

# PSYCHOLOGY

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## Department Website:

<https://www.haverford.edu/psychology>

The aim of the Psychology Department is to provide students with an understanding of human behavior that will support their ability to add to scientific knowledge, to help others, and to participate as informed members of our society. One path to this goal involves mastery of the theoretical concepts psychologists use in describing and understanding behavior; the other involves competence in the use of the scientific methodologies employed in the study of behavior. We emphasize the importance of both concepts and methods across diverse topic areas within psychology, including biological, cognitive, social, personality, and culture.

## Learning Goals

The Haverford psychology program aims to instill in our students an excitement for learning about the mind and behavior and to develop skills for making original contributions in basic research or application of psychological knowledge. Our curriculum emphasizes a hands-on and inclusive approach that builds students' ability to do the following:

- Articulate and evaluate foundational theories and concepts from the major subfields of psychology;
- Conduct primary research with methodological rigor, using sophisticated technologies and analytic approaches to generate new knowledge;
- Think critically about ideas and findings, developing healthy skepticism, tolerance of ambiguity, and consideration of alternative explanations;
- Value and engage with diverse socio-cultural contexts, perspectives, and contributions;
- Embody ethical scientific practice and community engagement;
- Communicate psychological findings and principles effectively through multiple modes (oral, written, and visual), in styles appropriate for both scientific and nonscientific audiences;
- Apply psychological research to broader societal domains, such as mental and physical health, social work, education, law, policy, and industry.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

## Major Requirements

The psychology major contains a breadth requirement, a general research requirement, a

discipline-specific research requirement, and a senior project, as described below:

### Breadth Requirement

- One semester of introductory psychology: PSYC H100 (Foundations of Psychology).
- PSYC H200 (Experimental Methods and Statistics), or Bryn Mawr PSYC B205.
- Six additional psychology courses beyond the introductory level, with at least one taken from each of the following groups:
  - social and personality psychology
  - biological psychology
  - cognition.
 One of these courses must be a full-credit 300-level course (i.e., a seminar).
- See the Psychology Student Guidebook on the departmental website for details on which classes fulfill each of these groups.
- One half-credit laboratory course [vs. two] for psychology majors in the graduating classes of 2021 and 2022.
- One of the following senior thesis options:
  - two semesters of empirical senior research or
  - a one semester non-empirical senior thesis and an additional psychology course beyond the introductory level.

We typically accept equivalent courses within the Tri-Co, with permission of the department, to fulfill major requirements. However, not all courses in other departments fit into the above designated areas. See the Psychology Student Guidebook for more information. As a general rule, no more than two courses taken outside of the Tri-Co may count toward the psychology major. This includes courses taken for a study abroad program. All courses taken outside of the Tri-Co for major credit must be submitted to the department for approval.

### Research Requirement

The research requirement of the major trains students to think scientifically about psychological questions and to understand empirical approaches to the discipline. In addition, students obtain hands-on training in conducting behavioral research and answering original research questions.

#### *General Research Training*

Students take one semester of Experimental Methods and Statistics (PSYC H200). In this lecture and lab course, students will learn the principles of statistics and research design. In lab sessions, students put the statistical techniques that they learn during lectures into practice by designing and conducting several different kinds of data collection and analyses. This course is equivalent to PSYC B205

at Bryn Mawr; either PSYC H200 or PSYC B205 will be offered in each semester. Either of these courses is a prerequisite for the following lab course requirement.

### *Discipline-Specific Research Training*

- **Lab courses:** One half-credit 300-level lab course for psychology majors in the graduating classes of 2021 and 2022. These courses must be taken in the Haverford Psychology Department and typically have PSYC H200 as a prerequisite.
- **Senior Research:** By the time psychology majors reach the senior year, they are well prepared to carry out their senior research requirement. If students choose the year-long original empirical project, they will be involved in all phases of the research process; from formulating the questions, designing the study, collecting and analyzing data, and presenting the research both orally and in writing. If students choose the one-semester non-empirical thesis, they will conduct an in-depth literature review of a given topic along with their own original synthesis and analysis of the issues.

