

Psychology

The major and minor in psychology are administered by the Department of Psychology and Education: Professors Cohen (*chair*), Deutsch, Hollis, Hornstein, Lawrence, Millard, Ramsey, Shilkret; Associate Professors Binder, Packard; Assistant Professor Douglas; Lecturer C. Morrow; Visiting Associate Professor Romney; Visiting Assistant Professor Knapp.

Contact Persons

Janet Crosby, *senior administrative assistant*
Joseph Cohen, *chair*

Requirements for the Major

Students interested in the field of psychology (as well as the fields of education or neuroscience and behavior) begin their program by taking a 100-level course in psychology.

Credits

- A minimum of 32 credits
- At least 12 credits at the 300 level; only one 4-credit Psychology 395 project (see below for description of project) can count toward this 12-credit, 300-level requirement.

Courses

- 100-level course in psychology
- 200, Research Methods in Psychology, *and*
- 201, Statistics
- Two laboratory courses at the 300 level. The laboratory requirement may be satisfied in either of two ways:
 - 1) *By electing two courses among:*
 - Psychology 310, Laboratory: Research Methods in Social Psychology
 - 323, Laboratory in Qualitative Research
 - 324, Laboratory in Personality Research: Quantitative Methods
 - 325, Laboratory in Psychological Assessment

- 326, Laboratory in Personality and Abnormal Psychology
 - 330, Laboratory in Developmental Psychology
 - 331, Laboratory in Early Social and Personality Development
 - 340, Laboratory in Perception and Cognition
 - 350, Laboratory in Behavioral Neuroscience
 - 351, Laboratory in Animal Learning and Animal Behavior
 - 352, Laboratory in Sensory Psychology or
- 2) *By electing one course from the above list plus completing an independent research project:*
- The project must include analysis of data (e.g., quantitative, qualitative, archival, biographical) using any empirical method (e.g., experiment, case study, interview) and must be presented orally to the department at the end of the semester.
 - This option requires a minimum of 4 credits of Psychology 395.

- All majors must take 200-level courses in at least three of the five areas of the psychology curriculum: A) social psychology; B) personality and abnormal psychology; C) developmental and educational psychology; D) perception, cognition, and language; and E) biological bases of behavior. At least one of these courses must be from areas D or E. Psychology 295, Independent Study cannot be used to fulfill this requirement.

Other

- There are many opportunities for students in psychology to work on an individual basis with faculty on original research (see 295, 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 depart-

ment 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 administrative assistant.

Requirements for the Minor

Credits

- A minimum of 16 credits beyond the 100 level

Courses

- Psychology 200, Research Methods in Psychology
- Psychology 201, Statistics
- Two other courses at either the 200 or the 300 level, one from curriculum areas A–C (social psychology; personality and abnormal psychology; and developmental and educational psychology) and one from curriculum areas D–E (perception, cognition, and language; and biological bases of behavior)

Course Offerings

General Psychology

100fs Introduction to Psychology

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.

Meets Social Sciences III-A requirement
S. Knapp-Oliver
4 credits

*101fs Introduction to Psychology: A Biological Perspective

How do we remember and why do we forget? Can we inherit schizophrenia? How does stress affect health? In what ways does learning affect our emotions? Why are we fearful of some situations and not others? This course addresses such questions from an interdisciplinary, biological perspective to un-

derstand what scientists have discovered about mind, brain, and behavior.

Meets Social Sciences III-A requirement
K. Hollis
4 credits

110fs Introductory Seminar in Psychology

Fall 2009

110fs(01) What's New in Psychology

(First-year seminar) This course will provide an introduction to psychology based on scientific articles with up-to-date findings in the field. Laughter as medicine, behavioral genetics, implicit learning, sex differences in sexuality, and the effects of spanking, are some of the topics we will explore. Students will develop reading, writing, and speaking skills through close examination of technical texts, weekly essays, and oral presentations.

Meets Social Sciences III-A requirement
F. Deutsch
4 credits

110f(02) All in the Family

(First-year seminar; writing-intensive course) If psychology is the study of the mind and behavior, do psychologists only study individuals? When we look at families do we simply have a collection of individual human psyches that we must try to understand one by one or does something more complex happen when groups such as the family come together? Can we understand families as whole complex systems with narratives all their own? Through the study of the family, this course will introduce students to systems thinking, another theoretical perspective from which to understand the psychology of human behavior. Our texts will include case studies, films, and writings by major family theorists.

