



Psych 323: Drugs and Behavior

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About this course: Behavioral pharmacology is the study of the interaction between behavior and drugs that act on the nervous system. The study of psychopharmaceuticals spans many disciplines and can be conducted along any of several levels of analysis, ranging from changes in minute elements of the cell membrane to global issues like the sociology of substance abuse. In behavioral pharmacology and psychopharmacology, we emphasize the actions of drugs on the behaving individual (human or nonhuman), and how the particulars of ongoing behavior can actually influence these actions. In order to understand the behavior of an individual we will draw from the study of neural function, behavioral determinants of action, as well as social influences. In this course we examine behaviorally active drugs, their actions on the nervous system, experimental approaches to characterizing drug/behavior interactions, and some possible clinical applications. In addition, will be considering trends in drug use over time and questioning what about the social environment influences a drugs popularity.

Recommended Text:

Drugs and Behavior: An Introduction to Behavioral Pharmacology (8th edition), McKim & Hancock

Learning outcomes: By the end of the semester, my goal is that each student will be proficient in each of the following learning outcomes.

1. Ability to converse in the unique language of behavioral psychopharmacology.
2. Develop an understanding of the cellular mechanisms of many psychoactive drugs.
3. Know the history of drug development, regulation, and use.
4. Be able to use the above learning outcomes to think critically about current legislation, social distortions, and treatment regarding drug use.

Important to know: This course moves at a fast pace and includes topics on neural anatomy, biology, and some chemistry. It is an introductory course and we will discuss all the pertinent information, but it is strongly recommended that you will have taken a college level course in a related discipline (psych 110, biology, chemistry).

Attendance, Participation, and Preparation: Attendance, while not required, is essential for earning good marks in this class. I expect you to be prepared by completing the assigned reading before class and to fully participate when in class discussions or small teams. Currently, missing class or being unprepared will not directly affect your grade however this will change if students abuse this policy. The goal of this course is to learn and I will adjust policies to support your learning as needed.

Quizzes: There will be 5 multiple choice quizzes to be completed online outside of class. These are open note, but timed. They are designed to assess your knowledge of basic terminology and simple facts. The point amount varies but will result in approximately 76 points by the end of the semester.

Exams: There will be two or three exams (**VOTE**) worth approximately 100 points each. Each exam is cumulative. These exams are designed to test your ability to apply knowledge learned in class as well as your knowledge of the social history of each drug class. The questions will primarily be in essay/short answer format.

Readings: Each Unit will have a series of assigned readings. These are in place of the textbook so should be considered required. One reading will come from a peer-reviewed publication and will be attached to a required worksheet. This worksheet can be completed online or on paper and is due before classtime. This is a low-stakes completion grade, designed to ensure you have read and thought about the article prior to class. We will discuss the article in class in the context of the unit. Each worksheet is worth 5 points, for a total of 35 points.

Letter to the President: Alone or in small groups, you will draft a letter to some elected or appointed official addressing some aspect of drug policy. More information on this can be found on Canvas. Approximately 30 points.

Creative Project: Working alone you will integrate information you've learned in this course with course content from other college courses you have taken. I encourage creativity with this project (including abstract or surreal style artistic endeavors) but a formal research paper is also welcomed. More information can be found on Canvas. Approximately 35 points.

Grading: Grading will be done by considering the percentage of points you've earned towards the total. My policy is that I will not round up (or down) and individual student grade, but I reserve the right to adjust the grading scale as I see fit.

A = 94% and above	B- = 80-82.99	D+ = 67-69.99
A- = 90-93.99	C+ = 77-79.99	D = 60-69.99
B+ = 87-89.99	C = 73-76.99	F = below 60%
B = 83-86.99	C- = 70-72.99	

Honor code: Each student is expected to follow the Emory Honor Code. You may refresh your memory of this code by going to this website: http://catalog.college.emory.edu/academic/policy/honor_code.html Below I've highlighted a few items from the code that you should be very familiar with, with my personal interpretations for this class in italics. Academic misconduct includes, but is not limited to, the following:

- (a) Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized; *(e.g. do not ask others what was on the exam. Do not seek out previous copies of the exam.)*
- (b) Plagiarizing; *(e.g. cite your sources, always. Do not extensively quote from sources on assignments, paraphrase instead. Do not memorize large swaths of content from another source and use it on an exam or assignment without citing it. You may, however, use Dr. Jennifer McGee's words on examinations and assignments without citations.)*

- (c) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination; *(e.g. do not use the internet, a textbook, your notes, another person, or any other source during exams or assignments unless explicitly given permission by the instructor)*
- (d) Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage; *(Don't lie to me.)*

Disability Accommodations: If you are registered with ADSR, please submit a documentation letter to me during the first week of the semester

Student work: Occasionally I will photocopy assignments that you turn in for inclusion in my teaching portfolio or to examine current course activities. Furthermore, student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

