

# BIOL 1140

## Biological Aspects of Human Consciousness

**TEXT** (Texts are available at the UT bookstore.)

1. Kolb, B., and I. Q. Whishaw (KW), *An Introduction to Brain and Behavior*, 3rd ed., Worth Publishers. ISBN 071677691X.
2. Shavit and Hasson, *Foundations of Behavioral Neuroscience*. (CD-ROM) ISBN 978-0-7167-6913-2

### COURSE REQUIREMENTS

1. Test score average will count **30%** of grade (10% per test).
  - Test 1 (Sessions 1-2) will be available from 9/17/12-9/19/12.
  - Test 2 (Sessions 3-4) will be available from 10/22/12-10/24/12.
  - Test 3 (Sessions 5-7) will be available from 12/10/12-12/12/12.
2. Electronic participation and discussion postings will count as **50%** of your grade.
  - Your Discussion grade will be based on your number of postings. Submitting all required postings with thoughtful comments is required.
  - Thoughtful responses to your colleagues' posts earn extra credit.
  - Posting 90% or more of the required assignments = A; 80% to 89% = B; fewer than 80% of the required assignments = F.
  - I will only join the posting threads when I see an egregious error or when I feel I have something to add.
  - Please post all questions on the Q & A Board where I will answer them promptly and in detail.
  - **YOU SHOULD NOT MAKE THE MISTAKE OF PUTTING YOUR ASSIGNMENTS OFF TO THE LAST MINUTE. MANY ASSIGNMENTS ARE "HANDS-ON"**

**EXERCISES FOR WHICH YOU WILL NEED TO ASSEMBLE MATERIALS AND SPEND TIME DOING THE EXERCISE AND THEN REPORTING IT.**

- THE BIGGEST MISTAKE YOU CAN MAKE IN A DL COURSE IS TO NOT SET A SCHEDULE AND WORK STEADILY THROUGHOUT A SESSION.**
- THERE ARE ABSOLUTELY NO EXTENSIONS FOR ASSIGNMENT POSTINGS.**

**3. Your team journal or written project from the list below will count 20% of your grade.**

- Projects are due by 5:00 PM, November 30, 2012. Projects will lose one full letter grade for every half-hour or fraction thereof that they are late.**

### **PROJECTS (Choose A or B.)**

- A. A critical book review (4-6 pages, 12 pt type, double-spaced, 1" margins.) of any book from the following list only. The critical book review should follow a format similar to that found in any newspaper review, such as The New York Review of Books. University level writing quality is expected. Projects must be submitted via the course e-mail by November 30, 2012.**
- B. A team-journaling of any book from the list below. "Team-journaling" projects must be completed before November 30, 2012.**

### **Procedures for Team Journaling:**

- Any student who wishes to participate in this project must find two or three students with whom to team.**
- Talk things over with potential partners BEFORE you let me know your pairing. The idea is for your team to communicate, and I have found that this cannot occur when one member has finished the book and posted on each chapter in the first week, while the other members have only read the first chapter!**

- The team will select one of the books from the Suggested Books list below to read together.
- After selecting the book, the team will let me know who they are. I will then set up a private Discussion Board dedicated to them. After the Discussion board is established, the team will have four weeks to complete this exercise.
- **Since the final deadline is November 30, you should have your teams ready, book chosen, and sent that information to me by October 26, 2012 at the latest.** Earlier completion is strongly encouraged. Excessive posting in the last few days will result in a lower grade.
- The team will read the book and each member will periodically post her ideas or opinions about the material she has read and will respond to the ideas of the other team members.
- When members post will be determined by the team. It can be after every chapter, every reading session, etc.
- **THERE MUST BE AT LEAST ONE ORIGINAL POSTING FOR EACH TEAM MEMBER PER CHAPTER AS WELL AS RESPONSE POSTINGS TO EACH OF YOUR TEAM MEMBERS' POSTS.**
- Postings should be well written and intellectually sound.
- The minimum well-written and thoughtful postings and responses usually will score a B grade. The grade will be increased for additional comments and responses and for quality of thought.
- This exercise attempts to mimic a continuing conversation or dialogue, so members of the journaling team should try to read and post at close to the same rate. I realize this is often impossible to do, but please make an attempt. If you happen to have a lot of time available to read and post everyday or if you are

the type of person who rushes to complete an assignment as soon as you get it, try to pair up with someone with similar characteristics. And likewise, if you can only find time to read on the weekends or want to proceed more leisurely through the book.

## Suggested Books:

- Barondes, S. H., *Molecules and Mental Illness*.
- Calvin, W., *The Throwing Madonna*.
- Carson, R. A., and M.A.Rothstein, *Behavioral Genetics; The Clash of Culture and Biology*.
- Clark, W. R. and M. Grunstein, *Are We Hardwired? The Role of Genes in Human Behavior*.
- Damasio, A.R., *Descartes' Error*.
- Damasio, A. R., *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*.
- Eagleman, D., *Incognito: The Secret Lives of the Brain*.
- Edelman, G.M., *Bright Air, Brilliant Fire*.
- Gazzaniga, M., *The Social Brain*.
- Gazzaniga, M., *The Mind's Past*.
- Gazzaniga, M., *Who's in Charge? Free Will and the Science of the Brain*.
- Hobson, A., *Sleep*.
- Klawans, H., *Why Michael Couldn't Hit and Other Stories of the Neurology of Sports*.
- Kuschhner, H.I., *A Cursing Brain?: The Histories of Tourette Syndrome*.
- LeVay, S., *The Sexual Brain*.
- Luria, A.R., *The Mind of a Mnemonist*.
- Luria, A.R., *The Man With a Shattered World*.
- Niehoff, D., *The Biology of Violence: How Understanding the Brain, Behavior, and Environment Can Break the Vicious Cycle of Aggression*.
- Pinker, S., *The Language Instinct: How the Mind Creates Language*.
- Pinker, S., *How the Mind Works*.
- Pinker, S., *The Blank Slate: The Modern Denial of Human Nature*.
- Schacter, D. L., *The Seven Sins of Memory: How the Mind Forgets and Remembers*.
- Segal, N. L., *Born Together-Reared Apart: The Landmark Minnesota Twin Study*.
- Shepard, R. N., *Mind Sights: Original Visual Illusions, Ambiguities, and Other Anomalies*.
- Siegel, R.K., *Fire in the Brain*.
- Siegel, R.K., *Intoxication*.
- Whitaker, Robert, *Mad in America: Bad Science, Bad Medicine, and the Enduring Mistreatment of the Mentally Ill*.

## The following books are novels or biographical works:

- Beers, C. W., *A Mind That Found Itself: An Autobiography*.
- Benziger, B. F., *The Prison of My Mind*.
- Brennan, K., *Being with Rachel: A Story of Memory and Survival*.
- Colapinto, J., *As Nature Made Him: The Boy Who Was Raised as a Girl*.
- Grandin, T., *Emergence: Labeled Autistic*.

- Grandin, T., *Thinking in Pictures: And Other Reports from My Life with Autism*.
- Jamison, K. R., *An Unquiet Mind: A Memoir of Moods and Madness*.
- Johansen, R. K., *Listening in the Silence, Seeing in the Dark: Reconstructing life After Brain Injury*.
- Prince-Hughes, D., *Aquamarine Blue 5: Personal Stories of College Students with Autism*.
- Schreber, D. P., *Memoirs of My Nervous Illness*.
- Stryron, W., *Darkness, Visible*.
- Wolpert, L., *Malignant Sadness: The Anatomy of Depression*.