

PSYCHOLOGY (PSYC)

PSYC 100 – Introduction To Psychology Course count: 1

An introduction to the principles of psychology as emerging from the areas of physiological, sensation and perception, development, learning, cognition, and memory, social, personality, and abnormal. Required for the psychology major.

Enrollment limited to 1st and 2nd year students only

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

PSYC 200 – Statistics Course count: 1

An introduction to descriptive and inferential statistical methods in analysis and interpretation of psychological data. Required for the psychology major.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology. Students who have taken BIOL 275, ECON 249, SOCL 226 or STAT 220 may not enroll in this course. Psychology majors only.

GPA units: 1.25

Common Area: Mathematical Science

Typically Offered: Fall

PSYC 201 – Research Methods Course count: 1

A thorough survey of methods and techniques employed in psychological research is covered. Topics include observational research, surveys, case studies, experimental designs, and ethical issues in research. Emphasis is on critical evaluation of research. Students develop the skills to design an experiment, statistically analyze and interpret the results, and to present the findings in a written and oral report. Required for the psychology major. One and one-half units.

Prerequisite: PSYC 200 or ECON 249. This class is for PSYC majors only.

GPA units: 1.5

Typically Offered: Spring

PSYC 214 – Life-Span Development Course count: 1

Prerequisite: PSYC 100

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

PSYC 221 – Physiology and Behavior Course count: 1

The structure and function of the nervous system is studied to provide an appreciation of the biological basis of behavior. The first half of the course emphasizes neuroanatomy, basic cell physiology, effects of drugs on behavior, and the autonomic nervous system. Later topics include physiological influences on sleep-wake and circadian rhythms, reproductive behavior, eating and drinking, learning and memory, emotions, and mental illness.

Prerequisite: PSYC 100 or NEUR 110. Students without prerequisite should consult instructor.

GPA units: 1

Common Area: Natural Science

Typically Offered: Fall, Spring

PSYC 222 – Sensation & Perception Course count: 1

A survey of the ways that organisms gather information about their environment and make sense of that information in a way that is useful for guiding behavior. The course will focus on vision and audition as model sensory systems, though we will also explore other sensory systems.

Prerequisite: PSYC 100 or NEUR 110.

GPA units: 1

Common Area: Natural Science

PSYC 223 – Animal Learning Course count: 1

An intensive evaluation of how behavior is acquired and maintained. Focuses on Pavlovian and operant conditioning in animals and human subjects. Special topics include the application of these principles to psychotherapy, drug addiction, self-control, and biological influences and constraints on learning.

Prerequisite: PSYC 100

GPA units: 1

Common Area: Natural Science

Typically Offered: Alternate Years

PSYC 225 – Developmental Psychology Course count: 1

A survey of theory and research pertaining to both cognitive and social development from birth to adolescence. Special topics include prenatal development, early experience, perception, learning, memory, language, emotions, achievement, moral development, gender role development, parenting, schools, and peer relationships.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

TEP students can use EDUC 167 as the prerequisite course. Enrollment is limited to 2nd, 3rd and 4th year students.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

PSYC 226 – Personality and the Life Story Course count: 1

Covers several major conceptions of personality such as the psychoanalytic, humanistic, cognitive, trait, and behavioral approaches. The theories of such psychologists as Freud, Maslow, Kelly, Allport, and Skinner are presented to attain a broad understanding of human personality.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

PSYC 227 – Social Psychology Course count: 1

An overview of the methods and research findings of social psychology. Emphasis is on the experimental analysis of topics such as person perception, interpersonal attraction, prosocial behavior, aggression, social exchange, and group behavior.

Prerequisite: PSYC 100

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

PSYC 228 – Psychology of Adolescence Course count: 1

A survey of research and theories related to physical, social and cognitive development during adolescence with a particular emphasis on identity and school, family, and peer contexts. Topics include puberty and brain development, social transitions and culture, peer pressure, motivation and achievement, identity formation, extracurricular involvement, autonomy and moral development, sexuality, problem behaviors, eating disorders, and emerging adulthood. One unit.

