**Psychology**

Psychology is the scientific study of mind, brain, and behavior. Areas of psychology represented in the department include human development, social psychology, cognitive psychology, cultural psychology, neuroscience, and psychopathology. Psychology majors receive broad training across these areas, have opportunities to pursue topics of particular interest in greater detail, and develop skills in research methods and statistics. Many majors also take advantage of opportunities to work in research laboratories, to serve as teaching assistants, and to participate in service learning courses. Students interested in this major are strongly encouraged to visit the Psychology Department (http://www.wesleyan.edu/psyc) and to download and read the Department Majors Manual for more detailed information, as early planning is important for preparing to declare and complete the major.

**FACULTY**

**Hilary C. Barth**  
BA, Bryn Mawr College; PHD, Massachusetts Institute of Technology  
Associate Professor of Psychology

**Sarah Kristin Carney**  
BA, Connecticut College; MA, Wesleyan University; PHD, CUNY The Graduate Center  
Assistant Professor of the Practice in Psychology

**Lisa C. Dierker**  
BA, Ohio State University; MA, University of Connecticut; PHD, University of Connecticut  
Walter Crowell University Professor of Social Sciences; Professor of Psychology

**Barbara Jean Juhasz**  
BA, Binghamton University; MA, University Mass Amherst; PHD, University of Massachusetts Amherst  
Associate Professor of Psychology; Associate Professor, Neuroscience and Behavior; Associate Professor, Integrative Sciences

**Kyungmi Kim**  
MA, Yonsei University; MPHIL, Yale University; MS, Yale University; PHD, Yale University  
Assistant Professor of Psychology

**Matthew M. Kurtz**  
BA, Reed College; MA, Princeton University; PHD, Princeton University  
Professor of Psychology; Chair, Psychology; Professor, Neuroscience and Behavior

**Psyche Loui**  
BS, Duke University; PHD, University of California, Berkeley  
Assistant Professor of Psychology; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences

**Jill G. Morawski**  
BA, Mount Holyoke College; MA, Carleton University; MAA, Wesleyan University; PHD, Carleton University  
Wilbur Fisk Osborne Professor; Professor of Psychology; Chair, Science in Society; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

**Andrea L. Patalano**  
BA, Brown University; MA, University of Michigan; PHD, University of Michigan  
Professor of Psychology; Professor, Neuroscience and Behavior

**Scott L. Plous**  
BA, University Minnesota Mpls; PHD, Stanford University  
Professor of Psychology

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BA, Autonoma University of Madrid; MA, Autonoma University of Madrid; PHD, University of Amsterdam  
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**Charles A. Sanislow**  
BS, Northrn Michigan Unv; MA, Ball State University; PHD, Duke University  
Associate Professor of Psychology; Associate Professor, Neuroscience and Behavior

**Anna Shusterman**  
PHD, Harvard University; SB, Brown University  
Associate Professor of Psychology

**Robert S. Steele**  
BA, Whitman College; MAA, Wesleyan University; PHD, Harvard University  
Professor of Psychology

**Steven E. Stemler**  
BS, University of Washington; MED, Boston College; PHD, Boston College  
Associate Professor of Psychology

**Royette Tavernier**  
MS, Brock University; PHD, Brock University  
Assistant Professor of Psychology

**H. Shellae Versey**  
BS, Tuskegee University; MPH, Columbia University; MS, University of Michigan; PHD, University of Michigan  
Assistant Professor of Psychology; Faculty Fellow, College of the Environment; Assistant Professor, African American Studies

**Clara L. Wilkins**  
BA, Stanford University; MS, University of Washington; PHD, University of Washington  
Assistant Professor of Psychology

**AFFILIATED FACULTY**

**Cynthia Matthew**  
Visiting Scholar in Psychology

**VISITING FACULTY**

**Sarah R. Kamens**  
BA, New York University; MA, Fordham University; MA, The European Graduate School; PHD, Fordham University  
Postdoctoral Fellow in Psychology

**Jessica M. Karanian**
BA, Fairfield University; MA, Boston College; PHD, Boston College
Visiting Assistant Professor of Psychology

Chenmu Xing
BA, Shanghai International Studies; MA, Columbia University; PHD, Columbia University
Postdoctoral Fellow in Psychology

EMERITI

David B. Adams
AB, Columbia University; PHD, Yale University
Professor of Psychology, Emeritus

Nathan Brody
BA, University Of New Hampshire; MA, University of Michigan; MAA, Wesleyan University; PHD, University of Michigan
Professor of Psychology, Emeritus

Karl E. Scheibe
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Professor of Psychology, Emeritus

John G. Seamon
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Professor of Psychology, Emeritus

Harry M. Sinnammon
BA, La Salle University; MAA, Wesleyan University; MS, Villanova University; PHD, University of Rochester
Professor of Psychology, Emeritus

Ruth Striegel Weissman
DIP, University of Tubingen; MAA, Wesleyan University; PHD, University of South Carolina
Walter Crowell University Professor of Social Sciences, Emerita

DEPARTMENTAL ADVISING EXPERTS

Kyungmi Kim, Robert Steele

- Undergraduate Psychology Major (catalog.wesleyan.edu/departments/psyc/ ugrd-psyc)

