

# PHYSIOLOGICAL FOUNDATIONS OF PSYCHOLOGY

(Psych 6)

**Tuesday and Thursday (10:25 am – 11:50 pm)**

**SPRING 2018**  
**Course # 32979**

**INSTRUCTOR:** Vukov, Boris

**CAMPUS OFFICE:** T2357

**OFFICE HOURS:** MON: 10:15 am – 2:15 pm, TUE & THUR: 12 pm – 12:50.

**TEXT:** Vukov, B (2016). *Biological psychology* (2<sup>nd</sup> Edition). Irvine, CA: Skaliium Press.

**SCANTRONS:** You will need **three** 882-E scantrons for this class. If you forgot to bring the scantron, you can't receive the exam, approach me first. Go get the scantron, and then I will give you the exam, otherwise, you will be asked to take the make-up exam (make-up exam discussed below).

**OFFICE:** T2357 (second floor of the T bldg. Once you enter the building, go right until the end of the hallway).

**EMAIL:** bvukov@borisvukov.com

**TELEPHONE:** 562 938 4322 (I will respond much faster via email, so it is in your interest to email me).

**NOTE:** It is **extremely** important that you study the following documents for this course: **syllabus** (this document), **calendar**, **paper guidelines** and **sample paper**. All documents are available at [www.borisvukov.wordpress.com](http://www.borisvukov.wordpress.com) under CLASS DOCUMENTS tab.

## **COURSE OUTCOMES**

1. Analyze the difference between nonscientific and scientific ways of describing and understanding mental processes and behaviors.
2. Examine the role of the nervous system in the mental processes and behavior, and explain its interplay with other biological systems (endocrine, muscles, digestive, etc.).
3. Construct a view of the mind which includes subjective experience and its materialistic/physical foundation.

## **COURSE OBJECTIVES**

- 1.1. Analyze how religious trephination, philosophy, phrenology and modern brain surgery differ in their exploration of behavior and mental processes.
- 1.2. Identify, describe and evaluate various scientific methods and technologies used to study the nervous system as well the evidence they produce.
- 1.3. Apply skeptical inquiry in the scientific study of mental processes and behavior.
- 1.4. Correctly apply the terminology of psychological science and distinguish it from lay terminology.
- 1.5. Explain the reasons for animal research and discuss the ethical debate concerning the use of animals in research.
- 2.1. Identify the functions of the divisions of the nervous system.
- 2.2. Identify the contribution of the nervous systems' anatomical structures, their basic components (cells and neurotransmitters) and physiological processes to behavior and mental processes such as consciousness, thought, memory, language, learning, emotion, motivation, sensation, perception, desire, satiation, sexual drive, sleep, dreaming and mental disorders.
- 2.3. Describe the structures of the endocrine system and explain their role in the mental processes and behavior.
- 2.4. Identify the connection between the nervous system and other bodily systems (such as endocrine, muscular, digestive, reproductive, etc.).
- 2.5. Analyze the classification of psychopharmacological drugs, describe their chemical action and influence on human mental processes and behaviors.
- 2.6. Analyze the role of genes in influencing the mental processes and behaviors.

3.1. Distinguish between the objective physical correlates of the mental processes and behaviors, and the subjective phenomenology of mental processes and behaviors.

3.2. Analyze the difference between the historical and modern day solutions to the problem of how the bodily processes and mental processes interact.

## **TOPICS STUDIED**

Please see class schedule.

## **KNOWLEDGE ASSESSMENT**

### **TEN QUIZZES (10 points each = 100 points)**

You will experience ten quizzes during the semester, each quiz will be composed of 10 questions (2 points per correct answer). Each quiz will cover one chapter only. However, there is an exception to this rule: there will be two quizzes, each will cover 2 chapters. The final exam will actually be quiz number 10. Dates for quizzes are listed in the class calendar (quizzes are announced ahead, in other words).

**Missing a quiz:** If you decide to skip class on a quiz day, you will receive a score of 0 for that particular quiz. You will, however, be able to make up missed quizzes during the last day of the class. There will be a plenty of time to take make up quizzes during the last day of the class.

**Using a phone during a quiz:** This activity is strictly prohibited. Anyone who uses the phone during a quiz, will be asked to leave.

**Using a dictionary during a quiz:** Strictly prohibited too. Approach me during the quiz, and I will rephrase the question for you so that you can understand.

### **MANDATORY RESEARCH PAPER (100 pts):**

Your mandatory research paper (worth 100 points) is to be minimum 7 pages of content. This includes a reference page as well as a title page. The paper must be typed (font size 12, font type Times New Roman), double-spaced, and 1 inch for all margins (left, right, up, bottom). Handwritten papers will not be considered. I will look at your paper DRAFTS (work in progress) during my office hours, so you can stop by and show me your draft as many times as you want during my office hours, and my feedback will follow during the office hrs.

Your paper can be either a group paper or an individually written paper. Your paper must be related to **BIOLOGICAL** psychology, and the paper must have a substantial coverage of the **BIOLOGICAL PSYCHOLOGY**.

