

# Psych 260.002 Fall 2017 Syllabus

Welcome to PSYCH 260.002 Fall 2017

## **Instructor**

Rick O. Gilmore, Ph.D. Associate Professor of Psychology rogilmore AT-SIGN psu PERIOD edu Schedule an appointment <http://gilmore-lab.github.io> <http://www.personal.psu.edu/rog1> Office hours: Monday, 10:15 - 11:15 am.

## **Teaching Assistant**

Jason Feldman jpf5339 AT-SIGN psu PERIOD edu Office hour: Thursdays 1 - 2:00 pm Moore 260

## **Meeting time and location**

MWF 9:05AM - 9:55AM 106 Forest Resources Building

## **About this course**

There is perhaps no more fascinating scientific frontier than the study of the brain and behavior. The goal of this course is to introduce you to the principal methods, theories, and findings of the scientific fields that seek to open this frontier. At the end of the term, you will know more about the following topics:

- how the nervous system is structured and how it functions;
- how the nervous system evolved and develops; and
- how the nervous system influences behavior, thought, action, and emotion.

## ***Required Textbook***

Watson, N.V. & Breedlove, S.M. (2016). The Minds's Machine, 2/E. Sinauer: Sunderland, MA. <http://2e.mindsmachine.com>

## **Web links**

Glossary for the text.

BrainFacts.org from The Society for Neuroscience.

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# Schedule

*W&B refers to the Watson & Breedlove text. Assignments are given in chapter:pages format, e.g., 1:2-19 means read Chapter 1, pages 2-19.*

## Week 1, August 21 - 25

### Mon, Aug 21

- Introduction to the course
- What is a system?
- Assignments
  - Read W&B 1:2-19.
  - Review [https://en.wikipedia.org/wiki/Systems\\_theory](https://en.wikipedia.org/wiki/Systems_theory)
- Materials
  - HTML slides |

### Wed, Aug 23

- History of neuroscience
- Assignments
  - Review <http://www.columbia.edu/cu/psychology/courses/1010/mangels/neuro/history/history.html>.
  - Scan: <https://faculty.washington.edu/chudler/hist.html>
- Materials
  - Lecture notes. | HTML slides |

### Fri, Aug 25

- Levels of analysis; neuroscience methods I
  - Assignments
    - Read: W&B 2:24, 26, 44-49, 3:53, 70-76.
    - Watch: Beautiful 3-D Brain Scans Show Every Synapse
    - Optional
      - \* Grillner, Kozlov, Kotaleski (2005)
      - \* Powers of Ten
  - Materials
    - Lecture notes. | HTML slides |
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## Week 2, August 28 - September 1

### Mon, Aug 28

- Neuroscience methods II.
- Assignments
  - Watch: Magnetic Resonance Imaging Explained
  - Optional: [https://en.wikibooks.org/wiki/Cognitive\\_Psychology\\_and\\_Cognitive\\_Neuroscience/Behavioural\\_and\\_Neuroscience\\_Methods](https://en.wikibooks.org/wiki/Cognitive_Psychology_and_Cognitive_Neuroscience/Behavioural_and_Neuroscience_Methods).
- Materials

- Lecture notes. | HTML slides |

### **Wed, Aug 30**

- Tour of Social, Life, & Engineering Sciences Imaging Center (SLEIC). Meet in lobby of Chandlee Lab

### **Fri, Sep 1**

- Neuroanatomy I
  - Assignments
    - Read W&B: 2:30-43.
  - Materials
    - Lecture notes. | HTML slides |
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## **Week 3, September 4 - 8**

### **Mon, Sep 4**

**Labor Day, NO CLASS**

### **Wed, Sep 6**

- Neuroanatomy II
- Assignments
  - Read W&B: 2:30-43.
  - Read W&B: 2:20-29.
- Materials
  - Lecture notes. | HTML slides |

### **Fri, Sep 8**

- **Quiz 1.** | Answer key |
  - Neuroanatomy III
  - Neuroanatomy Lab
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## **Week 4, September 11 - 15**

### **Mon, Sep 11**

- **MEET in 208 Chambers**
- Neuroanatomy Lab (continued)