## **Senior Project**

The senior thesis experience is the capstone of the psychology major. In a typical thesis project, each student works closely with a faculty advisor and a small group of fellow seniors to carry out an original research study. A detailed description of this process is set out in the annual departmental Guide to the Psychology Senior Thesis Experience (available as PDF download or from the department chair).

In the course of this project, students apply skills and knowledge that they acquired during previous coursework in the psychology major. Thesis students do not merely learn about research that has already been done in psychology. Rather, they collect new data to address questions of interest. In this way, the thesis embodies the highest level of scholarship, in which students strive to contribute original knowledge to the field.

The thesis project is typically carried out over two semesters. In the first semester, students work to identify a conceptual question of interest, read and integrate background literature on that topic, and formulate a novel research plan. In the second semester, students carry out their proposed studies by collecting data, statistically analyzing the results of the study, and interpreting how the results relate to the study's original hypothesis. Both semesters involve intensive writing, with detailed feedback from the faculty advisor.

An alternative option is a one-semester, non-empirical project that may be appropriate in some circumstances. In the one-semester project, a

student conducts an in-depth literature review of a given topic along with their own original synthesis and analysis of the issues, and submits a paper that relates this work.

### **Senior Project Learning Goals**

The senior thesis is envisioned as a capstone experience in which students are required to integrate the content knowledge and skills acquired in the earlier parts of our curriculum to a specific research question of interest. This, in turn, leads to increasingly sophisticated critical thinking skills that vary somewhat between one vs. two semester projects but can be summarized as follows:

For two semester projects, students are to:

- thoroughly review the extant literatures on the chosen topic and integrate those literatures into a cohesive rationale for an empirical project.
- develop and articulate testable hypotheses that are contextualized within the psychological literature using the scientific method of inquiry.
- design and conduct a rigorously conceived empirical study to test the stated hypotheses, using the methods that are normative within that discipline.
- analyze the empirical data that has been collected using the appropriate statistical techniques to test the stated hypotheses, and interpret those analyses with respect to the stated hypotheses.
- describe the results of the study using
  - correct statistical notation and
  - clear, concise, and accessible language.
- interpret the results and discuss how they relate to past research findings and/or theory on the chosen topic.
- identify the strengths and limitations of the current project.
- imagine directions for future research and applications based on the findings of the study conducted.
- work cohesively within a collaborative lab group (if conducting research in a group).
- communicate the study in the form of a written research report that is clear and sophisticated with regards to scholarly writing.
- present the project orally to the department (faculty and peers) clearly and concisely.
- demonstrate mastery of the research topic and ownership of the empirical project.

For one-semester projects, students are to:

- thoroughly review the extant literatures on the chosen topic and integrate those literatures into a cohesive summary of past work.

- develop a novel theoretical framework or original application of the literature.
- communicate their work in the form of a written manuscript that is clear and sophisticated with regards to scholarly writing.
- present the project orally to the department (faculty and peers) clearly and concisely.
- demonstrate mastery of the research topic and ownership of the project.

### Senior Project Assessment

Senior thesis work is assessed via two main components: the strength of the student's paper and their contribution to the thesis project.

- The paper is evaluated on a number of criteria, including the thoroughness of the background literature review, its overall organization, accuracy, style, the student's creative input, their ability to integrate different ideas in a novel and cogent fashion and finally, whether arguments and conclusions are persuasive given the issues at hand. Each student is expected to hand in an individual paper, even if working as part of a thesis group.
- The student's degree of active involvement in the senior thesis experience is also assessed. During the fall semester, we consider the extent to which each student helps shape the study questions, design, and methodology of the project. During the spring, we consider the effort expended in the data collection and analysis phases of the study, and the contribution to project presentations and the final poster. Although the paper is weighted more heavily than the project contribution in arriving at the final course grade, it is possible to write an excellent paper but receive a significantly lower grade due to insufficient involvement with the project.

