Psychology

The major and minor in psychology are administered by the Department of Psychology and Education: Professors Binder (chair), Deutsch, Hollis, Hornstein, Millard, Packard (on leave Spring 2016); Associate Professor Douglas; Assistant Professors Breen (on leave Fall 2015), Haydon (on leave 2015-2016); Visiting Assistant Professor Schwartz; Visiting Lecturers Davis, DiBianca Fasoli, Dickens, and Grillo.

Overview

In Psychology and Education we offer a wide array of courses in the following areas:

General Psychology

Social Psychology

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

Personality and Abnormal Psychology

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

Developmental and Educational Psychology

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

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

Perception and Cognition

The courses in this area are concerned with how we acquire, use, and recollect information. Major topics include visual and auditory perception, learning and memory, and how individuals understand language. Students concentrating their study in this area, especially those with an interest in cognitive neuroscience, are urged to take additional courses in neuroscience and behavior and developmental psychology. Courses in philosophy (210, Logical Thought) and computer science (101, Problem Solving and Object-Oriented Programming) are recommended for those students with interests in cognitive science and artificial intelligence.

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.

Contact Info

Janet Crosby, senior administrative assistant
Katherine Binder, chair

Requirements for the Major

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

Credits

- A minimum of 32 credits

Courses

- One course 100-level course in psychology
- 200, Research Methods in Psychology,
- And 201, Statistics
- At the 200 level, all majors must take 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.
- At the 300 level, all majors must take three courses:
  1) At least one of these must be a laboratory course. Current laboratory courses are:
     - Psychology 310, Laboratory in Social Psychology
     - 323, Laboratory in Qualitative Research
     - 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
  2) The remaining two 300-level courses can be fulfilled by any combination of the following: additional laboratory courses; lecture, seminar, practicum courses; or independent study at the 300 level.

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.
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

PSYCH-100  Introduction to Psychology
Fall and Spring
How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.
Applies to requirement(s): Social Sciences
A. DiBianca Fasoli
Credits: 4

PSYCH-200  Research Methods in Psychology
Fall and Spring
This course provides an introduction to the skills necessary for becoming good producers and consumers of psychological research. Students learn to develop research questions, survey related literature, design rigorous and ethically sound studies, and collect, analyze, and interpret quantitative and qualitative data. Students build on their computer skills relevant for psychological research and learn to read and critique original empirical journal articles. The course culminates in an original, collaborative research project, a final paper, and an oral presentation.
Applies to requirement(s): Social Sciences
K. Binder
Prereq: A 100-level course in Psychology or Neuroscience 100.; Coreq: PSYCH-200L.
Advisory: Students must take statistics (Psychology 201) before enrolling in this course.
Credits: 4

PSYCH-201  Statistics
Fall and Spring
Statistical procedures are powerful tools for analyzing and interpreting findings and are necessary for accurate reading and understanding of research findings. This course provides an introduction to the most frequently encountered techniques for describing data and making inferences in psychological research. A variety of computer applications are used.
Applies to requirement(s): Meets No Distribution Requirement
J. Schwartzter

PSYCH-295  Independent Study
Fall and Spring
The department
Instructor permission required.
Credits: 1-4
Course can be repeated for credit.

PSYCH-297  Directed Research
Fall and Spring
Under the mentorship of department faculty, students engage in the collection and/or analysis of data pertaining to identified projects underway in faculty-sponsored lab settings. Students meet as a group with faculty during regularly scheduled times for additional training, establishing routines and guidelines and discussion of findings.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Prereq: Psychology 100, Psychology 110, or Neuroscience 100.
Credits: 2-4
Course can be repeated for credit.

PSYCH-395  Independent Study
Fall and Spring
The department
Instructor permission required.
Credits: 1-8
Course can be repeated for credit.

PSYCH-397  Directed Research
Fall and Spring
Under the mentorship of individual department faculty, students engage in the collection and/or analysis of data pertaining to identified projects underway in faculty-sponsored lab settings. Students meet as a group with faculty during regularly scheduled times for additional training, establishing routines and guidelines and discussion of findings.
Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.
Prereq: Psychology 200 and Psychology 201.
Credits: 2-4
Course can be repeated for credit.

