

PSY 450/550: Hormones and Behavior

Spring 2019

CRN: 35833/35834

Instructor: Theodore A. Bell

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Office Hours: Monday 10:30-11:30, 1:00-1:30 Wed 10:30-11:30, & by appointment. Please arrive at the beginning of office hours unless otherwise scheduled.

Teaching Assistants for: Sarah Donaldson (sdonalds@uoregon.edu)

Course Meeting Times: Mon & Wed 8:30-9:50 **Location:** 251 Straub

Course Materials:

- **Required Text: *An Introduction to Behavioral Endocrinology*** by Randy J Nelson, 5th edition is required. A copy of the text is on reserve in the Knight Library. This is a very comprehensive text on neuroendocrinology and should meet the needs of both undergraduate and graduate students in the class. We will select readings from this text for each topic (see outline for section and page information), however, you are encouraged to read beyond the required readings
- **PDF files on Canvas (required)** <http://canvas.uoregon.edu> Other course materials (handouts, assignments) will be posted on the Canvas site.
- **IClicker (required, available at UO bookstore)** Beginning the second week, participation will be recorded through I-Clicker questions during lecture.

Helpful resource on common errors in academic writing and how to avoid them (recommended)

Clark, H. H. (1999). Everyone can write better (and you are no exception).

<http://homepages.ed.ac.uk/martinc/msc/doc/hc.pdf>

Course Description: Here we will examine role of the endocrine system in the interplay of body-mind-environment. We will study the effects of hormones on development and differentiation of the body and the brain with a focus on endocrine interactions with human behavior. We will examine hormonal signaling and behaviors that are influenced by and themselves affect these mechanisms. In addition, we will discuss developmental effects of hormones on the brain, puberty, sexuality, aggression, affiliation, stress, rhythms and moods.

Learning Objectives:

- gain foundational knowledge of human neuroendocrinology including theory, key research findings, and methodology.
- develop increasing proficiency in reading, analyzing, and critically evaluating scientific literature.
- understand interventions that can influence social behavior and hormone systems.

Student Workload: This is 4 credit course and students will be actively engaged in reading and outside class discussion as well as preparing a term paper and a class presentation (group presentation). This is a challenging course, and we will incorporate a great deal of fundamental biology into our discussions.

Grading

- Quizzes highest 4 out of 6 quizzes (15%)
- Midterms (MT 1: 15%, MT 2 20%)
- Final exam 20%
- Term paper: 15%
- Study group responses: 8% (must have attended class that week, or no credit) (*0% graduate students*)
- Basic attendance: 2% (0% graduate students)
- Group presentation: 5% (undergraduates) 15% (*graduate students individual presentation*)

Note about Canvas grades: Canvas does NOT total your grades throughout the term correctly. It ignores muted assignments, does not include attendance grades, and does not weight missing assignments. You will be able to see your Midterm, Study group assignments, and Quiz scores on Canvas, but the TOTAL score is a poor estimate. Instead, calculate your score based on the above.

- **Quizzes:** Short quizzes will be given in-class in a multiple-choice format. They will be based on recent lecture material and required readings. 6 quizzes will be given, 2 lowest scoring will be dropped. Missed quizzes are considered zeros.
- **Midterms & Finals:** Exams test conceptual understanding and are of Multiple-Choice and Short Answer/Essay format. All exams are partially cumulative.
- **Term Paper:** Students will write a 7-9 page double-spaced paper that describes, compares, and contrasts two recent empirical research articles that address a topic relevant to hormones and behavior. (See assignment brief for details on Canvas)
- **Study Group Responses:** At several points in the term, I will post a discussion question on Canvas that asks you to think about the material presented that week. We will form small study groups of 4-5 students to discuss material OUTSIDE of class. The groups will be expected to meet once a week and 5 discussion reports will be due during the term. The study group responses should be 200-300 words and clearly written. Attendance at the meeting should be incorporated in the response. Each attending member will receive the same grade for the assignment. (see canvas for details)
- **Basic Attendance:** Attendance is based on participation. We will use iClicker questions to register attendance.
- **Presentations:** Students/groups are expected to set up an appointment to meet with the instructor before the second class of week 4. These meetings will allow us to explore your interests together and help you prepare. We will differentiate topics, so students with similar interests will not cover the identical material. Presentations will be given during the last third of the term. PSY450 study groups will create and share 5 minute presentations on topics of their choice. PSY 450 study groups will be provided with a list of topics. PSY550 students will be preparing a substantial 15 minute presentation related to a topic of their choice. All presentations should be designed to share more in-depth study on an area related to BEHAVIORAL neuroendocrinology not directly covered in the lectures.