PSYC104 Understanding Prejudice and Discrimination
This first-year seminar (FYS) will explore several different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and domination of indigenous peoples, animals, and the natural environment. During the first part of the course, students will read about and discuss specific forms of prejudice. In the second half, you will write a final paper and give a brief presentation on a prejudice-related topic.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC105 Foundations of Contemporary Psychology
This course will include an introductory-level presentation of ideas and research findings in the major areas of psychology. It will serve as both preparation for upper-level courses in psychology and as a valuable contribution to students’ liberal arts education. This course will help students discover what psychology is and what psychologists do. Not only will students learn the basic content of psychology, but the course should help them to think critically about such everyday issues. In what ways are we like other humans, and how do we differ? What do babies perceive and think? Why do we dream? Content areas include history of psychology, methods of psychological research, biological basis of human behavior, motivation and emotions, learning and memory, sensation and perception, cognitive and social development, personality, intelligence, and psychopathology.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC109 Psychology and Technologies of the Self and Social World
The psychological sciences are generating novel and remarkable understandings of individual minds, social interactions, groups, and institutions, and these findings are being extended to benefit individual and social welfare. As we dwell in a world increasingly understood in psychological terms and managed through psychological technologies, crucial questions warrant attention. What are the implications of adopting these new understandings of self and others? Does this new knowledge change us and, if so, how? How do we assess the consequences of this knowledge as it is implemented in social practices? These questions guide our examination of cases where psychological knowledge has informed new practices and policies. The cases include research on decision-making, integration, positive psychology, psychopharmacology, stress, and attitudes. Also considered will be instances where psychological ideas have been implemented then challenged, including psychosurgery and token economies.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: SISP109
Prereq: None

PSYC111 Myth, Magic, and Movies
We will examine how the mythic is made and what purposes myth and magic serve in modern culture. Guided by classic psychoanalytic ideas, we will seek to understand both the conscious and unconscious power of myths. The seven volumes in J. K. Rowling’s HARRY POTTER series will be the core texts for the course, and we will explore how these texts were transformed by the eight Potter movies.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC200 Statistics: An Activity-Based Approach
This course will introduce the concepts and methods used in the analysis of quantitative data in the behavioral and life sciences. The approach will emphasize activity-based learning. Lectures will be used for the initial presentation and wrap-up of topics, but most class time will be devoted to activities in which students perform analyses. The topics covered will include descriptive statistics, sampling distributions, estimation, hypothesis testing, analysis of variance, and regression.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: PSYC105
The first one-quarter to one-third of the course will cover basic research methods, fulfilling the requirement for the major and preparing students to engage in both research and practice. The final project will entail drawing on the research literature and research methods to develop and test math-related materials for preschools. Each year of PSYC206 draws on the work done by previous students in the class.

The service-learning component of the course, in which students will spend two hours per week in a preschool, provides a hands-on opportunity to interact with preschool children and learn firsthand about their learning environment and styles.

Offering: Host
Grading: A-F
Credits: 1.25
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC207 Research Methods in Developmental Psychology
The goal of this course is to introduce students to basic research strategies and methods, with a focus on those pertinent to developmental psychology. Course materials will focus on the conceptual, design, and analytic issues to research across development. This course is designed to provide students with the knowledge, skills, and understanding to conduct and evaluate research. In the service of these goals, students will participate in lectures, readings, discussions, and hands-on projects.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: (PSYC105 AND ECON300) OR (PSYC105 AND PSYC200) OR (PSYC105 AND [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280])

PSYC208 Research Methods on Emotion
This course will focus on methods and techniques to study emotions in their social context, including emotional narratives, interviews, experiments with emotional stimuli (e.g., mood induction), surveys, and daily diaries. We will investigate which methods and techniques are best suited to study various positive and negative emotions. The course will give special attention to ethical issues in emotion research.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC209 Research Methods in Ecological-Community Psychology
The focus of this course is to introduce the student to the historical and conceptual foundations of ecological and community psychology. Special emphasis will be placed on research ethics and framing research questions that address social problems. Students will learn about study design and mixed-method approaches that will provide a foundation to engage in research and practice.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC210 Research Methods in Cognition
This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive
PSYC211 Research Methods in Clinical Psychology
This course will provide students with an opportunity to conduct original research and development in the area of clinical psychology. Students will select a research project from those made available each semester and will complete the project under the supervision of the instructor. SAS software will be used.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B210
Prereq: PSYC105

PSYC211 Research Methods in Clinical Psychology
This course will provide students with an opportunity to conduct original research and development in the area of clinical psychology. Students will select a research project from those made available each semester and will complete the project under the supervision of the instructor. SAS software will be used.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B210
Prereq: PSYC105

PSYC214 Research Methods in Sleep Research
The purpose of this course is to provide students with hands-on experience in critiquing, analyzing, and conducting psychological research as it relates to sleep and various aspects of psychological well-being. The bulk of this course will focus on exploring various methodological designs used in psychological studies (e.g., in-lab experiments, cross-sectional and longitudinal surveys, qualitative interviews, and observations). Students will acquire skills in conducting both within- and between-person studies within the context of short-term daily diary assessments of sleep and psychological well-being. Through a series of hands-on lab assignments, students will have opportunities to design and execute research questions based on a variety of research methods.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC215 Research Methods: Behavioral Methods in Animal Research
This is a research methods course that provides an understanding of the different approaches to animal research, particularly those using rodent models. It provides students with an understanding of the different techniques employed by researchers and the questions they address. This course provides students with HANDS-ON EXPERIENCE WITH ANIMAL RESEARCH USING RODENT MODELS. Students will learn how to handle and inject rats and will also get a sense of how to design a behavioral experiment, including the use of control groups and counterbalancing. The course will follow a lecture/discussion/lab format where students will learn about different forms of conditioning (operant/classical) and how these apply to various behavioral tasks such as operant responding, autoshaping, decision-making, locomotion testing, etc. (see readings for more examples). One class each week will take place in the lab to provide students with hands-on experience with rats and the testing apparatuses. Students will be assigned a rat for the semester that they will use to collect and analyze data during lab classes. This will be combined with regular class discussion of research articles dealing with each topic, including some of the earlier reports and more recent applications. The focus of the course will be on trying to prepare students to design and carry out behavioral/animal research in a laboratory setting.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B215
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240]
function of the human brain. Then we will cover neural processes that support sensory perception and attention, memory, motor control, language, executive control, and emotional and social functioning. We will also discuss mechanisms of brain evolution, development, and repair, and their implications for various diseases and disorders.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B213, BIOL213, PSYC240
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

PSYC227 Motivation and Reward
This course will focus on motivation and reward, providing students with a background in and understanding of the various theories and approaches to studying the topic of motivation, including an introduction to some of the history and the current advances in the field. The course uses animal and human research to try to unravel the brain areas and neurotransmitter systems involved in different forms of reward, including food, sex, and drugs, and examine cases of disordered motivation such as drug addiction, obesity, and disordered gambling.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B227
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