PSYCH-411  Seminar in Psychological Research
Fall
This seminar is for students who are completing an honors thesis. The primary purpose of this course is to provide students with constructive support during all stages of their research. In particular, this class will assist students with organizing the various components of their thesis work and help them meet departmental thesis deadlines.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive; Writing-Intensive
The department
Notes: Only graduate students and students doing an honors thesis are permitted to register.
Credits: 1
Grading: Standard Graduate-Level Grading.
Psychology: Psychology 3

PSYCH-412 Seminar in Psychological Research
Spring
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.
Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Speaking-Intensive; Writing-Intensive
The department
Notes: Only graduate students and students doing an honors thesis are permitted to register.
Credits: 1
Course can be repeated for credit.

PSYCH-430 Thesis
Fall and Spring
Writing the thesis - graduate level only.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is offered for graduate students only.
Instructor permission required.
Credits: 1-8
Course can be repeated for credit.
Grading: Standard Graduate-Level Grading.

PSYCH-495 Independent Study
Fall and Spring
The department
Instructor permission required.
Credits: 1-8
Course can be repeated for credit.
Grading: Standard Graduate-Level Grading.

Social Psychology

PSYCH-210 Social Psychology
Fall
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.
Applies to requirement(s): Social Sciences
L. Dickens
Prereq: A 100 level psychology course.
Credits: 4

PSYCH-211 Psychology of Women

PSYCH-211WO Psychology of Women: 'Women, Work and Family'
Spring
This course explores the experience of working mothers in America. What are the political, economic, social and psychological factors that shape the experiences of women who work and raise children? How does the American woman's experience vary across race, class and educational level, and how does it compare to the experiences of women in other cultures? How have the roles of mother and worker or 'career woman' changed over time? How have they remained the same? What type of support do women need to balance these roles? We will explore these questions using research in social psychology, theoretical texts, fiction, our own lived experience, and inquiry into the experiences of others.
Crosslisted as: Gender Studies 212FM
Applies to requirement(s): Social Sciences

PSYCH-212 Individuals and Organizations
Fall
This course focuses on individual and small-group behavior in the organizational setting. The basic objective is to increase knowledge and understanding of human behavior in organizations - especially each individual's own behavior. Three types of knowledge are stressed: (1) intellectual information regarding human behavior in an organizational context; (2) understanding of oneself as a person and as a leader; and (3) behavioral skills in dealing with people.
Crosslisted as: Complex Organizations 212
Applies to requirement(s): Social Sciences
D. Butterfield
Restrictions: Course limited to sophomores, juniors and seniors
Credits: 4

PSYCH-215 Racism and Inequality in Schools and Society
Fall and Spring
What is race? Who decides? Are we a 'postracial' society? This course focuses on historical, social, psychological, and legal underpinnings of the social construction of race and examines how perspectives on race have influenced the lives of students and teachers in schools. Class sessions compare the old vs. 'new' racism, contrast the workings of white privilege with calls for white responsibility, explore perspectives on the 'achievement' and 'opportunity' gaps, and examine how antiracist pedagogies can address inequities in education at the curricular, interpersonal, and institutional levels. Essays, response papers, field experiences, and a digital media project are required.
Crosslisted as: Education 205
Applies to requirement(s): Social Sciences; Multicultural Perspectives
J. Daigle-Matos
Restrictions: Course limited to sophomores, juniors and seniors
Notes: Prepracticum required
Credits: 4

PSYCH-310 Laboratory: Research Methods in Social Psychology
Fall and Spring
This course is conducted as a hands-on research workshop. Students will work collaboratively on one major social psychological research project during the semester. The projects typically focus on work/family issues, but other topics are possible. The methodology used depends on the project and could employ quantitative and/or qualitative methods. The course work follows the typical sequence required for research: reviewing the relevant literature, designing the method, analyzing data, and writing and presenting a final research report.
Applies to requirement(s): Social Sciences
F. Deutsch
Instructor permission required.
Prereq: Psychology 200 and permission of instructor. Students must email Prof. Deutsch during advising week to explain why they want to take the course.
Advisory: Psychology 200 and permission of instructor. Students must email Prof. Deutsch during advising week to explain why they want to take the course.
Credits: 4
Course can be repeated for credit.

PSYCH-310SP Laboratory in Social Psychology
Spring
This course is conducted as a hands-on research workshop. Students will work collaboratively on one major social psychological research project during the semester. The projects typically focus on work/family issues, but other topics are possible. The methodology used depends on the project and could employ...
quantitative and/or qualitative methods. The course work follows the typical sequence required for research: reviewing the relevant literature, designing the method, analyzing data, and writing and presenting a final research report.

