

# PSYCHOLOGY 451C A01 (12932) – ADVANCED COGNITIVE NEUROSCIENCE: DECISION MAKING – FALL 2024

## COURSE OUTLINE

**Time:** Monday & Thursday, 1:00pm – 2:20pm (80 min)

**Location:** CLE A329

**Website:** Brightspace

**INSTRUCTOR:** Prof. Adam Krawitz (he/him)

**Email:** [akrawitz@uvic.ca](mailto:akrawitz@uvic.ca)

**Office:** Cornett A251

**Office Hours:** TBA on Brightspace

### **COURSE DESCRIPTION**

This is an advanced undergraduate seminar on the cognitive neuroscience of decision making. We will learn about research on the mental and neural processes and systems that humans use to make decisions. As an upper-level seminar, students will be expected to take an active role in the course and engage with the material.

### **COURSE GOALS**

My primary goals for this course are for you to:

- Learn about the cognitive neuroscience of decision making;
- Gain experience reading and presenting peer-reviewed research on this topic
- Engage in academic discussions about this topic;
- Explore how this topic relates to your life and your interests.

### **TERRITORY ACKNOWLEDGEMENT**

We acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.

### **RESPECT FOR DIVERSITY & FEEDBACK**

I intend that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that students' diversity be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity, including gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture (<https://www.uvic.ca/calendar/undergrad/index.php#/policy/HkQ0pzdAN>)

If any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you (<https://www.uvic.ca/calendar/undergrad/index.php#/policy/r1q0gofdN>)

Please suggest ways to improve the effectiveness of this course for you and your fellow students. You can email me, speak to me in office hours, arrange a meeting, or even slip an anonymous note under my door.

### **SENSITIVITY OF COURSE MATERIAL**

We each bring our own life experiences to class and I encourage you to share in class as it relates to our topic. Occasionally, you may find the material we cover to be sensitive and particularly relevant to your life experience. I recognize that these experiences may be delicate and highly personal. If anyone in the class chooses to share personal material, I ask that, as a class and as individuals, we are respectful of the sensitive nature of this information and act accordingly.

### **UNITS, PREREQUISITES, AND REGISTRATION**

**Units:** 1.5

**Prerequisites:** PSYC 300A; and PSYC 351C or two of 351A, 351B, and 351D

**Pre- or corequisites:** 300B

**Registration:** Students are responsible for their own registration status. Refer to the Department of Psychology Important Course Policy Information and the UVic Calendar (<https://www.uvic.ca/calendar/dates/>) for details.

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### REQUIRED MATERIALS

**Book:** Redish, A. D. (2010). *The Mind within the Brain: How We Make Decisions and How Those Decisions Go Wrong*. New York: Oxford University Press. **For sale in Perusall (\$21.93 and up).**

**Readings:** All other readings will be available in Perusall (**no cost**).

**Annotation tool:** For reading annotations we will use Perusall (**no cost**). Instructions for using Perusall (<https://www.perusall.com/>) will be provided on Brightspace and in class.  
Course code for **UVic PSYC 451C Fall 2024: KRAWITZ-4NY6B**

### GRADES

Your final letter grade in the course is determined by your total percentage score according to the standard UVic grading scale. Refer to the Department of Psychology Important Course Policy Information and the UVic Calendar (<https://www.uvic.ca/calendar/undergrad/index.php#/policy/S1AgoGuV>) for details.

### EVALUATION

Your grade is based on the following items:

<u>ITEM</u>	<u>DATE</u>	<u>% OF GRADE</u>	
Reading Annotations	Mon., Sep. 9 – Thu., Nov. 14	15	} = 100%
Seminar Participation	throughout	20	
Seminar Leadership	Mon., Sep. 23 – Thu., Nov. 14	15	
Written Exam	Mon., Nov. 18	20	
Research Proposal	Mon., Oct. 28	5	
Research Presentation	Thu., Nov. 21 – Mon., Dec. 2	5	
Research Paper	Fri., Dec. 6	20	

Students who complete Seminar Leadership, the Written Exam, and the Research Paper are considered to have completed the course. Failure to complete one or more of these components will result in a grade of N regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0.

In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

**Reading Annotations (15%):** For each designated class (classes 2 through 18), you are to annotate the assigned readings using Perusall **by 11:59pm the evening before the class. (One exception: You do not need to do annotations for the class when you are the seminar leader.)** Your annotations might be questions, criticisms, elaborations, connections to material from an earlier class or another source, responses to other students' annotations, etc... You should aim to make these notes short and sweet – a few sentences will often be enough. The goal is to make substantive contributions.