The primary research advisor and second reader will evaluate work based on the above criteria. Final grades are determined by a consensus process involving all department members, who will discuss each student's performance and compare it with other students, both past and present, in order to arrive at a fair evaluation of your work.

For a two-semester thesis, the following criteria are used grading the first semester paper:

**4.0** work for the first semester indicates a paper that has gone above and beyond a summary of the relevant literature in terms of scope, synthesis and integration. In addition to reflecting a nearly flawless paper that provides a coherent rationale for the study to be undertaken, this grade can also represent exceptional or original independent contributions, or individual effort that has gone

beyond what is normally expected. A grade of 4.0 is not commonly awarded during the first semester.

**3.7** work for the first semester indicates an extremely thorough, coherently organized, and generally well-written summary of the literature that identifies all of the seminal work that has led up to the current study. In addition, this grade reflects that the rationale for the current study is abundantly clear and the procedures to be used are well-described. There may be improvements that can be made to this paper, but there are no major areas of deficiency.

**3.3** work for the first semester reflects a good to very good paper that needs improvement in one or more areas. The literature review may need to be more thorough, or the literature better summarized or integrated. The writing may be choppy or difficult to follow in some areas. There may be conceptual gaps that lead to an incomplete rationale for the study to be undertaken.

**3.0** work for the first semester indicates that although the paper is good, there are several areas in which improvement can be made. For example, the literature review may have been too scant or poorly integrated. That is, the paper may have included summaries of appropriate studies without integrating how those studies support an important point or how they relate to the study that you are undertaking. The literature review may not have been thorough enough or may have relied too heavily on non-primary sources. In general, the reader may have had a difficult time understanding how the literature review culminates in the problem to be addressed in the current study.

### Requirements for Honors

The department awards honors to majors who show exceptionally high attainment in their coursework and demonstrate work in senior research or senior thesis and related research courses that is of superior quality.

### Minor Requirements

The Haverford minor in psychology consists of six credits in psychology including:

- PSYC H100 (Foundations of Psychology), and
- Five additional psychology courses beyond the introductory level, with at least one from two of the following groups:
  - social and personality psychology
  - biological psychology
  - cognition.

See the Guidebook on the departmental website for details on which classes fulfill the requirements for

each of these groups. As a general rule, no more than two courses taken outside of the Tri-Co may count toward the psychology minor. This includes courses taken for a study abroad program. All courses taken outside of the Tri-Co for major credit must be submitted to the department for approval.

## Concentrations and Interdisciplinary Minors

### Minor in Neuroscience

The minor in neuroscience is designed to allow students with any major to pursue interests in behavior and the nervous system across disciplines. The Psychology Department offers courses that contribute to this minor, and many of our majors elect to complete this minor.

### Multidisciplinary Health Studies Minor

The goal of the Multidisciplinary Health Studies Minor is to give greater context to the issues facing health professionals on local, national, and global scales. The structure of this program is intentionally multidisciplinary, bringing scientists together with social science and humanities professors to guide students through the political, cultural and ethical questions that relate to health issues worldwide. The Psychology Department contributes several courses to the Multidisciplinary Health Studies Minor, which is popular with our majors.

### Concentration in Education

The Bryn Mawr-Haverford Education Program invites students to study the discipline of education; explore the interdisciplinary field of educational studies; begin the path of teacher preparation for traditional classrooms; and participate in teaching experiences in a range of classroom and extra-classroom settings. Given its connection to psychology, some of our majors choose to concentrate in the Bryn Mawr-Haverford Education Program.

## Study Abroad

Some psychology majors may opt to study abroad during the fall or spring semester of junior year. Many students are able to complete the psychology major while at Haverford and opt to take courses in other disciplines while studying abroad. However, psychology students may earn up to two major credits while studying abroad, pending approval from the chair of the Psychology Department. Students may consult the Psychology Student Guidebook for a list of study abroad courses that have already been approved for major credit. For courses not on this list, students must provide documentation (e.g., course description, syllabus) to the chair for review in order to gain approval.

