The information presented here is as of 11/04/2013.

PSYCHOLOGY
(Div. II, with some exceptions as noted in course descriptions)
Chair, Professor BETTY ZIMMERBERG (First Semester)
Professor STEVEN FEIN (Second Semester)

Professors: FEIN, HEATHERINGTON**, KASSIN, KAVANAUGH, KIRBY, M. SANDSTROM**, SAVITSKY, P. SOLOMON, ZAKI. ZIMMERBERG***.
Associate Professors: HANE**, N. SANDSTROM. Assistant Professors: CROSBY, KORNELL, MOHER, STROUD. Senior Lecturer: ENGEL***. Visiting Assistant Professors: SACHET, SOCKOL.

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
   PSYC 221 Cognitive Psychology
   NSCI 201/BIOL 212/PSYC 212 Neuroscience
   Group B PSYC 232 Developmental Psychology
   PSYC 242 Social Psychology
   PSYC 252 Psychological Disorders
   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 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 are interested in 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 abroad 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(FS) 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(FS) 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, 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: PSYC 101 or BIOL 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. Enrollment limit: 22 (expected: 72). Preference

Not available for the Gaudino option.

Hour: 2:35-3:50 MR, 9:55-11:10 TR
Lab: 1:10-3:50 W
11:20-12:35 TR, 1:10-2:25 MR
Lab: 1:10-3:50 W

First Semester: KIRBY, KORNELL
Second Semester: HANE, STROUD

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: PSYC 101 or BIOL 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. Enrollment limit: 72 (expected: 72). 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
PSYC 221(F,S) Cognitive Psychology
This course will survey the experimental study of the structures and processes that make up normal human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.
Prerequisites: PSYC 101 or permission of instructor. Enrollment limit: 50 (expected: 50). Preference given to Psychology majors.
First Semester: KIRBY Second Semester: KORNELL
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(F,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: (Fall) 3 short papers (3 pgs.), two exams (midterm and final, discussion, participation; (Spring) 3 exams (2 midterms and 1 final) and a 5-7 page paper.
First Semester: MOHER Second Semester: SACHET
PSYC 242(F,S) 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: PSYC 101. Enrollment limit: None (expected: 50). Open to first-year students.
Hour: 11:00-12:15 MWF 11:00-12:15 MWF
First Semester: SAVITSKY Second Semester: CROSBY
PSYC 252(F,S) 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 hour exams and a final exam.
Prerequisites: PSYC 101; open to first-year students. Enrollment limit: 50 (expected: 50). Preference given to Psychology majors, then sophomores, then by seniority.
Hour: 9:55-11:10 TR 2:35-3:50 MR
First Semester: STROUD Second Semester: SOCKOL
PSYC 272 Psychology of Education (Not offered 2013-2014)
This course introduces students to a broad range of theory and research on education. What models of teaching work best, and for what purposes? How do we measure the success of various education 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 educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.
Format: lecture/discussion. Requirements: two exams and a final project.
Prerequisites: PSYC 101. Enrollment limit: 50 (expected: 50). Preference given to Psychology majors and those who plan to become teachers.
ENGEL
PSYC 315(S) Hormones and Behavior (Same as NSCI 315)
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. Specific 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 as part of a small research team.
Format: Empirical Lab Course. Requirements: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project.
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201). Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Neuroscience concentrators. Not available for the Gaudino option.
Satisfies one semester of the Division III requirement.
Hour: 8:30-9:45 TR Lab: 1:10-3:50 R
N. SANDSTROM
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: PSYC 212 (same as BIOL 212 or NSCI 201). Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Neuroscience concentrators.
Satisfies one semester of the Division III requirement.
Hour: 8:30-9:45 MWF Lab: 1:10-3:50 M
P. SOLOMON
PSYC 317T Nature via Nurture: The Psychobiology of Danger (Same as NSCI 317T) (Not offered 2013-2014)
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 neuroscience techniques, such as 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: PSYC 212 or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to Psychology majors and Neuroscience concentrators. Satisfied one semester of the Division III requirement. May not be taken on a pass/fail basis.
ZIMMERBERG
PSYC 318(F) Image, Imaging and Imagining: The Brain and Visual Arts (Same as INTR 223 and NSCI 318)
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 the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the neuroanatomical and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how “outsider” artists have portrayed 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.
PSYC 319T (F) Neurofiction
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 on a daily basis. Increasingly, novels and movies focus on neuroscience topics. This tutorial 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 neuroscientific 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 Men in Black 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: PSYC 212 (NSCI 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 Gaudino option. Tutorial meetings to be arranged. P. SOLOMON

