

BRAIN, SELF, AND SOCIETY (FALL 2015)

PERS 2002 (CRN XXXXX)

DAY, TIME, AND LOCATION TO BE DETERMINED

OFFICE HOURS: TO BE DETERMINED

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Description Over the past two decades progress in the mind sciences – psychology, neuroscience, and behavioral genetics – has re-shaped many of our views about our selves. For instance, the role of nature and culture in shaping who we are, what choices we make, and what things we do. Our expanding knowledge of the brain not only provides insight into why we do what we do, but also how others can influence our consumer choices and political views. By studying the brain we gain a new understanding of its connection to the mind, romantic love, affection, happiness, beauty, sexuality, gender, empathy, memory, morality, responsibility, pain, and mental illness. And new brain modification techniques are promising better ways to treat mental disorders, to help people recover from stroke and traumatic brain injury, to reduce criminal recidivism, and 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 – brought about through advances in science, technology, and medicine. Lastly, this course requires no prior knowledge of psychology, neuroscience, or behavioral genetics, though we hope that by learning something about these fields students might develop a passion for and interest in these disciplines.

Topics and weekly readings are indicated on the *Class Schedule* below. Note that you will not need to purchase a text book since all material will be provided on *Brightspace*.

Attendance at classes is not compulsory, but highly recommended.

Assessment is via two exams, each worth 50% of your final grade, 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 approval by the instructor, and only with adequate documentation for all requests for make up tests.

Email is the best way to contact me. You should check your official GSU email at least once every 24 hours. By University policy, I must use your official GSU student email address. If you send an email from a non-GSU email account, I cannot respond, but if I do then that is not an indication that this policy has changed. If you email me from your GSU account and have not received a reply within 24 hours, you should assume that I did not receive the message. If this happens attempt to email me again, and if problems persist then visit me or the secretaries in the Philosophy Department. 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 ISP is not an excused late assignment.

Disability Support Services and Special Needs All efforts will be made to accommodate students with special needs, so long as sufficient notice is given. 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 Evals Your constructive assessment of this course plays an indispensable role in shaping education at GSU. Upon completing the course, please take time to fill out the online course evaluation.

Academic Honesty & Miscellanea See the last two pages of this syllabus.

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

CLASS SCHEDULE

Week	Date	Component / Readings
1	Aug 24	Society, you, and your brain <ul style="list-style-type: none"> • Nagel, Thomas (1987) "The Mind-Body Problem", <i>What does it all mean?</i>, pp 27-37. • VIDEO: Daniel Dennett on consciousness and the brain, Mar 28, 2011. http://youtu.be/m8cuAE3Os4o
2	Aug 31	Happiness and the brain <ul style="list-style-type: none"> • Conklin, Bill (2013) "The Role of the Brain in Happiness", <i>Psychology Today</i>, Feb 19, 2013. https://www.psychologytoday.com/blog/in-the-face-adversity/201302/the-role-the-brain-in-happiness • Hare, Stephanie M and Vincent, Nicole A (forthcoming) "Prospects for Neuroeudaimonia: On Happiness, Cerebroscopes, and Incurability", <i>Neuroethics</i>.
3	Sep 7	Love and the brain <ul style="list-style-type: none"> • Anderson, Ross (2013) "The Case for Using Drugs to Enhance Our Relationships (and Our Break-ups)", <i>The Atlantic</i>. • Esch, Tobias and Stefano, George B. (2005) "The Neurobiology of Love", <i>Neuroendocrinology Letters</i>, 26(3):175-192.
4	Sep 14	Sexuality and the brain <ul style="list-style-type: none"> • Earp, Brian D. et al (2014) "Brave New Love", <i>AJOB Neuroscience</i>, 5(1):4-12. • Greely, Hank R - "Direct Brain Interventions to Treat Disfavored Human Behaviors: Ethical and Social Issues", <i>Clinical Pharmacology & Therapeutics</i>, 91(2):163-165.
5	Sep 21	Beauty and the brain <ul style="list-style-type: none"> • Chatterjee, Anjan (2014) "Neuroaesthetics: Researchers unravel the biology of beauty and art", <i>The Scientist</i>, May 1. http://www.the-scientist.com/?articles.view/articleNo/39802/title/Neuroaesthetics/ • Ishizu, Tomohiro and Zeki, Semir (2011) "Toward A Brain-Based Theory of Beauty", <i>PLoS ONE</i>, 6(7):1-10.
6	Sep 28	Marketing, economics, and the brain <ul style="list-style-type: none"> • Matthews, Steve (2015) "Neuromarketing: What Is It and Is It a Threat to Privacy?", in Jens Clausen and Neil Levy (eds) <i>Handbook of Neuroethics</i>, Springer, Dordrecht, The Netherlands, pp 1627-1645.
7	Oct 5	Memory and the brain <ul style="list-style-type: none"> • Glannon, Walter (2006) "Psychopharmacology and memory", <i>Journal of Medical Ethics</i>, 32:74-78. • Lonergan, Michelle H. (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.