Applies to requirement(s): Social Sciences
The department
Instructor permission required.
Prereq: Psychology 200 and permission.
Credits: 4

PSYCH-319 Seminar in Social Psychology
Instructor permission required.

Personality and Abnormal Psychology

PSYCH-220 Theories of Personality
Fall
How do individuals differ and how are they the same? What factors shape the development of our personalities? This course will introduce students to some of the major psychological theories of and approaches to understanding personality. We will critically examine theory and research on traits, genetics, neuroscience, self and identity, intrapsychic perspectives, regulation and motivation, and cognition, integrating these views into a more complete understanding of personality.

Applies to requirement(s): Social Sciences
W. Davis
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: Psychology 100 or 110.
Credits: 4

PSYCH-222 Abnormal Psychology: Clinical Perspectives
Spring
This survey course on abnormal psychology focuses on understanding diagnoses included in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition and their implications for the understanding and treatment of psychological disorders. Throughout the course we will question the concept of abnormality and examine its positive and negative effects in the amelioration of human suffering.

Applies to requirement(s): Social Sciences
The department
Prereq: 100-level course in Psychology.
Credits: 4

PSYCH-225 Psychoanalytic Theory
Not Scheduled for This Year
An introduction to the contested terrain of psychoanalytic theory, which has so hugely influenced twentieth-century thought. Reading widely across Freud's work and that of his colleagues, we will situate key ideas--repression, desire, masochism, neurosis, sublimation, feminine/masculine personality, etc.--within a range of interpretive frameworks. Intensive class discussions, oral presentations, and small group projects will allow students to analyze the varied implications of psychoanalytic theory for contemporary thinking about individuals and society.

Crosslisted as: Critical Social Thought 251
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive
G. Hornstein
Restrictions: Course limited to sophomores, juniors and seniors
Prereq: 4 credits in Psychology or Critical Social Thought.
Credits: 4

PSYCH-323 Lab: Qualitative Methods
Spring
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.

Applies to requirement(s): Social Sciences
G. Hornstein
Instructor permission required.
Prereq: Psychology 200.
Credits: 4

PSYCH-326 Laboratory in Personality and Abnormal Psychology

PSYCH-326MH Laboratory in Personality and Abnormal Psychology: 'Mental Health Outcomes Research'
Not Scheduled for This Year
This course examines health data and outcomes. The course will focus on quantitative analysis of health (mental and physical) indicators and outcomes. As part of the class, students will be introduced to concepts and techniques of clinical interviewing and clinical case studies. Students will interact with researchers and practitioners from the community. The course will also emphasize research, clinical, and professional ethics. Students will be exposed to different clinical instrumentation, the role of data in clinical interventions, in assessments, and in research on treatment effectiveness.

Applies to requirement(s): Social Sciences
Other Attribute(s): Community-Based Learning; Topics Course
A. Douglas
Restrictions: This course is open to Juniors and Seniors.
Prereq: Psychology 200 and 201, and one course in abnormal psychology.
Advisory: Psych 200, 201, and one course in abnormal psychology
Credits: 4

PSYCH-329 Seminar in Personality and Abnormal Psychology

PSYCH-329PS Seminar in Personality and Abnormal Psychology: 'Positive Psychology'

PSYCH-339PS Seminar in Personality and Abnormal Psychology: 'Positive Psychology'
Fall
This course examines the emerging field of Positive Psychology which uses science to understand and enhance positive aspects of the human experience (i.e., "the good life"). Positive Psychology stands in contrast to more traditional psychological approaches that focus on pathology. We will critically examine theory and research in Positive Psychology, including strengths and virtues, meaning in life, positive coping, authenticity, happiness, gratitude, flow, religion/spirituality, and optimism. We will also explore applications and interventions informed by positive psychology in domains personally relevant to students' lives such as school, work, and close relationships.

