TEACHING PORTFOLIO

MARK W. SCHURGIN, PH.D.
UX Researcher
Google Health

schurgin@google.com

TABLE OF CONTENTS

Documentation of Teaching 3
PSYC.003 **Cognitive Foundations (300 Students)** 3
Student Evaluations 4
Student Comments 5
AS.200.228 **The Illusion of Perception (15 Students)** 6
Student Evaluations 7
Student Comments 8
AS.200.207 **Research Methods in Experimental Psychology (22 Students)** 9
Student Evaluations 10
Student Comments 11
Guest Instructor Experience 12
PSYC.002 General Psychology: Biological Foundations 12
PSYC.174 Visual Cognition 13
Teaching Assistant Experience 14
AS.200.314 Advanced Statistical Methods 14
AS.200.110 Introduction to Cognitive Psychology 14
AS.200.363 Mind, Brain & Experience 15
AS.290.420 Human Sexual Orientation 15
Teaching Honors and Awards 17
Johns Hopkins Teaching Institute Certification 18
Sample Syllabus (The Illusion of Perception) 19

DOCUMENTATION OF TEACHING

This section provides more information on the three courses where I served at the instructor-level (either teaching an entire course or section): *Cognitive Foundations (University of California, San Diego), The Illusion of Perception (Johns Hopkins University)* and *Research Methods in Experimental Psychology (Johns Hopkins University)*. In addition, I list a short description of each of the courses I have been invited to guest lecture at University of California, San Diego, as well as the four graduate and undergraduate courses for which I served as a teaching assistant at Johns Hopkins University.

Cognitive Foundations
Instructor (303 Students)
Fall 2018

Course Description: "This course provides an introduction to the basic concepts of cognitive psychology. Topics include perception, attention, memory, language and thought. The relation of cognitive psychology to cognitive science and to neuropsychology is also covered."

I completely redesigned the course from when it was last offered at University of California, San Diego. This involved both altering the structure and the content of the course, such as offering different readings and additional kinds of content to engage students in learning material (TED talks, New Yorker articles, etc). To further engage students in-class, I utilized iClickers as well as conducted experiments/demonstrations (with discussion) in every lecture. This was offered as an entry-level undergraduate course to over 200 students, primarily those in their first or second year at University of California, San Diego.

STUDENT EVALUATIONS

Do you recommend this **course overall?**

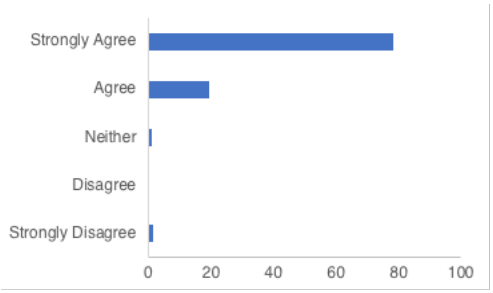
209 (96.8%):	Yes
7 (3.2%):	No

Do you recommend the **professor overall**?

210 (98.1%):	Yes
4 (1.9%):	No

The instructor displayed **proficient command** of the material:

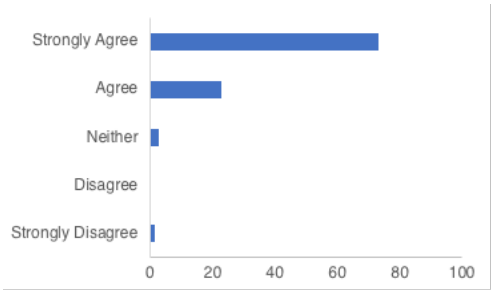
3 (1.4%):	Strongly Disagree
0 (0.0%):	Disagree
2 (1.0%):	Neither Agree nor Disagree
41 (19.5%):	Agree
164 (78.1%):	Strongly Agree



Mean: 4.73 **Median:** 5.00

The instructor **clearly explained** the course material:

3 (1.4%):	Strongly Disagree
0 (0.0%):	Disagree
6 (2.8%):	Neither Agree nor Disagree
48 (22.6%):	Agree
155 (73.1%):	Strongly Agree



Mean: 4.66 **Median:** 5.00

STUDENT COMMENTS

- Professor Schurgin is my favorite teacher so far at UCSD. He cares a lot about students learning and his exam style makes testing less stressful. He is very understanding and genuinely cares about his students.
- I'm really grateful to have the opportunity to take this psychology course and especially with Professor Schurgin. He is extremely prepared, knowledgeable, enthusiastic, and a lovable guy, and I think that was one of the main reasons why I loved this class and was able to do fairly well. This may be my only psych class here as I begin to take upper division courses for my own major, but it definitely got me thinking on continuing to take the more psychology classes. I felt as if this course offered me an understanding that I could have not gained in any of my other classes nor by experience.
- Very caring, and willing to help. He demonstrates that he wants the people that are taking his class to succeed.
- Professor Schurgin is one of the nicest and one of the most knowledgeable professors out there. He is incredibly kind, and as a freshman, I know I have many more classes to take and professors to meet, but by far and so far, he is one of my favorites. He explains questions thoroughly during office hours, and really wants the best for everyone.
- Professor Schurgin lectures are interesting and interactive. Students can tell that he really enjoys teaching this subject which leads them to be more engaged in class.
- Excellent instructor, by far my favorite for this quarter.
- Dr. Schurgin is extremely intelligent and it shows during his lectures. He answers questions very informatively and to the best of his ability. His lectures are usually very engaging and he makes class funny and interesting.
- He is definitely a great professor. I knew that I liked psychology but taking this course with him made me more interested in the cognitive aspect of psychology.
- Schurgin is an excellent instructor and shows a lot of passion in his teaching. I appreciate how engaging he makes the lectures and how he put mild humor in his presentations.
- Prof. Schurgin shows proficiency of the material. His slides and lectures are clear, concise, and to the point. Very, if any, source of confusion in the course material.
- The professor is awesome. His lectures are well prepared and organized. He explains the material in lectures clearly and he can answer students' questions in details effectively. Specifically speaking, he has interesting in-lecture demos for students to better participate in class and better understand the material.
- I loved Professor Schurgin. The way was taught was very captivating, but using various different psych experiments the class could participate in during the lecture to reflect what we were learning. He truly cares about his students actually learning the material, not just memorizing topics for the test. He also teaches at a good pace, one that isn't too slow that it seems boring, and it isn't too fast that the class becomes overwhelming.
- Wonderful teaching energy! Very passionate about his work and succeeds at catching and holding the class's attention.

The Illusion of Perception
Instructor (15 Students)
Fall 2016

Course Description: "This course examines two unintuitive and possibly troubling conclusions of modern cognitive science: we often perceive things that are not actually 'out there,' in the real world; and we often fail to perceive what is there, even right in front of our noses. We consider the empirical basis for these conclusions and their broader theoretical and humanistic implications. Specific topics will include visual attention's role in controlling what we see (and may not see), how memories misrepresent the past (and perhaps the present), and the extent to which we may process stimuli that we are never consciously aware of. Lectures and reading will be focused on empirical articles, which we will learn to interpret critically in order to inform larger class discussions based on each main topic."

