

# Psychology

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

## Contact Persons

Janet Crosby, *senior administrative assistant*  
Patricia Ramsey, *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  
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 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 administrative assistant.

*K. Hollis*

*Prereq. Seniors need to get permission from the instructor.; 4 credits*

## 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

#### 100s 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*

*E. Graham*

*4 credits*

#### 101f 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 understand what scientists have discovered about mind, brain, and behavior.

*Meets Social Sciences III-A requirement*

### 110f Introductory Seminar in Psychology

*Fall 2011*

#### 110f(1) 100 Marathons

(First-year seminar; speaking-intensive course) Why do some people push themselves further than what seems humanly possible, while others stop short? Why is something just a hobby for one person, and a complete identity or life's work for another? In this course, we will explore people who run 100 marathons, both literally and metaphorically, including athletes, business leaders, and educational reformers. We will examine case studies of incredible stamina, persistence, and leadership, using a variety of analytic perspectives, including psychological, spiritual, contextual, and physical.

*Meets Social Sciences III-A requirement*

*B. Packard*

*4 credits*

#### 110f(2) Bright, Shiny People. *The Technology of Human Enhancement*

(First-year seminar) Is intellectual and physical performance enhanced by neuroactive chemicals? Will reproductive technology obviate the necessity of the biological womb? What is the limit of life extension? Of interest is the application of technology to human enhancement. The course departs from a survey of current attempts to restore human function, and moves to a consideration of the imagined futures of nanotechnology, biotechnology, information technology, and cognitive science. A context for enhancement is found in modern fiction (e.g., Shelley's *Frankenstein*) and culture (e.g., the eugenics movement), and postmodern philosophy (e.g., transhumanism) and literature (e.g., cyberpunk).

*Meets Social Sciences III-A requirement*

*W. Millard*

*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*

*G. Hornstein, 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*

*K. Binder, C. Morrow*

*Prereq. a 100-level course in psychology; Students should sign up for the lecture course and one lab section; 4 credits*

### **208f What Is Memory?**

(Speaking-intensive course; Same as Gender Studies 212f (1)) Memory has a wide range of meanings and applications in many different contexts. What, for example, is the difference between artificial intelligence and human memory? How are national identities constructed around the commemoration of great events? What is the importance of memory in relation to concepts like justice and progress? How do rituals and performances work to determine gender and other identities? How can we understand the differences in episodic, implicit, long-term, short-term, or working memory? For individuals and societies, what are the implications of the absence of memory? We examine psychological, social, political, and cultural approaches to understanding memory.

*Meets Social Sciences III-A requirement*

*A. Douglas*

*Prereq. Prereq sophomore or junior; first years with permission of the instructor; Gateway course for the thematic minor on Memory.; 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*

### **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*

*P. Ramsey*

*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*

*P. Ramsey*

*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.

### 210s 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*

*J. Salvatore*

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

### \*211f Psychology of Women

(Speaking-intensive course; Same as Gender Studies 212f-01) A multicultural feminist analysis of women's lives around the world. Emphasizing the diversity of women's experience across ethnicity, social class, and sexuality, this course examines existing psychological theory and research on women. In the fall, the course will have a strong international emphasis.

*Meets Social Sciences III-A requirement*

*F. Deutsch*

*Prereq. 100 level course in psychology; 4 credits*

### 212f Individuals and Organizations

(See Complex Organizations 212)

*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*

*The department*

*Prereq. Soph, jr, sr; 4 credits*

### \*216f Social Psychology of Organizations

This course is a study of how organizations can be understood from a psychological viewpoint. We will examine psychological aspects of organizations at several levels of analysis, including a "micro" analysis of individual and group dynamics, a mid-level analysis of power and organizational culture, and a "macro" analysis of organizations as wholes. Topics will include organizational theory, group and intergroup theory and dynamics, team building, systems theory, leadership, multicultural organizational development, organizational effectiveness, and organizational change.

*Meets Social Sciences III-A requirement*

*Prereq. 100 level psychology course; 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(04)) 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 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. Courses in philosophy (264, Philosophy of Mind) and in sociology (231, Criminology) are also recommended.

### 220f Theories of Personality

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*

### 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. Jr. sr., Psych 200, 201; one course in the personality/abnormal area preferred, and permission of instructor; 4 credits*

## 329f Seminar in Personality and Abnormal Psychology

*Fall 2011*

### 329f(1) *Psychology of Trauma*

(Same as Gender Studies 333f(01)) 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; Psychology 200; jr or sr. A course in abnormal psychology preferred.; 4 credits*

329f(2) *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*

## 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. A course in biological sciences (200, Introduction to Biology II: How Organisms Develop) is 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, E. Graham*

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

### 233fs Educational Psychology

(Community-Based Learning course; Same as Education 233) 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. Requires a prepracticum in a community-based setting.

*Meets Social Sciences III-A requirement*

*The department, B. Packard*

*Prereq. soph, jr or sr; Prepracticum required; 4 credits*

### **234s Differences in Learning**

(See Education 234)

*Meets Social Sciences III-A requirement*

*The department*

*Prereq. A 100 level course in psychology, 230 or 236, and 233; 4 credits*

### **236f 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*

*E. Graham*

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

### **330fs Lab in Developmental Psychology**

*Fall 2011*

*330f(1) Factors Affecting the “Math Path” of Young Women*

(Same as Gender Studies 333f (07)) This course is a study of research methods in educational settings, focusing on observational, survey, and interview techniques and using as a context adolescent girls’ educational experiences in mathematics. Students will be working directly with the SummerMath database, which spans more than 25 years. Students will develop skills in formulating research questions, designing research, and finding appropriate methods (both qualitative and quantitative) by which to analyze the data. Each student will complete a major research project.

