

PSY 1-01 & 1-02 Introduction to Psychology

This course will survey current knowledge of human behavior. It will cover the entire spectrum of behavioral functions and examine the biological, cognitive and social processes that underlie these behaviors. Topics will include the brain and functioning of the nervous system, perception, thinking, learning and memory; conscious and unconscious motivations and emotion; language, intelligence, cognitive, social, and personality development; social perceptions, attitudes and social influence; psychological disorders and their treatment; and mental health. The goals of the course are to further an understanding of the major theories of a human behavior as well as their practical and theoretical implications.

PSY 09 Introduction to Cognitive & Brain Science

Survey of the cognitive, computational and neuronal basis of thought. Topics include the relationship of cognitive and brain systems underlying language, memory, perception, attention, consciousness and development.

PSY 11 Developmental Psychology

This course is a survey of cognitive, physical, and socio-emotional development during childhood from before birth through adolescence with a brief examination of issues of aging incorporated into the course. General principles of development and related empirical findings will be emphasized. Course includes: lectures, discussions as allowed by class size, and observations of children.

Prerequisites: Psychology 1 or 9 or junior or senior standing

PSY 12 Abnormal Psychology

An introduction to the adult major psychological and psychiatric disorders. The symptoms and signs of psychosis, affective disorders and anxiety disorders will be discussed. The way these symptoms and signs constellate into various syndromes (e.g. schizophrenia, major depression), as defined in the DSM-IV, will be considered. Finally, for each of these syndromes, an introduction to the etiology (causes) and an overview of biopsychosocial management approaches will be presented.

Prerequisites: Psychology 1 or 9 or junior or senior standing

PSY 13 Social Psychology

Social psychology is the scientific study of the way people think, feel, and behave in social situations. It involves understanding how we influence, and are influenced by, other people and the social contexts around us. A primary goal of this course is to introduce you to the perspectives, research methods, and seminal findings of the field of social psychology. Equally important is the goal of allowing you to cultivate your skills for analyzing the social situations and events that you encounter in your everyday lives. Lectures will be supplemented by classroom demonstrations, discussion, and various assignments.

Prerequisite: Psychology 1 or 9

PSY 17 Industrial and Organizational Psychology

This course examines how psychology impacts businesses, companies, and non-profit organizations. Topics will include motivation of employees, classical and contemporary approaches to management, what it means to be an effective manager, group dynamics and consumer psychology. Emphasis will be placed on preparing students for the "working world" through the foundations of psychology. As part of the final project, all students will select a current issue in the

field of Industrial/Organizational Psychology, present an overview to the class and submit a research paper on the topic.

Prerequisites: Junior or senior standing.

PSY 28 Cognitive Psychology

An introduction to human mental processes. Attention, perception, problem solving, pattern recognition, imagery, memory, language comprehension, and knowledge acquisition are examined as fundamental processes of cognition. This course serves as the gateway course to introduce our advanced laboratories and seminar courses in cognition. Lecture and frequent classroom demonstrations.

Prerequisite: Psychology 1 or 9 or junior or senior standing

PSY 29 Human Neuropsychology

This course aims to provide an introduction to the field of cognitive neuroscience. We will cover the cognitive functions of the normal human brain, as well as neurological disorders, focusing on those that have been most informative for understanding the biological basis of cognition, like amnesia, aphasia, and Parkinson's disease. The course starts with an introduction to basic neurobiology, cognitive psychology, and the history of cognitive neuroscience. Students will learn about research methods in the field, including neuropsychological studies of patients with focal brain damage, and neuroimaging techniques, such as ERP and fMRI. Areas of cognition covered may include the brain basis of vision, spatial processing, attention, memory, motor control, executive function, language, and problems with these cognitive abilities due to brain dysfunction. The course will take a scientific approach but is highly relevant to those with clinical interests in psychology, psychiatry, neurology, and biomedical engineering.