PSYC228 Clinical Neuropsychology
This introductory course will examine the relationship between brain functioning and cognition, behavior, and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B228
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

PSYC230 Developmental Psychology
This course is an introduction to human behavior and psychological development focusing on infancy and childhood. We will examine theory and research about physical, social, emotional, language, brain and cognitive development, with emphasis on cognitive development.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC239 Functional Anatomy of the Human Brain
A mass of tissue the consistency of firm jello and weighing about 2.5 pounds in the adult human, the brain is an organ that controls nearly every function of the body. It also enables the highest cognitive functions of humans such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction results in a variety of diseases, including senility, mood disorders, and motor dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will be of special interest to premed students; NS&B, biology, and psychology majors; and anyone simply interested in how the brain works.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B239, BIOL239
Prereq: [NS&B213 or BIOL213 or PSYC240]

PSYC240 Behavioral Neurobiology
This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B213, BIOL213
Prereq: None

PSYC245 Psychological Measurement
This course will discuss various approaches to the measurement of psychological constructs such as intelligence and personality. Topics covered will include ability tests (e.g., IQ tests), achievement tests (e.g., classroom assessments), and diagnostic clinical assessments (e.g., the draw-a-person test). Strengths and weaknesses associated with various methods of measurement (e.g., self-report vs. performance measures) will also be discussed. Special attention will be given to the criteria used to critically evaluate the psychometric quality of measurement instruments. Students will learn the steps necessary to develop psychometrically sound, practically useful, and legally defensible tests.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC248 Adolescence and Emerging Adulthood
This course takes a global, cultural perspective to the study of human development during adolescence (ages 10–18 years) and emerging adulthood (ages 18–25 years). Students will gain a deeper understanding of key aspects of psychosocial functioning during these two developmental age periods. The course approaches adolescence and emerging adulthood as periods of both opportunity and vulnerability. Topics include cognitive development, love and sexuality, media, peer relationships, and risk and resilience. Class activities and assignments provide opportunities for students to actively engage with the material presented and discussed in class. Students also will have the opportunity to participate in a cross-cultural experience, culminating in a class documentary on a selected topic related to adolescent and emerging adulthood development.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>PSYC250</td>
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<td>PSYC257</td>
<td>Culture in Psychology: An Introduction to Theory and Research</td>
<td>PSYC105</td>
<td>SBS-PSYC</td>
<td>1.00</td>
<td>A-F</td>
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PSYC250 Personality
This course is designed to give a deeper understanding of these questions that psychologists interested in personality study, how they study these in a scientific manner, and how they use this knowledge to help others.

PSYC251 Psychopathology
This course provides an overview of psychopathology, the study of "abnormal" behavior or mental disorders. From various theoretical perspectives, the ways that abnormality is defined will be considered. You will learn what we know and don't know about the phenomenology, diagnosis, and causes of mental disorders. Major domains of psychopathology, the symptoms and behaviors associated with common mental disorders, and the mechanisms hypothesized to be involved with them will be covered. The ways that different paradigms steer the development and implementation of treatments will be examined. This course is not designed to help resolve personal experiences with mental illness. This class will challenge widely accepted ideas about mental illness. You will learn to think critically about how mental illness is understood by society, mental health professionals, and clinical researchers.

PSYC252 Educational Psychology
This course will focus on three major topics and how they relate to current educational policy debates. The first topic will be an examination of the fundamental purpose of school. We will discuss theoretical and empirical perspectives on why schools exist and ways in which school purpose varies by school type (e.g., public, private, charter) and location (e.g., by state and country). The second topic to be covered relates to the implementation of school mission. In this context, we will reflect on how theories of child development, student motivation, classroom management, and pedagogy inform instructional practice. Finally, the third major topic that will be covered is how to determine whether schools are achieving their stated goals. We will examine the appropriate (and inappropriate) uses of assessment for understanding whether students are learning, whether teachers are effective, and whether a school has a positive or negative climate.

PSYC253 Positive Psychology
This course seeks to identify, define, investigate, and promote the development of human strengths, growth, and potential. The course will examine the history, theories, methodology, and research findings in the subfield of positive psychology and will challenge students to apply what they have learned in class toward personal and social change.

PSYC254 Discovering the Person
This course surveys major developments in psychology and psychiatry from 1860 to 1980. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine psychological phenomena that were located, catalogued, and explained by these sciences, including irrationality, sexuality, cognitive powers, personality, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and the will. Attention is also given to the scientific grounds for investigating persons, the empirical evidence sought in the century-long process of discovering and naming psychological kinds, and the modes of producing this knowledge (aggregate methods, case study, and theories). Readings include primary source documents, histories of the disciplines, and philosophical analyses.

PSYC255 Social Psychology
What does prejudice develop, and how can it be reduced? Can psychological research help protect the environment and, if so, how? This course offers an overview of classic and contemporary social psychology, covering topics such as group behavior, friendship, stereotyping, conformity, obedience, and conflict resolution.

PSYC256 Cultural Psychology
Through essays, novels, videos, and film, we will explore the intersection of culture, ideology, and psychology. We will examine how gender, ethnicity, and class are interwoven in the social fabric and individual identity. Employing feminist, psychoanalytic, and deconstructive interpretive methods, we will try to decipher the many ways we inscribe ourselves in culture.

PSYC257 Culture in Psychology: An Introduction to Theory and Research
Culture is central to the study of mind and behavior. This course will provide students with an introduction to theory and research on culture in psychology. We will discuss what culture is, the methods that psychologists use to study culture, and how much of our behavior is universal or culture-specific. We will explore how culture influences how we think, feel, and behave. Studies and examples from cultures around the world (e.g., Africa, Latin America, North America) will be presented.

PSYC258 Personality
What does personality mean? Can you measure it? Who studies it and why? This course will help you understand these fundamental questions that psychologists interested in personality study, how they study these in a scientific manner, and how they use this knowledge to help others.

