

**PHYSIOLOGICAL PSYCHOLOGY**  
**PSYCHOLOGY 314-001**  
**Fall 2019**

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**Class Location:** Alumni Hall 0401  
**Days:** Tuesday and Thursday  
**Time:** 8-9:15  
**Office Hours:** Tues 9:30-10:30 and by appointment  
**Course Notes available on Blackboard**

**Course Objectives:**

This course is designed to provide an understanding of the biology behind behavior, including the structure and function of the brain as related to personality, normal and pathological behavior, and health. Topics to be covered include attention, the sensory systems, memory, mood, emotions, and learning. Methods of studying the central nervous system will be introduced. Ethical issues involving biological psychology will be discussed.

**Course Goals:**

\*To increase understanding of the place of biological psychology in psychology \*To increase understanding of the experimental approaches to brain-behavioral relationships \*To increase understanding of nervous system mechanisms in the control of physiological responses and behavior \*To introduce ethical issues surrounding physiological psychology \*To increase knowledge of drug interactions, brain functioning, and behavior \*To introduce the role of genetics in normal and abnormal brain function \*To introduce the influence of disease or injury on brain function and behavior \*To increase awareness of the relationship between human behavior and neural development.

**Required Readings:**

- James W. Kalat, Biological Psychology, 12<sup>th</sup> Edition, Thomson Wadsworth, 2016

**Workload:**

LOTS of reading, 3 exams (non-cumulative). Don't get behind in your reading or studying!

**Class Demeanor:** This is a challenging class, and most of you are either taking it because you truly enjoy the material or you need it as a pre-requisite for graduate school. As such, I will expect you to act as though you either really enjoy the material or really want to get into graduate school! ☺ That translates into coming to class regularly and being on time, paying attention, demonstrating interest and understanding, asking questions or making appropriate comments during class, coming to see me if you're lost, etc. Many of you will ask me for a letter of recommendation at some point – you want to put yourself in the position to have a good grade and for me to see you as a serious, dedicated student. Look for ways to showcase yourself by participating in class and being able to answer questions!

**Grades:**

**100 points each (300 total) – Exams**

A = 90-100%    B = 80-89.9%    C = 70-79.9%    D = 60-69.9%    F = below 59.9%

**POLICIES**

**Attendance/Tardiness** – I expect you to attend this class regularly and to be on time. I will take attendance regularly at the start of class in order to help myself learn your names and to get a sense of who attends regularly and promptly, however, there will be no official attendance policy this semester. Please note that I've taught this class both with and without attendance policies, and students do, on average, about 1 letter grade better when they have fewer than 4 absences!

**Exams** – You are expected to take exams at the scheduled time. **If you do not, for any reason, you may make up that exam at the same time as the final exam.** Make-up exams may be a different format than the exam used for the rest of the class. Missing the final exam will likely result in a zero on that exam as there is no other time to make it up, so it's imperative that you attend the final exam! Documented cases (**major** illness, jury duty, etc.) **may** be taken into account at the discretion of the professor, **but this is not a given!**

**Extra Credit Opportunities** – This is a challenging class and I will offer a few opportunities for limited extra credit throughout the semester.

- Time Magazine OR Head Transplant Article reflections (choose one!): You will be required to read **either** *What Makes Tees Tick* by Claudia Wallis and Alice Park, from Time magazine (5/10/04) **or** *HEAVEN: The head anastomosis*

*venture Project outline for the first human head transplantation with spinal linkage (GEMINI)* by Sergio Canavero (Surgical Neurology International, 2013) and write a 2 page reflection on how much of the article you understood and what parts you did not understand. This must be a **full** two pages (typed, double spaced, 12 point Times New Roman font, traditional 1-inch margins, and only put your name at the top) and is due on Tues 8/27 at the beginning of class. Then you will be asked to read the article again at the end of the semester and write a full 2 page reflection on what aspects of the article are clearer after having been in this class. This will be due on Thurs 11/14. **You must write BOTH reflections (pre and post) to get any extra credit.** Worth up to 4 bonus points on your final exam.

