

■ Learning objectives

- Students will be able to use insights from different academic disciplines in order to reflect upon and analyze current societal issues.
- Students will apply psychological concepts and content to become engaged citizens.
- Students will use critical thinking, skeptical inquiry, and, when possible, the scientific approach to ask, answer and understand questions related to behavior and mental processes.

■ Reading materials

- Reading materials in PDF format will be made available to students through SAKAI (in a folder called “Readings for lectures”).
- A separate folder called “Papers for student presentations” contains a set of articles that students will be able to select from for purposes of their class presentation (see below).
- In addition, a number of books and articles will be mentioned in class that students are encouraged to read based on their own interests.

■ Exams and grades

Grades will be determined by performance on the following activities:

• Attendance

Attendance is required and will be monitored. Students can miss up to three lectures without incurring any penalties. Barring exceptional circumstances (which will need to be documented), additional absences will be penalized.

• Weekly comments

- Each week you will upload a short paragraph on Sakai, commenting on something in that week's readings or class discussion that you found surprising or puzzling, or exciting or confusing — or something you did not quite agree with (and why). These are not meant to be long, eloquent pronouncements, but rather brief—although thoughtful—reactions to that week's material.
- You may use any word processor to write your short paragraph, but be sure to save it as a plain text file (with a .txt suffix) before uploading it to your drop box on Sakai. The file name may begin either with the week number (e.g. Week01) or the uploading date (e.g. 091417).

- Due: weekly comments must be uploaded no later than **Monday morning 9:00am.**

- **Class presentations**

- Students will be expected to form groups of 3 and to decide on a topic and paper(s) to present (those papers are available in the folder “Papers for student presentations” on SAKAI).
- Student presentations will be held during the last three weeks of the course (see course content and schedule below).
- During each class session, two groups of three students will present. Each group will have 35 minutes to lead the discussion (including time for Q&A).
- Additional details (format of presentations, etc.) will be discussed in class.

- **Term papers**

- A term paper, approximately 15 pages in length (double-spaced), will be due at the end of the semester. The simplest option would be to write a paper that expands in some way upon the topic of your in-class presentation. You do have the option of choosing an altogether different topic, but you must get the topic approved in advance of starting your work on the paper.
- An outline of the term paper, including the list of articles on which the paper will be based, will be due by **November 22.**
- The final term paper itself will be due by **December 16th no later 7:00pm** and will need to be posted in Dropbox on Sakai.

- **Grades will be computed using the following weights**

- Attendance, 25%
- Weekly comments, 25%
- Class presentation, 25%
- Term paper, 25%

- **Responsibilities**

- **Assignments**

Barring exceptional circumstances, all assignments must be completed on the date they are assigned or by the relevant deadline.

- **Make-up assignments**

Under exceptional circumstances, e.g., illness, injury, etc., students will be allowed to make-up for a missed assignment. It is the student's responsibility to contact the instructors so that proper arrangements can be made.

- **Conduct and Academic Honesty**

Students are expected to maintain the highest standards of academic honesty and respect. Conduct other than this will be disciplined following procedures detailed in Rutgers University policy on such matters. Academic dishonesty is defined as, but not limited to, plagiarism, harassment, cheating, disrupting behavior, or representing another student's work as your own. Please also note that use of computers and other electronic devices for anything other than note-taking is distracting to other students and is not permitted.

For further information on this topic, please visit:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

- **Absences**

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to us.

- **Religious observances**

Rutgers University's policy on accommodations for religious observances or holidays is available at the following site:

<http://registrar.rutgers.edu/NB/ENROL-NB.HTM#religious>

- **Special accommodations**

Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>

■ **Course content and tentative schedule**

Date	Lecture topic	Readings
Week 1 Sept 04	Introduction	
Week 2 Sept 09 Sept 11	<u>Part 1: Setting the stage</u> The Mind-Body problem - 1 The Mind-Body problem - 2	- <i>The Ontological problem</i> , Churchland - <i>Panpsychism</i> , Goff
Week 3 Sept 16 Sept 18	Consciousness in the history of psychology The computational theory of Mind - 1	- <i>The historical foundations of consciousness science</i> , Revonsuo - <i>The Philosophy and the Approach</i> , Marr.
Week 4 Sept 23 Sept 25	The computational theory of Mind - 2 The computational theory of mind - 3	- <i>Representations</i> , Gallistel - <i>The Network Approach: Mind as a Web</i> , Friedenber
Week 5 Sept 30 Oct 02	<u>Part 2: consciousness</u> Doing away with the soul and the Cartesian Theatre The hard problem of consciousness	- <i>The soul fallacy</i> , Musolino - <i>The hard problem of consciousness</i> , Chalmers (BCC, Ch. 3) - <i>The puzzle of consciousness</i> , Chalmers (Scientific American, with comments by Crick & Koch)
Week 6 Oct 07 Oct 09	Attention and Consciousness - 1 Attention and Consciousness - 2	- <i>Studying Consciousness Through Inattentional Blindness, Change Blindness, and the Attentional Blink</i> , Cohen & Chun (BCC, Ch. 38) - <i>The Binding problem</i> , Halcombe (2009)

Week 7		
Oct 14	Split-brains - 1	- <i>Split-brain Cases</i> , Colvin, Marinsek, Miller, & Gazzaniga (BCC, Ch. 45)
Oct 16	Split-brains - 2	- <i>One head, two brains</i> , Smith (The Atlantic)
Week 8		
Oct 21	Vision for conscious perception and action - 1	- <i>Duplex Vision: Separate Cortical Pathways for Conscious Perception and the Control of Action</i> , Goodale (BCC, Ch. 46)
Oct 23	Vision for conscious perception and action - 2	- <i>Two visual pathways – Where have they taken us and where will they lead in future?</i> Goodale & Milner (2018)
Week 9	Part 3: Self and Free Will	
Oct 28	The allure and implausibility of Libertarian Free Will - 1	- <i>For the law, neuroscience changes nothing and everything</i> , Greene and Cohen
Nov 30	The allure and implausibility of Libertarian Free Will - 2	- <i>Free will and punishment: a mechanistic view of human nature reduces retribution</i> , Shariff et al.
Week 10		
Nov 04	The illusion of conscious will - 1	- <i>The mind's best trick: how we experience conscious will</i> , Wegner
Nov 06	The illusion of conscious will - 2	- <i>When consciousness matters: a critical review of Daniel Wegner's The Illusion of Conscious Will</i> , Nahmias
Week 11		
Nov 11	What is the self? - 1	- Empirical perspectives from the self-model theory of subjectivity: a brief summary with examples, Metzinger
Nov 13	What is the self? - 2	- Blackmore on the self
Week 12		
Nov 18	The value of holding the manifest imagine	- <i>The value of believing in free will: Encouraging a belief in determinism increases cheating</i> , Vohs & Schooler
Nov 20	Student presentations	

Week 13		
Nov 25	Student presentations	
Nov 27	No class, Thanksgiving Week	
Week 14		
Dec 02	Student presentations	
Dec 04	Student presentations	
Week 15		
Dec 09	Student presentations	
Dec 11	Final thoughts	
Dec 16	Term paper due date by 7:00pm	Post paper in DROPBOX on SAKAI

* Please note that this schedule is subject to changes and modifications which, if they occur, will be announced in class.

■ **Student-Wellness Services**

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to suc-

ceed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.