Prerequisite: PSYC 100 or a score of 4 or 5 on Psychology AP exam. TEP students can use EDUC 167 as the prerequisite course.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

PSYC 229 – Psychopathology Course count: 1

Examines mental illness throughout the life span, with discussions of the developmental, biological, behavioral, psychosocial, cultural, and other theories that attempt to explain emotional and behavioral problems. One goal for the course is to develop an understanding of how information about mental illness and mental health is obtained, and the problems associated with the evaluation and interpretation of this information.

Prerequisite: PSYC 100

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

PSYC 232 – Developmental Science & Educ Course count: 1

This course considers the ways in which the scientific research in developmental psychology has relevance for practice in educational settings. The course focuses primarily on research on cognitive development and how it helps us to understand children's literacy, mathematical reasoning, and scientific thinking. Other topics include motivation, social cognition, and specific problems in learning such as ADHD. Students participate in a community based learning project in local schools as part of this course.

Prerequisite: One previous EDUC or PSYC Course

GPA units: 1

Typically Offered: Alternate Years

PSYC 235 – Cognitive Neuroscience Course count: 1

This course is a topical introduction to the field of cognitive neuroscience, in which we look specifically at the neural substrates of cognitive function: from how we remember and see, to how we control our own actions and thoughts and have conscious awareness. We will cover the experimental toolkit of cognitive neuroscience (ranging from reaction time tests to functional MRI), and the results of recent research into perception, attention, learning and memory, and their neurological underpinnings. Throughout the course, special attention is given to dysfunctions of cognitive functioning resulting from brain damage or psychopathologies.

Prerequisite: PSYC 100 or NEUR 110 or PSYC 221

GPA units: 1

Common Area: Natural Science

Typically Offered: Annually

PSYC 236 – Cognition & Memory Course count: 1

Examines current perspectives on how a physical system can have intelligence and know its world. Historical, cognitive science (computer metaphor) and connectionist perspectives will be surveyed. Of interest is how we can model cognitive 'machinery' and how this machinery produces such phenomena as attention, pattern recognition, and information storage. One unit.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

TEP students can use EDUC 167 as the prerequisite course.

GPA units: 1

Common Area: Natural Science

Typically Offered: Annually

PSYC 237 – Psychology of Language Course count: 1

An overview of the psychology and neuropsychological bases of language. Language is defined through the evaluation of human and animal communication. Topics such as Chomsky's linguistic principles, speech perception, speech production, language acquisition, reading and bilingualism are included. These basic concepts of language are then applied to an understanding of different forms that language can take: spoken, written, and sign, and language disorders (e.g. aphasia, dyslexia).

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Typically Offered: Annually

PSYC 238 – Judgment and Decision Making Course count: 1

This course will provide an overview of the psychological research on human choice and decision making. It will investigate sources of bias and error in decision making and consider whether the actual choices that people make in their own lives align with theories that prescribe how decisions should ideally be made. Topics will include risk and uncertainty, emotion and intuitive judgment, self-control, moral decisions, and social influences on decision making. When possible, the course will consider how existing research findings can be applied to reduce biases and improve the quality of decision making.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

PSYC 239 – Psychology & Aging Course count: 1

While much is known about the development and changes that take place from infancy through adolescence, we are only at the beginning of really understanding typical and atypical development throughout adulthood into later life. This class will examine methods of developmental research in adult populations, and a number of key issues in the field of adult development and aging including normative cognitive, biological, and emotional changes, as well as the ways these changes impact social interactions in the context of successful aging and resilience. This class will also look at some of the challenges associated with aging, including forms of dementia such as Alzheimers Disease, partner loss, and bereavement.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

PSYC 244 – Health Psychology Course count: 1

This course provides an introduction to major theories, methodologies, and concepts in health psychology. Students will consider what health means; appraise strengths and weaknesses of biomedical and Ayurvedic health care approaches; identify how health behaviors and stress contribute to the onset of chronic illnesses (e.g., diabetes, cancer, cardiovascular disease); appreciate how sociopolitical and historical contexts shape the etiology and treatment of HIV/AIDS and cancer in the U.S.; and improve the ability to locate, read, and synthesize original research.

