

PSYCHOLOGY
(DIV II, with some exceptions as noted in course descriptions)

Chair: Professor STEVEN FEIN

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MAJOR

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

PSYC 101 Introductory Psychology

PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

NSCI 201/BIOL 212/PSYC 212 Neuroscience

PSYC 221 Cognitive Psychology

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.

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.

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.

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.

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:

Meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad.

Take Psychology 201 (Experimentation and Statistics) in the sophomore year.

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' opportunity 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. You can find general study away guidelines for Psychology [here](#).

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.

Class Format: lecture

Requirements/Evaluation: two lab reports, unit quizzes, and a final exam

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 160

Distributional Requirements:

Division 2

Other Attributes:

NSCI Required Courses

TEAC Teaching Sequence Courses

Fall 2016

LEC Section: 01 MWF 10:00 AM 10:50 AM Clarence Gillig, Safa Zaki

Spring 2017

LEC Section: 01 MWF 10:00 AM 10:50 AM Instructors: Noah Sandstrom, Clarence Gillig

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.

Class Format: lecture/lab

Requirements/Evaluation: papers, exams, and problem sets

Extra Info: two sections; must register for the lab and lecture with the same instructor
may not be taken on a pass/fail basis

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Preferences: Psychology majors

Enrollment Limit: 22

Distributional Requirements:

Division 2

Quantitative/Formal Reasoning

Other Attributes:

COGS Related Courses

PHLH Statistics Courses

Fall 2016

LEC Section: A1 TR 08:30 AM 09:45 AM Instructor: Noah Sandstrom

LAB Section: A2 T 01:00 PM 04:00 PM Instructor: Noah Sandstrom

LEC Section: B1 TR 09:55 AM 11:10 AM Instructor: Kenneth Savitsky

LAB Section: B2 W 01:00 PM 04:00 PM Instructor: Kenneth Savitsky

Spring 2017

LEC Section: A1 TF 01:10 PM 02:25 PM Instructor: Catherine Stroud

LAB Section: A2 M 01:00 PM 04:00 PM Instructor: Catherine Stroud

LEC Section: B1 TR 11:20 AM 12:35 PM Instructor: Safa Zaki

LAB Section: B2 W 01:00 PM 04:00 PM Instructor: Safa Zaki

PSYC 212(F) Neuroscience**Crosslistings:** NSCI 201/BIOL 212/PSYC 212*Secondary Crosslisting*

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, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week; laboratory, every other week**Requirements/Evaluation:** evaluation will be based on a lab practical, lab reports, two hour exams and a final exam**Extra Info:** not available for the fifth course option**Prerequisites:** PSYC 101 or BIOL 101; open to first-year students with permission of instructor**Enrollment Preferences:** sophomores and Biology and Psychology majors**Enrollment Limit:** 72**Expected Class Size:** 72**Dept. Notes:** does not satisfy the distribution requirement in the Biology major**Distribution Notes:** meets Division 3 requirement if registration is under PSYC**Distributional Requirements:**

Division 3

Other Attributes:

COGS Interdepartmental Electives

NSCI Required Courses

PSYC 200-level Courses

Fall 2016

LEC Section: 01 TR 09:55 AM 11:10 AM Instructors: Heather Williams, Lauren Williamson

LAB Section: 02 M 01:00 PM 04:00 PM Instructor: Martha Marvin

LAB Section: 03 T 01:00 PM 04:00 PM Instructor: Martha Marvin

LAB Section: 04 W 01:00 PM 04:00 PM Instructor: Martha Marvin

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.

Class Format: lecture**Requirements/Evaluation:** two midterms, a final exam, short essay and daily quizzes**Prerequisites:** PSYC 101 or permission of instructor**Enrollment Preferences:** Psychology majors**Enrollment Limit:** 50**Expected Class Size:** 50**Distributional Requirements:**

Division 2

Other Attributes:

COGS Interdepartmental Electives

PSYC 200-level Courses

Fall 2016

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Nate Kornell

LEC Section: 02 TR 09:55 AM 11:10 AM Instructor: Nate Kornell

Spring 2017

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Jeff Moher

PSYC 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science**Crosslistings:** COGS 222/PHIL 222/PSYC 222*Secondary Crosslisting*

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion**Requirements/Evaluation:** midterm and final exams, and self-paced weekly exercises**Prerequisites:** PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended**Enrollment Preferences:** first-year and sophomore students**Enrollment Limit:** 25**Expected Class Size:** 25**Dept. Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributional Requirements:

Division 2

Other Attributes:

PHIL Contemp Metaphysics & Epistemology Courses

PSYC 200-level Courses

Fall 2016

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Joseph 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, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, social learning, and cognitive-development.

