The information presented here is as of 10/26/2012.

PSYCHOLOGY

(Div. II, with some exceptions as noted in course descriptions)

Chair, Professor BETTY ZIMMERM

Professors: FEIN**, HEATHERINGTON, KASSIN, KAVAUGH, KIRBY**, M. SANDSTROM, SAVITSKY, P. SOLOMON, ZAKI, ZIMMERM. Associate Professors: HANE, N. SANDSTROM. Assistant Professors: CROSBY, KORNELL*, STROUD. Senior Lecturer: ENGE. Visiting Assistant Professors: CO, HARRINGTON, HOFELICH.

MAJOR

For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

1) PSYC 101 Introductory Psychology
2) PSYC 201 Experimentation and Statistics
3) Three 200-level courses, with at least one from each of the following groups.
   - Group A: COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
   - Group B: PSYC 232 Developmental Psychology
   - Group C: PSYC 242 Social Psychology
   - Group D: PSYC 252 Psychological Disorders
   - Group E: PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.
4) Three 300-level courses from at least two of the areas listed below:
   - Area 1: Behavioral Neuroscience (courses with middle digit 1)
   - Area 2: Cognitive Psychology (courses with middle digit 2)
   - Area 3: Developmental Psychology (courses with middle digit 3)
   - Area 4: Social Psychology (courses with middle digit 4)
   - Area 5: Clinical Psychology (courses with middle digit 5)
   - Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)
   - Area 7: Educational Psychology (courses with middle digit 7)

   At least one of these courses must be from among those carrying the format designation Empirical Lab Course.
5) PSYC 401 Perspectives on Psychological Issues

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

STUDY ABROAD

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:
1) meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad
2) take Psychology 201 (Experimentation and Statistics) in the sophomore year
3) think ahead to the 300-level courses they can anticipate taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away.

In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students’ opportunities to choose the particular 300-level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that he/she is not able to do both, or is restricted in the choice of study-abroad programs.

COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

PSYC 101(F,S) Introductory Psychology
An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.
Format: lecture. Requirements: two lab reports, unit quizzes, and a final exam.
No prerequisites. No enrollment limit (expected: 160).
Hour: 10:00-10:50 MWF Members of the Department

PSYC 201(F,S) Experimentation and Statistics (Q)
An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of research studies in different areas of psychology (e.g., social, personality, cognitive) that illustrate basic designs and methods of analysis.
Format: lecture/lab. Requirements: papers, exams, and problem sets.
Prerequisites: Psychology 101. Enrollment limit: 22 per section. Not open to first-year students except with permission of instructor. Preference given to Psychology majors. Two sections each semester—students must register for the lab and lecture with the same instructor.
Not available for the Gaudino option.
Hour: 11:20-12:15 TR Lab: 1:10-3:50 M.W. First Semester: HANE, SAVITSKY
PSYC 212(F) Neuroscience (Same as BIOL 212 and NSCI 201)
A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson’s disease, and Alzheimer’s disease. The laboratory focuses on current topics in neuroscience.
Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, lab reports, two hour exams and a final exam.
Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. Preference given to sophomores and to Biology and Psychology majors.
Satisfies one semester of the Division III requirement.
Not available for the Gaudino option.
Hour: 8:30-9:45 TR Lab: 1-4 M,T,W N. SANDSTROM and H. WILLIAMS (lecture) MARVIN (labs)
PSYC 221(FS)  Cognitive Psychology
This course will survey the properties and processes that make up normal human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.
Format: lecture. Requirements: two in-class midterms, a final exam, and short writing assignments.
Prerequisites: Psychology 101 or permission of instructor. Enrollment limit: 50 (expected: 50).
Hour: 2:35-3:50 MR
First Semester: HOFELICH
Second Semester: ZAKI

PSYC 222(F)  Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as COGS 222 and PHIL 222)
(See under COGS 222 for full description.)
Satisfies one semester of the Division II requirement.
CRUZ

PSYC 232(S)  Developmental Psychology
An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal development, perceptual and motor development, language acquisition, memory and intellectual development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including early experience, social learning, psychodynamic, cognitive-developmental, and ethological models.
Format: lecture/discussion. Requirements: participation in on-line discussion, one short paper on children’s television, two midterm exams and a cumulative final exam.
Hour: 11:20-12:35 TR
HANE

PSYC 242(FS)  Social Psychology
A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.
Format: lecture. Requirements: two hour exams and a final exam.
Prerequisites: Psychology 101. Enrollment limit: 50 (expected: 50). Open to first-year students.
Hour: 9:55-11:10 TR
First Semester: CROSBY
Second Semester: CONE