### **Wed, Sep 13**

- Cells of the nervous system
- Assignments
  - Read W&B: 2:20-29.
  - Read W&B 3:50-55.
- Materials
  - Lecture notes. | HTML slides |

### **Fri, Sep 15**

- Neurophysiology I
  - Assignments
    - Read W&B 3:55-59.
    - Watch <https://www.youtube.com/embed/PtKAeihnbv0>
  - Materials
    - Lecture notes. | HTML slides |
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## **Week 5, September 18 - 22**

### **Mon, Sep 18**

- Neurophysiology II
- Assignments
  - Read W&B 3:59-69
- Materials
  - Lecture notes. | HTML slides |

### **Wed, Sep 20**

- Neurophysiology III
- Exam 1 review
- Materials
  - Lecture notes. | HTML slides |
  - Study guide. | HTML slides |

### **Fri, Sep 22**

- **Exam 1.**
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## **Week 6, September 25 - 29**

### **Mon, Sep 25**

- Neurochemistry I
- Assignments
  - Read W&B 4:82-86

- Materials
  - Lecture notes. | HTML slides |

### **Wed, Sep 27**

- Neurochemistry II
- Assignments
  - Read W&B 4:82-86
- Materials
  - Lecture notes. | HTML slides |

### **Fri, Sep 29**

- Hormones and the brain
  - Assignments
    - Read W&B 8:208-226
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## **Week 7, October 2 - 6**

### **Mon, Oct 2**

- **Quiz 2.**
- Exam 1 returned.
- **Blog post 1 (of 3) due.**

### **Wed, Oct 4**

- Evolution of the human brain.
- Assignments
  - Read Hofman 2014.

### **Fri, Oct 6**

- Development of the brain
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## **Week 8, October 9 - 13**

### **Mon, Oct 9**

- Development of the adolescent brain

### **Wed, Oct 11**

- Review for Exam 2

**Fri, Oct 13**

- **Exam 2.**
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**Week 9, October 16 - 20**

**Mon, Oct 16**

- Psychopathology I: Schizophrenia.
- Assignments
  - Read W&B 12:338-352.

**Wed, Oct 18**

- Psychopathology II: Bipolar disorder.
- Assignments
  - Read W&B 12:358-359.

**Fri, March 20**

- Topic
    - Psychopathology III: Depression.
  - Assignments
    - Read W&B 12:352-358.
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**Week 10, October 23 - 27**

**Mon, Oct 23**

- Topic
  - Emotion, Happiness, Reward
- Assignments
  - Read W&B 11:310-336

**Wed, Oct 25**

- Fear and Stress

**Fri, Oct 27**

- **Quiz 3.**
  - Exam 2 returned.
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## **Week 11, October 30 - November 3**

### **Mon, Oct 30**

- Sensory systems
- Assignments
  - Read W&B 5:110-121

### **Wed, Nov 1**

- Somatosensation
- Assignments
  - Read W&B 5:121-126; 6:162-164

### **Fri, Nov 3**

- Pain
  - Assignments
    - **Blog post #2 (of 3) due**
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## **Week 12, November 6 - 10**

### **Mon, Nov 6**

- Action
- Assignments
  - Read W&B 5:126-143

### **Wed, Nov 8**

- Action
- Exam 3 review

### **Fri, Nov 10**

- **Exam 3.**
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## **Week 13, November 13 - 17**

### **Mon, Nov 13**

- Audition
- Assignments
- Read W&B 6:144-162

**Wed, Nov 15**

- Vision I
- Assignments
  - Read W&B 7:174-185.

**Fri, Nov 17**

- Vision II.
  - Assignments
    - Read W&B 7:185-207.
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**Thanksgiving Break, November 20 - 24**

**NO CLASSES**

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**Week 14, November 27 - December 1**

**Mon, Nov 27**

- Learning & memory
- Assignments
  - Read 13:368-383
- **Papers or blog post #3 (of 3) due**

**Wed, Nov 30**

- Learning & memory II
- Assignments
  - Read 13:368-383-393

**Fri, Dec 1**

- **Quiz 4.**
  - Exam 3 returned.
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**Week 15, December 4 - 8**

**Mon, Dec 4**

- Speed of nervous system conduction lab



Wed, Dec 6

- Review for Exam 4.