Class Format: lecture/discussion

Requirements/Evaluation: attendance and active class participation, 3 exams (2 midterms and final), and a 5- to 7-page paper

Prerequisites: PSYC 101

Enrollment Preferences: sophomores and junior Psychology majors

Enrollment Limit: 50

Expected Class Size: 50

Distributional Requirements:

Division 2

Other Attributes:

PSYC 200-level Courses

TEAC Teaching Sequence Courses

Fall 2016

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Eliza Congdon

Spring 2017

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Eliza Congdon

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.

Class Format: lecture

Requirements/Evaluation: two in-class exams, one paper and a final exam

Prerequisites: PSYC 101; open to first-year students

Enrollment Limit: 50

Expected Class Size: 50

Distributional Requirements:

Division 2

Other Attributes:

PSYC 200-level Courses

TEAC Teaching Sequence Courses

Fall 2016

LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Laura Smalarz

Spring 2017

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Kenneth Savitsky

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 psychological, biological, interpersonal, and sociocultural perspectives.

Class Format: lecture

Requirements/Evaluation: two hour exams and a final exam

Prerequisites: PSYC 101; open to first-year students

Enrollment Preferences: Psychology majors, then sophomores, then by seniority

Enrollment Limit: 50

Expected Class Size: 50

Distributional Requirements:

Division 2

Other Attributes:

PSYC 200-level Courses

Fall 2016

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Catherine Stroud

Spring 2017

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Laurie 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 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.

Class Format: lecture/discussion

Requirements/Evaluation: two exams and a final project

Prerequisites: PSYC 101

Enrollment Preferences: Psychology majors and those who plan to become teachers

Enrollment Limit: 50

Expected Class Size: 50

Distributional Requirements:

Division 2

Other Attributes:

PSYC 200-level Courses

TEAC Teaching Sequence Courses

Spring 2017

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Susan Engel

PSYC 312(S) Brain, Behavior, and the Immune System

Crosslistings: PSYC 312/NSCI 312

Primary Crosslisting

In all animals, the immune system is the body's defense against the outside world. Immune function is strongly influenced by environmental and behavioral experiences, and the immune system has a dynamic relationship with the brain. We will study the interactions among the brain, behavior, and the immune system in models of health and disease. Specific topics to be examined include: immune cells and their signaling molecules, immune cells within the brain, sickness behaviors, learning and memory, nervous system development, multiple sclerosis, Alzheimer's disease, and nervous system injury and repair. 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.

Class Format: seminar/lab

Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) or permission of instructor

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Enrollment Limit: 16

Expected Class Size: 16

Distribution Notes: meets Division 3 requirement if registration is under PSYC

Distributional Requirements:

Division 3

Other Attributes:

NSCI Group B Electives

PSYC Area 1 - Behavioral Neuroscience

PSYC Empirical Lab Course

Spring 2017

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Lauren Williamson

LAB Section: 02 R 01:00 PM 04:00 PM Instructor: Lauren Williamson

PSYC 315 Hormones and Behavior

Crosslistings: PSYC 315/NSCI 315

Primary Crosslisting

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.

Class Format: empirical lab course

Requirements/Evaluation: 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 Preferences: Psychology majors and Neuroscience concentrators

Enrollment Limit: 16

Expected Class Size: 16

Distribution Notes: meets Division 3 requirement if registration is under PSYC

Distributional Requirements:

Division 3

Other Attributes:

NSCI Group B Electives

PSYC Area 1 - Behavioral Neuroscience

PSYC Empirical Lab Course

Not Offered Academic Year 2017

LEC Instructor: Noah Sandstrom

PSYC 316(F) Clinical Neuroscience

Crosslistings: PSYC 316/NSCI 316

Primary Crosslisting

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.

