



skinner box

cognitive psychology

cognitive neuroscience

sociobiology

emotions

skinner box: <http://www.mhhe.com/socscience/intro/ibank/set3.htm>
 cognitive psychology: <http://articles.ircam.fr/textes/McAdams93b/index-e.html>
 cognitive neuroscience: <http://www.hitl.washington.edu/projects/magnet/>
 sociobiology: <http://www.pnas.org/content/102/38/13367/F1.expansion.html>
 emotions: <http://www.paulekman.com/>

Philosophy of Psychology, WINTER 2011

Phil 232: WF 8:00 – 9:20

Professor William Seeley, 75 Campus Avenue, rm 202

Office Hours: Th: 10-12 & by appointment

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Course Description:

Philosophers of science ask a range of questions including: what is a science; what is it to provide an explanation of a particular type of phenomenon; how do sciences change over time; and what is the relationship between different sciences. The fundamental questions that philosophers of psychology ask are within this context: can there be a science of mind, if so what is it like, and how is it different from other sciences? The tendency in recent years has been to address these questions from the perspective of a naturalized philosophy of science, or through an examination of the range of methodological practices that define experimental psychology. Consequently, we will examine some central themes in the history of psychology in the first half of the course paying special attention to the debate between structuralism and functionalism, behaviorism, the cognitivist revolution, challenges to cognitivist models of psychological explanation, and the role neuroscience plays in psychology. In the second half of the course we will discuss sociobiology, current theories of emotion, and the relationship between psychology and the growing field of experimental philosophy. Our goal throughout will be to gain an understanding of psychology as a science through an evaluation of competing models for psychological explanation.

Course Goals:

The goals of this course are threefold. We will try to come to an understanding of what psychology, as a science of the mind, is and is not. Students will be introduced to a range of central themes in the history of psychology. Along the way we will explore what it means to adopt a naturalized approach to philosophy of science, and more generally what it is to engage in philosophical studies of mind as the boundaries between philosophy and the natural sciences are become more and more blurred.

** This seminar will be of interest to students with some background in philosophy of science, philosophy of mind, and cognitive science. However, the course does not presuppose any prior specialized knowledge of philosophy or psychology.

Texts:

- *The History of Psychology: Fundamental Questions*, Margaret P. Munger (New York: Oxford, 2003) **(M)**
- *Gut Reactions*, Jesse Prinz (New York: Oxford, 2004) **(GR)**
- *Classics in the History of Psychology*, C. D. Green, < <http://psychclassics.yorku.ca/index.htm> > **(CHP)**
- Online resources & pdf files on Lyceum **(LYCEUM)**.

Requirements:

- Two 3-page analysis papers (10% each).
- A 6 page paper on an assigned topic due at the midterm (30%). Students will be given a choice between a range of topics that require them to synthesize the material from the first half of the semester.
- An 8-10 page final paper on a topic of your choosing (50%). All students must clear final paper topics with me before the end of week 11. The final paper is due during the scheduled exam period (THERE IS NO FINAL EXAM).
- Class participation +/- 10% (see below)

Schedule of Readings:

Topic 1 : Psychological Explanation

Explaining minds:

Aristotle	De Anima, Book II
Descartes	Treatise on man Meditation II
Fancher	Pioneers of Psychology (excerpts)

Recommended:

Locke	<i>An Essay Concerning Human Understanding</i>
Hume	<i>An Inquiry Concerning Human Understanding</i>
Kant	<i>Anthropology from a Pragmatic Point of View</i>

What is a scientific explanation?