PSYC259 Psychopathology
This course provides an overview of psychopathology, the study of “abnormal” behavior or mental disorders. From various theoretical perspectives, the ways that abnormality is defined will be considered. You will learn what we know and don't know about the phenomenology, diagnosis, and causes of mental disorders. Major domains of psychopathology, the symptoms and behaviors associated with common mental disorders, and the mechanisms hypothesized to be involved with them will be covered. The ways that different paradigms steer the development and implementation of treatments will be examined. This course is not designed to help resolve personal experiences with mental illness. This class will challenge widely accepted ideas about mental illness. You will learn to think critically about how mental illness is understood by society, mental health professionals, and clinical researchers.

PSYC260 Educational Psychology
This course will focus on three major topics and how they relate to current educational policy debates. The first topic will be an examination of the fundamental purpose of school. We will discuss theoretical and empirical perspectives on why schools exist and ways in which school purpose varies by school type (e.g., public, private, charter) and location (e.g., by state and country). The second topic to be covered relates to the implementation of school mission. In this context, we will reflect on how theories of child development, student motivation, classroom management, and pedagogy inform instructional practice. Finally, the third major topic that will be covered is how to determine whether schools are achieving their stated goals. We will examine the appropriate (and inappropriate) uses of assessment for understanding whether students are learning, whether teachers are effective, and whether a school has a positive or negative climate.

PSYC261 Cultural Psychology
Through essays, novels, videos, and film, we will explore the intersection of culture, ideology, and psychology. We will examine how gender, ethnicity, and class are interwoven in the social fabric and individual identity. Employing feminist, psychoanalytic, and deconstructive interpretive methods, we will try to decipher the many ways we inscribe ourselves in culture.

PSYC265 Culture in Psychology: An Introduction to Theory and Research
Culture is central to the study of mind and behavior. This course will provide students with an introduction to theory and research on culture in psychology. We will discuss what culture is, the methods that psychologists use to study culture, and how much of our behavior is universal or culture-specific. We will explore how culture influences how we think, feel, and behave. Studies and examples from cultures around the world (e.g., Africa, Latin America, North America) will be presented.

PSYC267 Personality
What does personality mean? Can you measure it? Who studies it and why? This course will help you understand these fundamental questions that psychologists interested in personality study, how they study these in a scientific manner, and how they use this knowledge to help others.
PSYC266 Community Psychology
This course serves as an introduction to community psychology. Students will read about, research, and discuss major topics in the field, including the ecological framework, diversity paradigms, social change, and empowerment.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC269 Health Psychology
This course will cover how biological, psychological, and social factors interact to influence health and illness. Students will learn the theories of health behavior and how they are applied to promote positive change. Other topics will include the influence of stress on health and stress coping strategies; nutrition, obesity, and eating disorders; addiction and substance abuse; and chronic and life-threatening illnesses. Students will develop a working knowledge of the history, major theories and concepts, and practical applications of health psychology.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC270 The Psychology of Women
This course reviews the constellation of psychological theories about women. Topics to be covered include personality, development, physiology, intellect, achievement, and social rules. Studies of gender are reviewed and assessed with consideration of the impact of history, politics, culture, and research practices. The forms and possibilities of feminist science are explored.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: FGSS229
Prereq: PSYC105

PSYC277 Psychology and the Law
This course will offer an introduction to the range of topics that are of concern both to psychologists and to members of the legal profession. We will investigate how psychologists may enter the legal arena as social scientists, consultants, and expert witnesses, as well as how the theory, data, and methods of the social sciences can enhance and contribute to our understanding of the judicial system.
We will focus on what social psychology can offer the legal system in terms of its research and expertise with an examination of the state of the social science research on topics such as juries and decision making, eyewitness testimony, mental illness, the nature of voluntary confession, competency/insanity, child testimony, repressed memory, and sentencing guidelines. In addition, this course will look at the new and exciting ways legal scholars and psychologists/social scientists are now collaborating on research that looks at topics such as the role of education in prison, cultural definitions of responsibility, media accounts and social representations of crime and criminals, death penalty mitigation, and gender/race discrimination within the criminal justice system. This course will introduce students to this field, especially to the growing body of applied and theoretical work and resources available for study and review. Students will be encouraged to explore the connections between issues of social science and the law, translating legal issues into social scientific research questions that can then be examined more closely in the literature.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC280 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-QAC
Identical With: QAC201, SOC257, GOVT201, NS&B280
Prereq: None

PSYC293 Introduction to Data Management
Data management is the most critical component of data analysis and comprises the vast majority of the work. Without properly managed data, statistical analysis is inaccurate, if not impossible. Therefore, knowing how to manage data and conduct quality control checks on managed data is essential for data analysts in any discipline. The goal of this course is to provide hands-on, project-based instruction in data-management techniques using industry standard statistical software. Students will be provided with research questions and data sets and will be required to manage the data to prepare it for statistical analysis and provide basic reports, descriptive statistics, and graphs. In addition, they will be introduced to SQL, a powerful programming language that can interface with statistical software to conduct more complex and efficient data management. Students in this course will learn how to use statistical software to evaluate, clean, and manipulate data sets to get the data ready for statistical analysis. In addition, they will be capable of using basic SQL commands to manipulate data. They will also learn best practices for data management and basic quality-control checking using summary reports, descriptive statistics, and graphing.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-QAC
Identical With: QAC200
Prereq: None

PSYC294 Developmental Tasks of Adolescence
Based on both clinical and developmental theory, this seminar is aimed at allowing students to master the primary intellectual and emotional tasks of adolescence through reading and group experience. We will ask what it means to have successfully individuated from family and explore how this need is expressed across four developmental domains--family, friends, fertility, and future--and how these milestones are evaluated and appraised. Students completing the course will be able to articulate why individuation and separation are essential to normal adult functioning and will also be able to develop summary statements that can be used to describe the level of functioning of an adolescent seeking therapy for a behavioral disorder.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC308 Psychology of Action
This course will introduce students to the study of the coordination and control of action. Topics will include control of movement, motor planning, and the linkage between perception, action, and cognition.
Offering: Host
outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; and (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** NSM-PSYC

