

Mind and Brain (Psychology 201)

Professor J. Freyd

/Syllabus Version January 5, 1999/

University of Oregon

Winter 2000

Tuesdays and Thursdays 11:00am – 12:20pm; 180 PLC; CRN 24884; 4 credits

Prerequisites: None

Course Web Site: <http://blackboard.uoregon.edu/courses/PSY201JJF/>

*Please Note: You will learn how to log-on to this web site in your first discussion team meeting.

This syllabus is dated 5 January 2000. Changes made from the previous versions dated 7 December, 1999 and 14 December, 1999 are noted in red.

For a list of these changes, please see the "Syllabus Updates" file in the "Course Information."

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Overview

This course is an introduction to psychological research methods, brain physiology, neuroanatomy, perception, memory, learning, and cognition. This course emphasizes gaining hands-on experience with psychological phenomena and critically thinking about research and theory in psychology.

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Course Requirements

The course requirements include doing the reading, attending lecture and discussion sections, completing the writing assignments on time, participating in in-class discussion and exercises, using and participating in the interactive course web site, and taking the quizzes.

Contact Hours and Class Attendance

We will meet each Tuesday and Thursday 11:00-12:20 in 180 PLC and your attendance is expected.

You are also required to meet with your discussion teams each week at

the time you have registered for discussion sections. Over the course of the term, these discussion teams will be in friendly competition. Each week, one discussion team will win exciting and fabulous prizes for their achievement in one aspect of the class. For instance, one week, prizes may be rewarded for the discussion team that participated most enthusiastically in class. Another week, prizes may go to the discussion team that achieved the highest average quiz scores that week. Although the winning discussion team will earn great honor and pride from winning, this inter-team competition will not directly affect your grade in this class.

In addition, this class includes an on-line component utilizing the course web site. Your participation in this part of the class will be graded by your completion of short electronic assignments and contributing to posted discussions.

Required Readings

Readings are assigned on a weekly basis. "Focus" readings are required; you will be tested on these readings in class quizzes. "Background" readings are strongly recommended; they will help you comprehend focus readings as well as classroom lectures and demonstrations. Readings are to be completed ***BEFORE*** the Tuesday class meeting for which they are assigned. There is one required text book and one required packet of readings, available for purchase at the book store.

Required Text: Westen, Drew (1999) /Psychology: Mind, Brain, & Culture , Second Edition. /New York: John Wiley & Sons, Inc.

Required Course Packet: Course Packet for Psychology 201: Mind and Brain

Research Participation

In order to receive credit for this course, you must participate in 4 experiments offered through the Department of Psychology. Students who do not wish to participate in experiments have the option of writing a paper on a topic of their choice. If you do not fulfill this requirement, either through participation or by writing a paper, you will receive an incomplete for this course. You will receive more information about this requirement during the second week of class.

Grading Overview

Your grade will be computed by combining your scores in the following overall categories for a total of 200 points:

Points

Course Work

120

Quizzes (each quiz worth 20 points; add together best 6 of 8 quiz grades)

50

Writing Assignments (Short assignments worth 5 points; Slightly longer assignments worth 15 points; peer evaluations worth 5 points)

30

In-Class and Electronic Participation

200

Total

Final letter grades will be approximately determined from point totals as follows:

Points

***Letter grade*_ _**

180-200

A

160-179

B

140-159

C

120-139

D

Below 120

F

Based on the actual distribution of final grades, this criterion might be relaxed, but not stiffened. Plusses and minuses will be used for performance near the edge of a range.

Grading and Requirements – More Details

Quizzes -120 points

EIGHT Quizzes will be given. Each quiz will be worth 20 points. Your SIX

highest quiz scores will be added together to determine your total quiz

score. Because you may drop two of your quiz grades, there will be NO MAKE-UP quizzes. The quizzes will be challenging. They will be structured to assess your knowledge of the readings, in-class films and

lectures, and class discussions. The format will be multiple choice. The

questions will primarily pertain to the readings assigned for the week immediately preceding the quiz. Other questions will pertain to classroom discussion, lecture, and/or demonstrations. In order to test your cumulative knowledge of the material, some questions from previous

quizzes will also appear.

Writing Assignments – 50 points

There will be a total of five writing assignments over the course of the term. These assignments will be announced in discussion team meetings and will appear on the course web site. For each assignment, there are 2 or 3 different options to choose from. Only choose ONE of these to complete and turn in. However, it would be extremely helpful for you to think about the other options in preparation for quizzes.

/Short Writing Assignments (5 points each):/

Three of the writing assignments are short. They involve either going to a web site and answering questions about it, or responding to brief questions about the focus readings. Although these assignments are short, they do involve critical thought on your part. The short assignments can be typed or hand written.

/Slightly Longer Assignments (15 points each):/

Two of the writing assignments are slightly longer. They involve responding to a series of questions about the course material (text, focus readings, background readings) in a thoughtful, well-organized, 2 to 3 page paper.

