**Animal Minds - Exam**

Due November 15th, 2018

Once you have completed reviewing your class notes, readings and slides, put away all materials and read the exam questions below, but **only then.** It's important that you don't get familiar with the question until you feel ready to take the exam.

The exam should be completed in **one continuous stretch of time** (no limit).

Number your responses; avoid introductions and conclusions. Please format your answers as double-spaced, Times New Roman, 12-point font with standard margins. Each answer should be about 1 page in length, but no less than ¾ of a page or more than 2 ½ pages. Save the final document as a .doc, .docx or .rtf file, **title the document with only your student number**, and **submit on Canvas** by November 15 at 11:59pm. Please ***do not put your name anywhere*** on the document; instead, ***write your student number*** at the top or in the header.

The grading criteria are: structure/organization, coherence; grasp and use of course materials; critical skills, relevance, originality; clarity in writing. Please spell out your assumptions and arguments carefully, and avoid merely stating your own opinion. A complete answer will include references to key concepts, arguments, authors or studies discussed in class or the readings. You may ***not use any resources*** while completing the exam and may ***not read the questions until you are done reviewing the materials.*** No need to include formal citations, but do your best to cite author names when appropriate. Illustrate with examples. Good luck!

1. Some say the plural of anecdote is data; others say it’s not. Clearly, you know better! Based on precise definitions of these notions and representative empirical examples, discuss the issue and highlight what’s a stake. Remember: I don’t know what anecdotes or data mean and I have no idea how they bear on the study of animal minds.
2. A dog, a vervet monkey, a scrub jay, and a human child walk into The Bar (the local playground). Well, suppose it happens. Also suppose The Bar contains a limited amount of a resource that they all compete for. Imagine and describe their behavior and interactions, and what it suggests about their mental lives. Feel free to add details and/or twists as long as they are relevant and do not alter the overall shape of the story. The narrative doesn’t have to be realistic (it’s The Bar after all), but it must fit within the constraints of what we’ve learned in class.
3. As part of your (actual or imagined) class project, you go on a visit to your local zoo. Describe your project in a few words but precisely. What do you want to learn? Outline your hypotheses and methods. What are the limitations and/or benefits of this setting for your purposes?
4. Descartes, Darwin and Morgan walk into an actual bar. They have just read Marc Bekoff’s work on emotions in animals and are arguing about what their minds are really capable of. Describe their conversation. State clearly the assumptions and arguments being made by each party. You can bring up people who are not inside the bar.
5. Pick **one** set of studies and then answer questions about them:
   * Work by Clayton and colleagues on jays **OR** work by Cheney and Seyfarth on monkeys (vervet and baboons).
   * What do these studies reveal about the mental capacities of these animals? What are the key concepts involved? What are some plausible explanations for the evolution of these capacities? Finally, what does it indicate about how minds are distributed among animals?
6. BONUS QUESTION (**optional**): Why and how is consciousness a “hard problem”? (Or is it not?)