This course will explore the behavior and mental processes of animals – from insects to primates (human and non-human). We will examine how scientists and the general public view animals and explain their behaviors. For the scientific perspective we will discuss evolutionary factors (phylogenetic history and adaptive significance), developmental factors, and the empirical approaches of experimental psychologists and ethologists. For the general public perspective we will explore the popular media coverage of animal “intelligence” in wild and captive (pets, zoo, and farm animals) as well as the complex (often conflicting) relationships that people have with animals.

Course Requirements

1. Three Exams (Exam 1 is 20%; Exam 2 & 3 are 25% each) – Exams are cumulative and include multiple choice, short answer and essay questions. All material in the readings and presented in class is subject to examination.

2. Portfolio Assignments (15%) – Occasional postings on your personal Psychology Department WordPress blog.

3. In-Class Participation (10%)

REQUIRED READINGS:
All readings can be found on Blackboard.

INSTRUCTIONAL GOALS/ OBJECTIVES
By the end of this course, students will be able to perform the following:

- Use the concepts, language, and major theories to account for psychological phenomena
- Communicate the basic characteristics of the science of psychology
- Demonstrate knowledge representing depth and breadth in the content area of comparative psychology
- Evaluate the appropriateness of conclusions drawn from research on animals
- Recognize ethical complexities in psychological application and human-animal interactions
- Demonstrate effective writing skills in various formats for various purposes (Additional goals as outlined by the American Psychological Association are noted at the end of this syllabus)
Classroom Policies

Please use your laptop in class responsibly and respectfully

**Make-up Policy:**
Make-ups for exams will be given only when exams are missed due to sudden illness, accidents, family emergencies and other legitimate university excuses. Regardless of the nature of your legitimate excuse, you must, when possible, notify the instructor in advance through e-mail or through an appropriate University office (e.g., Dean’s office).

**Academic Dishonesty Policy:**
Academic dishonesty of any type will not be tolerated. This includes plagiarism on assignments and cheating.

Penalty for academic dishonesty is at the discretion of the instructor and can range from a zero grade on an exam or assignment to an F for the course.

Plagiarism is defined as passing as one’s own written text or ideas created by others. The most common form of plagiarism is copying text from the internet or printed documents. To avoid this never take notes by copying verbatim from the source of your research; instead take notes in your own words. Another common source of plagiarism is presenting ideas of others (even if it is in your own words) without crediting the source of the ideas; to avoid this form of plagiarism always provide the source of your information whether it is a textbook, scholarly paper, magazine, or web site.

**Attendance Policy:**
Regular class attendance is expected and strongly recommended. On occasional absence is reasonable, but excessive absences will very likely hurt your grade. If you miss a class it will be your responsibility to determine if there was an announcement and to obtain missed notes from a fellow student. I cannot provide you with my notes, but I can address question about what you missed during my office hours.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>A-</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
<td>C</td>
<td>73 – 76</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
<td>D</td>
<td>60 – 66</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to receive such accommodations, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The DSS phone number is 973-313-6003. For further information, please go to the website at: http://www.shu.edu/offices/disability-support-services/index.cfm
| Wk 1 | 1/15,17 | A brief overview of comparative psychology and ethology |
| Wk 2 | 1/22,24 | What does it mean to be scientific? / How to detect Pseudoscience |
| Wk 3 | 1/29, 31 | A primer of evolution |
| Wk 4 | 2/5, 7 | Nature and Nurture / Tinbergen’s four questions in Ethology |
| Wk 5 | 2/12, 14 | Exam 1 (2/12) |
| Wk 6 | 2/19, 21 | Learning continued |
| Wk 7 | 2/26, 28 | Remembering |
| Wk 8 | 3/5, 7 | SPRING BREAK |
| Wk 9 | 3/12, 14 | Remembering continued |
| Wk 10 | 3/19, 21 | Exam 2 (3/19) |
| Wk 11 | 3/26, 28 | Reasoning continued |
| Wk 12 | 4/3, 4 | Social behavior and cognition |
| Wk 13 | 4/9, 11 | Social behavior and cognition continued |
| Wk 14 | 4/16, 18 | Communication and Language |
| Wk 15 | 4/23, 25 | Communication and Language continued |
| Wk 16 | 4/30, 5/22 | Catching up or summing up – whichever is necessary |
| Final’s Week | | Exam 3 |
American Psychological Association (APA) National Curricular Objectives: The APA recommends that Psychology course offerings in departments across the country address specific curricular objectives, with the overarching goal that a student majoring in Psychology will have each item covered in at least one course during their undergraduate career. Below is the list of the goals recommended by the APA; the curricular objectives addressed by this course are marked with an asterisk. The more relevant goals are marked with a double asterisk and presented in bold. By evaluating this information for each of your Psychology courses, you will be able to see how your undergraduate courses complement each other and gain perspective on the information and skills you are acquiring as a Psychology student.

