

Course Outline (Higher Education)

School:	School of Arts
Course Title:	MIND, MEANING AND CONSCIOUSNESS: ANGLO-AMERICAN AND EUROPEAN PERSPECTIVES
Course ID:	BAPHL3003
Credit Points:	15.00
Prerequisite(s):	(SOSCI1002 or BAKIP1001 or PHILO1002 and at least 30 credit points at Intermediate (2000-2999) level from BAHIS or BAKIP or BAPHL or BASOC or HISOC or HISGL or INDSL or INDOL or PHILO or PHIGL or PHSGL or SOCIO or SOSCI subject-area)
Co-requisite(s):	Nil
Exclusion(s):	(BAPHL2003)
ASCED:	091701

Description of the Course :

What is the relationship between the mind and the body, or the mind and the brain? What is consciousness, and what does it mean to be a conscious yet embodied being? Why do we experience the physical world as meaningful? Could a computer achieve intelligence? Philosophers have been interrogating problems of mind, meaning, and consciousness for millennia, but significant breakthroughs were made on these issues in the 20th Century. This course will explore how issues of mind, meaning, and consciousness were approached in 20th Century Anglo-American and European philosophy. After considering the differences and similarities between these two traditions, the course concludes by examining contemporary research that seeks to bridge the divide between them.

Grade Scheme: Graded (HD, D, C, etc.)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

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Learning Outcomes:

Knowledge:

- K1.** Demonstrate the ability to precisely restate and fluently discuss the nature and significance of selected philosophies of mind, meaning, and consciousness.
- K2.** Explain, differentiate, and proficiently classify 20th Century views on the following philosophical problems: the mind/body problem; the nature of conscious experience; the relationship between mind and world; naturalism, science, and scientism; embodied experience; and theories of intelligence.

Skills:

- S1.** Analyse and accurately interpret written texts (original and translated) from the analytic and continental philosophical traditions in order to clarify their structure, express their main arguments and conclusions, and highlight their complexities.
- S2.** Examine and confidently evaluate the arguments and conclusions of 20th Century philosophers, and explain their contemporary significance.
- S3.** Prepare, refine, and express extended written arguments concerning the correct interpretation of complex philosophical texts on mind and meaning, following disciplinary norms for the construction of such arguments.
- S4.** Actively engage in class or online to present informed views and incisive interpretative questions arising from engagement with philosophical texts on issues of mind and meaning.

Application of knowledge and skills:

- A1.** Grasp the similarities and differences between analytic and European philosophical traditions, developing informed views on the significance of the divide.
- A2.** Articulate and justify a sophisticated philosophical position in a clear and well-structured manner in verbal or written form, demonstrating proficiency with the conventions and techniques of philosophical scholarship.

Course Content:

This course explores analytic philosophy of mind and European phenomenology before examining contemporary research that seeks to bridge the divide between these 20th Century traditions. Philosophers to be studied may include: Daniel Dennett; David Chalmers; Daniel Stoljar; Dan Zahavi; David Braddon Mitchell; Frank Jackson; Paul Churchland; Patricia Churchland; Elizabeth Anscombe; Ludwig Wittgenstein; Thomas Nagel; Gilbert Ryle; Richard Moran; Julia Tanney; Edmund Husserl; Martin Heidegger; Maurice Merleau-Ponty; Simone de Beauvoir; Iris Marion Young; Richard Rorty; Jack Reynolds; Sebastian Rödl; Hubert Dreyfus; John Hagueland; Francisco Verala; John McDowell; Doh Ihde; and Alice Crary.

Topics may include:

- Influential theories of the mind/body relationship, such as dualism, physicalism, functionalism, behaviourism, mysterianism, and pluralism
- The hard problem of consciousness, qualia, and philosophical zombies
- The problem of mental privacy, and the nature of self-consciousness
- Debates on artificial intelligence
- Edmund Husserl on conscious experience and the critique of scientism
- Martin Heidegger on meaning, mood, and being-in-the-world
- Maurice Merleau-Ponty's phenomenology of embodied experience

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- Feminist philosophies of embodiment
- Embodied and enactive theories of cognition
- The debate on mind and meaning between John McDowell and Hubert Dreyfus
- Pragmatist approaches to mind and meaning
- Phenomenology and naturalism

Values:

- V1.** Recognise and respect the variety of perspectives on and critical approaches to philosophical positions
- V2.** Challenge commonly held views about mind, meaning, consciousness, science, and scientism
- V3.** Develop an awareness of the relevance of analytic and European philosophy for contemporary debates on mind, science, meaning, and intelligence
- V4.** Respect the procedures of disciplined philosophical argumentation
- V5.** Understand the value of constructive dialogue across disciplinary and sub-disciplinary divides

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Students develop a deep understanding of how concepts of mind and meaning are informed by philosophical theories, and are constructed, contested, and articulated in different contexts	High
Critical, creative and enquiring learners	Students refine their attitudes of inquiry into mind and meaning, and develop advanced abilities in critically interrogating texts and arguments	High
Capable, flexible and work ready	Students refine communication and skills and their critical awareness regarding mind and meaning. They practise sophisticated critical and creative reading and thinking skills transferable to a range of study, employment, and personal contexts	Low
Responsible, ethical and engaged citizens	Students reflect on and gain respect for differing views on mind, intelligence, meaning, science, and scientism	Medium

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S3	Demonstrate strong critical understanding of key concepts, arguments and texts	Comprehension exercise	20-30%
K1, K2, S1, S2, S3, A1, A2	Analysis, research, and argument. Develop and defend a sophisticated position on a contested philosophical topic developed in consultation with the course coordinator. Marshall support, compare competing viewpoints, and draw conclusions.	Argumentative essay	30-40%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S4	Present ideas and arguments pertinent to one course topic.	Participation, contribution, and oral presentation	10-20%
K1, K2, S1, S2, S4, A1, A2	Make informed contributions to course activities and discussion, submitting written reports or folio activities Discuss course texts and ideas in a clear, informed, and coherent manner. Engage respectfully with other students in face to face and/or online contexts.	Participation & contribution	10-20%

Adopted Reference Style:

Chicago