

**PSYCHOLOGY 409
COGNITIVE NEUROPSYCHOLOGY**

Section 001 Winter 2019-20, Term 2
Tu-Th 2:00 - 3:30

INSTRUCTOR

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ABOUT THIS COURSE

This course is not a traditional survey of topics and issues in cognitive neuropsychology as one might find in a textbook. The goal is to develop an understanding of human neurocognitive function not through a brain-centric lens of neural systems and networks that process information in support of basic behavioral tasks, but rather, through a body-centric perspective of a physically mobile organism adapted to navigate its way through a physical and socio-cultural environment. Throughout, emphasis will be placed not on describing and detailing neurocognitive function in mechanistic, impersonal, third-person terms, but rather, from appreciating neurocognitive function as a first-person, subjectively lived experience that unfolds in the flow of everyday life.

WARNING: NO COMPUTERS/PHONES/TABLETS IN CLASS

A growing body of research is showing that not only do computers and phones disrupt students ability to learn through distractions posed to both users and those around them, but they also inhibit active listening. As such, **laptops, tablets, phones, and other forms of attention-distracting technology are not to be used in class.** For insight into the science on this issue, please see the folder "Why no laptops in class" under "Course Content" on the course CANVAS site.

LECTURE SLIDES

In the LECTURE SLIDES module on the course Canvas site, I will post any slides shown in class shortly after class ends (e.g., by that evening).

RECORDING LECTURES

Although electronics are not permitted to be used in class, it is okay to audio record the lectures. Feel free to place your phone or other recording device on a table at the front of the podium prior to lecture if you'd like to exercise that option.

READINGS

There is no textbook for this course. Instead, we will be reading one assigned research article per week, beginning with Week 2 (or the week of Jan. 13). All of the assigned readings can be found in pdf format on the course CANVAS site, under the ASSIGNED READINGS module. There you will find one file per week, labeled both with the week # and author/year of the paper [e.g., *WEEK 2: Kuhn (2016)*]. On the ASSIGNED READINGS module you will also see a short document titled *Reading Strategies* that has a set of strategies for reading each paper that will hopefully help maximize what you learn while minimizing anguish and stress.

WEEKLY QUIZZES

On each of the **Tuesdays** that has an assigned reading for that week (11 total weeks/papers), there will be a very short quiz at the start of class. The purpose is to incentivize (1) prompt attendance, (2) reading the assigned paper, and (3) thinking about how ideas/concepts/issues in the paper link back to what has been covered/discussed in previous weeks. As such, each quiz will ask 2 or 3 short questions concerning major themes/concepts/ideas from the assigned paper for that week (i.e., things that a student in a fourth-year class at UBC should be able to glean on her/his own upon initial reading of a research paper). I will give study prompts for the papers/exams at the end of the prior week to help facilitate class attendance and exam performance. **These will be worth 5 points each, for a total of 55 possible points.**

WEEKLY ASSIGNMENTS

On each of the **Tuesdays** that has an assigned reading for that week (11 total weeks/papers), you will be given a simple assignment to complete for the next class (or due on the **Thursday** of each week). The assignment will build on an issue or topic from the paper assigned for that week, and it will form the basis for in-class discussions on the day it is due (i.e., discussions each **Thursday**). Directives on what needs to be done, including what needs to be turned in (e.g., some bit of typed or neatly hand-written text on a sheet of unlined 8.5" x 11" paper with your name and student number on the back) will be given in class at the end of each **Tuesday** with the assignment itself. The purpose is to facilitate (1) attendance, (2) discussion and class participation, (3) linking the issues raised in class with your own, lived, everyday experience, and (4) preparing you for the Term Paper as described below. **These will be worth 5 points each, for a total of 55 possible points.**

DISCUSSION PARTICIPATION

The quality of the course is raised by active in-class discussion. To incentivize a greater breadth of engagement across those enrolled in class, each student will be given a lecture participation mark scaled to the magnitude/quality of their contributions over the term. **10 possible points.**

