Prerequisite: *either* a prior course in Philosophy *or* a prior course in Psychology.

Class location: Hill Hall 101  
Meeting time: Monday-Wednesday 10:00-11:20  
Instructor: Professor Katalin Balog  
Office: Philosophy Department, Conklin Hall, Room 410  
Office phone: 973-353-1397  
Office hours: Wednesdays 2:30-3:30 and by appointment.  
email: kbalog@andromeda.rutgers.edu

THE BRAIN is wider than the sky,  
For, put them side by side,  
The one the other will include  
With ease, and you beside.

The brain is deeper than the sea,  
For, hold them, blue to blue,  
The one the other will absorb,  
As sponges, buckets do.

The brain is just the weight of God,  
For, lift them, pound for pound,  
And they will differ, if they do,  
As syllable from sound.

*Emily Dickinson*

**Blackboard:** once you registered for the class you can go to Blackboard and select the course “Philosophy of Psychology, 730:380.” The page will contain course-related information, viz., syllabus, powerpoint slides, study questions, announcements, papertopics, and more. You need to have access to Blackboard to participate in the course. I will be updating the syllabus, slides (sometimes even editing old slides), and study questions - you'll want to download them periodically to have the latest version.

You are responsible for making sure your Rutgers email address Blackboard has on file for you works and that my messages via Blackboard reach you. Failure to do so will mean missing vital information affecting your progress in the class.

**Course description:**

This course will survey major topics in the philosophy of psychology. The philosophy of psychology is concerned with areas at the intersection of the philosophy of mind and the science of
psychology, and its primary aim is to explore how the mind works. The course addresses issues such as the nature and workings of the mind, the function of consciousness, moral judgment and reasoning, etc. Since all these issues have been extensively discussed both in philosophy and psychology, a full treatment of them requires familiarity with both the empirical psychological literature and with the philosophy of mind. We will read and discuss papers and from both disciplines.

**Required texts:**

Timothy Wilson, *Strangers to Ourselves*, Belknap/Harvard UP. (SO)

These are all available in the campus bookstore as of now.
Additional articles are posted on Blackboard.

Some good books on general philosophy of mind I recommend to look at:

Tim Crane: *Elements of Mind*, Oxford.

Some helpful philosophy links to find out more about terms and topics discussed in class:

*The Internet Encyclopedia of Philosophy*
*Stanford Encyclopedia of Philosophy*
*Routledge Encyclopedia of Philosophy* (you need to be logged into the Rutgers Library system)
Jim Pryor’s philosophical terms and methods
http://www.askphilosophers.org/

What you can expect from the course: One of the main goals of this class is to give you a sense of the philosophical problems involving the nature and operation of the mind: what is it for a mental state to be conscious, what is the nature of unconscious processes, what are thoughts, emotions, etc. However, because one of the most important features distinguishing philosophy from other academic disciplines is that it is a *skill* and not just a body of knowledge, we have another, more general goal in this class: to build up your ability to think critically and deeply, and to internalize this skill so that you can apply it to any subject matter whatsoever. One of the reasons that philosophy majors do considerably better on the LSAT’s than all other majors except physics is that they are taught to think constructively and critically irrespective of the subject matter. Accordingly, the assessments (quizzes and exams) in the course will all involve essay questions requiring answers of varying length. In addition to these, you will be assigned to write a paper. This will give you an opportunity to exhibit most fully your skills to think critically and systematically about philosophy.

Tentative schedule of readings (Please notice that this schedule is tentative and so subject to change as the semester unfolds. *Coming to class and checking Blackboard on a regular basis will keep you informed of the changes*):
**Week 1** Jan. 19 *Introduction* (Look over syllabus; get acquainted)

**Week 2**: Jan. 24-26 CLASSES CANCELED – I will be away at a conference. Please read ahead during this time so we can hit the ground running the following week.

**Week 3: Minds and bodies**

Jan 31. SM Ch. 1, Descartes Sixth Meditation (Bb)

Feb. 2 SM Ch. 2, James, “Does ‘consciousness exist?’” (Bb)

**Week 4: Freud and psychoanalysis**

Feb. 7 SM Ch. 3

Feb. 9 Freud, *Introductory Lectures on Psychoanalysis*, Lecture II-IV (Bb)

**Week 5: Psychoanalysis and its critics**

Feb. 14 Freud, *Introductory Lectures on Psychoanalysis*, Lecture XVIII-XIX (Bb)

Feb. 16 Adolf Grünbaum, „Précis of The Foundations of Psychoanalysis: A Philosophical Critique” (Bb)

**Week 6: Behaviorism**

Feb 21 Review and quiz

**Feb. 21**: First in-class quiz

Feb. 23 SM Ch. 4, Ryle, “Descartes’ Myth” (Bb)

**Week 7: Cognitive and developmental psychology**

Feb. 28 SM Ch. 5 pp. 119-148

March 2 SM Ch. 5. pp. 148-172

**Week 8: Cognitive science**

March 7 SM Ch. 6 pp. 175-202

March 9 SM Ch. 6 pp. 203-235
SPRING VACATION

Week 9: Cognitive science continued
March 21 SM Ch. 6 pp. 236-262
March 23 Review and quiz
March 23rd: Second in-class quiz

