

PSYCH 260.001 2019 Spring Syllabus

Welcome to PSYCH 260.001 Spring 2019 (Course #17258)

Instructor

Rick O. Gilmore, Ph.D. Associate Professor of Psychology rogilmore AT-SIGN psu PERIOD edu 114 Moore Building

Schedule an appointment gilmore-lab.github.io www.rick-gilmore.com

Teaching Assistant

Courtney Gray cxg428 AT-SIGN psu PERIOD edu Office hours: Wed 1-2 PM 441 Moore Building

Meeting time and location

Tues and Thursday 10:35 AM - 11:50 AM 260 Willard 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

Breedlove, S.M., & Watson, N.V. (2018). Behavioral Neuroscience (8E). Oxford University Press.

Web links

BrainFacts.org from The Society for Neuroscience.

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Schedule

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

Week 1, January 7 - 11

Tuesday, January 8

- Topics
 - Introduction to the course
 - What is a system?
- Assignments
 - Read: B&W 1:2-19.
 - Review: https://en.wikipedia.org/wiki/Systems_theory
 - 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 |

Thursday, January 10

- Topics
 - History of neuroscience
 - Levels of analysis
 - Neuroscience methods I
 - Assignments
 - Read: B&W 1:1-21; 2:51-57; 3:88-92.
 - Watch: Beautiful 3-D Brain Scans Show Every Synapse
 - Optional:
 - * Grillner, Kozlov, Kotaleski (2005)
 - Materials
 - Lecture notes. | HTML slides |
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Week 2, January 14 - 18

Tuesday, January 15

- Topics
 - Neuroscience methods II.
- Assignments
 - Read: B&W 2:51-57; 3:88-92.

- Watch: Magnetic Resonance Imaging Explained
- Optional: https://en.wikibooks.org/wiki/Cognitive_Psychology_and_Cognitive_Neuroscience/Behavioural_and_Neuroscience_Methods.
- Materials
 - Lecture notes. | HTML slides |

Thursday, January 17

- Topics
 - Neuroanatomy I
 - Assignments
 - Read B&W: 2:36-51.
 - Materials
 - Lecture notes. | HTML slides |
-

Week 3, January 21 - 25

Tuesday, January 22

- Topics
 - Neuroanatomy II
- Assignments
 - Read B&W: 2:36-51.
- Materials
 - Lecture notes. | HTML slides |

Thursday, January 24

- Topics
 - **Quiz 1**
 - Neuroanatomy III
 - Materials
 - Lecture notes. | HTML slides |
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Week 4, January 28 - February 1

Tuesday, January 29

- Topics
 - Cells of the nervous system
 - How nerve cells compute (Neurophysiology I)
- Assignments
 - Read B&W: 2:25-35.
 - Read B&W: 3:61-66.
- Materials
 - Lecture notes. | HTML slides |

Thursday, January 31

NO CLASS. UNIVERSITY CLOSURE

Week 5, February 4 - 8

Tuesday, February 5

- Topics
 - Neurophysiology II
- Assignments
 - Read: B&W: 3:66-87.
 - Watch: Video about membrane potentials <https://www.youtube.com/embed/PtKAeihnbv0>
- Materials
 - Lecture notes. | HTML slides |

Thursday, February 7

- Topics
 - Neurophysiology III
 - Exam 1 Review
 - Assignments
 - Read B&W 3:59-69
 - Materials
 - Lecture notes. | HTML slides |
 - Study guide
-

Week 6, February 11 - 15

Tuesday, February 12

- Topics
 - ~~Exam 1.~~

Thursday, February 14

- Topics
 - Neurochemistry I
 - Assignments
 - Read B&W 3:79-85.
 - Read B&W 4:95-103.
 - Materials
 - Lecture notes. | HTML slides |
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Week 7, February 18 - 22

Tuesday, February 19

- Topics
 - Neurochemistry II
 - Hormones and the brain
- Assignments
 - Read B&W 4:101-112.
 - Read B&W 5:131-137; 5:143-155.
- Materials
 - Lecture notes. | HTML slides |

