

PSYCHOLOGY

Overview and Contact Information

The major in psychology requires coursework in research methods, statistics, developmental psychology, social psychology, personality and abnormal psychology, perception and cognition, and the study of the biological bases of behavior.

- Developmental psychology includes the study of children, adolescents, and life-span issues.
- Social psychology examines such issues as the psychology of racism, the psychology of women, and the effects of social influence on families and individuals.
- Personality and abnormal psychology deals with theories of personality, concepts of abnormality, psychoanalytic psychology, and the history of psychoanalysis.
- Perception and cognition examines how humans learn, think, remember, see, and hear.
- The study of the biological bases of behavior looks at comparative animal behavior, behavior neuroscience, and sensory psychology.

A hallmark of the curriculum is a series of advanced-level laboratory courses beyond our intermediate-level statistics and research methods courses. Each area of the curriculum has advanced laboratory courses and seminars, providing a very wide range of choice, and requiring hands-on research experience. In addition to our courses, the department emphasizes independent work with faculty, and there is an array of such opportunities, ranging from one-or two-credit experiences for first-year students to honors theses for seniors.

See Also

- Psychology & Education (<http://catalog.mtholyoke.edu/areas-study/psychology-education/>)

Contact Information

Mara Breen, Co-chair

KC Haydon, Co-chair

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<https://www.mtholyoke.edu/academics/find-your-program/psychology>
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Learning Goals

By participating in coursework and experiences constituting a major in Psychology, students will acquire the following knowledge and skills:

- Through introductory courses, students will gain a comprehensive overview of the field of psychology, the intersections among sub-fields, and the connections among theory, research, and practice (including both classic and cutting-edge questions and problems within the field).
- Through core courses such as statistics and research methods, students will learn a variety of research approaches (both quantitative and qualitative), develop technological skills and facility with a variety of software, and become fluent in the ethical issues involved in human and non-human research.

- Through intermediate and advanced courses, students will learn how to read primary sources of psychological and educational research (both contemporary and historical), and learn how to analyze underlying assumptions, apply theoretical frameworks, and evaluate the validity of empirical evidence.
- From the curricular offerings, students will understand how psychological and educational questions and research may reflect gender, race, and social class biases and learn innovative ways of applying theory and research to critical social issues.
- Through our unique focus on research and independent study, students will have opportunities to develop skills as articulate writers and speakers and will gain additional research experience through participation in research projects with distinguished department faculty.

Faculty

This area of study is administered by the Department of Psychology and Education:

Katherine Binder, William R. Kenan, Jr. Professor of Psychology, Teaching Spring Only

Mara Breen, Professor of Psychology and Education

Amber Douglas, Professor of Psychology and Education

KC Haydon, Professor of Psychology and Education

Becky Packard, Professor of Psychology and Education

Corey Flanders, Associate Professor of Psychology and Education, Teaching Fall Only

Jennifer Jacoby, Associate Professor of Psychology and Education; Director of First-Year Seminars; Director of the Teaching and Learning Initiative

Jared Schwartzer, Associate Professor of Psychology and Education; Director of the Science Center

John Tawa, Associate Professor of Psychology, Teaching Fall Only

Travis Hodges, Assistant Professor of Psychology

Balbir Singh, Assistant Professor of Psychology

Alyssa Norris, Visiting Lecturer in Psychology

Kelley O'Carroll, Visiting Lecturer in Psychology and Education

Nathaniel Stafford, Visiting Lecturer in Psychology

Requirements for the Major

A minimum of 36 credits:

Code	Title	Credits
One 100-level course in psychology		4
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
At the 200 level, all majors must take courses in at least three of the five areas of the psychology curriculum: ¹		12
A) social psychology		
B) personality and abnormal psychology		
C) developmental and educational psychology		

D) perception, cognition and language	
E) biological bases of behavior	
At least one 300-level laboratory course. Current laboratory courses are:	4
PSYCH-310 Laboratory: Social Psychology	
PSYCH-326 Laboratory in Personality and Abnormal Psychology	
PSYCH-330 Lab in Developmental Psychology	
PSYCH-331 Laboratory in Early Childhood Learning and Development	
PSYCH-340 Laboratory in Perception and Cognition	
PSYCH-350 Lab in Biological Bases of Behavior	
Two additional 300-level courses, which can be fulfilled by any combination of the following:	8
Additional laboratory courses	
Lecture, seminar, practicum courses	
Independent study at the 300 level ²	
Total Credits	36

¹ At least one of these courses must be from areas D or E. PSYCH-295 cannot be used to fulfill this requirement

² Only one PSYCH-395 can be used for this requirement

Additional Specifications

- There are many opportunities for students in psychology to work on an individual basis with faculty on original research (see PSYCH-295, PSYCH-395). Students are encouraged to discuss this option with any member of the department.
- Students who expect to do graduate work in psychology should consult with their advisors or with members of the department regarding their program within the department as well as election of related courses from other departments.
- Declaration of major forms should be signed by the department's academic department coordinator.