*Meets Social Sciences III-A requirement*

*C. Morrow*

*Prereq. Psychology 200, 201 and permission of*

*instructor; Students should submit a statement of interest by email to the professor during advising week. This course can be counted in area C (Developmental and Educational Psychology) OR D (Perception and Cognition) of the curriculum.; 4 credits*

*330f(2) Personality, Health, and Well-Being in Midlife*

Recent research suggests that midlife is a unique phase and is distinct from younger and older adulthood. This course will cover the latest theory and research on midlife development, examining the psychological, biomedical and social aspects within the context of the adult lifespan. Students will conduct two research projects during the semester examining midlife using different methodologies, and give presentations on selected articles and lead in-class discussions. By the end of this course students will have developed their skills in writing coherent literature reviews, gain confidence using analytical methods (SPSS), and learn to write a high-quality research report.

*Meets Social Sciences III-A requirement*

*E. Graham*

*Prereq. Psychology 200, 201; and 230 or 236; 4 credits*

*Spring 2012*

*330s(1) Psychological Perspectives on Adoption* Adoption has become a common way to create families in the United States and many other countries. The experience of adoptees, birth parents, and adoptive families raise many questions about family relationships, identities, and community membership. In this course we will look how adoption has been studied, with a particular focus on the experiences of adoptees and their adoptive parents. Students will develop research questions, consider different methods and related ethical issues, and analyze survey and interview data.

*Meets Social Sciences III-A requirement*

*P. Ramsey*

*Prereq. Psychology 200; 201; and 230 or 236.; 4 credits*

### *330s(2) 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*

### **331fs 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  
P. Ramsey, M. Seiler*

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

### **339f Seminar in Developmental Psychology: Adult Development and Aging**

This course will focus on the developmental changes that occur after adolescence. Specifically we will discuss emotional, cognitive and psychosocial changes across the adult lifespan, including middle age and older adulthood. Critical study of the theories and methods in the field will be addressed, and we will evaluate what it means to age success-

fully or unsuccessfully from various psychological perspectives.

*Meets Social Sciences III-A requirement  
E. Graham*

*Prereq. Psychology 200, 201, and 230 or 236; 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) 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  
M. Breen*

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

### **241fs 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*

*M. Breen, K. Binder*

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

### **245f Psychology of Music**

(Same as Music 245) Every culture in the world has some form of music, but why did music evolve, and what function does it serve? In this course, we will explore the cognitive and neural processes that underlie music perception and production to ask the following questions: Does music have universal features that cross cultures? How does music convey emotion? What do infants know about music? Is music specifically human? And finally, what are the parallels between music and language? Through these questions, we hope to discover something about the origin of music and what makes it such an integral part of our daily lives.

*Meets Social Sciences III-A requirement*

*M. Breen*

*Prereq. a 100 level course in Psychology or permission of instructor. Formal music training is not required for the course; 4 credits*

### **340fs Laboratory in Perception and Cognition**

*Fall 2011*

#### *340f(1) 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.; 3 hours per week as a literacy tutor in Springfield is required.; 4 credits*

*Spring 2012*

#### *340s(1) Speech*

This course presents an overview of laboratory methods in cognitive psychology: 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 carry out a research project in which they record and analyze speech to explore questions about how meaning is expressed through spoken language.

*Meets Social Sciences III-A requirement*

*M. Breen*

*Prereq. Psychology 200, 201 and 241; 4 credits*

### **349f Seminar in Perception and Cognition: Language and Thought**

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.

*Meets Social Sciences III-A requirement*

*M. Breen*

*Prereq. Psychology 200, 201, and 241.; 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 bio-

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

**250f Introduction to the Biological Bases of Behavior**

(Same as Neuroscience and Behavior 250)  
 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, 4 credits in biological sciences, and instructor permission; 4 credits*

**251f 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 include the sensory properties of food, attitudes toward food, the psychology of ingestion, and the neuroscience of feeding.  
*Meets Social Sciences III-A requirement*  
*W. Millard*  
*Prereq. a 100-level course in psychology; 4 credits*

**350s Laboratory in Behavioral Neuroscience**

This laboratory provides intensive study and discussion of specific topics in behavioral neuroscience, including psychopharmacology, neuroanatomy, electronics, and surgery.

Examination of methods and experimentation in the laboratory.

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

*Prereq. Psychology 200, 201, and one of the following: Psychology 250 or Biological Sciences 333; Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.; 4 credits*

**359s Seminar: Biological Bases of Behavior: Of Madness and Molecules: Seminar in Neuropsychopharmacology**

Charpentier, a French scientist of the 1940s, unwittingly discovered a chemical that was to alter dramatically our understanding of madness. The chemical, chlorpromazine, has been widely used for the treatment of psychosis. Of interest is neuropsychopharmacology—the science and the technology. The principles of pharmacology are discussed and precede the examination of applications of the technology to psychopathology (for example, schizophrenia, depression, anxiety, and violent behavior).  
*Meets Social Sciences III-A requirement*  
*W. Millard*  
*Prereq. Psychology 250 or Biological Sciences 333 and permission of instructor. Preference given to junior and senior psychology and neuroscience and behavior majors; 4 credits*