Hempel	Two types of scientific explanation
Putnam & ...	Unity of science as a working hypothesis
Bechtel	Logical positivism
Godfrey-Smith	Explanation

Creating a discipline: physiology & measurement:

Fechner	Elements of psychophysics
Helmholtz	The facts of perception
Ebbinghaus	Memory: a contribution to experimental psychology
Fancher	Pioneers of Psychology (excerpts)

Recommended:

Weber	Concerning touch
Mueller	The specific energies of nerves
Cattell	Early psychological laboratories

Structuralism & Functionalism:

Titchner	The postulates of structural psychology
Angell	The province of functional psychology
James	The stream of consciousness

Recommended:

Wundt	Lectures on human and animal psychology
James	Are we automata
Fancher	Pioneers of Psychology (excerpts)
Calkins	A reconciliation between structural and functional psychology
Flannagan	Chapter 2

Behaviorism:

Watson	Psychology as the behaviorist views it
Tolman	Cognitive maps in rats and men
Flannagan	Chapter 4 (excerpt)

Recommended:

Fancher	Pioneers of Psychology (excerpts)
Pavlov	Conditional reflexes: an investigation...physiological activity of the cerebral cortex
Thorndike	Animal intelligence
Skinner	Are theories of learning necessary?
Tolman	A new formula for behaviorism

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Cognitivism:

Skinner	<i>Verbal Behavior (excerpt)</i>
Chomsky	A review of B. F. Skinner's <i>Verbal Behavior</i>
Neisser	The cognitive approach (excerpt)

Recommended:

Miller	The magical number seven, plus or minus two
Flannagan	Chapter 5
Flannagan	Chapter 6
Fodor	<i>The Language of Thought</i> & <i>The Modularity of Mind</i>

Topic 2: Psychological Explanation

Psychological Explanation:

Fodor	Special Sciences
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Recommended:

Cummins	How does it work vs. what are the laws
Kitcher	1953 and all that
Kemeny & ...	On Reduction
Kitcher	Explanatory Unification

Imaging and Neuroscience:

Kosslyn	The Imagery Debate
Kosslyn	Resolving the Imagery Debates
Kosslyn et al	The role of area 17 in mental imagery
Pylyshyn	The return of the mental image

Recommended:

Kosslyn	If neuroimaging is the answer, what is the question?
Coltheart	What has functional neuroimaging told us about the brain so far?
Coltheart	Perhaps Functional Neuroimaging has not told us anything about the Mind (So Far)
Umiltà	Localization of cognitive functions... distinguish between psychological theories

Topic 3: Emotions (and cognition?)

Prinz	<i>Gut Reactions</i>
Pessoa & ...	Emotion Processing and the amygdala: from a "low road" to many roads...
Vuilleumier	How brains beware
Pessoa et al	Attentional control of the processing of neutral and emotional stimuli

Recommended:

Duncan et al	Affect is a form of cognition: a neurobiological analysis
Pessoa & ...	Embedding reward signals into perception & cognition

Topic 4: Sociobiology: Minds, Genes, & Morals

Ruse & Wilson	Moral philosophy as applied science
D.S. Wilson	Altruism and organism: disentangling the themes of the multilevel selection theory
Flannagan	Chapter 7

Recommended:

Krebs	The challenge of altruism in biology and psychology
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Some Miscellaneous Notes and Guidelines:

Moral behavior is the grounds for, and the framework of, a healthy society. In this regard it is each of our responsibility as an individual within the community of our classroom to act responsibly. This includes following the rules and guidelines set out by the College for academic behavior. Plagiarism is a serious matter. It goes without saying that each of you is expected to do his or her own work and to cite EVERY text that is used to prepare a paper for this class. As a general rule, I ask that you not use the internet for your research except as assigned in class.

We will use open nested threads to generate an evolving discussion about the course material (using the Forums function on Lyceum). Again, it goes without saying, that we all conduct ourselves as good Internet citizens and treat each other (and the thread) respectfully.

The reading list for this class is designed to be flexible and adapt to our interests as they emerge in discussion. I ask that you keep up with the schedule of readings at the end of the syllabus. However, I will announce the particular readings we will discuss in each class as we go along. Make sure that you have reviewed these readings prior to class so that you can participate in the discussion. Philosophy can be dense. It is a good idea to give yourself time to look back at papers after you have read them one (and to revisit papers you have already read where issues seem germane to you).