Requirements for the Minor

A minimum of 16 credits:

Code	Title	Credits
PSYCH-201	Statistics	4
PSYCH-204	Research Methods in Psychology	4
Two other courses at the 200 or the 300 level, of which:		8
	one must be from curriculum areas A–C: social psychology; personality and abnormal psychology; and developmental and educational psychology	
	one must be from curriculum areas D–E: perception, cognition, and language; and biological bases of behavior	
Total Credits		16

Course Advice

The Psychology and Education department offers a wide array of courses in the following areas:

General Psychology Social Psychology

The courses in the area of social psychology are concerned with how the social environment affects the behavior of individuals. Among the major topics covered are the ways attitudes develop and change; the conditions under which individuals adhere to or deviate from social norms; the behavior of groups; communication; social interaction and interpersonal relationships; and the differences in behavior across gender identities.

Personality and Abnormal Psychology

The courses in this area cover the fields of personality, abnormal psychology, and psychotherapy. The field of personality, the systematic study of individual differences and similarities, poses questions such as the following: How is each person unique? In what ways are people alike? Abnormal psychology concerns aspects of human behavior that are maladaptive in a person's current context. Students concentrating their study in this area are urged to take additional courses in developmental psychology, social psychology, and biological bases of behavior.

Developmental and Educational Psychology

Developmental psychology is characterized by a distinct point of view rather than a specific content area. It is concerned with the origins and progressive development over time of perception, thought, language, personality, and social behavior. Educational psychology involves the application of psychology to our understanding of learning, motivation, and teaching, and focuses on both the complex experiences of individual learners and the diverse sociocultural contexts of learning.

The courses in developmental and educational psychology reflect this range of topics and also cover the application of developmental theory and findings in education. Students concentrating their study in this area are urged to take courses in as many of the other areas of psychology as possible.

Perception and Cognition

The courses in this area are concerned with how we acquire, use, and recollect information. Major topics include visual and auditory perception, learning and memory, and how individuals understand language. Students concentrating their study in this area, especially those with an interest in cognitive neuroscience, are urged to take additional courses in neuroscience and behavior and developmental psychology.

Biological Bases of Behavior

The courses in this area adopt the perspective that behavior is the product of biological processes. Major topics include the physiological causes of behavior, the evolutionary history and function of behavior, and the role of learning in modifying behavior. Students concentrating their study in this area are urged to take additional course work in cognition, perception, and language, and in biological sciences.

Course Offerings

General Psychology

PSYCH-100 Introduction to Psychology

Fall and Spring. Credits: 4

How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.

Applies to requirement(s): Social Sciences

M. Breen, K. Haydon

PSYCH-201 Statistics

Fall and Spring. Credits: 4

Statistical procedures are powerful tools for analyzing and interpreting findings and are necessary for accurate reading and understanding of research findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. A variety of computer applications are used.

Applies to requirement(s): Meets No Distribution Requirement

J. Schwartz, B. Singh

Prereq: A 100-level course in Psychology or Neuroscience 100 or AP Psychology. Coreq: PSYCH-201L.

PSYCH-204 Research Methods in Psychology

Fall and Spring. Credits: 4

This course provides an introduction to the skills necessary for becoming good producers and consumers of psychological research. Students learn to develop research questions, survey related literature, design rigorous and ethically sound studies, and collect, analyze, and interpret quantitative and qualitative data. Students build on their computer skills relevant for psychological research and learn to read and critique original empirical journal articles. The course culminates in an original, collaborative research project, a final paper, and an oral presentation.

Applies to requirement(s): Social Sciences

Other Attribute(s): Writing-Intensive

C. Flanders, T. Hodges

Prereq: PSYCH-201 or STAT-240. Coreq: PSYCH-204L.

Advisory: Students must take statistics (PSYCH-201 or STAT-240 or STAT-242) before enrolling in this course.

PSYCH-295 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.

PSYCH-395 Independent Study

Fall and Spring. Credits: 1 - 8

The department

Instructor permission required.

PSYCH-398 Honors Thesis Seminar

Fall. Credits: 1

This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

J. Gagnon

Advisory: Only students doing an honors thesis are permitted to register.

PSYCH-399 Honors Thesis Seminar

Spring. Credits: 1

This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Speaking-Intensive, Writing-Intensive

J. Gagnon

Advisory: Only students doing an honors thesis are permitted to register.

Notes: Must be concurrently enrolled in a 395 independent study.

Social Psychology

PSYCH-210 Social Psychology

Spring. Credits: 4

This course covers a range of information within social psychology, including theory, research, and applied contexts. Areas of interest will include self and social perception, attitudes, stereotypes, prejudice, discrimination, group dynamics, interpersonal attraction and relationships, among others.

Applies to requirement(s): Social Sciences

B. Singh

Prereq: A 100 level psychology course or AP Psychology.

PSYCH-212 Individuals and Organizations

Spring. Credits: 4

This course focuses on individual and small-group behavior in the organizational setting. The class will focus on: (1) understanding human behavior in an organizational context; (2) understanding of oneself as an individual contributor and/or leader within an organization, and ways to contribute to organizational change; (3) intergroup communication and conflict management; and (4) diversity and organizational climate.