PSYC 252(F)  Psychological Disorders
A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, eating disorders, addictions, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.
Format: lecture. Requirements: two exams and a final project.
Prerequisites: Psychology 101; open to first-year students. Enrollment limit: 50 (expected: 50). Preference given to Psychology majors, then sophomores, then by seniority.
Hour: 1:10-2:25 TF
First Semester: STROUD
Second Semester: HEATHERINGTON

PSYC 272(S)  Psychology of Education
This course introduces students to a broad range of theories and research on education. What models of teaching work best, and for what purposes? How do we measure the success of various educational practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the education of children? The course topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project. Format: Empirical Lab Course. Requirements: presentations and participation in discussions, short papers, midterm and final exams, written and oral presentation of the research project.
Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Neuroscience concentrators. Satisfies one semester of the Division III requirement.
N. SANDSTROM

PSYC 315  Hormones and Behavior (Same as NSCI 315)  (Not offered 2012-2013)
In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. The course topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project. Format: Empirical Lab Course. Requirements: presentations and participation in discussions, short papers, midterm and final exams, written and oral presentation of the research project.
Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Neuroscience concentrators. Satisfies one semester of the Division III requirement.
ENGL

PSYC 316(S)  Clinical Neuroscience (Same as NSCI 316)
Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in-depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer’s disease, Parkinson’s disease, and Huntington’s disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. All students will design and conduct an empirical research project.
Format: Empirical Lab Course. Evaluation will be based on position papers, class participation, and research project report.
Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Neuroscience concentrators. Satisfies one semester of the Division III requirement.
N. SANDSTROM

PSYC 317(S)  Nature via Nurture: The Psychobiology of Danger (Same as NSCI 317)
This course examines the relative contributions of nature (genetics) and nurture (the environment) to the neurobiology of aggression and fear, leading to individual differences in behavior in dangerous situations. We will evaluate the neuroscience literature to arrive at an understanding of the neuroanatomy and neurochemistry underlying behaviors that create danger (e.g. violence, child abuse, antisocial behavior, alcohol abuse) and behaviors that respond to danger (e.g. inhibition, risk-taking, stress responses, empathy). Modern neuroscientific advances in brain imaging, selective trait breeding and gene mapping, have discovered new relationships between genes and behavior. However, recent studies on the effects of social and cognitive factors suggest critical environmental influences on the expression of these genetic determinants. Format: tutorial. Requirements: students will meet in pairs with the instructor for an hour each week; each week, students will either present an oral argument of a 5-page position paper or respond to their partners’ paper.
Prerequisites: Psychology 212 or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to Psychology majors and Neuroscience concentrators. Satisfies one semester of the Division III requirement. May not be taken on a pass/fail basis. This course is part of the Gaudino Danger initiative.
Tutorial meetings to be arranged. P SOLOMON

PSYC 318  Image, Imaging and Imagining: The Brain and Visual Arts (Same as INTR 223 and NSCI 318) (Not offered 2012-2013)
This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist’s motor output. We will first examine how brain syndromes and mental states. Students will create their own artwork in response to the course material, culminating in a class exhibit. The class will include field trips to local museums. Format: seminar. Evaluation will be based on a midterm, several presentations, and a final project.
Prerequisites: PSYC 101, ArtH 101-102 or permission of the instructor. Enrollment limit: 12 (expected: 12). Preference: for registration under INTR, Studio Art majors; for registration under PSYC or NSCI, Psychology majors and Neuroscience concentrators. Satisfies one semester of the Division III requirement.
ZIMMERBERG
Increasingly, neuroscience is not only a topic of interest to academics and clinicians, but also to the general public. Cover stories in the major news magazines over the past year include Alzheimer’s disease, autism, depression, memory, traumatic brain injury in athletes, and schizophrenia. Television news and newspapers cover studies related to neuroscience or medicine, and more and more popular press fiction as a starting point for analysis and discussion of contemporary topics in neuroscience. We will use these movies and novels as “case histories” to provide a foundation for discussing contemporary and controversial topics in neuroscience. Students will begin each topic by viewing a film or reading a book that portrays a topic in neuroscience. Each film/book will serve as a launching point for in-depth discussion and debate of the neuropsychiatric issues raised in the film/book. For example, the film A Beautiful Mind raises issues regarding the neurobiological basis and treatment of schizophrenia and the film Memento raises many controversial issues surrounding the neurobiology of memory.