<table>
<thead>
<tr>
<th>Goal 1. Theory and Content</th>
</tr>
</thead>
</table>
| 1.1 Describe the nature of psychology as a discipline  
1.2 Use the concepts, language, and major theories to account for psychological phenomena  
1.3 Explain major perspectives of psychology  
1.4 Demonstrate knowledge representing depth and breadth in specific content areas, including: (a) learning and cognition  
(b) individual differences, psychometrics, and social processes  
(c) biological bases of behavior  
(d) developmental changes across the lifespan  
(e) history of psychology  
(f) relevant levels of analysis  
(g) overarching themes, persistent questions, or enduring conflicts  
(h) relevant ethical issues |

<table>
<thead>
<tr>
<th>Goal 2. Research Methods in Psychology</th>
</tr>
</thead>
</table>
| 2.1 Describe the basic characteristics of the science of psychology  
2.2 Explain different research methods used by psychologists  
2.3 Evaluate the appropriateness of conclusions drawn from research  
2.4 Design and conduct basic studies using appropriate methods  
2.5 Follow the APA Code of Ethics in the treatment of participants  
2.6 Generalize research conclusions appropriately |

<table>
<thead>
<tr>
<th>Goal 3. Critical Thinking Skills in Psychology</th>
</tr>
</thead>
</table>
| 3.1 Use critical thinking effectively  
3.2 Engage in creative thinking  
3.3 Use reasoning in arguments and persuasive appeals  
3.4 Approach problems effectively |

<table>
<thead>
<tr>
<th>Goal 4. Application of Psychology</th>
</tr>
</thead>
</table>
| 4.1 Describe major applied areas of psychology  
4.2 Identify appropriate psychology applications in solving problems  
4.3 Articulate the use of psychological principles in social issues and public policy  
4.4 Apply psychology to everyday life  
4.5 Recognize ethical complexities in psychological application |

<table>
<thead>
<tr>
<th>Goal 5. Values in Psychology</th>
</tr>
</thead>
</table>
| 5.1 Recognize the need for ethical behavior in science and practice  
5.2 Demonstrate reasonable skepticism and curiosity  
5.3 Seek and evaluate scientific evidence  
5.4 Tolerate ambiguity and recognize the complexity of psychological explanations  
5.5 Recognize and respect human diversity  
5.6 Assess and justify engagement in civic, social, and global life  
5.7 Understand limitations of their knowledge and skill |

<table>
<thead>
<tr>
<th>Goal 6. Information and Technological Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Demonstrate information competence at each of the following stages: (a) Formulate a researchable topic</td>
</tr>
</tbody>
</table>
(b) Locate and choose relevant resources

(c) Use selected sources after evaluating their suitability

(d) Read and accurately summarize general scientific literature

6.2 Use appropriate software to produce understandable reports

6.3 Use information and technology ethically and responsibly

6.4 Demonstrate these computer skills:

(a) Basic word processing, database, e-mail, spreadsheet, and data analysis programs

(b) Search the internet for high quality information

(c) Use proper etiquette and security when communicating through e-mail

---

**Goal 7. Communication Skills**

7.1 Demonstrate effective writing skills in various formats for various purposes

7.2 Demonstrate effective oral communication skills in various formats for various purposes

7.3 Exhibit quantitative literacy

7.4 Demonstrate effective interpersonal communication skills

7.5 Exhibit the ability to collaborate effectively

---

**Goal 8. Sociocultural and International Awareness**

8.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives

8.2 Examine the sociocultural and international contexts that influence individual differences

8.3 Explain how individual differences influence beliefs, values, and interactions

8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity

8.5 Recognize prejudicial attitudes and discriminatory behaviors

---

**Goal 9. Personal Development**

9.1 Reflect on their experiences and find meaning

9.2 Apply psychological principles to promote personal development

9.3 Enact self-management strategies that maximize healthy outcomes

9.4 Display high standards of personal integrity with others

---

**Goal 10. Career Planning and Development**

10.1 Apply knowledge of psychology to formulating career choices

10.2 Identify the types of academic experience and performance that will facilitate entry

10.3 Describe preferred career paths based on accurate self-assessment

10.4 Identify and develop skills and experiences relevant to achieving selected career goals

10.5 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development