Fri, Dec 8

- The Cerebral Symphony

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## Finals Week, December 11 - 15

Exam 4 TBA

## Evaluation

### Elements

Component	Description	Points
Exams	There will be three (3) in-class examinations, plus a final held during the exam period that is partially cumulative. Each exam is worth 40 points. The top 3 of 4 exam scores will count toward your final grade. You may choose not to take the final.	120
Quizzes	There will be four (4) in-class quizzes. Each quiz is worth 10 points. The top 3 of 4 quiz scores will count toward your final grade.	30
Participation	There are a total of 15 points available by completing <b>EITHER</b> a paper or blog assignment. <i>Blog:</i> You are encouraged to create and maintain a neuroscience-related blog on PSU's blog server, <a href="http://sites.psu.edu">http://sites.psu.edu</a> . You may create up to 3 posts and earn 5 points/post, for a total of 15 possible points. Assignment <i>Paper:</i> You may write a 3-5 pp (double-spaced) news-style paper on a topic related to biological psychology. The paper is worth 15 points. Assignment	15
Extra Credit	<b>TOTAL POINTS POSSIBLE</b> There may be extra credit opportunities provided at random and unannounced times during the semester. Come to class in order to benefit from them.	165

### Grading Scheme

Points	Percent	Grade
165+	100+	A+
155-164	94-99	A
148-154	90-93	A-
143-147	87-89	B+
139-142	84-86	B
132-138	80-83	B-

Points	Percent	Grade
127-131	77-79	C+
115-126	70-76	C
99-114	60-69	D
0-98	<59	F

## Deadlines

Date	What's due/happening
F Sep 1	Quiz 1
F Sep 22	Exam 1
M Oct 2	Quiz 2
M Oct 2	Blog post 1 due
F Oct 13	Exam 2
F Oct 27	Quiz 3
F Nov 3	Blog post 2 due
F Nov 8	Exam 3
M Nov 27	Short paper or Blog post 3 due
F Dec 1	Quiz 4
TBA	Exam 4

## Policies

### Academic Integrity

Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect others dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Sanctions for academic misconduct can include a grade of F for the course as well as other penalties.

Students are responsible for maintaining academic integrity. Violations include cheating on exams, talking to others during exams, looking at another student's test materials or answers during an exam, removing exams from the classroom without consent from the instructor, plagiarizing (do not copy from someone else!), and dishonesty in any aspect of course participation.

When you complete assignments, remember the **ABCs** to avoid plagiarism: **A**lways place copied information within quotation marks, include information about the quoted or paraphrased source in a **B**ibliography, and **C**ite the source in the body (in the text) of your paper immediately after the quoted or paraphrased information. When in doubt, cite in the text and include the source in a bibliography.

### Late, missed or make-up assignments

#### Exams

Make-up exams may be permitted under unusual circumstances such as (a) an interview for graduate school or a job, (b) illness, (c) religious observance, (d) the death of a family member, or (e) any other event recognized by the university as a valid excuse for absence from class.

If you must miss class on the day an exam is scheduled, you must do the following:

1. Contact the TA or the instructor by telephone, email, or in person in advance of the exam. Twenty-four hours notice is expected. If you do not contact the TA or instructor in advance, it is possible that you may not be able to schedule a make-up exam.
2. Arrange with the TA or instructor to take a make-up exam as soon as possible, but no later than one (1) week following the date of the scheduled exam. It is your responsibility, not the TA's or the instructor's to schedule an approved make-up exam in a timely way.

## **Quizzes**

No make-up quizzes will be given except under unusual circumstances. You may ask for a copy of the quiz for studying purposes, however.

## **Accommodation for persons with disabilities**

Penn State welcomes students with disabilities into the University's educational programs. Please refer to the information provided by Student Disability Resources (SDR) at <http://equity.psu.edu/student-disability-resources/> for information about the procedures required to obtain reasonable accommodations in this course. Students should discuss SDR-approved accommodations with their instructor as early in the semester as possible, even if they have taken another course with the instructor. Please note: students are not required to provide their instructor with information about the nature of their condition.