TERM PAPER

In lieu of a final exam, a two-page term paper will be due on the day of our assigned final exam, at the time it is scheduled to start. You will need to turn in **two hard copies** of your paper at that time; electronic versions sent by email or other means will not be accepted. The paper needs to be printed in 12-point Times New Roman font, single-spaced with margins of 1" on each side; a third page can be included for listing any references used. The actual topic of the paper will be given in class on **MARCH 31**, but it will focus on integrating material from the class with observations of your own everyday experiences. To be clear, APA format will *not* be required. Grading will be based on two dimensions: (1) the general comprehensibility and quality of the writing itself, as marked by the TA, and (2) the rigor/demonstrated ability of applying concepts and ideas from the class, as marked by the professor. **45 possible points.**

MISSED QUIZZES, ASSIGNMENTS. AND PAPERS

If you miss a quiz or assignment, I do not need to be told or informed for the reason for your absence. There are no make-ups for missed quizzes; a missed quiz is a missed quiz and I am not in a position to judge whether or not a reason for missing is valid. Also please note that quizzes cannot be done remotely or done at an alternative time. Assignments can be handed in late, but will be downgraded according to the degree of lateness. Assignments will not be accepted electronically as a proxy for attending; I will only mark/grade hard copies handed in by the student doing the assignment (i.e., I do not accept copies of assignments handed in by friends or other students). Please understand that this course rewards attendance, and this is part of the incentive to attend. Please also note that not all circumstances regarding missed quizzes and assignments can be anticipated ahead of time, and so further grading policies in this domain may be specified to the class at later points in the term in order to fairly deal with such situations if they arise.

OVERALL COURSE MARKS

Course marks will be based on a sum total of quizzes (55 points), discussion issues/observations (55 points), participation points (10 points) and the Term Paper (45 points), for a total of 165 possible points.

DEPARTMENT SCALING POLICY

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions for final course marks. Final course marks may be scaled up or down as necessary by the professor or department in order to comply with these norms. For official UBC policy on grade scaling, please see: <http://students.ubc.ca/calendar/index.cfm?tree=3,42,96,0>

CONTACTING THE INSTRUCTOR

After Class: On most days I am available for brief questions immediately following each meeting.

Office Visits: Because many students' schedules inevitably conflict with a set weekly office hour, all office meetings for this course will be by appointment only. Scheduling must be done in advance via email.

Email: To avoid having your emails automatically deleted as spam, the subject header must read "Psych 409." The answers to questions regarding lecture/reading content may often be useful for the entire class to hear. As a consequence, questions may be answered in class rather than via email. Please also note that while I try to be responsive to student emails, there are limits that must be put in place. Unfortunately, I can not respond to students who generate excessive/frequent emails or who generate long lists of questions, as in the name of fairness it would be impossible for me to provide this level of service to all students. **Finally, in order to promote good problem solving skills, I will deduct 1 point from a student's final course mark for each email question that can be answered by consulting this syllabus, the course CANVAS site, the Department of Psychology web page, and/or the UBC web page.**

ACADEMIC CONCESSIONS

Arts Students must contact Arts Advising as soon as you are aware you may need an [in-term concession](#). Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

COURSE SCHEDULE

NOTE: All assigned readings are available in pdf format on the course Canvas page.

Week	Topic	Assigned Reading
1/7 - 1/9	Course Introduction	Syllabus
1/14 - 1/16	Evolution of Human Movement	Kuhn (2016)
1/21 - 1/23	Internal States	Lieberman (2015)
1/28 - 1/30	Mental Navigation Capacity	Suddendorf (2009)
2/4 - 2/6	Exercise and Navigation Capacity	Raichlen (2017)
2/11 - 2/13	Evolution of Movement Capacity	Chiel & Beer (1997)
2/25 - 2/27	Aging and Movement Capacity	Montero-Odasso & Speechly (2018)
3/3 - 3/5	Mental Health and Movement Paths	Faurholt-Jepsen (2016)
3/10 - 3/12	Aging and Movement Paths	Lussier (2019)
3/17 - 3/19	The Community Environment	Patla & Shumway-Cook (1997)
3/24 - 3/26	The Socio-Cultural Environment	Hägerstrand (1970)
3/31 - 4/2	Cultural Transmission	Gosden (2008)
4/7	A Surprise	TBA