Prerequisite: PSYC 100 or a score of 4 or 5 on Psychology AP examination.

GPA units: 1

Typically Offered: Annually

PSYC 254 – Psychology and Law Course count: 1

The purpose of this class is to introduce you to many topics, representing major fields of study within psychology and law. In this course, you will learn about the diversity of interests among legal psychologists as well as innovative and important ideas, theories, and research findings. This class concentrates on the scientific study of psychology and law. The main goal is to provide students with an understanding of relevant theory, empirical findings, and research methodology. Guest speakers will enhance the course by giving students an idea of applied jobs in the field.

Prerequisite: PSYC 100 or a score of 4 or 5 on Psychology AP examination.

GPA units: 1

Common Area: Social Science

PSYC 256 – Animal Minds Course count: 1

Animals often surprise the idle observer through startling feats of communication or ingenuity the true complexity of which only systematic investigations can reveal. This course offers an introduction into the various domains of animal behaviors and their investigation from a cognitive science perspective. Spanning a wide array of topics from the fundamentals of perception, categorization, and memorization to the more complex behaviors of inferential logic, navigation, social awareness, and language, we will explore how different animal species process our common and uncommon - spaces.

Prerequisite: PSYC 100

GPA units: 1

Common Area: Natural Science

Typically Offered: Annually

PSYC 267 – Motivation and Goal Pursuit Course count: 1

Motivation is a psychological term used to describe the broad needs, desires, and reasons for actions of living beings. In this course, we will explore the multiple ways in which human motivations specifically, the goals, values, needs, and desires that drive and energize us on a day-to-day basis can affect our impressions, perceptions, decisions, explanations, and behaviors. Because this field focuses on investigating everyday human thought and behavior, special attention will be paid to promoting students understanding of how motivation science can be used to understand everyday, real-world experiences. Overarching themes include how to succeed at your personal goals, how to become an expert, and how to motivate others, with the domains of education, sports, health, and relationships being highlighted.

Prerequisite: PSYC 100

GPA units: 1

Common Area: Social Science

PSYC 299-F01 – Cultural Psychology Course count: 1

What is culture? How does culture shape individuals lived experiences while being shaped by them? How does psychology as a social science relate to the study of culture historically? What are different methodologies psychologists commonly use to study people in relation to culture? How does studying culture enable a critique of the discipline? In this course, you will learn about the examples of how to study person in context while starting to develop a meta-perspective of psychology as a discipline. We will begin the course with a discussion of various subfields in psychology (cultural, cross-cultural, indigenous, decolonial) that give us the tools to understand the person in context. Each of these subfields are accompanied by different theoretical and methodological assumptions which are key for us to understand before we begin to study empirical examples of person in context. Along with creating a foundation, we will look at examples of how people in various contexts interact with rituals, objects, systems and institutions that are symbolic markers of culture.

Prerequisite: PSYC 100

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

PSYC 299-F03 – Social Oppression and Change Course count: 1

This course introduces students to various forms of oppression and resistance to oppression in the contemporary United States. Centering anti-Blackness and the history and experiences of Black peoples in the U.S., the course draws on a diverse range of texts from psychology, education, sociology, history, and popular culture to explore the roots and effects of different types of oppression in various domains of power more specifically, racism, classism, sexism, and heterosexism within the interpersonal, ideological, and institutional domains of power. A primary context for this course U.S public education and schools in urbanized communities.