Class Format: empirical lab course

Requirements/Evaluation: evaluation will be based on position papers, class participation, and research project report

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Enrollment Limit: 16

Expected Class Size: 16

Distribution Notes: meets Division 3 requirement if registration is under PSYC

Distributional Requirements:

Division 3

Other Attributes:

NSCI Group B Electives

PSYC Area 1 - Behavioral Neuroscience

PSYC Empirical Lab Course

Fall 2016

LEC Section: 01 M 07:00 PM 09:40 PM Instructor: Paul Solomon

LAB Section: 02 M 01:00 PM 04:00 PM Instructor: Paul Solomon

PSYC 317T Nature via Nurture: Topics in Developmental Psychobiology

Crosslistings: PSYC 317/NSCI 317

Primary Crosslisting

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.

Class Format: tutorial

Requirements/Evaluation: each week, students will either present an oral argument based on a 5-page position paper or respond to their partners' paper; Weekly lab meetings will be held and empirical projects presented in a final poster session

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Preferences: Neuroscience concentrators and Psychology majors

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 3 requirement if registration is under PSYC

Distributional Requirements:

Division 3

Other Attributes:

NSCI Group B Electives
 PHLH Biomedical Determinants of Health
 PHLH Reproductive, Maternal and Child Health
 PSYC Area 1 - Behavioral Neuroscience
 PSYC Empirical Lab Course
 SCST Related Courses

Not Offered Academic Year 2017

TUT Instructor: Betty Zimmerberg

PSYC 318(S) Image, Imaging, and Imagining: The Brain and Visual Arts

Crosslistings: PSYC 318/INTR 223/NSCI 318

Primary Crosslisting

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 influence of neurological 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 conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.

Class Format: seminar and empirical lab course

Requirements/Evaluation: evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project

Extra Info: satisfies one semester of Division III requirement

may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor

Enrollment Preferences: Studio Art majors; Psychology majors and Neuroscience concentrators

Enrollment Limit: 12

Expected Class Size: 12

Distribution Notes: meets Division 3 requirement if registration is under INTR or PSYC

Distributional Requirements:

Division 3

Other Attributes:

FMST Related Courses
 NSCI Group B Electives
 PSYC Area 1 - Behavioral Neuroscience
 PSYC Empirical Lab Course

Spring 2017

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Betty Zimmerberg

LAB Section: 02 TF 02:35 PM 03:50 PM Instructor: Betty Zimmerberg

PSYC 319T(S) Neuroethics (W)

Crosslistings: PSYC 319/NSCI 319

Primary Crosslisting

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on five 5-page position papers and five short response papers as well as participation in discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

NSCI Group B Electives
PSYC Area 1 - Behavioral Neuroscience

Spring 2017

TUT Section: T1 TBA Instructor: Noah Sandstrom

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.

Class Format: empirical lab course

Requirements/Evaluation: short papers, class presentation, and research paper

Prerequisites: PSYC 221 or 222 or permission of instructor

Enrollment Preferences: Psychology majors and Cognitive Science concentrators

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Other Attributes:

COGS Interdepartmental Electives

PSYC Area 2 - Cognitive Psychology

PSYC Empirical Lab Course

Fall 2016

SEM Section: 01 Cancelled

LAB Section: 02 Cancelled

LAB Section: 03 Cancelled

PSYC 324T Great Debates in Cognition

The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient 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.

Class Format: tutorial; students will meet in pairs with the instructor for an hour each week

Requirements/Evaluation: evaluation will be based on weekly papers and oral arguments

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSYC 221 or 222 or permission of instructor

Enrollment Preferences: Psychology majors and Cognitive Science concentrators

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Other Attributes:

COGS Interdepartmental Electives

PSYC Area 2 - Cognitive Psychology

Not Offered Academic Year 2017

TUT

PSYC 326(F) Choice and Decision Making

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.

