NYU Gallatin School of Individualized Study
Minds and Bodies: A History of Neuroscience
IDSEM-UG 1801, Fall 2014
Fridays, 11:00 AM to 1:45 PM (4.0 Units)
25 West 4th Street (25W4), C5

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Office hours: Friday, 10:00 AM-11:00 AM
COURSE DESCRIPTION:

This course examines the history of the sciences of the mind and brain from the end of the eighteenth century to the present. Ranging from mesmerism and phrenology to physiology, genetics, and neuroscience, it will consider the development over time of knowledge about the brain and its relationship to the body. The course will also analyze the ways in which this knowledge has been applied in medicine, law, economics, government policy, and religion. Some of the topics we will look at include the following: mind-body dualism, neuron theory, psychoanalysis and biology, brain imaging, the molecular and plastic brain, and psychotropic drugs. The course takes a primarily historical approach to this topic, but work from other academic disciplines that engage with related questions will also be addressed. The last third of the course will focus on recent history and contemporary issues surrounding the “century of the brain.” One of our challenges will be to examine what history and science and technology studies more broadly might contribute to ongoing conversations about minds and bodies.

COURSE OBJECTIVES:

* Gain a solid grasp of the content of the history of science, technology, and medicine as it relates to the course topic.
* Learn to trace and interpret key developments, themes, and issues in the sciences of the mind and brain from the 18th century to the present.
* Hone skills in thinking historically. Emphasis will be placed on the following: change over time (and continuity), causality, context, contingency, and complexity.
* Refine writing and oral presentation skills through critical engagement with various types of scholarly evidence.
* Develop the ability to analyze and debate contemporary issues through the lens of the past. This objective will require students to think along interdisciplinary as well as strictly historical lines.

COURSE STRUCTURE AND READINGS:

The class time will be structured around in-class discussion and writing assignments, small group activities, and oral presentations. Readings, films, and/or material from the Internet will be assigned for each class, and I will provide additional background information and context to facilitate productive discussion.

Many of the readings will be uploaded to NYU Classes as PDFs or will be available online. However, the following texts are required:

These books will be available for purchase at the NYU bookstore and will be on hold at the Bobst Library Reserve Desk. Films will be available for viewing at the Fisher Center.

**COURSE REQUIREMENTS:**

Students are expected to read, listen to, or view all the assigned material before the class meeting. Attendance and participation in discussion is mandatory and will determine 15% of your final grade. To facilitate class discussion, students will be asked to prepare reading responses for each session. These reading responses will constitute another 15% of your final grade.

Participants in the class are required to submit two writing assignments: two 7-page papers on topics of your choice. Each of the papers will determine 30% of your final grade. The remaining 10% of your final grade will be determined by a 5-minute oral presentation based on one of your papers. Additional details concerning these papers and the oral presentation will be provided in a separate handout.

To summarize, your final grade will be calculated based on the following:

- Class participation: 15%
- Reading responses: 15%
- Paper 1: 30%
- Paper 2: 30%
- Oral presentation: 10%

**POLICIES:**

Class attendance and active participation in discussion is expected. Excessive absenteeism and/or failure to engage with the assigned reading material will have a negative impact on the class participation portion of your grade. Students who miss more than 2 classes without a valid excuse will be required to meet with me. It is possible that you will then be given a failing grade for class participation. Papers must be submitted on time. Unless you have spoken to me in advance about an extension, I will deduct 10 points for each day the paper is late.

Please be courteous to your fellow students and me by putting your phone on vibrate and refraining from talking privately. Also, please arrive on time and remain for the duration of the class. Arriving more than 15 minutes late for class will constitute an absence.

While I do not prohibit the use of laptops and tablets, I expect that you use them to facilitate active participation in the course.

If you are a student with a disability who is requesting accommodations, please contact New York University’s Moses Center for Students with Disabilities at 212-998-4980 or mosecsd@nyu.edu. You must be registered with CSD to receive accommodations.
Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 2nd floor.

**ACADEMIC DISHONESTY**

As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website:

www.gallatin.nyu.edu/academics/policies/policy/integrity.html

**COURSE SCHEDULE AND READINGS**

**9/5, Introduction and Overview of Course, Early Ideas and Descartes**


**Listen to the episode entitled “The Blood of the Gladiators” in the BBC Radio 4 series *A History of the Brain*,
http://www.bbc.co.uk/programmes/b017b1zd/episodes/guide

**9/12, The Functional Organization of the Brain and Phrenology**


**Browse and skim John van Wyhe’s “History of Phrenology on the Web,”
http://www.historyofphrenology.org.uk/
Study some of the images in the “images” section and read one of the digitized primary sources in the “texts” section.

