UNIVERSITY OF WARWICK

Proposal Form for New or Revised Modules (MA1 - version 7 - April 2014)

Approval information	
Approval Type	X New module ☐ Revised module ☐ Discontinue module
Date of Introduction/Change	Autumn Term 2016-7
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	n/a
Confirmation that affected departments have been consulted:	n/a

Module Summary	
1. Module Code (if known)	
2. Module Title	Philosophical Psychology: Action, Perception and Metarepresentation
3a. Lead department:	Philosophy
3b. Teaching Split (if known):	
4. Name of module leader	S. BUTTERFILL
5. Level	UG: ☐ Level 4 (Certificate) ☐ Level 5 (Intermediate) ☐ Level 6 (Honours) PG: X Level 7 (Masters) ☐ Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	20 CATS (a 30 CAT version will be available for students outside of Philosophy, as is standard for MA modules in Philosophy)
7. Principal Module Aims	To equip students to investigate issues in philosophical psychology, and to introduce them to some research in cognitive science in which philosophical issues arise.
8. Principal Learning	Students will be familiar with several issues in philosophical

Module Summary	
Outcomes	psychology. Student will be able to read and report on scientific research in investigating broadly philosophical questions.
9. Timetabled Teaching Activities (summary)	One 2 hour seminar each week.
10. Departmental Web-link	[none yet: new module]
11. Other essential notes	
12. Assessment methods (summary)	

For use by Strategic Planning and Analytics Office only - Do not fill in this section

Level	JACS3 Code	Teaching Split
		If not provided in 3b above

External Credit Level		Scheme	

Module Context

13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.

Philosophy

14. Availability of module

Degree Code	Title	Study Year	C/OC/ A/B/C	Credits
V7PL	MA in Philosophy	1		20
V7P7	MA in Philosophy & Literature	1		20
	MA in Continental Philosophy			
	MA in Philosophy and the Arts			

15. Minimum number of registered students required for module to run

16. Pre- and Post-Requisite Modules

none

Module Content and Teaching

17. Teaching and Learning Activities *(totals for module – please see guidance)*

Module duration (weeks)	**10**
Lectures	[None, but participants may be encouraged to attend lectures given in connection with another module if appropriate.]
Seminars	**8 x 2 hours**
Tutorials	
Project Supervision	
Demonstration	
Practical Class/Workshops	
Supervised time in studio/workshop	
Fieldwork	
External visits	
Work based learning	
Placement	
Year abroad	
Other activity *(please describe): e.g. distance-learning, intensive weekend teaching etc.*	

Module Content and Teaching		
18. Assessment Method (Standard)		
Type of assessment	**Length**	**% weighting**
Written Examinations		
Practical Examinations		
Assessed essays/coursework	5000 (for 20 CATS module) 7000 (for 30 CATS module)	**100%** **100%**
18a. Final chronological assessment *(please see guidance*)		

19. Methods for providing feedback on assessment.

Written feedback on assessed essays will be provided on the coversheet for the essay, addressing standard areas of evaluation and individual content. Individual face-to-face meetings will be available.

20. Outline Syllabus

Philosophical investigation is indispensible for fully understanding many discoveries in the cognitive sciences, and for identifying new areas of investigation. Key questions include: Are any cognitive processes modular? Is a distinction such as that between implicit and explicit knowledge needed in explaining cognitive development? Are there distinct roles for intention and motor representation in explaining the purposiveness of action? How if it all do motor representations shape experiences of actions, one's own or others'? What is categorical perception and how is it related to phenomenology? Are there multiple systems for tracking others' actions, beliefs and other mental states? Can emotions or other mental phenomena be known by means of perceiving them? When two or more agents act together, in virtue of what can their actions have a collective goal? What is it for agents to act together cooperatively, or to be committed to do so?

21. Illustrative Bibliography

Baillargeon, R., Scott, R. M., and He, Z. (2010). False-belief understanding in infants. Trends in Cognitive Sciences, 14(3):110–118.

Butterfill, S. and Apperly, I. A. (2013). How to construct a minimal theory of mind. Mind and Language, 28(5):606–637.