Class Format: empirical lab course

Requirements/Evaluation: problem sets, essay papers, class and lab participation, and a research report

Prerequisites: PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed

ECON 110

Enrollment Preferences: senior Psychology majors who need the course to fulfill the major

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Other Attributes:

COGS Interdepartmental Electives

PHLH Decision-Making by Institutions + Individuals

PSYC Area 2 - Cognitive Psychology

PSYC Empirical Lab Course

Fall 2016

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Kris Kirby

LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Kris Kirby

PSYC 327(S) Cognition and Education

This class will focus on basic research into the cognitive processes underlying learning. How does the mind encode, store, and retrieve knowledge? How do learners (and teachers) manage their own learning? How do educational practices depart from what research recommends? The readings will be scientific articles. Students will do original research.

Class Format: empirical lab

Requirements/Evaluation: class participation, daily quizzes, research papers

Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor

Enrollment Preferences: Psychology majors

Enrollment Limit: 16

Expected Class Size: 12

Distributional Requirements:

Division 2

Other Attributes:

COGS Interdepartmental Electives

PSYC Area 2 - Cognitive Psychology

PSYC Empirical Lab Course

TEAC Teaching Sequence Courses

Spring 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Nate Kornell

LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Nate Kornell

PSYC 328(S) Understanding Attention and Distraction

The human brain is constantly bombarded by sensory information. For example, as you sit in class listening to a lecture, many other people and objects are visible, competing for your limited attention resources. How does your brain manage to avoid such distractions to focus attention on relevant sensory information (such as the lecture) in order to extract the information you need to accomplish important goals (such as passing the class)? This is a problem that confronts humans in a variety of ways, ranging from finding your keys or driving your car, to using your iPhone or iPad, to doctors looking for tumors on medical images or airport security screeners looking for weapons in baggage. In this course, students will read empirical studies that use both behavioral and brain imaging techniques to investigate the capabilities, limitations, and brain substrates of attention in human behavior. Topics include attentional control, how attention interacts with overt behaviors such as eye and hand movements, practical applications of attention research including topics such as smartphone technology design and training for medical image screeners, and dysfunction of attention in clinical populations. Students will conduct original empirical research, analyze data, and present their findings to their peers at the end of the semester.

Class Format: empirical lab course

Requirements/Evaluation: class participation, midterm, short papers, presentation and paper on empirical project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor

Enrollment Preferences: Psychology majors

Enrollment Limit: 16

Expected Class Size: 12

Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 2 - Cognitive Psychology

PSYC Empirical Lab Course

Spring 2017

SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Jeff Moher

LAB Section: 02 R 01:00 PM 04:00 PM Instructor: Jeff Moher

PSYC 332(S) Mathematical Development

Can monkeys do math? Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive science, education and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance?

Class Format: seminar

Requirements/Evaluation: class participation and leadership, 300-word weekly thought papers, final 10-page paper

Prerequisites: PSYC 232 or permission of the instructor

Enrollment Preferences: Psychology majors

Enrollment Limit: 19

Expected Class Size: 12

Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 3 - Developmental Psychology

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Eliza Congdon

PSYC 333 Cognitive Development

Can babies decide which bottle contains more milk? Can toddlers figure out who's lying? How do kids determine who's nice and who's mean? How do children develop the ability to make these decisions, and how do these abilities change over time? In this class, we'll be reading literature (both seminal and cutting-edge) and designing our own experiments to find the answers to these questions and more. The course will broadly cover aspects of early cognitive development such as memory, numerical cognition, language acquisition, and understanding of other social beings, focusing especially on aspects of the human mind that are present early in life and how they evolve. Students will participate in discussions about primary literature, think about effective science communication, and design and collect data for their own specific area of interest.

Class Format: empirical lab course

Requirements/Evaluation: active participation, regular thought papers and class presentations, written report and oral presentation on an original empirical research project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSYC 201 and PSYC 232

Enrollment Preferences: Psychology majors

Enrollment Limit: 16

Expected Class Size: 12

Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 3 - Developmental Psychology

Not Offered Academic Year 2017

SEM Instructor: Mariko Moher

PSYC 335(S) Early Experience and the Developing Infant (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.