Crosslisted as: EOS-299ND

Applies to requirement(s): Social Sciences

B. Packard

Restrictions: Course limited to sophomores, juniors and seniors

PSYCH-213 Psychology of Racism

Fall. Credits: 4

We begin this course by examining how the concept of race was developed to justify human rights atrocities and how it continues to be used to justify racial disparities today. We then examine theories of racism and its persistence at multiple ecological levels: intrapersonally, interpersonally, and institutionally. Although a theory driven course, students will be asked to apply theory to their own personal experiences, deepening an understanding of our own areas of oppression and privilege. Finally we will turn to inter-group relations theory, attending not only to dominant and minority group race-relation dynamics, but also inter-minority group relations (e.g., Black-Asian relations).

Applies to requirement(s): Social Sciences; Multicultural Perspectives

J. Tawa

Restrictions: Course limited to sophomores, juniors and seniors

PSYCH-219 Topics in Social Psychology**PSYCH-310 Laboratory: Social Psychology****PSYCH-310AP Laboratory in Social Psychology: 'Community-Based Participatory Action Research'***Not Scheduled for This Year. Credits: 4*

In this course we will apply social psychological research practices to understand a social problem and work toward promoting positive social change. Specifically, we will use community-based participatory action research principles to investigate community concerns related to sexual and mental health, or community-identified pathways to promoting sexual and mental well-being. Students will develop a research project in partnership with community stakeholders, collect and analyze data, and produce a final product that is based on community priorities and is useful for community partners.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Community-Based Learning**C. Flanders**Prereq: PSYCH-204.***PSYCH-310QR Laboratory in Social Psychology: 'Qualitative Research in Psychology'***Not Scheduled for This Year. Credits: 4*

Qualitative research in psychology includes the process of identifying qualitatively important patterns and units of meaning to provide rich, contextual descriptions of human experience. This lab course is designed to introduce students to a range of qualitative methodologies, including thematic analysis, grounded theory, and interpretive phenomenology, through the design and implementation of collaborative research projects. We will discuss the merits and limitations of qualitative research, the various challenges experienced within conducting this type of research, and the different philosophical perspectives of various qualitative research paradigms.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**C. Flanders**Prereq: PSYCH-204.***PSYCH-310SJ Laboratory in Social Psychology: 'Social Justice and Education'***Spring. Credits: 4*

As U.S. racial group populations are on the rise, educational institutions need to prepare for racial diversity reflected in classrooms from elementary school to college. In this lab course, students will use qualitative research methods and social justice frameworks to code and analyze three distinct data sets, one collected from Puerto Rican parents in Holyoke; one from a college course on social justice; and one from pre-service teachers in public schools. Students will create posters to display their findings on the presence (or absence) of social justice in education at the end-of-semester event.

*Crosslisted as: EDUST-351SJ**Applies to requirement(s): Social Sciences; Multicultural Perspectives**Other Attribute(s): Community-Based Learning, Speaking-Intensive, Writing-Intensive**J. Matos**Instructor permission required.**Prereq: PSYCH-204 and EDUC-205 or a multicultural perspectives course that covers race and racism.***PSYCH-319 Seminar in Social Psychology****PSYCH-319GS Seminar in Social Psychology: 'Gender and Sexual Minority Health'***Fall. Credits: 4*

This course is a critical overview and investigation of health as it relates to the experiences of gender and sexual minority people. We will begin with exploring theoretical understandings of health and marginalization, and use those as frameworks to examine various domains of health. Areas of interest will include mental health, sexual and reproductive health, substance use, disability, and issues related to body size and image. We will end by looking at other structural issues that affect gender and sexual minority health, such as access to care, health education, and health policy.

*Crosslisted as: GNDST-333GS**Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**C. Flanders**Prereq: PSYCH-204 or GNDST-201.***PSYCH-319PR Seminar in Social Psychology: 'Judging a Book By its Cover: Prejudice, Stereotyping, and Discrimination'***Fall. Credits: 4*

Stereotyping, prejudice, and discrimination are common words, but what do social psychologists mean when they use these terms? In this class, we will explore these concepts including questions such as: Why do people categorize others (e.g., race, gender)? Why do people generalize attitudes across members of a category? What is a stereotype? What is the relationship between stereotyping and prejudice? How do stereotyping and prejudice influence behavior? These conceptual questions will be examined through readings, class discussions, and projects. Additionally, we will explore how to reduce stereotyping, prejudice, and discrimination in one's own life and potentially to make systematic change.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**B. Singh**Prereq: PSYCH-204.***Personality and Abnormal Psychology****PSYCH-220 Theories of Personality***Not Scheduled for This Year. Credits: 4*

How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major psychological theories of and approaches to understanding personality. We will critically examine theory and research on traits, genetics, neuroscience, self and identity, intrapsychic perspectives, regulation and motivation, and cognition, integrating these views into a more complete understanding of personality.

*Applies to requirement(s): Social Sciences**The department**Prereq: A 100-level course in Psychology or AP Psychology.*

PSYCH-222 Abnormal Psychology: Clinical Perspectives*Not Scheduled for This Year. Credits: 4*

This course surveys the psychological field of abnormal psychology. We will explore historical foundations, theories, research, assessment, and treatment as they relate to diagnoses included in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. Throughout the course, we will critically examine the concept of abnormality and its intersection with societal and cultural contexts.