Prerequisite: Psychology 1 or 9

PSY 31 Statistics for the Behavioral Sciences

From the behavioral scientist's perspective, statistics are tools that can be used to detect systematic patterns in sets of data, and guide decision-making. In this course you will learn about statistics that allow a researcher to describe and summarize data and distinguish between chance and systematic effects in typical experimental contexts. To facilitate learning through hands-on experience, each student is required to enroll in one of four laboratory sections. Labs will involve application of the concepts and procedures discussed in class that week, and many will involve use of the SPSS statistical package.

Prerequisite: Psychology 1 or 9 (register for A,B,C,D only)

PSY 32 Experimental Psychology

This is the basic laboratory course on psychological research methods which serves as the prerequisite for the advanced labs. Students will design, execute, and analyze individual and group experiments designed to familiarize them with the research methods used in psychological investigations. Paper assignments will provide experience with scientific writing in APA format. There are two lectures plus a 2.5-hour laboratory each week. Enrolling in PSY 32A, PSY 32B, or PSY 32C registers you for both the lecture and laboratory components of the course.

Prerequisite: Psychology 31 or Bio 132 (register for A,B,C only)

PSY 36 Experimental Social Psychology

This course focuses on the process of designing, conducting, interpreting, and presenting empirical research in social psychology. Students will be exposed to several different methods used in social psychological research, with an emphasis on true experiments. The use of these methods will be illustrated through readings and discussions of classic and contemporary research in social psychology. Class projects will provide students with hands-on experience in implementing these techniques. In the main part of the course, students will form research teams with the task of conducting empirical research on a topic of their choice.

Prerequisites: Psychology 13, 31 and 32.

PSY 37 Research Methods in Developmental Psychology

Why do kids do what they do? How can we know what is going on in an infant's head? How can we find out what preschoolers are thinking about or understand? This laboratory course is designed to build on students' introductory work in developmental psychology by offering "hands on" experience with the special research procedures scientists use to study infants' and children's thinking and behavior. During the semester, we will read about, discuss, design, and conduct research on several different topics, all generally within the areas of sensorimotor and cognitive development. These topics will illustrate a range of developmental research methods. Course assignments will include "standard" lab reports, a number of smaller writing assignments, and a variety of practical tasks related to setting up and conducting our research projects. Please note that students planning to take Psy 37 must register for the course on Wednesday mornings and must also keep either Monday or Thursday morning (either one – your choice) open as a "lab" period. We will not use the "extra morning" every week, but we will need it for flexibility during the weeks we are testing infants and children.

Prerequisites: Psychology 31 and 32, and either Psychology 11 or CD001.

PSY 38 Research Methods in Clinical Psychology

This course will teach the methods of clinical research as well as provide the experience of analyzing data. We will cover topics such as experimental design, diagnostic reliability, epidemiologic methods, data analysis using SPSS, and the preparation of research reports.

Prerequisites: Psychology 31 and either 12 or 15.

PSY 48 Research Methods in Psychopharmacology

This laboratory course provides direct, pre-clinical experience with experimental strategies and methods in psychopharmacology, using animal subjects. Students will investigate how drugs affect various behavior patterns and how behavioral processes can be elucidated using drugs as research tools. Topics may include experimental procedures demonstrating the effects of drugs on motor and sensory process, behavioral measures of memory, anxiety, depression and psychosis, and the self-administration of drugs by animals. Using the mastery teaching method, students will recreate classic experiments and ready themselves for independent research in psychopharmacology.

Prerequisite: Psychology 25 and 123 (may be concurrent), or equivalent

PSY 49 Laboratory in Psychophysiology

In this laboratory course students will be introduced to procedures used to study the electrophysiological manifestation of psychological processes in humans. Particular emphasis is placed on the use of brain wave techniques (EEG and event-related brain potentials – ERPs). Techniques to be learned will include application of electrodes, use of computers in collecting electrophysiological data and quantification of electrophysiological data. Students enrolled in this course will conduct their own brain wave experiments on human participants.