Class Format: seminar

Requirements/Evaluation: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent project

Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

PHLH Biomedical Determinants of Health

PHLH Reproductive, Maternal and Child Health

PSYC Area 3 - Developmental Psychology

Spring 2017

PSYC 336 Adolescence (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.

Class Format: seminar

Requirements/Evaluation: 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 Preferences: Psychology majors and those who plan to become teachers

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

PSYC Area 3 - Developmental Psychology

TEAC Teaching Sequence Courses

Not Offered Academic Year 2017

SEM Instructor: Susan Engel

PSYC 337 Temperament and Biobehavioral Development (W)

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 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.

Class Format: seminar

Requirements/Evaluation: weekly thought papers and one final 7- to 10-page paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSYC 201 and 232 or PSYC 212 or permission of instructor

Enrollment Preferences: Psychology majors

Enrollment Limit: 19

Expected Class Size: 16

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

PHLH Reproductive, Maternal and Child Health

PSYC Area 3 - Developmental Psychology

Not Offered Academic Year 2017

SEM Instructor: Amie Hane

PSYC 338(F) Inquiry, Invention and Ideas

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

Class Format: Empirical Lab course

Requirements/Evaluation: regular response papers, a midterm exam, and an empirical project resulting in a 10- to 15-page written paper and an oral presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor

Enrollment Preferences: preference given to Psychology majors

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 3 - Developmental Psychology

PSYC Empirical Lab Course

TEAC Teaching Sequence Courses

Fall 2016

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Susan Engel

LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Susan Engel

PSYC 340T Interdisciplinary Approaches to Social Psychology (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 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.

Class Format: tutorial

Requirements/Evaluation: tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSYC 242

Enrollment Preferences: Psychology majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

PSYC Area 4 - Social Psychology

Not Offered Academic Year 2017

TUT Instructor: Steven Fein

PSYC 341 Stereotypes, Prejudice, and Discrimination (D) (W)

Crosslistings: PSYC 341/WGSS 339

Primary Crosslisting

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 also will 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.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Preferences: senior, then junior Psychology majors

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora

ASAM Related Courses

PSYC Area 4 - Social Psychology

PSYC Empirical Lab Course

TEAC Related Courses

Not Offered Academic Year 2017

LEC Instructor: Steven Fein

PSYC 342(S) 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 exploring 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 why 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.

Class Format: empirical lab course

Requirements/Evaluation: a series of short papers; two essay exams; written and oral reports of research

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 242 and PSYC 201, or permission of instructor

Enrollment Preferences: Psychology majors

Enrollment Limit: 16

Expected Class Size: 12

Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 4 - Social Psychology

PSYC Empirical Lab Course

Spring 2017

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Jeremy Cone

LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Jeremy Cone

PSYC 344 Advanced Research in Social Psychology

This course will focus on the process of doing original, empirical social psychological research. We will concentrate on a few social psychological topics, such as stereotyping and prejudice, media influences, political biases, and sports psychology. Students will research and critically analyze and integrate the relevant literatures, and they will design and conduct original research to test hypotheses that emerge from these literatures. We will examine a variety of types of research designs, how to conduct online and in-person research, and how to analyze and understand results, including using SPSS to analyze data.

Class Format: empirical lab course

Requirements/Evaluation: two exams, two papers, and several small assignments

Prerequisites: PSYC 201 and PSYC 242

Enrollment Preferences: Psychology majors

Enrollment Limit: 16

Materials/Lab Fee: a lab fee of up to \$30 is associated with this course

Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 4 - Social Psychology

PSYC Empirical Lab Course

Not Offered Academic Year 2017

LEC Instructor: Steven Fein

PSYC 345(S) Political Psychology

Crosslistings: PSCI 310/PSYC 345

Secondary Crosslisting

What kinds of politics are humans capable of engaging to govern themselves? For millennium political philosophers have asserted different foundational claims about "human nature" that in turn led them to their vision of politics. For example, the enlightenment thinkers held that science and technology would strengthen rationality and thereby making democracy more viable. On the other hand, those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of rationality and of self-rule and should therefore accept rule by their betters (previously nobility, now experts). Many of the disputes turn on how rational people are and on their capacity to pursue justice for all people. We explore what political psychology tells us about political citizens and political leaders. We find intriguing new answers from neuroscience. The course pays special attention to the powerful and surprising, roles that emotions play in all aspects of politics. Central to politics in all its variety is the issue of political judgment. If we are to trust ourselves to rule ourselves, how well will we be able to secure justice and liberty for one and all among us? Political psychology is one of the very oldest disciplines (it can be dated at least back to the early classic Greeks, among them Socrates, Plato, and Aristotle). But in its current form is very influenced by neuroscience. Nonetheless, the issue of citizen competence, then as now, was at the center of their attention. So, it shall be in this course.