Finally, I reserve the right to make changes to the syllabus as we go along in order to accommodate class interests. I will also occasionally upload supplementary materials to LYCEUM for students interested in pursuing particular issues beyond class discussion.

ASSIGNMENTS:

Class Participation – Discussion Leaders: This is a small enough class that we can run things like a seminar. We will generate a list and two of you will be responsible as a team for getting our discussion up and running each day. The way we will manage it is that everyone will come armed with two or three questions. Your responsibility when you are on duty is to be familiar enough with the material to get discussion about some of these questions started. All questions must be submitted to a forum thread on LYCEUM before class. I will (and you should) check the forum every day. My hope is that you will all use these forums to generate discussion on your own as the semester goes along. Make sure to sign your posts. It goes without saying that everyone should behave respectfully on the forum. Although this assignment will not officially be graded, your effort will count towards your final grade.

Analysis Paper 1: structuralism and functionalism Please write a 900-1100 word paper on the following topic. Your paper should be double-spaced in 12 point font with 1" margins. The purpose of these *analysis papers* is for you to evaluate a standard argument in the literature. This is not an *opinion paper*. The method of philosophy is critical analysis. We are interested in understanding the reasons behind the values, beliefs, or theories that we hold. These reasons, if good, ought to provide logical support for those values, beliefs, or theories. In the following paper you should: identify the theoretical problem at hand; rehearse the standard argument for the position(s) identified; & evaluate whether these reasons genuinely support that (those) position(s). The first step identifies the problem space that you are addressing. The second step should have the form of a *rational reconstruction*. In a rational reconstruction one does their best to give an argument a fair shake. You should do your best to make the standard argument(s) as plausible as you can. The final step is to respond. Your response should identify any step(s) in the standard argument(s) that you find to be in error. The key here is that you are not analyzing the truth or falsity of the target position directly. Rather you are analyzing the reasoning offered as evidence for that position.

What is Calkins argument concerning the relationship between structuralism and functionalism. Is it plausible?

Topic Distributed: with syllabus
Due Date: February 14, 2011

Midterm Assignment: Write a 6 page (1800-2000 word) paper on one of two topics below. Your paper should be double-spaced in 12 point font with 1" margins. The purpose of this paper is demonstrate that you can analyze and synthesize material from the diverse range of readings we have covered to form a coherent position on one of the prompts.

Topics:

- A: How does current research in neuroscience affect your evaluation of Fodor's arguments about the the autonomy of psychology?
- B: Evaluate Pyslyshyn's claims about the role neuroscience has (or hasn't) played in the imagery debate. Do you find his arguments compelling?

Final Topics Distributed: with syllabus
Due Date: March 23, 2011

Analysis Paper 2: Write a 900-1100 word paper evaluating Jesse Prinz's theory of emotion (full, detailed topic prompt to be distributed in class).

Topics Distributed: March 23, 2011
Due Date: April 6, 2011

Final paper: There is no final exam; your final paper (8-10 double-spaced pages) is due on the scheduled exam date.

Initial Topic Discussion: After winter break but no later than March 18
Due Date: Date scheduled for the final exam (there is no final exam in this class)

Bibliography:

Week 2:

- Christopher Shields (2010). Aristotle's Psychology. In ed. Edward N Zalta, *Stanford Encyclopedia of Psychology, Fall 2010 Edition*: <http://plato.stanford.edu/archives/fall2010/entries/aristotle-psychology/>
- Aristotle. *De Anima*, Book II. In ed. W. D. Ross (New York: Oxford University Press, 1956), 656-675.
- René Descartes (1641). Meditation II. In eds. John Cottingham, Robert Stoothoff, and Dugald Murdoch, *The Philosophical Writings of René Descartes, Volume II* (New York: Cambridge University Press, 1995), 16-23.
- René Descartes (1650). Treatise on man. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 68-80.
- Raymond E. Fancher (1996). René Descartes and the Foundations of Modern Psychology. *Pioneers of Psychology*, 3rd Edition (New York: W.W. Norton), 1-33.