Week 10: The adaptive unconscious introduced
March 28 SO Ch. 1&2
March 30 SO Ch 3

Week 11: The adaptive unconscious continued
April 4 SO Ch. 4, Bargh and Chartrand, ‘The unbearable automaticity of being’ (Bb).
April 6 SO Ch. 5&6

Week 12: The adaptive unconscious continued
April 11 SO Ch. 7
April 13 Wegner, “The mind's best trick: how we experience conscious will” (Bb)

Week 13: Consciousness
April 18 Review and quiz
April 18th: Third in-class quiz
April 20 Ned Block, Some Concepts of Consciousness

Week 14: Consciousness continued
April 27  Daniel Dennett and Marcel Kinsbourne, "Time and the Observer: The Where and When of Consciousness in the Brain".

**Week 15: Consciousness concluded**

May 2 Susan Hurley and Alva Noe, "Neural plasticity and consciousness." *Biology and Philosophy* 18, 1, pp 131-168

**FINAL EXAM: Date and time TBA**

**Weekly powerpoint lecture notes** will be placed on BB shortly after each class designed to help you understand and think about the course material you are reading.

**Preparing for class:** Expect to do 20-40 pages of reading for each class. You should spend a minimum of 3-4 hours preparing for the course every week. You should be prepared in each class to raise questions about the readings assigned for the day. I will call on people occasionally to help facilitate a discussion about the readings but also to make sure you have done the readings ahead of time.

**Some Ground Rules for the Course:**

1) Please come to each lecture and discussion section with the reading assigned for that date already completed. Be prepared to ask questions about the material. I will take attendance in each class. Unexcused absence from more than 3 classes will result in having the grade lowered by a half grade.

2) Do not read newspapers, magazines, books, etc., either in hard copy or in wireless form, in class.

3) No food or drink (unless you do it so unobtrusively that I don’t notice).

4) Cell phones and other electronic devices must be turned off during class.

5) Your oral participation is strongly encouraged. You will likely disagree with a variety of views and concerns expressed in the class; please be respectful. Class discussion will be more fun and also more instructional if everybody feels safe to present their points of view.

**Required course-work:**

1) 3 in-class quizzes

2) Either a 5-7 page paper or a final exam.
(If you chose to write the paper, you are required to submit a preliminary draft by April 22\textsuperscript{th}. It will be returned to you with some comments by April 30\textsuperscript{th}; the comments will be your guide as you prepare the final draft which will be due on May 7\textsuperscript{th}.)

3) Class participation

**In-Class Quizzes:** *No Make-up Quizzes are given.* The only accepted reasons for missing a quiz are: (1) illness documented by a doctor’s note; (2) a university sponsored activity taking place at the time the assignment is due; (3) family crisis with proper documentation provided.

**Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>60% (20% each)</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Paper</td>
<td>40%</td>
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</tbody>
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Your quizzes and exams and paper will be assigned points out of 100, which will translate into letter grades as follows:

- 91-100 = A
- 88-90 = B+
- 81-87 = B
- 78-80 = C+
- 68-77 = C
- 66-67 = D+
- 56-65 = D
- 55 or below = F

*Class participation* will also affect your final grade: if you are on the borderline, your grade will be pushed up by good class participation and pushed down by poor class participation.

**Here are two highly recommended links that**

a) help you with your class preparation:
   Jim Pryor’s guide to reading philosophy

b) guide you in the process of writing a philosophy paper:
   Jim Pryor’s guide to writing philosophy

**Plagiarism and Academic Integrity:**

The Rutgers University Academic Integrity Policy defines plagiarism as the representation of the words or ideas of another as one’s own in any academic work. Intentionally committing plagiarism is a serious offense with severe consequences. Instructors are required to report
students who intentionally violate this policy to the department chairperson and to the Office of Student Judicial Affairs. The most common forms of plagiarism are:

- Quoting directly or paraphrasing without acknowledging the source (this includes copying or paraphrasing material from a web site without providing a proper citation for the site)
- Presenting the work of another as one’s own
- Plagiarizing major portions of a written assignment
- Submitting purchased materials such as term papers

The Rutgers University Academic Integrity Policy establishes levels of violations and recommends sanctions. Depending upon the severity of the case and the level of the violation, the sanctions for these violations include: a failing grade for the assignment, failure in the course, mandatory participation in a series of noncredit academic integrity workshops, academic probation, and/or suspension.

(If you are in doubt as to what constitutes plagiarism or are concerned that you are misappropriating someone's words or ideas, speak immediately with your instructor. For more information, you can also consult the University Code of Student Conduct or the Student Judicial Affairs website [http://judicialaffairs.rutgers.edu](http://judicialaffairs.rutgers.edu).)

**Special situations:**

If you have a special situation concerning learning needs that either requires accommodation, or that you would simply like me to know about, please contact me as soon as possible. I will make every effort to aid you.

Rutgers abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate reasonable accommodations be provided for qualified students with disabilities and the accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Robeson Student Center. I look forward to talking with you soon to learn how I may be helpful in supporting your academic success in this course.

For more information on disability services at Rutgers, go to [http://disabilityservices-uw.rutgers.edu/](http://disabilityservices-uw.rutgers.edu/).