Format: tutorial. Requirements: students will meet in pairs with the instructor for one hour each week; during each meeting, students will either present a 6- to 8-page position paper (5 papers in total) based on research papers from the weeks reading list or respond to their partner’s position paper.

Prerequisites: Psychology 212 (Neuroscience 201) or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to Psychology majors. May not be taken on a pass/fail basis; not available for the Goodwin option.

Tutorial meetings to be arranged.

Tutorial meetings to be arranged. KA VANAGH

Prerequisites: Psychology 211 or 222 or permission of instructor. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Cognitive Science concentrators.

Hour: 1:10–2:25 TF

Lab: 1:10–3:50 W

ZAKI

PSYC 324T Great Debates in Cognition (Not offered 2012-2013)

One aspect of “being human” is that we often make choices that may later turn out to be bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, “fast and frugal” heuristics, impulsivity and self-control, addictions and bad habits, gambling, and moral decision making.

Format: seminar. Requirements: essay papers and class participation.

Prerequisites: Psychology 222 or permission of instructor. Permission is typically given to students who have successfully completed Economics 110. Enrollment limit: 16 (expected: 16). Preference given to senior Psychology majors who need the course to fulfill the major.

Satisfies one semester of the Division II requirement.

KIRBY

PSYC 327S(C) Cognition and Education

This course will examine cognitive processes underlying learning in educational settings. Students will come away with a richer understanding of how the mind encodes, stores, and retrieves knowledge, and how learners monitor and manage their own learning. We will examine common educational practices and how they depart from what research recommends. Although the class is primarily about cognition, we will delve into related topics such as motivation, determination, and inequality. Most of the readings will be scientific research articles on cognition and/or education. Although this is not a lab class, we will design at least one study, collect data, and write about the results.


Prerequisites: Psychology 201 and Psychology 222 or permission of instructor. Enrollment limit: 19 (expected: 12). Preference given to Psychology majors.

Hour: 11:00–12:15 MW

KORNELL

PSYC 331T Risk and Resilience in Early Development (Not offered 2012-2013)

Children are often viewed as vulnerable members of our society, worthy of great care and protection. Paradoxically, equally commonplace is the perception that children are helpless and vulnerable. We do not always adapt to change as adults. This contradiction is most evident during early development, when the remarkable plasticity of the rapidly developing brain offers infants and young children an exquisite sensitivity to contextual forces, both positive and negative. This tutorial explores the risks and protective factors, both within and outside of the child, that give rise to continuity and change in early development and focuses on the challenges of translating risk and resilience research into programs that optimize development. Evidence drawn from theories of early experience and developmental psychopathology will frame our review of the literature on prenatal risk factors, including teratogens and maternal stress; genetic influences, including gene-by-environment interactions; infant risk factors, including medical fragility and temperament; caregiving risk factors, including maternal and paternal factors and childcare settings; socioeconomic risk factors, including poverty; and child abuse and neglect. Tutorial assignments will focus heavily on critical evaluation of the quality of the research and to the translation of the research to applied programs.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for one hour each week. Each week, students will either compose a position paper based on the week's readings, or respond to the position paper of their partner.

Prerequisites: Psychology 201 and Psychology 232 or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.

HANE

PSYC 332 Cognitive Development (Not offered 2012-2013)

This course will explore how mental abilities, such as language, memory, thinking and imagination develop during the childhood years. We begin by asking how infants, who do not have language, make sense of their world and then move on to examine the development of language, memory, reasoning, and imagination. Throughout these discussions, we consider the impact of biology (e.g. changes in the brain) and culture on cognition, as well as the similarities and differences in the cognitive abilities of normally developing children and children with developmental problems (e.g., autism).

Format: seminar. Requirements: two hour exams, thought papers, and a final 10- to 15-page paper.

Prerequisites: Psychology 201 and Psychology 232 or permission of instructor. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors.

KAVANAUGH

PSYC 334T(F) Magic, Superstition, and Belief (W)

In the 2008 presidential campaign, Barack Obama played a ritual game of basketball that he hoped would ensure good results while his opponent, John McCain kept a lucky pen—perhaps an example of the magical thinking that continues in to adulthood, and how our beliefs in both natural and supernatural phenomena are related to the evolutionary forces that shaped the human mind.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for one hour each week and be fully prepared to discuss the material. Each week, one member of each pair will either write a 5- to 7-page paper (five papers in total), or respond in writing (one page) to the partner’s paper. Emphasis will be placed on constructing critical written and oral arguments.

