PSY 450/550: Hormones and Behavior  
Spring 2021  
CRN: 34848/34858  
Instructor: Theodore A. Bell  
Email: tbell1@uoregon.edu Office: (Online)  
Office Hours: Fridays 11:15 (online)  
GE: Rita Ludwig rludwig@uoregon.edu  
Course Meeting Times: Mon/Wed 14:15-15:45 Location: online  

Online experience Spring: Each week, there will be a module on Canvas containing a plan for the week, short-format talks, additional reading material or video. We will have regular assigned Discussion boards for Study Group Responses. During the regular class time, I will be available for Canvas or Zoom conferences of the material, live chat, and Q&A. I will also be available on Canvas conferences during office hours. All materials will be submitted through Canvas, and it should be primary point of contact for us during the term.  

Course Materials:  
- All other materials will be posted on Canvas.  

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 (Links to an external site.)  

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, and cognition.  

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

• 15% MT I
• 20% MT II
• 25% Final exam
• 20% Term paper
• 10% Study Group responses on discussion boards *5% Graduate Students
• 5% Infographic/Powerpoint/Podcast Outreach Project *10% Graduate Students
• 5% In class participation (at least 1 session per week)

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.

• 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 online, and 7 discussion reports will be due during the term. Canvas Discussion board prompts will be posted. Groups will be determined during the first week.
• Infographic/Outreach projects: 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 in the form of a powerpoint presentation designed to inform the public about a topic relating to hormone function and behavior not covered in the lecture... PSY 450 study groups will be provided with a list of topics.
• PSY550 students will be preparing a more substantial 15-minute presentation related to a topic of their choice designed to share more in-depth study on an area
related to BEHAVIORAL neuroendocrinology not directly covered in the lectures suitable for a scientific audience.

- **Class participation:** We will be live twice a week, and you are asked to attend all sessions. You must attend at least one session to receive participation credit for the week.

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

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**Key Assignment Dates**

- Weekly Discussions: Due Mondays of Each Week online
- Midterm I: Available end of Week 4
- Midterm II: Available end of Week 7
- Final Exam: Available end of Week 10, Due Thurs 6/10
- Presentation: (online) Due end of Week 9
- Term Paper Due end of Week 10

**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](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/](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/conductLinks to an external site.

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).

Topics and Reading assignments from Text:

**Week 1** Ch 1-2 Introduction

**Week 2** Ch 1-2 Techniques

**Week 3** Ch 3 (87-109, 118-139) Sex determination and differentiation

**Week 4** Ch 3-4 (143-159, 170-200) Differences in Sexual Development

**Week 5** Ch 5 (203-213, 244-262, 272) Male reproductive behavior

**Week 6**

Ch 6 Female reproductive behavior,

Ch 7(335-341, 349-388) Human Parental Behavior

**Week 7** Ch 8 (focus humans, but skim others) Attachment and Social Behavior, Aggression and dominance

**Week 8** Ch 11 Stress

**Week 9** Ch 12 Learning and memory

**Week 10** Ch 13 Affective disorders