## Facilities

A description of laboratories, equipment and other special facilities for this program is available on the departmental website.

## Faculty

### Laura Been

Assistant Professor of Psychology; Coordinator of Neuroscience

### Marilyn Boltz

Professor of Psychology

### Rebecca Compton

Professor and Chair of Psychology

### Mary Ellen Kelly

Visiting Assistant Professor of Psychology

### Benjamin Le

Professor of Psychology

### Ryan Lei

Assistant Professor of Psychology

### Jennifer Lilgendahl

Associate Professor of Psychology

### Thomas Wadden

Visiting Professor of Psychology

### Shu-wen Wang

Associate Professor of Psychology

## Courses

### PSYC H100 FOUNDATIONS OF PSYCHOLOGY (1.0 Credit)

*Rebecca Compton, Ryan Lei*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An introduction to the study of mind and behavior. Topics include biological, cognitive, personality, abnormal, and social psychology, as well as a general consideration of the empirical approach to the study of behavior. This course is a prerequisite for most other 200 and 300 level psychology courses. However, in most cases, this prerequisite may be met with an AP Psychology score of 4 or 5 or IB Psychology credit. Prerequisite(s): Not available to students with AP Psychology (score of 4 or 5) or IB Psychology credit, as noted on transcript. (**Offered:** Spring 2021)

### PSYC H200 RESEARCH METHODS AND STATISTICS (1.0 Credit)

*Benjamin Le, Mary Ellen Kelly*

**Division:** Quantitative; Social Science

**Domain(s):** B: Analysis of the Social World; C: Physical and Natural Processes

A general overview of the experimental method and its use in the psychological study of behavior, coupled with in-depth treatment of statistics as applied to psychology research. Lab exercises focus on designing experiments, collecting data, applying statistical methods (using a data analysis software package), and presenting data through written assignments. 90 minutes of lab per week required in addition to lecture. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent.

**(Offered:** Spring 2021)

### **PSYC H209 ABNORMAL PSYCHOLOGY (1.0 Credit)**

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

A review of major clinical and theoretical literature pertaining to the definition, etiology, and treatment of important forms of psychopathology. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent.

### **PSYC H210 DEVELOPMENTAL PSYCHOLOGY (1.0 Credit)**

*Ryan Lei*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination of human development, surveying the physical, cognitive, social and emotional changes individuals undergo from conception onward. Theoretical and empirical approaches to the growing person will be explored through lectures, readings in the primary research literature, and class discussions. This course is mutually exclusive with PSYCB211 and PSYCB206, meaning students who are interested in this course can take this one, or one of the two alternatives at Bryn Mawr, but not both. Prerequisite(s): PSYC H100 or PSYC B105 or Psychology AP Score 4+ or consent.

**(Offered:** Fall 2020)

### **PSYC H213 MEMORY AND COGNITION (1.0 Credit)**

*Marilyn Boltz*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An interdisciplinary study of ways in which memory and other cognitive processes manifest themselves in everyday life. Topics addressed include memory for faces and geographical locations; advertising; eyewitness testimony; autobiographical memory; metacognition; mood and memory; biological bases of cognition; human factors; decision-making; and cognitive diversity. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score 4 or instructor consent

### **PSYC H215 PERSONALITY PSYCHOLOGY (1.0 Credit)**

*Jennifer Lilgendahl*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination of the fundamental issues and questions addressed by personality psychology, including: What is personality? What are its underlying processes and mechanisms? How does personality develop and change over time? What constitutes a healthy personality? This course will explore these questions by considering evidence from several major approaches to personality (trait, psychodynamic, humanistic, and social-cognitive), and it will encourage students to develop a dynamic understanding of human personality that is situated within biological, social, and cultural contexts. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score 4 or instructor consent