*Applies to requirement(s): Social Sciences**J. Tawa**Prereq: 100-level course in Psychology or AP Psychology.***PSYCH-229 Topics in Personality and Abnormal Psychology****PSYCH-229DE Topics in Personality and Abnormal Psychology: 'Developmental Psychopathology'***Fall. Credits: 4*

In this course, we will explore and discuss mental health and mental health diagnoses using a developmental lens. Using foundational readings and through case studies, we will establish an understanding of the psychology field's approach to evaluation, diagnosis, and treatment of diagnoses and disability that are circumscribed to (e.g., reactive attachment) or typically first appear/are first detected in childhood and adolescence (e.g., ADHD, conduct problems, anxiety, developmental disorders, neurodivergence). The primary goal of this course is to establish a foundational understanding of the broad range of mental health diagnoses of childhood and adolescence. Therefore, we will explore and consider biopsychosocial factors that influence the etiology, assessment, diagnosis, and treatment of such concerns.

*Applies to requirement(s): Social Sciences**A. Norris**Prereq: PSYCH-100 or AP Psychology.***PSYCH-229TH Topics in Personality and Abnormal Psychology: 'Psychopathology'***Spring. Credits: 4*

In this course, which focuses largely on adulthood, we will explore and discuss mental health and mental health diagnoses. Using foundational readings and through case studies, we will establish an understanding of the psychology field's approach to evaluation, diagnosis, and treatment of diagnoses and disability. The primary goal of this course is to establish a foundational understanding of the broad range of mental health diagnoses of adulthood. Therefore, we will explore and consider biopsychosocial factors that influence the etiology, assessment, diagnosis, and treatment of such concerns. This course will focus most heavily on the overview of diagnosis, assessment, and etiology rather than treatment and services.

*Applies to requirement(s): Social Sciences**A. Norris**Prereq: PSYCH-100 or AP Psychology.*

Advisory: This course will overlap heavily with PSYCH-229DE Developmental Psychopathology and PSYCH-222 Abnormal Psychology, and it is not recommended to take this course if you have taken or plan to take either of the other two.

PSYCH-326 Laboratory in Personality and Abnormal Psychology**PSYCH-326CP Laboratory in Personality and Abnormal Psychology: 'Advanced Statistics in Clinical Psychology'***Fall. Credits: 4*

Students will be exposed to a variety of advanced statistics and methods commonly used in clinical psychological research. Statistics and methods that will be covered include but are not limited to: data cleaning strategies, moderation, mediation, and exploratory and confirmatory factor analyses. Students will complete secondary analyses of pre-existing datasets to answer hypotheses related to advancing our understanding of mental health and well-being.

*Applies to requirement(s): Social Sciences; Multicultural Perspectives**J. Tawa**Prereq: PSYCH-204 and either PSYCH-201 or STAT-242.***PSYCH-326HE Laboratory in Personality and Abnormal Psychology: 'Intervention Development for Health Equity'***Fall. Credits: 4*

This course will be rooted in a biopsychosocial model of health, highlighting how health can be both promoted but also negatively impacted at multiple levels (e.g., internalized, interpersonal, system/institutional, legal/societal) and will focus heavily on stigma. We will review intervention design (e.g., assessment, mixed methods research) at the intersection of psychology and public health. Students will complete individual final research projects in which they will learn to formulate their own research question, apply theory to guide intervention targets, design an intervention, outline the model and targets of the intervention, and produce a report of their findings (e.g., in-class presentation). Content will focus most heavily on health equity promotion around stigma, mental health, and related health behaviors/outcomes, such as substance use, sexual health, cardiovascular disease, and cancer.

*Applies to requirement(s): Social Sciences**A. Norris**Prereq: PSYCH-204.***PSYCH-326RE Laboratory in Personality and Abnormal Psychology: 'Stigma and Resilience'***Not Scheduled for This Year. Credits: 4*

Though stigma is understood to underlie and contribute to mental health and illness (e.g., minority stress model), what exactly is 'stigma' and how do we measure it? The course will take a broad view of stigma and mental health, but a large focus will be on health behavior such as substance use and sexual behavior. Course topics include methodological issues such as assessment, construct validity, and mixed methods research, as well as empirical research on models of stigma, resilience, and mental health. Students will complete individual final research projects in which they will learn to formulate their own research question, collect and analyze data, and produce a report of their findings (e.g., poster presentation).

*Applies to requirement(s): Social Sciences**A. Norris**Prereq: PSYCH-201 and PSYCH-204.*

PSYCH-329 Seminar in Personality and Abnormal Psychology**PSYCH-329CN Seminar in Personality and Abnormal Psychology: 'Counseling Theory and Practice'***Not Scheduled for This Year. Credits: 4*

This course covers three major theoretical approaches to counseling: short-term psychodynamic, cognitive-behavioral, and solution-focused. Related to each theory we will explore case conceptualization, therapeutic alliance, treatment planning, and mechanisms of change. We will be examining applications to classes of clinical disorders and empirical support for improvement outcomes. Role-playing will be used to illustrate key concepts and approaches to the counseling process. Students will be supported to be reflective and solution focused, evidence-based, process oriented, and to value and facilitate the development of people in the cultural context in which they are embedded.