Your paper will be about 1 journal article that you need to obtain (as explained in details in the file on the web called PAPER GUIDELINESS).

The publication date of the journal article must be 1 year or less from the current date.

To write a successful paper you should:

- Download and study the paper guidelines file on the web
- Download and study the sample paper from the web
- Study the sample papers from other students (these samples are located in the library under my name, see reference librarians for this) to see where students usually make mistakes, and why they lose points, and how many points.
- submit your paper drafts (I will grade your second draft, without recording that grade—it is just for you to see where do you stand in terms of your points on the paper) during my office hours.
- consider my feedback and make suggested changes (if you fix all suggested corrections, you will make an **A** on your paper)

**About paper topics:** To choose a topic you may consider any psychology related text. I suggest you find the topic in this particular textbook by browsing through the chapters, and/or by looking at books and journal articles indicated at the end of each chapter. You can, of course, use any other approach to locate your topic. If you are still confused, you can stop by during my office hours, and I will help you find your topic.

**About journal articles:** Since you will write about a journal article (see paper guidelines for details), you need to first obtain a journal article. Go to the library and ask librarians how to locate a journal article in one of LBCC's free databases.

**Graded papers (samples):** Visit me during my office hours or arrange a meeting with me to see already graded papers from previous semesters to get an idea about my grading system. You can also see those graded papers in the library (go to the reference desk and tell librarians that you are looking for "paper-related material" for psychology class you have with professor Vukov).

**Paper-Draft Submissions:** Attach your journal article to all paper submissions, in this way you will get partial points if you didn't reference the journal article properly (otherwise, you will lose 35 pts [from your final paper] for not having an evidence of a journal article). Attach your 1<sup>st</sup> draft to your 2<sup>nd</sup> draft when you are ready to submit your 2<sup>nd</sup> draft, so that I can focus on your improvements only. Attach your most recent draft to your final paper, so that I can focus on your improved sections only. The journal article must be attached to the final paper, you will lose 35 pts if the journal article is not attached to the paper.

The deadline for submitting the paper draft is indicated in the class calendar.
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## **EXTRA CREDIT POINTS (35 pts):**

Below you will see specific extra credit categories offered in my class.

**Group Project: Design a Study (5 pts):** After watching a certain video towards the end of the semester, I will put you in groups and ask you to design a study with an objective to test a hypothesis related to the video you saw. Then, the groups will present their studies using the power point. Then the class will vote for the best study, and the best study will earn 5 additional extra points (meaning 10 total).

**Extra-credit research paper (20 pts):** You will have an option of writing an extra credit research paper. That particular paper will be written individually or with other group members (you can choose whatever option you prefer). The journal article for this paper must be different from the journal article for your mandatory paper. The structure for writing this paper will be identical to the paper you will write with other students. The grading system will be different, though. The maximum number of points you will be able to make is 20. You can stop by during my office hours, so that I can read your paper, and I will give you my feedback on your extra credit paper.

The deadline for submitting the extra-credit paper draft is indicated in the class calendar.
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Visit me during my office hours or arrange a meeting with me to see already graded papers from previous semesters to get an idea about my grading system. You can also see those graded papers in the library (reference desk, under Vukov, under “paper related material”).

Your paper can be either a group paper or an individually written paper. Your paper must be related to psychology.

**Up to 3 Extra-credit problem-solving projects (total points for all problem-solving projects = 5pts):** Occasionally, I will place you in groups (3-4 students), and ask you to complete an in-class extra credit project, such as answering my questions/solving problems related to the course material. A group that presents its views better than other groups will take all extra credit points home that day. I will listen to the groups’ views, and evaluate which group gave me the optimal answer. Then, I will justify my decisions by constructively criticizing each group’s performance. Each time we engage in this type of project you will work with different group members. Sometimes all groups will be able to make the same number of points.

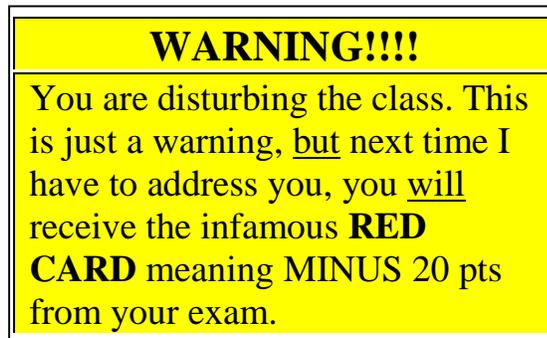
## **MORE POINTS TO GAIN, AND MORE POINTS TO LOSE!**

During the semester you might receive 4 cards: blue, green, yellow and red. You want to look for a blue card, and you want to avoid the rest, because :