Your mark will be based on content, not grammar and spelling, as long as it is readable. For each reading, you are to make at least **two substantive notes**, and will receive a mark of 0 (no substantive contribution), 1 (one substantive contribution or two marginal contributions), or 2 (two substantive contributions).

Beyond the required notes, I encourage you to reply to one another's posts to develop a discussion about the material. I will consider additional posts as contributing to your seminar participation.

**Policy on Missing and Late Reading Annotations:** If you anticipate/experience an obstacle that will prevent on-time completion, you must contact the instructor **BEFORE** the deadline to receive credit. **Unexcused missing and late submissions receive a 0.**

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**Seminar Participation (20%):** Attendance and participation in class and active engagement with the material are critical to a successful seminar course. We will all learn more if we ask questions, make comments, participate in group activities, and generally contribute in a positive way to the learning environment. Use your Reading Annotations as a jumping off point for discussion – don't hesitate to bring up your posted comments in class.

**Policy on Absences and Tardiness:** While a rare absence or late arrival is understandable, **regular or repeated absences or tardiness will negatively impact your Seminar Participation mark.**

**Seminar Leadership (15%):** Following the initial classes, led by Prof. Krawitz, each of you will be asked to serve as leader of a class (classes **6** through **18**) either alone or with a partner. The role of class leader is three-fold:

1. **Your first task is to lead the class through the reading(s).** Talking through the figures in a paper is often a useful way to discuss the critical features. Incorporating outside material or the article's supplemental material may also be helpful. In addition, depending on the particular paper, it may be useful/helpful/fun to have the class participate in an activity in order to better understand the task or phenomenon being studied. You may also incorporate the use of media into your presentation or use other relevant tools to explain concepts.
2. **Your second task is to facilitate discussion** of important issues that you have identified in the readings, or that other students raised in their Reading Annotations. This may involve any number of strategies such as asking the class to respond to one or more of the submitted questions, asking students to generate a list of items, splitting the class in half to argue opposing positions, or dividing into sub- groups to generate responses and report back. You may also choose to implement a "hands on" activity to facilitate the discussion.
3. **Your third task is to provide guidance** to the group so that major points are covered and the discussion does not become too diffuse or tangential.

**Policy on Missed Seminar Leadership: Students who do not take part in Seminar Leadership will receive a grade of N in the course.**

**Written Exam (20%):** There will be one in-class written exam on **Monday, November 18**. The exam will consist of essay questions that require you to integrate and apply the concepts and material from the course. You will be provided with the questions a week in advance, and you will have some choice about which questions you answer. During the exam, you will be provided with a list of course topics and a bibliography of papers we read during the term, but you may not bring your own notes. We will discuss the exam in more detail during the term.

**Policy on Missed Written Exams:** If you miss the Written Exam for a valid reason (e.g., illness, accident, family affliction, or conflicting responsibilities) you must send me an email as soon as possible indicating that you will/have missed the Written Exam and the reason for it. Students are not required to provide documentation to support their request for academic concession, unless it is for conflicting responsibilities. We will reschedule your exam as soon as possible. **Students who do not take the Written Exam will receive a grade of N in the course.**

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**Research Proposal (5%):** You are to select a topic related to the cognitive neuroscience of decision making. This could be a detailed exploration of a topic only touched on in class, a related topic, or an application of the course material to another area of interest. You should go beyond the course readings. This is an opportunity for you to find an intersection between the course content and your other interests.

Your proposal should describe your topic, how it relates to the cognitive neuroscience of decision making, how you will approach the topic, and provide examples of the relevant literature. Your one-page typed proposal will be submitted via Brightspace and is due on **Monday, October 28**.

**Policy on Missing and Late Research Proposals:** If you anticipate/experience an obstacle that will prevent on-time completion, you must contact the instructor **BEFORE** the deadline to receive credit. **Unexcused missing and late submissions receive a 0.**

**Research Presentation (5%):** During the last classes of the term (classes 20 through 23), each student will give a short presentation on their chosen research topic. This is your opportunity to share your topic of interest with the rest of us. The presentations will be 8 to 15 minutes long (depending on final enrollment), followed by a couple of minutes for questions. Details including specific time limits will be provided later in the term.

