

### **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 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 biosychosocial management approaches will be presented.

*Prerequisites: Psychology 1 or 9*

### **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 or junior or senior standing.*

### **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.*

### **PSY 29 Human Neuropsychology (Introduction to Cognitive Neuroscience)**

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*

### **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.*

### **PSY 36A 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 and 32.*

### **PSY 36B 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 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 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 researchers 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 area of 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 our research projects. Please note that students planning to take Psy 37 must register for the course on Monday mornings and also keep Wednesday or Thursday mornings (either one) open. We will not always use the "extra" morning, but we will need during the weeks that we are testing children.

*Prerequisites: Psychology 32 and either Psy 11 or CD 001. Note: Students should also keep either Tues, Wed, or Thurs mornings (any one of those days, can be different ones for different students) free for testing research participants.*

### **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 12 or 15.*

### **PSY 46 Animal Learning Lab**

An advanced laboratory course familiarizing the student with the methods and strategies used to study cognition in animals. Several experiments examining an important topic area in animal cognition will be conducted over the semester. The course consists of weekly class discussions and analyses of the ongoing experiments and their relations to other experiments in the area. These discussions will result in several APA-style write-ups of the experiments as they progress over the semester. Besides regular class meetings, all students need to be prepared to spend time outside of class to conduct the experimental sessions.

*Prerequisites: Psychology 26, Psy 32 or consent of instructor.*

### **PSY 48 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 Concurrent or previous Psychology 12*

### **PSY 49 Psychophysiology Lab**

This laboratory course is designed to introduce students to some of the 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 subjects.

*Prerequisites: Psychology 32 and either 25, 28, or 29.*

### **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.

*Prerequisites: Psychology 1 or junior or senior standing*

### **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.

**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 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.

*Prerequisites: Psychology 12, declaration of major in clinical psychology or junior or senior standing or consent.*

*NB. This course is a prerequisite for Psychology 181-182 (Supervised Seminar in Field Work in Psychology). If you intend to do a yearlong clinical psychology internship in your senior year, the course must be taken prior to it.*

**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.

**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 psychology courses and consent of supervising faculty member.*

**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 a Psychology Department faculty member. 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 Bio 13 and 14; Chemistry 1 is recommended; students cannot receive credit for this course if they have already taken Psychology 25*

**PSY 104 Advanced Seminar in Physiological Psychology**

For the Spring 2009 semester this seminar course in Bio-Psychology will focus on plasticity of the brain and particularly on the relevance of plasticity for learning. Students will read review articles and original research reports on molecular mechanisms in the functioning and development of the CNS. The emphasis will be on the application of anatomical and molecular neuroscience concepts and methods to understanding plasticity. For example, we will discuss the role of neurogenesis and BDNF in brain plasticity and the use of gene “knock-outs,” antisense oligonucleotides, and measurements of gene expression in the study of learning and of recovery from brain damage. The first month or so of the course will be more lecture based but in later meetings it will become more discussion based. By the end of the semester students will be expected to make class presentations and write a review paper.

*Prerequisites: Junior, Senior or Graduate Standing and Psychology 25 or 103, or Bio 134 and consent of the instructor.*

**PSY 105 Psychoanalysis**

Evolution of psychoanalytic psychology from its beginnings to the present. Topics include: unconscious motivation, dreams, personality development and dynamics, psychopathology, ego psychology, object-relations theory and self-psychology. Emphasis on psychoanalysis as a developmental psychology. Critique of psychoanalytic approaches.

*Prerequisites: Psychology 1 or Child Development 1, and one of the following: Psychology 11, 12, 14, 15; or Child Development 9 or 61; or Permission of Instructor*

### **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 and either 71 or 32 or consent of instructor*

### **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 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*

### **Psy124 Cognitive Neuroscience of Perception**

This course will cover the cognitive neuroscience of vision. This is an advanced seminar on the brain basis of vision, emphasizing how humans see the world. Topics may include sensory perception, object and face recognition, word perception, mental imagery, spatial cognition, attention, and timing and neuroimaging of brain systems for perception.

