

# HISTORY OF MIND

A Capstone course in the *Minds, Brains, and Machines* GE Theme  
California State University, Chico  
Fall 2009

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**Course:**     [PHIL 363-01](#)

[PSY 363-01](#)

**Meetings:**   Tuesday /Thursday  
                  9:30-10:45, HOLT 352

**Instructors:** **Dr. Eric Gampel**

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## ***Course Description***

This course surveys the history of different views about the mind, from Ancient Greek times to the present. Implications for contemporary debates in psychology are discussed. This is an approved General Education course.

## ***Course Goals***

The course will acquaint you with the history of different views about how the mind works, and the implications of those views. Students will learn to:

- understand different theories of mind and their historical development
- use concepts from philosophy and psychology to critically evaluate theories of mind and their implications for research, public policy, and everyday life

## ***General Education Goals***

PHIL 363/PSYC 363 fulfills the Capstone requirement for the GE Upper Division Theme, *Minds, Brains, and Machines*. Along with other courses in the theme, this course:

- examines the mind from multiple perspectives
- integrates knowledge from the sciences, social sciences, and humanities
- addresses a topic of life-long importance

To fulfill the Capstone requirement, this course may not be taken earlier than your last semester as a sophomore, and you must receive at least a "D". There is a 2500-word writing requirement, which will be met through weekly 'Think Pieces'.

**Texts:**        *Course On-line Readings*, available through WebCT in PDF format. You may want to print these out to create a packet, or just read them on-line.  
*How the Mind Works*, Steven Pinker (AS Bookstore)

## Course Requirements

- (1) *Exams (two midterms and a final, each worth 25% of the course grade).* Exams will be based on lectures, and will include multiple-choice, matching, true/false, fill-in-the-blank, and short-answer questions. You will have study guides. The final is not cumulative. See dates in Calendar below.
  
- (2) *Think Pieces (25%).* Every class session a one-page Think Piece will be due on an assigned topic. The purpose of the Think Pieces is to encourage regular reading and reflection, so that you will do your best in the course, and so that class discussions will be well-informed and lively.

Think Pieces should be typed and double-spaced, with "Think Piece #\_\_" as the title. Think Pieces will be graded pass/fail, and are due at the start of each class session. Do not send them as attachments to an email. Late Think Pieces will not be accepted (except as described below). Each Think Piece not turned in will reduce your Think Piece grade by 10 points (from 95 to 85 to 75 etc.). However, you are allowed to not turn in two Think Pieces throughout the semester without penalty.

Think Pieces due on Tuesdays will be based on a topic posted on WebCT the previous week. Think Pieces due on Thursdays will be comments on another student's Tuesday Think Piece, which you will receive in class on Tuesday. On Thursdays, you should turn in both your comment Think Piece and the other student's Tuesday Think Piece.

- If you take another student's Think Piece home on Tuesday, but miss Thursday's class, please turn in the other student's Think Piece the next time you come to class. You will not receive credit for any comments you attach and turn in late. Failure to return another student's TP by the end of the following week will result in an additional reduction in your TP grade.
- If you do not turn in the Tuesday Think Piece, you may turn it in on Thursday, thereby getting credit for one of the two Think Piece assignments due that week.

Since other students will read your Think Pieces, you should be careful to only state reflections you are willing to share. All comments about another student's Think Piece should be respectful. Feel free to disagree with the author, but always explain your reasons, and focus on the *ideas* rather than on the author's writing abilities, character, or intelligence.

## Semester Calendar

### I. ANCIENT VIEWS

- 8.25 First day of class (no reading; Think Piece written in-class)
- 8.27 Govier, *Plato: The Shadows, the Cave, and the Dazzling Sun*
- 9.1 Continued
- 9.3 Continued
- 9.8 **No class: State Budget Closure Day (Furlough)**  
**Think Piece assignment due by 11 AM via WebCT e-mail.**
- 9.10 Govier, *Aristotle: Finding the Golden Mean*
- 9.15 Continued

### II. MODERN VIEWS

- 9.17 Govier, *Descartes: Are There Rotten Apples in that Basket?*
- 9.22 Continued
- 9.24 Continued
- 9.29 **\*\*\*First Midterm\*\*\***
- 10.1 Robert Bolles, *Sensory Physiology and Perceptual Problems*
- 10.6 Continued
- 10.8 Trudy Govier, *Hume: Custom, the Cement of the Universe*
- 10.13 Continued.
- 10.15 **No class: State Budget Closure Day (Furlough)**  
**Special Think Piece assignment due by 11 AM via WebCT e-mail.**
- 10.20 B.R. Hergenhahn, *Voluntarism, Structuralism, and Other Early Approaches to Psychology*
- 10.22 Ross Stagner, *Psychoanalysis*
- 10.27 Continued
- 10.29 Robert Bolles, *Behaviorism*
- 11.3 Continued
- 11.5 **\*\*\*Second Midterm\*\*\***

### III. EVOLUTIONARY PSYCHOLOGY: A Contemporary View

- 11.10 Stephen Pinker, *Standard Equipment*
- 11.12 Continued. (Recommended: Stephen Pinker, *Revenge of the Nerds*)
- 11.17 Stephen Pinker, *The Mind's Eye*
- 11.19 Continued  
**\*\*\*Thanksgiving Break 11/23-11/27\*\*\***
- 12.1 Stephen Pinker, *Good Ideas* (to page 333)
- 12.3 Stephen Pinker, *Family Values*
- 12.8 Stephen Pinker, *The Meaning of Life*
- 12.10 Sharon Begley, *Why Do We Rape, Kill, and Sleep Around?*  
David Buller, *Four Fallacies of Pop Evolutionary Psychology*
- 12.15 **FINAL EXAM, Tuesday, 12-1:50 p.m., HOLT 352**