

University of Florida
College of Public Health & Health Professions Syllabus

CLP 7934: CLASSICS IN NEUROPSYCHOLOGY (1 hr)
Fall Semester 2021

Meeting Time/Place: Friday, 4:00 PM – 5:00 PM, Fixel Conference Room*

Delivery Format: In Person

*2 exceptions: Oct 1: at CSEA from 2-3
Oct 29: Zoom format

Coordinator: Dawn Bowers, Ph.D., ABPP-CN
Professor, CHP & Neurology
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Office Hours: By Appointment
Preferred Course Communication: email

Faculty Leaders: Russell M. Bauer, Ph.D., ABPP-CN, Professor, CHP rbauer@php.ufl.edu
Dawn Bowers, Ph.D., ABPP-CN, Professor, CHP dawnbowers@php.ufl.edu
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John Williamson, Ph.D., ABPP-CN, Asst. Professor john.williamson@ufl.edu

Prerequisites. Must be a graduate student in good standing in Clinical and Health Psychology. All others must petition or get permission of Dr. Bowers. Must be curious and willing to discuss ideas during class.

PURPOSE AND OUTCOME

Course Overview and Objectives

This graduate seminar will provide exposure to some (among many) of the classic papers and concepts in neuropsychology and psychology. An emphasis will be placed on reading ‘primary sources’ and thinking about the influence of these works on contemporary conceptualization. By no means is this exhaustive or representative of all the seminal papers in the field that have influenced the landscape of neuropsychology. The goals are to foster recognition of the importance on historical antecedents of contemporary knowledge and to promote active discussion among class participants.

Specific objectives

- Become familiar with the importance of reading “source documents” in the field
- Increase knowledge about some of the historical antecedents of contemporary conceptual knowledge in psychology, neuropsychology, cognitive neuroscience, and behavioral neurology
- Appreciate the value of intellectual discussion among peers

Relation to Program Outcomes

This course is part of the neuropsychology curriculum. Increased understanding of foundational knowledge in the fields of psychology, behavioral neurology, neuroscience and neuropsychology and its relationship to contemporary issues will improve both research and clinical missions of the field.

DESCRIPTION OF COURSE CONTENT

Course Format

This course will be conducted in the form of a graduate seminar. This is not a 'lecture' course, and instead involves active discussion among participants in the class. Each class will involve a designated faculty leader and a particular topic with selected "classic" readings. Students are expected to read the articles and write a reaction paper, which they will submit the night before class by 8:00 PM. These reaction papers will be shared with the faculty leader and eventually other class members. The faculty leader/discussant will serve as guide, but will NOT 'lecture' per se. Instead, they will help provide a historical and contemporary context. Additionally, different subsets of students will be assigned to each class. Their role is to construct thought questions in order to facilitate discussion as needed. A portion of the grade is based on active participation by everyone during each class.

As of today, the course will be held in person. Because this class is held at the Fixel Institute of Neurological Disease (a patient care facility), all are expected to be fully masked in line with policies of UF Health. This is regardless of vaccination status. Those who are unvaccinated are additionally required to wear an N95 based on UF Health policies.

Course Materials

Readings are from articles (see syllabus below) that are available in Canvas. Make sure you have access. If not, it is your responsibility to let me know. Only individuals who are officially enrolled or who have been given special permission by me will have access to Canvas and readings.

Required Readings

Specific references are listed for each class date and these are available as PDF's in CANVAS.

Location and Times

Class will meet Fridays from 4:00 to 5:00. The location is the conference room of the Fixel Institute of Neurological Diseases, 3009 SW Williston Road. Masks are required upon entry to the Fixel, which is part of UF Health. There are **2 exceptions to this location and time**. On Oct 1, the class will be held from 2-3 at the Center for Emotion and Attention (CSEA) in the Surge Area (<https://csea.p.php.ufl.edu/directions.html>). This change will give you the opportunity to see a unique portion of campus. On Oct 29th, the class will be held in a zoom format, from 4-5. The zoom link is <https://ufl.zoom.us/j/92766689297> (Meeting ID 927 6668 9297; passcode: 516365)

ACADEMIC REQUIREMENTS AND GRADING

Course Requirements, Evaluation, and Grading

Enrolled students are expected to attend weekly classes, complete weekly assigned readings and reaction papers **prior to class** and participate in integrative discussions during each class. The exception is class 1. Students will be pre-assigned in groups of 2 to 3 to help co-lead integrative discussions. Each student will co-lead a discussion on 3 separate occasions.

