

BRAIN, SELF, AND SOCIETY (FALL 2015)

PERS 2002 (CRN 88584)

MON & WED 12.00-12.50

PETIT SCIENCE CENTER 169

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25 Park Place, 16th floor, Room 1617

Brightspace email or (404) 413-6113

Office Hours: Wednesday, 9am-noon

Description Progress in psychology, neuroscience, and behavioral genetics is re-shaping how we view ourselves. We are gaining new insights into the mind, romantic love, affection, happiness, sexuality, gender, empathy, memory, morality, responsibility, addiction, and mental illness. While some of these insights help us to understand ourselves better – by explaining why we are the way we are, and why we think and act like we do – others challenge our views about ourselves. Scientific progress improves our ability to predict and to influence people's views, choices, and behavior. And new brain modification techniques promise better ways to treat mental disorders, to reduce criminal recidivism, and even to improve our ability to think, learn, and remember.

Learning Outcomes Students will develop a deeper appreciation for how the human condition is illuminated through scientific discovery. Students will also learn how to discern, reason about, and evaluate potential novel problems – some for the individual, some for society, and some for the world at large – that arise from advances in science, technology, and medicine. Prior knowledge of psychology, neuroscience, behavioral genetics, ethics, or philosophy is not required, but we hope that by studying these exciting topics students will develop interests in these fields.

Weekly readings are indicated on the *Class Schedule* and will be provided via *Brightspace*. Each week prepare by reading **all items in GROUP A** and read/watch/hear **at least one item in GROUP B**.

Attendance at classes is not compulsory but is highly recommended. Exams will relate to readings and material covered in classes so missing class will lower your grade.

Assessment is via two multiple choice exams, each worth 50%, using the grading scale below:

A+ 100-99% A 98-93% A- 92-90% B+ 89-87% B 86-83% B- 82-80% C+ 79-77% C 76-73% C- 72-70% D 69-60% F 59-0%

Make up tests may be permitted subject to the instructor's approval, but requests must be made in advance, in writing, and substantiated by appropriate documentation (e.g. doctor's certificates).

Email is the best way to contact me. Please use your *Brightspace* email account for class-related correspondence, and check that email account at least once every 24 hours. I cannot guarantee responding to email sent to or from other email accounts. If you do not receive a reply from me within 24 hours, assume that I did not receive your message, and attempt to email me again. If problems persist then please visit me or the secretaries in the Department of Philosophy. If for some reason you turn in a piece of assessment by email, it is your responsibility to confirm that I received it on time. You will know that I got it because I reply to all student emails within 24 hours. If I do not receive it (on time), then you will not get credit for the assignment without time-stamped email proof that you sent it (before it was due). Having trouble with your email, computer, or internet service provider is not an excused late assignment.

Disability Support Services and Special Needs If you require special accommodations you must contact me during the first week of class. It is also imperative that you notify Disability Services by calling 404-463-9044 or on the web via <http://disability.gsu.edu/>

Student Evaluations Your constructive assessment of this course is indispensable, so please fill out the online course evaluation once you have completed the course.

Details in this syllabus can change. You are responsible for all changes announced in class.