Penn State students are also welcome to contact other units for assistance with personal concerns that interfere with academic progress, including: Counseling and Psychological Services (CAPS; <http://studentaffairs.psu.edu/counseling/>), the Office of Student Affairs (<http://studentaffairs.psu.edu/>), Career Services (<http://studentaffairs.psu.edu/career/>), the Center for Women Students (<http://studentaffairs.psu.edu/womenscenter/>), the LGBTQA Student Resource Center (<http://studentaffairs.psu.edu/lgbtqa/>), the Office of Sexual Misconduct Prevention and Response (<http://titleix.psu.edu/>), Penn State Educational Equity (<http://equity.psu.edu/>), the Multicultural Resource Center (<http://equity.psu.edu/mrc/>), and University Health Services (<http://studentaffairs.psu.edu/health/>).

## **Nondiscrimination Statement**

The Pennsylvania State University is committed to equal access to programs, facilities, admission and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated.

Direct all inquiries regarding the nondiscrimination policy to:

Dr. Kenneth Lehrman III Vice Provost for Affirmative Action Affirmative Action Office The Pennsylvania State University 328 Boucke Building University Park, PA 16802-5901 Email: [kfl2@psu.edu](mailto:kfl2@psu.edu) Tel (814) 863-0471

## **Diversity Statement**

This classroom is a place where you will be treated with respect. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Penn State is committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others as stated in Policy AD29 Statement on Intolerance.

## Mandated Reporting Statement

Penn State's policies require me, as a faculty member, to share information about incidents of sex-based discrimination and harassment (discrimination, harassment, sexual harassment, sexual misconduct, dating violence, domestic violence, stalking, and retaliation) with Penn State's Title IX coordinator or deputy coordinators, regardless of whether the incidents are stated to me in person or shared by students as part of their coursework. For more information regarding the University's policies and procedures for responding to reports of sexual or gender-based harassment or misconduct, please visit <http://titleix.psu.edu>.

Additionally, I am required to make a report on any reasonable suspicion of child abuse in accordance with the Pennsylvania Child Protective Services Law.

## Penn State Principles

The Pennsylvania State University is a community dedicated to personal and academic excellence. The Penn State Principles were developed to embody the values that we hope our students, faculty, staff, administration, and alumni possess. At the same time, the University is strongly committed to freedom of expression. Consequently, these Principles do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will voluntarily endorse these common principles, thereby contributing to the traditions and scholarly heritage left by those who preceded them, and will thus leave Penn State a better place for those who follow.

**I will respect the dignity of all individuals within the Penn State community.** The University is committed to creating and maintaining an educational environment that respects the right of all individuals to participate fully in the community. Actions motivated by hate, prejudice, or intolerance violate this principle. I will not engage in any behaviors that compromise or demean the dignity of individuals or groups, including intimidation, stalking, harassment, discrimination, taunting, ridiculing, insulting, or acts of violence. I will demonstrate respect for others by striving to learn from differences between people, ideas, and opinions and by avoiding behaviors that inhibit the ability of other community members to feel safe or welcome as they pursue their academic goals.

**I will practice academic integrity.** Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accordance with the University Code of Conduct, I will practice integrity in regard to all academic assignments. I will not engage in or tolerate acts of falsification, misrepresentation or deception because such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

**I will demonstrate social and personal responsibility.** The University is a community that promotes learning; any behaviors that are inconsistent with that goal are unacceptable. Irresponsible behaviors, including alcohol or drug abuse and the use of violence against people or property, undermine the educational climate by threatening the physical and mental health of members of the community. I will exercise personal responsibility for my actions and I will make sure that my actions do not interfere with the academic and social environment of the University. I will maintain a high standard of behavior by adhering to the Code of Conduct and respecting the rights of others.

**I will be responsible for my own academic progress and agree to comply with all University policies.** The University allows students to identify and achieve their academic goals by providing the information needed to plan the chosen program of study and the necessary educational opportunities, but students assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements. I will be responsible for seeking the academic and career information needed to meet my educational goals by becoming knowledgeable about the relevant policies, procedures, and rules of the University and academic program, by consulting and meeting with my adviser, and by successfully completing all of the requirements for graduation.

## **Penn State Values**

**Integrity:** We act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.

**Respect:** We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.

**Responsibility:** We act responsibly, and we are accountable for our decisions, actions, and their consequences.

**Discovery:** We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.

**Excellence:** We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.

**Community:** We work together for the betterment of our University, the communities we serve, and the world.