PSY 01 & 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 entire range of psychopathology in adults and children, with an emphasis on adults. Five major current perspectives regarding etiology, diagnosis and treatment will be presented through lectures, readings, films, and clinical case material. Clinical descriptions, developmental forerunners, sociocultural influences, empirical research findings, and current controversies regarding diagnosis and treatment will be considered.

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.

Prerequisites: 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 26 Animal Learning & Cognition
This course is an introduction to the study of cognition in animals. Through lectures and classroom discussions, questions such as the following will 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 of information processing and learning in animals. Topics 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.

Prerequisites: Psychology 1 or 9.

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.

Prerequisites: Psychology 1 or 9 or junior or senior standing.

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.

Prerequisites: Psychology 1 or 9 (register for A,B,C,D,E,F 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.

Prerequisites: Psychology 31 or Bio 132 (register for A,B,C only.)
PSY 36-01 & 36-02 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 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.

Prerequisites: Psychology 32 and either Psychology 25 or Psychology 123 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 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, environmental toxins, and 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, and music education and child development.

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
Prerequisites: Biopsychology major or Biology 13 and 14; Chemistry 1
addiction, learning and memory, and psychopathology.
areas include: the nervous system, vision, neurological disorders, sexual
and future directions for research and its applications. General topic
also focuses on current research in the various areas of Biopsychology
neurochemical mechanisms of behavior in more depth. Psychology 103
like to go into the neuroanatomical, neurophysiological and
experimental designs. In addition, we will overview a range of multivari-
ted and non-parametric techniques.

Prerequisites: Psychology 107.

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 ex-
erimental designs. In addition, we will overview a range of multivari-
ate and non-parametric techniques.

Prerequisites: Psychology 107.

PSY 109 Seminar in Cognitive Behavioral Therapies
This course focuses on the intervention approaches based on the
learning and information processing models of human behavior. The
student will learn to create CBT treatment plans for specific clinical
presentations. Intervention strategies will be presented based on
classical and operant conditioning, and information processing theory.
The class will combine lecture with experiential exercises and role
plays.

Prerequisites: Psychology 12.

PSY 122 Cognitive Aging
This course will provide advanced study in selected areas within
cognitive aging. The reading material for this class will include journal
articles that focus on the following topics: age-related changes in
attention, inhibitory control across the lifespan, age-related changes in
memory language, and age-related changes in source monitoring.
Because this class is a seminar, there will be considerable discussion of
major theoretical issues related to cognitive aging.

Prerequisites: Psy 27 or 28, or 29.

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), and (3) to analyze and critique selected classic and
contemporary research articles in various areas of behavioral pharmacology. The course begins with introducing the
neuropsychological and behavioral foundations and then focuses on
weekly topics, as listed above.

Prerequisites: Psychology 25 or 103 (undergraduates).

PSY 130 Advanced Engineering Psychology
This course is intended for students who have already had an in-
troduction to engineering psychology and wish to learn more about
selected topics in the area. The tools and techniques of the cognitive
sciences will be applied to engineering challenges faced by domains
such as aviation, driving, medicine, autonomous systems, navigation,
and virtual reality. The course is run in a seminar format. A final project
will involve 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 132 Cognition of Society and Culture
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 species? 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).

Prerequisites: Philosophy 15, Psychology 64, or consent; C-list
Philosophy 110 and Linguistics 110.
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 140 Seminar in Mathematical Psychology

The major theoretical journal in psychology is Psychological Review. Currently about 40 percent of the papers in Psychological Review utilize mathematics in order to understand underlying psychological processes. Examples would include neural network models of learning, and mathematical models for learning, memory, perception, classification, and decision-making. This course is mainly a seminar, but there will be some lecture to establish the foundations. Students will be encouraged to explore mathematical psychology within a topic of their choice. The goal is to better understand journal articles in Psychological Review or in the Journal of Mathematical Psychology that are of interest to the student.

Prerequisites: A course in statistics, meets concurrently with Psychology 240.