Recommended:

- John Locke (1690). *An Essay Concerning Human Understanding (excerpt)*. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 81-95.
- David Hume (1748). *An Inquiry Concerning Human Understanding(excerpt)*. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 113-126.
- Immanuel Kant (1798). *Anthropology from a Pragmatic Point of View*. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 127-140.

Week 3:

- Carl G. Hempel (1962). Two basic types of scientific explanation (excerpt). In eds. Martin Curd and J. A. Cover, *Philosophy of Science: The Central Issues* (New York: W. W. Norton & Company, 1998), 685-688.
- Paul Oppenheim and Hilary Putnam (1958). Unity of science as a working hypothesis (excerpt). In eds. H. Feigl, M. Scriven, and G. Maxwell, *Minnesota Studies in the Philosophy of Science, Volume II* (Minneapolis: University of Minnesota Press), 3-11.
- William Bechtel (1988). Logical positivism: the received view in philosophy of science. *Philosophy of Science: An Overview for Cognitive Science (Hillsdale, NJ: Lawrence Earlbaum Associates, Publishers)*, 17-31.
- Peter Godfrey-Smith (2003). *Theory and Reality: An Introduction to the Philosophy of Science* (University of Chicago Press), 190-201.
- Gustav Fechner (1860) Elements of psychophysics. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 142-153.
- Hermann von Helmholtz (1878) The facts of perception. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 154-167.
- Hermann Ebbinghaus (1885). Memory: a contribution to experimental psychology. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 168-177.
- Raymond E. Fancher (1996). The sensing and perceiving mind: Immanuel Kant, Hermann Hemholtz, and Gustav Fechner. *Pioneers of Psychology*, 3rd Edition (New York: W.W. Norton), 107-144.

Recommended:

- Johannes Meuller (1838). The specific energies of nerves. in ed. Wayne Dennis (1948/2007), *Readings in the History of Psychology*, (New York: Appleton-Century-Crofts), 157-168.
- Ernst Heinrich Weber (1846). The sense of touch and common feeling. In ed. Wayne Dennis (1948/2007), *Readings in the History of Psychology* (New York: Appleton-Century-Crofts), 195-196.
- J. McKeen Cattell (1928). Early psychological laboratories. *Science* 67(1744): 543-548.
<http://psychclassics.yorku.ca/Cattell/earlylabs.htm>

Week4-5:

- Edward B. Titchner (1898). The postulates of structural psychology. *The Philosophical Review* 7(5): 449-465.
<http://psychclassics.yorku.ca/Titchener/structuralism.htm>
- James Rowland Angell (1907). The province of functional psychology. *Psychological Review*, 14, 61-91.
<http://psychclassics.yorku.ca/Angell/functional.htm>
- William James (1891). The stream of consciousness. From *The Principles of Psychology* (New York: Dover Publishers, 1891/1950). <http://psychclassics.yorku.ca/James/jimmy11.htm>
- William James (1879). Are we automata. *Mind* 4(3), 1-22. <http://psychclassics.asu.edu/James/automata.htm>
- Mary Whiton Calkins. (1906). A reconciliation between structural and functional psychology. *Psychological Review* 8, 61-81. <http://psychclassics.asu.edu/Calkins/reconciliation.htm>
- Raymond E. Fancher (1996). Wilhelm Wundt and the establishment of experimental psychology. *Pioneers of Psychology*, 3rd Edition (New York: W.W. Norton), 145-185.

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Recommended:

- Wilhelm Wundt (1873). Lectures on human and animal psychology. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 296-307.
- Owen Flanagan (1991), Chapter 2: Naturalizing the mind, the philosophical psychology of William James. *The Science of Mind* (Cambridge, MA: MIT Press), 23-54.

Week 6:

- John Broadus Watson (1913). Psychology as the behaviorist views it. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 332-340.
- Edward Chace Tolman (1948). Cognitive maps in rats and men. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 341-356.
- B. F. Skinner (1957). *Verbal Behavior (excerpt)*. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 399-407.
- Owen Flanagan (1991). Chapter 4: The science of behavior, antimentalism, and the good life, the philosophical psychology of B. F. Skinner. *The Science of Mind* (Cambridge, MA: MIT Press), 83-98;104-112.

