

UC 11835 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013



Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Philosophy College: CLASS
2. Faculty Contact Person: Cynthia Freeland Telephone: 3-3206 Email: cfreeland@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
PHIL / 1334 / Intro to the Mind
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
PHIL / 1334 / Intro to the Mind
 - SCH: 3.00 Level: FR CIP Code: 38_0101_00 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): B.A.
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
PHIL / 1334 / Intro to the Mind
 - Course ID: 38506 Effective Date (currently active row): 20120827
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1303 Description (30 words max.): Perspectives on issues from recent sciences of the mind: Is human psychology a product of evolution? Does thought depend on language? Is our visual world constructed by our brains?

RECEIVED OCT 12 2012

10. Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Dr. John Roberts

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Philosophy

Person Making Request: William Nelson

Telephone: 713 743 3203

Email: philb@central.uh.edu

Dean's Signature: _____

Date: October 5, 2012

Course Number and Title: Philosophy 1334 Introduction to the Mind

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will learn to read and understand complex philosophical texts concerning issues about the mind

Students will gain experience at writing good, critical, analytical prose

Students will learn to read and understand current scientific work on the mind bearing on philosophical issues

Students will apply relevant philosophical ideas to questions of value and responsibility

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

WID Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a paper requiring them to analyze and explain a philosophical problem, to evaluate possible solutions, and to explore its implications for how we should behave and think about our relations to one another and the world. Student papers will be posted in an appropriate location on line.

Sample assignment:

Pretend you are the inventor of a special new robot. This robot can survive and learn on its own, even when you are not there to help it. It can answer questions just like a person. It even says that it loves you and that it misses you when you are not home. Now, imagine that the government passes a law outlawing robots like yours. They claim robots cannot think or feel, and that they have no rights. They are just machines and will be destroyed.

In this paper, present the above scenario and present THREE arguments you would give to defend your robot. Assume you are a lawyer for your robot and you HAVE to defend it, even if you are not sure it thinks, feels, and has rights. Be sure to bring in issues we've discussed all semester about humans, machines, animals and minds.

Communication Skills:

In the same paper, students will demonstrate communication skills.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

In the same paper, students will explore issues of social responsibility.

Personal Responsibility:

In the same paper, students will explore issues of personal responsibility.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

A paper assignment like the one mentioned above will be constant across sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____
Rey Trevino for Cynthia Freeland

Introduction to the Mind

PHIL 1334
Course #10011
Fall 2012

Professor Josh Weisberg
Email: jweisberg@uh.edu
Class hours: T-TH 1-2:30
Office Hours: T, 2:30-3:30, or by appointment

Office: AH 515
Office Phone: 743-3200
Room: AH 110

Class TA: Mr. Ami Palmer
Email: apalmer2@uh.edu

Office: AH 508
Office Hours: TBA

Learning Outcomes:

- Students will learn to read and understand complex philosophical texts concerning issues about the mind.
- Students will gain experience at writing good, critical, analytical prose.
- Students will learn to read and understand current scientific work on the mind bearing on philosophical issues.
- Students will apply relevant philosophical ideas to questions of value and responsibility.

Course Description:

In the last few decades, there has been an explosion of research focused on the human mind. Seemingly every day, a new discovery from neuroscience, biology, psychology, or even quantum mechanics alters our understanding of what it means to be a thinking being. This course considers these developments from a philosophical point of view, with the goal of constructing a framework for grasping the implications of this fast-moving and exciting field. The following questions, among others, will be addressed: What is a mind? Am I the only one who can really know my mind? Are we the only beings possessing minds? How did the mind evolve? Can machines have minds? Are there things about the mind that are beyond any scientific understanding? Can robots and computers shed any light on what it means to have a mind? What does neuroscience tell us about the mind? And so on. We will only begin to scratch the surface of these questions, but this introduction will provide an entry to further in-depth study.

Course Readings:

All readings will be posted on the course Blackboard Vista website. All students registered for the course can access the website by following the links on the UH website (www.uh.edu). Go to "current students," then click on the link to Blackboard Vista and follow the instructions. All readings are in pdf format.