Carruthers, P. (2015). Mindreading in adults: evaluating two-systems views. Synthese, pages 1–16.

Fodor, J. (1983). The Modularity of Mind: an Essay on Faculty Psychology. Bradford book. MIT Press, Cambridge, Mass ; London.

Franklin, A., Skelton, A., and Catchpole, G. (2014). The case for infant colour categories. In Wendy Anderson, Carole P. Biggam, C. H. and Kay, C., editors, Colour Studies: A broad spectrum, pages 169–180. John Benjamins.

Jeannerod, M. (2006). Motor Cognition: What Actions Tell the Self. Oxford University Press, Oxford.

Pacherie, E. and Dokic, J. (2006). From mirror neurons to joint actions. Cognitive Systems

Research, 7(2-3):101–112.
Rizzolatti, G. and Sinigaglia, C. (2008). Mirrors in the Brain: How Our Minds Share Actions, Emotions. Oxford University Press, Oxford.
Rizzolatti, G. and Sinigaglia, C. (2010). The functional role of the parieto- frontal mirror circuit: interpretations and misinterpretations. Nature Reviews: Neuroscience, 11(4):264– 274.
Sebanz, N., Bekkering, H., and Knoblich, G. (2006). Joint action: Bodies and mind moving together. Trends in Cognitive Sciences, 10(2):70–76.
Sinigaglia, C. and Butterfill, S. A. (2015). On a puzzle about relations between thought, experience and the motoric. Synthese, pages 1–14.
Vesper, C., Butterfill, S., Knoblich, G., and Sebanz, N. (2010). A minimal architecture for joint action. Neural Networks, 23(8-9):998–1003.

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

[None]

Approval

24. Module leader's signature	

Approval	
25. Date of approval	
26. Name of Approving Committee (include minute reference if applicable)	
27. Chair of Committee's signature	
28. Head of Department(s) signature	

Examination Information		
A1. Name of examiner (if different from module leader)		
A2. Indicate all available methods of assessment in the table below		
% Examined	**% Assessed by other methods**	**Length of examination paper**
0	**100**	
A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.		
No		
A4. How many papers will the module be examined by?	☐ 1 paper	☐ 2 papers
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?		
A6. Is reading time required?	☐ Yes	☒ No
A7. Please specify any special exam timetable arrangements.		
A8. Stationery requirements		
No. of Answer books?		
Graph paper?		
Calculator?		
Any other special stationery requirements (e.g. Data books, tables etc)?		
A9. Type of examination paper		
Seen?	☐ Yes	☐ No
Open Book?	☐ Yes	☐ No
Restricted?	☐ Yes	☐ No
If restricted, please provide a list of permitted texts:		

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	**Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)**	**Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)**
Subject knowledge and understanding: (1) students should be able to understand and accurately characterise some central philosophical questions in cognitive science. They should be able to conflicting views, and to evaluate arguments for and against them. (2) students should be able to understand, interpret and accurately report relevant psychological and neuroscientific findings. They should be able to distinguish conflicting hypotheses and critically consider evidence for and against them. Students should be able to identify and address philosophical questions arising from such findings.	Seminars, including seminar presentations; independent study and research; non-assessed written work.	Assessed Essay
Key skills: students should be able to communicate clearly and substantively in speech and in writing on the questions addressed in the module.	Participation in seminars, individually and working in groups; independent study and research; non-assessed and assessed written work and feedback	Assessed Essay
Cognitive skills: students should be able to isolate the important claims within readings, and the key findings from scientific studies. They should be able to understand the structure of arguments, test views for strengths and weaknesses, make pertinent use of examples, compare the substance of views consistently, and evaluate apparently conflicting findings.	Seminars; independent study and research; non-assessed and assessed written work and feedback	Assessed Essay

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	**Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)**	**Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)**
Subject-specific skills: students should be able to pursue and organize philosophical research, to use psychological and neuroscientific research expertly in pursuing philosophical research, to make relevant distinctions, and to critically evaluate philosophical distinctions and to engage independently in philosophical debate relevant to issues in the cognitive sciences.	Seminars; independent study and research; non-assessed and assessed written work and feedback	Assessed Essay