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 focus of the course will be on understanding the major theories of human behavior and on understanding the practical and theoretical implications of these positions.

PSY 12 Abnormal Psychology

This course begins with an examination of concepts underlying definitions of abnormality, and includes a consideration of cultural factors. This is followed by an introduction to the adult major psychological and psychiatric disorders. The clinical presentation of personality, schizophrenic, affective, somatiform, substance abuse, sexual and anxiety disorders will be discussed. Relevant research and theory as to causality and treatment will be addressed. There is a strong emphasis on how the clinical psychologist experiences and manages clients with these disorders.

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 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.

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.

PSY 25 Physiological Psychology

This course will serve as an introduction to the role of the brain in behavior. The course will begin by providing a basic understanding of the way the nervous system works. With this knowledge in hand, the physiological basis of behaviors such as hunger, thirst, sex, aggression, sleep, learning and memory will be explored. Special attention will be paid to recent advances in research in the growing area of biological contributions to mental disorders. This course is not meant for biology, biopsychology majors or for pre-medical students. Those students should take Psychology 103.

PSY 26 Animal Learning and Cognition

This course is an introduction to the study of cognition in animals. Through lectures and classroom discussions, question such at the following with be examined. Do animals think? If so, how do they think without language? How similar are our thoughts in comparison to those of apes or other animals? Do rats use cognitive “maps” to get around their spatial environment? How do bees learn and remember where rich sources of food are located? How do animals communicate information to one another? Why do different species of animals differ so much in their behavior? The course will survey the fundamental principles and theories or information processing and learning in animals. Topic to be examined across different animals include perception, stimulus selection and control, learning and memory processes, orientation in space and time, counting, communication behavior, and self-awareness. This course fulfills the 20-level requirement in the major and the option II requirement in the Cognitive and Brain Science major. It is also the prerequisite for the advanced laboratory course, Psy 46 Animal Learning Lab, which typically is offered in the Spring.

PSY 27 Perception

This course will provide an introduction to the processes that transform physical energies (e.g., light, sound, vibration) into psychological experiences (e.g., seeing objects, hearing noises, feeling textures). These processes are crucial for the basic survival of virtually all animal species and they are also prerequisite to the functioning of “higher” psychological processes such as thinking, socializing, playing games, and appreciating art and music. This semester’s version of the course will focus on visual perception, tactile perception (touch), their relationship to one another and to an observer’s movements and actions (reaching, locomoting, catching balls). Special issues such as the development of perceptual abilities in infants, perceptual systems in animals, pathologies of perception, and perception's role in art and sports will also be incorporated. Class sessions will generally follow a lecture format. However, questions and discussion are encouraged, and demonstrations and guided observations will frequently be utilized. Course work will include reading textbook, web-based, and primary source materials; taking 3 exams; and doing a brief class presentation.

PSY 28 Cognitive Psychology

This survey class examining human information processing systems will take a hands-on approach to exploring questions of how humans process information. In particular, through a combination of lecture and projects, the class will explore how stimulus information is transformed, stored, retrieved, and used. The course explores theoretical models of cognition, considering them in the context of both empirical research and everyday experience. Topics include object recognition, attention, memory, reasoning, wayfinding, language processes, decision making, and problem solving.

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.

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.

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.

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, research ethics, data analysis using SPSS, and the preparation of research reports.

PSY 40 Lab in Physiological Psychology
This laboratory course is designed to introduce students to many of the research techniques employed in physiological psychology. Particular emphasis is placed on the examination of the anatomy and functional dynamics of the central nervous system with respect to behavior. Experiments investigating the physiological basis of feeding behavior, pain sensitivity, learning and memory will be conducted. Techniques to be learned will include stereotaxic surgery, neurohistology, and neurochemical assays. The course will have one lecture meeting per week. Additional laboratory participation is required.