Recommended:

- Ivan Petrovich Pavlov (1926). Conditional reflexes: an investigation of the physiological activity of the cerebral cortex. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 178-187.
- Edward Lee Thorndike (1898). Animal intelligence. In ed. Wayne Dennis (1948/2007), *Readings in the History of Psychology*, (New York: Appleton-Century-Crofts), 377-387.
- B. F. Skinner (1950). Are theories of learning necessary. *Psychological Review*, 57, 193-216.
<http://psychclassics.asu.edu/Skinner/Theories/>
- Edward Chace Tolman (1922). A new formula for behaviorism. *Psychological Review*, 29, 44-53:
<http://psychclassics.yorku.ca/Tolman/formula.htm>

Week 7-8:

- B. F. Skinner (1957). *Verbal Behavior (excerpt)*. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 399-407.
- Noam Chomsky (1959). A review of B. F. Skinner's *Verbal Behavior*. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 408-429.
- Ulrich Neisser (1967). The cognitive approach. In ed. Margaret P. Munger (2003), *The History of Psychology: Fundamental Questions* (New York: Oxford University Press), 447-452.
- Jerry Fodor (1974). Special sciences of the disunity of science as a working hypothesis. *Synthese* 28(2): 77-115.
<http://www.jstor.org/stable/pdfplus/20114958.pdf?acceptTC=true>

Recommended:

- George A. Miller (1956). The magical number seven, plus or minus two. *Psychological Review* 63: 81-97.
<http://psychclassics.yorku.ca/Miller/>
- Robert Cummins (2000). How does it work vs. what are the laws: two conceptions of psychological explanation. In eds. Frank C. Keil and Robert A. Wilson, *Explanation and Cognition* (Cambridge, MA: MIT Press), 118-144.
- Phillip Kitcher (1984). 1953 and all that: a tale of two sciences. *the Philosophical Review* 93(3): 335-373.
<http://www.jstor.org/stable/2184541>
- John G. Kemeny and Paul Oppenheim (1956). On reduction. *Philosophical Studies* 7(1/2): 6-19.
<http://www.jstor.org/stable/pdfplus/4318241.pdf>
- Phillip Kitcher (1981). Explanatory unification. *Philosophy of Science* 48(4): 507-531.
<http://www.jstor.org/stable/186834>

Week 8-9:

- Stephen M. Kosslyn (1995). Mental imagery. In eds. Stephen M. Kosslyn and Daniel N. Osherhorn, *Visual Cognition: An Invitation to Cognitive Science* (Cambridge, MA: MIT Press), 267-296.
- Stephen M. Kosslyn (1994). Resolving the imagery debates. *Image and Brain*(Cambridge, MA: MIT Press), 1-21.
- Zenon Pylyshyn (2003). Return of the mental image: are there pictures in the brain. *TRENDS in the Cognitive Sciences* 7(3): 113-118.
- Stephen M. Kosslyn et al (1999). The role of area 17 in visual imagery: convergent evidence from PET and rTMS. *Science* 284(2): 167-170.

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Recommended:

Stephen M. Kosslyn (1999). If neuroimaging is the answer, what is the question? *Philosophical Transactions of the Royal Society of London B*, 354: 1283-1294.

Max Coltheart (2006). What has functional neuroimaging told us about the mind (so far)? *Cortex*, 42, 323-331. <http://pissaro.soc.huji.ac.il/~leon/mivnim/pdfs/Introductio.pdf>

Max Coltheart (2006). Perhaps Functional Neuroimaging has not told us anything about the mind (so far). *Cortex*, 42: 422-427. http://pissaro.soc.huji.ac.il/~leon/mivnim/pdfs/Coltheart_2006_Cortex.pdf

Carlo Umiltà (2006). Localization of cognitive functions in the brain does allow one to distinguish between psychological theories. *Cortex*, 42: 399-401. http://pissaro.soc.huji.ac.il/~leon/mivnim/pdfs/Umitla_2006_Cortex.pdf

Week 9: -12:

Jesse J. Prinz (2004). *Gut Reactions* (New York: Oxford University Press).