**Policy on Missed Research Presentations:** If you anticipate/experience an obstacle that will prevent you from presenting at your scheduled time, you must contact the instructor **BEFOREHAND**. There is a possibility that you can be rescheduled, but that is not guaranteed. **If a Research Presentation is missed and not made up, a 0 will be assigned.**

**Research Paper (20%):** A 12-to-15-page double-spaced typed report on your research topic of choice. You should incorporate references to peer-reviewed scientific articles, but don't just describe the articles, you should integrate the material and provide your own perspective on it. Your paper will be evaluated for being well-written and free of errors, for the references you cite and your use of them, and for the quality and organization of your argument. The paper will be submitted via Brightspace and is due on **Friday, December 6**.

**Policy on Missing and Late Research Papers:** If you anticipate/experience an obstacle that will prevent on-time completion, you must contact the instructor **BEFORE** the deadline to receive credit. **Students who do not complete a Research Paper will receive a grade of N in the course.**

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### **INTENDED LEARNING OUTCOMES**

By the end of the course, you will be able to:

1. Explain basic components of a decision, including options, values, choices, and outcomes
2. Describe key brain systems involved in decision making, including the reflex system, the procedural/habitual system, and the deliberative/goal-directed system
3. Articulate core issues in decision making, including the roles of uncertainty, time, emotion, reward and punishment, hierarchical organization, and self-control.
4. Discuss how decision making relates to other topics in the study of human behavior, such as addiction and free will.
5. Demonstrate an understanding of various specialized domains of decision making, such as perceptual decisions, moral decisions, and personal preferences
6. Exhibit the ability to comprehend, critique, and integrate the primary literature on the cognitive neuroscience of decision making
7. Write effectively about the cognitive neuroscience of decision making by forming arguments informed by your base of knowledge and analysis of the primary literature
8. Develop and deliver presentations about the cognitive neuroscience of decision making using your base of knowledge and ability to evaluate and integrate the research literature
9. Interact effectively with colleagues in discussing, debating, and integrating knowledge and theories about the cognitive neuroscience of decision making
10. Apply theories of decision making to examples from everyday life
11. Relate knowledge about decision making to other areas of psychology and other fields of study

### **TIPS FOR SUCCESS**

Please consider the following suggestions for maximizing success:

Take care of yourself and do your best to maintain a **healthy lifestyle** by eating well, exercising, getting enough sleep, and taking some time to relax.

Attend, participate, and engage in **class**.

Use the posted **slides** from Prof. Krawitz and your fellow students for notetaking, reference, and studying.

Read the **book chapters** and the **research articles** to prepare for the classroom presentations.

Focus not just on facts, but also on **concepts, methods, relationships** between ideas, and **integration** across topics.

**Don't leave writing and studying to the last second**, spread out your effort over days and weeks.

If you struggle in the course, **seek help sooner rather than later** – I want you to succeed!

### **COURSE EXPERIENCE SURVEY (CES)**

Near the end of the term, you will receive an email inviting you to complete the CES online. **Please complete the CES, because it provides valuable feedback for improving the course and is used to evaluate my teaching.** You can complete it at any time during the last week of classes. Refer to the Department of Psychology Important Course Policy Information for further details.

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### **SOURCES OF ASSISTANCE**

Please make use of the following resources as needed:

**Course Material and Marks:** Do you have questions about course material or marking? Or do you just want to chat about the course? Please feel free to contact Prof. Krawitz during office hours, by email, or schedule another time to meet.

**Perusall:** For questions about our course site and readings, contact Prof. Krawitz. For account or technical problems, refer to the Perusall Knowledge Base: <https://support.perusall.com/> or contact Perusall Support: <https://app.perusall.com/support>

**Brightspace:** For issues using Brightspace visit the UVic Learn site: <https://onlineacademiccommunity.uvic.ca/uviclearn/>

**Email, Netlink ID, Lab Computers:** For technical matters, please contact the Computer Help Desk: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca), (250) 721-7687, Clearihue A004, or visit the University Systems Help Centre: <https://www.uvic.ca/systems/support/>

**Research & Writing:** For help with academic writing, contact the Centre for Academic Communication: <https://www.uvic.ca/learningandteaching/cac/>  
For help with research, contact the UVic library: <https://www.uvic.ca/library/research/>

**Learning Assistance Program:** Are you struggling with understanding course material or finding effective study methods? You may want to consult with the tutors and learning strategists at the Learning Assistance Program (fees may apply): <https://onlineacademiccommunity.uvic.ca/lap/>

**Academic Accommodation:** Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodation, please approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations: <https://www.uvic.ca/accessible-learning/>