How do people attribute meaning to what they see? How do you recognize your best friend in a crowd of people? How do people learn to read written words? What is a visual feature? How do you know where an object is located? Studies of visual cognition attempt to answer such questions. Cognitive neuroscience investigates how specific parts of the human brain enable people to see the environment, meaningfully interpret visual images, and learn and remember about what they see. This course will examine the neural processes and representations used to perceive and categorize people, places, and things.

*Prerequisites: Psy 32 and one of the following: Psy 25, 27, 29, 103, 129, 148, or Biology 134; or consent.*

### **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.*

### **PSY 131 Neuropsychology in Cognition**

Cognitive Neuropsychology uses data from brain-damaged individuals to form theories of normal cognition. We will focus on the methodology by which one may use patterns of impaired performance to determine the cognitive locus of an impairment and draw inferences about normal cognition. Topics will include the anatomy and vasculature of the brain, the philosophical logic of single patient vs. multiple patient case studies as well as cognitive neuropsychological contributions to theories of spoken and written language processing, vision, attention and somatosensation.

*Prerequisites: Psychology 9, 28 or 29.*

### **PSY 134 Interpersonal Conflict and Negotiation**

This semester 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.

*Prerequisites: Psychology 13, junior or senior standing or consent.*

### **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.

*Prerequisites: Psychology 13 or 31 or junior or senior standing or consent.*

### **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, phase 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: Philosophy 15 or Psychology 64 or permission of instructor. Co-listed with Philosophy 112.*

### **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 only*

### **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 193 Biological Foundation of Language**

A prominent claim in modern linguistics is that the human ability to learn and use language is a specialized cognitive capacity, rather than 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: Philosophy 15 or Psychology 64 or equivalent strongly preferred. Co-listed with Philosophy 195.*

### **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: Psych 31 and 32. Primarily for the Cognitive & Brain Science majors (Seniors in this major must take this course). Students enrolled in Psy 199 are also encouraged to register for Psy 195.*

### **PSY 196-01 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: Psy 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 203 Neuroimaging in Psychopathology**

This graduate seminar focuses on the use of neuroimaging techniques, such as magnetic resonance imaging (MRI) and positron emission tomography (PET), in the study of brain structure and function in schizophrenia, mood disorders, and anxiety disorders. The use of neuroimaging in the study of normal emotion also will be briefly covered. Current research will be reviewed and evaluated.

*Prerequisites: Graduate standing or permission of the instructor.*

### **PSY 224 Cognitive Neuroscience of Perception**

This course will cover the cognitive neuroscience of vision. This is an advanced seminar on the brain basis of vision, emphasizing how humans see the world. Topics may include sensory perception, object and face recognition, word perception, mental imagery, spatial cognition, attention, and timing and neuroimaging of brain systems for

perception.

How do people attribute meaning to what they see? How do you recognize your best friend in a crowd of people? How do people learn to read written words? What is a visual feature? How do you know where an object is located? Studies of visual cognition attempt to answer such questions. Cognitive neuroscience investigates how specific parts of the human brain enable people to see the environment, meaningfully interpret visual images, and learn and remember about what they see. This course will examine the neural processes and representations used to perceive and categorize people, places, and things.

*Prerequisite: Graduate standing. Meets concurrently with Psy 124.*

### **PSY 232 Graduate Core Course in Cognition**

This course will be an advanced survey of cognitive psychology, emphasizing both the breadth and depth of the area of study. Topics that will be discussed include attention, perception, memory, imagery, cognitive mapping, language, problem solving, decision-making, and reasoning. Emphasis will be placed on theories underlying these issues and experimental investigations of the theories.

*Prerequisites: Graduate Standing*

### **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. plans, or learning how to rock climb, most activities engaged in by humans and animals alike involve assessing 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 including: How do we figure out how information is represented? How does conscious and subconscious access of information change its use? Does the format of information change how it is represented? Do different people represent information differently (e.g. verbal 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? The discussion-based course will draw on literature from across psychology and related fields to explore issues of mental representation.

*Prerequisite: 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**