

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

Mara Breen, Professor of Psychology and Education

KC Haydon, Professor of Psychology and Education

Becky Packard, Mary E. Woolley Professor of Psychology and Education

Corey Flanders, Associate Professor of Psychology and Education

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

John Tawa, Associate Professor of Psychology

Travis Hodges, Assistant Professor of Psychology

Jackson Matos, Assistant Professor of Psychology and Education

Balbir Singh, Assistant Professor of Psychology

Aikaterini Drakoulaki, Visiting Assistant Professor of Psychology

Alyssa Norris, Visiting Assistant Professor of Psychology

Lauren Robinson, Visiting Assistant Professor of Psychology

Kelley O'Carroll, Visiting Lecturer in Psychology and Education

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**B. Singh, J. Tawa*

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**K. Binder, T. Hodges**Prereq: PSYCH-201 or STAT-242. 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*

Restrictions: This course is limited to PSYCH, PSYED, and NEURO majors only.; This course is limited to seniors.

*Instructor permission required.**Advisory: Only students doing an honors thesis are permitted to register.**Please email Janelle Gagnon during advising week for permission***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*

Restrictions: This course is limited to PSYCH, PSYED, and NEURO majors only.; This course is limited to seniors.

*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***Not Scheduled for This Year. 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***Not Scheduled for This Year. 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-217 Psychology of Human Sexuality*Spring. Credits: 4*

This course is an introduction to the psychological study of human sexuality. We will take a psychobiosocial perspective in this course, covering topics such as reproductive anatomy and physiology, sexual response, sexually transmitted infections, contraceptive choices, pregnancy and birth, attraction and dating, love, sexual and relational communication, and consent. The goals of the course are to have students develop a strong understanding of human sexual biology, identity, behavior, and health, to understand how each of these areas is impacted by social context, and to engage with current research in the field.

*Crosslisted as: GNDST-212HS**Applies to requirement(s): Social Sciences**C. Flanders**Prereq: A 100-level course in Psychology or AP Psychology.**Advisory: Students who have taken FYSEM-110SX Sexuality and Society should not take this course.***PSYCH-219 Topics in Social Psychology****PSYCH-219DH Topics in Social Psychology: 'Social Determinants of Health'***Not Scheduled for This Year. Credits: 4*

Social determinants of health (SDOH) are the social factors that affect the health and health behavior of people, such as housing, employment, social support, and healthcare access. SDOH also includes structural and systemic factors, like discrimination. This course will provide an overview of SDOH from the perspectives of psychology and public health to understand health experiences and disparities, as well as avenues for addressing health-related injustices.

*Applies to requirement(s): Social Sciences**C. Flanders**Prereq: PSYCH-100 or AP Psychology.***PSYCH-219GR Topics in Social Psychology: 'Behavior Research in Intergroup Psychology'***Fall. Credits: 4*

across social identity groups. Behavioral research is construed widely here to include data that directly assesses behavior in lieu of self-reported perceptions of behavior. This distinction is critical as self-reported behavior is frequently a poor predictor of actual behavior. Increasingly, behavioral methods include the use of technology such as eye-tracking and virtual reality. While largely a content focused course, there will be some hands-on components which will expose students to intermediate level research methods and statistics, particularly as they are relevant to behavioral research.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive**J. Tawa**Prereq: PSYCH-100 or AP Psychology.***PSYCH-310 Laboratory: Social Psychology****PSYCH-310BD Laboratory in Social Psychology: 'Social Perception and Binary Decision Making'***Fall. Credits: 4*

Every day we encounter binary decisions including: did we recognize the person, did we get accepted for a job, did the customer order an appetizer? Each of these decisions have two response options, which makes traditional analyses difficult. In this course, we will use Signal Detection Theory to better understand how these binary decisions can be analyzed and understood. This course will investigate how we perceive the world and how binary decisions can be interpreted. Students will learn how to design a binary decision study, analyze it, and how to communicate their findings.

*Applies to requirement(s): Social Sciences**B. Singh**Prereq: PSYCH-204.***PSYCH-310QR Laboratory in Social Psychology: 'Qualitative Research in Psychology'***Fall. 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'***Not Scheduled for This Year. 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'

Spring. 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'

Spring. 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'

Spring. 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'

Fall. 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'***Not Scheduled for This Year. 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'***Spring. 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.