/Format for Writing Assignments:/

On each assignment, make sure to include (either on a cover sheet or at the top of the paper) the following information:
Your Name
Your Student I.D.
Name of the Class (Psychology 201: Mind and Brain)
Discussion Team Day and Time
Discussion Leaders Name

/Peer Review of Slightly Longer Writing Assignments (5 pts.):/

For the slightly longer writing assignments, you will exchange papers with another person in your discussion team. This person will read your paper, and grade it according to criteria given in class. Likewise, you will grade the other person's paper. These evaluations have to be done ***BEFORE*** the papers are turned into the discussion team leader. The other person will see all of your thoughtful written comments, but

they
WILL NOT see the actual grade you assign the paper. Your evaluation of
your partner's second slightly longer assignment will be graded (out
of
5 points). You will receive more information about these evaluations
in
your discussion team.

/Turning in Writing Assignments/

Short assignments are due ONE WEEK after they are announced in your
discussion team meeting. Slightly longer assignments (with peer
evaluation completed) are due TWO WEEKS after they are announced.
These
assignments should be turned into your discussion team leader AT THE
BEGINNING of the meeting time. If you need to turn in the assignment
at
another time, please give it to the psychology department secretary in
Straub Hall Room 131 no later than *4:00pm*. The secretary will put it
in the box of your discussion team leader, so make sure the leader's
name is on your assignment! Short assignments will be marked down 1
point for every late day. Slightly longer assignments will be marked
down 3 points for every late day.

/Grading of Writing Assignments/

Short assignments will be returned to you one week after they are
turned
in. The first slightly longer assignment will be returned to you two
weeks after it is turned in. The second slightly longer assignment
will
be available from your discussion team leader.

In-Class and Electronic Participation – 30 points

/In-Class Participation (15 pts.):/

Your in-class participation will be assessed during your discussion
team
meetings. Therefore, attendance at these meetings is essential to your
success in this class. Throughout the term, you will engage in both
individual and group activities in your discussion teams. In the case
of
group activities, group members will evaluate the performance of each
person in the group (including themselves). These evaluations will be
confidential and turned into the discussion team leader. No one except
the team leader will know how many points you assigned to yourself and
other people in your group. These group member evaluations will
calculate into your in-class participation grade.

/Electronic Participation (15 pts.):/

The web site for this course was constructed using "BlackBoard CourseInfo" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, descriptions of all writing assignments, practice quizzes, on-line discussions, links to relevant web sites, and much, much more! As you can imagine, this web site will be a very useful tool

for you in learning the material for this class, and in further exploring topics you find interesting. Over the course of the term, there will be 2 very short assignments that require you to use the web site. These assignments will be worth 5 points each and will be graded on a pass/fail basis. If you do not complete a short electronic assignment by the time it is due, you will not receive the 5 points.

In

addition, we require that you participate at least 3 times in on-line discussions for your team. Your discussion participation is worth 5 points and will be graded on a pass/fail basis. If you do not participate in discussions at least 3 times over the course of the term,

you will not receive the 5 points. Particularly good content in discussion participation will receive extra credit.

You will learn how to log-on to the course web site in your first discussion team meeting. In addition, there is further support available

from the BlackBoard Help Person, Bayta Maring

(bmaring@darkwing.uoregon.edu <<mailto:bmaring@darkwing.uoregon.edu>>).

She will be happy to answer any questions you might have about this software.

Additional Notes

Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on

student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the

instructor before you complete any relevant requirements of the course.

(Text adopted here as recommended from the UO web site regarding

academic honesty at: <http://darkwing.uoregon.edu/~conduct/>).

Students with Directory Restricted Access

This course includes required on-line participation (electronic mail). If you have restricted access to your directory information and wish to have special arrangements made for this course, please notify the instructor immediately.

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, hgerdes@oregon.uoregon.edu <<mailto:hgerdes@oregon.uoregon.edu>>]

Weekly Schedule of Topics, Readings, Assignments, and Deadlines

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Week 1: Intro overview

Focus Reading due by January 5: Provine (1996); Westen CHAPTER 1

Background: Harris (1999)

Discussion Teams: NO MEETINGS THIS WEEK

Quiz: No Quiz this week

Week 2: Research Methods, Statistics, & Ethics

Focus Reading due by January 11: Woodward & Goodstein (1996); Westen CHAPTER 2

Background: Stein (1988)

Discussion Teams: Learn how to use course web site (in-class).

Quiz: No Quiz this week

***By the end of week 2, you should have enrolled on the Blackboard Web**

Site!*

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Week 3: Biological Bases

Focus Reading due by January 18: Garraghty et al. (1998); Westen
CHAPTER 3

Background: Whalen (1998)

Discussion Teams: First short writing assignment due *AND* Short
electronic assignment due.

