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, 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**
the structure of scientific information and scientific publishing, the research and keeping current to new developments in his/her field. Topics will include the role of information and how information literacy is important to lifelong learning. Students will learn to determine the nature of the information needed, to acquire needed information effectively and efficiently, to evaluate information and its sources critically, and to use information effectively to accomplish a specific purpose. Students will also examine the economic, ethical, legal, and social issues surrounding the use of information and how information literacy is important to lifelong learning and keeping current to new developments in his/her field. Topics will include the structure of scientific information and scientific publishing, the research process, types of information retrieval systems, search strategies and syntax, use of bibliographic management software (e.g., EndNote), criteria for critical evaluation, open-access publication, plagiarism, and copyright.

Offering: Crosslisting
Grading: OPT
Credits: 0.50
Gen Ed Area: None
Identical With: MB&B102, CHEM102, BIOL102, PHYS103, NS&B102, E&ES102, ASTR102, MB&B102, CHEM102, BIOL102, PHYS103, NS&B102, E&ES102, ASTR102
Prereq: None

PSYC104 Understanding Prejudice and Discrimination
This First-Year Initiative seminar will involve a psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, homophobia, 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 term, students will read about and discuss specific forms of prejudice and discrimination. In the second half of the course, they will write a final paper and present a brief "address to humanity" on a prejudice-related topic.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC, SBS-PSYC, 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 as, 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, 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
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

PSYC112 Positive Psychology
This course seeks to identify and define, investigate, and promote the development of human strengths, growth, and potential. This seminar will examine the history, theories, methodology, and research findings in the subfield of positive psychology, and it will challenge students to apply what they have learned in class toward personal or social change.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC
Prereq: None

PSYC131 Service-Learning Clinical Experience at Connecticut Valley Hospital
This service-learning course in the life sciences is open to sophomores interested in careers in the health professions by permission of instructor (POI). Learning and experience will come from civic engagement at Connecticut Valley Hospital (CVH).

Students will be introduced to the psychiatric rehabilitation plan that is patterned after the Psychiatric Rehab Consultants (PRC) program of Dr. Robert Liberman, MD, of UCLA.

Students will be trained to administer the diagnostics tool developed by PRC called clients' assessment of strengths, interests, and goals (CASIG). Then each student will administer the CASIG to one or more CVH patients. The results of the CASIG will be reported to the patient's treatment team.

In following years, students may volunteer at CVH and assist the same patient(s) in achieving the goals that were identified in the CASIG. CVH will offer skills training to increase strengths in the patients. The students can assist in this endeavor and observe the results of the recovery effort of the patient and the staff. This would constitute an extended clinical experience for Wesleyan students.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-BIOL, NSM-BIOL
Identical With: BIOL131, BIOL131
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, NSM-PSYC, NSM-PSYC
Prereq: PSYC105

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 their assumptions about human nature. The course is problem-based and project-based, providing hands-on research experience.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC
Identical With: FGSS203, FGSS203, FGSS203
Prereq: PSYC105

PSYC203 Quantitative Research Methods in Psychology
This course covers various quantitative research methods in psychology. Individual sections emphasize different methods and content areas.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC
Prereq: (PSYC105 AND PSYC200) or (PSYC105 AND QAC201) or (PSYC105 AND ECON300) or (PSYC101 AND PSYC201) or (PSYC105 AND PSYC201) or (PSYC101 AND PSYC200) or (PSYC105 AND PSYC200)

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: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Prereq: PSYC261

PSYC205 Introduction to Cultural Phenomenology
This course studies how we are entwined, embedded, and embodied in culture.

We will explore this through discussions and projects.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Prereq: None

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, the acquisition of numerical concepts in deaf children.
We will cover existing research on cognitive and language development, deaf education, and teaching strategies to understand the relationship between research and practice in these areas.

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. Although the service-learning component will generally entail work
in hearing preschools, opportunities will be available for observation and volunteering in schools for deaf children.