*Applies to requirement(s): Social Sciences**J. Tawa**Prereq: PSYCH-204.**Advisory: PSYCH-222 recommended.***PSYCH-329PR Seminar in Personality and Abnormal Psychology: 'From Pathology to Resilience: Emotion Regulation, Positive Psychology, and Therapy'***Spring. Credits: 4*

The field of psychology has focused predominantly on defining and treating mental illness, rather than the promotion of mental health and resilience broadly. The latter area has tended to be lumped into the idea of "positive psychology." However, this idea of "positive psychology" is narrower in scope than the field of resilience as a whole. Therefore, the course will heavily explore how pop and media presentations of mental health align with the actual clinical science (or not!). Topics will include therapeutic orientations, mindfulness, positive psychology, stress, and behavior change. We will review media sources, books, and peer-reviewed studies. The course will heavily rely on student-led discussions and presentations as well as weekly reflections, essays, and group projects.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**A. Norris**Prereq: PSYCH-204.***Developmental and Educational Psychology****PSYCH-230 Developmental Psychology***Fall and Spring. Credits: 4*

Examines changes in cognitive, social, and emotional functioning, including theory and research that illuminate some central issues in characterizing these changes: the relative contributions of nature and nurture, the influence of the context on development, continuity versus discontinuity in development, and the concept of stage. Includes observations at the Gorse Children's Center.

*Applies to requirement(s): Social Sciences**M. Burch, K. Haydon**Prereq: A 100-level psychology course or AP Psychology.***PSYCH-233 Educational Psychology***Fall and Spring. Credits: 4*

What do we learn? How do we learn? Why do we learn? In this course, we will study issues of learning, teaching, and motivation that are central to educational psychology. We will explore the shifting paradigms within educational psychology, multiple subject matter areas, (dis)continuities between classroom and home cultures, students' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings.

*Crosslisted as: EDUC-233**Applies to requirement(s): Social Sciences**K. O'Carroll, B. Packard**Prereq: A 100-level psychology course or AP Psychology.***PSYCH-236 Adolescent and Adult Development***Not Scheduled for This Year. Credits: 4*

Adolescence is often thought of as a time of great change and upheaval as children navigate the transition into adulthood. Raging hormones, changing social expectations and relationships, and developing autonomy all contribute to this tumultuous time. This course will examine the biological, cognitive, and social changes that occur during adolescence to develop a better understanding of this unique period of development. Using psychological as well as neuroscience and social science literature the course will examine adolescence through multiple perspectives to develop a well-rounded picture of this developmental period.

*Applies to requirement(s): Social Sciences**K. O'Carroll**Prereq: A 100-level course in Psychology or AP Psychology.***PSYCH-330 Lab in Developmental Psychology****PSYCH-330RD Lab in Developmental Psychology: 'Laboratory in Romantic Development: Observational Coding Methodology'***Fall. Credits: 4*

Students will work in teams to code videotaped observations of romantic partners discussing relationship conflicts. Students will learn to code emotion expressions and behavior at the dyadic and individual levels. Course topics include methodological issues such as coding bias, construct validity, and intercoder reliability, as well as empirical research on individual differences in conflict behavior and links between conflict behavior and relationship outcomes. Students will complete individual final research projects to report original quantitative multivariate analyses based on data generated during the course.

*Applies to requirement(s): Social Sciences**K. Haydon**Restrictions: This course is open to juniors and seniors**Prereq: PSYCH-204.**Advisory: Priority given to Psychology or Psychology and Education majors.*

PSYCH-331 Laboratory in Early Childhood Learning and Development*Fall. Credits: 4*

This course will explore child development in the context of early childhood education. The course will cover topics related to early childhood learning and development including cognition, language and literacy, social-emotional development, and personality development while considering how the early education context supports these developmental processes. Discussion of the early education setting will include the teacher-child relationship, family-school relationships, and curriculum. Through intensive participation in an early education classroom, students will have the opportunity to link course content to practice.

*Applies to requirement(s): Social Sciences**K. O'Carroll**Instructor permission required.**Prereq: PSYCH-204 and PSYCH-230.**Notes: 1 lab (3 hours) required at Gorse Children's Center***PSYCH-337 Seminar in Educational Psychology****PSYCH-337CH Seminar in Educational Psychology: 'Childhood and Adolescence in the U.S. Today'***Spring. Credits: 4*

This course will explore conceptualizations of childhood and adolescence in the United States today. Using both academic articles and media resources, the course will address topics such as: early education and school readiness; play and extracurricular involvement; college access and attendance; mental health, self-esteem, and social media; and youth activism. We will use developmental psychology as the lens for most of our readings and discussion, although the course will integrate concepts from sociology, history, and education. We will also examine the roles of relationships (e.g., family, teachers, and peers) and contexts (e.g., policy, schools, and culture) on youth experience.

*Crosslisted as: EDUST-351CH**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**K. O'Carroll**Prereq: PSYCH-200 or PSYCH-204.**Advisory: PSYCH-230 recommended.***PSYCH-337MV Seminar in Educational Psychology: 'Motivation'***Fall. Credits: 4*

In this course we will examine multiple theories of motivation and their relevance across a range of organizational settings (including corporations, special programs, and schools or colleges). How do we spark interest in a new subject or inspire people to undertake a challenging project? How do we sustain persistence in ourselves and others? This course is relevant for students interested in motivation, whether for attainment (such as within in human resources, talent development, or management) or for learning (whether for students, teachers, or leaders). Because motivation is closely linked to learning and achievement, in addition to well-being and purpose, we will also consider these topics and more.

