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

Mike Robinson  
BS, University of Sussex; MS, McGill University; PHD, McGill University  
Assistant Professor of Psychology; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences

Patricia Maria Rodriguez Mosquera  
BA, Autonoma University of Madrid; MA, Autonoma University of Madrid; PHD, University of Amsterdam  
Associate Professor of Psychology; Associate Professor, Feminist, Gender, and Sexuality Studies

Charles A. Sanislow  
BS, Northern 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
This first-year seminar will explore several different forms of prejudice, including racism, sexism, anti-Semitism, heterosexism, 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
PSYC202 Qualitative Research Methods in Psychology
The goal of the course is to introduce students to basic research strategies for investigating human thought and behavior, with a focus on qualitative methods. The course provides detailed introduction to different qualitative methods, including interview, observation, case study, content analysis, archival, life history, and narrative techniques. Attention is given to the framing of research questions, design of studies, the ethics of psychological research with humans, and assumptions about human nature. The course is problem- and project-based, providing hands-on research experience.

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

PSYC203 Quantitative Methods in Psychology
This course provides an introduction to methods used in the study of clinical and subclinical phenomena. 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 in these areas.

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

PSYC204 Methods of Interpretation
Projects incorporating issues of race, gender, and class will be the focus of this methods course. Feminist, phenomenological, experiential, textual, and ecological methods of interpreting gender, race, and class in multimedia formats will be explored.

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

PSYC205 Research Methods in Psychopathology
How do psychological researchers study unusual and distressing human experiences? This combined laboratory and lecture/discussion course provides an introduction to methods used in the study of clinical and subclinical phenomena. With an emphasis on methodological pluralism in the `psy disciplines, the course covers both quantitative and qualitative approaches, exploring the intersections between diverse modes of inquiry. Throughout the semester, students conduct an independent research project on a psychological topic of their choosing, proceeding through each stage of the research process. Along the way, we consider the historical context of psychological science, as well as contemporary debates about the nature of psychopathology. We also think critically about the relationship between research methods and the topic(s) under investigation, asking questions such as: Why do psychologists use the methods that they use? How is research in psychology different from research in the other sciences and humanities?

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

PSYC206 Research Methods in Cognitive Development and Education
This course introduces students to translational research in psychology—research that draws on psychological science to inform practice. The course is built around a central case study, early numeracy in preschool children, with an emphasis on the effects of differences in language input (e.g., deafness). We will cover existing research on cognitive and language development, early numeracy, deaf education, and teaching strategies to understand the relationship between research and practice in these areas.

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: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC207 Research Methods in Developmental Psychology
The goal of the 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 [QAC220 or SOC237 or GOVT221 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 psychology will be explored through the use of interactive demonstrations and in-class experiments.
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
Prereq: (PSYC105 AND PSYC200) OR (PSYC105 AND [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280]) OR (PSYC105 AND ECON300)

PSYC213 Research Methods in Social Psychology
The course examines research methods and techniques used in social psychology, including observation, correlation, and experimentation. Students will learn about study design, research ethics, and how to collect and analyze data, as well as effective ways to report results. All students are expected to undertake a research project.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC214 Research Methods in Sleep Research
Welcome to Research Methods in Sleep Research! Have you ever read an empirical research article and wondered where the authors got the idea for their research study? Have you ever thought about how researchers decide on which participants to select and what questions to ask of their study participants? How can we assess the value of a theoretical idea based on empirical evidence? And why might there be conflicting findings when researchers test the same phenomenon? This course is designed to help students explore these and other questions related to research methods in psychology, with a focus on sleep research. This is an interactive lecture and lab-based course. Through a series of hands-on lab assignments, students will acquire the necessary skill set to be able to critique, analyze, and design psychological research. Students will explore both qualitative and quantitative methodological designs used in psychological research (e.g., experiments, interviews, and surveys). Additionally, students will gain skills in conducting basic statistical analyses (e.g., correlation, t-test, ANOVA). The course will culminate with a final project in which students will design an original research study.
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]

PSYC220 Cognitive Psychology
Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B220
Prereq: PSYC105

PSYC221 Human Memory
This course is designed to provide students with an in-depth overview of the different human memory systems revealed by empirical research in the fields of cognitive psychology and cognitive neuroscience. The different systems include procedural memory, working memory, perceptual memory, semantic memory, and episodic memory.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B221
Prereq: PSYC105 OR [PSYC220 or NS&B220] OR [NS&B213 or BIOL213 or PSYC240] OR [PSYC222 or NS&B222]

PSYC222 Sensation and Perception
This course explores our perceptual systems and how they create and shape our experience of the world around us. We will consider the neurophysiology of perceptual systems as well as psychological approaches to the study of
perception, covering all of the human senses with a special emphasis on vision. Class demonstrations will introduce students to interesting perceptual phenomena.

Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: NSM-PSYC  
Identical With: NS&B222  
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

PSYC225 Cognitive Neurosceince  
This course provides an introduction to cognitive neuroscience—the study of how the brain enables the mind. We will begin with an overview of the neural substrates of cognition and the tools for understanding the structure and 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: NSM-NSB  
Identical With: NS&B225  
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: NSM-NSB  
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: NSM-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.
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
Prereq: PSYC105

**PSYC250 Personality**

What does personality mean? Can you measure it? Who studies it and why? 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.

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

**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.

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

**PSYC253 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.

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

**PSYC258 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.

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

**PSYC259 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.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: AMST259, SISP259
Prereq: PSYC105

**PSYC260 Social Psychology**

What leads us to become attracted to one person rather than another? How 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.