Meets Social Sciences III-A requirement
P. Romney
Prereq. fy or permission of instructor; 4 credits

*110f(03) Brain/Mind

(First-year seminar; writing-intensive course) What is the relationship between brain activity and how we think, feel, perceive, remember, and communicate? How does the brain contribute to our development as unique individuals? How does subjective experience

shape the structure and activity of our brains? In approaching these questions, we will bridge the perspectives of psychoanalysis and neuroscience. We will explore how the brain works; the role of conscious and unconscious processes in determining our behavior; and the effects of traumatic injury to the brain.

Meets Social Sciences III-A requirement

J. Cohen

Prereq. fy or permission of instructor; 4 sophomores allowed; 4 credits

Spring 2010

**110s(02) First Love: Attachment Theory and Research*

(First-year seminar; writing-intensive course)

The relationship with the infant's primary caretaker, usually the mother, develops in a complex way during the first year after birth. We will study what is now known about this relationship, its parallels in other animals, and variations in the mother-child relationship in early life. We will probe the importance of this first love for later development in childhood, adolescence, and adult life. Students will give class presentations.

Meets Social Sciences III-A requirement

R. Shilkret

Prereq. fy or permission of instructor; 4 credits

200fs Research Methods in Psychology

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.

Meets Social Sciences III-A requirement

K. Binder, A. Douglas

Prereq. a 100-level course in psychology AND Psychology 201; students must take statistics (Psychology 201) before enrolling in this course; students should sign up for the lecture course and one lab section; 4 credits

201fs Statistics

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.

Does not meet a distribution requirement

The department

Prereq. a 100-level course in psychology; 2 meetings (75 minutes) plus fourth hour, 1 lab (2 hours); students should sign up for the lecture course and one lab section; 4 credits

295fs Independent Study

Independent study programs are arranged with individual faculty members in the department.

Does not meet a distribution requirement

The department

Prereq. permission of instructor; 1-4 credits

***300s Seminar in History and Systems of Psychology: Psychology and the Military** (Speaking-intensive course) Psychology's history as a discipline is inextricably linked to the military — as an employer of psychologists, as the context and funding source for many of psychology's products, and as the stimulus for the development of key areas of the field. In addition, psychologists' role in warfare (as test administrators, clinicians, and interrogators), and the psychological consequences of war on soldiers (from the shell shock of the 1920s to the PTSD of today) represent some of psychology's most persistent controversies. Reading a range of primary and secondary sources from World War I to the present, we will analyze psychology's complex relations to the military from multiple perspectives.

Meets Social Sciences III-A requirement

G. Hornstein

Prereq. Jr, Sr, 8 credits in department and permission of instructor. Preference given to students with some background in sociology, politics, or history; Interested students need to fill out an application form available in the Psychology department office.; 4 credits

395fs Independent Study

Students who register for independent research as honors work are encouraged to participate in Psychology 411f-412s.

*Does not meet a distribution requirement
The department*

Prereq. jr, sr, permission of instructor; 1-8 credits

411f Seminar in Psychological Research

(Speaking- and writing-intensive course)

This seminar is designed to promote communication of research activities among students in the department and to encourage students to share knowledge and resources in the solution of problems encountered in all stages of research. Graduate students and students engaged in independent research (Psychology/Neuroscience and Behavior 395) are encouraged to participate.

*Does not meet a distribution requirement
The department*

1 credit

412s Seminar in Psychological Research

(Speaking- and writing-intensive course)

This seminar is designed to promote communication of research activities among students in the department and to encourage students to share knowledge and resources in the solution of problems encountered in all stages of research. Graduate students and students engaged in independent research (Psychology/Neuroscience and Behavior 395) are encouraged to participate.

*Does not meet a distribution requirement
The department*

1 credit

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 similarities and differences between women's and men's behavior.

210f Social Psychology

This course surveys a range of topics within social psychology. How do other people influence us? How do people perceive one another? How do attitudes develop and change? Under what conditions do people conform to, or deviate from, social norms? We will survey concepts across several areas of social psychology with an emphasis on empirical research evidence.

*Meets Social Sciences III-A requirement
S. Knapp-Oliver*

Prereq. a 100-level course in psychology; 4 credits

***211s Psychology of Women**

A multicultural feminist analysis of women's lives. Emphasizing the diversity of women's experience across ethnicity, social class, and sexuality, this course assesses the adequacy and scope of existing psychological perspectives on women. Students will examine women's lives through essays, autobiographies, memoirs, and fictional works.