Prerequisites: Psychology 32 and one of: Psychology 9, 25, 26, 28, 29, 103, 129, Biology 134 or consent.

PSY 55 Human Sexual Behavior

Sex and sexuality are topics which are studied in many different ways. This course reflects that diversity by considering the biological, developmental, clinical and social aspects of sex and sexuality. Topics will include cross-cultural surveys of sexual behavior, sexual differentiation, sexual physiology, contraception, STDs, sexual dysfunction and therapy, sexual orientation, gender, and various legal issues that revolve around sexual topics.

PSY 56 Drugs and Behavior

Introductory examination of how drugs, toxins, food additives, and other chemicals alter human behavior. Topics may include historical and societal views of drug use, drugs for recreational purposes, alcohol, medicinal drugs, drugs in food and food as drugs, and environmental toxins; theories of why drugs are used and reasons for prescribing psychoactive drugs.

Prerequisites: Psychology 1 or junior or senior standing.

PSY 65 Phonological Theory

This course provides an introduction to phonological analysis—the study of the sound patterns of the world's languages. Topics will include the structure of phonological representations (features, syllables, metrical structure), cross-linguistic universals, and how abstract phonological competence is related to articulatory and perceptual processes. Students will be introduced to current debates in phonological theory.

Prerequisites: Psychology 64

PSY 71 Clinical Methods

This course focuses on the clinical skills and approaches that are required for work with patients with a wide range of psychiatric disorders and psychological problems. Students will learn how to conduct structured clinical interviews, will gain familiarity with cognitive and personality tests, and will learn about the psychotherapeutic process, including individual, group and family work as well as ethical considerations. Hands on experience with testing instruments, videos, role play and case histories will be used as teaching aids throughout the course.

Prerequisites: Clinical psychology major, Psychology 12, junior or senior standing or permission of instructor.

PSY 80 Psychology of Music

(Cross-listed as Music 59) Examination of a wide range of topics in the psychology of music. Music perception; music cognition; music aesthetics; music and emotions; the influence of music on human behavior; the nature and measurement of musical abilities; music education and child development.

Prerequisites: Co-listed with Music 59

PSY 92 Research in Psychology

Designed for students who wish to participate in an ongoing program of research. The student is expected to do background reading relevant to the research and to participate in as many phases of the research as possible.

Prerequisites: Two previous psychology courses and permission of Instructor.

PSY 98 Readings in Psychology

Students choose a topic of mutual interest to themselves and a professor. The aim is to gain expertise on a selected, important psychological subject. A written document is usually expected. Students must get prior consent of the cooperating professor.

Prerequisites: Permission of Instructor.

PSY 99 Internship in Psychology

Students may obtain psychology department credit for internships at various off campus settings such as laboratories, hospitals, clinics, and schools. Of course, to receive credit in this course the work at the internship must be primarily psychological. (Credit may be obtained through All College 99 if the internship is not primarily psychological but is otherwise academically sound.) Course work relevant to the internship should precede it. Each participant in Psychology 99 must be sponsored by a faculty member in the psychology department who will judge the appropriateness of the internship for psychology credit. A minimum of 12 hours per week for the internship, as well as some written work, is required. The course must be taken Pass/Fail but still may be used as an elective in fulfilling the psychology concentration.

Prerequisites: Permission of Instructor. Grading is pass/fail.

PSY 103 Brain and Behavior

This course, like its companion course, Psychology 25, explores the physiological bases of behavior. It differs from Psychology 25 in assuming that the student has a good background in Biology and would like to go into the neuroanatomical, neurophysiological and neurochemical mechanisms of behavior in more depth. Psychology 103 also focuses on current research in the various areas of Biopsychology and future directions for research and its applications. General topic areas include: the nervous system, vision, neurological disorders, sexual behavior, hunger, thirst, sleep, aggression, reward mechanisms and addiction, learning and memory, and psychopathology.