Prerequisites: Psychology 221 or 232 or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.

Tutorial meetings to be arranged.

KAVANAUGH

PSYC 335 Early Experience and the Developing Infant (Not offered 2012-2013) (W)

The period of the first year is marked by tremendous growth and development. The infant brain is capable of the plasticity of the developing brain offers both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neurosciences, psychopathology, and pediatric literatures.
This class will explore individual differences in reactivity and self-regulation in infancy and childhood. Developmental, ethological, and neuroscience models will serve as the foundation for the exploration of the construct of temperament. Topics will include biobehavioral models of reactivity to stress and novelty, including research examining individual differences in neuroendocrine, electrophysiological, and emotional responding. Individual differences in self-regulation will be explored, and will focus heavily on the literature examining the development of attention and other executive control processes in infancy and early childhood. Longitudinal research that examines continuity and change in temperaments from infancy through adulthood will be examined. The contributions of genetics and the contextual influences on temperamental trajectories will be explored, including research demonstrating the influence of caregivers and gene-by-environment interactions.

Format: seminar. Requirements: weekly thought papers and one final 7- to 10-page paper.

Prerequisites: Psychology 201 and Psychology 212 or permission of instructor. Enrollment limit: 19 (expected: 16). Preference given to Psychology majors.

May not be taken on a pass/fail basis; not available for the Gaudino option.

HANE

PSYC 329(F) Childhood in Context

The psychological lives of children are shaped not only by internal changes, but also by the ways in which adults in their community view and treat them, as well as by other situational forces (for instance poverty and social unrest). In this course students will consider how various external forces affect children’s daily experience. Students will compare several psychological models of young children—some emanating from folk culture, and some from scientific paradigms. We will look at how parenting and educational practices shape the implicit models of childhood held by members of a community, and then examine whether these practices have a substantive or lasting effect on children. We will also weigh the impact of certain non-parental features of the environment: poverty, wealth, social unrest, violence, societal well-being, and technological advances. Specific questions we will consider in the course include (but are not limited to): What are the short and long term effects of growing up in a society with a formal model of teaching and learning? In what ways is the psychological experience of poor children different than that of the middle class? Are children who grow up in rural areas different from those who grow up in the city? What is the difference that does or does not play value? We will draw on observational and experimental data, narrative non-fiction, film, as well as the work of anthropologists and historians.

Format: seminar. Requirements: three 5- to 7-page papers.

Prerequisites: Psychology 232 or 272. Psychology 201 and Psychology 242 or permission of instructor. Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.

May not be taken on a pass/fail basis.

HOUR: 1:10-3:50 W

PSYC 340 Interdisciplinary Approaches to Social Psychology (Not offered 2012-2013) (W)

This tutorial will examine new and emerging interdisciplinary approaches to the study of important social psychological issues. Its focus will be on the connections between social psychology and disciplines such as neuroscience, biology, cognitive psychology, political science, organizational behavior, educational psychology, and cross-cultural and multicultural psychology. Examples of topics to be examined include: Neuroscience and prejudice; culture and the self; education and diversity; biology and altruism; politics and attitude change. We will explore the benefits and challenges of taking interdisciplinary approaches to studying these issues.

Format: tutorial. Requirements: tutorial papers and responses to partner’s tutorial papers, in alternating weeks; participation in tutorial discussions.

Prerequisites: Psychology 242. Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.

FEIN

PSYC 341 Stereotypes, Prejudice, and Discrimination (Same as WGSS 339) (Not offered 2012-2013) (D) (W)

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We will also consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Format: Empirical Lab Course. Requirements: weekly brief papers, oral reports, two longer papers.

Prerequisites: Psychology 201 and 242. Enrollment limit: 16 (expected: 16). Preference given to senior, then junior Psychology majors.

WEEK: 8:30-9:45 TR

PSYC 342 Social Judgment

This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on understanding how ideas from the judgment and decision-making literature can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people’s judgments and decisions as they pertain to their happiness and well-being. Exploring how concepts in the judgment and decision-making literature can help us to understand when certain types of outcomes are more satisfying than others and why people sometimes choose in ways that fail to maximize their well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

Format: Empirical Lab Course. Requirements: a series of short papers; two essay exams; written and oral reports of research.

Prerequisites: PSYC 242 and PSYC 201, or permission of instructor. Enrollment limit: 16 (expected: 12). Preference given to Psychology majors.