Patrick Vuilleumier (2005). How brains beware: neural mechanisms of emotional attention. *TRENDS in Cognitive Sciences* 9(12): 585-594. http://labnic.unige.ch/nic/papers/PV_TICS2005.pdf

Luiz Pessoa, Sabine Kastner, and Leslie G. Ungerleider (2002). Attentional control of the processing of neutral and emotional stimuli. *Cognitive Brain Research* 15(1): 31-45.

<http://www.princeton.edu/~napl/pdf/PessoaKastnerUngerleider2002.pdf>

Luiz Pessoa and Ralph Adolphs (2010). Emotion processing and the amygdala: from a "low road" to "many roads" of evaluating biological significance. *Nature Reviews Neuroscience* 11: 773-782.

<http://www.nature.com/nrn/journal/v11/n11/full/nrn2920.html>

Recommended:

Luiz Pessoa and Jan B. Engelmann (2010). Embedding reward signals into perception and cognition. *Frontiers in Neuroscience* 4(17): 1-8.

Seth Duncan and L. F. Barrett (2007). Affect is a form of cognition: a neurobiological analysis. *Cognition and Emotion* 21(6): 1184-1211.

http://www.affective-science.org/pubs/2007/Duncan_Barrett_2007_Affect_as_cognition.pdf

* Week 13:

Michael Ruse & Edward O. Wilson (1986). Moral philosophy as applied science. *Philosophy* 61(236): 173-192. <http://www.jstor.org/stable/3750474>

D. S. Wilson (1997). Altruism and organism: disentangling the themes of multilevel selection theory. *The American Naturalist*, 150 (Supplement), S122-S134. <http://www.jstor.org/stable/2463504>

Owen Flanagan (1991). Chapter 7: Minds, genes, and morals the case for E. O. Wilson's sociobiology. *The Science of Mind* (Cambridge, MA: MIT Press), 265-306.

Recommended:

J. R. Krebs (1987). The challenge of altruism in biology and psychology. In eds. Charles Crawford, Martin Smith, and Dennis Krebs, *Sociobiology and Psychology: Ideas, Issues, and Applications* (Hillsdale, NJ: Lawrence Erlbaum), 81-118.

* Week 14:

Jesse J. Prinz (2008). Empirical Philosophy and Experimental Philosophy. In eds. Joshua Knobe and Shaun Nichols, *Experimental Philosophy* (New York: Oxford University Press), 189-208.

Thomas Nadelhoffer and Eddie Nahimas (2007). The Past and Future of Experimental Philosophy. *Philosophical Explanations* 10(2): 123-149.

Recommended:

Edouard Machery, Ron Mallon, Shaun Nichols, and Stephen P. Stich (2004), "Semantics, cross-cultural style," *Cognition*, 92, B1-B12. <http://www.rci.rutgers.edu/~stich/Publications/Papers/SemanticIntuitions.pdf>.