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

PSYC207 Research Methods in Developmental Psychology: General
The goal of this course is to introduce students to basic research strategies and methods, with a focus on quantitative methods in 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 both conduct and evaluate research. In the service of these goals, students will participate in lectures, readings, and discussion as well as hands-on research experience.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC
Prereq: (PSYC105 AND ECQN300) OR (PSYC105 AND PSYC200) OR (PSYC105 AND [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280]) OR (PSYC105 AND [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280]) OR (PSYC105 AND PSYC200) OR PSYC105

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 study which methods and techniques are best suited to study different 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, SBS-PSYC, SBS-PSYC
Prereq: PSYC105 OR (PSYC105 AND PSYC200)

PSYC209 Research Methods in Ecological-Community Psychology
The focus will be 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, SBS-PSYC
Prereq: PSYC105 OR 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. In addition, students will be instructed in how to write well-organized research reports.

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

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. Potential projects will include diagnosis and evaluation in school settings and social and emotional risk factors for HIV.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NMS-PSYC, NMS-PSYC, NMS-PSYC, NMS-PSYC
Prereq: PSYC105 OR PSYC105 OR PSYC101 OR PSYC105

PSYC212 Research Methods in Social Psychology
This course examines research methods and techniques used in social psychology, including observation, correlation, and experimentation. Students will learn about study design, research ethics, 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, SBS-PSYC
Prereq: PSYC105

PSYC213 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

PSYC214 Research 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. Students 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 format where students will learn about different forms of conditioning (operant/classical) and how these apply to various behavioral tasks such as autoshaping, self-administration, fear conditioning, etc. (see readings for more examples). 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, NSM-PSYC, NSM-PSYC, NSM-PSYC
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240] OR PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

PSYC220 Cognitive Psychology
This course offers a broad introduction to scientific theory and research in the study of human mental processes. Topics include perception, imagery, attention, memory, problem solving, decision making, and language. The course draws on both behavioral and cognitive neuroscience approaches and emphasizes the relationship between mind and brain; links to everyday experience and practical applications are also highlighted. Class activities include lectures, discussion, and demonstrations.

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

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 psychology and cognitive neuroscience. The different systems include procedural memory, working memory, perceptual memory, semantic memory, and episodic memory.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC, SBS-PSYC, NSM-PSYC
Identical With: NS&B221, NS&B221, NS&B221, NS&B221, NS&B221, 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, NSM-PSYC
Identical With: NS&B222, NS&B222, NS&B222, NS&B222
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240]

PSYC225 Cognitive Neuroscience
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, NSM-NSB, NSM-NSB
Identical With: NS&B225, NS&B225, NS&B225, NS&B225, NS&B225, NS&B225, NS&B225, NS&B225
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240] OR PSYC105 AND [NS&B213 or BIOL213 or PSYC240]) OR 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 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. It will do so by covering different forms of reward, including food, sex, drugs, and aggression, and examine cases of disordered motivation such as addiction.

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

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, etc.) 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, NSM-PSYC
Identical With: NS&B228, NS&B228, NS&B228, NS&B228
Prereq: PSYC105 OR [NS&B213 or BIOL213 or PSYC240] OR NS&B213 OR PSYC105

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 motor, social, emotional, language, and cognitive development, with emphasis on cognitive development.

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

PSYC235 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, SBS-PSYC

PSYC247 Neuroscience Perspectives on Psychopathologies
The goals of this course are to (1) acquaint students with the signs and symptoms, cognitive sequelae, and functional consequences of a range of DSM-defined psychiatric categories, e.g., schizophrenia, bipolar illness, depression, attention-deficit disorder, and posttraumatic stress disorder, and to introduce standardized methods for describing and quantifying symptoms and cognitive skills in these disorders; (2) begin to critically evaluate links between disordered behavior and disrupted activity in anatomically- and neurochemically-defined neural systems based on contemporary structural and functional neuroimaging methodology, as well as links between common features of disordered behavior in psychiatric syndromes and neurological illnesses with well-defined pathophysiology; and (3) describe how emerging information regarding neural correlates of disordered behavior aids development of novel treatment technologies.