*Crosslisted as: EOS-349MV**Applies to requirement(s): Social Sciences**B. Packard**Restrictions: This course is open to juniors and seniors**Prereq: 8 credits in psychology or entrepreneurship, organizations, and society (EOS).***PSYCH-339 Seminar in Developmental Psychology****PSYCH-339CR Seminar in Developmental Psychology: 'Close Relationships and Health'***Spring. Credits: 4*

Drawing on research in developmental, social, clinical, and health psychology, this speaking-intensive course investigates how close relationships "get under the skin" to affect our health and well-being. Topics include relational contexts of physical and mental health, sleep, stress, psychoimmunology, substance use, and behavior change. We will focus on attachment relationships, but other close relationships will be investigated as well. The course will emphasize presentations, debate, and student-led discussions, as well as writing assessments and reflection.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**K. Haydon**Prereq: PSYCH-204.***PSYCH-339LG Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'***Not Scheduled for This Year. Credits: 4*

This course explores how home and school learning environments influence the development of language and literacy skills of children ages 3-8. It examines situations in which families and schools, although utilizing different languages, dialects, and ways of communicating, can work together to enhance children's language learning. Particular attention is given to children's development of academic language – the written and spoken language needed to understand and create texts required for success in school.

*Crosslisted as: EDUST-351LG**Applies to requirement(s): Social Sciences**J. Jacoby**Prereq: PSYCH-230, PSYCH-233, or PSYCH-241.**Advisory: Prior coursework in developmental psychology, educational psychology, or cognitive psychology required.***PSYCH-339ND Seminar in Developmental Psychology: 'Narratives in Development'***Not Scheduled for This Year. Credits: 4*

In this seminar, we will explore the development of how children use and engage in stories that help them find meaning in their lives and in the world. Narratives are found throughout our daily lives: in picture books, in videos, and in sharing our personal past. We will examine how they help us find meaning in experiences, the course of their development in different contexts, the role of conversation in learning how to convey narratives, and cultural differences in autobiographical narratives.

*Applies to requirement(s): Social Sciences**M. Burch**Prereq: PSYCH-204.*

Perception and Cognition

PSYCH-241 Cognitive Psychology

Spring. Credits: 4

Cognitive psychology is the study of how we sense and interpret information from the world around us, incorporate this new information with our prior experiences, and determine how to respond to an ever-changing environment. Thus, cognition encompasses a range of phenomena that define our mental lives. This course considers empirical investigations and theoretical accounts of cognitive issues, including learning and memory, creativity and problem solving, decision making, attention, consciousness, and language.

Applies to requirement(s): Social Sciences

K. Binder

Prereq: A 100-level course in psychology or AP Psychology.

PSYCH-242 Autobiographical Memory, Identity, and Emotion

Not Scheduled for This Year. Credits: 4

Autobiographical memories of personal past experiences create our life stories. Our memories range from the mundane to the momentous. In this course we will explore the functions of autobiographical memory as well as its development. What are the basic cognitive processes that contribute to our ability to remember and report the past? How do we interpret past events to inform the development of our self-identity? How do social experiences contribute to the development of memory? We will also discuss how emotions at encoding and retrieval influence our recall of past experience as we make meaning of personal past experiences.

Applies to requirement(s): Social Sciences

M. Burch

Prereq: A 100-level course in psychology or AP Psychology.

PSYCH-243 Memory Systems

Spring. Credits: 4

In this course we will discuss the many types of memory we use daily, from remembering the name of a new friend, a favorite birthday party, or even how to ride a bike. We will explore the constructive nature of memories and how they may change over time as well as how memory capabilities develop over the life course. We will also explore the neurological underpinnings of memory and the limits of our brains' memory systems. However, a background in neuroscience is not necessary. In addition to reading scholarly research and participating in demonstrations of the various forms of memory and their properties, students will be expected to integrate their understanding through a final paper.

Applies to requirement(s): Social Sciences

M. Burch

Prereq: A 100-level course in psychology or AP Psychology.

PSYCH-246 Cognitive Neuroscience

Fall. Credits: 4

Cognitive psychologists investigate the features and functions of the human mind through behavioral techniques; neuroscientists explore the physiology of the human brain. Cognitive Neuroscience lies at the intersection of these disciplines, and asks questions like: How are memories represented in the brain? Is our brain pre-prepared to learn language and if so, how? How does the average human brain still outperform most face recognition software? This course explores the cognitive and neural processes that support vision, attention, language, memory, and music. It introduces basic neuroanatomy, functional imaging techniques, and behavioral measures of cognition.

Crosslisted as: NEURO-246

Applies to requirement(s): Social Sciences

M. Breen

Prereq: PSYCH-100, NEURO-100, or AP Psychology.

Notes: This course counts in the cognitive or biol bases area of the psychology major.