**Identical With:** NS&B316

**Prereq:** None

### PSYC317 Social Psychophysiology

This seminar aims to introduce students to current physiological methods and findings within social psychological research. Course readings will examine how psychophysiological techniques can be used to examine stress, intergroup interaction, emotion, health, and person-perception. Course topics include social psychophysiology and embodiment, biopsychosocial models of challenge and threat, neuroendocrine models of social evaluative threat, cortisol and prejudice, oxytocin, facial electromyography and emotion, event-related potential, and psychoneuroimmunology.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** NSM-PSYC

**Identical With:** NS&B316

**Prereq:** None

### PSYC318 Psychology of Environmental Issues

Environmental issues, such as climate change and the overconsumption of resources, are some of the most pressing problems facing our world. Many environmental psychologists specifically investigate how people think about and respond to these global challenges. In this course, we will discuss how psychological mechanisms help explain the roots of various environmental problems and can also be used when designing interventions to address these issues. We will focus on both individual processes (e.g., cognitive processes, motivation, behavior change, connection with nature) and social processes (e.g., cultural worldviews, group relationships, media messages, social movements). Broader questions addressed in this class include: Why are people generally unconcerned about climate change? Why is material consumption highly valued in American society? What motivates individuals to become involved in environmental social movements? Throughout the semester, students will practice applying the concepts learned in class to a specific environmental issue of their choice.

**Offering:** Host

**Grading:** A-F

**Credits:** 1.00

**Gen Ed Area:** NSM-PSYC

**Prereq:** None

### PSYC319 Seminar on the Effects of Emotion on Memory

Most Americans believe they will never forget what they saw on September 11, 2001. After witnessing a crime, people remember having looked directly at the criminal’s face. It is sometimes said that it is easy to remember the good times and to forget the bad. Each of these ideas reflects a false belief that people have about how emotion influences memory. This seminar will examine these and other false beliefs through discussion of theoretical and empirical research examining memory and related processes. Over the semester, we will cover the
main areas of research on emotional memory, with each week motivated by
different questions. We will discuss how emotion guides memory and attention
across the adult lifespan and will answer questions such as, What do people look
at in emotional situations? Why do older adults focus on positive information to
a greater extent than younger adults? And what are the memorial consequences
of Game of Thrones’ expositions scenes?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC221 OR PSYC208 OR PSYC220 OR PSYC227

PSYC320 Cognition, Learning, and Instruction in the Classroom
This course examines learning in formal and informal educational settings
(primarily K–12) through the lenses of cognitive and developmental psychology.
The course is divided into units on the theoretical perspectives on learning and
instruction, neuroscience and education, cognition, learning environments,
and academic achievement. We start with a focus on prominent theories and
principles and recent work integrating neuroscience and educational psychology,
so that the applications in the classroom, such as conceptual change, problem
solving, strategy development, the design and implementation of instruction,
and variables influencing academic achievement are better situated. By the
end of the course, students will be able to articulate the interdisciplinary
contributions and connections of education, neuroscience, and psychology;
critically evaluate and analyze how different theories of learning and research
findings influence educational practices; understand how different aspects of
thinking (e.g., memory, problem solving) and social context (e.g., schools) affect
learning; appreciate the bidirectional contributions of research and educational
practice to one another; and acknowledge different perspectives on some of the
“big questions” in the learning sciences.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC322 Psychology of Decision Making
We make decisions all the time. The vast majority of decisions have little
consequence, though some are monumental and can deeply affect our lives.
The broad goal of this course is to explore the science of judgment and decision
making from a cognitive psychological perspective. This means that we will
consider how the study of mental processes can inform us about how an
individual person’s judgments and decisions are made, characteristic patterns
and biases of decision making, factors that influence decision making, and
whether decision making can be improved. Themes include: What does it mean
to be rational, and are humans rational decision makers? How do basic cognitive
systems and their interplay underlie more complex decision behavior? What role
do affect and emotion play in decision making? How can we move productively
between neurobiology, cognition, and social application in thinking about the
cognitive psychology of decision making? Do individuals and societies need help
in improving decision making, and if so, what kind of help? Overarching goals are
to understand the major questions and frameworks that have guided decision
research from this perspective, to explore recent empirical studies with an eye
toward how they challenge or extend past views, and to generate new research
ideas, connections to other disciplines, and practical applications. Foundations
of Contemporary Psychology (PSYC 105) and Cognitive Psychology (PSYC 220)
are strongly recommended as prerequisites, as this is an upper-level course (that
relies on student contributions) in the Psychology Department.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC325 Healthy Places: Practice, Policy, and Population Health
The built environment influences many aspects of health and well-being:
psychological stressors (crime, noise, and violence), what people eat, the
water they drink, the air they breathe, where (or if) they work, the housing
that shelters them, where they go for health care, what social networks are
available for support, and how political power is distributed and public resources
allocated. How cities, suburbs, and rural areas are managed; local policy; and
planning and design decisions can all help determine whether the places we
live will be threats to public health and, perhaps more important, to an aging
society. The focus of this course connects the fields of planning, psychology,
and public health to explore contemporary challenges (and innovations) in the
21st-century built environment. Students will explore the multiple forces that
impact population health, how to analyze these determinants, and what roles
planning and public health agencies, as well as other institutions such as local
governments, civil society, the private sector, and communities themselves, can
play in research and action aimed at improving physical and mental health.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ENVS
Identical With: ENV5325
Prereq: None

PSYC326 The Social Self
This course is on the social self, or better put, our social selves. It will examine
how (and why) people influence one another and how this shapes perceptions,
beliefs, and attitudes. We will study the ways in which we negotiate our multiple
identities in our interactions with others, as well as how our identities are a
function of differing social environments.