**English as an Additional Language:** If English is not your first language and you are having trouble because of that, please contact the English Language Centre: <https://continuingstudies.uvic.ca/elc/>

**Student Wellness:** Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/>

**Indigenous Support:** The Office of Indigenous Academic and Community Engagement (IACE) provides multiple support services for Indigenous students, including Elders in Residence and Indigenous Counselling: <https://www.uvic.ca/iace/>

**Mental Health and Well-being:** Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a wealth of resources to help students through those tough times: <https://www.uvic.ca/students/health-wellness/mental-health-services/>

### **NOTICE & DISCLAIMER**

**Students are expected to familiarize themselves with the Department of Psychology Important Course Policy Information which is included in this Course Outline.**

**All information in this Course Outline is subject to change in the event of extenuating circumstances.**

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Reading Annotations in Perusall are due at 11:59pm the night before each class with an underlined class number (classes 2 through 18), unless you are leading the seminar.

Students may lead classes with a **bold and underlined** class number (classes **6** through **18**).

- | <b>Class Date</b>             | <b>Topic</b>   |
|-------------------------------|--|
| <b>1</b> <b>Thu., Sep. 5</b>  | What is this course?<br>Ogas, O. (2006, November 9). Who wants to be a cognitive neuroscientist millionaire? <i>Seed Magazine</i> . Retrieved from <a href="http://seedmagazine.com">http://seedmagazine.com</a>   |
| <b>2</b> <b>Mon., Sep. 9</b>  | What is a decision?<br><i>The Mind within the Brain</i> : Preface & Chapters 1 & 2<br>Yates, J. F., & Tschirhart, M. D. (2006). Decision-making expertise. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), <i>The Cambridge handbook of expertise and expert performance</i> (pp. 421-438). Cambridge, UK: Cambridge University Press.<br><a href="https://doi.org/10.1017/cbo9780511816796.024">https://doi.org/10.1017/cbo9780511816796.024</a> |
| <b>3</b> <b>Thu., Sep. 12</b> | What is value?<br><i>The Mind within the Brain</i> : Chapter 3<br>Kahneman, D., & Tversky, A. (1984). Choices, values, and frames. <i>American Psychologist</i> , 39(4), 341-350. <a href="https://doi.org/10.1037/0003-066X.39.4.341">https://doi.org/10.1037/0003-066X.39.4.341</a>  |
| <b>4</b> <b>Mon., Sep. 16</b> | How do we learn from rewards and punishments?<br><i>The Mind within the Brain</i> : Chapter 4<br>Montague, P. R., Hyman, S. E., & Cohen, J. D. (2004). Computational roles for dopamine in behavioural control. <i>Nature</i> , 431(7010), 760-7. <a href="https://doi.org/10.1038/nature03015">https://doi.org/10.1038/nature03015</a>  |
| <b>5</b> <b>Thu., Sep. 19</b> | Should I wait?<br><i>The Mind within the Brain</i> : Chapter 5<br>Sellitto, M., Ciaramelli, E., & di Pellegrino, G. (2010). Myopic discounting of future rewards after medial orbitofrontal damage in humans. <i>Journal of Neuroscience</i> , 30(49), 16429-36.<br><a href="https://doi.org/10.1523/JNEUROSCI.2516-10.2010">https://doi.org/10.1523/JNEUROSCI.2516-10.2010</a>  |
| <b>6</b> <b>Mon., Sep. 23</b> | What brain systems are involved in decision making?<br><i>The Mind within the Brain</i> : Chapter 6<br>Rangel, A., Camerer, C., & Montague, P. R. (2008). A framework for studying the neurobiology of value-based decision making. <i>Nature Reviews Neuroscience</i> , 9(7), 545-56.<br><a href="https://doi.org/10.1038/nrn2357">https://doi.org/10.1038/nrn2357</a>  |
| <b>7</b> <b>Thu., Sep. 26</b> | What is the role of emotion in decision making?<br><i>The Mind within the Brain</i> : Chapters 7 & 8<br>Bechara, A., Damasio, H., & Damasio, A. R. (2000). Emotion, decision making and the orbitofrontal cortex. <i>Cerebral Cortex</i> , 10(3), 295-307. <a href="https://doi.org/10.1093/cercor/10.3.295">https://doi.org/10.1093/cercor/10.3.295</a>   |
|                               | <b>(Mon., Sep. 30</b> <i>National Day for Truth and Reconciliation – No class!</i> )   |
| <b>8</b> <b>Thu., Oct. 3</b>  | How do we organize our behavior?<br><i>The Mind within the Brain</i> : Chapter 9<br>Botvinick, M. M. (2008). Hierarchical models of behavior and prefrontal function. <i>Trends in Cognitive Sciences</i> , 12(5), 201-8. <a href="https://doi.org/10.1016/j.tics.2008.02.009">https://doi.org/10.1016/j.tics.2008.02.009</a>  |