CLASS SCHEDULE

Week	Date	Component / Readings
1	Aug 24 Aug 26	INTRODUCTION AND COURSE OVERVIEW YOU, YOUR BRAIN, AND SOCIETY GROUP A: [1] Clausen J and Levy N (2015) "What Is Neuroethics", <i>Handbook of Neuroethics</i> , Springer, v-vii. [2] Nagel T (1987) "The Mind-Body Problem", <i>What does it all mean?</i> , pp 27-37. GROUP B: VIDEO Dennett D (2011) "Consciousness and brains", Mar 28 http://youtu.be/m8cuAE3Os4o
2	Aug 31 Sep 2	HAPPINESS AND THE BRAIN GROUP A: [1] Nozick R (1974) "The Experience Machine", <i>Anarchy, State, and Utopia</i> , Basic Books, New York, NY. [2] Haybron D (2011) "Happiness", <i>Stanford Encyclopaedia of Philosophy</i> , http://plato.stanford.edu/archives/fall2011/entries/happiness GROUP B: [1] AUDIO Warburton N "Aristotle – Nicomachean Ethics" https://itunes.apple.com/us/podcast/philosophy-the-classics/id254465298?mt=2&i=84707289 [2] VIDEO Seligman M "The New Era of Positive Psychology" http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology [3] ARTICLE Conklin B (2013) "The Role of the Brain in Happiness", <i>Psychology Today</i> , Feb 19 https://www.psychologytoday.com/blog/in-the-face-adversity/201302/the-role-the-brain-in-happiness
3	Sep 7 NO CLASS Sep 9	SADNESS AND THE BRAIN GROUP A: Kramer PD (1993) "Makeover", in <i>Listening to Prozac</i> , Viking Books, New York, NY, 1-21. GROUP B: Lehrer J (2008) "Is There Really an Epidemic of Depression?", <i>Scientific American</i> , Dec 4.
4	Sep 14 Sep 16	LOVE AND THE BRAIN GROUP A: Aron A et al (2005) "Reward, Motivation, and Emotion Systems Associated With Early-Stage Intense Romantic Love", <i>Journal of Neurophysiology</i> , 94:327-337. GROUP B: [1] ARTICLE Anderson R (2013) "The Case for Using Drugs to Enhance Our Relationships (and Our Break-ups)", <i>The Atlantic</i> . [2] VIDEO Helen F, "The brain in love" https://www.youtube.com/watch?v=OYfoGTIG7pY [3] AUDIO Jenkins CI (2015) "The romance of love", <i>Philosopher's Zone</i> , ABC Radio http://www.abc.net.au/radionational/programs/philosopherszone/the-romance-of-love/6575658
5	Sep 21 Sep 23	SEXUALITY AND THE BRAIN GROUP A: [1] Earp BD et al (2014) "Brave New Love", <i>AJOB Neuroscience</i> , 5(1):4-12. [2] ARTICLE Vierra A (2015) "Born this way: How high-tech conversion therapy could undermine gay rights", <i>The Conversation</i> , April 21 https://theconversation.com/born-this-way-how-high-tech-conversion-therapy-could-undermine-gay-rights-40121 GROUP B: AUDIO Fine C (2015) "Blinded by sex: gender and the brain", <i>Philosopher's Zone</i> , ABC Radio National http://www.abc.net.au/radionational/programs/philosopherszone/the-galaxy-of-gender/6563092
6	Sep 28 Sep 30	MEMORY AND THE BRAIN GROUP A: [1] Glannon W (2006) "Psychopharmacology and memory", <i>Journal of Medical Ethics</i> , 32:74-78. [2] Lonergan MH (2013) "Propranolol's effects on the consolidation and reconsolidation of long-term emotional memory in healthy participants: a meta-analysis", <i>Journal of Psychiatry and Neuroscience</i> , 38(4):222-231.
7	Oct 5 Oct 7	ADVERTISING, PERSUASION, AND THE BRAIN GROUP A: [1] Stokes P (2015) "Brain Power", <i>Acuity Magazine</i> , Aug 1 http://charteredaccountantsanz.com/en/Site-Content/Business-Trends-Insights/Acuity/August-2015/Brain-power.aspx [2] Waldron J (2014) "It's All for Your Own Good", <i>The New York Review of Books</i> , October 9 http://www.nybooks.com/articles/archives/2014/oct/09/cass-sunstein-its-all-your-own-good/