Prerequisites: Biopsychology major or Biology 13 and 14; Chemistry 1 recommended; cannot receive credit if already taken Psychology 25.

PSY 106 Seminar in Clinical Psychology

This course will focus on the various theories and techniques of

psychotherapy through readings and case studies (including films of therapy sessions). The major goal is to make the student conversant with the major schools of therapy and counseling, the theoretical basis of their techniques, and the techniques themselves. Other aspects of clinical psychology such as psychological assessment, professional ethics, and pathways towards becoming a psychotherapist will also be considered. Students will be responsible for active participation in a seminar format.

Prerequisites: Psychology 12, 31 or 71 and consent

PSY 108 Advanced Statistics II

This course builds upon the material covered in Psychology 107 (Advanced Statistics I). The bulk of the course will focus on ANOVA and regression models appropriate for the analysis of a variety of experimental designs. In addition, we will overview a range of multivariate and non-parametric techniques.

Prerequisite: Psychology 107.

PSY 119 Family Dynamics and Therapy

This course examines theories and research relating to family dynamics and treatment. The perspective taken will be that of the family as a system, exploring the forces within the family that lead to, and inhibit, change and conflict. We will examine what makes some families get "stuck" and how various treatment approaches attempt to free them up, and how particular difficulties (e.g. delinquency, anorexia, schizophrenia).

Prerequisites: Psychology 12

PSY 123 Psychopharmacology

This course introduces the systematic study of the processes by which drugs alter behavior, primarily under experimental conditions. The main theme of the course will be to learn how drugs, in concert with environmental events, influence behavior via biochemical mechanisms. The objectives of this course are: (1) to provide background in experimental psychology and pharmacology necessary for an introduction to clinical and pre-clinical psychopharmacology, (2) to provide an overview of major areas of research in behavioral pharmacology in lectures, (sleep, appetite, sex, aggression, memory, sensation and hallucination, drug abuse, anxiety, depression and psychosis), (3) to analyze and critique selected classic and contemporary research articles in various areas of behavioral pharmacology. The course begins with introducing the neuropharmacological and behavioral foundations and then focuses on weekly topics, as listed above.

Prerequisites: Psychology 25 or 103 (undergraduates). Meets concurrently with Psychology 223

PSY 130 Advanced Engineering Psychology

This course is intended for students who have already had an introduction to engineering psychology and wish to learn more about selected topics in the area. The course is run in a seminar format, with students selecting topics of interest, doing library research and presenting in class those studies and issues they have found as their work progresses. In their presentation students will put together all they have found in a "state-of-the-art" summary for their particular topic.

Prerequisites: Psychology 53 or graduate standing

PSY 133 Psychology and Law

This seminar will focus on applications of psychology to the study of the legal system. Drawing on theory and research from a range of areas within psychology (including cognitive, developmental, clinical, and physiological, with a particular emphasis on social psychology), we will examine a variety of topics including: criminal behavior; police interrogations and suspect confessions; lie detection; eyewitness performance; children as witnesses; abuse memory; jury decision-making; and the insanity defense. Assigned readings are primarily empirical research articles and class relies heavily on student-led discussion. Other requirements include two exams, a semester-long research paper, and weekly response papers.

Prerequisites: Psychology 32

PSY 149 Psychology of Language

This course will examine the mental processes and representations involved in language production and comprehension. Drawing from a wide range of methodologies (including psycholinguistic experimentation, neuro-imaging, computational simulation, and evidence from brain damage) we will explore where language is processed in the brain, how concepts and words are organized in long-term memory, and how the mind balances the demands of storage vs. computation. We will also consider how language relates to other areas of cognition by examining the elements of language that are common across modalities (e.g. spelling and sign language), the evidence for an innate language capacity, and the arguments for and against the modularity of the language faculty.