I designed this course independently from the ground up, which was offered as an upper-level undergraduate course to 15 students. The demographics of the class were broad, containing both undergraduate and graduate students with majors such as Astronomy, Art History, English, Computer Science and Psychology. The class started off lecture-based, but slowly transitioned to a discussion format as students acquired skills and built an atmosphere of dialogue and mutual respect.

STUDENT EVALUATIONS

The **overall quality** of this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0%
Weak	(2)	0	0%
Satisfactory	(3)	0	0%
Good	(4)	0	0%
Excellent	(5)	15	100%
N/A	(0)	0	0%

Percent Responses: 0 25 50 75 100

Means: 5.00 (Instructor), 4.06 (School Level), 4.08 (Department Level)

Return Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
15/15 (100%)	5.00	0.00	5.00	18,774	4.06	0.98	4.00	1,317	4.08	1.03	4.00

The instructor's **teaching effectiveness** is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0%
Weak	(2)	0	0%
Satisfactory	(3)	0	0%
Good	(4)	1	6.67%
Excellent	(5)	14	93.33%
N/A	(0)	0	0%

Percent Responses: 0 25 50 75 100

Means: 4.93 (Instructor), 4.11 (School Level), 4.16 (Department Level)

Return Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
15/15 (100%)	4.93	0.26	5.00	24,191	4.11	1.02	4.00	1,367	4.16	1.05	4.00

The **intellectual challenge** of this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0%
Weak	(2)	0	0%
Satisfactory	(3)	0	0%
Good	(4)	4	26.67%
Excellent	(5)	11	73.33%
N/A	(0)	0	0%

Percent Responses: 0 25 50 75 100

Means: 4.73 (Instructor), 4.14 (School Level), 3.92 (Department Level)

Return Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
15/15 (100%)	4.73	0.46	5.00	18,694	4.14	0.87	4.00	1,311	3.92	0.95	4.00

The instructor provided **feedback** that **was useful:**

Response Option	Weight	Frequency	Percent
Disagree strongly	(1)	0	0%
Disagree somewhat	(2)	0	0%
Neither agree nor disagree	(3)	0	0%
Agree somewhat	(4)	0	0%
Agree strongly	(5)	15	100%
N/A	(0)	0	0%

Percent Responses: 0 25 50 75 100

Means: 5.00 (Instructor), 3.89 (School Level), 3.61 (Department Level)

Return Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
15/15 (100%)	5.00	0.00	5.00	18,666	3.89	1.08	4.00	1,306	3.61	1.21	4.00

STUDENT COMMENTS

- The material is fascinating! Mark is a great teacher who brings a lot to class discussions. I really liked our class discussions and being able to delve into ideas with my classmates. I also appreciated the emphasis on improvement and growth throughout the course.
- This course covered a very interesting topic and Mark did a great job of teaching and presenting the material. The best aspect might be how passionate Mark is about his work in psychology and how that reflects itself in the class.
- The material covered is extremely interesting. Every topic that we talked about in class made me want to do more research or read more.
- Take [this course]! No matter what your greater interests are, this class will be fascinating. The readings are relevant, and you will really learn how to break down and analyze a scientific study. This was one of the best courses I have ever taken at Hopkins.
- The instructor is very passionate about the materials that he teaches, and has a nice way of organizing all the lectures, readings and assignments. The class size is perfect for discussions, which were always inspiring. The grading is very fair, and the tests are there to help us understand the materials and always well-written. The gradual switch from full lectures to discussion-oriented of the classes is a great way for us to learn and read the scientific papers by ourselves.
- This class was amazing in that it was heavily based on discussion. The questions that were being discussed was very thought-provoking and the professor did a good job picking exciting topics for the class to discuss. The classroom had a very friendly environment. The professor gave awesome feedback that challenged me as a student. He was generous with his compliments which always encourages the students and instills the joy in learning.
- Really interesting topics, great people and great conversations.
- Very engaging conversations and cool lectures.
- Discussion based nature of the course helped (as far as I could tell) every single student learn and obtain a comprehensive understanding of the material.
- Excellent professor, material is very interesting.

Research Methods in Experimental Psychology
Assistant Instructor (22 Students)
Fall 2014

Course Description: "This course is intended to guide you through the research experience, including the selecting of an appropriate design, analyzing data, learning about the ethics of research, proposing an original experiment, and writing an APA-style research paper. Three APA-style papers will be assigned based on in-class experiments, providing practice in scientific writing. The class should provide a better understanding of psychology as a science, of hypothesis testing, as well as of other research issues such as ethical considerations and real world applications."

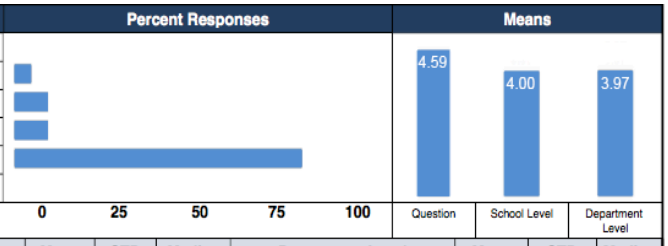
In the course I lectured my own section, which consisted of 22 students. Course materials, including the syllabus, lectures, assignments and in-class experiments were designed in conjunction with Dr. Egeth (the professor in charge of the class) and other section instructors. The majority of the class was spent in individual sections, but occasionally all the sections would meet together in a larger, shared lecture that was team-taught by the section instructors.

Students participated in, collected, and analyzed data for two experiments throughout the semester, writing a laboratory report for each experiment. I gave extensive written feedback on early drafts of the laboratory reports (assigned as homework), in order to assist students in writing their final reports. Additionally, each student completed an individual research project on a topic of his/her choosing as a part of course training. I met regularly with students to assist in identifying an appropriate topic, as well as to discuss the design, analysis and write-up of the project.