Prerequisite: PSYC 100 or EDUC 167

GPA units: 1

Common Area: Social Science

PSYC 299-F04 — Political Psychology Course count: 1

What is political? How do we acquire political knowledge? How is political understanding shaped across generations? What is the relationship between power, gender, race, and politics? Why do people participate in social movements? What is a peaceful protest? How do people make decisions when they vote? In this course we will examine the interplay between people, power, and politics. We will examine participation in some of the large-scale historic and contemporary social movements in the U.S., including the Civil Rights, Womens Liberation, pro-choice and pro-life, LGBTQ Rights, Black Lives Matter, white nationalist, Pro-Palestine movements. We will use these movements as examples to examine how individuals shape social structures, political systems, culture and history, while being shaped by them. This course will give you some familiarity with important classical and modern psychological and sociological theories relevant to politics and the functioning of political systems, as well as a sense of how social science research can be used to evaluate theories and generate new knowledge. At the same time, the course emphasizes the need to take into account differences in the social contexts (cultures, nations, social classes, historical eras) when theorizing or doing research.

Prerequisite: PSYC 100

GPA units: 1

Common Area: Social Science

PSYC 299-S01 — Leadership and the Common Good Course count: 1

In the face of complex, entrenched challenges such as climate change, structural racism, and geopolitical conflict, all of us are called in one way or another, in roles big and small to pursue the common good. How are current leaders mobilizing the resources of their organizations to meet the demands of these and other challenges? What might we learn from them as we envision forging our own unique paths of service? Drawing on psychological research and interdisciplinary perspectives, this course will explore leadership theories and practices that tend to facilitate (vs. inhibit) pursuit of the common good. As we do so, we will consider how these practices are embodied from diverse positionalities and imagine how leaders might pursue the common good in the future.

Prerequisite: PSYC 100

GPA units: 1

Typically Offered: Annually

PSYC 305 — History & Theory Course count: 1

An examination in historical perspective of what are considered to be the major systems (e.g., psychoanalysis, behaviorism, existential psychology) of psychology. The course begins by using a number of philosophical questions regarding the status of psychology as a scientific discipline, moves on to a comprehensive treatment of the systems themselves, and finally, returns to initial questions to determine the extent to which they have been answered.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Typically Offered: Fall, Spring

PSYC 314 — Science, Medicine & the Holocaust Course count: 1

What can be learned of biomedical ethics from a study of the Holocaust? How did a healing profession justify its murderous actions? Were physicians and scientists pawns of a totalitarian regime, or were they active contributors to the racial Nazi ideology? Is the study of genetics susceptible to the same political forces that corrupted the field of eugenics? How did the Holocaust come to shape our current code of ethics in human experimentation? This seminar will seek answers to these and many related questions from a voluminous literature that is populated by contributions from historians, biomedical ethicists, philosophers, theologians, journalists, and artists. Far from a value-free discipline, ideological forces will be shown to be at the core of scientific inquiry. This lesson is of particular importance to aspiring scientists and health practitioners.

GPA units: 1

Typically Offered: Annually

PSYC 315 — Biology of Mental Disorders Course count: 1

A brief consideration of the historical and philosophical basis of biological psychiatry is followed by a thorough overview of the major neurotransmitter systems and behavioral genetics necessary for an understanding of the biological aspects of major psychological disorders, including anxiety disorders, psychosomatic disorders, affective disorders (unipolar and bipolar depression), schizophrenia, and Alzheimer's disease. For each of these disorders, the current state of knowledge concerning modes of treatment is reviewed, with an emphasis on the relative efficacy of pharmacotherapeutic agents, including minor tranquilizers, antidepressants, and antipsychotics.