Thursday, February 21

- Topics
 - Wrap-up on neurochemistry
 - **Quiz 2.**
 - **Blog post 1 (of 3) due.** | Assignment details |
 - Materials
 - Lecture notes. | HTML slides |
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Week 8, February 25 - March 1

Tuesday, February 26

- Topics
 - Evolution of the human brain.
- Assignments
 - Read B&W 6:163-191.
- Materials
 - Lecture notes. | HTML slides |
 - Exam 2 study guide

Thursday, February 28

- Topics
 - **Exam 2.**
-

Spring Break, March 4 - 8

NO CLASSES

Week 9, March 11 - 15

Tuesday, March 12

- Topic
 - Psychopathology I: Depression & Bipolar disorder
- Assignments
 - Read B&W 16:514-523.
- Materials
 - Lecture notes. | HTML slides |

Thursday, March 14

- Psychopathology II: Schizophrenia.
 - Assignments
 - Read B&W 16:499-514.
 - Materials
 - Lecture notes. | HTML slides |
-

Week 10, March 18 - 22

Tuesday, March 19

- Topics
 - Emotion
 - Happiness & reward
 - Fear & stress
- Assignments
 - Read B&W 15:467-485; 15:488-497.
- Materials
 - Lecture notes. | HTML slides |

Thursday, March 21

- Topics
 - **Quiz 3.**
 - Exam 2 returned. | HTML slides |
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Week 11, March 25 - 29

Tuesday, March 26

- Topics
 - Sensory systems
 - Somatosensation
 - Pain
- Assignments
 - Read B&W 8:229-262.
- Materials
 - Lecture notes. | HTML slides |

Thursday, March 28

- Topics
 - Action
 - Assignments
 - **Blog post #2 (of 3) due.** | Assignment details |
 - Read B&W 11:337-347.
 - Materials
 - Lecture notes. | HTML slides |
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Week 12, April 1 - 5

Tuesday, April 2

- Topics
 - Action II
- Assignments
 - Read B&W 11:347-368.
- Materials
 - Lecture notes. | HTML slides |

Thursday, April 4

- Vision
 - Assignments
 - Read B&W 10:301-321.
 - Materials
 - Lecture notes. | HTML slides |
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Week 13, April 8 - 12

Tuesday, April 9

- Topics
 - Vision II
 - Review for Exam 3.
- Assignments
 - Read B&W 10:321-330.
- Materials
 - Lecture notes. | HTML slides |
 - Exam 3 study guide

Thursday, April 11

- Topics
 - **Exam 3.**
-

Week 14, April 15 - 19

Tuesday, April 16

- Topics
 - Learning & memory
- Assignments
 - Read B&W 17:535-552.
- **Papers or blog post #3 (of 3) due.** | [Blog assignment details](#) | [Paper assignment details](#) |

Thursday, April 18

- Topics
 - Learning & memory II
 - **Quiz 4.**
 - Exam 3 returned.
 - Assignments
 - Read B&W 17:552-565.
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Week 15, April 22 - 26

Tuesday, April 23

- Topics
 - The Cerebral Symphony
 - Speed of nervous system conduction lab

Thursday, April 25

- Topics
 - Review for Exam 4
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Finals Week, April 29 - May 3

Thursday, May 2, 4:40-6:30p, 112 Buckhout

- Exam 4

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 EITHER a paper or blog assignment. <i>Blog:</i> You are encouraged to create and maintain a neuroscience-related blog on PSU's blog server, http://sites.psu.edu . 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	TOTAL POINTS POSSIBLE 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-
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
Th Jan 24	Quiz 1
Th Feb 21	Quiz 2; Blog post 1 due
Th Feb 28	Exam 2
T Mar 21	Quiz 3
Th Mar 28	Blog post 2 due
Th Apr 11	Exam 3
Tu Apr 16	Short paper or Blog post 3 due
Th Apr 18	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/career/>).

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 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.