Offering: Host
Grading: A-F
Credits: 1.25
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC327 Psychology of Conflict Resolution
This course will focus on the psychological causes and consequences of
interpersonal, intergroup, and international conflict. Topics discussed will include
such issues as the role of power, status, trust, and social identity. Students
will learn about various theories related to the causes of conflict, as well as
practical techniques for navigating conflict, including negotiation, mediation, and
facilitation. Educational programs that teach conflict-resolution skills will also be
examined.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC328 Current Research in Early Childhood
Early childhood is widely seen as a time when the environment exerts
particularly strong influences on individuals, with large effects on children’s risk
or resilience for healthy developmental outcomes. Research in this area provides
a way to consider and evaluate claims about this developmental period. What
knowledge does society need about this period to promote healthy development
for all children? Where do children learn social skills? Why do children play
with some toys but not others? How does timing affect the impact of early
interventions? What foundational skills help all children learn to read? By what
mechanisms does economic poverty affect development?

This advanced seminar will explore current research in early childhood. We
will focus on the period from birth to five years, drawing on empirical work in
developmental psychology, cognitive science, and education to discuss major
topics and debates. These include cognitive and academic foundations for
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**PSYC329 Neural Costs of War**
This course focuses on stress reactions that result because of exposure to war, combat, and related atrocities. You will learn about the diagnosis of PTSD, including its development and history. There is a strong emphasis on the neural and cognitive mechanisms for stress-related psychopathology and the overlap of psychological and neural systems with the damaging effects of traumatic brain injury. While interactions of these mechanisms with social and cultural processes are considered, the primary emphasis is on the neural and cognitive mechanisms. To be fully prepared for this course, students should have a solid grounding in neuroscience and behavior, as well as basic psychopathology.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

**PSYC331 The Narratives of Illness and Recovery**
This course provides a detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of “the wounded healer,” those persons who have suffered and then choose to assist others who face similar predicaments.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

**PSYC332 Masculinities**
This course examines masculinities and the psychology of men using theories and research findings. We survey a range of perspectives on men and masculinity, drawing from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, and queer theory. We will ask how the psychological attributes associated with men relate to private life and public spaces, and whether our enactments and conceptions of masculinity have changed over time. Exploration of these questions will be informed by both psychological research and close analysis of media representations; the course thus emphasizes methods for examining representations of masculinity in science and the media.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105 OR [FGSS209 or ENGL208]

**PSYC339 Cross-Cultural Childhoods**
The course will begin by examining different attitudes and practices during prenatal development and continue through early adulthood. We will consider the perspectives of the child, parents, other family members, and larger society. Developmental experiences will be examined in traditional societies and developing nations, as well as in modern industrialized societies. A wide range of developmental topics will be considered. Examples of topics in child development include weaning practices, sleep patterns, paternal contribution, education, sibling relationships, and child-care practices. Examples of topics in adolescence and early adulthood include anxiety in adolescence and the age of economic independence, sexual activity, and marriage. Some disturbing and controversial material will be discussed in a respectful atmosphere (e.g., cultural relativism and severe neglect). Students will have the opportunity to opt out of potentially disturbing discussions. The strengths and weaknesses of multiple theoretical approaches to development will be addressed and debated. A few examples of these theories include cultural relativism, universal learning mechanisms, evolutionary ecology, and evolutionary psychology.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: ANTH239
Prereq: None

**PSYC341 Psychology of Human Memory**
This seminar course is designed to provide students with an in-depth exploration of the psychological science of human memory. We will examine current issues and theories in human memory research and the methods by which human memory is explored. Both classic and contemporary research findings from the disciplines of cognitive psychology, cognitive neuroscience, and neuropsychology will be brought together to paint a picture of the current understanding of human memory. Topics to be covered include different memory systems and frameworks (e.g., working memory, semantic memory, episodic memory), remembering and forgetting (e.g., phenomenal experience of remembering, various mechanisms of forgetting), reality/source monitoring (e.g., memory attributions, true and false memories), the influence of emotional and social factors on memory (e.g., social remembering), and memory in clinical populations.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B341
Prereq: None

**PSYC342 Music Perception and Cognition**
This course provides an overview of the perceptual, cognitive, and neural bases of performing, composing, and listening to music. Topics include acoustics and biological processing of sound; theories and empirical research on pitch, rhythm, harmony, melody, timbre, and orchestration; similarities and differences between music and language; evolution and development of musical ability; and special populations in musical functions. Meetings each week will include laboratory demonstrations and exercises in experiment design and data analysis.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B342
Prereq: None

**PSYC343 Sleep and Psychosocial Functioning in Youth**
Have you ever wondered whether it’s worthwhile to pull an all-nighter in hopes of improving your grades on an exam the next day? Have you ever noticed that you snack more when you’re having trouble sleeping? And why is it that...
some individuals seem to have the most energy late at night, while others are most alert early in the morning? This course is designed to orient students to the fascinating world of sleep and psychosocial functioning. We will briefly explore the architecture of sleep and analyze theoretical explanations for the functions of sleep. The bulk of the course will focus on examining predictors and consequences of ("normal") sleep in relation to various aspects of psychosocial functioning, including mental health, interpersonal relationships, technology use, cognitive functioning, and chronotype. We will examine these associations specifically within the context of late childhood, adolescence, and emerging adulthood. As part of this course, you will have the opportunity to track your own sleep via an objective sleep monitor and keep a sleep diary for part of the course.  
Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: SBS-PSYC  
Prereq: PSYC105  

**PSYC344 The Rise of the Neurosciences**  
This course examines the expansion and proliferation of the neurosciences from the early modern period to the present. We will investigate the recent claim that we are living in the midst of a "neuro-revolution" with vast social, political, and economic consequences around the globe. Yet at the same time, we will look to the past for similar moments of transition and transformation of the modern sciences abetted by experiments on the nervous system. Students will analyze texts from Descartes to Damasio, paying attention to the rhetorical explanatory power of certain epistemic objects and instruments--samples of brain tissue, synaptic networks, clinical case histories, and MRI scans--as well as the institutional power shifts that sanctioned research practices such as vivisection, phrenology, electrophysiology, and functional imaging. Through our reading of primary sources by philosophers and physicians and secondary sources by historians and sociologists, this course will explore what is at stake in the "neuro-turn," and why it provokes such a mixed reaction of hope and hype, then as well as now.  
Offering: Host  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: SBS-PSYC  
Identical With: SISP344  
Prereq: None  