STUDENT EVALUATIONS

Evaluate your instructor overall:

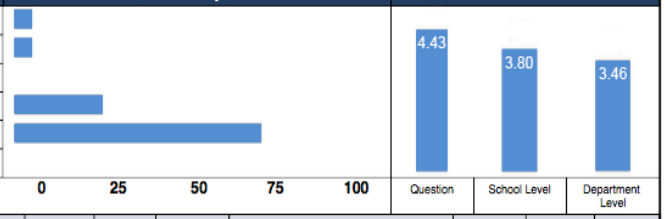
Response Option	Weight	Frequency	Percentage
Poor	(1)	0	0%
Weak	(2)	1	4.55%
Satisfactory	(3)	2	9.09%
Good	(4)	2	9.09%
Excellent	(5)	17	77.27%
N/A	(0)	0	0%



Return Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
22/22 (100%)	4.59	0.85	5.00	17,926	3.97	1.12	4.00	1,033	3.97	1.07	4.00

The instructor provided **feedback** that **was useful:**

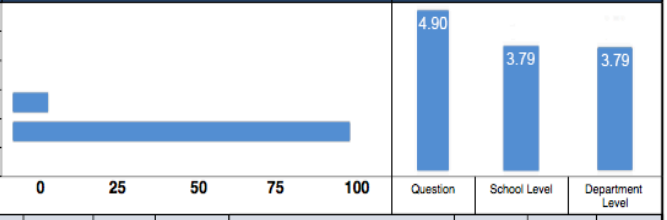
Response Option	Weight	Frequency	Percentage
Disagree strongly	(1)	1	4.76%
Disagree somewhat	(2)	1	4.76%
Neither agree nor disagree	(3)	0	0%
Agree somewhat	(4)	5	23.81%
Agree strongly	(5)	14	66.67%
N/A	(0)	0	0%



Return Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
21/22 (95.45%)	4.43	1.08	5.00	17,906	3.80	1.13	4.00	1,028	3.46	1.23	4.00

The instructor **was effective** in helping me learn the material:

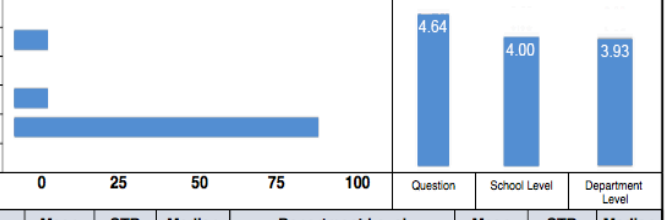
Response Option	Weight	Frequency	Percentage
Disagree Strongly	(1)	0	0%
Disagree Somewhat	(2)	0	0%
Neither agree nor disagree	(3)	0	0%
Agree Somewhat	(4)	2	9.52%
Agree Strongly	(5)	19	90.48%
N/A	(0)	0	0%



Return Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
21/22 (95.45%)	4.90	0.30	5.00	1,003	3.79	1.20	4.00	1,003	3.79	1.20	4.00

The instructor appeared **focused, organized, and engaged** during class:

Response Option	Weight	Frequency	Percentage
Disagree Strongly	(1)	0	0%
Disagree Somewhat	(2)	2	9.09%
Neither agree nor disagree	(3)	0	0%
Agree Somewhat	(4)	2	9.09%
Agree Strongly	(5)	18	81.82%
N/A	(0)	0	0%



Return Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
22/22 (100%)	4.64	0.90	5.00	1,007	3.93	1.14	4.00	1,007	3.93	1.14	4.00

STUDENT COMMENTS

- Mark is great! Provided great feedback and was always very open and approachable. I always felt that I could go to him with any questions or concerns.
- I love Mark. He was amazing. He is the best [instructor] I have ever had for any class so far.
- Mark was very helpful in explaining any unclear topics and answering any questions. He provided clear feedback on assignments, and made lectures engaging.
- Mark was very keen on being a supportive and easy-to-understand resource throughout the semester.
- Best [instructor] I've ever had. He was extremely helpful with all the feedback he provides and his lectures (although long) were easy to follow. He made this class way better for me.
- Mark was really the only positive aspect of this class. He clearly worked really hard to get us interested and always put a lot of thought into his grading.
- Mark Schurgin was an amazing [instructor] who worked really hard to make extremely boring content somewhat bearable.
- [Mark] made learning fun and provides great feedback.
- Mark was helpful, kind, and funny. He always tried his best to keep students interested in the section despite the dullness of much of the material. He always provided thorough and thoughtful feedback on assignments and was very accessible during office hours and by appointment when students had questions.
- Mark was very keen on being a supportive and easy-to-understand resource throughout the semester.
- Mark is cool. Best thing is how much effort he put into his [teaching] – meeting with us and being open to receiving questions.
- I learnt a lot because of him.
- He had more hope in me than I had in myself.
- Without him, we all would have failed.

GUEST INSTRUCTOR EXPERIENCE

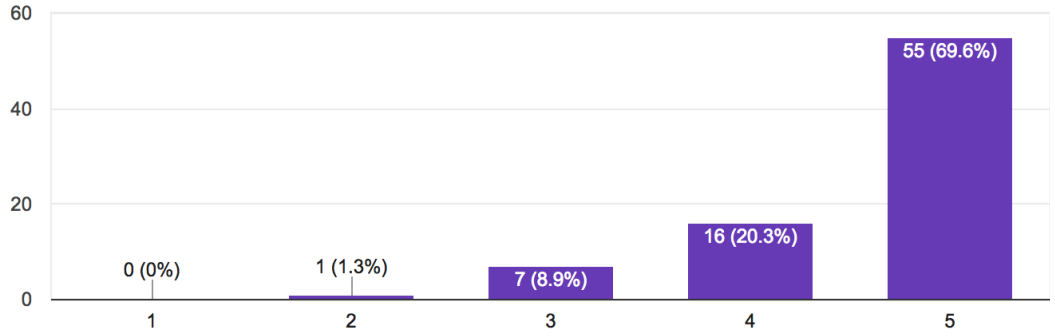
General Psychology: Biological Foundations – PSYC 2
(250 Students), Spring 2018

Course Description: This course provides an introductory survey of the relationship between human behavior and brain function. Specific areas of emphasis include vision and other sensory processes, memory, motivation, attention and cognition.

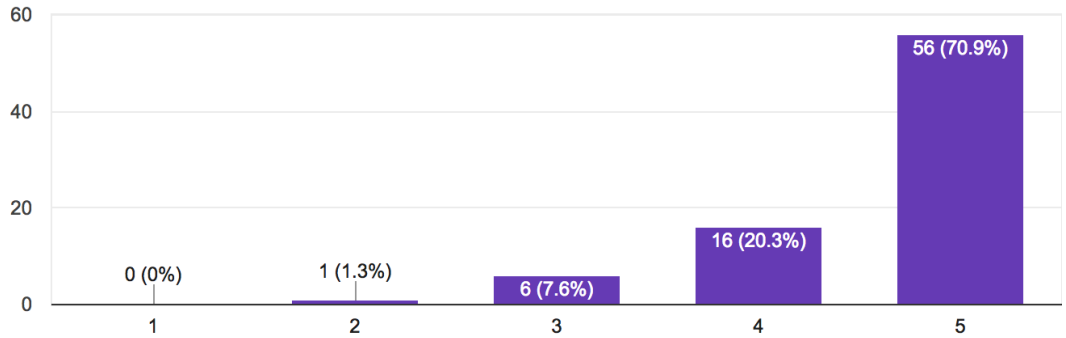
Guest Instructor Description and Role: I was invited by the primary instructor, Dr. Viola Stoermer, to give a lecture on the neuroscience of memory. This included discussion on the properties of both short- and long-term memory, their neural substrates, and specialization within brain areas supporting these systems (including discussions of potential neural codes for creating memories). I created all the material for the lecture and assisted Dr. Stoermer in designing exam questions for a midterm exam based on the material I discussed. Dr. Stoermer also collected feedback from students immediately after the lecture, provided below:

