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**PSYD52 - SPRING 2000**

Instructor: Andre Kukla, S-572

Office hour: Tuesdays 34PM and by appointment

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I'm trying out a new course format this year. I would be very interested in receiving feedback on how the course is going at any time, either in person, or by e-mail. The course has two distinct parts. In the first half, I will give a series of lectures which surveys the main conceptual issues of Cognitive Science. There will be a mid-term essay test on this material in the 6th week of classes (50% of final grade). In the second half, you will write a term paper reflecting in-depth reading of a particular topic (50% of final grade). We will meet in Week 7 to discuss possible topics, and again in Week 12 to hand in the term paper and do a course evaluation. The class will not meet as a group during Weeks 8 through 11. Instead there will be individual consultations either by email or in person. I find that for serious scholarly work, exchanging ideas in writing via e-mail is more effective than person-to-person chats. But I am available during my office hour or by appointment. In any case, you are REQUIRED to send me an e-mail discussing your progress in each of weeks 8 through 11. The content of this e-mail will not affect your grade - you may just write that you haven't done anything yet, in which case I will probably write back some sort of exhortation to get started. But every week in which you DON'T e-mail me at all will cost you two percentage points off your final grade. If your paper is late, get it to my mailbox as soon as you can - one percentage point will be subtracted from your final grade for every day that the paper is late. The quickest way to get your paper into my mailbox is to give it to the Division of Life Sciences secretaries on the fifth floor -- they will put it in my box on the same day as they receive it.

Your paper should be 10- 15 double-spaced pages long. It need not be an original analysis (though original analyses are welcome). It can have the form of a "book report" on the contents of a sizeable cognitive science book, or 2 or 3 smallish books, or a smallish book and a few articles, or a dozen or so articles. The main thing is that you show mastery of the contents of one sub-topic within Cognitive Science.

The readings for the first half are sparse - a book chapter and an article for 4 weeks. These articles are very difficult, however. Class time will be devoted exclusively to decoding them line by line. I will take this difficulty into account in my grading scheme: the midterm exam will only ask about material which has been fully elucidated in class. Both readings will be on 3-hour reserve. You should use that time to photocopy them for your own leisurely use.

Jan 3: Introductory remarks

Jan 10 & 17: Fodor, Representations. MIT Press, 1981, pp. 1-31Jan 24 & 31: Fodor, "Fodor's Guide to Mental Representations". Mind 94, 1985, 76-100

Feb 6: Mid-term exam (50% of grade)

Feb 20: Return exam; discussion of topics for term papers

Feb 27-Mar 26: Work on term papers--mandatory weekly e-mail contact

Mar 27: Term paper due (50% of grade)

Discussion of topics for term papers