

Summer Experiences
Philosophy, Neuroscience, and Psychology Institute
Please note this a sample schedule only and all activities are subject to change.

Schedule

- Morning Session (9:00am-12:00pm)
- Lunch (12:00-1:30pm)
- Afternoon Session (1:30-3:30pm)
- Independent Study/Academic Support Time (3:30-4:30pm)

Morning Session: This course will explore the intersection of philosophy, neuroscience, and psychology. Students will begin to ask philosophical questions, focusing on “what is the Good?” and evaluate philosophical arguments that seek to answer this question. The course will also provide a brief introduction to psychology with particular focus on mental health and the intersection between mental illness and morality. Finally, we will explore the burgeoning field of neuroscience, learning the basics of brain functioning and research to ask critical questions about the role of neuroscience in philosophy and psychology. The course will culminate in students writing their own Philosophy of Life. Your reading packet was emailed to you before the start of the program.

Afternoon Sessions: You will continue to build your knowledge outside the classroom as you engage with outside discussants through guest lectures, field trips, and small group activities.

Final Project

For your final project you will write an 8-10 page Philosophy of Life. You will discuss your notion of “the Good” and argue for why your theory of welfare is the most fitting. Your Moral Exercise Journal assignments will help you start thinking about what you should include in your Philosophy of Life. We will discuss the project daily in class.

Attendance

Timeliness and earnest engagement in all sessions is imperative to the general success of the institute and of your performance. Take care to attend each session on time every time. Teaching Assistants will take attendance at all sessions. You are required to attend every session unless otherwise approved.

Participation in Class Activities

Students are expected to actively participate in discussion, ask questions, and contribute during active learning sessions. While it is sometimes difficult to speak in class, your comments are valued as contributions to the collective understanding of course materials; actively participating will reinforce your grasp of the concepts, correct misunderstandings, and inspire deeper thought.

Professionalism

Please remember to treat everyone with patience and respect. Acknowledge and respect diversity and difference of opinion. Give your classmates the benefit of the doubt and express your concerns in a respectful way. Respect also includes using technology appropriately and considerately. Our classroom is a cellphone and internet free environment. Individual permission may be given for using word-processing programs in class. Please respect the rights of others to learn.

Academic Integrity

As a member of our academic community you are bound by honor regarding your academic work. Academic dishonesty includes, but is not limited to, cheating, fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used as your own, or tampering with the academic work of others. **Plagiarism will not be tolerated.** To view the policy visit: studentconduct.wustl.edu/academic-integrity/policies-and-procedures/.

Student Performance Evaluation

Students are evaluated based on attendance, participation in class activities, interaction with peers, professionalism, quality of work produced, asking for assistance when needed, as well as their ability to adhere to academic integrity standards and program policies. At the end of the program, students who have met the expectations of the program will receive a certificate of completion, letter of endorsement, and a completed performance evaluation. This is a noncredit program. Grades are not issued. A copy of the student performance evaluation is attached.

Schedule and Reading Assignments

Date	Morning Session	Afternoon Session
Day 1	<p><i>Readings:</i> Pryor “Guidelines on Reading Philosophy” and “What is an Argument?” (Packet – READ BEFORE CLASS); Selections from Aristotle <i>Nicomachean Ethics</i> and Plato <i>The Republic</i> (Packet, will read in class)</p> <p><i>Assignments:</i> Moral Exercise Journal #1</p> <p><i>Homework:</i> Singer <i>The Most Good You Can Do</i> – Introduction and Chapter 1</p>	<p>Schedule overview, evaluation expectations, and emergency procedures.</p> <p>Case Study Activity: “Split My Brain”</p>
Day 2	<p><i>Readings:</i> Selections from Mill <i>Utilitarianism</i>; Heathwood <i>Welfare</i> (Packet)</p> <p><i>Assignments:</i> Moral Exercise Journal #2</p> <p><i>Homework:</i> Singer <i>The Most Good You Can Do</i> – pgs 45-54 & Chapter 5</p>	<p>Introduction to Neuroscience</p> <p>Guest Lecture</p>
Day 3	<p><i>Readings:</i> Cameron and Rapier “Compassion is Motivated Choice;” Montgomery, Kappes, and Crockett, “Compassion is Not Always a Motivated Choice: A Multiple Decision Systems Perspectives;” selections from Cameron and Rapier “Response to Comments” (Packet)</p> <p><i>Assignments:</i> Brown Ted Talk (watch in class), Moral Exercise Journal #3</p> <p><i>Homework:</i> Singer <i>The Most Good You Can Do</i> – Chapters 6 & 7</p>	<p>Brain Dissection Lab</p>
Day 4	<p><i>Readings:</i> Shorter, “The History of DSM;” Paris, “The Ideology Behind DSM-5” (Packet)</p> <p><i>Assignments:</i> Depression Video (watch in class); Moral Exercise Journal #4</p> <p><i>Activities:</i> Guest Speaker from Washington University Psychiatry, Dr. Paul Glaser</p> <p><i>Homework:</i> Singer <i>The Most Good You Can Do</i> – Chapters 8 & 9</p>	<p>Viewing and Discussion of “The Brain” Episode 1</p>
Day 5	<p><i>Assignments:</i> Partner Mental Disorder Projects & Presentations (Packet)</p> <p><i>Homework:</i> Singer <i>The Most Good You Can Do</i> – Chapters 10 & 11; <i>Outline of Philosophy of Life</i> (due at beginning of class)**</p>	<p>Electric Signals Lab</p>
Day 6	<p><i>Readings:</i> Västfjäll, Slovic, Mayorga, and Peters “Compassion Fade...”; Feuillet, Dufour, and Pelletier, “Brain of a white-collar worker,” (Packet); Neuroscience Article (distributed in class)</p> <p><i>Assignments:</i> Fields of Psychology, Process of Research, and Neuroscience Article Worksheet (Packet)</p> <p><i>Homework:</i> Singer <i>The Most Good You Can Do</i> – Chapters 12 & 14; Draft of <i>Philosophy of Life</i></p>	<p>Brain Computer Interface</p> <p>Guest Lecture</p> <p>School of Engineering</p>
Day 7	<p><i>Readings:</i> Introduction to fMRI and detailed brain diagram (Packet)</p> <p><i>Activities:</i> Parts of a Neuron, Brain Model Activity (in class)</p>	<p>Natural Observational Field Research at St. Louis Zoo</p>
Day 8	<p><i>Readings:</i> Hilt, Hanson, and Pollak “Emotion Dysregulation;” Birbaumer et al, “Deficient Fear Conditioning in Psychopathy;” Zaki and Ochsner, “The Neuroscience of Empathy: Progress, Pitfalls, and Promise” (Packet)</p> <p><i>Assignments:</i> Discussing Neuroscience in the Context of Philosophy and Psychology</p> <p><i>Homework:</i> <i>Revise Philosophy of Life</i></p>	<p>Final afternoon to work on Philosophy of Life Project.</p>
Day 9	<p>Institute Wrap-up</p>	<p>Final Philosophy of Life Student Project Presentations</p>