PSY 41 Perception and Cognition Laboratory
This course will examine mental processing using experimental techniques. It will focus on how our minds work when we think, reason, remember, learn, solve problems, perceive objects and understand language. The course will provide an opportunity for participants to learn and use state-of-the-art experimental techniques for studying each of these processes. This experimental work will test current theories of cognitive processing in humans, with particular emphasis on examination of theories and models derived from the fields of cognitive psychology, psycholinguistics, artificial intelligence, and philosophy.

PSY 42 Emotion Laboratory
In this 1-credit laboratory course, students design, conduct, analyze, interpret, and present original experimental research on the nature of human emotion and its regulation. Students obtain hands-on experience using different methods of measuring emotional responses, including subjective ratings, expressive behavior, and autonomic physiology (e.g. heart rate, skin conductance, respiration). Course assignments typically include reading and thinking critically about classic and contemporary research in emotion; developing hypotheses; practical tasks related to carrying out research projects; writing manuscripts in APA format, and oral presentations.

This class is an introduction to the principles of Engineering Psychology as they apply to the analysis of human-machine interfaces. Some topics discussed include: the relationships between perception and cognition, design of displays and controls, information theory, and human error. Practical examples are drawn in order to illustrate the application of course material from transportation, organizational behavior, and product design. There is a midterm, final exam, project presentation and final paper, all of which require the ability to apply class discussions and reading material to answer true/false, multiple choice, and identification/essay exam questions. This course is only offered during the Fall semester.

PSY 58 Psychology of Sports
The purpose of this course is to provide students with an introduction to the application of general psychological theories to sports, and to sensitize students to the special needs and issues of athletes. An equal emphasis will be placed upon theory, research, and applied sports psychology.

PSY 64 Introduction to Linguistics (Co-listed as Philosophy 15)
The contemporary science of linguistics is concerned with how humans encode their language in their brains, so that they can produce and understand an unlimited variety of utterances in context. This course will begin with a discussion of general properties of language: its cultural and political context and how it contrasts with other forms of communication. It then will turn to the problem of how children learn language and the possibility of a biological basis for the ability to learn language, often termed Universal Grammar. From this background, the course will work out some aspects of the structure of language: morphology (word structure), syntax (sentence structure), phonology (sound structure), and semantics (meaning), making use of problem sets involving English and other languages of the world.

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 and simple mental state examinations. They will also learn how to structure this information to aid in the diagnosis, formulation (in terms of predisposing, precipitating and maintaining causes) and construction of clinical management plans for individual patients/clients. Diagnosis, formulation and management will each be considered in terms of biological, psychological and social factors that can contribute to these disorders. Videos, role play and case histories will be used as teaching aids throughout the course.

NB. This course is a prerequisite for Psychology 181A&B (Supervised Seminar in Field Work in Psychology). If you intend to do a year-long clinical psychology internship in your senior year, the course must be taken prior to it.

PSY 91 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.
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.

**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.

**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 some biology background 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 Psychobiology and future directions for research and its applications. General topic areas include: the nervous system, vision, neurological disorders, sex, hunger, thirst, sleep, aggression, reward mechanisms and addiction, learning and memory, and psychopathology.

Students who have already taken PSY 25 should not take PSY 103, they should instead select from one of the other advanced courses that focuses on the interaction of physiology and behavior.

**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.

**PSY 107 Advanced Statistics I**

Introduction to probability theory and the logical basis of statistical inference. Binomial and normal models are examined. Elementary signal-detection theory and process-trees are developed. Analysis of variance models are introduced with consideration of their implication in research design.

**PSY 112 Biological Basis of Psychopathology**

In this course we will explore the current research and theory concerning neuropsychology, neurotransmitter systems, genetics, psychophysiology, and medication treatment in selected major mental disorders (e.g. schizophrenia, depression, anxiety disorders, and developmental disorders).

**PSY 118 Topics in Infancy: Perceptual Motor & Cognitive Development**

This course is a seminar-format course in which we will investigate current thinking and research about selected aspects of early perceptual, motor, and cognitive development. During the semester, we will look in depth at three selected topics, reading original research articles and theory papers on each and trying to weigh the evidence. The topics I have selected for this semester include learning to walk, segregating the visual scene into objects, and imitation as a mechanism for early learning. Each of these topics is a long-standing interest in the field of infant development, raises a variety of issues which are currently being actively researched, and is an arena of child development in which I am interested and have some expertise to offer you. Course work will involve reading original source materials, and class sessions will include discussion, debate, videos, and student presentations centered on these materials. The course is appropriate for juniors, seniors, and graduate students with some background in either developmental, perceptual, or cognitive psychology.

