

PSYCHOLOGY 1905

FRESHMAN SEMINAR: WHAT IS THE HUMAN MIND?

Fall 2009

- Instructor:* Chad J. Marsolek, Professor
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Office Hours: Tuesdays: 12:30 pm-2:00 pm; Thursdays: 11:00 am-12:30 pm
- Class:* S204 Elliott Hall
Tuesdays: 9:45-12:30 pm
- Credits:* 3 credits
- Description:* You are reading the description of a seminar. That is, some part of you is capable of taking a series of shapes as visual input, abstracting intended meaning from them, organizing the information, and evaluating what you've organized (e.g., "fascinating seminar!" :). Your mind accomplishes this task, not your lungs or heart, but what is this thing—"mind"—that is capable of such complex internal information processing? Is it just a flurry of activated brain cells? Is it something non-physical? When you think about it, one of the most intriguing aspects of the universe is that you can *think*, that minds operate as entities that appear to be crucially tied to physical brains but that also are importantly different. In this seminar, we will examine conceptions of the human mind from psychological, philosophical, and neuroscientific perspectives. Can science and critical analysis offer a concrete and compelling specification of the mind?
- Class Time:* 5% quizzes, 10% lecture, and 85% discussion.
- Readings:* Feser, E. (2006). *Philosophy of mind: A beginner's guide*. Oneworld Publications: Oxford.
Hawkins, J. (2005). *On intelligence*. Owl Books: New York.
(roughly 40 pages of reading per week; see below)
- Grading:* Weekly Quizzes = 50%
(multiple choice format; covers weekly readings; beginning of each class meeting)
In-Class Discussion = 30%
(attendance, class participation, quality of discussion questions and class discussion)
In-Class Presentation = 20%
(quality of one in-class presentation to the group, covering that week's readings)
No makeup quizzes:
In case of signed verification of legitimate excuse for missed quiz/class, see Instructor.
- Standards:* The official University grading standards are as follows:
A: Achievement that is outstanding relative to the level necessary to meet course requirements.
B: Achievement that is significantly above the level necessary to meet course requirements.
C: Achievement that meets the course requirements in every respect.
D: Achievement that is worthy of credit even though it fails to meet fully the course requirements.
S: Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).
F (or N): Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
I (Incomplete): Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Integrity: Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Miscellaneous: Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations.

A student is not permitted to submit extra work in an attempt to raise his or her grade.

Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Further information is available from Disabilities Services (180 McNamara Alumni Center, 612-626-1333).

University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office, located in 419 Morrill Hall.

Workload: For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.

Course Outline

<i>Week</i>	<i>Dates</i>	<i>Topic</i>	<i>Readings</i>
1	8 Sep.	Organization; Introduction and Overview	
2	15 Sep.	Preface; Perception; Dualism	Feser pp. vi-48
3	22 Sep.	Materialism	Feser pp. 49-84
4	29 Sep.	Qualia	Feser pp. 85-115
5	6 Oct..	Consciousness	Feser pp. 116-143
6	13 Oct.	Thought	Feser pp. 144-170
7	20 Oct.	NO CLASS ON 20 OCT. Intentionality	Feser pp. 171-210
8	27 Oct.	Persons, etc.	Feser pp. 211-240
9	3 Nov.	Prologue; Artificial Intelligence, Neural Networks	Hawkins pp. 1-39
10	10 Nov.	The Human Brain	Hawkins pp. 40-64
11	17 Nov.	Memory	Hawkins pp. 65-84
12	24 Nov.	A New Framework of Intelligence	Hawkins pp. 85-105
13	1 Dec.	How the Cortex Works	Hawkins pp. 106-137
14	8 Dec.	Consciousness and Creativity	Hawkins pp. 177-204
15	15 Dec.	The Future of Intelligence; Epilogue	Hawkins pp. 205-236