Grades will be based on a weekly reaction paper (there are 11), a final reaction paper, and participation in the class discussion. Grades will be weighted according to the number of points available for each component, as described below. Final grades will be calculated as a percentage of the highest score. Evaluation in the course will be based on the following components

Reaction Papers	70%
Class Participation	20%
Final Paper	10%
TOTAL	100%

1. **Reaction Papers.** For each class, you are required to write a reaction paper based on the readings assigned that week. The body of the paper will be your intellectual reaction to the content of the articles that you have read. There is no right/wrong with this exercise. It could include for example, your views on whether you think important, points of disagreement, what was confusing, etc. This should be your reaction and not that of others. There are a total of 11 reaction papers for the class. All are required and maximum credit for each is 10 points.

- The reaction paper should range in length from 1-2 pages max, single spaced, with double spaces between each paragraph. The header should include Date, Topic and your name. **All reaction papers are due Thursday by 8:00 PM**, the night before class. They are to be emailed to Dr. Bowers at dawnbowers@php.ufl.edu. In subject line of the email, put "Classics".
 - **Naming Convention for digital file-reaction paper:** The name of the digital file that you email to Dr. Bowers include: **Your last name & last name of faculty**. So, for week 2, this would be Your name-Bauer. Week 3 would be Your name-Smith, etc. This lets me know that it's your rx paper written for class that faculty X is leading
- **Each paper is assigned 10 points.** Make sure you proofread for spelling, grammar, etc. There is no makeup. **If you miss the Thursday 8 PM deadline, you get no points.** Why? A copy of the reaction papers is shared with the Friday faculty leader, who needs time to read and review prior to class.
 - NOTE: The reactions papers will be read by the Faculty Guide and by the Course instructor. **We will not be providing point by point feedback.** Why? **These reaction papers are truly for you and your own personal conceptual development.** If we have concerns, we will let you know. It is important that you demonstrate in some way that you grasp the conceptual aspect of the readings, but this can be done in various ways. There should be sufficient detail so that we can appreciate that you read the papers.

2. **Final Exam Reaction Paper** will comprise up to **10% of your grade**. It will be a second level reaction paper, in which you are to consider all the topics covered in this class and identify 1 or perhaps 2 that you found most intellectually interesting and relevant to your interests at this point in time. You will justify and explain why. This 'reaction paper' should be single space typed, with double spacing between each paragraph. It should range in length from 2 -4 pages MAX. Remember that more is not necessarily better. You can incorporate some recent literature (no more than 3 references) to justify points you want to make, but truly this is not a review paper, and should focus moreso on your thinking of issues and concepts. If you do cite literature (and again not required), include references using APA style.
3. **Class Participation** involves 2 components and will comprise 20% of the grade. **First**, students are assigned to **co-lead** integrative discussions. An individual student will co-lead class on **3 different** occasions, with different pairings of co-leaders over the course of the classes. What does this entail? The goal of the co-leaders is to help foster discussion. With that in mind, you could identify key points or questions from the readings that you think important as an aide to facilitate discussion. The role of the Faculty guide is to provide an historical context and help moderate the discussion. The faculty will not be lecturing. **Second**, students who are NOT assigned co-leaders are expected to be active participants in the day's discussion. So everyone speak up and contribute.

Grading

Scores will be rounded to the nearest percent (rounded up or down, whichever is closest) for grade determination in accordance with the grading table below:

% of points earned	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Below is table linking letter grades to grade points. Please be aware that a C- is not an acceptable grade for graduate students. The expectation is that the grade for all 'neuropsychology' courses is at least B- or above. The GPA for graduate students must be 3.0 in all 5000 level courses and above to graduate.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Policy Related to Class Attendance

Attendance and class participation is required. Students needing to miss class for personal (i.e., illness, death, etc.) or professional reasons should consult with Dr. Bowers **prior to the date** on which they will be unable to attend. This is a graduate seminar and missing class for social events is unacceptable. Students will still be required to complete the weekly assignment by the deadline.

Policy Related to Make-up Papers

Students are expected to complete assigned readings and reaction papers by Thursday 8:00 PM. Students are expected to attend every class. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Students must make *prior* arrangements with Dr. Bowers if they must miss any class, with the understanding that there will be loss of points for failure to attend. Reaction papers will still be required by the deadline, except for an emergency situation (i.e., death in family, serious illness, etc.) If a student misses the Thursday PM deadline, but gets the paper in by 8:00 AM on Friday, the maximum number of points that can be received is 3.0.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Policy Related to Guests Attending Class:

Only registered (or approved) students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

By definition, this graduate seminar relies on active intellectual engagement and discussion among all students enrolled in this class. By nature, intellectual disagreements are valued, welcomed, and encouraged, but must be courteous and respectful. **All electronic devices (cell phone, computer, ipads, etc.) should be turned off** and not consulted during the one hour of class time. The only exception involves putting the cell phone on silent vibration for emergency purposes.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively

promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Guidelines pertaining to recording of classes:

Per the State of Florida, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code."