Prerequisite: PSYC 221 or BIOL 269

GPA units: 1

Typically Offered: Alternate Years

PSYC 316 — Drug Abuse: Brain and Behavior Course count: 1

Drug addiction is the central theme of this course. Understanding drug action begins with a consideration of how drugs affect the brain. A basic working knowledge of brain chemistry is established with emphasis on information concerning the various major neurotransmitter systems that are affected by drugs of abuse. Considered next are the different addictive drugs, including alcohol, cannabis, heroin, cocaine and amphetamines, and the hallucinogens, and specific issues pertaining to the drug addict. The impact of drugs and addiction on society is the subject of the last part of the course. Issues with regard to prevention and treatment are considered. The ultimate goal of this course is to provide sound biological and psychological information from which a rational drug policy can be formed. Fulfills the Advanced Course Requirement or the Elective Course Requirement.

Prerequisite: PSYC 221 or NEUR 110 or BIOL 269.

GPA units: 1

Typically Offered: Alternate Years

PSYC 321 — Neuroanatomy & Behavior Course count: 1

Open to third- and fourth-year students interested in a comprehensive study of brain and spinal cord anatomy and function. Structure is studied to provide a foundation for understanding clinical applications of nervous system injury and disease. Begins with study of gross anatomy of the sheep brain. Topics include motor and sensory systems, limbic system, cranial nerves, cerebral cortex, and blood supply to the brain.

GPA units: 1

Typically Offered: Alternate Years

PSYC 326 – Cognition Across Cultures Course count: 1

This course examines empirical and theoretical approaches to understanding human thinking across languages and cultures.

Prerequisite: Students must have completed at least one of the following courses before enrolling in PSYC 326: PSYC 225 or PSYC 232 or PSYC 236 or PSYC 237 or EDUC 221.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

PSYC 327 – Predictive Coding in the Brain Course count: 1

Prediction, or the ability to expect a particular input or outcome based on past experience, plays a central role in perception and cognition. It may also be a fundamental principle of the neural computations supporting these behaviors. In this course, we will explore the role of prediction in neural systems and behavior through readings and discussion of recent research utilizing a wide range of behavioral, electrophysiological, neuroimaging, and computational methods.

GPA units: 1

PSYC 328 – Adolescent Health Course count: 1

An advanced seminar in the field of adolescent development that focuses on the epidemiology and etiology of health-related behaviors during adolescence. This course emphasizes a public health perspective and covers topics such as reproductive health, substance use, nutrition and exercise, sleep, violence, mental health, injuries, and disease. Further, students will explore health disparities, health education, and domestic and global perspectives on adolescent health.

Prerequisite: PSYC 225 or PSYC 228.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

PSYC 328C – Adolescent Health CBL Course count: 0

GPA units: 0

PSYC 332 – Processes in Psychotherapy Course count: 1

What are the common mechanisms by which psychotherapy works? To answer this question, this seminar will examine the theoretical foundations of contemporary psychotherapies, such as psychodynamic, cognitive-behavioral, and acceptance-based treatments. Through readings, videos, and lectures by experts in the field, we will consider how change occurs within and across the types of therapy and the best practices for studying symptom change over time. Additionally, by integrating research methodology into the course structure, we will examine how randomized controlled trials test the efficacy of psychological therapies.

Prerequisite: PSYC 201 and PSYC 229.

GPA units: 1

Typically Offered: Annually

PSYC 334 – Eating and Its Disorders Course count: 1

An advanced seminar in the field of clinical psychology that closely examines contemporary research in the eating disorder field. Students explore topics such as the following: problems in the assessment, diagnosis, and classification of eating disorders; risk factors for developing disordered eating; comorbidities between eating pathology and other psychiatric conditions; the roles of gender, sexuality, ethnicity, and culture in the etiology and maintenance of disordered eating; prevention and treatment of eating disorders.