STUDENT EVALUATIONS

The instructor **was effective** in helping me learn the material (avg 4.58 / 5):



The instructor appeared **focused, organized, and engaged** during class (avg 4.61 / 5):



STUDENT COMMENTS

- Dr. Schurgin was a wonderful guest lecturer. His speech was clear and confident throughout the entire lecture, making it easy to pay attention and learn. He gave very good explanations, all of which matched with his slides that had good visuals of what he was talking about. He seems to really care about what he was teaching. I would definitely enjoy being in a class that he taught.
- I really liked the speed he went at and the amount of information he included. It wasn't too much and he used a lot of examples so that we could understand it better. He was also a great speaker and used humor to keep everyone engaged. Way to go!
- Loved having Dr. Schurgin for a guest lecture today. He was dynamic, engaging and obviously very passionate about the material. If he is available for another guest lecture, please invite him back!
- It's really nice and fresh to have a guest speaker like Dr. Schurgin. It is also much appreciated that he shared his research with us at the end of the lecture.
- I enjoyed the energy he brought to the lecture and the passion he had for the material. I also enjoyed his illustrations of the content with the mouse video, the amnesia case studies, etc.
- I liked the manner that he provided illustrations and really was communicating with the class which made me want to hear what was being taught, and feel intrigued. He was really comfortable which made it feel more easy to understand what he was saying.
- I enjoyed hearing from someone who specialized in the subject and how passionate he was about the subject.
- His graphs and visuals were amazing. Great job!
- [Mark] was very funny and made learning this easier through connections.
- Fun guy! I enjoyed the lecture a lot.

Visual Cognition – PSYC 174
(120 Students), Spring 2018

Course Description: This course provides an overview of high-level visual perception, and of how visual perception intersects with attention, memory and concepts. Topics may include an introduction to the visual system with an emphasis on high-level visual regions; object recognition, face recognition, scene recognition and reading; visual attention, including eye movements during scene perception and during reading; and visual working memory.

Guest Instructor Description and Role: I was invited by the primary instructor, Dr. Timothy Brady, to give a lecture on visual long-term memory. This included assigned reading and discussion of primary research articles. I created all the material for the lecture and also assisted Dr. Brady in designing exam questions for a final exam based on the material I discussed.

No individual evaluations of my performance were collected. However, Dr. Brady collected feedback at the end of the semester asking students about each class (how effective they were, strengths/weaknesses, etc) and informed me my lecture was highest rated of the course.

TEACHING ASSISTANT EXPERIENCE

Advanced Statistical Methods - AS.200.314
(14 Students), Fall 2015

Course Description: "Topics in applied probability and statistical inference; analysis of variance; experimental design. Intended for graduate students in psychology."

TA Description and Role: This is a graduate-level course that is a requirement for graduate students in both the department of Psychological & Brain Sciences and the department of Cognitive Science at Johns Hopkins University. There was no evaluation for this course, so ratings are unavailable.

I was nominated by my department to be the TA for this course, as a result of my statistical expertise and previous positive course feedback. I assisted the instructor with the design of the course, specifically integrating resources such as web-based applets that allowed students to explore statistical distributions in order to learn concepts such as the central limit theorem. In addition, I graded all assignments and tests, and held extensive office hours, as many students met with me one-on-one after class to discuss the previous lecture and upcoming homework assignments.

Introduction to Cognitive Psychology - AS.200.110
(180 Students), Spring 2014

Course Description: "Introductory survey of current research and theory on topics in cognitive psychology. The course will cover a range of topics in perception, attention, learning, reasoning, and memory, emphasizing relationships among mind, brain, and behavior."

TA Description and Role: This was a large, lecture-based introductory course. I was one of two TA's for this course, so I did not receive individual feedback in the course evaluation.

In the class students completed three exams, in addition to 15 quizzes throughout the semester. The professor decided to redesign the course this semester, and put myself and the other TA in charge of creating the new quizzes and exams for the course. We worked collaboratively on designing these materials, which included multiple choice and short-answer questions (which we also graded). In addition, we co-taught review lectures to the class before each of the exams, which included a lecture and open-question format.

Mind, Brain & Experience - AS.200.363
(16 Students), Fall 2013

Course Description: "How do nature and nurture shape the human mind? How does experience contribute to the development of visual perception, language and social reasoning? This course explores insights into these age-old questions from neuroscience and psychology. Studies of infant behavior reveal rich knowledge about objects and people in the first months of life. At the same time, experience has profound effects on behavior and neurobiology. For example, temporary absence of vision (i.e. blindness) during development permanently alters visual perception and the visual cortex. Key evidence also comes from studies of naturally occurring variation in human experience (e.g. blindness, deafness, socioeconomic and cultural differences). We will discuss what such studies of cognitive and neural function tell us about the origins of human cognition. This is a writing intensive course with weekly lectures and seminar style discussion of primary sources. Students will be required to write weekly responses to readings and a term paper."

TA Description and Role: I was the only TA for this course, which was writing intensive with weekly lectures and seminar style discussion of primary source literature. I graded weekly responses to these readings as well as the final paper. In addition, I held office hours and held an individual seminar lecture on how to write a science paper and the way to structure and approach writing the term paper.

As the sole TA, I received individual TA ratings in the course feedback. My overall effectiveness rating as a TA was 4.00, which was significantly higher than the instructor's overall effectiveness rating of 3.56. Comments included:

- Very considerate and offered a lot of help/feedback when the student needed it – definitely helped clear many issues in a casual manner if one is not comfortable speaking directly with the professor.
- Very good, very knowledgeable and always willing to help.
- Fantastic. Knowledgeable and explained things well.
- Awesome.

Human Sexual Orientation - AS.290.420
(23 Students, Spring 2013)

Course Description: "This course will examine the historical and current theories of sexual orientation and sexual variation development by examining the biological, psychological and social contributing factors that influence the development of sexual orientations and variations along with treatment and modification of problematic sexual behaviors."

TA Description and Role: I was one of two TA's for this course, taking over as the sole TA after a month when the other TA went on maternity leave. There was no evaluation for this course, so ratings are unavailable.

This was a writing-intensive course, consisting of multiple research papers (in addition to a final research paper assignment). I graded all assignments, providing extensive feedback on early drafts. I held office hours and also met individually with each student when giving back their graded papers, so that they could understand and address my comments in subsequent assignments. Once the semester ended the professor, Dr. Kraft, wrote an email thanking me: "Mark.... you have been an outstanding TA and I very much enjoyed working with you. Hope we get to work together again."