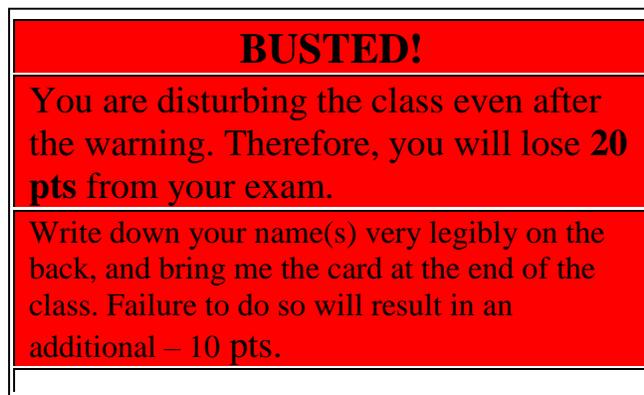
**BLUE CARD:** I will give a blue card to a student who impresses me with his/her participation. I can give this card to a student at any point during the course, as many times as I think he or she deserves it. Each time you get the blue card, you will receive 2 extra credit points.



**YELLOW CARD:** I will give a yellow card to a student or (usually) more students who disturb (for example, talk in the class) the class. It is a warning, though, it warns you that the next time I address you (**during the same class**) regarding distracting others, you will be losing points. The yellow card looks like this:



**RED CARD:** Red card simply means that you distract the class too much, that the warning wasn't sufficient for you, that I lost hope in your ability to restrain yourself, and that you will lose 20 valuable points. You get a red card after you receive yellow card during the same class. This is the red card that you want to stay away from:



## GRADING

10 Quizzes	100 points
Paper	100 points
Total # of Points	<b>200 points</b>

Letter grades for testing material and the paper will be assigned as follows:

**A** = 90% - 100%    **B** = 80% - 89%    **C** = 70% - 79%    **D** = 60% - 69%    **F** = < 60%

At the end of the semester, if a student's total score is for example 89% or 79% or 69% or 59%, I have a tendency to give a higher grade to that student if he/she has actively participated in the class throughout the semester.

When you receive your final grade, and if there is a mismatch between what the grade says and what you thought you should be getting in the class, contact me immediately so that we can clarify the confusion. It has (rarely) happened in the past that my calculations were wrong, so you might be right. Also, ask yourself these questions: Have I turned in the final paper? Have I attached my journal article to the final paper? Was the publication date of my journal article one year old or less? Not meeting these requirements can significantly reduce your grade.

**Very important!** Once the grades are posted on the LBCC official website, you have SEVEN days to contact me and to tell me if you want me to keep your graded assignments (scantrons, papers, extra credit assignments). If you don't contact me, however, I will discard your graded assignments, and you will not be able to see them ever again.

If you contact me to keep the assignments, then after that SEVEN day period, I will keep these graded assignments for an additional SEVEN days, a period during which you shall arrange a meeting with me to stop by my office and look at the graded assignments in my office. This is especially important if you want to argue that you deserve a higher grade. Perhaps, and hopefully, the evidence (graded assignments) will be on your side.

After those additional SEVEN days, I will discard the graded assignments, and you will not be able to see them ever again.

## MISCELLANEOUS

### INFORMATION DELIVERY

To present information I might use PowerPoint slides, chalk and board, movie clips and segments from documentaries, computer animations, computerized geographical atlas and guest speakers. Also, I will often rely on examples from students' personal experience and my own.

## OUR COMMUNICATION

You shall leave me a message on my voice mail, and I will return your call as soon as I can. When you leave your message, please speak very clearly and slowly. If I don't return your call, it just means I couldn't understand your phone number or that you gave me a wrong number. In your message state first your telephone number (so that I don't need to listen the entire message to identify your phone number), and then state your message.

## STUDENTS WITH DISABILITIES

If you have a disability (any physical disability; blind/visually impaired; deaf/hearing impaired; ADD/ADHD; psychological Disability ie: Depression, Schizophrenia, Bipolar Disorder; brain injury; developmentally delayed learner; learning Disability) please contact me immediately, so that we can arrange certain accommodations (if necessary) and communication with the center for students with disabilities. You can contact Disabled Student Programs and Services on campus on your own, but I would prefer that you contact me first. After you contact me, you and I will together contact the DSPS for orientation times and a variety of services that DSPS provides such as: taped textbook assistance, tape recorder loan, test facilitation, note taking service, special classes, etc.

## STUDENT ATTENDANCE

**Attendance.** You will not receive any bonus points neither lose points for not showing up to the class. If you do not show up for 2 consecutive weeks in the class, I may drop you. However, I do not guarantee that I will drop you since instructors are not obligated to do so. If you want to be dropped, do it yourself, and know the deadline for dropping the class, so that you receive a W instead of an F (ask admissions office about these deadlines).

## CLASS-PARTICIPATION

Since sometimes there is only one very enthusiastic person (or a very few) who asks many questions, every student has a right to ask 3 questions maximum in my classes, so use your questions wisely. In case you have more questions, write them down and bring them to my office during my office hours, and I will answer them for you. Also, I may address those questions next time in class if I believe that my answers can benefit the entire class. Same thing for comments: 3 per person.