# PSY 450.1 (1196) – Physiological Psychology

**Class Hours:** Fall 2017, Mondays 8:00-11:40 am, Stevenson 3046  
**Instructor:** Dr. Michael DeBellis  
**Contact info:** debellis@sonoma.edu  
**Office Hours:** Mondays by appointment  
**Text:** Behavioral Neuroscience, 8th Edition. (Breedlove, Rosenzweig & Watson)  
**Website:** neuropsychologysketches.com

**TA contact info:**  
Alexandra Theodorou: theodoro@sonoma.edu,  
707-206-1673 (txt)  
Erika Dittmore: dittmore@sonoma.edu,  
925-353-8846 (txt)

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<th>Week</th>
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| 1    | 8/28/17  | Introduction: Scope and Outlook  
- Begin covering Chapter 2                                                | 1       |
| 2    | 9/4/17   | **Labor Day – No Lecture**                                              |         |
| 3    | 9/11/17  | Functional Neuroanatomy (pp. 24-50)  
- 3-D Stereoscopic Brain Atlas                                            | 2       |
| 4    | 9/18/17  | Neurophysiology (pp. 58-79)                                            | 3       |
| 5    | 9/25/17  | The Chemical Bases of Behavior                                         | 4       |
| 6    | 10/2/17  | Hormones and the Brain  
- Watch: National Geographic Portrait of a Killer                      | 5       |
| 7    | 10/9/17  | Evolution of Brain and Behavior  
- Watch: Are we just another Primate                                      | 6       |
| 8    | 10/16/17 | Sensory Processing (pp. 216-234)                                       | 8       |
| 9    | 10/23/17 | Motor Control and Plasticity                                           | 11      |
| 10   | 10/30/17 | Emotions Aggression and Stress  
- Microexpression Training                                                  | 15      |
| 11   | 11/6/17  | Psychopathology I                                                      | 16      |
| 12   | 11/13/17 | Psychopathology II                                                     | 16      |
| 13   | 11/20/17 | Learning and Memory (pp. 526-546) (Loftus video)                       | 17      |
| 14   | 11/27/17 | Language and Hemispheric Asymmetry                                    | 19      |
| 15   | 12/4/17  | Language and Hemispheric Asymmetry and review                           | 19      |
| 16   | 12/11/17 | Final Quiz                                                            |         |
Required:

1. **Quizzes:** We can have anywhere between three and six quizzes over the course of the semester and your best three scores will be averaged to determine your grade. All quizzes will be cumulative and unannounced and may cover the assigned reading; therefore, reading assigned chapters prior to corresponding lectures is mandatory in order to pass. **Many quizzes will require the use of a green Scantron form, so bring one to each class and expect a pop quiz when you arrive.**

2. **Attendance/participation:** While showing up to class doesn’t necessarily provide you with points, failure to attend can detract points from your grade. **Missing three classes will result in an automatic failure in this course.** Disruptive behavior will result in an absence. Disruptive behavior includes, but is not limited to speaking out without being recognized, snubbing me or others, interrupting other speakers, engaging in erratic or irrational behavior, distracting others from the subject matter at hand, behaving in a manner that distracts the class from subject matter and engaging in harassing or threatening behavior or personal insults. Using your smartphone, computer, tablet to enjoy social media, or failing to participate in a group during group exercises, and trying to audio- or video-record my lectures are also grounds for retracting attendance points. If anyone is caught using their iPhones or computers for leisure activities (i.e., Facebooking, Tweeting, texting, watching YouTube videos) during my lecture then no laptops, cell phones or tablets can be brought to class by anyone. If that happens, if you have one, hide it. While I cannot monitor what people are doing on their phones or laptops, I can prevent them from recording lectures, surfing the internet and texting during class by taking away class participation for the entire class when someone uses one of those devices. If you find that one of your neighbors is engaging in disruptive behavior, please email me or speak to me directly after class. I assure you that your privacy will be protected. It is helpful for me to understand when students aren’t achieving their goals, especially if they are coming to class to surf the internet.