Quiz: Quiz #1, Tuesday, January 18

Week 4: Sensation & Perception:

Focus Reading due by January 25: Massaro & Stork (1998); Westen
CHAPTER 4

Background: Barinaga (1977)

Discussion Teams: Second short writing assignment due.

Quiz: Quiz #2, Tuesday, January 25

Week 5: Learning & Memory:

Focus Reading due by February 1: Hearst (1991); Westen CHAPTER 5

Background: Wasserman (1995)

Discussion Teams: Third short assignment due AND First slightly longer
assignment assigned.

Quiz: Quiz #3, Tuesday, February 1

Week 6: Learning & Memory:

Focus Reading due by February 8: Freyd (1999); Westen CHAPTER 6

Background: Eich et al (1997); Freyd (1994); Freyd (1998)

Discussion Teams: Remember peer review of slightly longer assignment
AND short electronic assignment due.

Quiz: Quiz #4, Tuesday, February 8

Week 7: Mental Imagery & Thought

Focus Reading due by February 15: Finke (1986); Westen CHAPTER 7

Background: Spellman & Mandel

Discussion Teams: First slightly longer assignment due AND Second slightly longer assignment assigned.

Quiz: Quiz #5, Tuesday, February 15

Week 8: Thought & Language

Focus Reading due by February 22: Krauss (1999); Westen CHAPTER 7

Background: Meier (1991); Pennebaker (1997)

Discussion Teams: Remember peer review of slightly longer assignment

Quiz: Quiz #6, Tuesday, February 22

Week 9: Intelligence & Creativity

Focus Reading due by February 29: Sternberg (1996); Westen CHAPTER 8

Background:None this week

Discussion Teams: Second slightly longer assignment due.

Quiz: Quiz #7, Tuesday, February 29

Week 10: Consciousness

Focus Reading due by March 7: Winson (1990); Westen CHAPTER 9

Background: Lewis (1995)

Discussion Teams: Consciousness Discussion

Quiz: Quiz #8, THURSDAY, March 9

Course Packet Contents

Provine, R. R. (1996) Laughter. /American Scientist, 84, /(1), 38-45.

Harris, C.R. (1999) The Mystery of Ticklish Laughter, /American Scientist, 87,/ (4) 344-351.

Woodward, J. & Goodstein, D. (1996) Conduct, misconduct, and the structure of science. /American Scientist, 84, /479-490.

Stein, G.J. (1988) Biological science and the roots of Nazism,/ American Scientist, 76,/ (1), 50-58.

Garraghty, P.E., Churchill, J.D., & Banks, M. K. (1998) Adult neural plasticity: Similarities between two paradigms. /Current Directions in Psychological Science, 7, /(3), 87-91.

Whalen, P.J. (1998) Fear, vigilance, and ambiguity: Initial neuroimaging studies of the human amygdala. /Current Directions in Psychological Science,, 7, /(6), 177-188.

Massaro, D.W. & Stork, D.G. (1998) Speech recognition and sensory integration, /American Scientist, 86,/ 236-244.

Barinaga, M. (1977) Visual system provides clues to how the brain perceives, /Science, 275,/ 1583-1585.

Hearst, E. (1991) Psychology and nothing, /American Scientist, 79, /(5), 432-443.

Wasserman, E.A. (1995) The conceptual ability of pigeons. /American Scientist, 83, /(3), 246-255.

Freyd, J.J. (1999) Blind to betrayal: new perspectives on memory for trauma. /Harvard Mental Health Letter, 15,/ 12, 4-6.

Eich, E., Macaulay, D., Lowenstein, R.J., & Dihley, P.H. (1997). Memory, amnesia, and dissociative identity disorder. /Psychological Science, 8, /417-422.

Freyd, J.J. (1994). Betrayal-trauma: Traumatic amnesia as an adaptive response to childhood abuse. /Ethics & Behavior, 4,/ (4), 307-329.

Freyd, J.J. (1996) Science in the Memory Debate. /Ethics & Behavior, 8, /(2), 101-113.

Finke, R.A. (1986) Mental imagery and the visual system. /Scientific American, 254,/ 88-95.

Spellman, B.A. & Mandel, D.R. (1999) When possibility informs reality: Counterfactual thinking as a cue to causality, /Current Directions in Psychological Science, 8, /(4), 120 - 123.

Krauss, R. M. (1998) Why do we gesture when we speak? /Current Directions in Psychological Science, 7, /(2), 54-60.

Meier, R.P. (1991) Language acquisition by deaf children. /American Scientist, 79,/ (1), 61-70.

Pennebaker, J.W. (1997) Writing about emotional experiences as a therapeutic process. /Psychological Science, 8,/ 162-166.

Sternberg, R.J. (1996) Myths, countermyths, and truths about intelligence. /Educational Researcher, 25, /(2), 11-16.

Winson, J. (1990) The meaning of dreams. /Scientific American, 263, /(5), 86-96.

Lewis, M. (1995) Self-conscious emotions. /American Scientist, 83, /(1), 68-78.