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**TENTATIVE COURSE SCHEDULE**

- | <b>Class Date</b>       | <b>Topic</b>   |
|-------------------------|--|
| <b>9 Mon., Oct. 7</b>   | How can we banish the homunculus?<br>The Mind within the Brain: Chapter 10<br>Hazy, T. E., Frank, M. J., & O'Reilly, R. C. (2006). Banishing the homunculus: making working memory work. <i>Neuroscience</i> , 139(1), 105–18. <a href="https://doi.org/10.1016/j.neuroscience.2005.04.067">https://doi.org/10.1016/j.neuroscience.2005.04.067</a>   |
| <b>10 Thu., Oct. 10</b> | How are basic perceptual decisions made?<br>The Mind within the Brain: Chapter 11<br>Gold, J. I., & Shadlen, M. N. (2001). Neural computations that underlie decisions about sensory stimuli. <i>Trends in Cognitive Sciences</i> , 5(1), 10–16. <a href="https://doi.org/10.1016/S1364-6613(00)01567-9">https://doi.org/10.1016/S1364-6613(00)01567-9</a>   |
| <b>(Mon., Oct. 14</b>   | Thanksgiving Day – No class!   |
| <b>11 Thu., Oct. 17</b> | Do we know why we decide the way we do?<br><i>The Mind within the Brain</i> : Chapters 12 & 13<br>Danziger, S., Levav, J., & Avnaim-Pesso, L. (2011). Extraneous factors in judicial decisions. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 108(17), 6889–92. <a href="https://doi.org/10.1073/pnas.1018033108">https://doi.org/10.1073/pnas.1018033108</a><br>Johansson, P., Hall, L., Sikström, S., & Olsson, A. (2005). Failure to detect mismatches between intention and outcome in a simple decision task. <i>Science</i> , 310(5745), 116–119. <a href="https://doi.org/10.1126/science.1111709">https://doi.org/10.1126/science.1111709</a> |
| <b>12 Mon., Oct. 21</b> | How do we deal with the unknown?<br>The Mind within the Brain: Chapter 14<br>Huettel, S. A., Stowe, C. J., Gordon, E. M., Warner, B. T., & Platt, M. L. (2006). Neural signatures of economic preferences for risk and ambiguity. <i>Neuron</i> , 49(5), 765–75. <a href="https://doi.org/10.1016/j.neuron.2006.01.024">https://doi.org/10.1016/j.neuron.2006.01.024</a>   |
| <b>13 Thu., Oct. 24</b> | How do we exhibit self-control?<br>The Mind within the Brain: Chapter 15<br>Hare, T. A., Camerer, C. F., & Rangel, A. (2009). Self-control in decision-making involves modulation of the vmPFC valuation system. <i>Science</i> , 324(5927), 646–8. <a href="https://doi.org/10.1126/science.1168450">https://doi.org/10.1126/science.1168450</a>  |
| <b>14 Mon., Oct. 28</b> | What is the relationship between mind, brain, and body? <b>Research proposal due</b><br><i>The Mind within the Brain</i> : Chapters 16 & 17<br>Ajiboye, A. B., Willett, F. R., Young, D. R., Memberg, W. D., Murphy, B. A., Miller, J. P., ... Kirsch, R. F. (2017). Restoration of reaching and grasping movements through brain-controlled muscle stimulation in a person with tetraplegia: a proof-of-concept demonstration. <i>The Lancet</i> , 389, 1821–1830. <a href="https://doi.org/10.1016/S0140-6736(17)30601-3">https://doi.org/10.1016/S0140-6736(17)30601-3</a>  |
| <b>15 Thu., Oct. 31</b> | What is the neural basis of addiction?<br><i>The Mind within the Brain</i> : Chapters 18 & 19<br>Naqvi, N. H., Rudrauf, D., Damasio, H., & Bechara, A. (2007). Damage to the insula disrupts addiction to cigarette smoking. <i>Science</i> , 315(5811), 531–4. <a href="https://doi.org/10.1126/science.1135926">https://doi.org/10.1126/science.1135926</a>  |
| <b>16 Mon., Nov. 4</b>  | There's no accounting for taste, or is there?<br><i>The Mind within the Brain</i> : Chapters 20 & 21<br>McClure, S. M., Li, J., Tomlin, D., Cypert, K. S., Montague, L. M., & Montague, P. R. (2004). Neural correlates of behavioral preference for culturally familiar drinks. <i>Neuron</i> , 44(2), 379–87. <a href="https://doi.org/10.1016/j.neuron.2004.09.019">https://doi.org/10.1016/j.neuron.2004.09.019</a>  |



