

**Political Science 4205F
Cognitive Dimensions of Politics
Department of Political Science
The University of Western Ontario
Fall 2017**

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Office Hours
Mondays 3pm-5pm

You, your joys and your sorrows, your memories and your ambitions, your sense of personal identity and free will, are in fact no more than the behavior of a vast assembly of nerve cells and their associated molecules.... No longer need one spend time...[enduring] the tedium of philosophers perpetually disagreeing with each other. Consciousness is now largely a scientific problem.

Francis Crick

The brain –that particular body organ– is certainly critical to understanding how we work.... But if we want to understand how the brain contributes to consciousness, we need to look at the brain's job in relation to the larger nonbrain body and the environment in which we find ourselves. I urge that it is a body –and world– involving conception of ourselves that the new best science as well as philosophy should lead us to endorse.

Alva Noë

Important Notice Re: Prerequisites/Antirequisites

Please Note: You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for an appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.
Office of the Dean, Faculty of Social Science

Rationale

Over the past three decades, cognitive science –the interdisciplinary study of mind and intelligence– has radically improved our understanding of the way in which we perceive, represent and understand reality. The knowledge generated by this relatively new field of science can no longer be ignored by political science. After all, as Mark Turner points out, social science is a mental activity that deals with human actions conditioned by individual and collective mental processes.

Social science in general, and political science in particular, must critically acknowledge and confront the impact that cognitive science is having on many of the fundamental ontological and epistemological arguments and positions that have shaped our discipline’s intellectual history. It is difficult, if not impossible, to talk today about the nature of political reality, perception, representation, concept formation, recognition, causality, objectivity, ethnocentrism, and language, without taking into consideration what cognitive science is saying about these topics.

This course has been designed as a first point of contact between students of political science and cognitive science. In this sense, the course does not require any academic background on any of the disciplines that integrate cognitive science. It will be predominantly based on academic literature that explicitly bridge cognitive and social sciences.

Course Learning Objective

The objective of this course is to *introduce* students to key ideas and debates in cognitive science that have a bearing on the ways in which we study and explain political phenomena.

Course Learning Outcomes

By the end of the semester, successful students will be able to explain and assess:

- The debate about the nature of *political reality*.
- The debate about *mental representations* and its implications for the study of politics.
- The debate about the *extended mind* and its implications for the study and understanding of social and political institutions.
- The debate about *self/other consciousness* and its implications for the study and understanding of empathy, recognition and morality.

Content and Organization

The course will be divided into five interconnected sections:

- I. Introduction: Nature, nurture, and the brain.

- II. The debate about *mental representations* and its implications for the study of politics.
- III. The debate about the *extended mind* and its implications for the study and understanding of social and political institutions.
- IV. The debate about *self/other consciousness* and its implications for the study and understanding of empathy and recognition.
- V. Conclusions: Political Science and Cognitive Sciences.

Prerequisites:

Political Science 2237 or 2245

Student Assessment

The overall grade for the course will be determined as follows:

Participation.....	20%
Essay.....	50%
Book Review.....	30%

Participation

Students in this course will be expected to master the assigned readings and to actively participate in the discussions that will take place every week. Moreover, they will be required to post a critical assessment of the assigned readings on OWL. Critical assessments must be posted by Friday at noon before each class. One or two students will formally introduce the assigned readings each week having read the other students' critical comments on the bulletin board. Additional guidelines for these presentations will be provided by the instructor in class.

Essay

A research essay (15-17) double-spaced page will be due on November 27, IN CLASS. The instructor will provide guidelines for this assignment in class.

Book Review:

Students will review one of the following books:

Patricia S. Churchland, Touching a Nerve: The Self as Brain. New York: W. W. Norton and Company, 2013.

Daniel C. Dennett, From Bacteria to Bach and Back: The Evolution of Minds. New York: W. W. Norton and Company, 2017.

Joshua Greene, Moral Tribes: Emotion, Reason, and the Gap Between Us and Them. New York: Penguin, 2013.

Joseph E LeDoux, Anxious: The Modern Mind in the Age of Anxiety. New York: Viking, 2015.

The book review is due on October 23, **IN CLASS**.

Guidelines for this assignment will be provided by the instructor in class.

Note: A penalty of 5% per day (including week-ends and holidays) will be imposed on any written assignment that is not handed in on time, **IN CLASS**.

Books Recommended for Purchase:

Evelyn Fox Keller, The Mirage of a Space Between Nature and Nurture. Durham: Duke University Press, 2010

Keith Frankish, ed., The Cambridge Handbook of Cognitive Science. Cambridge: Cambridge University Press, 2012.

