

Philosophy of Artificial Intelligence
Paper 3
Due Tuesday, May 22

In this last section of the course, we've considered three "alternative" approaches to some issues in artificial intelligence: Brooks's "nonrepresentational" approach to intelligence and intelligent behavior, Clark & Chalmers' notion of the extended mind, and the connectionism that underlies some modern innovations in AI and cognitive science.

In this paper, you will argue that two of these approaches are related to each other somehow, and that the third is significantly dis-similar from the other two. It is up to you to find some basis for this categorization: that is, you have to come up with some sense in which "one of these things is not like the other," and then argue why this is the case. This is a fairly open-ended assignment: there is no correct answer to this. You will be graded both on the *relevance* and *sophistication* of your basis for categorization and on the effectiveness with which you support your categorization. Remember, you must not only argue that two of them are 'similar' but also explicitly argue that the third is significantly different. As usual, your arguments should be substantially based in the reading.

Drafts: As usual, I will happily give you feedback on as many drafts of this paper as you wish to generate before the due date. I will take no more no more than 2 business days to return comments on your draft (therefore, the last day to send me a draft is May 18). Because of the difficulties in meeting in person during the week, you may email your drafts to me as attachments, and I will return them in the same way.

Academic Dishonesty: This paper should be completely your own work. You may discuss it with, and get help from, anyone in class, but the work should be own. Be sure to provide the names of anyone in class with whom you discuss your work. While I don't expect you'll need to use any outside sources for this paper, any source you do use must be cited completely and accurately. You may use whichever citation style you are accustomed to; if you don't have a style of choice, you may use <http://www.liu.edu/CWIS/CWP/library/workshop/citmla.htm>. The BC library has many useful resources on how to use other sources while avoiding plagiarism; see http://dewey.brooklyn.cuny.edu/resources/subject.jsp?sub_id=42#149

Fussiness: The paper should be typed (of course). At least 4.5 pages, but no more than 6 full pages, double-spaced (1-inch margins, 10-12 point font). Papers are due in my mailbox in 2109N, no later than 4:30pm (the office will probably close at that time). If you are not able to turn in your paper by then, let me know *beforehand*, otherwise you will receive an INC in the course, which is no fun for either of us. You may, of course, turn your paper in (at my mailbox) earlier; if you do so, please email me to let me know so your paper doesn't get lost.

Grading: While I am mostly concerned with your ideas (the "content" of the paper), the way in which your ideas are expressed is very important to whether or not your paper is successful. I expect your papers to be free of spelling and grammar errors, and will *mark you down severely* if they are not. If you are worried about this, I strongly recommend that you take advantage of the writing tutors at The Learning Center. Assuming your papers are grammatically correct, your grade depends on how well you demonstrate your grasp of the material we've been discussing in class, primarily through your analysis of the reading. You will *not* be graded on whether your ideas are "right" or "wrong," but how well you support them.