PSYC 322 (F) Concepts: Mind, Brain, and Culture
Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.
Format: Empirical Lab Course. Requirements: short papers, class presentation, and research paper.
Prerequisites: PSYC 221 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 R ZAKI

PSYC 324T Great Debates in Cognition (Not offered 2013-2014)
The field of cognition is filled with controversies about how the mind really works. For example, is there evidence for a system in vision that can become aware of things without actually “seeing” them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this class, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.
Format: tutorial. Students will meet in pairs with the instructor for an hour each week. Evaluation will be based on weekly papers and oral arguments.
Prerequisites: PSYC 221 or 222 or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to Psychology majors and Cognitive Science concentrators. May not be taken on a pass/fail basis. ZAKI

PSYC 326 Choice and Decision Making (Not offered 2013-2014)
One aspect of “being human” is that we often make choices that we know are 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, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.
Format: seminar. Requirements: essays papers and class participation.
Prerequisites: PSYC 221 or 222 or permission of instructor. Permission is typically given to students who have successfully completed ECON 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 327 (S) Cognition and Education
This course will examine the 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.
Format: seminar. Requirements: class participation, essays, midterm and final.
Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor. Enrollment limit: 19 (expected: 12). Preference given to Psychology majors. Hour: 1:10-2:25 MR KORNELL

PSYC 332 Cognitive Development (Not offered 2013-2014)
In this course we consider 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: PSYC 201 and PSYC 232 or permission of instructor. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors. KAVANAUGH

PSYC 333 (S) Foundations of Cognition
This course will broadly cover various aspects of early cognitive development and will include topics such as memory, numerical cognition, language acquisition, and understanding of other social beings. We will focus on aspects of the human mind that are present early in life and explore how these early systems evolve into more mature cognition. Students will be required to critically read seminal works that shaped the field and also examine new developments in the literature. All students will focus on a specific area of interest by conducting an original empirical research project.
Format: empirical lab course. Requirements: active participation, regular thought papers and class presentations, midterm exam, written report and oral presentation on an original empirical research project.
Prerequisites: PSYC 201 and PSYC 232. Enrollment limit: 16 (expected: 12). Preference given to Psychology majors. May not be taken on a pass/fail basis; not available for the Gaudino option. Hour: 2:35-3:50 MR Lab: 1:10-3:50 W MOHER

PSYC 334T (S) 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 penny in his pocket throughout the election season. These are but two striking examples of the millions of people who regularly engage in ritualistic or supernstitious behavior. But why? How did the mind evolve to support both logical reasoning and magical thinking? In this tutorial, we explore that question by examining how beliefs, emotions, and imagination have interlocked in the course of human development. We will discuss and debate how the capacity to imagine facilitates problem solving, why magical thinking 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: PSYC 221 or 223 or permission of instructor. Enrollment limit: 10 (expected: 10). Preference given to Psychology majors. May not be taken on a pass/fail basis. Tutorial meetings to be arranged. KAVANAUGH

PSYC 335 Early Experience and the Developing Infant (Not offered 2013-2014) (W)
The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords 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 hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental,
neuroscience, psychopathology, and pediatric literatures.

Format: empirical lab course. Requirements: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent research project.

Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and Neuroscience Concentrators.