WEEK: 2:35-3:50 MR

Lab: 1:10-3:50 W

PSYC 344 Advanced Research in Social Psychology (Not offered 2012-2013)

This course will focus on the process of doing original, empirical social psychological research on specific topics in the field. We will concentrate on two content areas of research: (1) stereotypes and prejudice, particularly as they touch on issues concerning the academic achievement of women and people of color, and on the role of self-esteem in stereotyping and prejudice, and (2) interpersonal suspicion, including an examination of factors that might reduce suspicion in inter racial or cross-cultural dyads or groups. Students will research and critically analyze and integrate the relevant literatures concerning these topics, and will design and conduct original research to test empirically several hypotheses that emerge from these literatures. We will examine a variety of types of research design and statistical techniques.

Format: Empirical Lab Course. Requirements: a series of papers, written and oral reports of research.


FEIN

PSYC 345 Political Psychology (Same as PSCI 310) (Not offered 2012-2013)

(See under PSCI 310 for full description.)

MARCUS

PSYC 346 Environmental Psychology (Same as ENV 346)

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans' 'disconnection' with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors that are holding progressive values). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental behavior, a consideration of human psychology may therefore be an important part of the solution.
PSYC 347(F) Psychology and Law

This course deals with applications of psychology to the legal system. Relevant psychological theory and research address the following controversies: scientific jury selection, jury decision-making, eyewitness testimony, child witnesses in abuse cases, hypnotis, lie-detector tests, interrogations and confessions, the insanity defense, and the role of psychologists as trial consultants and expert witnesses. Observations are made of videotaped trials, demonstrations, and mock jury deliberations.

Format: seminar. Requirements: two hour exams and class participation.
Hour: 9:55-11:10 TR. Lab: 1:10-3:50 M. SAIVITSKY

PSYC 349(S) Progress and Problems in Intergroup Interaction (D)

This course will examine literature on intergroup interaction, ranging from classic work on “the contact hypothesis” to recent work that traces the physiological correlates of intergroup interaction. We will discuss the current challenges of intergroup interaction, and the ways in which good intentions can sometimes backfire in these situations.
We will focus on interactions across specific group-based differences, such as race/ethnicity, sexuality, social class, and gender, and in specific settings, such as schools and workplaces.
All students will design and conduct an empirical research project. The course fulfills the Exploring Diversity Initiative by focusing on group membership, individual differences, and social power affect the experiences of both majority and minority group members in these interactions.
Format: seminar/Empirical Lab Course. Requirements: twice weekly reaction papers, periodic oral presentations, research papers.
Prerequisites: Psychology 201 and 242 or consent of instructor. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors. May not be taken on a pass/fail basis; not available for the Gaulino option.
Hour: 1:10-2:25 TF. Lab: 1:10-3:50 M. KASSIN

PSYC 350(F) Child Psychopathology

This course explores the rapidly evolving field of psychological disorders in childhood and adolescence. We will examine the intertwined effects of individual characteristics (e.g., genetics, neurobiological factors), relationship processes (e.g., parenting, family functioning, peers), community settings (e.g., schools, neighborhoods), and the broader cultural context (e.g., poverty, stigma, media). Using a developmental framework, we will examine the emergence and maintenance of specific psychological disorders, as well as variations in how children cope with cataclysmic stressors (chronic illness, physical and sexual abuse). The goals of this course include (1) appreciation of the dynamic interplay between biology and experience in the unfolding of psychopathology, (2) exploration of diagnostic criteria and phenomenology of specific disorders, and (3) exposure to a wide array of research-based strategies for prevention and intervention.
Format: seminar. Requirements: classroom participation, response papers, midterm, final paper.
Prerequisites: Psychology 232 or 252. Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.
Hour: 11:00-12:25 M. M. SANDSTROM

PSYC 351 Childhood Peer Relations and Clinical Issues (Not offered 2012-2013)

An exploration of the important ways peer relationships influence children’s emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short- and long-term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. All students will design and conduct an empirical research project based on the concepts discussed.
Format: Empirical Lab Course. Requirements: weekly response papers, midterm exam and a written report of research.
Prerequisites: Psychology 201 and either Psychology 232 or 252. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors.
M. SANDSTROM

PSYC 352(F) Clinical and Community Psychology

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic psychology to field settings and to use their fieldwork experience to critically evaluate theory and research. The course includes fieldwork arranged by the instructor in a local mental health or social service agency.
Format: seminar. Requirements: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper.
Prerequisites: Psychology 201 and either Psychology 232 or 252. Enrollment limit: 15 (expected: 15). Preference given to senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course.
Hour: 2:25-3:30 MR. HEATHERINGTON

