

PSYCHOLOGY 4130: Physiological and Comparative Psychology

Instructor: Rich Suplita

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Office hours: by appointment

Lecture: MWF 9:05-9:55AM; Room 350 SLC

Lab: (309 Psychology) Call Number 76-527: Tuesday 12:30-1:45p; Call Number 96-528: TR 8-9:15a

Required Text:

Kalat, J. (2006). *Biological Psychology* (9th Ed.) Thompson-Wadsworth: Belmont, CA.

Supplementary readings and discussion questions will be posted to WebCT.

Course Objectives:

The purpose of this course is to extend your knowledge of how the nervous system interfaces its environment to mediate the processes of sensation and perception, to serve cognition and to regulate behavior. We will frequently (and on different levels of analysis) compare and contrast human nervous system function with that of other species. To these ends, we will survey fundamental concepts from a variety of fields including behavioral and cognitive neuroscience, neuroanatomy, psychopharmacology, neurophysiology, neuroendocrinology, evolutionary psychology and clinical psychology. Successful navigation of this course will substantively enhance the student's understanding of the dynamics of brain-environment interactions.

Attendance:

(Class) Attendance is not mandatory per se; however, missing classes can hurt your grade in more ways than one. First, I will **not** provide class materials to students who are absent and lack a valid medical or University-approved excuse. If you miss class for any other reason, you should meet with a classmate to discuss what you missed (and to borrow any auxiliary notes). Second, be careful to note that participation and discussion comprise **one-third of your overall class grade**. For each discussion session, your task will be to carefully contemplate and respond to the questions posted to WebCT (on paper, typed, and double-spaced). You will be expected to share your perspectives with the class regularly, and you may be required to submit your write-ups any given week. You will work in small groups for an end-of-semester report addressing the biological foundations of a prevalent psychological disorder. I will assign groups (based on your individual interests as best I can) and post specific parameters for these presentations within the next few weeks. By the end of spring break, I will post a model on which you may choose to base your presentations. I will encourage group members to "police their ranks" and inform me (confidentially, of course) of any student who is not contributing meaningfully to the completion of the project.

Exams:

There will be two exams: a midterm and a non-comprehensive final. These will be weighted equally. Tests may not be made up except in the event of a documented emergency/exigency. If you know ahead of time that you will be absent for a test, you must make arrangements with me (in person—not by email) to take an alternative version at an earlier time. ***These arrangements must be made at least two calendar weeks before the scheduled date for the exam. No exceptions!***

Credit Breakdown by Percentage of Overall Course Grade:

| | | |
|---------------|--|---------------|
| Class: | Participation (discussions and presentations): | 22.22% |
| | Midterm: | 22.22% |
| | <u>Final Exam:</u> | <u>22.22%</u> |

| | |
|---------------------|-----------------------------------|
| Class Total: | 66.66% (2/3 Overall Grade) |
| Lab Total: | 33.34% (1/3 Overall Grade) |

Final grades will be computed as a **percentage** of total possible points and assigned as follows:

| | |
|-------------|----|
| X > 92 | A |
| 88 > X > 92 | A- |
| 86 > X > 88 | B+ |
| 82 > X > 86 | B |
| 78 > X > 82 | B- |
| 76 > X > 78 | C+ |
| 72 > X > 76 | C |
| 68 > X > 72 | C- |
| 66 > X > 68 | D+ |
| 62 > X > 66 | D |
| 58 > X > 62 | D- |
| Below 58 | F |

Academic Honesty:

All academic work must meet the University's standards contained in "A Culture of Honesty" found in your student handbooks and which may be accessed online at the following URL: http://www.uga.edu/honesty/ahpd/culture_honesty.htm. Students are responsible for informing themselves about those standards before performing any academic work. ***Academic dishonesty of any kind, be it plagiarism, cheating, or turning in work submitted for credit in another course, will not be tolerated!*** Infractions will be reported to the appropriate authority. Please note that I am ethically bound to report any and all instances of academic dishonesty that come to my attention.

Students with Disabilities:

If any student has circumstances requiring special attention or accommodation, please contact me as soon as possible. Your information will be held confidential.

Tentative Schedule: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Unless unforeseen circumstances arise, we will be adhering to the schedule posted on WebCT. Be sure to check at least once each week for updates.

| Date | Topic | Comments |
|-------------------------|---|----------------------|
| 7-Jan | Course Intro; Begin History Lecture | |
| 9-Jan | History of Biological Psychology | |
| 11-Jan | History of Biological Psychology | |
| 14-Jan | Basic Cells of the Nervous System | |
| 16-Jan | How Neurons Communicate | |
| 18-Jan | How Neurons Communicate | |
| 21-Jan | MLK Day: UGA CLOSED | |
| 23-Jan | Basic Functional Neuroanatomy | |
| 25-Jan | Basic Functional Neuroanatomy | |
| 28-Jan | Basic Functional Neuroanatomy | |
| 30-Jan | Overview of Brain Imaging Techniques | |
| 1-Feb | Discussion 1: Mind-Body Relationships | Supp Readings and Qs |
| 4-Feb | Sensory Systems | |
| 6-Feb | Sensory Systems | |
| 8-Feb | Sensory Systems | |
| 11-Feb | Sensory Systems | |
| 13-Feb | Perception and Cognition | |
| 15-Feb | Perception and Cognition | |
| 18-Feb | Movement and Disorders of Movement | |
| 20-Feb | Movie: Brain Transplant | |
| 22-Feb | MIDTERM EXAM | Bring Pencils |
| 25-Feb | Biorhythms and Homeostasis | |
| 27-Feb | Biorhythms and Homeostasis | |
| 29-Feb | Biorhythms and Homeostasis | |
| 3-Mar | Sex and Development | W/D Deadline Tue 4th |
| 5-Mar | Sex and Development | |
| 7-Mar | Sex and Development | |
| 10-Mar to 14-Mar | Spring Break | |
| 17-Mar | Discussion 2: Brain Development and Accountability | Supp Readings and Qs |
| 19-Mar | Emotions | |
| 21-Mar | Emotions | |
| 24-Mar | Learning and Memory | |
| 26-Mar | Learning and Memory | |
| 28-Mar | Discussion 3: Is Sexual Orientation Biologically Determined? | Supp Readings and Qs |
| 31-Mar | Evolutionary and Comparative Psychology | |
| 2-Apr | Evolutionary and Comparative Psychology | |
| 4-Apr | Evolutionary and Comparative Psychology | |
| 7-Apr | Psychopharmacology | |
| 9-Apr | Psychopharmacology | |
| 11-Apr | Discussion 4: The Biological Basis of Sexual Selection | Supp Readings and Qs |
| 14-Apr | Class Presentations and Discussion | |
| 16-Apr | Class Presentations and Discussion | |
| 18-Apr | Class Presentations and Discussion | |
| 21-Apr | Class Presentations and Discussion | |
| 23-Apr | Class Presentations and Discussion | |
| 25-Apr | Class Presentations and Discussion | |
| 28-Apr | Class Presentations and Discussion | |
| 5-May | FINAL EXAM | 8-11am |