Class Format: lecture/discussion

Requirements/Evaluation: a midterm, a term paper, and a final exam

Prerequisites: a PSCI elective at the 200 or 300 level OR PSYC 101, 212, 221, 232, 242, 251, or 300-level course

Enrollment Preferences: political science and psychology majors

Enrollment Limit: 35

Expected Class Size: 13

Distributional Requirements:

Division 2

Other Attributes:

PSCI American Politics Courses

Spring 2017

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: George Marcus

PSYC 346(F) Environmental Psychology**Crosslistings:** PSYC 346/ENVI 346*Primary Crosslisting*

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 despite holding proenvironmental attitudes). 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 problems, a consideration of human psychology may therefore be an important part of the solution.

Class Format: seminar**Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research**Prerequisites:** PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.**Enrollment Preferences:** Psychology majors and Environmental Studies concentrators**Enrollment Limit:** 16**Expected Class Size:** 16**Distributional Requirements:**

Division 2

Other Attributes:

AMST Space and Place Electives

ENVI Humanities, Arts + Social Science Electives

ENVP SC-B Group Electives

PSYC Area 4 - Social Psychology

Fall 2016

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Kenneth Savitsky

PSYC 349(S) Psychology and Law

This course examines the legal system in light of psychological research findings, Supreme Court rulings, wrongful conviction cases and illustrative crimes. The law's informal theories of human behavior will be compared to what psychologists know on the basis of theories and research regarding such topics as Miranda, lie detection, police interrogation, false confessions, eyewitness identification, repressed and recovered memories, forensic evidence, juries and criminal insanity. Students will conduct an empirical research project, analyze data and present their findings to their peers at the end of the semester.

Class Format: seminar/empirical lab**Requirements/Evaluation:** exams, written and oral reports of research**Extra Info:** may not be taken on a pass/fail basis**Prerequisites:** PSYC 201 and PSYC 242 or permission of instructor**Enrollment Preferences:** Psychology majors**Enrollment Limit:** 16**Expected Class Size:** 16**Dept. Notes:** either PSYC 347 or PSYC 349 may be taken for credit, but not both**Distributional Requirements:**

Division 2

Other Attributes:

PSYC Area 4 - Social Psychology

PSYC Empirical Lab Course

Spring 2017

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Laura Smalarz

LAB Section: 02 T 01:00 PM 04:00 PM Instructor: Laura Smalarz

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 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 range of research-based strategies for prevention and intervention.

Class Format: seminar**Requirements/Evaluation:** classroom participation, response papers, midterm, final paper**Prerequisites:** PSYC 232 or 252**Enrollment Preferences:** Psychology majors**Enrollment Limit:** 19**Expected Class Size:** 19

Distributional Requirements:

Division 2

Other Attributes:

PHLH Reproductive, Maternal and Child Health

PSYC Area 5 - Clinical Psychology

TEAC Related Courses

Not Offered Academic Year 2017

SEM Instructor: Marlene Sandstrom

PSYC 351 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.

Class Format: empirical lab course

Requirements/Evaluation: weekly response papers, midterm exam and a written/oral report of research

Prerequisites: PSYC 201 and either PSYC 232 or 252

Enrollment Preferences: Psychology majors

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 5 - Clinical Psychology

PSYC Empirical Lab Course

TEAC Related Courses

Not Offered Academic Year 2017

LEC Instructor: Marlene 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 a supervised field-work placement arranged by the instructor in a local mental health or social service agency.