Missing three lectures (regardless of reason) or group exercises will result in an automatic failure of the class. Finally, perfect attendance is not in itself sufficient to pass this class. If you are forced to miss a class, notify me beforehand via email at debellis@sonoma.edu. For university policy regarding disruptive behaviors read [http://www.sonoma.edu/UAffairs/policies/Disruptive.html](http://www.sonoma.edu/UAffairs/policies/Disruptive.html). More eloquently stated “Active and effective teaching depends in part on active learning and participation by the student. To maximize your possible gains from the course, it is essential to do the readings fast, continuously ahead of the lectures. Failure to keep up with the readings costs you the right to a stimulating course: don't expect a good course from me if you don't keep your part. Cramming reserved for the exams assures an unsatisfactory class experience. It guarantees intellectually boring (or merely showy) lectures, demoralizes me and you both, prohibits your active participation, and ultimately raises questions about...
why you are paying tuition... In contrast, if you can listen and ask questions informed by the readings, class can become a sometimes creative experience and at least should extinguish neither of us on the educational process.” — Walter Mischel

Grading:
Your final grade will be the average of your three highest quiz scores. If you would like to compute your grade, add the percentage earned for your three highest scores, and divide that sum by three. Then add any extra credit earned, and subtract points for unexcused absences. I will demonstrate how to do this on the first day of class.

\[
\frac{45\% + 90\% + 80\% + 95\% + 50\% + 70\%}{3} = \frac{265}{3} = 88.3\% = B+
\]

Extra Credit:
Up to two percentage points will be added to your final grade if you participate in research and provide verification at the end of the semester. For instance, if you earned a 92% in the course, participation in two research studies would raise that score to a 94%. This would raise the grade from an A- to an A. It is recommended that you complete participation in research early in the semester to ensure credit. Additional extra credit opportunities will be provided in various formats. (i.e., emotional training exercises and in class participation). Please abstain from asking me to give you an extra credit project at the end of the semester such as a paper.

Format:
Class will be conducted using a lecture format. I will present using PowerPoint presentations to guide lectures. These presentations can be made available to students through the use of Moodle. I recommend purchasing a three-prong binder to house PowerPoint presentations. You can then take notes on them to expedite my lectures. Your grade will be the product of class quizzes, class attendance and extra credit. I do not offer alternative curriculum for students who can not make it to class; for instance, you can’t write papers in replace of attending class. Again, I may not allow the use of computers or cellular telephones in or during my class depending upon participation. If you are having trouble with the format of the class, please speak with me after class, or reach out to one of my teaching assistants. If enough interest is raised, my three teaching assistants may lead study groups.

Class Goals:
As technology grows, we have an enriched appreciation for how biology exerts it’s influence on human behavior. While the results are often confusing, they have profound implications for everyone, not just doctors, lawmakers and social reformists. When embarking on this journey, students take on the monumental tasks for conceptualizing our physiological underpinnings in order to make sense of the word we inhabit. We will study classic as well as contemporary research to understand the relevance of neuroanatomy, neurochemistry, neuropathology. Focus will be placed on the intertwined relationship between behavior and biology. The first half of the course typically centers around biochemistry, anatomy and neurophysiology, while the second is more focused on
behavioral correlates. Many of these behaviors are of a clinical nature. After completing this class, students will have a set of useful skills for therapists and citizens alike. You are encouraged to apply these ideas to both private and professional issues as you are faced with them. Since this is a demanding topic, there will also be a strong focus on utilizing mnemonic strategies to manage jargon-laden coursework. Your three teaching assistants will also be available to help you understand the material. They were chosen especially for their outstanding performance in this class during previous semesters.

Department Learning Goals

1. Be familiar with the major concepts, theories, and perspectives in psychology;
2. Be able to apply psychological theories, concepts and principles to individual experience as well as to broader social issues and social systems;
3. Be able to reflect on personal experience in the light of psychological knowledge;
4. Be able to recognize and understand the complexity of cultural diversity, in light of psychological knowledge.
5. Be able to understand and apply basic research methods in psychology and the social sciences.
6. Be able to demonstrate skills that promote behavioral change at the individual, organizational, and community levels.
7. Be able to utilize mnemonic strategies to manage jargon-laden coursework.

Students with Special Needs:

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disabled Student Services, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

University Policies: [http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml](http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml)