

## **Psych 5898: Introduction to Behavioral Neuroscience Spring 2013**

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**Depts. of Psychology & Neuroscience**  
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**Lecture Time/Room:** T/TH 11:10-12:30; Scott Laboratory room N0050

**Office Hours:** T 10:00-11:00 am.

**Course Objectives:** This course is designed to provide students with an overview of contemporary research topics in the broad interdisciplinary field of Behavioral Neuroscience, encompassing behavioral, clinical, cognitive, developmental, and systems neuroscience. The course is team-taught by faculty from several Departments and Colleges who are each distinguished investigators in their particular research field. Each faculty member will describe the current state of understanding in a particular area of Behavioral Neuroscience as well as critical issues yet to be resolved. Secondly, students will present a 30 min lecture based on a behavioral neuroscience research article of their choosing. The goal is to provide an opportunity for students to speak publicly and, during the 10 min question and answer period, to “think on your feet”. In essence, the course is designed as a preparatory experience for those planning to attend graduate and/or medical school.

**Required Readings:** Each faculty member will assign required readings that are to be done in advance of their lecture. These readings will be journal articles from the contemporary scientific literature. All readings can be found on the Carmen site. Readings will appear as PDFs associated with the instructor for each particular section of the course.

**Exams:** Students will be evaluated on the basis of their performance on three examinations. The exams will be open-book and of the essay type, with each faculty member contributing an essay question(s) on his/her lecture. Each exam will be worth—depending on the number of lectures—50-60 points.

**Student Presentations:** Each student will present a PowerPoint discussion on a behavioral neuroscience research article. Each presentation should last approximately 30 min, with an additional 10 min set aside for class discussion. The article will be selected in consultation with myself. The order of presentations will be decided on the first day of class. The presentation will be worth 40 points. PDF versions of each article will be posted to Carmen prior to the presentation and students are expected to read and be ready to discuss it prior to class.

**Student Attendance and Participation:** Attendance and participation are critical in this course, and will be worth 10 points toward your final grade.

**Final Grade:** Final grades will be computed based on standard breakdown percentages (e.g., 180 points [90%] out of 200 for an A-).

**Assistance:** I am available and interested in talking with you about the course, the course material, and strategies to improve your learning. I am happy to answer questions by e-mail ([lindquist.40@osu.edu](mailto:lindquist.40@osu.edu)) or phone (292-2236), and I will gladly set up an appointment at a time that is mutually acceptable for more lengthy discussions.

**Websites:** The course website can be found at [www.carmen.osu.edu](http://www.carmen.osu.edu). This site is where all course materials and information are made available. There are also many websites on the internet that provide useful information about basic neuroscience—e.g., “Neuroscience for Kids” at <http://faculty.washington.edu/chudler/introb.html>.

**Academic Ethics:** All students enrolled in OSU courses are bound by the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). The instructor and course assistants are committed to maintaining a fair assessment of student performance in this course. Suspected violations of the Code will be dealt

with according to the procedures detailed in the Code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Be cognizant of plagiarism; attribute quotes and ideas that others have previously published where appropriate. A comprehensive website that describes most aspects of plagiarism has been produced by Northwestern University (<http://www.northwestern.edu/uacc/plagiar.html>). For good, concise, plain-English advice on how to stay out of academic trouble, see Ten Suggestions for Preserving Academic Integrity at <http://oaa.osu.edu/coam/ten-suggestions.html>

**Accommodations for Students with Special Needs:** The policy of The Ohio State University is to provide every reasonable, appropriate, and necessary accommodation to qualified disabled students. The University's colleges and academic centers evaluate and judge applications on an individual basis and no categories of disabled individuals are automatically barred from admission. The privacy rights of each disabled person are honored to the fullest extent possible. The University's interest in a student's disabilities are only for the purpose of accommodating his/her specific disability, thereby providing an academically qualified disabled student access to programs and activities accorded all other qualified students. Whenever generally accessible facilities do not adequately accommodate a specific disability, the University makes every reasonable accommodation and program or facility adjustment to assure individual access. These policies are fully supported and practiced in this class. If you have a disability documented with the Office of Disability Services (<http://www.ods.ohio-state.edu>, 150 Pomerene Hall, 614-292-3307), please contact the instructor privately by the end of the second week of classes so that any accommodations can be made.

#### Schedule:

Date	Topic
01/08/13 T	Welcome and Introduction
01/10/13 TH	Ben Givens: Neurobiology of Memory
01/15/13 T	Courtney DeVries: Stress and the Brain
01/17/13 TH	Students
01/22/13 T	Students
01/24/13 TH	Randy Nelson: Disruption of Circadian Rhythms on Neuroinflammation, Mood, and Behavior
01/29/13 T	Students
01/31/13 TH	Howard Gu: Drug Abuse and Addiction
02/05/13 T	Students
02/07/13 TH	Andrew Leber: fMRI and Cognitive Neuroscience

02/12/13 T	<b>Exam 1</b>
02/14/13 TH	Karl Obrietan: Principles of Circadian Timing
02/19/13 T	Amelia Aldao: Emotion Regulation and Peripheral Psychophysiology
02/21/13 TH	<b>Students</b>
02/26/13 T	Lu Zhong-Lin: Perceptual Learning
02/28/13 TH	<b>Students</b>
03/05/13 T	Gary Berntson: Psychophysiology and the current status of efforts at the detection of attitudes (including deception)
03/07/13 TH	<b>Students</b>
03/12/13 T	<b>Spring Break</b>
03/14/13 TH	<b>Spring Break</b>
03/19/13 T	Benedetta Leuner: Neurobiology of the Parental Brain
03/21/13 TH	<b>Exam 2</b>
03/26/13 T	<b>Students</b>
03/28/13 TH	<b>Students</b>
04/02/13 T	John Bruno: Cognitive Deficits in Schizophrenia
04/04/13 TH	Baldwyn Way: Opioids and Sociality
04/09/13 T	Susan Travers: Chemical Senses
04/11/13 TH	<b>Students</b>
04/16/13 T	<b>Sebastiano Porcu / Amanda Fritsch</b>
04/18/13 TH	Gary Wenk: Brain Aging
04/30/13 T 10:00-11:45	<b>Exam 3 (Final)</b>