Course overview:

This course is designed to allow students who are enrolled in both Psychology 101 and Biology 211 to find connections between what they are learning in the two classes. The purpose of this course is twofold:

A. to give students an opportunity to explore connections between Biology 211 and Psychology 101, and
B. to give students a small-class setting where they can interact with faculty and other students

How will we accomplish these goals?

A. Through discussion of related readings and a focus on development of scientific thinking and investigation skills
B. Through discussion with the course instructors, social events, and field trips
C. Through small group projects, where students will work together on a project that applies what they learn in class to an issue of interest to them.

Expectations:

1. Students are expected to attend class prepared to discuss the readings or material for the day (30% of your grade). Students with more than 2 unexcused absences will fail the course. Students must provide evidence of personal illness (a doctor’s note) or family tragedy for the instructor to consider an absence excused.
2. Students are also expected to attend field trips and social events (10%)
3. Students will be given short assignments during the semester. These assignments are designed to help you integrate the material across the two classes and understand the additional readings in this class (30%). One of the required assignments is a self-assessment of the course at the end of the semester.
4. Students will work together with 2-3 other students on a class project (described below) (30%).

The course is graded Pass or Fail, but students must attain a score equivalent to a C+ to pass the course.

WebCT: Readings and other assignments for the class will be posted on WebCT at least 1 week before they are due. Please check WebCT regularly for assignments, announcements, etc.
**Classroom Behavior:** To facilitate the active involvement of all the students, please turn off cell phones during the class period. You are welcome to take notes on a laptop, but you can't be actively involved in the discussion if you are surfing the web, playing games, or sending messages, etc. during class. Please let the instructor know in advance if you must come to class late or leave early. Students who are not actively involved in the lectures and discussion or who do not show respect to the rest of the class through their behavior will be asked to leave.

**Disability Statement:** If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that a Disability Resources staff send a SAAR form verifying your disability and specifying the accommodations you will need.

**Tentative Schedule:** (Once the instructor knows more about your interests, the schedule will be firmed up)

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<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>1 August 22</td>
<td>Introductions, get acquainted</td>
<td>Assignment 1: Naturalistic Observation</td>
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<tr>
<td>2 August 29</td>
<td>Research issues/critical thinking Assignment #1 due</td>
<td>Discuss Assignment 1</td>
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<td>3 Sept. 5</td>
<td>Read <em>Public Acceptance of Evolution</em> (online) Dinner with faculty</td>
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<td>4 Sept. 12 (FS)</td>
<td>Dr. Colbert comes Assignment: Write a 1 ppg. response to this question? &quot;What experiences in your life have led to the attitude that you currently hold toward other species and learning about other species&quot;?</td>
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<td>5 Sept. 19</td>
<td>Discussion of research project assignment</td>
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<td>6 Sept. 26</td>
<td>Reading TBA Attend Rees talk: <em>Iowa's Ecological Footprint</em> (MU Gallery)</td>
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<td>7 Oct. 3</td>
<td>Dr Colbert leads discussion on Rees talk</td>
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<td>8 Oct. 10 (FS)</td>
<td>Dr. Dark Read Pinker, <em>Blank Slate</em>, Chpt. 12</td>
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<td>9 Oct. 17</td>
<td>Reading on autism TBA <em>The Design Process, Autism and</em></td>
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**Oct. 18: 8:00 pm**  
*Animals: Temple Grandin*  
(MU Sun Room)

10 Oct. 24  
Discuss Grandin lecture

11 Oct. 31  
Reading TBA

12 Nov. 7  
Dr. Gentile visits  
Catharsis article to be assigned

13 Nov. 14  
(FS)  
Reading TBA

14 Nov. 28  
Group projects presentation

15 Dec. 5  
Closing and assessment

**Required Class Field Trips:**  
**Iowa's Ecological Footprint - William Rees (Thurs, Sept. 28)**  
William Rees is the author of *Is Humanity Inherently Unsustainable?* Much of this work is in the realm of human ecology and ecological economics. He is best known for inventing 'ecological footprint analysis,' co-authored *Our Ecological Footprint*, and is a founding member and recent past-President of the Canadian Society for Ecological Economics. He is also a co-investigator in the 'Global Integrity Project,' aimed at defining the ecological and political requirements for biodiversity preservation. He has taught at the University of British Columbia's School of Community and Regional Planning (SCARP) since 1969-70.