*Meets Social Sciences III-A requirement
The department*

Prereq. 100 level course in psychology.; 4 credits

212f Individuals and Organizations

(Same as Complex Organizations 212f)

*Meets Social Sciences III-A requirement
D. Butterfield*

4 credits

213s Psychology of Racism

How do the theories of race and racism correlate with the lived experiences of people of color? In this course autobiographical writings of African American, Asian American, and Latino writers are read with an eye toward exploring how these narratives can inform theories about the psychological impact of racism. We will mine the subjective experiences of the authors, looking both for damage and resilience, and we will use this data to help us understand racism's impact on the psyches of those whom it targets.

*Meets Social Sciences III-A requirement
P. Romney*

Prereq. Soph, jr, sr; 4 credits

214s Health Psychology

For the past three decades, the biopsychosocial approach has served as the foundation

for research in health psychology. This perspective stems from an understanding that biological, psychological and social factors interact to affect physical well-being. This course will examine the prevention of injury and disease through the promotion of healthy behavior (e.g., proper nutrition and exercise) and the modification of unhealthy behavior (e.g., smoking and drug use), mechanisms of coping with stress and pain, and the impact of psychological and social factors on chronic diseases such as cancer and heart disease.

Meets Social Sciences III-A requirement

S. Knapp-Oliver

Prereq. Psychology 100 or 110; 4 credits

310f Laboratory: Research Methods in Social Psychology

This course is an introduction to laboratory and field methods in social psychology: methodology, data analysis, ethical problems, statistical inference, and research design. All students are expected to design and conduct a research project.

Meets Social Sciences III-A requirement

F. Deutsch

Prereq. Psychology 200 and permission of instructor; 4 credits

319s Seminar in Social Psychology: Gender and Domestic Labor

(Same as Gender Studies 333s(03)) This course examines social psychology and sociological theories and research addressing why women do more housework and child care than men. It pays special attention to the situation of dual-earner families and considers class and ethnic differences on the nature of this inequality and the barriers to full equality at home.

Meets Social Sciences III-A requirement

F. Deutsch

Prereq. permission of instructor. Students must meet with instructor during advising week to get permission to enter the course.; 4 credits

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 fol-

lowing: 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. Courses in philosophy (264, Philosophy of Mind) and in sociology (231, Criminology) are also recommended.

220f Theories of Personality

(Speaking-intensive course) 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 theories of personality, and will encourage critical analysis of the various theories. We will examine personality from the perspectives of psychoanalytical, humanist, and constructivist theories, as well as from the perspective of positive psychology.

Meets Social Sciences III-A requirement

A. Douglas

Prereq. 100 level psychology course; 4 credits

320s Concepts of Abnormality

This course is a study of how maladaptive patterns of thought and action are understood from a psychological viewpoint. Behaviors ranging from neurotic to psychotic are studied in terms of underlying character structure and origins in childhood experience. Competing psychoanalytic theories are brought to bear on these phenomena.

Meets Social Sciences III-A requirement

R. Shilkret

Prereq. jr, sr (permission required for exceptions), two prior psychology courses, Psychology 230 recommended; 4 credits

323f Laboratory in Qualitative Research

(Writing-intensive course) This course offers a hands-on introduction to methods of psychological research that focus on the qualitative description and analysis of human experience. Students learn a variety of techniques of data collection (interviewing, intensive observation, archival research) and methods of analyzing textual sources — from historical accounts to blogs, memoirs, observational narratives, and interview transcripts.

Readings focus on specific methodological practices as well as on the history and philosophy of science differentiating qualitative methods from other approaches to psychological research. Students work both collaboratively and individually on projects throughout the course.

*Meets Social Sciences III-A requirement
G. Hornstein*

Prereq. Psychology 200 and permission of instructor.; This course also counts in the Social area of psychology.; 4 credits

325f Laboratory in Psychological Assessment

Historical development, theoretical bases, and critical evaluation of tests used to describe adult cognitive and personality functioning. Supervised practicum in test administration, scoring, and interpretation.

*Meets Social Sciences III-A requirement
R. Shilkret*

Prereq. Psychology 200 and 201, either Psychology 230 or 320, jr. or sr. and permission of instructor; Submit an essay (max 500 words) by April 9 to Robert Shilkret (box in Reese). In the essay, list psychology courses and grades; current psych courses; GPA; and describe why you want to take this course, relevant past experiences, and future goals related to work for the course.; 4 credits

326s Laboratory in Personality and Abnormal Psychology

This course is an introduction to research methods in abnormal and personality psychology. Students will work as a class to collect data using quantitative and qualitative methodologies. Students will be expected to collect survey- and questionnaire-based data as well as engage in some interviewing projects. We will consider the various stages of research including literature review, design, ethical considerations, data collection, and analysis (qualitative and quantitative), and consider the statistical inference or implications of our findings. The course focuses on the impact of stress and coping on the lives of individuals, identity, their relationships, and psychological adjustment.