TEACHING HONORS AND AWARDS

Walter L. Clark Teaching Award **2017**

Johns Hopkins University award recognizing a graduate student who has demonstrated an aptitude for instruction in the classroom, leveraging their knowledge and communication skills to enhance the undergraduate education experience. I was given this award in part for acting as an advanced TA for the graduate-level statistics course, the work I conducted as an assistant instructor for my Research Methods section, and the Illusion of Perception course I designed and won the Dean's Teaching Fellowship for the year prior.

Dean's Teaching Fellowship **2016 - 2017**

I independently designed a course, approved by my department's chair, to submit for the Dean's Teaching Fellowship at Johns Hopkins University. The fellowship is highly competitive, with hundreds of applications throughout the university. I was one of the few graduate students offered the fellowship, and subsequently taught the course I designed, "The Illusion of Perception" to 15 undergraduate and graduate students in Fall 2016. The fellowship provided a portion of my tuition for the year my course was offered and came with a generous salary of $11,500.

JHU TEACHING INSTITUTE CERTIFICATION

I attended a teaching institute program offered at Johns Hopkins to develop and enhance my university-level classroom teaching skills. The curriculum included examining the benefits of active learning, ongoing assessment, responsiveness to diversity, and examining a variety of teaching practices and principles (backward design, formative / summative assessments, etc), including:

- Exploring and testing multiple teaching methods that engage and assess diverse students
- Creating peer-reviewed instructional materials
- Developing skills and strategies to continue growing as reflective instructors who employ teaching-as -scholarship methods
- Identifying strategies that help prioritize teaching practices
- Working in teams to share ideas, build new skills, and cultivate partnerships in teaching and learning

SAMPLE SYLLABUS

Please see attached syllabus on the following pages.

JOHNS HOPKINS UNIVERSITY
DEPARTMENT OF PSYCHOLOGICAL AND BRAIN SCIENCES

The Illusion of Perception
Syllabus

Days/Times: Mondays & Wednesdays, 1:30-2:45pm
Location: Gilman 381

Instructor: Mark W. Schurgin, B.A., M.A.
Email: maschurgin@jhu.edu
Office Location: Ames Hall, Room #127
Office Phone: 410-516-7728
Office Hours: Tuesdays/Wednesdays 3:00-4:00pm and by appointment (Ames 127)

Faculty Mentor: Jonathan Flombaum, Ph.D.
Email: Flombaum@jhu.edu
Office Location: Ames Hall, Room #200a
Office Phone: 410-516-8111

Course Description:
This course examines two unintuitive and possibly troubling conclusions of modern cognitive science: we often perceive things that are not actually 'out there,' in the real world; and we often fail to perceive what is there, even right in front of our noses. We consider the empirical basis for these conclusions and their broader theoretical and humanistic implications. Specific topics will include visual attention's role in controlling what we see (and may not see), how memories misrepresent the past (and perhaps the present), and the extent to which we may process stimuli that we are never consciously aware of. Lectures and reading will be focused on empirical articles, which we will learn to interpret critically in order to inform larger class discussions based on each main topic.

Feedback:
I strongly encourage feedback with respect to how the class is going, and I promise to take your comments, concerns, and suggestions seriously. When possible, I might even alter the class in response to your suggestions. If you would like to share some thoughts with me, there are three ways you can do so. (1) You can meet with me in person, either at my regular office hours or by appointment. (2) You can send me an email. (3) If you prefer to share your feelings anonymously, you can leave a note in my mailbox, which is located in Ames 232A. Any of these approaches are welcome and encouraged, so long as you try your best to be respectful and constructive.

Reading:
As soon as you look at the schedule below you'll notice that there is no textbook for this class. All readings will be available on blackboard and will predominantly be composed of primary scientific journal articles.

I've tried to balance the readings as much as possible, but naturally there might be some fluctuation week-by-week. I'm sure this might be annoying at some points, but it's simply

impossible to always have an even workload throughout the semester. Certain concepts simply require more reading, but as things progress throughout the semester I think you'll notice the load will be quite manageable.

For the most part, my lectures will focus on the readings you are assigned in class. You are expected to read your assigned reading for that day BEFORE you arrive in class. In my lectures, I may choose to focus on certain parts of articles assigned, and spend less time or simply not discuss other aspects of an article. **Even if you find that readings (or particular parts of a reading) are not addressed in the lectures, you are still responsible for that content and may be tested on them.** If you did not understand them, or have questions, then come to office hours or send me a note to ask your questions.

Course Requirements:

In-class participation (10%): This course is designed to facilitate discussion and critical thought. Thus, in-class participation is crucial. Participation is not about quantity but also the quality of your participation. There are many ways to participate in class, some of which may include: asking questions, making insightful comments, or active listening.

However, I also understand that some people naturally feel more inclined to talk openly in class than others. In order to address this, I have come up with what I'll refer to as the "flashcard system". At the beginning of every class, every student will be given a notecard. At the end of class, you will need to write one thing you learned or thought was interesting/cool, and one thing you didn't understand or thought was unclear. I will then collect the cards and subsequently follow-up on comments and questions inside the online class forums on blackboard.

It is also important to note that **attendance to class is mandatory**. These cards also serve as an indication of whether or not you were present in class. If you have a legitimate excuse for why you are unable to attend class, please contact me as soon as possible (preferably before).

In order to provide you feedback, I have marked three dates on the calendar by which I will give you individual feedback about your participation, in order to let you know how you're doing and to develop your communication skills. If I observe there is a real problem, I'll let you know earlier.

Roundtable discussion assignments (30%): There are 4 roundtable discussions (7.5% each). Roundtable discussions are when we as a class discuss and relate the past few lectures / readings to broader concerns of the course (What's the point of these papers? Did you find the results surprising? What, if any, implications do they have for our everyday lives?). In order to prepare for these discussions, each of you will turn in a roundtable assignment at the beginning of class the day of a discussion. Each assignment consists of five questions (see roundtable assignment handout). You must answer at least two of these questions, but you are free to respond to more or all of them. These questions will form the basis of our roundtable discussion, acting as an agenda. The motivation of these assignments is to ensure everyone is adequately prepared to facilitate productive discussion.

Exams (Midterm and Final, each worth 20%) These exams are meant to test retention and critical thinking, as well as to motivate you to constantly review the material discussed within each main component in order to be able to relate material and draw connections across components. The final will be cumulative, i.e. you will be expected to draw upon all the material discussed throughout the entire course. The formats of the exams will be discussed explicitly in class as the dates approach.