Prerequisite: PSYC 229

GPA units: 1

Typically Offered: Alternate Years

PSYC 337 – Substance Use and Recovery Course count: 1

An advanced seminar in the field of clinical psychology that closely examines the substance (ab)use field, with a particular emphasis on alcohol. Students explore topics such as the following: definitions of harmful/hazardous drinking, familial transmission of alcohol use problems; alcohol, sex, and sports on college campuses; legal debates in the substance use field; philosophies regarding, and clinical approaches to, substance abuse recovery.

GPA units: 1

Typically Offered: Annually

PSYC 337C – Substance Use, Misuse & Abuse CBL Course count: 0

GPA units: 0

PSYC 338 – Consciousness & Control Course count: 1

This seminar focuses on the neurobiological mechanisms underlying cognitive control and consciousness and its disturbances following brain injury or psychiatric illness. We define cognitive control as the ability to flexibly adapt behavior to current demands, by promoting task-relevant information and behaviors over temporally-extended periods and in the face of interference or competition. Consciousness we define as a subjective awareness of the world and free will. These abilities seem central to most higher cognitive functions, and contribute to the unique character of human behavior. Our goals are to define the neural mechanisms that underlie cognitive control and consciousness, to understand how these mechanisms govern behavior, and to use this knowledge to improve our understanding of the relationship between brain and behavior in psychiatric disorders and neurological damage.

Prerequisite: PSYC 100, 200 201

GPA units: 1

Typically Offered: Annually

PSYC 342 – Seminar: Gender-Role Development Course count: 1

Provides an examination of the role that gender plays in psychological development. Topics include depression and self-esteem, aggression, emotion control and emotion expression, and social interaction. Theoretical perspectives as well as the empirical literature on gender development will be explored to assess the nature of gender-patterned behaviors.

GPA units: 1

Typically Offered: Alternate Years

PSYC 350 – Intervention and Social Change Course count: 1

In addition to developing and testing scientific theories, many contemporary psychologists use theoretical findings to develop interventions in the hopes of addressing some of the major social challenges facing our world. This course is designed to equip students with the knowledge and skills to analyze these challenges, examine and critique existing psychological interventions, and consider the ethical implications of intervention. Overarching themes include systemic disparities in education, health, and criminal justice, interpersonal prejudice and discrimination, poverty, political division, and environmental action.

Prerequisite: PSYC 200 and PSYC 201

GPA units: 1

Common Area: Social Science

PSYC 353 – Seminar: Language Thought and Culture Course count: 1

Do language and culture affect how people perceive their physical and social world? This seminar will examine a variety of topics relevant to this question. Specific topics will include cross-linguistic differences in areas ranging from color categorization to person perception; the universal and culture-specific effects of status on interpersonal communication; gender differences in communication style; cultural differences in the understanding of the self and their effect on basic psychological processes; and expert-novice differences in perception, categorization, and communication.

GPA units: 1

Typically Offered: Alternate Years

PSYC 354 – Psychology of Stigma Course count: 1

This is a seminar course that provides students with the opportunity to more deeply understand the phenomenological experience of stigmatization and to critically evaluate the empirical psychological literature examining the causes and consequences of stigmatization.

Prerequisite: PSYC 227 or permission of the instructor.

GPA units: 1

PSYC 355 – Seminar: Resilience and Development Course count: 1

Covers risk and resiliency from early childhood through adulthood and focuses on defining resilience; sources of risk and protection within families, schools, and communities; and prevention programs. Special topics will include strengths-based models of resiliency, child maltreatment and health, problem-solving and creativity, resiliency across cultures, mentoring, and school- and community-based prevention and intervention. Fulfills the Advanced Course Requirement or the Elective Course Requirement.

GPA units: 1

Typically Offered: Alternate Years

PSYC 356 – Animal Cognition Course count: 1

Animal minds easily complete some tasks as a matter of course – the same tasks that have taken us decades to get computers to do poorly, like recognize faces and navigating streets. This course considers animals' capacity for intelligent behavior in the domains of communication, sociality, recognition, categorization, navigation, timing, perception, and learning. Using original research articles studying a broad array of species and some summary text, we'll discuss these concepts from perspectives of evolution, biology, and computation.