- **Pop culture article written and oral summary:** You are asked to find a pop culture article (newspaper, website, magazine, etc. – it doesn't have to be a scientific source) that relates to any material from this class. You'll turn in the article plus a one page (full page!) typed summary of the article and how it relates to what you've learned in this class, and give a 1-minute presentation to the class regarding your findings. You must do both the written and oral presentation to receive any credit; you can earn up to 2 points for the written and 2 points for the oral summaries on your final exam. Due Th 11/7.

**Students with Special Needs** – Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siue.edu/access](http://www.siue.edu/access).

## **DEPARTMENT OF PSYCHOLOGY POLICY ON INCOMPLETE GRADES AND WITHDRAWAL**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

**DEPARTMENT OF PSYCHOLOGY WRITING POLICY** - As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: A grade of zero until an acceptable draft is turned in prior to the stated deadline.

**DEPARTMENT OF PSYCHOLOGY POLICY ON PLAGIARISM** - Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper.

Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

**Cancelled Class:** It is a new university policy that should class be cancelled for any reason (e.g., my illness, a snow day, etc.), a substitute assignment be in place to make up for the missed class period. If class is cancelled for any reason this semester, I would ask you to spend the class time watching one of these two youtube videos and writing a reflection paper on it. You can pick which video you watch; should class be cancelled a second time, then you would watch and write paper on the other video. Hopefully class would not be cancelled three times, but in that case we will make arrangements at that time.

- Video 1: How does your memory work? Biological psychology documentary. 49 minutes.  
[http://www.youtube.com/watch?v=OT3hyxShe\\_8](http://www.youtube.com/watch?v=OT3hyxShe_8)
- Video 2: Behavioral Neuroscience. Sex differences in brain and behavior. 44 minutes.  
<http://www.youtube.com/watch?v=IP8Ocufl8vI>

**Twitter:** Our department’s Twitter page (@SIUEpsychology) is a great way to get announcements, find out what is happening in the department, and learn more about recent psychology news.

**Approximate Schedule\*:** \*Schedule (including exams!) may change at the discretion of the instructor

<b>Date</b>	<b>Topic for Today</b>	<b>Please Read for Today or Due Today:</b>
8/20	Welcome and Introduction to the Class	
8/22	Basic Issues	Introduction, Appendix A, Module 4.1 (Genetics)
8/27	Basic...continued	1 <sup>st</sup> Time Magazine or Surgical Journal Article summary due (optional – extra credit)
8/29	Nerve Cells and Nerve Impulses	Chapter 1
9/3	Nerve Cells...continued	
9/5	Synapses	Chapter 2
9/10	Synapses...continued	
9/12	Anatomy of the Nervous System	Chapter 3
9/17	Anatomy...continued	
9/19	<b>Catch up, Review, and Surprise Day</b>	
9/24	<b>Exam 1 on Introduction, Chs 1, 2, 3, and module 4.1</b>	
9/26	Development and Plasticity of the Brain	Ch 4: Modules 4.2 and 4.3
10/1	Development...continued	
10/3	<b>Movie Day - Vision</b>	
10/8	Vision	Chapter 5
10/10	Vision...continued	
10/15	Movement	Chapter 7
10/17	Movement...continued	
10/22	<b>Catch up and Review Day</b>	
10/24	<b>Exam 2 on Modules 4.2, 4.3 and Chapters 5, 7</b>	
10/29	Emotional Behaviors	Chapter 11

10/31	Emotions...continued,	
11/5	Wrap up Emotions, start Learning and Memory	Chapter 12
11/7	Extra Credit Day – Oral summaries of pop culture articles	Pop culture article – written and oral summary due (optional – extra credit)
11/12	Learning...continued	
11/14	Learning...continued	2 <sup>nd</sup> Time Magazine or Surgical Journal Article summary due (optional – extra credit)
11/19	Psychological Disorders	Modules 14.2, 14.3, and 14.4
11/21	Psychological...continued	
11/26	No School – Thanksgiving Break	
11/28	No School – Thanksgiving Break	
12/3	Psychological...continued	
12/5	<b>Catch up and Review Day</b>	
TUES 12/10 8 AM	<b>Final Exam on Chapters 11, 12 and modules 14.2, 14.3, and 14.4</b>	