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

PSYC248 Adolescence and Emerging Adulthood
This course takes a global cultural perspective to the study of human development during adolescence and emerging adulthood (18-29 years). Students will gain a deeper understanding of key aspects of psychological adjustment during this developmental period. Topics include cognitive development, love and sexuality, media, peer relationships, and risk and resilience. Class activities and assignments will provide opportunities for cross-cultural engagement in relation to the above-mentioned topics.

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

PSYC250 Personology
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, SBS-PSYC

PSYC251 Psychopathology
This course will provide you with an overview of psychopathology, the study of "abnormal" behavior or mental disorders. We will consider how "abnormality" is defined, and we will learn about the phenomenology, diagnosis, and the causes of mental disorders. Major domains of psychopathology, the symptoms and behaviors of common mental disorders, and the mechanisms hypothesized to be involved with them will be covered. Various treatment approaches will be examined. This course will not aid in understanding personal experiences with mental illness. This class will challenge and grow your ideas about what you may think mental illness is, and it will help you develop conceptual knowledge intended to enhance critical thinking in this area.

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

**PSYC258 Positive Psychology**
This course seeks to identify and define, investigate, and promote the development of human strengths, growth, and potential. This breadth course will examine the history, theories, methodology, and research findings in the subfield of positive psychology, and it 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, SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC  
**Prereq:** PSYC105

**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 characteristics of the new persons who were located, catalogued, and explained by these sciences including irrationality, sexuality, cognitive powers (and fallibilities), personality types, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and a receding if not nonexistent will. Attention is also given to the scientific grounds for investigating persons (from realist to dynamic nominalist and social constructionist), the evidence sought in the century-long process of finding 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, SBS-PSYC  
**Identical With:** AMST259, SISP259, AMST259, SISP259, 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 interpersonal attraction, stereotyping, conformity, obedience, and conflict resolution.

**Offering:** Host

**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:** A-F  
**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.

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

**PSYC266 Community Psychology**
This course serves as an introduction to community psychology, a discipline that blends elements of sociology, anthropology, social psychology, clinical psychology, developmental psychology, and urban planning (to name a few). Class topics include levels of analysis, ecologies, prevention and intervention, feminism, and community psychology, empowerment, self-help, sense of community, coalition building, and social justice and action.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC, 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, SBS-PSYC  
**Identical With:** PSYC235  
**Prereq:** PSYC105 OR PSYC101 OR 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, SBS-PSYC, SBS-PSYC
Identical With: FGSS229, FGSS229, FGSS229, FGSS229, FGSS229
Prereq: PSYC105 OR PSYC101 OR PSYC105

PSYC274 Cultural and Historical Perspectives on Psychological Disorders
The goal of this course is to introduce students to historical and cultural studies of the naming and treatment of disordered or abnormal kinds of persons. The course surveys the history of observing, categorizing, and treating what are taken to be abnormal persons. Attention is given to theories that explain modern psychopathologies in cultural terms, including the work of Erving Goffman, Emily Martin, Jonathan Metzl, Michel Foucault, and Ian Hacking. The course focuses on a selective set of psychopathologies that represent disorders of thinking, mood, and life experiences. These exemplary studies enable critical examination of dynamic relations between cultural conditions, detection and treatment of mental disease, and the self-understandings of those so diagnosed.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
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 interpretations of disordered persons and groups, and the ways that legal processes 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, SBS-PSYC, 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. Students will have the opportunity to 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 unlimited 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, NSM-QAC, NSM-QAC, NSM-QAC

PSYC282 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 they 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, NSM-QAC, NSM-QAC, NSM-QAC