GPA units: 1

Common Area: Natural Science

PSYC 362 – Cognitive Neuropsychiatry Course count: 1

Prerequisite: PSYC 100, or PSYC 221, or PSYC 235.

GPA units: 1

Typically Offered: Alternate Years

PSYC 363 – Psychology & Economic Behavior Course count: 1

This course will examine psychological aspects of economic behavior. Examples of questions that will be addressed include: Do people make choices in way that could be considered rational? How do people respond to scarcity and uncertainty? What conditions are important for producing happiness and well-being? To what extent do people accurately know their own preferences and make choices that are in their own best interest? Does thinking about exchanges in terms of money and markets influence whether people will be fair, ethical, and cooperative? When possible, we will discuss applications for public policy, market events such as panics and bubbles, and individual financial decision making. The course will primarily cover psychological research on human choice and decision making but also will include some research on other species and from other academic disciplines.

GPA units: 1

Typically Offered: Annually

PSYC 364 – Psychopathology In Cinema Course count: 1

Why do some individuals who experience significant trauma emerge as stronger and more resilient, while others develop chronic psychopathology? What individual, familial, or societal factors help explain such different trajectories? This seminar will examine these questions by exploring pathways by which psychopathology develops in children, adolescents and young adults. More specifically, students will learn about the well-known risk (e.g., abuse, loss, peer victimization) and resilience factors (e.g., community involvement, parental acceptance) that influence the development of mental illness, as well as contemporary approaches (and challenges) for preventing the onset of psychological conditions. Each week, students will learn about these concepts by reading peer-reviewed journal articles, watching award-winning films, and leading class discussions. The semester culminates with a final project, in which students apply a developmental psychopathology framework to a character in a major motion picture. Please note that, due to the scope of this course, many of the films portray upsetting content (e.g., child maltreatment).

Prerequisite: PSYC 201 and PSYC 229.

GPA units: 1

Typically Offered: Alternate Years

PSYC 370 – Mindfulness Meditation Prayer Course count: 1

The goal of this course is to explore the experiences and practices of mindfulness. Weekly topics will allow us to examine the process, content and health benefits of such contemplative activities. The topics will include the psychological and neurophysiological bases of mindfulness, how it is practiced in specific activities such as eastern meditation and western spiritual exercises as well as how it appears in everyday life. One Unit.

Prerequisite: Either PSYC 236 or PSYC 221, or PSYC 237 and permission of the instructor.

GPA units: 1

PSYC 380 – Investigating and Enhancing Motivation in the Classroom Course count: 1

Students in this course will both learn about and be involved in conducting psychological research on academic motivation in K-12 settings. The course has three components: seminar, lab, and Community-Based Learning (CBL). In the seminar component, students will learn about and discuss psychological research on academic motivation and psychological interventions designed to improve academic motivation and performance. In the lab component, students will assist in the design of materials for use in academic motivation research, while learning about the unique ethical and practical considerations associated with conducting research in real-world academic settings. In the CBL component, students will visit a K-12 school in Worcester to assist with observation, focus groups, and data collection for a research project investigating academic motivation in the classroom.

Prerequisite: PSYC 201 or SOCL 223

GPA units: 1

Common Area: Social Science

PSYC 399-F03 – Community Psychology Course count: 1

The course surveys the nature and practice of Community Psychology, including principles of community organization and change as seen in such areas as education, mental health, the workplace, healthcare, justice system, corrections and social services. This course entails a CBL Placement where you will be volunteering with a local community partner for approximately 2 hours per week over the course of the semester. This placement is intended to both deepen your learning in this course and provide service to one of our Worcester partners.

