missed class work assignments will be dropped for excused absences before computing your class work grade.

Extra credit:

There is at least one opportunity for extra credit this term. In the first class, members of the Social Organizational Lab will explain that you have the opportunity to participate in experiments they are currently running. If you choose to participate, you are eligible to complete an extra-credit assignment that will involve explaining the study that you participated in. You will be asked to explain the hypothesis, methods, control conditions, etc of the study. There will be a form on the

Sakai site with detailed instructions on what to do. To repeat: you will not earn extra credit simply by participating in the experiment. You are eligible for extra credit by participating in the experiment and filling out the form on sakai in a satisfactory manner. You can receive up to 5 extra credit points, which will be added to your midterm grade.

Academic Integrity:

In this course, if you cheat on an exam, you will fail the course. For further information about the Rutgers academic integrity policy, please consult this website:
<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

Behavior in the Classroom:

Use of cell phones in class is strictly prohibited. No texting, surfing, facebooking, checking your email, or even checking the time. The use of laptops is highly discouraged, except for class work activities that require them (which will be announced in advance). If you have a particularly compelling reason to take notes on your laptop, please see the instructor to discuss this possibility.

Withdrawing from the course:

Please note that the last day to cancel without a “W” is July 3. The last day to withdraw with a “W” is August 7. For more information on withdrawing from the course, see <http://summer.rutgers.edu/important-dates/cancellation>.

Date	Topic	Readings <i>Pdfs are posted on sakai. Full citations are given at the bottom of the table.</i>
July 7	What is a mind anyway? How do minds work?	Required: <ol style="list-style-type: none"> Anderson, "Introduction to Functionalism" Pylyshyn, "What's in your mind?" Review: <ol style="list-style-type: none"> Block, "The Mind as the Software of the Brain"
July 9	How do minds work (cont)? How is the mind structured? What is intelligence?	Required: <ol style="list-style-type: none"> Marr, "Vision", pp 20-27 only (the file contains many more pages than that) Anderson, "Searle and the Chinese Room Argument" – available online at http://www.mind.ilstu.edu/curriculum/searle_chinese_room/searle_chinese_room.php?modGUI=203&compGUI=1863&itemGUI=3256 (Make sure to view the flash animations!) Review: <ol style="list-style-type: none"> Anderson, "Searle and the Robot Reply" – available online at http://www.mind.ilstu.edu/curriculum/searle_chinese_room/searle_robot_reply.php?modGUI=203&compGUI=1863&itemGUI=3257 Carston, "The architecture of the mind: modularity and modularization"
July 14	Vision, Perception, and Object Cognition Guest Lecture: Daglar Tanrikulu	Required: <ol style="list-style-type: none"> Wynn, "Addition and Subtraction in Human Infants" Scholl & Flombaum, "Object Persistence" Review: <ol style="list-style-type: none"> Baillargeon et al, "How do infants reason about physical events?" Scholl, "Object persistence in philosophy and psychology"
July 16	Attention and Memory	Required: <ol style="list-style-type: none"> TBD Review: <ol style="list-style-type: none"> TBD
July 21	Language Guest Lecture: Nora Isacoff	Required: <ol style="list-style-type: none"> Baker, "Atoms of Language", Ch 1 TBD Review: <ol style="list-style-type: none"> TBD
July 23	MIDTERM EXAM	
July 28	Reasoning and Rationality	Required: <ol style="list-style-type: none"> TBD

	Judgment and Choice	Review: 1. TBD
July 30	Social Cognition	Required: 1. Baron-Cohen, Leslie, and Frith, "Does the Autistic Child have a Theory of Mind?" 2. Onishi & Baillargeon, "Do 15-month-old infants understand false belief?" Review: 1. TBD
August 4	Moral Cognition	Required: 1. Higgins, "US Navy Funds Morality Lessons for Robots" 2. Hamlin, Wynn & Bloom, "Social evaluation by preverbal infants" Review: 1. Pinker, "The Moral Instinct"
August 8	Love, Sex, Attraction	Required: 1. TBD Review: 1. TBD
August 11	Religion and Magic	Required: 1. Henig, "Darwin's God" 2. TBD Review: 1. TBD
August 13	FINAL EXAM	

Full reference list for July 7 and 9 readings: (This list will be updated periodically.)

Anderson, David. (2003). "Introduction to Functionalism." Consortium on Cognitive Science Instruction. Available online at:

http://www.mind.ilstu.edu/curriculum/functionality_intro/functionality_intro.php?modGUI=44&compGUI=1945&itemGUI=3403

Anderson, David. (2006). "Searle and the Chinese Room Argument." Consortium on Cognitive Science Instruction. Available online at:

http://www.mind.ilstu.edu/curriculum/searle_chinese_room/searle_chinese_room.php?modGUI=203&compGUI=1863&itemGUI=3256

Anderson, David. (2006). "Searle and the Robot Reply." Consortium on Cognitive Science Instruction. Available online at:

http://www.mind.ilstu.edu/curriculum/searle_chinese_room/searle_robot_reply.php?modGUI=203&compGUI=1863&itemGUI=3257

Block, Ned. (1995). The Mind as the Software of the Brain. *An Invitation to Cognitive Science: Thinking*. In Daniel Osherson and Edward Smith (Eds). 2nd edition. MIT Press.

Carston, R. (1996). The architecture of mind: Modularity and modularization. In D. Green et al. (Eds.), *Cognitive science: An introduction* (pp. 53-83). Cambridge, MA: Blackwell.

Marr, D., & Vision, A. (1982). *A computational investigation into the human representation and processing of visual information*. Chapter 1: The Philosophy and the Approach. WH San Francisco: Freeman and Company.

Pylyshyn, Zenon. (1999). What's in Your Mind? In Ernie Lepore & Zenon Pylyshyn (Eds.). *What is Cognitive Science?* Oxford: Blackwell.