Note: There will be no makeups allowed without either a note from a dean or health services. If you know you will miss an exam, let me know in advance, even if it is because you are sick. It is very unlikely that you will wake up sick on the morning of an exam; if you tell me that this is what happened, I will have a hard time not saying, "That sounds unlikely." But if you let me know that there will be a problem in advance, I will be willing to work with you to find an alternative date, time, or assignment, when necessary.

Scientific presentation (20%): Each student will present a 15-minute talk on a topic of interest, which may be directly related to topics or more broadly to themes in the class. This talk must be approved by the instructor (an initial paper will be emailed to the instructor for approval, followed by an individual meeting), and will consist of 10 minutes of presentation followed by 5 minutes of questions at the end of the semester. The presentation should be based on at least one empirical article of your choice (none assigned in the class), presenting the topic broadly, the research question and supporting data, and subsequent conclusions drawn from those data. Each presentation should consist of at least 10 PowerPoint slides (i.e. introduction, methods, results, conclusion / discussion).

Policy on Laptops:

I strongly prefer that students do not bring and use laptops in class. In my experience, I have found for most students they are more distracting (both to the student and myself) than useful. If you're taking notes I highly recommend doing so by hand, especially considering research has shown this improves memory performance relative to taking notes via laptop. That said, everyone in this class are adults, and I leave you to make your own honest choices. Please note that if you are on Facebook or watching a soccer game during class, I will probably notice.

Academic Ethics:

Below is a segment from the JHU Ethics Policy Statement. But first, let me say something clearly. I have caught students cheating on papers in the past. And I have caught students cheating on quizzes and exams too. So to be 100% clear: Nothing upsets me more than cheating. There is no guarantee that I will catch you. But if I do, I will do nothing short of forwarding your case to the appropriate academic bodies, and I will give you an 'F' in the class with no opportunity for redemption. I am a very reasonable person and I don't want this class to bring undue stress or anxiety into your life. I love cognitive psychology, but it does not need to be the most important thing in the world to everybody. **If you are stressed, if you have last minute problems with a paper, even if you simply find yourself unexpectedly lost, contact me, and we can always work something out. If you find yourself contemplating cheating because of anxiety, that's probably a sign that you should come talk to me about the class. But if you turn something in that you did not write, or you cheat in any other way and I catch you I will not make an exception after the fact.**

From the University Statement on Academic Ethics:

> "The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. In this course, paper summaries in-class quizzes and exams are to be done without discussion or collaborations. If you have questions, you should always ask your professor or teaching assistant. Report any violations you witness to the instructor. You may consult the associate dean of students and/or the chair of the Ethics Board beforehand. See the guide on "Academic Ethics for Undergraduates" and the Ethics Board Website (http://ethics.jhu.edu) for more information."

JOHNS HOPKINS UNIVERSITY
DEPARTMENT OF PSYCHOLOGICAL AND BRAIN SCIENCES

Schedule of Classes

The following schedule is subject to change. For each day, articles are listed in the recommended reading order. All citations have a pdf copy uploaded onto Blackboard. Any assigned activity must be completed *before* the lecture.

Week 1	Topic	Readings
Wed, Sep 7	Introduction to the Course, Cognitive Science — Measuring the Mind	Syllabus, handouts on research and reading/writing papers

Week 2	Topic	Readings
Mon, Sep 12	Visual Reality: Detecting changes in the real-world	Rensink, R. A., O'Regan, J. K., & Clark, J. J. (1997). To see or not to see: The need for attention to perceive changes in scenes. *Psychological science*, *8*(5), 368-373. Mitroff, S. R., Simons, D. J., & Franconeri, S. L. (2002). The siren song of implicit change detection. *Journal of Experimental Psychology: Human Perception and Performance*, *28*(4), 798-815.
Wed, Sep 14	Visual Reality: What can we learn from "Change Blindness"?	Simons, D. J., & Levin, D. T. (1998). Failure to detect changes to people during real-world interaction. Psychonomic Bulletin & Review, 5, 644-649. Scholl, B. J., Simons, D. J., & Levin, D. T. (2004). "Change Blindness" Blindness: An Implicit Measure of Metacognitive Error. *Thinking and seeing: Visual metacognition in adults and children*, 1-12.

Week 3	Topic	Readings
Mon, Sep 19	Visual Reality: If an object disappears, is it still there?	Bonneh, Y. S., Cooperman, A., & Sagi, D. (2001). Motion-induced blindness in normal observers. Nature, 411(6839), 798-801. Mitroff, S. R., & Scholl, B. J. (2004). Seeing the disappearance of unseen objects. *Perception*, *33*(10), 1267-1273. Mitroff, S. R., & Scholl, B. J. (2005). Forming and updating object representations without awareness: Evidence from motion-induced blindness. *Vision research*, *45*(8), 961-967.
Wed, Sep 21	Visual Reality: Brains in a Vat	Putnam, H. (1981). *Brains in a Vat* (pp. 1-21).

Week 4	Topic	Readings
Mon, Sep 26	Roundtable Discussion: What is our "Visual Reality"?	**Due: Roundtable Assignment**
Wed, Sep 28	The Reality of Ourselves: If we feel something is it really there? Pt 1.	**You will receive participation feedback via email.** Gawande, A. (2008). The itch. *The New Yorker*, 58-65. Ramachandran, V. S., Rogers-Ramachandran, D., & Cobb, S. (1995). Touching the phantom limb. Nature, 377(6549), 489-490.

Week 5	Topic	Readings
Mon, Oct 3	The Reality of Ourselves: If we feel something is it really there? Pt. 2	Botvinick, M., & Cohen, J. (1998). Rubber hands 'feel' touch that eyes see. *Nature*, *391*(6669), 756. Newport, R., & Gilpin, H. R. (2011). Multisensory disintegration and the disappearing hand trick. Current biology, 21(19), 804-805.
Wed, Oct 5	The Reality of Ourselves: To what extent do we control our bodies?	Libet, B., Gleason, C. A., Wright, E. W., & Pearl, D. K. (1983). Time of conscious intention to act in relation to onset of cerebral activity (readiness-potential). *Brain*, *106*(3), 623-642. Soon, C. S., Brass, M., Heinze, H. J., & Haynes, J. D. (2008). Unconscious determinants of free decisions in the human brain. *Nature neuroscience*,*11*(5), 543-545.

Week 6	Topic	Readings
Mon, Oct 10	The Reality of Ourselves: Is there free will?	Wegner, D. M. (2004). Précis of the illusion of conscious will. *Behavioral and Brain Sciences*, *27*(05), 649-659. Cave, S. (2016). There's no such thing as free will. *The Atlantic*, 1-14.
Wed, Oct 12	The Reality of Ourselves: Can we really know what a "self" is?	Nagel, T. (1974). What is it like to be a bat? *The philosophical review*, *83*(4), 435-450.