PSYC292 Literatures of Lying
This jointly taught course analyzes the subject of lying in the disciplines of science and literature and investigates its status as a foundational principle and ongoing problem in both. Lying is an unusually elusive and contested subject, but our work throughout the semester is not to adjudicate ethical questions. Rather, it is to explore the desire to find veracity in the world, using these two domains. What is at stake for practitioners in both fields, as they assert their “truths”? How does the history of the scientific method and the novel inform one another? Under what conditions are "scientific" and "literary" lies produced and interpreted as such? How can literature and humanities scholarship--including the dependence of both the novel and nonfiction memoir on firmly held, yet flexible, ideas about factuality--inform our understanding of science--and vice versa? How does the experience of producing, blurring, and adjudicating the lines between lie and truth drive scientific research and inform readers’ experiences of fiction and nonfiction? Texts include philosophical works on lying; scientific studies on the detection of lies, including scientific frauds; fiction by Daniel Defoe and Henry James; and nonfiction by Mary McCarthy. Students interested in thinking beyond their usual comfort zones and participating in an interdisciplinary experiment are encouraged to apply.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL262, ENGL262, ENGL262, ENGL262, ENGL262, ENGL262
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 they 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, NSM-QAC, NSM-QAC, NSM-QAC
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

PSYC307 Applied Quantitative Methods in Survey Research
This hands-on seminar provides advanced and applied experience in survey research. Students will have the opportunity to develop skills in conducting an in-depth literature review; evaluating the content of scientific literature; generating testable hypotheses that add substantially to their chosen area of psychological research; locating and gaining access to publicly available data; preparing data for analysis; selecting and conducting descriptive and inferential analyses that address their chosen hypotheses; presenting research findings; and evaluating implications. Students will also learn computer software packages utilized throughout the research process including SAS, Endnote, and PowerPoint.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC
Identical With: PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385, PSYC385
Prereq: [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280] OR (PSYC101 AND PSYC201) OR (PSYC105 AND PSYC201)

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: NSM-PSYC
Identical With: NS&B308
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, dis-identification, 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, SBS-PSYC
Prereq: PSYC105 AND PSYC260

PSYC312 Culture, Cognition, and Motivation
This seminar aims to provide an in-depth exploration of research and theory in cultural psychology that focuses on cognitive and motivational processes. Students are introduced to recent cross-cultural literature (e.g., comparing North Americans and East Asians) to learn culturally divergent psychological tendencies such as self-views, values, reasoning, attention, as well as various motivational factors that regulate people's thoughts and behaviors. We will also examine how such different psychological tendencies are interrelated to each other, how they are functional within a given cultural context, how they are fostered and transmitted through generations, as well as their historical origins.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Prereq: None

PSYC313 Speech and Hearing
How are ripples of air pressure instantly converted into words in the mind? Why do some foreign language learners have strong accents and others none? What does it take to engineer a bionic ear? This course will provide a focused review and discussion of topics related to how we hear and how we receive, perceive, and produce speech, including phonetics, phonology, auditory and speech perception, articulatory behavior, speech development, disorders of speech, hearing and speech prostheses, speech sound systems, second-language acquisition of speech, and other speech modalities (e.g., sign language, writing), as well as the physics of sound, the mechanics of how the ear works, and the neuroscience of speaking and hearing.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Prereq: None

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 Americans and East Asians) to learn culturally divergent psychological tendencies such as self-views, values, reasoning, attention, as well as various motivational factors that regulate people's thoughts and behaviors. We will also examine how such different psychological tendencies are interrelated to each other, how they are functional within a given cultural context, how they are fostered and transmitted through generations, as well as their historical origins.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, 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
Gen Ed Area: SBS-PSYC
Prereq: None

PSYC316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives
The goal of the 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 in 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; (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, NSM-PSYC, NSM-PSYC
Identical With: NS&B316, NS&B316, NS&B316, NS&B316, NS&B316, NS&B316, NS&B316, NS&B316
Prereq: None

PSYC317 Social Psychophysiology
This seminar aims to introduce students to current physiological methods and finding 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 psychoneurommunology.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-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 (cognitive processes, motivation, behavior change, connection with nature) and social processes (cultural worldviews, group relationships, media messages, social movements).