GPA units: 1

PSYC 399-S01 – Cross-Cultural Perspectives on Human Development Course count: 1

This course explores various developmental processes and cultural practices such as rites of passages, marriage, parenting, and issues of social and gender inequality from a wide variety of cultures across the globe. How do different cultures view various developmental milestones? How do individuals within cultures view, construct, and resist normative practices? What behaviors and understandings are similar across cultures and which are different? Ultimately, what exactly is culture and how can it operate as a supportive or oppressive force on human development and autonomous functioning? The focus of this course will be on: 1) major theories of human development; 2) Analyze ones own social identities, cultural values and privilege 3) Demonstrate understanding of the historical and contemporary contexts of power, inequity and oppression. 4) Articulate how social identities and cultural values intersect to influence different worldviews and experiences in a global society 5) Explore answers to critical social questions from multiple perspectives (including a wide range of both western and non-western societies) and a variety of primary resources. 6) Improvement in academic writing skills; 7) applications of developmental theory and research across a wide variety of cultures and 8) major developmental processes at different ages and within various domains (e.g., cognitive, language, and social).

GPA units: 1

Common Area: Cross-Cultural Studies

PSYC 399-S02 – Perception & Illusion Course count: 1

Illusions are fascinating and fun. They also reveal fundamental principles of perception. In this seminar, we will explore perception through the study of illusion and related phenomena. Through readings, discussion, and a semester-long project, students will develop a habit of questioning their own perception, explore what their experience says about how we learn about the world around us, and consider the implications our perceptual systems in our everyday life. Students will critically evaluate primary research that utilizes a wide range of behavioral, electrophysiological, neuroimaging, computational, and statistical methods. To foster a collaborative learning environment, students will contribute to the selection of weekly readings.

Prerequisite: PSYC 220, PSYC 221, PSYC 222, PSYC 235, BIOL 267, NEUR 210, or NEUR 220

GPA units: 1

PSYC 399-S06 – Virtual Reality and Cognition Course count: 1

The first of the two themes of this course studies how Virtual Reality (VR) technology can be used to study cognitive and psychological phenomena. It will review topics such as how VR-based experimental setups can provide enhanced ecological validity and better design control. It will evaluate applications of VR for training, therapy, and research. The second theme, broadly related to the fields of Human-Computer Interaction (HCI) and Usability Engineering, examines how VR can be optimized for human use and covers topics such as optimizing presence and reducing motion sickness for VR use. Students will learn about the designs of virtual environments and objects, human cognitive systems, and their interaction. Students will collaborate on group projects to empirically test the hypotheses of their VR-based research ideas. This will involve working with videogame development platforms (e.g., Unity3D, Unreal Engine) to create and modify virtual environments and characters and to use these and other platforms (e.g., PsychoPy) to present stimuli and collect behavioral data. Familiarity with computer programming (e.g., C#) will be beneficial but is not required.

GPA units: 1

Typically Offered: Alternate Years

PSYC 399-S07 – Development in Context-The Impact of Race, Class, & Gender Course count: 1

This course explores how race, class, and gender shape the developmental trajectories of children and adolescents in their educational, familial, and broader community contexts. Using a series of foundational texts, students will critically analyze the ways in which anti-Blackness and systemic inequality in the U.S. impact the development and lived experience of youth from diverse backgrounds. Through a combination of empirical readings, books, and discussions students will gain a deeper understanding of how societal structures impact racial identity formation, cognition and learning, and emotional and psychosocial outcomes.

GPA units: 1

PSYC 399C – Community Psychology CBL Course count: 0

GPA units: 0

PSYC 470 – Directed Readings Course count: 1

A reading program conducted under the supervision of a faculty member, generally focusing on an area of psychology not covered in-depth in course offerings. Fulfills the Elective Course Requirement.

GPA units: 1

Typically Offered: Fall, Spring

PSYC 480 – Research Projects Course count: 1

Students may undertake an independent research project under the direction of a particular faculty member. Fulfills the Elective Course Requirement.

GPA units: 1

Typically Offered: Fall, Spring