Applies to requirement(s): Social Sciences
W. Davis
Restrictions: This course is open to Juniors and Seniors.
Prereq: 100 level psychology course; Psychology 200; a course in personality, abnormal, or social preferred.
Credits: 4
PSYCH-329PT Seminar in Personality and Abnormal Psychology: 'Psychology of Trauma'
Fall
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."
Crosslisted as: Gender Studies 333DP
Applies to requirement(s): Social Sciences
A. Douglas
Restrictions: This course is open to Juniors and Seniors.
Prereq: 100-level Psychology course and Psychology 200.
Advisory: A course in abnormal psychology preferred.
Credits: 4

Developmental and Educational Psychology

PSYCH-230 Developmental Psychology
Fall and Spring
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.
Applies to requirement(s): Social Sciences
A. DiBianca Fasoli, A. Grillo
Prereq: A 100 level psychology course.
Credits: 4

PSYCH-233 Educational Psychology
Fall and Spring
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 practicum in a community-based setting.
Crosslisted as: Education 233
Applies to requirement(s): Social Sciences
Other Attribute(s): Community-Based Learning
A. Grillo
Restrictions: Course limited to sophomores, juniors and seniors
Notes: Prepracticum required. Many of the available placements for this course are in after-school settings (one afternoon per week)
Credits: 4

PSYCH-330 Lab in Developmental Psychology

PSYCH-330AC Lab in Developmental Psychology: 'Academic Identity Development'
Fall
In this lab course, students will focus on the development of academic identity and self-efficacy in college students. In particular, students will learn more about how students make sense of and integrate feedback on their academic progress by engaging in an action research project involving the practice of academic peer coaching. In addition, students will learn about interviewing methods and program assessment. Central to our discussions and analyses will be issues of race, class, gender, and age. Students interested in education, mentoring, or nonprofits will especially benefit.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive; Writing-Intensive; Topics Course
M. Babineau, B. Packard
Prereq: Psychology 200 and 201.
Credits: 4

PSYCH-331 Lab in Early Social and Personality Development
Fall and Spring
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.
Applies to requirement(s): Social Sciences
A. Grillo, J. Jacoby
Prereq: Psychology 200, 201 and 230;
Notes: 2 labs (3 hours each) required at Gorse Children's Center at Stonybrook
Credits: 4

PSYCH-339 Seminar in Developmental Psychology

PSYCH-339CD Seminar in Developmental Psychology: 'Culture and Child Development'
Fall
In this course we will examine the cultural contexts and processes of child development. To that end, our course will be organized by several core questions: How does our biological heritage prepare us to learn from others and to use cultural artifacts? What is childhood like among people's across the world? What are the routine child-rearing practices, child activities, and children's relationships? How are the sequences and endpoints of development culturally shaped, for example, in domains such as emotions, self, morality, memory, and reasoning? Our central goal will be to understand how children develop in and through their participation in cultural communities.
Applies to requirement(s): Social Sciences
A. DiBianca Fasoli
Restrictions: This course is open to Juniors and Seniors.
Prereq: Psychology 100 and Psychology 230 or 233.
Credits: 4

PSYCH-339LG Seminar in Developmental Psychology: 'Language and Literacy Development in Early Childhood'
Fall
This course explores how home and school learning environments influence the development of language and literacy skills of children ages 3-8. It examines situations in which families and schools, although utilizing different languages, dialects, and ways of communicating, can work together to enhance children's language learning. Particular attention is given to children's development of academic language -- the written and spoken language needed to understand and create texts required for success in school.
Applies to requirement(s): Social Sciences
J. Jacoby
Prereq: Take Psychology 230, Psychology 233, or Psychology 241.
Advisory: Prior coursework in developmental psychology, educational psychology, or cognitive psychology required.
Credits: 4
Perception and Cognition

PSYCH-241  Cognitive Psychology
Spring
Cognition encompasses a range of phenomena that define our mental lives. This course considers empirical investigations and theoretical accounts of cognitive issues, including learning and memory, creativity and problem solving, decision making, attention, consciousness, and language.
Applies to requirement(s): Social Sciences
The department
Prereq: A 100-level course in psychology.
Credits: 4

PSYCH-244  Social Cognition
Fall
Social cognition is the study of how we make sense of other people and ourselves—how we think about people, and how we think we think about people. This course will look at the major historic and contemporary themes in social cognition, drawing mainly from the field of social psychology, but also from cognitive psychology and other areas. We will cover topics including attitudes, person perception, stereotypes, memory, and emotion.
Applies to requirement(s): Social Sciences
L. Dickens
Prereq: A 100-level course in psychology.
Notes: This course can count in either the social or cognitive area.
Credits: 4