Guidelines pertaining to Masking

This class is being held at the UF Fixel Institute of Neurological Diseases, one of the clinical care units at UF Health. Per UF Health VP David Nelson, all individuals are required mask while in UF Health facilities. If unvaccinated, then individuals must wear N-95's per UF Health Guidelines. This pertains to safety of clinical patients and research participants.

I also request that you mask for the class on Oct 1, which will be held at the Center for Emotion and Attention (CSEA) under the guidance of Dr. Margaret Bradley. One reason for doing so is respect for the lab's PI-Senior Investigator who is a nonagenarian.

Class Syllabus

Classics in Neuropsychology/Psychology

Sept 3 Dawn Bowers, Ph.D., ABPP-CN

Introduction to Course and Requirements
Terminology and Misnomers: Clinical NP vs Experimental NP vs Cognitive Neuropsychology vs
Cognitive Neuroscience
History at UF

Sept 10 **HM and Memory**

Readings:

- Scoville, W., & Milner, B. (1957). Loss of recent memory after bilateral hippocampal lesions, *J. Neurol. Neurosurg, & Psychiatry*, 20, 11-21.
- Squire, L., & Zola-Morgan, S. (1991). The medial temporal lobe memory system. *Science*, 253, #5026, 1380-86.
- Squire, L. (2009). The legacy of patient HM for neuroscience. *Neuron*, 61(1), 6-9.



Faculty leader: Russell M. Bauer, Ph.D., ABPP-CN

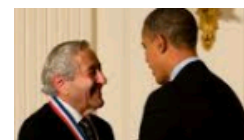
Student leaders: Holmes & Schade

Special Question: Who is Brenda Milner and how old is she?

Sept. 17 **Multiple Memory Systems**

Readings:

- Mishkin, M., Malamut, B., Bachevalier, J. (1984). Memories and habits: two neural systems. In: *Neurobiology of Learning and Memory*, (Lynch G, McGaugh JL, Weinberger NM, eds), pp 65-77. New York: Guilford.
- Squire, L. (2009). Declarative and nondeclarative memory: Multiple brain systems supporting learning and memory. *J. of Cognitive Neuroscience*, 4, 233-243.
- Squire, L. (2011). Memory systems of the brain: A brief history and current perspective. *Neurobiology of Learning & Memory*, 82, 171-177.



Faculty leader: Glenn E. Smith, Ph.D., ABPP-CN

Student leaders: Joffe & Rodriguez

Sept 24

Working Memory**Readings:**

- Baddeley, A. & Hitch, G. (1974). Working memory. In G.H. Bower (Ed.), *The Psychology of Learning and Motivation: Advances in Research and Theory*, p 47-86, Academic Press: NY.
- Fuster, J., & Alexander, G. (1971). Neuron activity related to short term memory. *Science*, 173, 652-654.
- Kojima, S., & Goldman-Rakic (1982). Delay related activity of prefrontal neurons in rhesus monkeys performing delayed response, *Brain Research*, 248, 43-49.

The following is small

- Cohen, J., Perlstein, WM., Braver, T., et al. (1997). Temporal dynamics of brain activation during a working memory task. *Nature*, 386, 604-608.

Not for class, but this is an excellent review article

Baddeley, A. (1996). The fractionation of working memory. *Proc. Nat. Acad. Sciences*, 93, 13468-13472.

Faculty Leader: William Perlstein, Ph.D

Student leaders: Matusz & Doher

Oct. 1 Learning and neuroplasticity : Note: This class will be held at CSEA from 2-3

Readings:

- Hebb, D. (1949). The Organization of Behavior - A Neuropsychological Theory, Introduction, pg xi - xix
- Hebb, D. Cell Assembly, Chapter 4, Mechanisms of Learning & Develop
- Brown & Miller (2003). Legacy of Donald Hebb



Faculty Leader: Margaret Bradley, Ph.D.

Student leaders: Waner & Adrien

Oct. 8

No Class (UF Homecoming). Use time to read and think about Geschwind.