Mark Johnson, Morality for Humans: Ethical Understanding from the Perspective of Cognitive Science. Chicago: Chicago University Press, 2015.

Bruce E. Wexler, Brain and Culture: Neurobiology, Ideology, and Social Change. Cambridge: The MIT Press, 2006.

Movies Recommended: Consult the *Cognitive Science Movie Index*:
<https://www.indiana.edu/~cogfilms/>

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwo.com/mentalhealth/> for a complete list of options about how to obtain help.

OUTLINE AND READING MATERIAL

I. Introduction: Nature, Nurture, and the Brain

September 11: Introduction to the course: Political Science: The Case of the Absent Brain.

September 18: Nature, Nurture, and the Brain (I)

Evelyn Fox Keller, The Mirage of a Space Between Nature and Nurture. Durham: Duke University Press, 2010.

J. H. Kaas, "The Evolution of Brains from Early Mammals to Humans," Wiley Interdisciplinary Review of Cognitive Science, January, Vol. 4, No. 1, 2013, 33-45.

Recommended:

Daniel Lord Smail, On Deep History and the Brain. Berkeley: University of California Press, 2008.

Neil Shubin, The Universe Within: The Deep History of the Human Body. New York: Vintage, 2013.

September 25: Nature, Nurture, and the Brain (II)

Joseph LeDoux, Synaptic Self: How Our Brains Become Who We Are. London: Penguin, 2003, 1-32.

David S. Moore, "Current Thinking About Nature and Nurture", in Kostas Kampourakis, ed., The Philosophy of Biology: A Companion for Educators. New York: Springer, 2013, 629-652.

Recommended:

Sean Carroll, The Big Picture: On the Origins of Life, Meaning and the Universe Itself. New York: Dutton, 2016.

Leonard Mlodinow, The Upright Thinkers: The Human Journey from Living in Trees to Understanding the Cosmos. New York: Pantheon Books, 2015.

II. Nurture/Nature: The Debate About Mental Representations and its Implications for Political Science

October 2: Mental Representations: Basic Definitions/Interpretations

Barbara Von Eckardt, "The Representational Theory of Mind," in Keith Frankish, ed., The Cambridge Handbook of Cognitive Science. Cambridge: Cambridge University Press, 2012, 29-49.

Paul Thagard, "Cognitive Structures," in Keith Frankish, ed., The Cambridge Handbook of Cognitive Science. Cambridge: Cambridge University Press, 2012, 50-72.

Orly Fuhrman and Lera Boroditsky, "Cross-Cultural Differences in Mental Representations of Time: Evidence From an Implicit Nonlinguistic Task" Cognitive Science, No. 34, 2010, 1430-1451.

Recommended:

Nikolas Rose and Joelle M. Abi-Rached, Neuro: The New Brain Sciences and the Management of the Mind. Princeton: Princeton University Press, 2013.

Lera Bododitsky, 7,000 Universes: How the Languages We Speak Shape the Ways We Think. Toronto: Doubleday, 2018

October 9: Reading Week

October 16: Mental Representations: Models, Schemas, Concepts and Memes

Gregory L. Murphy and Aaron B. Hoffman, "Concepts," in Keith Frankish, ed., The Cambridge Handbook of Cognitive Science. Cambridge: Cambridge University Press, 2012, 151-170.

George Lakoff and Mark Johnson, Metaphors we Live By. Chicago: The University of Chicago Press, 2003, 3-32.

Dennis Tay George, "Lakoff's theory of Conceptual Metaphor," in Jeannette Littlemore and John R. Taylor, The Bloomsbury Companion to Cognitive Linguistics. London: Bloomsbury, 2014, 49-59

Recommended:

Susan Carey, The Origins of Concepts. Oxford: Oxford University Press, 2009.

Eric Margolis and Stephen Laurence, eds., The Conceptual Mind: New Directions in the Study of Concepts. Cambridge: MIT Press, 2015.

October 23: Emotions and Mental Representations

Jesse Prinz, "Emotion," in Keith Frankish, ed., The Cambridge Handbook of Cognitive Science. Cambridge: Cambridge University Press, 2012, 193-211.

Joseph E. Le Doux, "Feelings: What are They and How Does the Brain Make Them?" Daedalus, The Journal of the American Academy of Arts and Science, Vol. 144, No. 1, Winter, 2015, 96-111.

Scientific American Mind, "Beyond Fear: The Psychology of Terrorism". Special Report. May/June 2016, 35-49.

Recommended:

Joseph E LeDoux, Anxious: The Modern Mind in the Age of Anxiety. New York: Viking, 2015.

Antonio Damasio, Looking for Spinoza: Joy, Sorrow, and the Feeling Brain. New York: Harcourt Inc., 2003.