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

**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.

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

**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.

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

PSYC266 Psychology of Communities: Identity, Activism, and Social Engagement
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.
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
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC309 Social Stigma

This seminar aims to introduce students to theoretical and empirical social psychological research on prejudice and social stigma. The topics covered will include examinations of why individuals stigmatize: exploring cognitive, evolutionary, self, and system justification explanations. The course will examine the effects of stigmatization for low-status groups (stereotype threat, discrimination, compensation, and health outcomes). We will explore the role of stigma in intergroup interactions. Finally, we will explore perceptions of bias from the perspective of high-status groups (e.g., perceptions of antiwhite prejudice).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105 AND PSYC260

PSYC314 Theories in Psychology

Theory is a central tool in psychology, directing empirical investigations and interpretations of human action. Psychology theory likewise has come to significantly guide social policy and personal understandings of human actions. This course introduces the practice of theory construction and appraisal. We will ask, What is a good psychological theory, what are its origins, and how should it be appraised? The theories to be considered include classic works from learning theory to psychoanalysis; mid-range theories such as dissonance, mass action, script, and role theory; and contemporary theories emerging in social psychology, cognitive psychology, emotion research, and neuroscience.

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

PSYC315 Psychology of Stress and Health

There has been an increasing interest in understanding the relationship between stress and health. This seminar will provide students with an overview of this relationship and the many types of research being conducted. Some of the broader topics of this class are understanding the basics of health psychology, knowing what stress is according to the biopsychosocial model, describing various methods for studying stress and health, and identifying factors underlying health habits and lifestyles. Additionally, students will look at positive health outcomes and gender and cultural differences in stress and health. Finally, various health issues (e.g., cancer, sleep behaviors, pain, and exercise) will be discussed.

Offering: Host
Grading: A-F
Credits: 1.00

PSYC316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives

The goal of this seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment of the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional 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: SBS-PSYC
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: SBS-PSYC
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
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' exposition scenes?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

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

PSYC323 Culture and Denial
Intensive research on cultural illusion using interpretive methods will be done. Books and movies about women escaping patriarchy will be our primary focus.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC261

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: ENVS325
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
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

**PSYC330 The Narratives of Illness and Recovery**

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
Identical With: FGSS338, SISP338
Prereq: PSYC105 OR [FGSS209 or ENGL208]

**PSYC339 Cross-Cultural Childhods**

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
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Prereq: None

PSYC361 The Psychology of Prejudice and Discrimination
This seminar offers a social psychological analysis of different forms of prejudice
and discrimination, including racism, sexism, anti-Semitism, heterosexism, and
less recognized forms of bias, such as the exploitation and control of indigenous
peoples, animals, and the natural environment.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: AFAM361
Prereq: PSYC260

PSYC365 Seminar on Emotion
This seminar aims to provide an intensive introduction to what emotions are
and how they influence our relations with other people. The seminar will cover
general theory on emotion as well as theory on specific emotions (e.g., anger,
shame, envy, humiliation). As emotions are multicomponential processes, we
will examine how the social context shapes different components of the emotion
process (e.g., phenomenological experience, regulation, and expression of
emotion). Moreover, we will explore how emotions operate at the individual,
interpersonal, intergroup, and cultural levels of analysis.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: PSYC105

PSYC380 Advanced Research on Attitudes
This advanced undergraduate research course is designed to help students
conduct a group research project on attitudes. Students will work in close
collaboration with the instructor to design, plan, and conduct an original study
on social cognition and attitudes. It will include weekly meetings to discuss
relevant literature, plan the study, and evaluate progress on the project that is
expected to culminate in a publication-style write-up of the results.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC381 Project-Based Programming for Research
This project-based course will introduce students to programming in the context
of research design, data visualization, and analysis of big data, focusing on
the essential concepts and tools needed to carry out research and problem
solving and to keep abreast of new technologies. We will survey these topics
by combining scientific problems and modern programming approaches, and
students will learn the fundamentals of programming required for structuring
and conducting research.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC
Identical With: NS&B383
Prereq: None

PSYC383 Advanced Research in Learning and Memory
This advanced research course is designed to allow students to conduct
supervised research in the area of human learning and memory. Students will
become familiar with both classic and contemporary studies in memory and
undertake a semester-long experimental research project that seeks to answer a
current question in the field of memory research either individually or as a group.
Students will get to work on all aspects of the research project, including reviews
of the background literature; generation of research ideas; the design, conduct,
and analysis of a study; and a write-up of research findings in a journal-article
format.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC
Identical With: NS&B383
Prereq: None

PSYC384 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 advanced research course is designed to provide students with an in-depth
understanding of how to critique and analyze psychological research. Specifically,
we will focus on research within the field of sleep and psychosocial functioning.
This seminar course takes an intensive lab-based approach. Students will have
access to a comprehensive dataset that includes assessments of stress, anxiety,
depression, physical activity, interpersonal relationship quality, personality,
procrastination, and chronotype. Based on this data, students will be expected to commit to a semester-long project, which involves analyzing data and reporting findings on a self-selected topic. Upon completion of this course, students will have a strong working knowledge of the field of sleep and psychosocial functioning. This course also provides opportunities for students to develop analytical, writing, critical thinking, and presentation skills. Students also will gain data analytic skills 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
Gen Ed Area: SBS-PSYC
Prereq: None

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: SBS-PSYC
Identical With: SISP389
Prereq: PSYC105

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: A-F
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: **NSM-QAC, SBS-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 give special attention to how gender intersects with culture in emotional experience and expression. Students will also learn how to adapt methods (e.g., narrative approaches, diary studies, field experiments) and techniques (e.g., adjustment of research measures to specific cultural communities, translation) to study emotions in their cultural context.

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-EES**
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.
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&E5500, CHEM500, BIOL500, ASTR500, MB&B500, MUSC500, PHYS500, MATH500

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