Some of the broader questions addressed in this class are: Why are people generally unconcerned about climate change? Why is material consumption highly valued in American society; and 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: SBS-PSYC, SBS-PSYC, SBS-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 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, SBS-PSYC
Prereq: PSYC221 OR PSYC208 OR PSYC220 OR PSYC227

PSYC320 Cognition, Learning, and Instruction in the Classroom
We will look at 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, you 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, SBS-PSYC, SBS-PSYC
Prereq: None

PSYC322 Psychology of Decision Making
This course will focus on the psychology of judgment and decision making. The aims of this course are to explore theories of human judgment and decision making in light of descriptive data drawn primarily from empirical studies in cognitive psychology and neuroscience.

Offering: Host
Grading: A-F
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, 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 importantly, 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, SBS-ENVS, SBS-ENVS
Identical With: ENV5325, ENV5325, ENV5325, ENV5325, ENV5325, ENV5325, 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: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC
Prereq: PSYC260

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, SBS-PSYC, SBS-PSYC
Identical With: PSYC383, PSYC383, PSYC383, PSYC383, PSYC383, PSYC383, PSYC383
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 later schooling; emotional development and social skills; social identity and sense of self; self-regulation and executive functions; play; adverse factors in development; risk, resilience, and vulnerability; culture, socioeconomic status, and poverty; developmental neuroscience; early childhood education; and public policy. Guest visits by experts in some of the areas will complement our readings and discussions.

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

PSYC329 Neural Costs of War
This course focuses on stress reactions that result from 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 are studied. While the impact of these mechanisms on the social, interpersonal, and occupational is considered, this is not the focus of the course. 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, SBS-PSYC
Identical With: NS&B329, NS&B329, NS&B329, NS&B329
Prereq: None

PSYC331 The Narratives of Illness and Recovery
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, SBS-PSYC
Prereq: None

PSYC334 Psychopharmacology
The purpose of this course is to examine basic principles of psychopharmacology. After reviewing the bases of neural communication and functioning, the use and/or misuse of various classes of drugs will be reviewed. Special emphasis will be given to the role of drugs in treating psychological disorders. Topics to be discussed include treatment of psychological disorders, analgesic medications, pharmacology of drug abuse, and psychopharmacology of special populations (adolescents and geriatric populations). Class activities include lectures and discussions.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
PSYC337 Mathematical Cognition and Children's Learning
Students will be introduced to the psychological study of children's mathematical thinking and learning through a variety of theoretical and experimental readings from laboratory and school-based studies. Students will also review selected sections of grade-school mathematics textbooks from commonly used curricula to identify connections between particular theoretical viewpoints and their curricular implementations.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Prereq: None

PSYC338 Masculinity
Masculinity and the broader subject of the psychology of men often stand as unmarked categories in psychology and the human sciences generally. The course surveys psychologies of masculinity, including psychoanalysis, evolutionary notions, cognitive models, and queer theory. Consideration will be given to historical and cultural dynamics of masculinity. We ask how the psychological attributes associated with the masculine relate to private life and public spaces, notably commerce, science, and political affairs. We consider, too, the claims of the masculine epistemic grounding of the science and the "natural" status of masculine human kinds.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC
Prereq: PSYC105 OR [FGSS209 or ENGL208] OR PSYC105 OR FGSS209 OR [PSYC290 or FGSS290] OR [BIOL148 or FGSS148] OR FGSS209 OR [SOC228 or FGSS231] OR [ANTH312 or SISP313 or FGSS312] OR [SISP202 or PHIL287] OR [SISP205 or PHIL288 or ENV5205]