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**TENTATIVE COURSE SCHEDULE**

<b>Class Date</b>	<b>Topic</b>
<b>17 Thu., Nov. 7</b>	How do we make moral decisions? <i>The Mind within the Brain</i> : Chapters 22 & 23 Greene, J. D., Nystrom, L. E., Engell, A. D., Darley, J. M., & Cohen, J. D. (2004). The neural bases of cognitive conflict and control in moral judgment. <i>Neuron</i> , 44(2), 389–400. <a href="https://doi.org/10.1016/j.neuron.2004.09.027">https://doi.org/10.1016/j.neuron.2004.09.027</a>
<b>(Mon., Nov. 11</b>	<b>Remembrance Day &amp; Reading Break – No class!</b>
<b>18 Thu., Nov. 14</b>	Is there free will? <i>The Mind within the Brain</i> : Chapter 24 & Epilogue Obhi, S., & Haggard, P. (2004). Free will and free won't. <i>American Scientist</i> , 92(4), 358–365. <a href="https://doi.org/10.1511/2004.4.358">https://doi.org/10.1511/2004.4.358</a>
<b>19 Mon., Nov. 18</b>	<b>Written exam</b>
<b>20 Thu., Nov. 21</b>	Research presentations
<b>21 Mon., Nov. 25</b>	Research presentations
<b>22 Thu., Nov. 28</b>	Research presentations
<b>23 Mon., Dec. 2</b>	Research presentations
<b>Fri., Dec. 6</b>	<b>Research paper due</b>

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Fall Session 2024

### **Accessible Learning**

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

### **Attendance and Absences**

**Attendance is important.** Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

### **Children and Pets**

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

### **Class Recording and Auto-Captioning Statement**

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

### **Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online**

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

## Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

## Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

## Ombudsperson and Academic Concerns

From the course calendar...

*Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.*

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

## Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

**The use of a generative artificial intelligence (AI) is strictly prohibited** in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Fall 2023.

The definitive source for information on Academic Integrity is the University Calendar

**Other useful resources on Plagiarism and Cheating include:**

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

## Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

## Program Requirements

For more information see the [UVic Calendar](#).

## Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

## Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**  
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**  
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**  
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

## Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

## Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

### This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

### University of Victoria Students' Society (UVSS)

The [UVSS](http://uvss.ca) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

### Academic Important Dates

#### Fall session – first term (September – December)

Wednesday, September 4 <sup>th</sup>	First term classes begin for all faculties
Tuesday, September 17 <sup>th</sup>	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 20 <sup>th</sup>	Last day for adding courses that begin in the first term
Monday, September 30 <sup>th</sup>	Last day for paying first term fees without penalty
Monday, September 30 <sup>th</sup>	University Closed (National Day for Truth and Reconciliation)
Tuesday, October 8 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses
Monday, October 14 <sup>th</sup>	University Closed (Thanksgiving Day)
Thursday, October 31 <sup>st</sup>	Last day for withdrawing from first term courses without penalty of failure
Monday, November 11 <sup>th</sup>	University Closed (Remembrance Day)
November 11 <sup>th</sup> - 13 <sup>th</sup>	Reading Break for all faculties
Wednesday, December 4 <sup>th</sup>	Last day of classes in first term for all faculties
Wednesday, December 4 <sup>th</sup>	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Saturday, December 7 <sup>th</sup>	First-term examinations begin for all faculties
Friday, December 20 <sup>th</sup>	First term examinations end for all faculties
December 25 <sup>th</sup> - 31 <sup>st</sup>	University Closed (Winter Break)

#### Add and drop dates for standard 2024-2025 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 4	Dec 4	Sep 17	Sep 20	Oct 8	Oct 31
Second term	Jan 6	Apr 4	Jan 19	Jan 22	Feb 9	Feb 28

## Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: <https://www.uvic.ca/sexualizedviolence/>

# BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

## ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

## ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>