IFI7153	Philosophy of Cognition	
3 ECTS	**Approximate amount of contact lessons:** 20 contact hours	**Study semester**: S1
Objective:	To create opportunities for acquiring theoretical knowledge about the nature of human cognition in terms methods, aims and goals, and results; to support the development of argumentative skills.	
Course description: (incl. description of the content of independent work in accordance with the determined amount of independent work)	The course will be developed along three main lines: models of human cognition; cognition, reasoning, and decision; cognition, culture, and evolution. Models of human cognition In the first part of the course the main objective is to clarify the nature of theories about human cognition, what they are about, what questions they are supposed to answer, what the main controversies are. More specifically, in this part of the course two main theories will be presented and illustrated in detail: the computational theory of the mind and the theory of distributed cognition. A particular attention will be devoted to the latter by dealing with a number of concepts coming from the tradition of ecological psychology, like, for instance, the notion of affordance (J. Gibson) and the Lens Model (E. Brunswik). Cognition, culture, and evolution This part of the course aims at looking into some of main issues concerning the evolution of cognition and the role played by culture. The main objective is to to provide the students with some theoretical tools that would allow them to tackle down some of the main questions and issues emerging at the crossroad of biology, cognitive science, and philosophy. In this part of the course a particular attention will be devoted to: evolutionary psychology and its limits, the role of group selection, the theory of niche construction and its applications to human cognition, the theory of cognitive niche. The theory of cognitive niche will introduce the students into a number of issues related to the relations between technology and evolution, during which the case of Ambient Intelligence will be presented and treated in detail. Cognition, reasoning, and decision In the third part of the course the main objective is to look into some problem concerning the relations between logic and cognition, say, how logic – considered as the study of human reasoning – engage cognition, especially when the human agent is supposed to make a decision and/or solve a problem. In this part of the course, a number of concepts will be treated from a	

	philosophical perspective: fallacies, the notion of bias, cognitive dissonance, the notion of bullshit, confabulation, and docility.
Learning outcomes:	Learner has acquired knowledge in the field of philosophy of cognition. Learner has acquired the skills to discuss topics related to philosophy of cognition. Learner has acquired skills to combine different concepts related to philosophy of cognition Learner has acquired skills of written expression. Learner is familiar with the major topics related to philosophy of cognition.
Form of evaluation:	Exam(graded). Written assessment, 3000 words long essay on one of the topics treated during the course. Essay deadline: Friday the 18th of March
Lecturers:	Emanuele Bardone, visiting lecturer
Title in Estonian:	Tunnetusfilosoofia
Prerequisite subjects:	-
Compulsory literature:	E. Bardone, *Seeking Chances: From Biased Rationality to Distributed Cognition*. Springer, Berlin, in press: Chapters 1,2,3,4,5 A. Clark, D. Chalmers, Appendix: The Extended Mind, in A. Clark, *Supersizing the Mind*, Oxford University Press, Oxford, 2008. P. Thagard, *Mind: introduction to cognitive science*, MIT Press, Cambridge, MA, Second Edition, 2005, only Chapter 1.
Replacement literature:	P. Thagard, *Mind: introduction to cognitive science*, MIT Press, Cambridge, MA, Second Edition, 2005, only Chapter 12 and 14. F. John Odling-Smee, Kevin N. Laland, Marcus W Feldman, *Niche construction*, Princeton University Press, New York, 2003, only Chapter 6. G. Gigerenzer, H. Brighton, Homo Heuristicus: Why Biased Minds Make Better Inferences, *Topics in Cognitive Science* 1 (2009) pp. 107–143. J. Gibson, *The ecological approach to visual perception*, Lawrence Erlbaum, New York, 1986, only Chapter 8. D.S Wilson, *Darwin's Cathedral: Evolution, Religion, and the Nature of Society*, Chicago University Press, Chicago, 2002, only Chapters 1 and 2. The course cannot be passed only based on replacement

	literature.
Requirements for participating in studies and taking exams/assessments	Requirements that should be fulfilled in order for student to be admitted to exam: participation in the seminar.
Requirements for independent work	Compiling a written work, a 3000 words essay, reading compulsory literature
Exam evaluation criteria or minimum level necessary to pass assessment	A - the arguments presented are clear and well-organized and excellent comprehension of material is displayed. The essay displays original thought in integrating different concepts. B - the arguments presented are well-discussed throughout the essay, good comprehension of material. The personal contribution is not quite original C - the discussion is competent, and arguments presented display a decent comprehension of material. No original thoughts, though a decent effort is made. D - The organization of the essay is loosely, and clarity in argumentation is not successfully achieved. Low comprehension concerning material is displayed. E - Comprehension of material not displayed. Little effort made.
Additional information on course content, division of course by topics, incl. times of contact lessons taking place in the form of seminar.	
Monday 31st January 16.15-19.45	What is that thing called cognitive science: a brief introduction to cognitive science
Tuesday 1st February 16.15-19.45	Models of cognition: from the computational theory of the mind to distributed cognition
Wednesday 2nd February 16.15-19.45	The evolution of cognition: myths, problems, and perspectives. Cognitive Niche construction: an alternative approach to the evolution of cognition
Thursday 3rd February 16.15-19.45	Logic and decision: what a theory of reasoning can tell us about how we make decisions

Friday 4th February 16.15-19.45	Seminar: during the seminar the students will be challenged by a list of questions that will help them 1) consolidate their understanding related to the various topics treated during the course, 2) integrate knowledge and skills acquired in the course with other learning experiences.

Unit in charge of subject:	Institute of Informatics
Name of person compiling course programme:	Emanuele Bardone
Signature:	
Date:	

Course programme registered in the academic unit

Date	
Name of study assistant	
Signature	