Prerequisites: Graduate standing or any 2 courses in Psychology

PSY 151 Syntactic Theory

Syntactic theory, the study of grammatical structure, is the core subcomponent of contemporary linguistics. Topics of the course include: Syntactic categories, phrase structure, long-distance dependencies, the balance between grammar and lexicon and between syntax and semantics, syntactic universals, and the innate predispositions required for children to learn the syntactic structure of their native languages. Multiple theoretical approaches will be compared.

Prerequisites: Intro to Linguistics/consent; Co-listed as Philosophy 112 and Ling 112

PSY 153 Biological Foundations of Language

A prominent claim in modern linguistics is that the human ability to learn and use language is a specialized cognitive capacity, rather just a consequence of having a large brain. This course will address the evidence for this claim, based on the character of language, language learning, and language disability. It will also address the degree to which the language faculty draws on other cognitive capacities, the relation of language to forms of animal communication, and hypotheses about the evolution of the language faculty.

Prerequisites: Phil 15, Psy 64, or consent; Co-listed as Phil 110 and Ling 110

PSY 182A Supervised Field Work Seminar

This is a unique opportunity in which senior Psychology/Clinical Majors participate in a year-long internship in psychiatry or psychology

clinics and/or mental health/human service facilities in the Boston area. Students spend 12-16 hours per week at their placement for two semesters. Some opportunities for clinical research are also offered that may be particularly helpful for students who are interested in PhD Clinical Psychology programs. Each week, students meet as a group with their professor. In these seminars, their clinical and clinical research experiences are discussed and analyzed; students present clinical work and case histories of individual clients and patients; all aspects of diagnosis and clinical management (ranging from psychotherapy to medication) are discussed. By the end of this seminar, students will gain important insights into clinical work and research in a range of mental health/human service settings. This is an ideal opportunity for students interested in medical school, clinical psychology graduate programs, clinical research and all other careers involving work within the field of mental health and related disciplines.

Prerequisite: Clinical Psychology Major and senior standing; completed Psychology 181

PSY 182B Supervised Field Work Seminar

The continuation of Psych 181B—a supervisory and didactic group seminar for senior Psychology/Clinical students in field placements involving 12 – 16 hours per week of work in a mental health/human services agency. Presentation of cases and discussion of clinical vignettes will be the basis for most class work. Major goals include the improvement of the students' current on-site work and the development of knowledge, practical and theoretical, regarding optimal treatments for a variety of problems. By the end of this seminar, students will increase skills in pathology assessment and gain insights into clinical work in a range of settings.

Prerequisite: Psychology 12, 71, 106 or consent

PSY 192 Independent Research: Projects in Psychology

Advanced students have the opportunity to work out the design and execution of a research study. Students generally produce a written document describing their work; often this is a published article. Students must get prior consent of the supervising professor.

Prerequisites: Two Courses in Psychology and Permission of instructor

PSY 195 Senior Seminar: Cognitive & Brain Science

Year-long weekly research meeting of seniors in Cognitive and Brain Science major and others involved in a senior honors thesis. Provides a forum for discussion, presentation and planning of senior research projects, as well as exposing students to the range of faculty and graduate student research.

Prerequisite: senior standing; 0.5 course credit

PSY 196-01 Emotion and Memory

Why do we remember highly emotional events better than neutral events? What are the neural mechanisms that are responsible for this effect? In this seminar-style course, we will approach these questions by examining several different lines of classic and contemporary research including (1) early studies of so-called "flashbulb memories", (2) studies of the effect of epinephrine on memory in rodents and humans, (3) functional neuroimaging studies of emotional memories in healthy humans, and (4) studies of patients with posttraumatic stress disorder who have trouble forgetting about terrifying events.

Prerequisites: Psychology 1.