PSYCH-249 Topics in Perception and Cognition

PSYCH-249CN Topics in Perception and Cognition: 'Consciousness'

Not Scheduled for This Year. Credits: 4

Nagel states, "Without consciousness the mind-body problem would be much less interesting. With consciousness it seems hopeless." Chalmers calls consciousness "the hard problem." Explaining consciousness raises significant challenges for philosophers and cognitive scientists alike, and understanding the nature of the problem is half the battle. This class will explore contemporary philosophical approaches to consciousness, and draw in psychology and neuroscience perspectives. Topics may also include split-brain problems, the nature of dreaming, and altered states.

Crosslisted as: PHIL-250CN

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

L. Sizer

Prereq: One course in philosophy and either a second course in philosophy or a course in neuroscience.

Notes: Students will learn to read and critically analyze primary research articles in a number of different fields, and are expected to write a series of short papers and complete a final project.

PSYCH-340 Laboratory in Perception and Cognition

PSYCH-340CL Laboratory in Perception and Cognition: 'Cognition and Literacy'

Spring. Credits: 4

Adult illiteracy in the U.S. presents an ever-growing challenge. To understand this problem, we will learn various theories of reading. However, since many models of reading are based on data gathered from children, we will also examine how the cognitive abilities of adults are different from those of children. A large component of this class concerns learning the lab techniques associated with assessing reading abilities. In addition, since this is a community-based learning course, each student will become a tutor for an adult enrolled in an area literacy program.

Applies to requirement(s): Social Sciences

Other Attribute(s): Community-Based Learning

K. Binder

Prereq: PSYCH-204.

Notes: 3 hours per week as a literacy tutor in Springfield is required.

PSYCH-340SP Laboratory in Perception and Cognition: 'Speech'*Not Scheduled for This Year. Credits: 4*

This course presents an overview of laboratory methods in cognitive psychology including research design, methodology, data analysis, and statistical inference. We will explore these issues through the lens of human communication; specifically, speech. Students will design and complete a research project in which they record and analyze speech to explore questions about how meaning is expressed through spoken language.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**M. Breen**Prereq: PSYCH-204.***PSYCH-349 Seminar in Perception and Cognition****PSYCH-349AD Seminar in Perception and Cognition: 'Adult Literacy'***Not Scheduled for This Year. Credits: 4*

In this seminar, we will explore a number of literacy issues as they relate to the ever-present challenge of adult illiteracy. We will examine the following topics as they relate to adults with low-literacy skills: vocabulary acquisition, reading comprehension, and writing abilities. This is a Community-Based Learning course, and students will spend time each week tutoring adults in local Adult Basic Education centers to gain first-hand insights into these issues.

*Crosslisted as: EDUST-351AD**Applies to requirement(s): Social Sciences**Other Attribute(s): Community-Based Learning**K. Binder**Prereq: PSYCH-204.***PSYCH-349AM Seminar in Perception and Cognition: 'Art, Music, and the Brain'***Spring. Credits: 4*

Art and music are a part of all human cultures. Is there something about the human brain that drives us to paint and sing? We will examine how the brain simultaneously processes different aspects of visual and auditory stimuli, ask how this processing may affect the way we do art and music, and explore where these phenomena may occur in the brain. As we engage in discussion and hands-on activities, we will discover the commonalities between the arts and the sciences including practice, experimentation, exploration, innovation, and creativity.

*Crosslisted as: MUSIC-321AM**Applies to requirement(s): Social Sciences**Other Attribute(s): Writing-Intensive**M. Breen, A. Mueller**Restrictions: This course is limited to seniors.**Instructor permission required.**Prereq: At least 8 credits at the 200 level in Psychology, Neuroscience and Behavior, Art History, or Music.***PSYCH-349LT Seminar in Perception and Cognition: 'Language and Thought'***Fall. Credits: 4*

Languages differ in the way they describe the world. For example, the noun for bridge is feminine in German, but masculine in French. Russian has two words for blue, while English has only one. The Piraha (an Amazonian hunter-gatherer tribe) arguably have no number words. In this course, we will be asking to what extent these cross-linguistic differences are reflected in thought. That is, do German speakers think bridges are more feminine than French speakers do? Can Russian speakers discriminate different shades of blue better than English speakers? Can the Piraha count? In exploring these questions, we hope to discover how tightly linked language and thought are.

*Applies to requirement(s): Social Sciences**M. Breen**Prereq: PSYCH-204.**Advisory: A 200-level course in Cognitive Psychology recommended.***Biological Bases of Behavior****PSYCH-250 Introduction to the Biological Bases of Behavior***Fall and Spring. Credits: 4*

This course is an introduction to and survey of the biological bases of behavior, including physiological, biochemical, and neurophysiological determinants of sensation, motor control, sleep, eating and drinking, learning and memory, language, and mental disorders.

*Applies to requirement(s): Social Sciences**N. Stafford**Prereq: PSYCH-100, NEURO-100, or AP Psychology.***PSYCH-254 Psychopharmacology***Spring. Credits: 4*

Psychopharmacology focuses on the impact that drugs (both illicit and prescription) have on the brain, neurocircuitry, and behavior. Students will explore the underlying neurotransmitter systems of the brain and discover how substances influence nervous system function including the experience of pain, sleep, emotional states, motivation, addiction, and mental health. The course will bridge concepts in chemistry, biology, psychology, and neuroscience by highlighting major drug classes and their underlying mechanisms of action. Additional discussions will focus on the economic, social, and political aspects of the drug market, as well as ethics and legalities of the drug industry.