**PSYCH-329SP Seminar in Personality and Abnormal Psychology: 'Sport
Psychology'***Fall. Credits: 4*

This course presents a comprehensive introduction to sport and exercise psychology from three perspectives: participation (e.g., positive youth development, mental health challenges and benefit, injury and role transition/loss), coaching/leadership, and clinical interventions such as sport psychology or physical activity interventions. Students will complete a project in each area (i.e., reflection on your life through sport; coaching evaluation; mental skills training program). We will review several therapeutic approaches in greater detail: Motivational Interviewing related to developing health behaviors more broadly, and Acceptance and Commitment Therapy within sport settings.

Applies to requirement(s): Social Sciences

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 central issues in characterizing these changes: the relative contributions of nature and nurture, the influence of diverse contexts on development, continuity versus discontinuity in development, and the concept of stage.

Applies to requirement(s): Social Sciences

K. Haydon, K. O'Carroll

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 limited to PSYCH and PSYED majors only.; 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.

Advisory: Enrollment preference given to seniors and then juniors in the early childhood initial teacher licensure program.

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'

Not Scheduled for This Year. 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

Other Attribute(s): Speaking-Intensive

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-339AQ Seminar in Developmental Psychology: 'Language Acquisition and Disorders in Childhood'***Fall. Credits: 4*

Children acquire their native language without explicit instruction. Students explore the stages of language acquisition and the challenges that children face in terms of their socioeconomic environment and their genetics. The course covers language acquisition stages for all linguistic levels with focus on crosslinguistic differences. We present behavioral methods related to studying language development in young children and key theoretical questions linking language and cognition. A significant focus is on language/literacy disorders developing in early childhood. Students gain an in-depth understanding of the causes and types of these disorders, their diagnosis, and their impact on children's academic and emotional development.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**K. Drakoulaki**Prereq: PSYCH-204.***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.***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-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'***Fall. 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-249MU Topics in Perception and Cognition: 'Language, Music and the Mind'*Spring. Credits: 4*

This course explores the interplay between language, music and cognitive skills. For centuries, questions about the relationship between language and music have been asked by philosophers, artists, and scientists. Is music a language and is language a music? What is the evolutionary value of language and music? What are the formal characteristics that are shared between the two? What happens in the human mind when language or music breaks down? How can we design interdisciplinary studies to look into language and music? While no prior music education is required, the course will provide a comprehensive overview that bridges gaps between linguistics, music theory, and cognitive science.

*Crosslisted as: MUSIC-249MU**Applies to requirement(s): Social Sciences**K. Drakoulaki**Prereq: PSYCH-100 or AP Psychology.***PSYCH-259HA Topics in Biological Bases of Behavior: 'Human-Animal Interaction'***Spring. Credits: 4*

Every day we see two vastly different species – human and dog – successfully interacting, living, and working together. Simultaneously, the wild world is changing and shrinking as humans spread into land that was once dedicated to wild-living animals, humans are forced to interact with different species in new ways. To maintain species diversity, we must understand the relationships that develop and how to create best policies and practices. In this class, we will learn about the human-animal bond, the interaction between human psychology, animal behavior, and the life sciences and the complex and evolving relationship between conservation, policy, and human-animal interactions.

*Crosslisted as: BIOL-236HA**Applies to requirement(s): Social Sciences**L. Robinson**Prereq: PSYCH-100 or AP Psychology.***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, Writing-Intensive**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'***Fall. 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'***Fall. 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'***Not Scheduled for This Year. 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'*Spring. 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.***PSYCH-350CC Lab in Biological Bases of Behavior: 'Laboratory in Comparative Cognition'***Spring. Credits: 4*

In this class, we take a deep dive into comparative cognition: the study of cognition across species. We will review the background literature and learn about hypotheses creation, study design, statistics, and write-ups in this field. Students will present on a topic within comparative cognition and take part in group discussions on the content of peer-reviewed papers. Then, students will take on the role of a comparative cognition researcher and design, perform, and write-up a six-week study on the cognition of domesticated species of animal (species to be determined).

