

Honours Seminar in Cognitive Science: Part 2

Course Description

See description on course outline for Fall semester.

Requirements and Grading

In addition to attendance every week and participation in class discussion, you are expected to fulfill the following requirements:

Second semester:

1. Weekly thought piece on each week's readings. [See first semester]
2. Presentation of an article from your bibliography (to be decided before beginning of second semester). [10%]
3. Final presentation on research project, including handout and slides. [10%]
4. Peer evaluation of two projects by other students. [10%]
5. Final research project (approximately 8,000 words). [30%]

All students are also required to attend the Cognitive Science Speaker Series during *both semesters*. Visiting speakers will be presenting their research around 3 or 4 times per semester and the schedule will be announced at the beginning of each semester. We will try, as far as possible to coordinate our readings with the research presentations of the speakers.

Late Penalties and Excuses

If you are unable to fulfill any of the requirements for this course by the announced deadlines, you must contact me as soon as possible and always before the deadline in question. If you have a legitimate excuse backed up by supporting documentation (e.g. a medical emergency), your penalties will be reduced or (in some cases) waived. The key is to contact me *as soon as possible* after a problem arises. In the absence of a legitimate excuse, late work will be penalized in accordance with instructions for that particular assignment. Late weekly comments will not be accepted.

Special Accommodation

Students with health-related, learning, physical, psychiatric, or sensory disabilities who require reasonable accommodations in teaching style or evaluation methods should discuss their concerns with me *as soon as possible* so that appropriate arrangements can be made.

Academic Honesty

All students are expected to abide strictly by standards of academic honesty. If you have not done so, please familiarize yourselves with the University Senate Policy on Academic Honesty:

<http://www.yorku.ca/secretariat/policies/>

Topics and Readings (Winter Semester)

<p>Week 1 (Jan 4)</p> <p>Research Methods & Methodological Flaws</p>	<p>Simmons, Nelson, and Simonsohn (2011), "False-Positive Psychology Undisclosed Flexibility in Data Collection and Analysis Allows Presenting Anything as Significant," <i>Psychological Science</i>, 22, 1359-1366. http://www.newyorker.com/reporting/2010/12/13/101213fa_fact_lehrer http://chronicle.com/article/As-Dutch-Research-Scandal/129746/</p>
<p>Week 2 (Jan 11)</p> <p>Perception & Visual Space *****</p> <p>Integrating Cognitive Science & Neuroscience</p>	<p>Masrour, F. (2011), "The Geometry of Visual Space and the Nature of Visual Experience," <i>Philosophy and Phenomenological Research</i>, forthcoming. (NB: Skip sections 1 and 3.)</p> <p>Sullivan, J. (2009), "The multiplicity of experimental protocols: a challenge to reductionist and non-reductionist models of the unity of neuroscience," <i>Synthese</i> 167, 511-539.</p>
<p>Visiting Speakers</p>	<p>Weds, Jan 11, 3:30-5:30 -- Farid Masrour</p> <p>Fri, Jan 13, 3:30-5:30 -- Jacqueline Sullivan</p>
<p>Week 3 (Jan 18)</p> <p>Memory & Knowledge *****</p> <p>Animal Cognition & Nonconceptual Content</p>	<p>Shanton, K. (2011), "Memory, Knowledge and Epistemic Competence, <i>Review of Philosophy and Psychology</i> 2, 89-104.</p> <p>Beck, J. (forthcoming), "Why We Can't Say What Animals Think," unpublished ms.</p>
<p>Visiting Speakers</p>	<p>Weds, Jan 18, 3:30-5:30 -- Karen Shanton</p> <p>Fri, Jan 20, 3:30-5:30 -- Jacob Beck</p>
<p>Week 4 (Jan 25)</p> <p>Theory of Mind & Narrative Comprehension (Alex Kouramanis)</p>	<p>Baillargeon, R. et. al. (2010), "False-Belief Understanding in Infants," <i>Trends in Cognitive Sciences</i> 14:3, 110-118. (MAK)</p> <p>Fischer, M.H. & Zwaan, R.A. (2008), "Embodied language: A review of the role of the motor system in language comprehension," <i>Quarterly Journal of Experimental Psychology</i> 61 (6), 825-850. (AK)</p>
<p>Week 5 (Feb 1)</p> <p>Evolutionary Psychology & Evolution of Religion (Ron Wishlow)</p>	<p>Buller, D. "Evolutionary Psychology," in <i>A Field Guide to the Philosophy of Mind</i> (http://host.uniroma3.it/progetti/kant/field/ep.htm) (MAK)</p> <p>Pinker, S. (2006), "The evolutionary psychology of religion," <i>The Humanist</i> 66(5), 10-15. (RW)</p>
<p>Week 6 (Feb 8)</p> <p>Mental Disorders & Sexual Addiction (Chanda Medeiros)</p>	<p>Haslam, N. (2002), "Kinds of Kinds: A Conceptual Taxonomy of Psychiatric Categories," <i>Philosophy, Psychiatry, and Psychology</i> 9, 203-217. (MAK)</p> <p>Levine, M. P., & Troiden, R. R. (1988). The myth of sexual compulsivity. <i>Journal of Sex Research</i>, 25(3), 347-363. AND</p> <p>Goodman, A. (1992). Sexual Addiction: Designation and Treatment. <i>Journal of Sex & Marital Therapy</i>, 18(4). 303-314. (CM)</p>
<p>Week 7 (Feb 15)</p> <p>Self-Regulation & Play (Vitalii Oulanov)</p>	<p>Metcalfe, J., & Mischel, W. (1999). A hot/cool-system analysis of delay of gratification: Dynamics of willpower. <i>Psychological Review</i>, 106, 3-19. (MAK)</p> <p>Berk, L.E., Mann, T.D. & Ogan, A.T. (2005), "Make-Believe Play: Wellspring for Development of Self-Regulation," in Dorothy G. Singer, Roberta M. Golinkoff, Kathy Hirsh-Pasek (eds.), <i>Play equals learning</i>, New York, NY: Oxford University Press. (VO)</p>