Week 7	Topic	Readings
Mon, Oct 17	Roundtable Discussion: What is a "self" and can we trust it?	**You will receive participation feedback via email.** **DUE: Roundtable Assignment**
Wed, Oct 19	REVIEW	N/A
Thur, Oct 20	MIDTERM	N/A

Week 8	Topic	Readings
Mon, Oct 24	The Reality of Our Memories: What do we mean by memory?	Brady, T. F., Konkle, T., Alvarez, G. A., & Oliva, A. (2008). Visual long-term memory has a massive storage capacity for object details. *Proceedings of the National Academy of Sciences*, *105*(38), 14325-14329. Kim, J., & Yassa, M. A. (2013). Assessing recollection and familiarity of similar lures in a behavioral pattern separation task. *Hippocampus*, *23*(4), 287-294. Wolfe, J. M. (1998). Visual memory: What do you know about what you saw? Current biology, 8(9), R303-R304.
Wed, Oct 26	The Reality of Our Memories: Can the present affect the past?	Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. Journal of Verbal Learning and Verbal Behavior, 14, 585-589. Roediger, H. L., & McDermott, K. B. (1995). Creating false memories: Remembering words not presented in lists. *Journal of experimental psychology: Learning, Memory, and Cognition*, *21*(4), 803-814.

Week 9	Topic	Readings
Mon, Oct 31	The Reality of Our Memories: But you're sure you remembered!	Konnikova, M. (2015). You Have No Idea What Happened. *The New Yorker*. Chabris, C. F. & Simons, D. J. (2014). Why Our Memory Fails Us. *The New York Times*.
Wed, Nov 2	The Reality of Our Memories: Can memories be "tricked"?	Garry, M., Manning, C. G., Loftus, E. F., & Sherman, S. J. (1996). Imagination inflation: Imagining a childhood event inflates confidence that it occurred. Psychonomic Bulletin & Review, 3(2), 208-214. Wade, K. A., Garry, M., Read, J. D., & Lindsay, D. S. (2002). A picture is worth a thousand lies: Using false photographs to create false childhood memories. *Psychonomic Bulletin & Review*, *9*(3), 597-603.

Week 10	Topic	Readings
Mon, Nov 7	Roundtable Discussion: If we can't trust memory, who can we trust?	**DUE: Roundtable Assignment, Setup Individual Meetings To Discuss / Review Scientific Presentation**
Wed, Nov 9	The Reality of Our Memories: Do memories change over time?	**You will receive participation feedback via email.** Hirst, W., Phelps, E. A., Buckner, R. L., Budson, A. E., Cuc, A., Gabrieli, J. D., ... & Vaidya, C. J. (2009). Long-term memory for the terrorist attack of September 11: flashbulb memories, event memories, and the factors that influence their retention. Journal of Experimental Psychology: General, 138(2), 161-176.

Week 11	Topic	Readings
Mon, Nov 14	The Reality of Our Memories: Can "bad" memory be a good thing?	Schacter, D. L. (1999). The seven sins of memory: insights from psychology and cognitive neuroscience. American psychologist, 54(3), 182-203.
Wed, Nov 16	*OPAM/Psychonomics* (no class)	N/A

Week 12	Topic	Readings
Mon, Nov 21	*Thanksgiving Break* (no classes)	N/A
Wed, Nov 23	*Thanksgiving Break* (no classes)	N/A

Week 13	Topic	Readings
Mon, Nov 28	Roundtable Discussion: What does it mean to be ourselves?	**Due: Roundtable Assignment**
Wed, Nov 30	Scientific Presentations	N/A

Week 14	Topic	Readings
Mon, Dec 5	Scientific Presentations	N/A
Wed, Dec 7	FINAL REVIEW	N/A

Week 15	Topic	Readings
Mon, Dec 12	*Reading Period* (no classes)	N/A
Mon, Dec 19	Final Exam	N/A

Psychology 3
Cognitive Foundations

Fall 2018
Mon/Wed/Fri 3:00-3:50pm
Warren Lecture Hall 2001

Instructor: Mark W. Schurgin, Ph.D.
Email: mschurgin@ucsd.edu
Office Hours: Tuesdays 11:00am-1:00pm
Office Location: McGill 1330

COURSE GOALS

Cognitive psychology is the scientific study of mental processes: How people gain, store, transform, and use information. The topic covers a wide variety of research areas – from attention and perception to language, memory, and thought.

In general, this course is designed to help you learn: (1) how to turn what may seem like imprecise (but fundamental) questions about the human mind into concrete, empirical questions, and (2) how to properly evaluate evidence to answer these questions. By the end of this course, you'll be able to answer crucial questions about the human mind: How do our perceptual systems process information? What limits our ability to see and remember the world? How can we optimize our own learning?

Accomplishing these goals is both your responsibility and mine. Both the TAs and I are committed to providing thoughtful lectures and exams, being available to answer your questions about the course or anything else psychology-related, and generally doing whatever we can to make the course as worthwhile to you as possible. On your end, I ask that you commit yourself to deeply engaging with the course material and with the assignments outlined in this syllabus.

TEXTBOOK

Reisberg, D. (2015). **Cognition: Exploring the Science of the Mind**, 6th edition. W.W. Norton publishing. (Provided initially for free as an electronic copy).

We have **free electronic access to the textbook provided for the first two weeks of the course by the bookstore**. You can access the book for free through TritonEd. **If you do nothing, then after 2 weeks your student account will automatically be charged $72.30 for continued access to these materials**. However, you can opt out at no cost if you do not wish to have access to the electronic textbook. To opt out:

-Click the RedShelf tool from TritonEd
-Click View Course Materials
-Click the grey opt-out button at the bottom of the page and follow the prompts I'll remind you before the opt-out deadline in case you want to opt-out.

If you don't want to use the electronic copy, feel free to opt out. There are many used editions of the textbook floating around campus and one copy on reserve at the library. The textbook is helpful and test questions *could* come from the textbook but not be covered in class.

SLIDES / AUDIO AVAILABLE ONLINE

This syllabus and lecture slides will be available on the TritonEd site for the course. The slides will be posted after class.

Podcasts (with slides) will be available at http://podcast.ucsd.edu/. You should use podcasts only for reference, or to study – Trust me: listening to podcasts is not an effective replacement for attending lectures.

COURSE REQUIREMENTS

There will be **three in-class midterms** during the quarter and **one cumulative final exam**. All exams will consist primarily of multiple-choice questions and will be based primarily on lectures but could also include material that is only covered in the readings from the textbook.

Each exam will contribute 30% to the final grade. Your lowest midterm score will be dropped. This allows for flexibility, not only if you happen to do poorly on a midterm, but also in the rare circumstance you are unable to attend a midterm due to unforeseen circumstances. **Accordingly, NO make-up exams will be offered** except in very rare circumstances, with proper documentation provided and cleared with me in advance. If your exam is rescheduled to later date, the rescheduled exam will consist of all essay questions instead of multiple-choice. You will need to bring a #2 pencil to each exam. Any challenge to the grading of exams must be submitted in writing within one week of the date exam scores are posted.