*Meets Social Sciences III-A requirement
A. Douglas*

Prereq. Psychology 200, 201; 220 or permission of instructor; 4 credits

329f Seminar in Personality and Abnormal Psychology

Fall 2009

329f(01) First-Person Narratives of Madness (Speaking-intensive course) Psychologists have typically conceptualized "mental illness" in terms of the symptoms and diagnoses proposed by psychiatrists in the Diagnostic and Statistical Manual of Mental Disorders (DSM). These categories, while perhaps useful for prescribing medication, do little to help us understand the subjective experiences that are considered "mad." In this seminar, we analyze accounts (historical and contemporary) written by people who have experienced extreme states, intense emotions, or unusual perceptions or beliefs, to understand how these "counter-narratives" offer new insights into psychological life.

*Meets Social Sciences III-A requirement
G. Hornstein*

Prereq. A 100-level course in psychology, jr, sr and permission of instructor; Students with a background in literature particularly welcome. Preference given to senior psychology and neuroscience majors; Students must submit an information sheet (form available in department office) by noon on Thursday of advising week to get permission to register for the course.; 4 credits

**329f(02) Psychology of Trauma*

What happens after a traumatic event? Why do some people develop psychological disorders and others do not? This course will explore the psychological theories and research on trauma and stress. Topics covered will include childhood abuse, domestic violence, combat violence, community violence, and interpersonal violence. The seminar will explore psychological dysfunction, disorders, as well as adaptation and coping following exposure to traumatic stress. In addition, the course will explore the concept of "cultural trauma."

*Meets Social Sciences III-A requirement
A. Douglas*

Prereq. 100 level psychology course, jr or sr; Psychology 230 preferred or a course in abnormal psychology; 4 credits

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. Courses in anthropology (230, Language in Culture and Society) and biological sciences (200, Introduction to Biology II: How Organisms Develop) are also recommended.

230fs Developmental Psychology

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

Meets Social Sciences III-A requirement
R. Shilkret

Prereq. a 100-level course in psychology or permission of instructor; 4 credits

233fs Educational Psychology

(Community-Based Learning course; Same as Education 233fs) 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, stu-

dents' prior experiences, teachers as learners, ethnic and gender identity in the classroom, and learning in out-of-school settings. Requires a prepracticum in a community-based setting.

Meets Social Sciences III-A requirement

B. Packard, The department

Prereq. soph, jr or sr; 2 meetings (75 minutes) plus prepracticum 2 hours per week; 4 credits

234s Differences in Learning

(Same as Education 234s)

Meets Social Sciences III-A requirement

The department

4 credits

236s Adolescent Development

This course offers a comprehensive introduction to human development during adolescence. It considers historical and cultural forces that contribute to adolescence as a distinct segment of the life span. Contemporary problems confronting adolescents—such as crime, violence, gender, race, eating disorders, substance abuse, and depression—are also examined.

Meets Social Sciences III-A requirement
M. Babineau

Prereq. a 100-level course in psychology; 4 credits

330fs Lab in Developmental Psychology

330fs(01) Adolescent Development in Community Settings

This course is a study of research methods in developmental psychology, focusing on observational, survey, and interview techniques for studying young children, adolescents, and adults. It encourages the student to think about the basic issues of developmental psychology research: the conceptualization of problems, design of research, choice of methods to be used, and ethical questions that might arise. Students complete a major research project.

Meets Social Sciences III-A requirement
B. Packard

Prereq. Psychology 200, 201; 230 or 233 and permission of instructor.; Students must pick up an information sheet from the dept. office and submit a statement by email to the professor during advising week.; 4 credits

331f Lab in Early Social and Personality Development

In the role of a participant-observer, each student studies intensively the social and personality development of the children in one classroom at the Gorse Children's Center at Stonybrook. Students learn how to articulate developmental changes and individual differences by analyzing detailed observations. Topics include social cognition, peer relationships, social skills, concepts of friendship, emotional development, identity formation, self-esteem, and the social and cultural context of development.

