

PHIL4443

Seminar on Philosophical Issue 哲學問題研討

Philosophy and Human Conditions: Embodied Cognition and Human Self-Understanding in Changing Lifeworlds

Course Outline

Time : M 10:30am-1:15pm

Location :

ERB804

Course overview (as shown on CUSIS)

This is a seminar course devoted to examining selected issues in philosophy. This course will discuss contemporary theories of embodied cognition and the self in relation to technological developments and neuroscientific findings. The philosophical starting point is phenomenology and Edmund Husserl's theory of the life-world. Offerings with different subtitles can be taken up for credit, up to a maximum of two times.

Advisory to Majors (old curriculum): to be taken in year 2 or above.

Advisory to Majors (new curriculum): to be taken in year 3 or above.

Learning outcomes (as shown on CUSIS)

1. Gain competence in explaining and evaluating the key concepts and theories addressed in the course.
2. Demonstrate familiarity with the primary and secondary source texts in the syllabus.
3. Engage in in-depth discussion on the selected topics of the course.
4. Demonstrate ability to articulate and defend one's own philosophical theses with clarity.
5. Demonstrate consolidated skills in expository and argument writing.

Topics

Phenomenology

Life-world

Embodied Cognition

Consciousness

Human Self-understanding

Technology

Neuroscience

Learning activities

Each meeting will consist of a lecture followed by a period of discussion and students' presentations. Please attend lectures and participate in class discussions. Each lesson is approximately 2 hours and 30 minutes.

Assessment scheme as prescribed on CUSIS (revise if necessary)

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Essays		50%
Others		20%
Presentation		30%

Remarks on Assessment Scheme (if any)

1. Essays

The essay should discuss a philosophical problem or question in one or more of the texts that we have read together and clearly explicate that problem. Following the explication of the problem, students should discuss it within the context of research literature and explain its relevance for the philosophical discussion. The term paper requires students to consult and cite at least two works of secondary literature (which have to be research by the students) in addition to the required readings. The term paper should *not* be more than 8-10 double spaced pages

2. Presentation:

It is required that every student gives a presentation of 20-30 minutes on an assigned text or topic. The presentation should be structured the following way: Please divide the topic in 3-4 parts. Give an introduction to each part and then prepare 2-3 questions for the group to discuss together. Everything that is unclear can be discussed in the lesson. It will not diminish your grade, if you are uncertain about certain arguments. The presentation is a means to structure our discussion and for me to see, what needs to be explained. Presentations will either be assigned to groups or individuals, depending on number of participants.

3. Other

Each lesson will be started by a 10-minute summary of the week before. Students responsible for this will be assigned during the session and need to prepare for the coming week. The last two sessions will be dedicated to the relation of the human body and technology. For this I will assign groups with special research topics.

4. Attendance:

Attendance is mandatory and *absence will damage your grades*. Two unexcused absences are permitted. For each unexcused absence beyond two, one-half a letter grade will be deducted from your final grade. In case of emergencies, either notify me of your absence ahead of time, or plan to bring some formal documentation of your absence. Without documentation, I will not accept absences as excused.

5. Late Work/Make-Ups:

Every day the paper is late, one half a letter grade will be deducted from the final grade for the assignment. If you would like a grade changed, you must provide me with a detailed written argument for why you think it should be changed, otherwise I will not consider it.

Grade Descriptor

Please refer to: http://phil.arts.cuhk.edu.hk/~phidept/UG/Grade_descriptors.pdf

Recommended learning resources

Braidotti, Rosi.(2013), *The Posthuman*. Cambridge: Polity.

*Churchland, Patricia (2013), *Touching a Nerve. The Self as Brain*, New York, London: W.W. Norton & Comp.

Gallagher, Shaun (2012), *Phenomenology*, Palgrave MacMillan.

*Gallagher, Shaun, Zahavi, Dan (2008), *The Phenomenological Mind. An Introduction to Philosophy of Mind and Cognitive Science*, London, New York: Routledge.

Ihde, Don (2002) *Bodies in Technology*, Minneapolis: Minnesota University Press.

*Noë, Alva (2010), *Out of Our Heads: Why You Are Not Your Brain, and Other Lessons from the Biology of Consciousness*, New York: Simon & Schuster.

Pedersen, Isabel and Iliadis, Andrew (eds.) (2020) *Embodied Computing. Wearables, Implantables, Embeddables, Ingestibles*, Cambridge (MA), London: The MIT Press.

Pitts-Taylor (2016), *The Brain's Body. Neuroscience and Corporeal Politics*, Durham, London: Duke University Press.

Verbeek, Peter-Paul, Rosenberger, Robert (2015), *Postphenomenological Investigations. Essays on Human-Technology Relations*, New York, London: Lexington Books.

Vidal, Fernando, Ortega, Francisco (2017), *Being Brains. Making the Cerebral Subject*, New York, Fordham University Press.

*Further Reading

PDF's will be provided. The planned readings can be changed/adjusted according to learning dynamics and discussion.

Course schedule

<i>Week</i>	<i>Topics</i>	<i>Teaching Mode</i> <i>Online / in-campus</i>	<i>Required reading</i>	<i>Tutorials</i>	<i>Remarks</i>
1	Phenomenological Concepts: The Life-world and Intentionality	in-campus	Gallagher, Chapter 4 and 8		
2	The Cerebral Subject - A Historical Perspective	in-campus	Vidal, Ortega, Chapter 1		
3	Embodiment Theory	in-campus	Pitts-Taylor, Chapter 2		

4	The Role of the Body	in-campus	Pitts-Taylor, Introduction		
5	"	in-campus	Pitts-Taylor, Chapter 4		
6	"	in-campus	Pitts-Taylor, Conclusion		
7	Bodies in Technology	in-campus	Ihde, Part I		
8	"	in-campus	Ihde, Part IV		
9	Human Self-Understanding: The Concept of the Self in Transition	in-campus	Braidotti, Chapter 1		
10	Cyborgs and Future Bodies	in-campus	Selected Texts from Pedersen/Illiadis		
11	"	in-campus	Selected Texts from Verbeek/Rosenberger		
12	Wrapping it up	in-campus	Discussion of essay topics		

Details of course website

Contact details for teacher(s) or TA(s)

Teacher	
Name:	Foerster, Yvonne
Office location:	G26B, Fung King Hey Building
Telephone:	
Email:	yvonne.foerster@gmail.com

TA	
Name:	
Office location:	
Telephone:	
Email:	

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.