**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 family styles are hypothesized to be associated with particular difficulties (e.g., delinquency, anorexia, schizophrenia).

**PSY 127 Behavioral Endocrinology**

The topic for this course is the influence of hormones on behavior and the effect of behavior on hormones. We will consider in detail the interrelationships of hormones and sex, aggression, hunger, thirst, learning, and mood. This will be done both at the level of behavioral analysis and at the level of neuroendocrine mechanisms. The course will be about half lecture and half seminar in format and the last part of the seminar section will include presentations by the students on topics in Behavioral Endocrinology of their choice.

**PSY 128 Nutrition and Behavior (Co-listed as Nutrition 128)**

This advanced seminar examines the bidirectional effects of food consumption and behavior. Students will develop their knowledge base and critical analysis skills in this course. The seminar begins with the study of nutrition and psychological processes and then delves into more specific topics such as: dietary preferences, obesity, eating disorders, potential role of food in pain and pleasure, potential effects of food additives, and the effects of diet on cognition and sports performance. The format includes lectures, discussions, and student presentations. Readings are taken from textbooks, journal articles and popular press articles. The course is appropriate for juniors, seniors, and graduate students and is cross-listed as Nutrition 128.

**PSY 129 Cognitive Neuroscience**

Psychology 129 will be an in depth exploration of several topic areas concerned with the neuronal basis of human mental processes. These will include: perception, memory, language, attention and consciousness. The class format will combine lecture (background information on a topic) and seminar/discussions.

**PSY 132 Cognition of Society & Culture (Co-listed as Phil 113)**
This seminar explores the knowledge (conscious or unconscious) necessary in order to behave appropriately in one's social/cultural context. To what extent is such knowledge learned from the culture, and to what extent might it be "hard-wired" into the species? What can we learn about human societies by studying animal societies? Are there cultural universals, or a restricted range of possibilities on which cultures can draw? What are the cognitive underpinnings of such culturally ubiquitous institutions as religion and moral codes? The seminar addresses these questions through literature in ethology, anthropology, and evolutionary psychology and through parallels with language (which is after all a social behavior).

There are no fixed prerequisites, as it is hoped that students from a wide variety of backgrounds will participate. Permission of the instructor is required.

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.

PSY 134 Interpersonal Conflict and Negotiation

This seminar will examine social psychological theories for conflict escalation and reduction of conflicts. The class will focus on research findings concerning social conflict, negotiation and mediation. Topics include: methodology for studying conflicts, individual differences and negotiation styles, the effect of physical components and culture on adversaries, strategic choices, social dilemmas, negotiators' power and effective third party intervention in interpersonal and group settings. Case studies, various classroom demonstrations and exercises will be used.

PSY 136 Stereotypes, Prejudice, and Discrimination

History is replete with examples of differential beliefs about and treatment of others based on group membership. This is an advanced course in social psychology where we will examine a social psychological perspective on stereotypes, prejudice, and discrimination. In particular, this course emphasizes how a social cognition perspective in social psychology has informed our understanding of the formation, maintenance, and expression of stereotypes. In addition, we'll examine the implications that stereotypes, prejudice, and discrimination have for stigmatized individuals' thoughts, behavior, and outcomes. The goal of the course is to develop students' understanding of how stereotypes, prejudice, and discrimination operate in human relations.

PSY 159 Emotion, Stress, and Health

We all experience emotions and get stressed out, but how do psychologists study these states? And what have they learned about how emotion and stress "get under our skin?? This 1-credit seminar is designed to stimulate critical appraisal of theory and research on the psychological and biological underpinnings of emotion and stress, and the mechanisms by which emotion and stress are related to the health of the body. Topics will include the influence of culture, cognition, and social relationships; the role of the endocrine, immune, peripheral and central nervous systems; and stress-related disease and stress management. Course assignments will include assigned readings, reaction papers, midterm exams, quizzes, and oral presentations.

