1. **Title of the module**

PHIL5830/PHIL6090 (PL583/PL609) – Philosophy of Cognitive Science and Artificial Intelligence

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (PHIL6090); Level 6 (PHIL5830)

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Philosophy (Single and Joint Honours); BSc Computer Science (Single Honours).

Also available as a ‘Wild’ module choice.

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Demonstrate their knowledge and critical understanding of some of the major arguments concerning the possibility of machine intelligence;

8.2 Engage critically with some of the central philosophical issues in this area concerning the nature of thought and consciousness;

8.3 Demonstrate their critical understanding of some accounts of the mind from the cognitive sciences;

8.4 Demonstrate the ability to engage in a close critical reading of some of major texts in the philosophy of cognitive science and artificial intelligence.

**On successfully completing the level 6 module students will be able to:**

8.5 Demonstrate a deep and systematic understanding of some of the major arguments concerning the possibility of machine intelligence;

8.6 Engage critically in a sustained and systematic fashion with several of the central philosophical issues in this area concerning the nature of thought and consciousness;

8.7 Demonstrate their systematic and critical understanding of accounts of the mind from the cognitive sciences;

8.8 Demonstrate the ability to engage in a sustained and very close critical reading of several major texts in the philosophy of cognitive science and artificial intelligence.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate their skills in critical analysis and argument through their reading and through listening to others

9.2 Demonstrate their ability to make complex ideas understandable in their writing

9.3 Demonstrate their ability to make complex ideas understandable in their public speaking

9.4 Demonstrate their ability to work autonomously and to take responsibility for their learning.

**On successfully completing the module level 6 students will be able to:**

9.5 Demonstrate the enhancement of their existing skills in critical analysis and argument through their reading and through listening to others

9.6 Demonstrate their deepened ability to make complex ideas understandable in their writing, and focussed on precision and clarity

9.7 Demonstrate their deepened ability to make complex ideas understandable in their public speaking

9.8 Demonstrate confidence in working autonomously and taking responsibility for their learning.

1. **A synopsis of the curriculum**

The module will study some of the major works in the history of modern philosophy of cognitive science and artificial intelligence. An indicative list of topics is the Turing test; the Chinese Room argument; the frame problem; connectionism; extended and embodied cognition; artificial consciousness. The approach will be philosophical and critical, and will involve the close reading of texts. Students will be expected to engage critically with the works being studied and to formulate and argue for their own views on the issues covered.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bechtel, W. (1998). *Philosophy of Mind: An Overview for Cognitive Science.* Hillsdale, N.J.; Hove: L. Erlbaum Associates.

Boden M. (ed.) (1990). *The Philosophy of Artificial Intelligence*, Oxford: Oxford University Press.

Boden M. (2008). *Mind as Machine: A History of Cognitive Science*, Oxford: Clarendon.

Clark A. (2008). *Supersizing the Mind Embodiment, Action, and Cognitive Extension*, Oxford: Oxford University Press.

Copeland J. (1993). *Artificial Intelligence: A Philosophical Introduction*, Oxford: Blackwell.

Dreyfus, H. (1992). *What Computers Still Can’t Do.* Cambridge, Mass.: MIT Press.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (3,000words) – 50%
* Report (1,500 words) – 40%
* Seminar Performance – 10%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 / 8.5 | 8.2 / 8.6 | 8.3 / 8.7 | 8.4 / 8.8 | 9.1 / 9.5 | 9.2 / 9.6 | 9.3 / 9.7 | 9.4 / 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Report | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Seminar Performance | **x** | **x** | **x** | **x** | **x** |  | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Cognitive science is studied across the world, and the effects of artificial intelligence are being felt globally. This module presents the most significant contributions to philosophical reflection on these fields, and thereby has a strong international flavour. While much of the subject matter follows the tradition most common in the English-speaking world, there is also the opportunity on this module to consider Phenomenological approaches, deriving from the French tradition.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/02/16 | Major | September 2016 | 1, 5, 7-14 | No |
| 07/12/18 | Minor | September 2019 | 13 | No |
| 01/12/19 | Major | September 2020 | 12 | No |

|  |
| --- |
| Revised FSO Feb 2020 |