PSYCH-340  Laboratory in Perception and Cognition

PSYCH-340CL  Laboratory in Perception and Cognition: 'Cognition and Literacy'
Not Scheduled for This Year
Adult illiteracy in the U.S. presents an ever-growing challenge. To understand this problem, we will learn various theories of reading. However, since many models of reading are based on data gathered from children, we will also examine how the cognitive abilities of adults are different from those of children. A large component of this class concerns learning the lab techniques associated with assessing reading abilities. In addition, since this is a community-based learning course, each student will become a tutor for an adult enrolled in an area literacy program.
Applies to requirement(s): Social Sciences
Other Attribute(s): Community-Based Learning; Topics Course
K. Binder
Prereq: A 100-level course in Psychology, Psychology 201, Psychology 200 and permission of instructor.
Advisory: Students must email Professor Binder during advising week.
Notes: 3 hours per week as a literacy tutor in Springfield is required.
Credits: 4

PSYCH-340EL  Laboratory in Perception and Cognition: 'Human Electrophysiology'
Spring
This course surveys the theory and practice of using recordings of electrical activity of the brain to study aspects of human cognition. Lectures will describe how event-related brain potentials (ERPs) have been used to address issues related to language, memory, attention, and perception, and students will gain experience critically reading and evaluating research reports in this area. Students will also learn how to collect, process, statistically analyze, and interpret ERP data through the completion of group research projects.
Applies to requirement(s): Social Sciences
M. Breen
Instructor permission required.

PSYCH-349  Seminar in Perception and Cognition

PSYCH-349CP  Seminar in Perception and Cognition: 'Cognitive Psychology'
Fall
This seminar will introduce students to the major topics of cognitive psychology, such as attention, perception, memory, and thinking. Weekly assignments will include readings from the primary literature, class presentations, and discussions.
Applies to requirement(s): Social Sciences
K. Binder
Prereq: Psychology 200 and 201.
Credits: 4

Biological Bases of Behavior

PSYCH-251  Animal Behavior
Spring
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.
Applies to requirement(s): Social Sciences
Other Attribute(s): Speaking-Intensive
J. Schwartzer
Instructor permission required.
Prereq: Psychology 200 and either Neuroscience 100 or Psychology 250.
Notes: Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.
Credits: 4

PSYCH-350  Laboratory in Behavioral Neuroscience
Fall
This intensive laboratory course will train students to use the technical methods and tools commonly used in behavioral neuroscience research. Skills covered will include animal care and handling, use of behavioral assays, pharmacology, and neurosurgical procedures. Students will engage in weekly exercises and hands-on experiments to study the link between brain function and behavioral responses. These preclinical tools will be used to test research questions related to learning and memory, social-emotional responses, and drug-seeking behaviors. After completion of this course, students will have a deeper understanding of the design and implementation of behavioral neuroscience research.
Applies to requirement(s): Social Sciences
Other Attribute(s): Writing-Intensive
J. Schwartzer
Instructor permission required.
Prereq: Psychology 200 and either Neuroscience 100 or Psychology 250.
Notes: Interested students must meet with the instructor before or during the advising week to obtain additional information about the course.
Credits: 4

PSYCH-359CN  Seminar: Biological Bases of Behavior: 'Clinical Neuroscience'
Spring
Explore how psychology, neuroscience, and medicine come together to study the etiology and treatment of neuropsychiatric disorders. Students will examine the behavioral features and neurobiology behind various clinical disorders such as Autism, ADHD, Substance Use Disorders, Mood Disorders, Schizophrenia, Anxiety, and Neurodegenerative Diseases. The course will rely on primary...
research to identify how changes in physiology and biology might manifest in the behaviors that define psychopathology. Students will gain a deeper understanding of clinical and preclinical techniques used to study these disorders while bridging their knowledge of molecular, cellular, and systems neuroscience research.

*Applies to requirement(s): Social Sciences*

*Other Attribute(s): Speaking-Intensive; Topics Course*

J. Schwartzer

*Prereq: Psychology 200; Psychology 250 or Neuroscience 100.*

*Credits: 4*

**PSYCH-359PH Seminar: Biological Bases of Behavior: 'Of Madness and Molecules: Seminar in Neuropsychopharmacology'**

*Fall*

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).

*Applies to requirement(s): Social Sciences*

W. Millard

*Prereq: Neuroscience 100 or Psychology 100 and Psychology 201 or Statistics 240.*

*Credits: 4*

**See Also**

- Psychology & Education