

**University of Florida**  
**College of Public Health & Health Professions Syllabus**

**CLP 7934: CLASSICS IN NEUROPSYCHOLOGY (1 hr)**  
**Fall Semester 2020**

Meeting Time/Place: Friday, 3:00 PM – 4:00 PM, Zoom

Delivery Format: Online Synchronous

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**Coordinator:** Dawn Bowers, Ph.D., ABBP-CN  
Professor, CHP & Neurology  
**Office:** HPNP 3172, Cogneuro Lab at Fixel Institute  
**Email:** [dawnbowers@php.ufl.edu](mailto:dawnbowers@php.ufl.edu)  
**Office Hours:** By Appointment  
**Preferred Course Communication:** email

**Faculty Leaders:** Russell M. Bauer, Ph.D., Professor, CHP [rbauer@php.ufl.edu](mailto:rbauer@php.ufl.edu)  
Dawn Bowers, Ph.D., Professor, CHP [dawnbowers@php.ufl.edu](mailto:dawnbowers@php.ufl.edu)  
Margaret Bradley, Ph.D., Professor, Psychology [bradley@ufl.edu](mailto:bradley@ufl.edu)  
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Michael Marsiske, Ph.D. Professor, CHP [marsiske@php.ufl.edu](mailto:marsiske@php.ufl.edu)  
William Perlstein, Ph.D. Assoc Professor, CHP [wmp@ufl.edu](mailto:wmp@ufl.edu)  
Catherine Price, Ph.D., Assoc. Professor, CHP [cep23@php.ufl.edu](mailto:cep23@php.ufl.edu)  
Glenn E Smith, Ph.D., Professor, CHP [glennsmith@php.ufl.edu](mailto:glennsmith@php.ufl.edu)  
TBD

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**Prerequisites.** Must be a graduate student in good standing in Clinical and Health Psychology. All others must petition or get permission of Dr. Bowers

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## 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 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 graduate students 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 9:00 PM. These reaction papers will be shared with the faculty leader. 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.

Due to ongoing COVID-19 pandemic, the classes will be held via Zoom. The Zoom format can make discussion a tad more challenging, but I am confident that we are up to this task. And, indeed a portion of the grade is based on active participation by everyone during each class. To be clear, the discussion will NOT be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### Course Materials

Readings are from articles (see syllabus below) that will be placed in a designated class folder on the class share-drive (P:\Classics in NP). Make sure you have access to this drive. If not, it is your responsibility to let me know so that you can be given access by the folks in IT.

### Required Readings

Specific references are listed for each class date and these are available as PDF's on the class projects drive, unless otherwise indicated.

### Location and Times

Class will meet Fridays via zoom from **3:00 to 4:00**. There are 2 **exceptions**, however. Two classes will take place from 2:00 to 3:00 – Nov 6<sup>th</sup> and Nov 20<sup>th</sup>. See Syllabus. Following the first class on September 4<sup>th</sup>, we will have optional socially distanced meet and greet beginning at 4:30 PM at the Fixel Institute of Neurological Diseases. Masks are required for this optional even, which will take place in the lobby and on the veranda.

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## 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 10 reaction papers for the class. All are required and maximum credit for each is 7 points (i.e., 10 X 7 = 70 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 9:00 PM**, the night before class. They are to be emailed to Dr. Bowers at [dawnbowers@php.ufl.edu](mailto: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 7 points.** Make sure you proofread for spelling, grammar, etc. There is no makeup. **If you miss the Thursday 9 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.
- 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.
  - 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. It might be harder with Zoom format, but we can do it!

### 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 9:00 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 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](http://www.multicultural.ufl.edu)

## Class Syllabus

### Classics in Neuropsychology/Psychology

Sept 4 Dawn Bowers, Ph.D.

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

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Sept 11 **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.

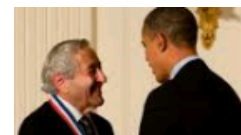
**Student leaders:** Perez Lao, Bove

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Sept. 18 **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.

**Student leaders;** Defelice, Fialo

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Sept 25 **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 are small

- Goldman-Rakic, P. (1997). Space and time in the mental universe. *Nature*, 386, 559-560.
- 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:** Gertler, Ying

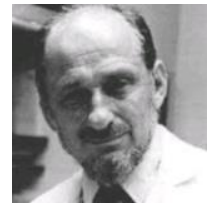
Oct. 2 UF Homecoming?? - No Class



Oct. 9 **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.

**Student leaders:** O'Neal, Ho

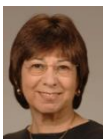
Oct 16 **Two Visual System**

**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;** Perez-Lao, Fialo



Oct. 23 **Baltes-Horn Debate: Inevitability of cognitive decline?**

**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;** Defelice, Ho

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**Oct. 30 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;** Gertler, Ying

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**Nov. 6 Learning and neuroplasticity (today's class meets from 2:00-3:00)**

**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;** Bove, O'Neal

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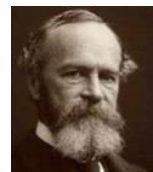
**Nov 13 No Class - Fall Symposium**

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**Nov 20 Emotion (today's class meets from 2:00-3:00)**

**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:** Peter J. Lang, Ph.D.

**Student leaders;** Perez-Lao, Defelice, Gertler, O'Neal

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Nov 27 No Class - Thanksgiving



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Dec 4 **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:** TBD

**Student leaders:** Bove, Fialo, Ho, Ying



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Dec. 8 **Final Exam Reaction Paper due today at 8:00 PM**