No make-up exams will be given without valid excuse. (medical emergencies, or special events pre-registered with the instructor in advance. If something comes up...notify me immediately. I will expect basic documentation before making alternative arrangements)

Psychology department guidelines for the level of achievement required for each grade can be found here: <http://psychology.uoregon.edu/courses/department-grading-standards/> Grading cutoffs are as follows:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%

Special Accommodations

Accessible Education Center (AEC)

If you have a documented disability and anticipate needing accommodations in this course, please meet with the instructor as soon as possible and request that a counselor at the Accessible Education Center (uoaec@uoregon.edu, (541) 346-1155) send a letter detailing what accommodations are appropriate. For a list of resources provided by the Accessible Education Center, see <http://aec.uoregon.edu>.

If Writing Is a Particular Challenge for You

If you think you may have extra challenges with writing assignments, whether because English is not your native language or because your writing skills are weak for other reasons, please plan on consulting the writing tutors at the Tutoring and Learning Center (TLC) on the 4th floor of Knight Library. Drop in hours can be found here: <https://tlc.uoregon.edu/subjects/writing/>

ACADEMIC INTEGRITY

We take academic integrity seriously.

All work submitted in this course must be your own. The use of sources must be properly acknowledged and documented (*when in doubt, cite! If still unsure, ask!*), and although seeking feedback on drafts is required, you must write your papers yourself (no copying from other students, or having someone else write the paper for you). If I suspect academic dishonesty (cheating, plagiarism, etc.) I will contact you directly to discuss the issue, and will report it to the Office of Student Conduct and Community Standards unless the discussion convinces me that my suspicions are unwarranted. My preferred sanction is a failing grade for the paper or the course, depending on the severity of the violation. The Student Conduct Committee may decide on additional actions. If you are unclear about what constitutes academic dishonesty, see the Student Conduct Code: <https://studentlife.uoregon.edu/conduct>

Cheating includes providing or accepting information on an exam or assignment, or allowing someone else to copy your work. In addition, lying to try to get points (e.g., lying about having turned in an assignment on time) is considered academic dishonesty and will be treated as cheating. Plagiarism means copying someone's written work without proper citation (this includes your classmate's work, scholarly articles, Wikipedia, or other websites).

Simply put: Don't cheat and don't plagiarize. You will be mad at me, and (hopefully) disappointed in yourself. It's not worth it. If you have any questions about what constitutes academic dishonesty, please ask me.

Class Expectations

Teaching Philosophy: A teacher is part coach, part actor, part bandit (lifting from anywhere that will help, but always citing sources), and part student (still always learning). A student is open to new ideas, diligent in effort to master new things, eager to surpass themselves, is an active partner in the process, and capable of perseverance.

Classroom interactions: We are all adults, and I would like to emphasize that all communications should be respectful of the participants. It is extremely important to me that we maintain a respectful environment while promoting a diversity of opinions and ideas. Participants should feel free to offer up their ideas and should expect that those ideas be the focus of any critical analysis rather than the person discussing them. In other words, ideas are fair game for criticism, but personalizing attacks will not be tolerated. Also, if you find yourself distracted by, or become a distraction with your cell-phone, please put it in airplane mode--likewise for your laptops.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment> (link is external)

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu> (link is external).

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message> (link is external)

Course Outline: Subject to minor revision. Major Exam dates will not change.

Week/Day	Topic	Readings	Assignments/Quizzes/due dates
W1 D1 (4/1)	Introduction & Overview	Ch 1	
W1 D2	Endocrine system basics	Ch 2	
W2 D1	Major Endocrine systems overview	Ch 2	
W2 D2	Techniques	Ch 1	SGR 1
W3 D1	Sex determination & differentiation	Ch 3	
W3 D2	Sex differentiation continued	Ch 3	Quiz 1 Term paper topic due
W4 D1	Differences in sexual development	Ch 3-4	
W4 D2	Sexual Dimorphism	Ch 4	Quiz 2, SGR2 Presentation topic due
W5 D1	Midterm I		Finalized term paper topics
W5 D2	Male reproductive behavior	Ch 5	
W6 D1	Female reproductive behavior	Ch 6	
W6 D2	Parental Behaviors	Ch 7	Quiz 3, SGR3
W7 D1	Attachment & Social behavior	Ch 8	
W7 D2	Aggression & Dominance	Ch 8	Quiz 4, SGR 4
W8 D1	Midterm II		
W8 D2	Stress	Ch 11	Optional term paper draft for peers
W9 D1 (5/27)	*Memorial Day*	No Classes	
W9 D2	Homeostasis & Biorhythms Class presentations	Ch 9-Ch10	Quiz 5, SGR 5
W10 D1	Memory Class presentations	Ch 12	TERM PAPER DUE
W10 D2	Affective Disorders Class presentations	Ch 13	Quiz 6,
Finals Week	FINAL EXAM 10:15 Tuesday June 11th		