PSYC 357(S) Depression

This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. All students will design and conduct an empirical research project based on the readings and concepts discussed. Throughout the course, students will evaluate current research based on theoretical rigor and potential impact on prevention and intervention efforts.
Format: Empirical Lab Course. Requirements: class participation, in-class short written responses, weekly response papers, midterm exam, an original empirical research project, a written report of the research project, and an oral presentation of the research project.
Prerequisites: Psychology 201 and Psychology 252. Enrollment limit: 16 (expected: 16). Preference will be given to Psychology majors.
Hour: 11:30-12:15 Lab T. W. STRoud

PSYC 359(S) Anxiety Disorders: Responses to Danger, Both Real and Imagined

This is an advanced course on anxiety disorders that takes an in-depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, rape, and concentration camp survival. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field. This course is part of the “Gaulino Danger Initiative.”
Format: seminar. Requirements: active class participation, frequent response papers, midterm exam and final term paper.
Hour: 11:00-12:25 MR, 2:35-3:50 MR. HARRINGTON

PSYC 361(S) Psychology of Nonviolence

Nonviolence refers to choice behavior in interpersonal interactions in which physical and psychological injury to others is rejected as an option. In this course we will study theories of nonviolence, and evaluate the empirical support for their central empirical claims of psychological benefits to the practitioner, attitude change in the adversary, and positive exemplary effects on social interaction. Topics include anger and self-control, aggression, evil, conflict resolution, empathy, and forgiveness.
Format: discussion/seminar. Requirements: class attendance and participation, discussion leadership, short essays, and a final paper.
Prerequisites: any 200-level course in Psychology or permission of instructor. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors. Hour: 1:10-2:25 MR, 2:35-3:50 MR. KIRBY

PSYC 363(S) Mimicry and Mind-Reading: The Social Neuroscience of Understanding Others

Whether it is a returned smile from a passerby or a friend’s commiserating frown, imitated facial expressions are ubiquitous in social interactions. Through an upturned lip corner or furrowed brow, we are able to rapidly decode what another person is feeling. In this course, we will examine the neural mechanisms that give rise to our ability to identify and empathize with the emotions we perceive in others. We will discuss the role of mirror neurons, perception-action mechanisms, mimicry, embodiment, and facial feedback in understanding the emotions of others. Finally, we will examine individual differences in this ability, including what happens when these mechanisms are impaired as a result of illness, paralysis, brain lesions, or in certain disorders, such as psychopathy, social conduct disorder, and autism.
Format: Empirical Lab Course. Requirements: seminar/lab attendance, short response papers, discussion leadership, empirical research project, research paper, and in-class presentation of research project.
Prerequisites: Psychology 221 or 212 or 242 or permission of instructor. Enrollment limit: 16 (Expected: 16). Preference given to Psychology majors and Neuroscience concentrators.
Hour: 8:30-9:45 TR. Lab: T 1:10-3:50. HOFELICH

PSYC 372(F) Advanced Seminar in Teaching and Learning

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect...
on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include:

- What is the relationship between educational goals and curriculum development?
- What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting?
- How do we assess teaching practices and the students’ learning? What does it take to be an educated person?

Format: seminar. Requirements: This course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal.

Prerequisites: Psychology 232 or Psychology 272 or permission of instructor. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and those who plan to become teachers.

Hour: 1:10-3:50 W ENGEL

**PSYC 397(F), 398(S) Independent Study**

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar’s Office and should submit it to the department chair for approval prior to the beginning of the drop/add period.

**PSYC 401(F) Perspectives on Psychological Issues**

This course—the psychology department’s senior seminar—considers several important contemporary topics from diverse psychological perspectives. These topics will be introduced via popular books or films, and we will analyze them more deeply with original research articles from across multiple perspectives and subdisciplines of psychology. The course will primarily be discussion-based, and the students will be leading these discussions.

Format: seminar. Requirements: participation in class discussions, choosing relevant research articles, and three position papers.

Prerequisites: only open to seniors. No enrollment limit (expected: 15 per section). This course is required of all senior Psychology majors.

Hour: 11:20-12:35 TR Members of the Department

**PSYC 493(F)-W31-494(S) Senior Thesis**

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our web site.

Prerequisites: permission of the thesis advisor.