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

PSYC341 Psychology of Learning and Memory
This course aims to provide students with an in-depth overview/exploration of the psychological and neural processes underlying learning and 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), and the influence of emotional and social factors on learning and memory (e.g., social remembering). We will explore these topics through critical reading/discussion of theoretical and empirical research articles in the fields of cognitive psychology and cognitive neuroscience.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC, SBS-PSYC
Identical With: NS&B341, NS&B341, NS&B341, NS&B341, NS&B341, 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, 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, NSM-PSYC
Identical With: NS&B342, NS&B342, NS&B342, NS&B342
Prereq: None

PSYC343 Sleep and Psychosocial Functioning in Youth
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 sleep in relation to various aspects of psychosocial functioning, including: physical health, mental health, interpersonal relationships, technology use, and cognitive functioning. We will also assess the role of sleep in relation to chronotype, as well as explore cultural differences in sleep behaviors. 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 the duration of the course.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, 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, 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, SBS-PSYC
Identical With: SISP344, SISP344, SISP344, SISP344
Prereq: None

PSYC345 Cognitive Science Capstone Seminar
Broader defined, cognitive science is an interdisciplinary field that seeks to examine the nature of the human mind. The cognitive science concentration in the Wesleyan Psychology Department was created by a committee of cognitive and developmental psychologists who study issues regarding numerical representation, categorization, decision making, reading, spatial representation, memory, social cognition, and how language can shape thought. This seminar is an opportunity for advanced students to come together and discuss their research with a community of researchers who are interested in questions regarding cognition and its development. It is meant for students who are currently involved in the cognitive science concentration and/or who are currently conducting research in an approved laboratory.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: NSM-PSYC, NSM-PSYC
Prereq: None

PSYC346 Cognitive Science Capstone Seminar
Broader defined, cognitive science is an interdisciplinary field that seeks to examine the nature of the human mind. The cognitive science concentration in the Wesleyan Psychology Department was created by a committee of cognitive and developmental psychologists who study issues regarding numerical representation, categorization, decision making, reading, spatial representation, memory, social cognition, and how language can shape thought. This seminar is an opportunity for advanced students to come together and discuss their research with a community of researchers who are interested in questions regarding cognition and its development. It is meant for students who are currently involved in the cognitive science concentration and/or who are currently conducting research in an approved laboratory.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: NSM-PSYC, NSM-PSYC
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 different nonhuman species.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Identical With: NS&B348, NS&B348, NS&B348, 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, SBS-PSYC
Identical With: FGSS318, FGSS318, FGSS318, 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, Tourette’s, Cerebral Palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory inattention 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, NS&B356, BIOL356, NS&B356, BIOL356, NS&B356, BIOL356
and, by analyzing these givens, to come to a better understanding of how our Phenomenology is the study of our embeddedness in the world and an attempt to understand how 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: SBS-PSYC, SBS-PSYC

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 domination of indigenous peoples, animals, and the natural environment.

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

PSYC363 The Dramaturgical Approach to Psychology
The objective of this course is to explore the use of the language of theater in the illumination of psychological questions. Material for the course will be about half drama, half readings from social psychology. Among the issues to be explored are politics as theater, audience effects, role-playing as a teaching and therapeutic technique, the actor’s identity problems, and general theory of the mask.

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

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, SBS-PSYC

PSYC377 Cultural Phenomenology
Phenomenology is the study of our embeddedness in the world and an attempt to understand that seamless engagement while reflecting upon it. Cultural phenomenology asks us to see the frames that define our everyday being and, by analyzing these givens, to come to a better understanding of how our participation is essential to the continuous expression of the archetypes of the social: gender, race, and class. Multimedia format will be explored.