**The Design Process, Autism and Animals - Temple Grandin (Weds., Oct. 18)**  
Temple Grandin is a professor of animal science at Colorado State University. She designs humane livestock handling facilities, and has done extensive research on cattle temperament, environmental enrichment for pigs, reducing dark cutters and bruises, bull fertility, training procedures, and effective stunning methods for cattle and pigs at meat plants. She has also developed an objective scoring system for assessing handling of cattle and pigs at meat plants, which is being used by many large corporations to improve animal welfare. Her history as a person with autism has given her insights into animal thinking that ordinary people do not share. As a person with autism, she describes the unique way her visual mind works and how she first made the connection between her autism and animal temperament in her book *Thinking in Pictures*. In *Animals in Translation*, she explores the connection between autism and animal behavior.
Title of Study: Making Connections Learning Community Evaluation

Coordinators: Margaret Graham (Professor of English, Iowa State University)
Christopher Toth (Graduate Assistant, Iowa State University)

INTRODUCTION
LAS 125 is a new learning community that makes connections between two lecture courses that you are taking. Because this is a new opportunity for students, it is important to evaluate the successes of the learning community and identify ways in which it could be improved. Your experience in the learning community is a vital part of that evaluation.

DESCRIPTION OF PROCEDURES
During the semester, Christopher Toth, a graduate assistant, may observe your LAS 125 seminar. He is interested in documenting some of the connections students and faculty make between the two lecture classes.

The coordinators will also collect copies of two projects. The first is the major assignment or the last assignment your seminar instructor assigns. The second is a self-reflection at the end of the semester where you write about your experiences in the LAS 125 learning community. The purpose of this data collection is to identify connections that faculty and students make during the semester and to identify themes that occur during the semester.

RISKS
There are no foreseeable risks at this time from participating in this study.

BENEFITS
It is hoped that the information gained in this study will benefit course instruction and student learning by providing valuable information about the effectiveness of learning communities.

COSTS AND COMPENSATION
You will not have any costs from participating in this study. You will not be compensated for participating in this study.

PARTICIPANT RIGHTS AND CONFIDENTIALITY
No names or identifying demographic data will be used in reporting the results of this study. You have the right to give or decline permission for the coordinators to reproduce or quote from your major/last assignment or self-reflection in any report, conference talk, or publication. Any request to reproduce or quote from specific student texts will occur after grades for the fall semester are turned in.

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies and the Institutional Review Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis.

The data will be locked and stored. Data will be reported in the aggregate and no individual information will be reported. If the results of this evaluation are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS
You are encouraged to ask questions at any time. For further information about the study contact Margaret Graham. She can be reached at 515-294-5203 or mgraaham@iastate.edu. If you have any questions about the rights of research subjects or research-related injury, please contact the Human Subjects Research Office at Iowa State University, (515) 294-4566; or the Research Compliance Officer, (515) 294-3115.
Homework Assignment #1: Introduction to Scientific Thinking—
Naturalistic Observation
Due August 29

One way to conduct research is to observe and record the behavior of organisms in their natural environment. Your psychology text describes the work of Jane Goodall and her work on Chimpanzee tool use. The same methods are frequently useful in understanding human behavior.

For this assignment, you are to observe fellow students' behavior regarding the disposal of waste or trash. With a partner, you should do one of the following:

A. **Dining Hall study:** Observe what students throw away after several meals. You should plan to observe students after at least 3 different meals for at least 30 minutes each. Your observations and note taking should be as detailed as possible (while also being unobtrusive). For each observation, you should note the following:
   1. Time, Date
   2. Gender of person observed; other information about person
   3. Amount and types of food discarded
   4. Amount and types of other waste discarded
   5. Additional observations.

B. **Classroom Cleanup:** Observe what students leave behind in classrooms. With a partner, you should visit several different classrooms, on several days, and at several different times of day (between classes, or when no class is in session). For each classroom, your notes should include:
   1. Date, time of the visit
   2. Brief description of size & arrangement of classroom
   3. If possible, the last class that was in the room (e.g., Psych 101)
   4. Types of waste discarded
   5. Where waste was left (e.g., in the aisles, on seats, in trash cans, hallways)
   6. Additional observations

*Keep detailed notes to be handed in with your assignment.*

**Summary:** After your observations, attempt to synthesize your findings. In 2-3 paragraphs, summarize what you found. Did women throw away more food than men? Did older students throw away more or less food than first year students? Were large classrooms more or less trashy than small classrooms? Were classrooms trashed more in the mornings or in the afternoons? Did engineers leave more trash than artists?

**Hypotheses:** Finally, generate 2-3 hypotheses to try to explain your findings. If you observed that women throw away more food than men, *why* might this occur? *Why* might some classrooms be trashed worse than others? Try to think of explanations at each of the three levels of analysis discussed in the psychology textbook: biological, psychological, and environmental.

Your assignment can be completed in pairs, and must be typed and handed in at the next class period. No emailed papers will be accepted.