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Date	Readings (* = required supplementary reading)	Assignments/ Discussion Leaders
01/12	Introduction	1 st Paper topics in Syllabus
01/14	NO CLASS	
01/19	Shields, Aristotle's psychology (LYCEUM) Aristotle, De Anima, Book II (LYCEUM)	DL: Seeley
01/21	Descartes, Meditation II (LYCEUM) Descartes, Treatise of man (M) * Fancher, Renée Descartes and the foundations of psychology (LYCEUM)	DL: Weeks & McAllister
01/26	Hempel, Two basic types of scientific explanation (excerpt) (LYCEUM) Oppenheim & Putnam, Unity of science (excerpt) (LYCEUM) Bechtel, Logical positivism (LYCEUM) Godfrey-Smith, Explanation (LYCEUM)	
01/28	Discussion: Explanation & Philosophical Foundations of Psychology	DL: Cunningham & van Gemenen
02/02	Fechner, Elements of psychophysics (M) Helmholtz, The facts of perception (M) Ebbinghaus, Memory: a contribution to experimental psychology (M) * Fancher, The sensing and perceiving mind (LYCEUM)	DL: Flatow & Forsythe
02/04	Fechner, Elements of psychophysics (M) Helmholtz, The facts of perception (M) Ebbinghaus, Memory: a contribution to experimental psychology (M) * Fancher, The sensing and perceiving mind (LYCEUM)	DL: Levesque & Noto
02/09	James, The stream of consciousness (CHP) * Calkins, A reconciliation (CHP)	DL: Max & Farach
02/11	James, The stream of consciousness (CHP) * Calkins, A reconciliation (CHP)	DL: Deutsch & Shaninyan Analysis Paper 1 Due: 2/14 @ 5pm on LYCEUM
02/16	Titchner, The postulates of structural psychology (LYCEUM & CHP) Angell, The province of functional psychology (CHP) * Wundt, Lectures on human and animal psychology (M) * Flanagan, Chapter 2 (F)	DL: Levesque & Flatow
02/18	Watson, Psychology as the behaviorist views it (M) Tolman, Cognitive maps in rats and men (M) * Pavlov, Conditional reflexes (M) * Skinner, Are theories of learning necessary? (CHP) * Flanagan, Chapter 4 (F)	DL: McAllister & Forsythe
02/19 – 02/27	Winter Break	
03/02	Skinner, <i>Verbal Behavior</i> (excerpt) (M) Chomsky, A review of Skinner's <i>Verbal Behavior</i> (M)	Mid-term Topics Assigned DL: Weeks & van Gemenen
03/04	Neisser, The cognitive approach (LYCEUM) Fodor, Special Sciences (LINK-see Bibliography)	DL: Max & Cunningham
03/09	Fodor, Special Sciences (LINK-see Bibliography)	DL: Farach & Shaninyan

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03/11	Kosslyn, The Imagery Debate (LYCEUM) Kosslyn, Resolving the imagery debates (LYCEUM) Kosslyn et al, The role of area 17... (LYCEUM)	<i>DL: Noto & Deutsch</i>
03/16	Pylyshyn, The return of the mental image (LYCEUM) SUPPLEMENTAL: Kosslyn, If neuroimaging in the answer (LYCEUM)	Analysis 2 Assigned
03/18	Prinz, <i>Gut Reactions</i> (GR)	Final Paper Topics Due <i>DL: Deutsch & McAllister</i>
03/23	Prinz, <i>Gut Reactions</i> (GR)	<i>DL: Flatow & Noto</i> Midterm Paper Due: 03/23 @ 5pm on LYCEUM
03/25	Prinz, <i>Gut Reactions</i> (GR)	<i>DL: Shaninyan & Forsythe</i>
03/30	Prinz, <i>Gut Reactions</i> (GR) Vuilleumier, How brains beware (LINK)	<i>DL: Levesque & van Gemeren</i>
04/01	Pessoa et al, Attentional control of the processing (LYCEUM)	<i>DL: Max & Weeks</i>
04/06	Pessoa and Adolphs, Emotion processing and the amygdala (LYCEUM)	Analysis 2 Due 3/06 @5pm on LYCEUM <i>DL: Cunningham & Farach</i>
04/08	Duncan et al, Affect is a form of cognition (LYCEUM)	
* 4/13	Flanagan, Chapter 7 (F) Ruse and Wilson, "Moral philosophy as applied science" (LYCEUM)	
* 4/15	D.S. Wilson, Altruism and organism: disentagling... (LYCEUM)	
* 4/20	Prinz, Empirical Philosophy and Experimental Philosophy (LYCEUM)	
* 4/22	Nadelhoffer and Nahimas, The Past and Future of..." (LYCEUM)	
Exam Week	Scheduled Final Exam Period (there is no final exam)	Final Paper Due