HANE

PSYC 336 Adolescence (Not offered 2013-2014) (W)

Why do we define adolescence as a distinct stage of development? What are its perils and accomplishments? What internal and external forces make adolescence such a volatile and formative stage of life? The course considers a range of empirical and theoretical material, as well as fiction and film, in order to identify and understand the behavior and experience of adolescents. Topics include: identity, sexuality, romantic love, intellectual growth, family relationships, psychological problems, education, and variation between cultures.

Format: seminar. There will be a midterm paper and a group project that will involve several pieces of writing.

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

ENGEL

PSYC 337 Temperament and Biobehavioral Development (Not offered 2013-2014) (W)

This class will explore individual differences in reactivity and self-regulation in infancy and childhood. Developmental, ethnological, 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 temperament from infancy through adulthood will be examined. The contributions of genetics and the contextual influences on temperament 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: PSYC 201 and 232 or PSYC 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 338(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 reflect the implicit models of childhood held by members of a community, and then examine whether those 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 cities? What is the long term impact of growing up in a culture that does or does not value play?

We will draw on observational and experimental data, narrative non-fiction, and film, as well as the work of anthropologists and historians.

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

Prerequisites: PSYC 232 or 272. Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.

May not be taken on a pass/fail basis.

Hour: 1:10-2:25 TF

ENGL

PSYC 339(F) Imagination

Imagination refers to the capacity to mentally transcend time, place, and/or circumstance to think about what might have been, plan and anticipate the future, create fictional worlds, and engender a sense of coherence to remote and close alternatives to actual experiences. This multi-faceted capacity emerges in early childhood and is fundamental to human thought throughout life. The study of imagination crosses traditional areas in psychology and extends into other fields as well (e.g., philosophy, literature). In this course we will examine how psychologists think about and study human imagination, covering topics such as pretend play in children, counterfactual reasoning, imagery, mental time travel, creativity, consciousness, fiction, dreaming, mental illness, and the impact of technology on concepts of self and identity. All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: weekly response papers, 3-5 page book reviews, 15 page final paper and oral presentation of the empirical project.

Prerequisites: PSYC 201 and PSYC 232. Enrollment limit: 16 (expected: 12). Preference will be given to Psychology majors.

Hour: 2:35-3:50 TF

Lab: 1:10-3:50 M

SACHET

PSYC 340T Interdisciplinary Approaches to Social Psychology (Not offered 2013-2014) (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 multi-cultural psychology. Examples of topics to be examined include: Neuroscience and prejudice; culture and 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: PSYC 242. Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.

FEIN

PSYC 341(F) Stereotypes, Prejudice, and Discrimination (Same as WGSS 339) (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 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: PSYC 201 and 242. Enrollment limit: 16 (expected: 16). Preference given to senior then junior Psychology majors.

Hour: 1:10-3:50 W

Lab: 1:10-3:50 R

FEIN

PSYC 344 Advanced Research in Social Psychology (Not offered 2013-2014)

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 relations, 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(F) Political Psychology (Same as PSCI 310)

(See under PSCI 310 for full description.)

MARCUS

PSYC 346(S) Environmental Psychology (Same as ENVI 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’ disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors). We will build our understanding and evaluation of these issues with the goal of not only examining 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 problems, a consideration of human psychology may therefore be an important part of the solution.
PSYC 348T(F) Is it the Thought that Counts? Examining Intentions and Outcomes in Intergroup Interaction (D)

Can something be racist if someone didn’t mean it? How do the intentions we bring to interactions line up with the outcomes of the interactions? When individuals enter intergroup interactions, they are likely to have a variety of goals. Some of these goals are straightforward, such as making a new friend or collaborating on an academic project, while others may be more implicit, such as making a good impression or avoiding saying anything offensive. In this tutorial, we will examine how intentions and outcomes are used in judgments of discrimination, how goals can make intergroup interaction more harmonious or more fraught, and how interaction goals can sometimes backfire and produce unintended consequences. Each tutorial pair will design and execute an empirical project to examine the relationship between intentions and outcomes in intergroup interaction. 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; empirical projects will be presented in a symposium format at the final meeting. Prerequisites: PSYC 201 and PSYC 242 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 Gaucho option.