		GROUP B: Singer N (2010) "Neuromarketing: Making Ads That Whisper to Your Brain", <i>New York Times</i> , Nov 3 http://www.nytimes.com/2010/11/14/business/14stream.html
8	Oct 12 Oct 14	REVISION CLASS FOR MID-TERM EXAM MID-TERM EXAM (worth 50%)
9	Oct 19 Oct 21	MORALITY AND THE BRAIN GROUP A: Roskies A (2006) "A case study of neuroethics: the nature of moral judgment" in J Illes (ed) <i>Neuroethics: defining the issues in theory, practice, and policy</i> , Oxford University Press, UK, 17-32. GROUP B: [1] AUDIO Crockett M (2012) "Brain chemistry and moral decision-making", <i>Philosophy Bites</i> , July 22 http://philosophybites.com/2012/07/molly-crockett-on-brain-chemistry-and-moral-decision-making-originally-on-bioethics-bites.html [2] AUDIO Sinnott-Armstrong W (2009) "Moral Psychology", <i>Philosophy Bites</i> , May 2 http://philosophybites.com/2009/05/walter-sinnottarmstrong-on-moral-psychology.html [3] AUDIO Churchland P (2012) "What neuroscience can teach us about morality", <i>Philosophy Bites</i> , Aug 3 http://philosophybites.com/2012/08/pat-churchland-on-what-neuroscience-can-teach-us-about-morality.html
10	Oct 26 Oct 28	ADDITION AND THE BRAIN GROUP A: Volkow N (2014) <i>Drugs, Brains, and Behavior: The Science of Drug Addiction</i> , NIDA https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/soa_2014.pdf READ PAGES 3-28 GROUP B: [1] AUDIO Volkow N (2007) "No, really, this is your brain on drugs", <i>NPR</i> , Jul 10 http://www.npr.org/templates/story/story.php?storyId=11847222 [2] ARTICLE Lewis M (2015) "Addiction is not a brain disease, and that's good news", <i>The Huffington Post</i> , Jul 2 http://www.huffingtonpost.com/marc-lewis/post_9729_b_7715792.html [3] VIDEO Hari J (2015) "Everything you know about addiction is wrong", http://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong
11	Nov 2 Nov 4	FREE WILL AND THE BRAIN GROUP A: [1] Nahmias E (2011) "Is Neuroscience the Death of Free Will?", <i>New York Times</i> , Nov 13 http://opinionator.blogs.nytimes.com/2011/11/13/is-neuroscience-the-death-of-free-will/ [2] Eagleman D (2011) "The Brain on Trial", <i>The Atlantic</i> http://www.theatlantic.com/magazine/archive/2011/07/the-brain-on-trial/308520/ GROUP B: [1] VIDEO Caruso G (2014) "The dark side of free will", Dec 9 https://www.youtube.com/watch?v=rfOMqehl-ZA [2] AUDIO Vincent N (2015) "Taking Responsibility", <i>Sunday Edition</i> , CBC Radio, April 12 http://www.cbc.ca/radio/thesundayedition/valentina-tso-the-myth-of-military-intervention-online-namesake-writing-in-the-margins-being-responsible-1.3027812/taking-responsibility-1.3028030 [3] VIDEO Episode 1 of "Brains on Trial" http://www.youtube.com/watch?v=o0eSqlAmKxU
12	Nov 9 Nov 11	SMART DRUGS AND THE BRAIN GROUP A: [1] Farah MJ et al (2004) "Neurocognitive enhancement: what can we do and what should we do?", <i>Nature Reviews Neuroscience</i> , 5:421-425. [2] Bell SK et al (2012) "Lessons for Enhancement From the History of Cocaine and Amphetamine Use", <i>AJOB Neuroscience</i> , 3(2):24-29. GROUP B: [1] ARTICLE "Narcolepsy medication modafinil is world's first safe 'smart drug'", <i>The Guardian</i> , Aug 19 http://www.theguardian.com/science/2015/aug/20/narcolepsy-medication-modafinil-worlds-first-safe-smart-drug [2] AUDIO Buchanan A (2009) "Enhancement", <i>Philosophy Bites</i> , May 16 http://philosophybites.com/2009/05/allen-buchanan-on-enhancement.html
13	Nov 16 Nov 18	SMART DRUGS AND SOCIETY GROUP A: [1] Santoni de Sio F et al (2014) "How cognitive enhancement can change our duties", <i>Frontiers in Systems Neuroscience</i> , Vol. 8, Article 131, 4 pages. [2] Santoni de Sio F et al (in press) "Why less praise for enhanced performance?", in F Jotterand and V Dubjlević (eds), <i>Cognitive Enhancement: Ethical and Policy Implications in International Perspectives</i> , Oxford University Press. GROUP B: [1] VIDEO Vincent N (2014) "Enhancement: the new 'normal'?", Apr 26 https://www.youtube.com/watch?v=0z7QJgUeGqk [2] ARTICLE Vincent NA and Jane EA (2014) "Put down the smart drugs: cognitive enhancement is ethically risky business", <i>The Conversation</i> , June 15. https://theconversation.com/put-down-the-smart-drugs-cognitive-enhancement-is-ethically-risky-business-27463 [3] Collins S (2015) "The New Normal", <i>GSU Magazine</i> , Summer Issue http://magazine.gsu.edu/article/the-new-normal/
Thanksgiving Break: Nov 23-28		
14	Nov 30 Dec 2	BEYOND THE BRAIN GROUP A: Clark A & Chalmers D (1998) "The extended mind", <i>Analysis</i> , 58(1):7-19. REVISION CLASS FOR FINAL EXAM
Dec 8-15		FINAL EXAM (worth 50%)

Department of Philosophy General Syllabus Statement Fall 2015

- This syllabus provides a general plan for the course. Deviations may be necessary.
- The last day to **withdraw** from a course with the possibility of receiving a W is **Tuesday, October 13**.
- Students are responsible for confirming that they are attending the **course section** for which they are registered. Failure to do so may result in an F for the course.
- By University policy and to respect the confidentiality of all students, **final grades** may not be posted or given out over the phone. To see your grades, use PAWS.
- The customary penalty for a violation of the academic honesty rules is an "F" in the course. See the University Policy on Academic Honesty on the reverse of this sheet. **Copying or using material from the internet without citation is a violation of the academic honesty rules.**
- A student may be awarded a grade of "W" no more than 6 times in their careers at Georgia State. After 6 Ws, a withdrawal is recorded as a WF on the student's record. A WF counts as an F in a GPA.
- Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take the time to fill out the online course evaluation.
- Students who wish to request accommodation for a disability must do so by registering with the Office of Disability Services in Suite 230 of the Student Center. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

Subscribe to one of our department listservs for current information and events:

1. Undergraduate Students: www2.gsu.edu/~wwwphi/2131.html
 2. Graduate Students: www2.gsu.edu/~wwwphi/2109.html
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For more information on the philosophy program visit: www.gsu.edu/philosophy

Policy on Academic Honesty, from the GSU Catalog

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonest or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Handbook* and *On Campus: The Student Handbook* and is available to all members of the university community. The policy represents a core value of the university, and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community—students, faculty, and staff—are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisers, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any para-phrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, falsification of the results of experiments or computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.