Reading Week (Feb 18-24)	
<p>Week 8 (Feb 29)</p> <p>The Nature of Consciousness & Hypnotherapy (Thanusha Ratneshan)</p>	<p>Bayne, Tim (2007). Hypnosis and the unity of consciousness. In Graham A. Jamieson (ed.), <i>Hypnosis and Conscious States: The Cognitive Neuroscience Perspective</i>. Oxford University Press. (MAK)</p> <p>Bryant, R. A., Moulds, M. L., Guthrie, R. M., & Nixon, R. D. V. (2005). The additive benefit of hypnosis and cognitive-behavioral therapy in treating acute stress disorder. <i>Journal of Consulting and Clinical Psychology</i>, 73(2), 334-340. (TR)</p>
<p>Week 9 (Mar 7)</p> <p>Altered States of Consciousness & Near-Death Experience (Tiffany Thompson)</p>	<p>Revonsuo, A., Kallio, S. & Sikka, P. (2009). What is an altered state of consciousness? <i>Philosophical Psychology</i> 22, 187-204. (MAK)</p> <p>Parnia, S., Waller, D. G., Yeates, R., & Fenwick, P. (2001). A qualitative and quantitative study of the incidence, features and aetiology of near death experiences in cardiac arrest survivors. <i>Resuscitation</i>, 48, 149-156. (TT)</p>
<p>Week 10 (Mar 15)</p> <p>Memory, Self-Deception & Confabulation (Sivan Drori)</p>	<p>Hirstein, W. (2000). Self-deception and confabulation. <i>Philosophy of Science</i> 67, S418-S429. (MAK)</p> <p>Schacter, D.L., Norman, K.A., & Koutstaal, W. (1998). The cognitive neuroscience of constructive memory. <i>Annual Review of Psychology</i>, 49, 289-318. (SD)</p>
<p>Week 11 (Mar 22)</p> <p>Concepts: Human & Nonhuman (Jonathan Oliver)</p>	<p>Khalidi, M. A. (1995), "Two Concepts of Concept," <i>Mind & Language</i> 10, 402-422. (MAK)</p> <p>Allen, C. (1999). Animal concepts revisited: The use of self-monitoring as an empirical approach. <i>Erkenntnis</i> 51 (1):537-544. (JO)</p>
<p>Week 12 (Mar 29)</p> <p>The Language Faculty & Linguistic Competence (Peter Verveniotis)</p>	<p>Bates, E. (1994), "Modularity, Domain Specificity and the Development of Language," in W. Bechtel et. al. (eds.), <i>Philosophy and the Neurosciences: A Reader</i>, Oxford: Blackwell, 2001; (first pub. 1994). (MAK)</p> <p>O'Grady, W. (2008). Does Emergentism have a Chance? In H. Chan, H. Jacob, and E. Kapia (eds.). <i>Proceedings of the 32nd annual Boston University Conference on Language Development</i> (pp. 16-35). Somerville, MA: Cascadilla Press. (PV)</p>
Mar 31: One-Day Mini-Conference – Final Presentations	