**PSYC348 Origins of Knowledge**  
In this course we will discuss in depth a selection of current topics in cognitive development, centering on questions concerning the origins of knowledge. (What kinds of knowledge do we possess even very early in life? How does that knowledge change over time?) We will examine these questions within specific subject areas such as object perception, space perception, number understanding, and understanding of other minds, surveying evidence from different stages of human individual development as well as evidence from nonhuman species.  
Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: SBS-PSYC  
Identical With: NS&B348  
Prereq: None  

**PSYC350 Seminar in Eating Disorders**  
This advanced seminar will explore contemporary psychological theories and multidisciplinary empirical research of anorexia nervosa, bulimia nervosa, and binge eating disorder. Using eating disorders as an example, we will study how culture, familial factors, and personal vulnerability contribute to risk for psychiatric disorders.  
Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: SBS-PSYC  
Identical With: FGSS318  
Prereq: None  

**PSYC353 Neurobiology of Neurological Disorders**  
This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including autism, schizophrenia, Alzheimer's disease, mental retardation, epilepsy, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.  
Offering: Crosslisting  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: NSM-NSB  
Identical With: NS&B353, BIOL353  
Prereq: [NS&B213 or BIOL213 or PSYC240]  

**PSYC355 Psychology of Reading**  
The study of the psychology of reading encompasses many aspects of human cognition: from sensation and perception to comprehension and reasoning. This class will provide an overview of research in the psychology of reading. Topics such as word recognition, eye movements during reading, comprehension, learning to read, methods of teaching reading, the brain and reading, reading in different languages, and reading impairments in children and adults will be covered.  
Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: NSM-PSYC  
Prereq: None  

**PSYC356 Neurodevelopmental Disorders**  
This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory ingration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.  
Offering: Crosslisting  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: NSM-NSB  
Identical With: NS&B356, BIOL356  
Prereq: [NS&B213 or BIOL213 or PSYC240]  

**PSYC357 Seminar on Language and Thought**  
This course is an advanced seminar on the relationship between language and thought, a central question in cognitive science and a very active area of research and theory in recent years. Students will be exposed to theoretical and empirical work evaluating the hypothesis that the language you speak influences or even determines the thoughts you can think. The case studies to be evaluated will include object kinds, number, spatial relations, time, gender, theory of mind, and causality.  
Offering: Host
PSYC383 Advanced Research in Cognitive Development
This course is designed to allow advanced students to conduct a supervised group research project in cognitive development. Working with the instructor, students will conduct an experiment that seeks to answer a current question in the field of cognitive development.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

PSYC385 Applied Quantitative Methods in Survey Research
This hands-on seminar provides advanced and applied experience in quantitative research. Students will have the opportunity to develop skills in evaluating the content of scientific literature, generating testable hypotheses that add substantially to their chosen area of research, locating and gaining access to publicly available data, preparing data for analysis, selecting and conducting descriptive and inferential analyses, and presenting research findings in meaningful ways to a diverse audience.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

PSYC386 Advanced Research in Sleep
This course is designed to provide students with an in-depth understanding of sleep in relation to psychosocial functioning, health and well-being. Each semester, the course will focus on one specific construct in relation to sleep (e.g., physical activity, technology use, interpersonal relationships, circadian rhythms). This seminar course takes an intensive lab-based approach that allows students to actively partake in a semester-long research project. Students will be involved in all aspects of the research process: literature review, participant recruitment, data collection and analysis, write-up, and presentation of findings. Upon completion of this course, students will have a strong working knowledge of the field of sleep in relation to health and well-being. This course also provides opportunities for students to develop analytical, writing, critical thinking, and presentation skills. Students also will gain hands-on skills with respect to data analysis using the Statistical Package for the Social Science (SPSS) program.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: (PSYC105 AND PSYC200)

PSYC387 Advanced Research in Community Psychology
This course is an advanced research special-topics seminar that will provide individualized training in research, managing data, and various statistical methods.
Offering: Host
Grading: A-F
Credits: 1.00
PSYC388 Advanced Research in Measurement
In this advanced seminar on psychological measurement, students will receive individualized mentoring from the instructor on each aspect of the course, including conducting an in-depth literature review on a topic, developing a new measurement instrument, gathering and analyzing pilot data using a variety of advanced statistical methods (e.g., factor analysis, Rasch measurement, item response theory), and writing a professional paper reporting on the results and future directions.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: PSYC105

PSYC389 Advanced Research in Social and Historical Process
In this advanced research course, students will become familiar with core theories that consider the temporal dynamics of social psychological phenomena and undertake empirical projects that attend to historical processes, including the history of psychological objects themselves. Students will work collaboratively on all aspects of the research project, including reviews of the literature, assessment of theories, and the design, conduct, and analysis of a study.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: SISP389
Prereq: PSYC105

PSYC390 Experimental Investigations into Reading
Experienced readers can easily recognize thousands of words. The mental dictionaries of these readers are efficiently organized to allow rapid and seemingly effortless word recognition. There are still many unanswered questions about the processes involved in visual word recognition. In this class, students will work together with the instructor to design and carry out an experimental investigation relating to reading and word recognition. The semester will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B390
Prereq: None

PSYC391 Advanced Research in Cultural Phenomenology
This seminar is designed for seniors doing theses in cultural psychology to share their ideas and for juniors who are thinking about a thesis to explore various research directions.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC261