*Crosslisted as: NEURO-254**Applies to requirement(s): Social Sciences**J. Schwartz**Prereq: PSYCH-100, NEURO-100, or AP Psychology.***PSYCH-256 Hormones and Behavior***Fall. Credits: 4*

Does the idea of Finals Week stress you out? Have you ever felt hungry or thirsty? Is our biology to blame when people cheat on their partners? From mental health and hunger to sexual motivation and aggression, our hormones dictate many of our basic choices and ultimately control how we interact with our world. This course will explore how hormones communicate with our brain to influence behaviors such as sexual attraction and reproduction, parental care, and social behavior. Special emphasis will be placed on the underlying biology and role of the nervous system in regulating hormone levels.

*Crosslisted as: NEURO-256**Applies to requirement(s): Social Sciences**T. Hodges**Prereq: PSYCH-100, NEURO-100, or AP Psychology.*

PSYCH-259 Topics in Biological Bases of Behavior**PSYCH-259ST Topics in Biological Bases of Behavior: 'Stressed Out'**
Fall and Spring. Credits: 4

In this course we will examine the neurobiological, physiological, and psychological responses to stress. We will investigate mechanisms of stress resilience and vulnerability as it pertains to physical and psychological health states, including how our individual responses to stress and methods of intervention. We will also explore developmental, social, and cultural implications of stress.

Applies to requirement(s): Social Sciences

N. Stafford

Prereq: PSYCH-100, NEURO-100, or AP Psychology.

PSYCH-350 Lab in Biological Bases of Behavior**PSYCH-350BN Lab in Biological Bases of Behavior: 'Laboratory in Behavioral Neuroscience'**

Spring. Credits: 4

This intensive laboratory course will train students to use the technical methods and tools commonly used in behavioral neuroscience research. Skills covered will include animal care and handling, use of behavioral assays, pharmacology, and brain chemistry analyses. Students will engage in weekly exercises and hands-on experiments to study the link between brain function and behavioral responses. These preclinical tools will be used to test research questions related to learning and memory, social-emotional responses, and drug-seeking behaviors. After completion of this course, students will have a deeper understanding of the design and implementation of behavioral neuroscience research.

Applies to requirement(s): Social Sciences

Other Attribute(s): Writing-Intensive

J. Schwartz

Instructor permission required.

Prereq: PSYCH-204.

Advisory: Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.

PSYCH-350ET Lab in Biological Bases of Behavior: 'Ethology'

Fall and Spring. Credits: 4

Why do animals behave the way they do? How do animals see their world? In what ways do animals adapt to a changing environment? What is the best way to observe and analyze animal behaviors? Ethology is the study of animal behavior and the key to understanding animal evolution. In this course we will observe animals in their natural habitat and in the laboratory setting. We will read literature and watch videos that will cover key concepts of animal cognition, learning, and other behavior. You will learn the best animal observation practices, how to analyze this data, and what conclusions you can draw from the behavior observed. There will be a focus on non-human animal development and individual differences in animal behavior.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive, Writing-Intensive

T. Hodges

Prereq: PSYCH-204.

PSYCH-359 Seminar: Biological Bases of Behavior**PSYCH-359CN Seminar: Biological Bases of Behavior: 'Clinical Neuroscience'**

Not Scheduled for This Year. Credits: 4

Explore how psychology, neuroscience, and medicine come together to study the etiology and treatment of neuropsychiatric disorders. Students will examine the behavioral features and neurobiology behind various clinical disorders such as Autism, ADHD, Substance Use Disorders, Mood Disorders, Schizophrenia, Anxiety, and Neurodegenerative Diseases. The course will rely on primary research to identify how changes in physiology and biology might manifest in the behaviors that define psychopathology. Students will gain a deeper understanding of clinical and preclinical techniques used to study these disorders while bridging their knowledge of molecular, cellular, and systems neuroscience research.

Applies to requirement(s): Social Sciences

Other Attribute(s): Speaking-Intensive

J. Schwartz

Prereq: PSYCH-204.

Advisory: NEURO-100 and PSYCH-254 strongly recommended.

PSYCH-359NE Seminar: Biological Bases of Behavior: 'Neuroethics'

Spring. Credits: 4

Neuroethics draws on the tools of philosophical analysis to investigate the role of neuroscience in our personal, social, and ethical lives. This class will look at the ethics of neuroscientific interventions such as cognitive enhancement, mind reading, and lie detection. We will examine how the neurosciences might inform philosophical discussions about human nature, personality, and ethics. In addition, we will look at the evidential role of neuroscientific evidence and how neuroscience technologies such as fMRI have influenced our thinking about the mind/brain and person.

Crosslisted as: PHIL-334NE, NEURO-309NE

Applies to requirement(s): Humanities

L. Sizer

Prereq: 8 credits from the Philosophy department or 4 credits from Philosophy and 4 credits from Neuroscience and Behavior.