PSY 196-02 Autism and Neurodevelopmental Disorders

This course examines the cognitive and behavioral profiles of the autism spectrum conditions. Special attention will be paid to the cognitive models citing theory of mind deficits, executive dysfunction, and weak central coherence, and their relation to brain function (cognitive neuroscience). We will look at autism in light of other neurodevelopmental disorders such as Fragile X, Williams, and Down syndromes, and examine whether cognitive sex differences can inform us about the condition.

Prerequisites: Psychology 11 or CD 001 or permission of instructor.

PSY 198 Supervised Readings in Special Topics

This course requires that the student make arrangements with a professor to supervise the semester's work.

Prerequisites: Permission of instructor.

PSY 199 Senior Honors Thesis

If you plan to do an honors thesis, you must sign up for Psychology 199 both Fall and Spring of your senior year. Discuss this with a faculty sponsor.

Prerequisites: Permission of instructor.

GRADUATE COURSES**PSY 212 Psychopathology Core**

This course will explore in depth the current research regarding the phenomenology, classification, biology, course, and treatment of major psychiatric disorders. The use of cognitive and neuroscience methods to study patients with psychiatric disorders will be emphasized.

Prerequisites: Graduate standing or permission of instructor.

PSY 213 Seminar: Developmental theory and Research: Autism & Neurodevelopmental Disorders

This course examines the cognitive and behavioral profiles of the autism spectrum conditions. Special attention will be paid to the cognitive models citing theory of mind deficits, executive dysfunction, and weak central coherence, and their relation to brain function (cognitive neuroscience). We will look at autism in light of other neurodevelopmental disorders such as Fragile X, Williams, and Down syndromes, and examine whether cognitive sex differences can inform us about the condition.

Prerequisites: Graduate Standing/Meets concurrently with Psychology 196-02

PSY 223 Psychopharmacology

This course introduces the systematic study of the processes by which drugs alter behavior, primarily under experimental conditions. The main theme of the course will be to learn how drugs, in concert with environmental events, influence behavior via biochemical mechanisms. The objectives of this course are: (1) to provide background in experimental psychology and pharmacology necessary for an

introduction to clinical and pre-clinical psychopharmacology, (2) to provide an overview of major areas of research in behavioral pharmacology in lectures, (sleep, appetite, sex, aggression, memory, sensation and hallucination, drug abuse, anxiety, depression and psychosis), (3) to analyze and critique selected classic and contemporary research articles in various areas of behavioral pharmacology. The course begins with introducing the neuropharmacological and behavioral foundations and then focuses on weekly topics, as listed above.

Prerequisites: Psychology 25 or 103; Graduate standing meets concurrently with Psychology 123

PSY 245: Issues Across Psychology: Representing and Using knowledge

One common factor across most topic areas in Psychology is the need to represent information. Whether it is a squirrel finding acorns she cached for winter, people interacting in a social setting, making decisions about post Ph.D. career plans, or learning how to rock climb, most activities engaged in by humans and animals alike involve accessing stored information. This course will examine how information is stored and used in our minds. We will be exploring a number of questions related to this topic, which may include: How do we figure out how information is represented? How does conscious and subconscious access of information change its use? Does the format of the information change how it is represented? Do different people represent information differently (e.g. verbal person vs. spatial person)? Can we change how information is represented if we need to think about things in a new way (e.g. creative problem solving)? Do our motivations change how we use stored information? In what unusual ways might people represent information? This discussion-based course will draw on literature from across Psychology and related fields to explore issues of mental representation. Emphasis will also be placed on what the related research means in application.

Prerequisites: Graduate standing

PSY 292 Graduate Research/ Special Topics**PSY 296 Master's Thesis****PSY 298 Doctoral Dissertation****PSY 401 PT Master's Continuation****PSY 402 FT Master's Continuation****PSY 405 Graduate Teaching Assistant****PSY 406 Graduate Teaching Assistant****PSY 501 PT Doctoral Continuation****PSY 502 FT Doctoral Continuation**