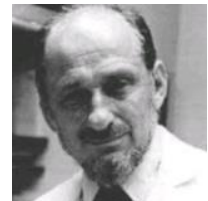
HOMECOMING &
GATOR GROWL
UNIVERSITY OF FLORIDA



Oct. 15

Disconnection Syndromes**Readings:**

- Geschwind, N. (1965) Disconnection syndromes in man, Part II. 88: 37-274 and 585-644.
- Bauer, RM (1982). Visual hypoemotionality as a symptom of visual- limbic disconnection in man. *Arch Neurology*, 39 (11), 702-708.



Faculty Leader: Russell Bauer, Ph.D., ABPP-CN

Student leaders: Matusz, Rodriguez, & Doher

Oct 22

Split Brain**Readings:**

- Sperry, R.W. (1961). Cerebral organization and behavior. *Science*, 133, 1749-1757
- Gazzaniga, M., Bogen, J.E., Sperry, R.W. (1962). Some functional effects of sectioning the cerebral hemispheres in man. *Psychology*, 48, 1765-1769
- De Haan, E., Corballis, P., Hillyard, S., et al. (2020). Split Brain: What we know now and why this is important for understanding consciousness. *Neuropsychology Rev* 30, 224-233.

Faculty Leader: John Williamson, Ph.D., ABPP-CN

Student leaders: Holmes & Waner

Question: What famous award did Roger Sperry win in 1981? With whom did he share it?

Oct 29

Baltes-Horn Debate: Inevitability of cognitive decline?

NOTE: This class will be held in Zoom Format

<https://ufl.zoom.us/j/92766689297> (ID: 927 6668 9297; passcode: 516365)

**Readings:**

- Baltes, P. B., & Schaie, K. W. (1974). Aging and IQ: Myth of twilight years. *Psychology Today*, 7(10), 35.
- Horn, J. L., & Donaldson, G. (1976). On the myth of intellectual decline in adulthood. *American Psychologist*, 31(10), 701.
- Baltes, P. B., & Schaie, K. W. (1976). On the plasticity of intelligence in adulthood and old age: Where Horn and Donaldson Fail. *American Psychologist*, 31(10), 720-725.
- Horn, J. L., & Donaldson, G. (1977). Faith is not enough: A response to the Baltes-Schaie claim that intelligence does not wane. *American Psychologist*, 32(5), 369-373.
- Schaie, K. W., & Baltes, P. B. (1977). Some faith helps to see the forest: A final comment on the Horn and Donaldson myth of the Baltes-Schaie position on adult intelligence. *American Psychologist*, 32(12), 1118-1120.



Faculty Leader: Michael Marsiske, Ph.D

Student leaders: Schade & Joffee

Nov 5

Brain Reserve and Threshold**Readings:**

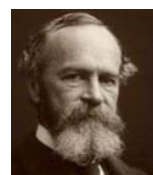
- Satz, P. (1993). Brain reserve capacity on symptom onset after brain injury: A formulation and review of evidence for threshold theory. *Neuropsychology*, 7, 273-295.

Faculty Leader: Catherine Price, Ph.D., ABPP/CN

Student leaders: Adrien, Matusz, & Doher

Nov 12 **Emotion****Readings:**

- James, W. (1894). The physical basis of emotion, *Mind*, 9, 188-205. (republished in *Psychological Review*, 1994, 101(2), pg 205-210)
- Lang, P.J. (1994). The varieties of emotional experience: A meditation on James-Lange theory. *Psychological Review*, 101, 211-221.



- Damasio, A. (2004). William James and the modern neurobiology of emotion. In D. Evans & P. Cruse (Eds) Emotion, Evolution, and Rationality Chapter 1, ppg 3-14. Oxford University Press, NY

Faculty Leader: Nicola Sambuca, Ph.D.

Student leaders: Holmes & Joffee

Nov 19 **Two Visual System**

Readings:

- Schneider, G. (1969). Two visual systems. *Science*, 163, 895-902.
- Mishkin, M., Ungerleider, L., & Macko, K. (1983). Object vision and spatial vision: two cortical pathways. *Trends in Neuroscience*. October. 414-417
- Goodale, M.A., Milner A.D. (1992). Separate visual pathways for perception and action. *Trends Neuroscience*. 15, 20-25.

Faculty Leader: Dawn Bowers, Ph.D., ABPP/CN

Student leaders: Rodriguez & Waner



Nov 26 No Class - Thanksgiving



Dec 3

Diversity in Neuropsychology

Readings:

- Glymour, M. & Manly, J. (2008). Lifecourse Social Conditions and Racial and Ethnic Patterns of Cognitive Aging. *Neuropsychology Review*, 18, 223-254.

Faculty Leader: Shellie-Anne Levy, Ph.D.

Student leaders: Adrien & Schade



Dec. 10

Final Exam Reaction Paper due today at 8:00 PM