Class Format: seminar

Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 252

Enrollment Preferences: senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements:

Division 2

Other Attributes:

EXPE Experiential Education Courses

PHLH Reproductive, Maternal and Child Health

PSYC Area 5 - Clinical Psychology

Fall 2016

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Catherine Stroud

PSYC 355(F) 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 juxtaposition. 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. All students will design and conduct an empirical research project based on the course material.

Class Format: empirical lab course

Requirements/Evaluation: two short position papers, occasional one-page response and a written/oral report of research

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: PSYC 201 and PSYC 252

Enrollment Preferences: Psychology majors

Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 5 - Clinical Psychology
PSYC Empirical Lab Course

Fall 2016

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Laurie Heatherington

LAB Section: 02 T 01:00 PM 04:00 PM Instructor: Laurie Heatherington

PSYC 357 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 theory, methodological rigor, and potential impact on prevention and intervention efforts.

Class Format: empirical lab course

Requirements/Evaluation: 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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PSYC 201 and PSYC 252

Enrollment Preferences: Psychology majors

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 5 - Clinical Psychology
PSYC Empirical Lab Course

Not Offered Academic Year 2017

SEM Instructor: Catherine Stroud

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

This is an advanced course on anxiety 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 natural disasters. 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.

Class Format: seminar

Requirements/Evaluation: active class participation, frequent response papers, midterm examination and final term paper

Prerequisites: PSYC 252

Enrollment Preferences: Psychology majors

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Other Attributes:

PSYC Area 5 - Clinical Psychology

Spring 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Nicole 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 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.

Class Format: discussion/seminar

Requirements/Evaluation: class attendance and participation, discussion leadership, short essays, and a final paper

Prerequisites: any 200-level course in PSYC or permission of instructor

Enrollment Preferences: Psychology majors

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Other Attributes:

JLST Theories of Justice/Law

PSYC Area 6 - Other/Interdisciplinary Psychology

Spring 2017

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Kris Kirby

SEM Section: 02 TF 02:35 PM 03:50 PM Instructor: Kris Kirby

PSYC 372 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?

Class Format: seminar

Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

Extra Info: may not be taken on a pass/fail basis ; not available for the fifth course option

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Preferences: Psychology majors and those who plan to become teachers

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 2

Other Attributes:

EXPE Experiential Education Courses

PSYC Area 7 - Educational Psychology

TEAC Teaching Sequence Courses

Not Offered Academic Year 2017

SEM Instructor: Susan Engel

PSYC 397(F) Independent Study: Psychology

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.

Class Format: independent study

Distributional Requirements:

Division 2

Fall 2016

IND Section: 01 TBA Instructor: Steven Fein

PSYC 398(S) Independent Study: Psychology

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.

Class Format: independent study

Distributional Requirements:

Division 2

Spring 2017

IND Section: 01 TBA Instructor: Steven Fein

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 lead these discussions.

Class Format: seminar

Requirements/Evaluation: participation in class discussions, choosing relevant research articles, and three position papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Preferences: open to seniors Psychology majors only

Enrollment Limit: none

Expected Class Size: 15

Dept. Notes: required of all senior Psychology majors

Distributional Requirements:

Division 2

Fall 2016

CON Section: 01 TBA Instructor: Steven Fein

SEM Section: 02 MR 02:35 PM 03:50 PM Instructor: Jeremy Cone

SEM Section: 03 MR 02:35 PM 03:50 PM Instructor: Nicole Harrington

SEM Section: 04 MR 02:35 PM 03:50 PM Instructor: Jeff Moher

SEM Section: 05 MR 02:35 PM 03:50 PM Instructor: Laura Smalarz

SEM Section: 06 MR 02:35 PM 03:50 PM Instructor: Steven Fein

PSYC 493(F) Senior Thesis: Psychology

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.

Class Format: independent study

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

this is part of a full-year thesis (493-494); Senior Psychology Majors meeting requirements for Honors

Prerequisites: permission of the thesis advisor

Distributional Requirements:

Division 2

Fall 2016

HON Section: 01 TBA Instructor: Steven Fein

PSYC 494(S) Senior Thesis: Psychology

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.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Prerequisites: permission of the thesis advisor

Distributional Requirements:

Division 2

Spring 2017

HON Section: 01 TBA Instructor: Steven Fein