Tutorial meetings to be arranged.

Lab: 11:00-12:15 W

CROSBY

PSYC 349 Progress and Problems in Intergroup Interaction (Not offered 2013-2014) (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 how 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: PSYC 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 Gaucho option.

CROSBY

PSYC 350 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 catastrophic stresses (chronic illness, psychological 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 range of research-based strategies for prevention and intervention.

Format: seminar. Requirements: classroom participation, response papers, midterm, final paper.

Prerequisites: PSYC 232 or 252. Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.

Hour: 7:00-9:40p

M. SANDSTROM

PSYC 351(S) Childhood Peer Relations and Clinical Issues

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/oral report of research.

Prerequisites: PSYC 201 and either PSYC 232 or 252. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors. May not be taken on a pass/fail basis; not available for the Gaucho option.

CROSBY

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 placements 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: PSYC 201 and either PSYC 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: 1:10-2:25 MR

M. SANDSTROM

PSYC 353(F) Gender and Psychopathology (Same as WGSS 353)

This course will address a range of topics related to the intersection of gender and psychopathology. We will begin the class by discussing the meaning of “gender” and the various mechanisms by which biological sex, gender identity, gender roles and sexual orientation may relate to our understanding of the development, presentation and treatment of psychological disorders. We will also discuss historical and current controversies regarding the classification of psychological disorders concerning sexual orientation and gender identity. We will examine the specific psychological disorders and the biological, psychological and social mechanisms contributing to these differences. All students will design and conduct an empirical research project based on the readings and concepts discussed in class.

Format: Empirical Lab Course. Requirements: weekly response papers, midterm exam, a written report and oral presentation of the empirical research project.

Prerequisites: PSYC 201 and PSYC 252. Enrollment limit: 16 (expected: 12). Preference given to Psychology and WGSS majors. May not be taken on a pass/fail basis.

Hour: 2:35-3:50 MR

STROUD

PSYC 355(S) Psychotherapy: Theory and Research

Psychotherapy is a young, barely 100-year-old psychological endeavor which attempts to promote change and healing through social interaction. How can it be that talking with a psychotherapist can help people change—emotionally, cognitively, and/or behaviorally—and how exactly does it help people achieve relief from psychological disorders and problems? In this course, we will study some of the key approaches to psychotherapy by examining the theories and scientific research that surround them, and considering theory and research in the 21st century. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, the “raw data” (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and how to evaluate claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated as well.

Format: seminar. Requirements: active class participation, two position papers of 5-6 pages and oral class presentations based on these, final term paper in the form of a grant proposal outlining an important question for psychotherapy research, reviewing the extant literature, and proposing a study or studies to address these questions.

Prerequisites: PSYC 201 (Experimentation and Statistics), PSYC 252 (Psychological Disorders). Enrollment limit: 19 (expected: 19). Preference to Psychology majors.

Hour: 9:35-11:10 TR

HEATHERINGTON

PSYC 357 Depression (Not offered 2013-2014)

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 theory, methodological rigor, and potential impact on prevention and intervention efforts.

Prerequisites: PSYC 201 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended. Enrollment limit: 16 (expected: 16). Preference to Psychology major and Environmental Studies concentrators.

Hour: 11:00-12:15 MWF

Lab: 1:10-3:50 F

SAVITSKY
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: PSYC 201 and PSYC 252. Enrollment limit: 16 (expected: 16). Preference will be given to Psychology majors.

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 moral and psychological 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 PSYC or permission of instructor. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors.

Hour: 9:55-11:10 TR

KIRBY

PSYC 372 Advanced Seminar in Teaching and Learning (Not offered 2013-2014)
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: PSYC 232 or PSYC 272 or permission of instructor. Enrollment limit: 16 (expected: 16). Preference given to Psychology majors and those who plan to become teachers.

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.