8	Oct 12	MID-TERM EXAM (worth 50%)
9	Oct 19	Enhancement of the brain <ul style="list-style-type: none"> • Farah, Martha J et al (2004) "Neurocognitive enhancement: what can we do and what should we do?", <i>Nature Reviews Neuroscience</i>, 5:421-425. • Vincent, Nicole A and Jane, Emma A. (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
10	Oct 26	Morality and the brain <ul style="list-style-type: none"> • Roskies, Adina (2006) "A case study of neuroethics: the nature of moral judgment." In Judy Illes (ed) <i>Neuroethics: defining the issues in theory, practice, and policy</i>, Oxford University Press, Oxford, UK, pp 17-32.
11	Nov 2	Responsibility and the brain <ul style="list-style-type: none"> • PODCAST: Neil Levy talks about Moral Responsibility and Consciousness, <i>Philosophy Bites</i>. http://philosophybites.libsyn.com/neil-levy-on-moral-responsibility-and-consciousness • Levy, Neil (2013) "Moral Responsibility and Consciousness: Two Challenges, One Solution", in Nicole A Vincent (ed) <i>Neuroscience and Legal Responsibility</i>, Oxford University Press, New York, NY, pp 163-179.
12	Nov 9	Law and the brain <ul style="list-style-type: none"> • Eagleman, David (2011) "The Brain on Trial", <i>The Atlantic</i>. http://www.theatlantic.com/magazine/archive/2011/07/the-brain-on-trial/308520/ • VIDEO: <i>Episode 1</i> of "Brains on Trial" http://www.youtube.com/watch?v=o0eSqlAmKxU
13	Nov 16	Pain and the brain <ul style="list-style-type: none"> • Kolber, Adam J (2007) "Pain Detection and the Privacy of Subjective Experience", <i>American Journal of Law & Medicine</i>, 33:433-465.
<i>Thanksgiving Break: Nov 23-28</i>		
14	Nov 30	Beyond the brain <ul style="list-style-type: none"> • Glannon, Walter (2011) "Our Brains Are not Us", <i>Brain, Body, and Mind: Neuroethics with a Human Face</i>, Oxford University Press, New York, NY, pp 11-40.
Dec 8-15		FINAL EXAM (worth 50%)

Department of Philosophy

General Syllabus Statement Spring 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, March 3**.
- 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.
- If you have a disability that may impair your ability to successfully complete this course, contact your instructor as soon as possible to arrange accommodations. GSU has two programs that provide support services to students with disabilities.
 - Office of Disability Services - <http://www2.gsu.edu/~wwwods/> - 404.413-1560**
 - Accessibility At GSU - <http://www2.gsu.edu/~wwwada/> - 404.464-9044**Students who wish to request accommodations for a disability may do so by registering with the Office of Disability Services (second floor in the Student Center, dismail@gsu.edu). Students may be accommodated only upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructor of all classes in which accommodations are sought. If you have not been issued the Accommodation Plan by Disability Services, I am required by federal law and university policy not to accommodate.

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 dishonorable 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.