PSY 142 Sem: Affective Neuroscience

Advanced seminar on the systems-level brain bases of emotion. Topics usually include basic theories of emotion, positive and negative affect, hemispheric asymmetries, emotional memory, emotion regulation, and selected topics in common forms of psychopathology such as depression.

Prerequisites: Psychology 32 and one Psychology course from the following: Psy 12, 13, 25, 26, 28 or 29. Meets concurrently with PSY 242.

PSY 150 Semantics

This course concerns the structure of meaning as it is encoded in human language and processed by the human brain. Topics include: mentalistic theories of sense and reference, word meanings, combining word meanings in phrasal meanings, and aspects of meaning not conveyed by words

Prerequisites: Philosophy 15, Psychology 64, or consent; C-list Philosophy 111 and Linguistics 111.

PSY 182-01 & 182-02 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.

Prerequisites: Psychology 12, 71, & 106 or consent; Senior standing.

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.

Prerequisites: Senior standing; 0.5 course credit.

PSY 196-01 Seminar: Social Identity, Stigma, and Coping

People who are targeted by stereotypes and prejudice experience the world in unique ways. This course investigates the psychological consequences of stereotypes for victims and examines how targets of prejudice actively cope with being members of devalued social groups. We will discuss short-term and long-term outcomes for people who possess devalued social identities, including the development of strategies to protect well-being in the face of discrimination. In addition, we will discuss situational and interpersonal factors that facilitate versus undermine victims’ efforts to speak out about discrimination. This course will place an emphasis on empirical research and on teaching students how to interpret and critique research in social psychology.

Prerequisites: Psychology 13 and 32.

PSY 196-02 Autism and Neurodevelopmental Disorders

The prevalence of Autism Spectrum Disorder (ASD) in children is now estimated to be 1 in 88. This risk is five times higher among boys. What accounts for this increase and disparity among the sexes? What does it mean to have Asperger Syndrome, particularly if it will no longer exist as a diagnostic category when the DSM-5 is published in May? ASD is in the news daily and the scientific literature on autism-related issues is becoming vast and extremely diverse. Although this course will cover topics ranging from genetics to behavioral interventions, the central focus will be on brain and cognitive development. Subtopics will include language acquisition, theory of mind, executive function, connectivity and lateralization, imitation, pretense, face processing, local vs. global processing, attention, and emotion regulation, among others. The depth of coverage will depend on student interest and background. Familiarity with experimental design and neuroimaging techniques will be helpful but are not essential.

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; once completed receive two credits.

GRADUATE COURSES

PSY 222 Cognitive Aging

This course will provide advanced study in selected areas within cognitive aging. The reading material for this class will include journal articles that focus on the following topics: age-related changes in attention, inhibitory control across the lifespan, age-related changes in memory language, and age-related changes in source monitoring. Because this class is a seminar, there will be considerable discussion of major theoretical issues related to cognitive aging.

Prerequisites: Graduate standing.

PSY 231 Graduate Core in BioPsych

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 differentiations, hunger and body weight control, and learning and memory. Reading 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.

Prerequisites: Graduate standing or permission of instructor.

PSY 240 Seminar in Mathematical Psychology

The major theoretical journal in psychology is Psychological Review. Currently about 40 percent of the papers in Psychological Review utilize mathematics in order to understand underlying psychological processes. Examples would include neural network models of learning, and mathematical models for learning, memory, perception, classification, and decision-making. This course is mainly a seminar, but there will be some lecture to establish the foundations. Students will be encouraged to explore mathematical psychology within a topic of their choice. The goal is to better understand journal articles in Psychological Review or in the Journal of Mathematical Psychology that are of interest to the student.

Prerequisites: Graduate standing, and course in statistics; meets concurrently with Psychology 140.

PSY 242 Seminar: Affective Neuroscience

Advanced seminar on the systems-level brain bases of emotion. Topics usually include basic theories of emotion, positive and negative affect, hemispheric asymmetries, emotional memory, emotion regulation, and selected topics in common forms of psychopathology such as depression.

Prerequisites: Graduate standing; meets concurrently with PSY 142.

PSY 247: Seminar: Cognition - The Nature of Scientific Discovery

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.

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