Course Requirements and Grading:

3 3-4 page papers, on a topic assigned by the professor. Students will have 1 week to complete the papers. Each paper is worth 20% of the grade. 1 in-class cumulative essay question final, worth 40% of the grade.

All written material (except the exam) must be turned in to www.turnitin.com. All grading will be done online—no hard copies will be accepted. You must go to the turnitin.com website and create a "new user" profile (follow the instructions on the site). You will need the class ID# and password to create your profile. If you already exist on Turnitin.com, you can use your old profile, and just join our class using the Class ID and password. Then upload and submit your papers.

Class ID#: 5437203

Password: brain

This is a writing intensive course, so style and grammar, as well as content, counts towards the grade. Students requiring extra help with their writing are encouraged to go to the Writing Center, 210-217 Agnes Arnold Hall, <http://www.uh.edu/writecen/index.php>. Late papers are only accepted with an official excuse (doctor's note, jury duty, etc.). No incompletes will be allowed.

Policy on plagiarism/cheating:

All students in philosophy courses are expected to comply with the rules concerning academic honesty listed in the UH Student Handbook. All work submitted for this course must be your own. Every student is required to sign and return an Academic Honesty statement indicating that you have read, understood, and agree to uphold the requirements of the university's Academic Honesty Policy.

Plagiarism

Plagiarism consists of representing the work or ideas of another as one's own work. It is a form of cheating and a fundamental violation of standards of academic integrity.

Many instructors discourage the use of internet sources in written papers on the ground that they are not generally reliable or authoritative. In general, though, if you do quote or paraphrase any material from a book, article, or internet source, for any purpose, you must clearly specify the source and the pages on which you found the material.

All acts of plagiarism are taken seriously and all cases will be vigorously pursued in accordance with university guidelines. The penalties are severe and can have a serious impact on the future careers of those found in violation of this prohibition.

Cheating on exams

Copying from another's paper, letting another copy from your paper, using "crib notes" or other materials not explicitly authorized, and arranging for someone else to take your place in an exam are all strictly prohibited. Cases involving violation of this prohibition will be vigorously pursued in accordance with the university guidelines. The penalties are severe and can have a serious negative impact on the future careers of those found in violation of this prohibition.

Course Schedule:

Unit 1: Introduction

Unit 2: Dualism, Rationalism, Empiricism: **Read: Descartes Meditations, Armstrong on Descartes, & Locke Selection**
Paper 1 assigned—date TBA!

Unit 3: Behaviorism, **Read: Ryle Selections & Armstrong on Ryle**

Unit 4: The Computer Theory, **Read: Turing & Searle**
Paper 2 assigned—date TBA!

Unit 5: Consciousness, **Read: Nagel & Weisberg**
Paper 3 assigned—date TBA!

Unit 6: Conclusion: It's all in the brain, **Read: Churchland, Blakemore et al., & Stetson et al.**

**** Schedule subject to change—please keep up to date and in touch: you are responsible for knowing what's assigned, and reading it!****

Final: Tuesday, December 18th, 2-5, in the regular classroom. Bring blue books!

Introduction to the Mind
PHIL 1334
Course #10011
Fall 2012

Professor Josh Weisberg
Email: jweisberg@uh.edu
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- Students will apply relevant philosophical ideas to questions of value and responsibility.
- For this Writing in the Disciplines course, the writing assignments will teach students to use the shared writing conventions, practices and methods of citation of philosophy.

Course Description:

In the last few decades, there has been an explosion of research focused on the human mind. Seemingly every day, a new discovery from neuroscience, biology, psychology, or even quantum mechanics alters our understanding of what it means to be a thinking being. This course considers these developments from a philosophical point of view, with the goal of constructing a framework for grasping the implications of this fast-moving and exciting field. The following questions, among others, will be addressed: What is a mind? Am I the only one who can really know my mind? Are we the only beings possessing minds? How did the mind evolve? Can machines have minds? Are there things about the mind that are beyond any scientific understanding? Can robots and computers shed any light on what it means to have a mind? What does neuroscience tell us about the mind? And so on. We will only begin to scratch the surface of these questions, but this introduction will provide an entry to further in-depth study.

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