PSYC392 Behavioral Methods in Affective Neuroscience
This research methods course teaches experimental design and methods in experimental psychopathology using tools to conduct behavioral research in cognitive-affective neuroscience. Course material includes studies from the contemporary psychopathology research literature, with a focus on emotion interactions. Methods taught will vary by semester and individual research projects and will include statistical procedures (e.g., repeated measures ANOVA), tools for conducting research and analyzing data (e.g., computer programming for stimuli presentation and data processing), and neuroimaging techniques (e.g., event-related potential). There is high expectation that those enrolled in this course will take initiative to extend their learning to areas for which they have specific interests related to the course objectives. Students are also expected to work independently.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B392
Prereq: None

PSYC394 Advanced Research in Prejudice and Stereotyping
This course will provide an overview of how to conduct experimental research in social psychology with a particular emphasis on prejudice and stereotyping. The course will progress through all stages of the research process, from idea generation to presentation of findings. Students will learn about a variety of current experimental measurement techniques (both explicit and implicit measures). Groups of students will design and carry out research projects, analyze data, and present findings to the class. In addition, students will complete weekly assignments on methodology and write a final research paper.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC260

PSYC395 Introduction to Statistical Consulting
In this course, students will be exposed to realistic statistical and scientific problems that appear in typical interactions between statisticians and researchers. The goal is for students to apply what they have learned in their basic statistics and data analysis courses to gain greater experience in the areas of research collaboration, data management and analysis, and writing and presenting reports on the results of the analyses. An important objective of the course is to help develop communication skills, both written and verbal, as well as the professional standards and interpersonal skills necessary for effective statistical consulting.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-QAC, NSM-QAC
Identical With: QAC380
Prereq: MATH132 OR ECON300 OR PSYC200 OR [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280]

PSYC396 Advanced Research on Culture and Emotion
This course offers an in-depth examination of how culture (e.g., cultural values, norms) influences the emergence, experience, expression, and social consequences of emotions. Students will work in a team on a semester-long research project on culture and emotion (e.g., envy, humiliation, shame, happiness). The course includes advanced theoretical and empirical literature. The readings and research projects will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation. Methods taught will vary by semester and individual research projects and will include statistical procedures (e.g., repeated measures ANOVA), tools for conducting research and analyzing data (e.g., computer programming for stimuli presentation and data processing), and neuroimaging techniques (e.g., event-related potential). There is high expectation that those enrolled in this course will take initiative to extend their learning to areas for which they have specific interests related to the course objectives. Students are also expected to work independently.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None
PSYC398 Advanced Research in Auditory Cognitive Neuroscience
This course provides in-depth training on the methods of auditory cognitive neuroscience. We will review contemporary studies in auditory cognitive neuroscience, specifically in speech, language, and music. Students will design and implement a group project, learn to analyze the data, and write up the results in an end-of-term paper.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B398
Prereq: None

PSYC399 Lab in Gambling, Drugs, and Junk Food
This intensive laboratory course provides in-depth training on the experimental methods of behavioral neuroscience of motivation and reward and provides students with HANDS-ON EXPERIENCE WITH ANIMAL RESEARCH USING RODENT MODELS. The capstone of the course is to give students the opportunity to carry out an independent group ANIMAL RESEARCH PROJECT in the lab, which may require a heavier time commitment for the duration of the experiment (including some research over the weekends). Students will LEARN HOW TO HANDLE RATS in a behavioral neuroscience research setting and how to measure reward and motivation using diverse apparatuses such as operant (Skinner) boxes or conditioned place preference chambers; students will also develop their writing and presentation skills. In addition, we will review contemporary studies with a particular focus on gambling, diet-induced obesity, and drug addiction. Some of the models examined in more detail will focus on the role of reward uncertainty and decision-making in gambling, the individual differences in the attraction to reward cues in subjects prone to obesity vs. those who are resistant (with a particular emphasis on prenatal and developmental exposure to high-fat diets), and, finally, the individual differences in the resistance to adverse consequences in models of intense desire and addiction.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B399
Prereq: None

PSYC400 Professional Development
The objectives of this course are (1) to build a supportive cohort that will help students sustain their goals when they enter graduate school and (2) to provide students with skills they will need to succeed in graduate school. Students will work on writing, presentation, and discussion skills. This will be done by reading classic books on writing, critiquing the ability of different figures and graphs to convey information, reading and discussing scientific papers, and giving research presentations.
Offering: Crosslisting
Grading: A-F
Credits: 0.50
Gen Ed Area: NSM-EEES
Identical With: E&ES400, NS&B400, PHYS400
Prereq: None

PSYC401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

PSYC408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

PSYC409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

PSYC420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

PSYC420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Crosslisting
Grading: Cr/U

PSYC421 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: Host
Grading: OPT

PSYC422 Undergraduate Research, Science
Individual research projects for undergraduate students supervised by faculty members.
Offering: Host
Grading: OPT

PSYC423 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: Host
Grading: OPT

PSYC466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: Host
Grading: OPT

PSYC467 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: Host
Grading: OPT

PSYC468 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: Host
Grading: OPT

PSYC470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: Host
Grading: OPT

PSYC491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: Host
Grading: OPT

PSYC492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: Host
Grading: OPT

PSYC496 Research Apprentice, Undergraduate
Project to be arranged in consultation with the tutor.

Offering: Host
Grading: Cr/U

PSYC500 Graduate Pedagogy
The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: None
Identical With: E&ES500, CHEM500, BIOL500, ASTR500, MB&B500, MUSC500, PHYS500, MATH500
Prereq: None

PSYC501 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

PSYC502 Individual Tutorial, Graduate
Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

PSYC503 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: Host
Grading: OPT

PSYC504 Selected Topics, Graduate Sciences
Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: Host
Grading: OPT

PSYC511 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

PSYC512 Group Tutorial, Graduate
Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

PSYC520 Advanced Research Seminar
This advanced research seminar will examine the substantive and practical issues inherent in psychological research and inquiry.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: None
Prereq: None

PSYC549 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

PSYC550 Advanced Research Seminar, Graduate
Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

PSYC561 Graduate Field Research
Research in the field, normally on thesis project.

Offering: Host
Grading: A-F
PSYC562 Graduate Field Research
Research in the field, normally on thesis project.
Offering: Host
Grading: OPT