Biopsychology (PSY 240)
Section B: MWF 1:20-2:30, Rankin 204B
Spring 2017

**Professor:** Dr. Christopher May  
**Office:** Rankin 309B  
**Email:** cmay@carrollu.edu  
**Phone:** 262-524-7250  
**Office Hours:** MWF 11:00 - 11:50 and by appointment  
**E-mail Hours:** M – F during business hours

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**Course Description**

Broadly, this course covers the biological underpinnings of psychology. We will attempt to understand the relationship between the mind and the brain by studying the structure and function of neurons, the anatomy and physiology of the brain, and the psychological and behavioral phenomena specific areas of the brain are thought to subserve. (4 credits)

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**Prerequisites**

PSY 101

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**Texts**


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**Course Objectives**

The overarching goal of this course is to enhance your self- and other-understanding through liberal learning about the nervous system (see the "Statement on Liberal Learning" from the Association of American Colleges and Universities (AACU) below). More specifically, you will be able to:

1. Explain neural physiology and describe the effects of drugs on neural processing.
2. Identify and describe the function of neuroanatomical structures of the brain.
3. Describe the functioning of several brain systems, including the visual, auditory, somatosensory, olfactory, gustatory, and limbic systems.
4. Articulate the pathophysiology of neurological and psychiatric disorders, including brain tumors, strokes, closed-head injuries, brain infections, neurotoxins, epilepsy, Parkinson’s, Huntington’s, Alzheimer’s, and multiple sclerosis.
5. Think critically about research in biopsychology by identifying independent and dependent variables in a study, comparing the methodologies of multiple studies, and analyzing the flaws, conclusions, and implications of experiments.
Statement on Liberal Learning from the AACU

A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging, and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to particular fields of study. What matters in liberal education is substantial content, rigorous methodology and an active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to all forms of higher education and to all students.

Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

The ability to think, to learn, and to express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the yearning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society's best investment in our shared future.

Assessments

I. Comparative Analysis Paper (Objective 5)
You will write a 8-page paper (not including the title page and references) in APA style comparing three empirical articles that we will discuss in class. I will give you feedback on a sample paragraph you will write before drafting your full paper. Rubrics for the sample paragraph and final paper will be provided.

II. Exams (Objectives 1-4)
There will be four exams. Exams will be a combination of multiple choice, fill-in-the-blank, and essay.

III. Final Exam (Objectives 1-4)
The final exam will be cumulative, with the same format as the regular exams.

Assessment Weights

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<tr>
<th>Weight</th>
<th>Component</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>66%</td>
<td>Exams (16.5% x4)</td>
<td>A 92.5 +</td>
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<tr>
<td>17%</td>
<td>Final Exam</td>
<td>AB 87.5 – 92.49</td>
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<tr>
<td>17%</td>
<td>Comparative Analysis Paper</td>
<td>B 82.5 – 87.49</td>
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<td>BC 77.5 – 82.49</td>
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<td>D 59.5 – 69.49</td>
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<td>F &lt; 59.5</td>
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Important Dates

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<th>Date</th>
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<tr>
<td>2/15 (W)</td>
<td>Read Article 1</td>
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<tr>
<td>2/17 (F)</td>
<td>Exam 1 (Chs. 1 - 2)</td>
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<tr>
<td>3/8 (W)</td>
<td>Read Article 2</td>
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<tr>
<td>3/10 (F)</td>
<td>Exam 2 (Chs. 3 - 4)</td>
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<td>3/13-3/17</td>
<td>No Class: Spring Break</td>
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<tr>
<td>3/22 (W)</td>
<td>Read Article 3</td>
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<td>3/31 (F)</td>
<td>Comparative Analysis sample paragraph due</td>
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<tr>
<td>4/12 (W)</td>
<td>Exam 3 (Ch. 6 – 7)</td>
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<td>4/14 (F)</td>
<td>No Class: Good Friday</td>
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<tr>
<td>4/19 (W)</td>
<td>No Class: Celebrate Carroll</td>
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<tr>
<td>4/28 (F)</td>
<td>Comparative Analysis papers due</td>
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<tr>
<td>5/3 (W)</td>
<td>Exam 4 (Ch. 15)</td>
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<td>5/9 (T)</td>
<td>Final Exam</td>
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Expectations of Students

A. You may only use your computer to take notes in class. Doing otherwise is distracting—and therefore disrespectful to others.

B. I do not have a cell phone policy, but please be considerate. I can see you. Be mindful of the possible effects of cell phone use on both your neighbors and myself.

C. Please do not pack up before the class is over—it is disruptive to whomever is speaking and those trying to listen.

D. In addition, I expect students to cultivate intellectually mature practices and habits of mind. These include:

1. Recognize that being a student, by definition, means there are things you don’t currently know. You do not need to feel insecure about asking questions because you don’t know something or are concerned about appearing uneducated—you are (relatively). Formulate questions to ask me that will help resolve your difficulties.

2. Learning can never be done to you, only by you. My job is to provide the material, tools, and environment for you to learn. It is entirely up to you to engage them.

3. Ideas, arguments, or writings that are sophisticated and worth grappling with are often hard to grasp on the first pass. There is no reason to expect that you should immediately “get” everything. Things that you can immediately get don’t stretch you. Come to see confusion as a signal that now some REAL learning can occur. Build up confidence that with perseverance, confusion will yield to understanding. If material in the book is difficult, re-read it. If you still don’t understand, ask me.

4. If you encounter words you don’t know in the readings, look them up. If you encounter words you don’t know in my lectures, ask me what they mean.

5. If taking notes is preventing you from really listening to and reflecting on a lecture, stop. Notes are meant to serve you; if you are a slave to your note-taking, then change or abandon that practice. If you struggle with note-taking, please see me. The library also offers helpful classes.
6. Look for the connections between material and your other interests. Computers hold facts better than brains do. Brains see connections better than computers do. If anything about your future career depended primarily on knowing facts, you would be replaced by a computer.


Additional Information

Accommodation for Disabilities – Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Marty Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 524-7335 or contacting her via e-mail at mbledsoe@carrollu.edu.

Academic Support – The Learning Commons, located in the bottom floor of the Library, offers tutoring, writing assistance, and study skills assistance as well as group study rooms and places to study. For more information, go to: http://www.carrollu.edu/Learningcommons/.

Writing Center – The Carroll University Writing Center, located in the library Learning Commons, is open Sunday through Friday. Writing Assistants are available either by appointment or on a drop in basis. Appointments are thirty minutes long, and are free to all students. To schedule an appointment, use LC Online, which is accessible through the student portal or by visiting the webpage: http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790

Make-up Exams – Make-up exams REQUIRE objective evidence/official documentation of the reason for missing a regularly scheduled exam. I am happy to accommodate you when necessary, however missing an exam should be a last resort. Make-ups are inconvenient both for instructors and for your classmates, who would like their tests returned as soon as possible.

Modifications to the syllabus – The instructor and Carroll University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Statement on Academic Integrity – The Carroll University Academic Integrity Policy is located in your student handbook. Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, the instructor reserves the right to fail the student on the assignment/exam or even FAIL the student in the course.