III. Nurture/Nature: The Debate About the Extended Mind and its Implications for the Study and Understanding of Culture and Institutions

October 30: The Extended Mind

Andy Clark, "Embodied, embedded, and extended cognition," in Keith Frankish, ed., The Cambridge Handbook of Cognitive Science. Cambridge: Cambridge University Press, 2012, 275-291.

Andreas Elpidorou, "Where is my mind? Mark Rowlands on the vehicles of cognition, AVANT, Vol. III, No. 1, 2012, 145-160.

Tom Roberts and Giovanna Colombetti, "Extending the extended mind: the case for extended affectivity," Philosophical Studies, No. 172, 2015, 1243-1263.

Tamer Soliman and Arthur M. Glenberg, "The Embodiment of Culture," in Lawrence Shapiro, The Routledge Handbook of Embodied Cognition. New York: Routledge, 2014, 207-219.

Recommended:

Alva Noe, Varieties of Presence. Cambridge, Massachusetts: Harvard University Press, 2012.

Mark Rowlands, The New Science of the Mind: From Extended Mind to Embodied Phenomenology. Cambridge, Massachusetts: The MIT Press, 2013.

November 6: Culture, Institutions and the Brain

Bruce E. Wexler, Brain and Culture: Neurobiology, Ideology, and Social Change. Cambridge: The MIT Press, 2008, 39-137.

Giovanna Colombetti and Joel Krueger, "Scaffoldings of the Affective Mind", Philosophical Psychology, Vol. 28, No. 8, 2015, 1157-1176.

Recommended:

Mark Pagel, Wired for Culture: Origins of the Human Social Mind. New York: W.W. Norton & Company, 2012.

November 13: The Scaffolded Mind

Bruce E. Wexler, Brain and Culture: Neurobiology, Ideology, and Social Change. Cambridge: The MIT Press, 2008, 141-253.

Lawrence E. Williams et al., "The Scaffolded Mind: Higher Mental Processes are Grounded in Early Experience of the Physical World," European Journal of Social Psychology, No. 39, 2009, 1257-1267.

Recommended:

L. Caporael, J. Griesemer and W. Wimsatt, eds., Developing Scaffolding in Evolution, Cognition, and Culture. Cambridge, MA: MIT Press, 2014

IV. The Debate About Self/Other Consciousness and its Implications for the Study and Understanding of Morality and Justice.

November 20: Self/Other Consciousness

William G. Lycan, "Consciousness", in Lawrence Shapiro, The Routledge Handbook of Embodied Cognition. New York: Routledge, 2014, 212-234.

Declan Smithies, "The Mental Lives of Zombies," Philosophical Perspectives, Volume 26, Issue 1, December 2012, 343-372

Willett, Cynthia, Anderson, Ellie and Meyers, Diana, "Feminist Perspectives on the Self", *The Stanford Encyclopedia of Philosophy* (Fall 2015 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/fall2015/entries/feminism-self/>.

Recommended:

Felipe Fernández-Armesto, So You Think You're Human? Oxford: Oxford University Press, 2009.

Monte Reel, Between Man and Beast. New York: Doubleday: 2013.

November 27: Morality

Mark Johnson, Morality for Humans: Ethical Understanding from the Perspective of Cognitive Science. Chicago: Chicago University Press, 2014, 1-111.

Joshua D. Greene, "The Cognitive Neuroscience of Moral Judgment and Decision Making," in Jean Decety and Thalia Wheatley, eds., The Moral Brain: A Multidisciplinary Perspective. MIT University Press, 2015, 197-220.

Recommended:

Joshua Greene, Moral Tribes: Emotion, Reason, and the Gap Between Us and Them. New York: Penguin, 2013.

Jonathan Haidt, The Righteous Mind: Why Good People are Divided by Politics and Religion. New York: Vintage Books, 2013.

December 4: Empathy, Recognition, and Justice

Mark Johnson, Morality for Humans: Ethical Understanding from the Perspective of Cognitive Science. Chicago: Chicago University Press, 2014, 112-221.

V. S. Ramachandran, The Tell-Tale Brain: A Neuroscientist's Quest for What Makes Us Human. New York: W. W. Norton & Company, 2012, 3-40.

Katja Guenther, "It's All Done With Mirrors': V.S. Ramachandran and the Material Culture of Phantom Limb Research," *Medical History*. (2016), vol. 60(3), pp. 342-358

Recommended:

Peter Corning, The Fair Society and the Pursuit of Social Justice. Chicago: The University of Chicago Press, 2011.

Paul Bloom, Against Emphaty. New York: Ecco, 2016

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

http://counselling.ssc.uwo.ca/procedures/having_problems/index.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. http://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.