***Write a one to two page response to material of your choice.

**9/19, Evolution, Brain Hierarchies, and Craniology**


**Skim chapter two of Charles Darwin’s *The Descent of Man, Vol. 1* (1871). The book, along with a wealth of other Darwin-related resources, is available here,

http://darwin-online.org.uk/EditorialIntroductions/Freeman_TheDescentofMan.html

**Listen to the episode entitled “The Beast Within” in the BBC Radio 4 series *A History of the Brain*,

http://www.bbc.co.uk/programmes/b017b1zd/episodes/guide

***Write a one to two page response to material of your choice.

9/26, The Electrical Brain

*Edgar Allen Poe, “Mesmeric Revelation” (1844) and “The Facts in the Case of M. Valdemar” (1850) available here,

http://www.eapoe.org/works/tales/

**Listen to the episode entitled “The Spark of Being” in the BBC Radio 4 series *A History of the Brain*,

http://www.bbc.co.uk/programmes/b017b1zd/episodes/guide

***Write a one to two page response to material of your choice.

10/3, Charcot, Freud, and the Science of Mind


**Browse the images from Charcot’s *Iconographie Photographique de la Salpêtrière* (1876-1880) available through the Yale Medical Library’s website,

http://cushing.med.yale.edu/gsdl/collect/salpetre/

***Write a one to two page response to material of your choice.

10/10, Neurons under the Microscope

**Listen to the episode entitled “Mind the Gap” in the BBC Radio 4 series A History of the Brain,

[http://www.bbc.co.uk/programmes/b017b1zd/episodes/guide](http://www.bbc.co.uk/programmes/b017b1zd/episodes/guide)

***Write a one to two page response to material of your choice.

10/17, **Integration, Holism, and Anti-Reductionism**


**Watch the footage of shell shock victims from the Wellcome Library Moving Image and Sound Collection (Youtube Channel),

[https://www.youtube.com/watch?v=AL5noVCpVKw](https://www.youtube.com/watch?v=AL5noVCpVKw)

***Write a one to two page response to material of your choice.

10/24, **Biological Psychiatry and the Chemical Brain**


**Listen to the episode entitled “The Agony and the Ecstasy” in the BBC Radio 4 series A History of the Brain,

[http://www.bbc.co.uk/programmes/b017b1zd/episodes/guide](http://www.bbc.co.uk/programmes/b017b1zd/episodes/guide)

**Watch *PBS American Experience: The Lobotomist.*

***First paper due (7 pages)

***Group A oral presentations

10/31, **The Neuromolecular Brain and the New Imaging Technologies**


**Listen to the episode entitled “All or Nothing” in the BBC Radio 4 series *A History of the Brain*,
http://www.bbc.co.uk/programmes/b017b1zd/episodes/guide

**Watch *CBS 60 Minutes* segment on “Mind Reading,”
http://www.cbsnews.com/video/watch/?id=5119805n

***Write a one to two page response to material of your choice.

11/7, The Decade and Century of the Brain

*Brain Working Group, *BRAIN 2025 A Scientific Vision: Report to the Advisory Committee to the Director, NIH, June 5, 2014.*

**Skim the various contributions in the series “A Decade After the Decade of the Brain” at the Dana Foundation website,

**Watch footage of President Obama discussing the BRAIN Initiative,
https://www.youtube.com/watch?v=uJuxLDRsSQc

***Write a one to two page response to material of your choice.

11/14, Brain as Computer, Computer as Brain


**Watch the PBS Nova episode *Smarest Machine on Earth* (2011),
http://video.pbs.org/video/1786674622/

**Watch the film *Transcendence* (2014).

***Write a one to two page response to material of your choice.

11/21, Neurohumanities and Neurotheology

*John R. Searle, *Freedom and Neurobiology: Reflections on Free Will, Language, and

***Listen to the NPR Talk of the Nation program on “Neurotheology,”


***Write a one to two page response to material of your choice.

11/28, Thanksgiving Break (No Class)

12/5, Neurolaw and Neuromarketing

*Rose and Abi-Rached, Neuro, 141-198.

**Listen to the NPR Fresh Air segment, “Criminologist Believes Violent Behavior is Biological,“

http://www.npr.org/2013/05/01/180096559/criminologist-believes-violent-behavior-is-biological

***Write a one to two page response to material of your choice.

12/12, Gender, the Self, and Neuroenhancement

*Cordelia Fine, Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference (New York: W.W. Norton, 2010), 141-175.
*Rose and Abi-Rached, Neuro, 199-224

**Watch the film Lucy (2014).

**Browse the following website and try some of the mind-enhancement exercises:
http://www.lumosity.com/

***Second paper due (7 pages)
***Group B oral presentations