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

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, SBS-PSYC

PSYC381 Advanced Seminar in Memory Theory and Research
This course is designed to allow students to conduct supervised research in the area of human memory. Working as a team with the instructor, students will undertake a semester-long project. Current research is focused on the use of a memory camera, called SenseCam, to enhance the retention of everyday events for people with unimpaired memory ability, as well as with people who suffer from different memory impairments.

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

PSYC382 Advanced Research in Decision Making
This course is designed to allow students to conduct supervised research in the area of the cognitive psychology of reasoning and decision making. Working as a team with the instructor and other members of the research group, students will undertake a semester-long experimental research project on a topic in reasoning and decision making.

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

PSYC383 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, SBS-PSYC, SBS-PSYC
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, NSM-PSYC, NSM-PSYC
Prereq: None

PSYC385 Applied Quantitative Methods in Survey Research
This hands-on seminar provides advanced and applied experience in survey research. Students will have the opportunity to develop skills in conducting an in-depth literature review; evaluating the content of scientific literature; generating testable hypotheses that add substantially to their chosen area of psychological research; locating and gaining access to publicly available data; preparing data for analysis; selecting and conducting descriptive and inferential analyses that address their chosen hypotheses; presenting research findings; and evaluating implications. Students will also learn computer software packages utilized throughout the research process including SAS, Endnote, and PowerPoint.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC
Prereq: None

PSYC386 Research Practicum in Language and Conceptual Development
Students in this course work on new and ongoing research projects in the Cognitive Development Laboratory. Students will be individually matched to a research project and participate in all aspects of research including background literature review and designing, running, and analyzing experiments.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Prereq: None

PSYC387 Epidemiological Approaches to Psychopathology
Under close supervision of the instructor, students conduct empirical studies in the area of etiological research of psychopathologies. Class meetings provide a forum for exchange of ideas, oral presentations of research plans, and oral and written presentations of major research findings. The course is intended for students with a serious interest in empirical research. Students are expected to make a considerable time commitment to this course.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-PSYC
Prereq: PSYC112 OR [PSYC350 or FGSS318]

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 up a professional paper reporting on the results and future directions.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-PSYC, NSM-PSYC, 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: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC
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, 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 include statistical procedures (e.g., repeated measures ANOVA) and tools for conducting research and analyzing data (e.g., computer programming for stimuli presentation and data processing). Neuroimaging techniques including the Evoke Response Potential are also sometimes included. Students in this course are expected to work independently.
Offering: Host
Grading: A-F
Credits: 1.00
PSYC393 Advanced Research in Cognition and Neuropsychiatric Illness

Students in this advanced undergraduate research course will work in teams on novel and ongoing research studies focused on understanding neurocognitive dysfunction and its treatment in neuropsychiatric illness. Students will be matched to a research project and will participate in different aspects of this research including background literature review, acquiring elementary skills in neurocognitive and symptom assessment, and collecting and/or analyzing extant data using SPSS. Students may also be involved in learning cognitive training procedures.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-PSYC
Identical With: NS&B392, NS&B392, NS&B392, NS&B392, NS&B392, NS&B392, NS&B392, 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 will write a final research paper.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, 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 the interpersonal skills necessary for effective statistical consulting.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-QAC, SBS-QAC, SBS-QAC, NSM-QAC, SBS-QAC, NSM-QAC
Identical With: QAC380, QAC380, QAC380, QAC380, QAC380, QAC380, QAC380, QAC380, QAC380, QAC380, QAC380, QAC380, QAC380, 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, SBS-PSYC, SBS-PSYC, SBS-PSYC, SBS-PSYC
Prereq: PSYC105