7% of your grade will be based on class attendance. This class encourages, assesses, and rewards on-going, in-class engagement with course material. Participation points through iClickers will be awarded starting the second day of class (Oct 1). You must also register your iClicker on TritonEd before class on Oct 1st. If you attempt to answer all questions given in a particular class, you will receive full credit for that class. Each day will count for 0.4% of your course grade (another way of saying this is that the lowest three days will be dropped). By dropping your lowest three days, this builds in flexibility to account for error and special circumstances: student/instructor error, mechanical error, lost clickers, excused/unexcused absences, late adds to the class, emergencies, etc.

3% of your grade will be based on SONA Participation: Students are required to participate in SONA studies (http://ucsd.sona- systems.com). In addition to helping the researchers conducting experiments, you will be helping yourself by gaining insight into how psychology experiments really work; I hope this will encourage you to think more deeply about the experiments we discuss in class. Each SONA credit assigned to PSYC 3 will be worth 1 of the 3 required points. These experiments fill up very quickly at the end of the quarter, so be sure to do your experiments early in the quarter if you want to guarantee you get these points. For questions about SONA and participation in UCSD Psychology experiments, please contact Psychology Student Services Office at Mandler Hall 1553.

EXTRA CREDIT: SONA EXPERIMENTS

You may complete up to an additional 2 hours of SONA (after completing the required 3 hours) for 1% extra credit for each hour (maximum 2%).

POLICY ON LAPTOPS

I strongly prefer students do not use laptops in class. Generally, I have found for most students they are more distracting than useful. If you're taking notes I highly recommend doing so by hand – research shows you'll remember more (and do better on exams) taking notes by hand compared to taking notes by laptop. That said, everyone in this class are adults, and I leave you to make your own honest choices.

ACADEMIC ETHICS

Below is a brief summary of the UCSD Policy on Academic Integrity. But first, let me say something clearly. I have caught students cheating in the past. So to be 100% clear: Nothing upsets me more than cheating. There is no guarantee that I will catch you. But if I do, I will do nothing short of forwarding your case to the appropriate academic bodies, and I will give you an 'F' in the class with no opportunity for redemption. I am a very reasonable person and I don't want this class to bring undue stress or anxiety into your life. I love cognitive psychology, but it does not need to be the most important thing in the world to everybody. **If you are stressed, even if you simply find yourself unexpectedly lost, contact me, and we can always work something out. If you find yourself contemplating cheating because of anxiety, that's probably a sign that you should come talk to me about the class. But if you cheat in any way and I catch you I will not make an exception after the fact.**

Academic integrity includes a commitment to not engage in or tolerate acts of deception, falsification or misrepresentation. Such acts of dishonesty include, but are not limited to, cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet sources without citation, having another student take one's exam, tampering with the work of another student, or facilitating other students' acts of academic dishonesty. Students who are found to be dishonest will receive academic sanctions, such as an "F" grade on the exam. Severe cases or repeat offenses may also result in more severe disciplinary sanctions up to and including suspension or expulsion. For the official Academic Policy: http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2 or you can call (858) 822-2163 for more information.

ACADEMIC ACCOMODATIONS

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to me. The student must present the OSD letter of certification and OSD accommodation recommendation to the appropriate faculty member in order to initiate the request for accommodation in classes, examinations, or other academic program activities. No accommodations can be implemented retroactively. Please visit the OSD website: http://disabilities.ucsd.edu/ for further information or contact the Office for Students with Disabilities at (858) 534-4382 or osd@ucsd.edu.

CLASS SCHEDULE

The following schedule is subject to change. Any assigned activity must be completed *before* the lecture.

Week 1	Topic	Readings
Fri, Sep 28	Introduction to the Course, Cognitive Science — Measuring the Mind	Chapter 3 (85-99)

Week 2	Topic	Readings
Mon, Oct 1	Perception	Chapter 4 (106-108, 128-137)
Wed, Oct 3	Attention (1)	Chapter 5 (141-162) Recommended: "Why We Miss Objects That Are Right in Front of Us" (New York Times)
Fri, Oct 5	Attention (2)	Chapter 5 (163-181)

Week 3	Topic	Readings
Mon, Oct 8	Working Memory (1)	Chapter 6 (185-201)
Wed, Oct 10	Working Memory (2)	Chapter 6 (202-220)
Fri, Oct 12	TA Review Session	N/A

Week 4	Topic	Readings
Mon, Oct 15	EXAM 1	N/A
Wed, Oct 17	Long-Term Memory (1)	Chapter 7 (223-240)

Fri, Oct 19	Long-Term Memory (2)	Chapter 7 (241-260) Recommended: "Why Our Memory Fails Us" (New York Times)

Week 5	Topic	Readings
Mon, Oct 22	Long-Term Memory (3)	Chapter 8 (263-286) Recommended: "You Have No Idea What Happened" (New Yorker)
Wed, Oct 24	Long-Term Memory (4)	Chapter 8 (287-303) Recommended: "The Fiction of Memory" (TED Talk by Elizabeth Loftus)
Fri, Oct 26	TA Review Session	N/A

Week 6	Topic	Readings
Mon, Oct 29	EXAM 2	N/A
Wed, Oct 31	Language (1)	Chapter 10 (345-367)
Fri, Nov 2	Language (2)	Chapter 10 (368-384)

Week 7	Topic	Readings
Mon, Nov 5	Concepts (1)	Chapter 9 (307-326)
Wed, Nov 7	Concepts (2)	N/A

Fri, Nov 9	Visual Knowledge (1)	Chapter 11 (387-404)

Week 8	Topic	Readings
Mon, Nov 12	No Class	Veteran's Day
Wed, Nov 14	TA Review Session	N/A
Fri, Nov 16	EXAM 3	N/A

Week 9	Topic	Readings
Mon, Nov 19	Visual Knowledge (2)	Chapter 11 (405-423) Recommended: "Feats of Memory Anyone Can Do" (TED Talk by Joshua Foer)
Wed, Nov 21	No class	Thanksgiving
Fri, Nov 23	No class	Thanksgiving

Week 10	Topic	Readings
Mon, Nov 26	Decision-making (1)	Chapter 12 (427-440)
Wed, Nov 28	Decision-making (2)	Chapter 12 (441-458)
Fri, Nov 30	Decision-making (3)	Chapter 12 (459-470) Recommended: "Are we in control of our own decisions?" (TED Talk by Dan Ariely)

Week 11	Topic	Readings
Mon, Dec 3	Intelligence (1)	Chapter 13 (475-499)
Wed, Dec 5	Intelligence (2)	Chapter 13 (500-526)
Fri, Dec 7	Final Review	N/A

Week 14	Topic	Readings
Fri, Dec 14	Final Exam (3-6 PM)	N/A