PSY 181 A and B Supervised Seminar in Field Work

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. 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 the 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. Cap for each class: 10 - 15 students.

Note: Students needing a senior internship must attend a meeting that will be held in April.

PSY 191 Individual Research 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.

PSY 195-01 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.

PSY 196-01 The Psychology of Bilingualism

In most of the world knowledge and use of more than one language in daily life is the norm. Even in the US where English is the dominant language, there is a growing awareness that knowledge of a second language is essential to our competitiveness in an increasingly interactive world and likely has certain cognitive benefits including improved executive functioning and protection against cognitive aging. In this course we will consider bilingualism broadly from a perspective of psychology. Topics included will range from second language acquisition to the social and cognitive implications of bilingualism as well as the interaction of a bilingual’s languages at the cognitive level. The class format will combine lecture (background information on a topic) and seminar/discussions.

PSY 197 Supervised Readings in Special Topics

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

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.

GRADUATE COURSES
PSY 231 Graduate Core in Biopsychology

The goal of this course is to help graduate students integrate neurobiology and its methods with behavioral and motivational issues in psychology. We will cover the essentials of neuroanatomy, neurophysiology and neurochemistry and use that information to understand current theories and experiments on the biological bases of sexual behavior and sexual differentiation, hunger and body weight control, and learning and memory. Readings will include texts in neuroscience and original literature in physiological psychology. We will discuss the readings and in these discussions I will take into account the varying levels of familiarity with this literature and the different interests of the students. This heterogeneity can be an asset in a seminar and lead to the uncovering of some interesting alternative perspectives. During the semester each student will pick one topic in physiological psychology to research in depth and write a paper on that subject. In addition, there will be a comprehensive exam at the end of the course.

PSY 246 Metacognition and Cognitive Control

The broad questions addressed in this seminar are what constitutes the cognitive underpinnings of the highest order of consciousness, namely, self-reflective consciousness, and how did this kind of consciousness come into being. Basic issues include the cognitive mechanisms that enable people to monitor what they know and predict what they will know, the errors and biases involved in self-monitoring, and the implications of metacognitive ability for people’s self-determined learning, behavior, and their understanding of self.

PSY 247 Nature of Scientific Discoveries

This seminar will focus on the cognitive and social processes of scientific discovery. What thought processes are involved in making important discoveries? Why are some more successful at this than others. How do we identify important problems for study? Is there a science to conducting science? Are there ways that we can enhance our own chances of making an important contribution to science by examining these processes? These and related questions will form and inform the discussion in this class.

PSY 291 Graduate Research
PSY 295 Masters Thesis
PSY 297 Ph.D. Dissertation
PSY 401PT Masters Degree Continuation
PSY 402FT Masters Degree Continuation
PSY 405TA Graduate Teaching Assistant
PSY 406RA Graduate Teaching Assistant
PSY 501PT Doctoral Degree Continuation
PSY 502FT Doctoral Degree Continuation

WORKSHOP COURSES

Writing Workshop courses or sections meet an extra fifty minutes each week, allowing students to gain a more thorough understanding of course material and to improve their writing.

Writing Workshop courses generally require no additional formal written assignments. Instead, students do more informal, un-graded writing in order to develop questions about course material, examine and refine their thinking, and share their ideas with the instructor and fellow students. When appropriate, instructors may also concentrate upon the more formal aspects of writing and public speaking.

In addition, Writing Workshop courses and sections provide

- Opportunities to meet with the course instructor and other students in a small group to discuss issues that are particularly interesting or confusing.
- Opportunities to get to know the instructor and fellow students.
- Opportunities to become better prepared for the working world by developing critical thinking, writing, and speaking skills.

Writing Workshop courses are recorded on student transcripts, although students do not receive extra credit for participation.

THE STUDENT'S GUIDE TO WRITING