Meets Social Sciences III-A requirement

The department

Prereq. Psychology 200, 201, and 230 or permission of instructor; 1 meeting (2 hours), 2 labs (3 hours each) at Gorse Children's Center at Stonybrook; 4 credits

***337f Seminar in Educational Psychology: Motivation**

(Community-Based Learning course; speaking-intensive course) What influences our desire to learn, to participate in certain activities, or to become particular kinds of people? We will examine the topic of "motivation" using several perspectives, across age levels and in various settings. Drawing from a variety of resources, including autobiographies, research studies, and videos, we will target our own motivation through reflection and action and the motivation of others through active coaching and mentoring in a community-based setting.

Meets Social Sciences III-A requirement
B. Packard

Prereq. Psychology 233 and permission of instructor; 1 meeting (3 hours); requires a field component in a community-based site (at least a 2-hour block per week); A statement of interest must be submitted electronically during the week of advising - please pick up an information sheet in the department office.; 4 credits

***339s Seminar in Developmental Psychology: First Love: Attachment Theory and Research**

The relationship with the infant's primary caretaker, usually the mother, develops in a complex way during the first year after birth. We will study what is now known about this relationship, how we know about its impor-

tance to the infant, and the variation in types of such relationships early in life. The importance of this first love for later development, in childhood, adolescence, and adult life will be considered. Methods of research will be emphasized and students will be expected to give class presentations.

Meets Social Sciences III-A requirement

R. Shilkret

Prereq. jr, sr, Psychology 200, 230 and permission of instructor; written statement to Professor Shilkret during advising week required; 4 credits

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, developmental psychology, and biological sciences (333, Neurobiology). Courses in philosophy (210, Logical Thought; 264, Philosophy of the Mind) and computer science (101, Problem Solving and Structured Programming; 334, Artificial Intelligence; and 335, Introduction to Computer Vision and Robotics) are recommended for those students with interests in cognitive science and artificial intelligence.

***240s Visual and Auditory Perception**

Why is it that some people, mostly men, cannot distinguish red socks from green ones? Why does the moon on the horizon appear larger than when it is overhead? How do Magic Eye pictures work? Why does the Mona Lisa's smile seem so elusive? This course addresses such questions by examining biological and psychological studies of the visual and auditory systems. Among the topics we will explore are object recognition; color vision; the perception of depth, size, and movement; the effects of experience on perception; sound localization; and the perception of pitch.

Meets Social Sciences III-A requirement

The department

Prereq. a 100-level course in psychology; 4 credits

241f Cognitive Psychology

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.

*Meets Social Sciences III-A requirement
C. Lee*

Prereq. a 100-level course in psychology; 4 credits

340s Laboratory in Perception and Cognition: Cognition and Literacy

(Community-Based Learning course) 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.

*Meets Social Sciences III-A requirement
K. Binder*

Prereq. a 100-level course in psychology, 201, 200 and permission of instructor. Students must meet with the professor during advising week to get permission to enter the course.; 1 meeting (2 hours) plus 4th hour, plus 3 hours per week as a literacy tutor in Springfield; 4 credits

*349s Seminar in Perception and Cognition

In this seminar we will explore various genetic syndromes, developmental disabilities, and brain damage cases that produce asymmetric cognitive profiles. We will examine the cognitive strengths and weaknesses associated with various syndromes and disabilities in order to gain a greater understanding of the syndrome itself, but we will also explore how these cases inform us about learning, memory, and development in "normal" individuals.

*Meets Social Sciences III-A requirement
K. Binder*

Prereq. a 100-level course in psychology, Psy-

chology 200 and 201, and permission of instructor; 4 credits

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. Courses in computer science (101, Problem Solving and Structured Programming) and philosophy (264, Philosophy of Mind; 263, Philosophy of Biology) are also recommended.

250f Introduction to the Biological Bases of Behavior

(Same as Neuroscience and Behavior 250f)

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.

*Meets Social Sciences III-A requirement
W. Millard*

Prereq. a 100-level course in psychology and 4 credits in biological sciences; 4 credits

*251fs Animal Behavior

(Speaking-intensive course) Examines the development, causal mechanisms, evolutionary history, and function of the behavior of animals. Topics include sensory capacities, predator evasion, reproduction, parental care, social behavior, and learning.

*Meets Social Sciences III-A requirement
K. Hollis*

Prereq. a 100-level course in psychology; 4 credits

*252f Bon Appetit! Food, Appetite, and Culture

Food is energy, an occasion for intimacy, and often a cause of aggression and pathology. The provenance of food preferences in humans and other species is considered from the perspectives of anthropology, biology, neuroscience, and psychology. Specific topics