*Applies to requirement(s): Social Sciences**L. Robinson**Prereq: PSYCH-204.***Biological Bases of Behavior****PSYCH-250 Introduction to the Biological Bases of Behavior***Not Scheduled for This Year. 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**The department**Prereq: PSYCH-100, NEURO-100, or AP Psychology.***PSYCH-254 Psychopharmacology***Fall. 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-259AC Topics in Biological Bases of Behavior: 'Animal Cognition'***Fall. Credits: 4*

In this class, we will review the psychological and social lives of animals. We will cover animal learning, memory, and communication, among other cognition topics. Students should be prepared to take on the role of an animal cognition researcher and as such, we will focus not only on the foundations and background literature but also heavily on the methods and application of what we learn. Assignments will be based on the usual activities of an animal cognition researcher (e.g., designing experiments, presenting on studies) with a final project where students create and run a simple animal cognition project.

*Applies to requirement(s): Social Sciences**L. Robinson**Prereq: PSYCH-100 or AP Psychology.***PSYCH-259PA Topics in Biological Bases of Behavior: 'Principles of Animal Behavior'***Fall. Credits: 4*

This class will cover the principles of animal behavior science. Students should be prepared to take on the role of an animal behavior researcher and as such, we will focus not only on the principles, evolution, and function of animal behavior but heavily on the methods and application of what we learn. Students will also put into practice some of the ways that scientists observe, record, and measure behavior in the natural world, through observations of local animals. We will review the methods and current challenges in animal behavior work.

*Applies to requirement(s): Social Sciences**L. Robinson**Prereq: PSYCH-100 or AP Psychology.***PSYCH-259ST Topics in Biological Bases of Behavior: 'Stressed Out'***Not Scheduled for This Year. 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 biomarker analyses. Students will engage in hands-on experiments to study the link between brain function, the immune system, and behavioral responses. These preclinical tools will be used to test research questions related to learning and memory, social-emotional responses, and brain-immune interactions. 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): Speaking-Intensive, Writing-Intensive**J. Schwartz**Prereq: PSYCH-204.***PSYCH-350ET Lab in Biological Bases of Behavior: 'Ethology'***Fall. 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-359AW Seminar: Biological Bases of Behavior: 'Animal Welfare in the Psychological Sciences'***Spring. Credits: 4*

Animal welfare (i.e., the psychological and physical well-being of an animal) may impact the quality of research on animals but is rarely discussed. In this class we will learn how to assess animal welfare in the common species/settings used in psychology research (e.g., pigeons, rodents, monkeys housed in research facilities, zoos, and sanctuaries). We will look at both current work and historical studies to evaluate: the welfare of the animals used, the laws and ethics protocols of the time, the impact of these studies on current research, and how the studies could be done better with our current knowledge. Students should be mentally prepared to take a critical look at animal research practices.

*Applies to requirement(s): Social Sciences**L. Robinson**Prereq: PSYCH-204.***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-359MD Seminar: Biological Bases of Behavior: 'Symptoms and Mechanisms of Major Depressive Disorder'***Spring. Credits: 4*

How much do we currently know about the symptoms of major depressive disorder? This course will take a deep dive into the risk factors, onset, underlying mechanisms, known treatments, and predicted treatments of several symptoms of major depression via a review of the neuroscience literature. We will also examine the roles of age, sex, gender, culture, environment, and species. This course will involve student-led discussions and presentations, as well as written summaries on various symptoms of major depression. Possible avenues for new therapeutics of residual and treatment-resistant symptoms of major depression will also be discussed. This course will serve as a good foundation for students who are interested in learning more about the underpinnings of major depressive disorder.

*Applies to requirement(s): Social Sciences**Other Attribute(s): Speaking-Intensive, Writing-Intensive**T. Hodges**Prereq: PSYCH-204.***PSYCH-359NE Seminar: Biological Bases of Behavior: 'Neuroethics'***Not Scheduled for This Year. 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.*

PSYCH-359SE Seminar: Biological Bases of Behavior: 'Philosophy and Science of Emotion'

Fall. Credits: 4

This course is an interdisciplinary investigation of the nature of emotions and their influences on our thoughts and actions. While we will draw from a variety of disciplines, the nature and motivations of the inquiry are philosophical. We will consider: what are emotions? Are they bodily responses? Thoughts? Feelings? What roles do cultures play in shaping our emotions? What functions do emotions serve? We will examine evidence and arguments offered by philosophy, psychology, neuroscience, anthropology and evolutionary theory, and consider how these perspectives do or don't inform each other, as well as how they can help us understand the nature of emotions.

Crosslisted as: PHIL-350SE, NEURO-309SE

Applies to requirement(s): Humanities

Other Attribute(s): Writing-Intensive

L. Sizer

Prereq: 8 credits in Philosophy or Neuroscience and Behavior, or 4 credits in each.