PSYC397 Psychosocial Intervention Trials

This advanced research methods practicum introduces students to research design, commonly used assessment protocols, and practical and ethical issues that arise in studies testing the efficacy or effectiveness of preventive or therapeutic interventions.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-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 using rodent research techniques. 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 the concept of loss in gambling, the individual differences in the attraction to reward cues in subjects prone to obesity versus those that 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 (such as the conflict-based model and Pavlovian autoshaping). Students will learn how to handle and inject rats in a behavioral neuroscience research setting, and how to measure reward and motivation using operant (skinner) boxes to carry out tasks such as progressive ratio, Pavlovian conditioned approach, conditioned reinforcement, and loco-motor sensitization. They will be exposed and become familiar with several different forms of these research techniques including the hardware and software necessary for this type of research, and will be encouraged to adapt existing behavioral paradigms to answer new questions.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC, NSM-PSYC
Identical With: NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399, NS&B399
Prereq: None
Prereq: None

**PSYC400 Academic Skills**
The objectives of this course are 1) build a supportive cohort that will help students sustain their goals when they enter graduate school, and 2) 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 some 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: 0.25
Gen Ed Area: NSM-EES, NSM-EES, NSM-EES, NSM-EES
Identical With: E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400, PHYS400, E&ES400, NS&B400

**PSYC401 Individual Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor. Requirement: Psychology 105 or equivalent.
Offering: Host
Grading: OPT

**PSYC402 Individual Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor. Requirement: Psychology 105 or equivalent.
Offering: Host
Grading: OPT

**PSYC407 Senior Tutorial**
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

**PSYC408 Senior Tutorial**
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
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**
Offering: Host
Grading: OPT

**PSYC411 Group Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor. Requirement: Psychology 105 or equivalent.
Offering: Host
Grading: OPT

**PSYC412 Group Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor. Requirement: Psychology 105 or equivalent.
Offering: Host
Grading: OPT

**PSYC419 Student Forum**
Offering: Host
Grading: Cr/U

**PSYC420 Student Forum**
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**
Offering: Host
Grading: OPT

**PSYC422 Undergraduate Research, Science**
Offering: Host
Grading: OPT

**PSYC423 Advanced Research Seminar, Undergraduate**
Offering: Host
Grading: OPT

**PSYC424 Advanced Research Seminar, Undergraduate**
Offering: Host
Grading: OPT

**PSYC424A 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

**PSYC425 Undergraduate Research, Science**
Offering: Host
Grading: OPT

**PSYC426 Education in the Field, Undergraduate**
Offering: Host
Grading: OPT

**PSYC427 Independent Study, Undergraduate**
Offering: Host
Grading: OPT

**PSYC428 Independent Study, Undergraduate**
Offering: Host
Grading: OPT

**PSYC429 Independent Study, Undergraduate**
Offering: Host
Grading: OPT

**PSYC430 Teaching Apprentice Tutorial**
Offering: Host
Grading: OPT

**PSYC431 Teaching Apprentice Tutorial**
Offering: Host
Grading: OPT

**PSYC432 Teaching Apprentice Tutorial**
Offering: Host
Grading: OPT

**PSYC433 Research Apprentice, Undergraduate**
Offering: Host
Grading: Cr/U

**PSYC434 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.
Psychology

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

Prereq: None

PSYC501 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC502 Individual Tutorial for Graduate Students
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

PSYC503 Selected Topics, Graduate Sciences
Offering: Host
Grading: OPT

PSYC504 Selected Topics, Graduate Sciences
Offering: Host
Grading: OPT

PSYC511 Group Tutorial, Graduate
Offering: Host
Grading: OPT

PSYC512 Group Tutorial, Graduate
Offering: Host
Grading: OPT

PSYC520 Advanced Research Seminar
We 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
Offering: Host
Grading: OPT

PSYC550 Advanced Research Seminar, Graduate
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

PSYC589 Advanced Research, BA/MA
Intensive investigation of special research problems leading to a BA/MA thesis.
Offering: Host
Grading: A-F

PSYC590 Advanced Research, BA/MA
Intensive investigation of special research problems leading to a BA/MA thesis.
Offering: Host
Grading: OPT

PSYC591 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: Host
Grading: OPT

PSYC592 Advanced Research, Graduate
Investigation of special problems leading to a thesis.
Offering: Host
Grading: OPT