### **PSYC H217 BEHAVIORAL NEUROSCIENCE (1.0 Credit)**

*Laura Been*

**Division:** Natural Science

**Domain(s):** B: Analysis of the Social World; C: Physical and Natural Processes

Interrelations between brain, behavior, and subjective experience. The course introduces students to physiological psychology through consideration of current knowledge about the mechanisms of mind and behavior. Crosslisted: Psychology, Biology Prerequisite(s): Any one of the following or instructor consent: PSYC 100, PSYC B105, BIOL H123, BIOL H124, BIOL H128, BIOL H129, Psychology AP Score 4  
**(Offered:** Spring 2021)

### **PSYC H220 THE PSYCHOLOGY OF TIME (1.0 Credit)**

*Benjamin Le, Jennifer Lilgendahl, Marilyn Boltz*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination of the various ways in which time is experienced and influences psychological behavior. Topics include: the perception of rhythm, tempo, and duration; temporal perspective; societal concepts of time; neural substrates of temporal behavior. Prerequisite(s): PSYC H100 or PSYC B105 or Psychology AP Score 4 or instructor consent

### **PSYC H226 OPEN SCIENCE & INCLUSIVE PSYCHOLOGY (1.0 Credit)**

*Benjamin Le*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World; C: Physical and Natural Processes

Initiatives aimed at enhancing transparency, reproducibility, replicability, accessibility, and

inclusiveness are revolutionizing psychological science. This course examines the precipitating events, developments in best practices, technological and methodological advances, and implications of the “open science” movement in psychology. Crosslisted: no Prerequisite(s): PSYC 100 (or BMC PSYC 105) is required PSYC 200 (or BMC PSYC 205) is suggested

**PSYC H228 FIRST LANGUAGE ACQUISITION (1.0 Credit)**

*Jane Chandlee*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

A seminar course on how humans acquire native language(s). The class surveys acquisition theories and the experimental methodologies that test them. Topics include a range of linguistic areas (phonology, morphology, syntax, semantics), and contexts (monolingual, multilingual, and atypical development). Crosslisted: Linguistics, Psychology Prerequisite(s): Any one of the following: LING 101, 113, 114, 115, or Swarthmore equivalent.

**PSYC H242 CULTURAL PSYCHOLOGY (1.0 Credit)**

*Shu-wen Wang*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination of cultural variation in psychological processes, covering development, personality, social behavior, neuroscience and genetics, and acculturation and multiculturalism. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent

**PSYC H245 HEALTH PSYCHOLOGY (1.0 Credit)**

*Thomas Wadden*

**Division:** Social Science

Explores psychological processes that influence health, from a socio-structural perspective. Topics include: personality and disease, stress and illness, chronic health conditions, health promotion and disease prevention through behavior change, and the importance of lifestyles and social environment. Crosslisted: Psychology, Health Studies Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent (**Offered:** Spring 2021)

**PSYC H260 COGNITIVE NEUROSCIENCE (1.0 Credit)**

*Rebecca Compton*

**Division:** Natural Science

**Domain(s):** C: Physical and Natural Processes

An examination of the neural basis of higher mental functions such as object recognition, attention, memory, spatial functions, language,

and decision-making. Major themes include mind/brain relationships, localization of function, and the plasticity of the brain. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent (**Offered:** Fall 2020)

**PSYC H303 PSYCHOLOGY OF MUSIC (1.0 Credit)**

*Marilyn Boltz*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World; C: Physical and Natural Processes

What functions does music serve and how does it influence behavior? This course examines the evolutionary and biological bases of music as well as its effects upon cognition, social behavior, and our sense of self and identity. Prerequisite(s): PSYC 100, PSYC 200, and at least one additional 200-level course in psychology. (**Offered:** Spring 2021)

**PSYC H305 COMMUNICATING PSYCHOLOGICAL SCIENCE (0.5 Credit)**

*Mary Ellen Kelly*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

The forms of communication in psychological science, including writing funding requests, research proposals, empirical research reports, research reviews, and peer review, are covered. Oral presentation of research will be emphasized, and science journalism and academic blogging will be explored. Prerequisite(s): PSYC 200 and at least one additional 200-level Psychology course. (**Offered:** Fall 2020)

**PSYC H307 EXPLORING THE NEURAL BASIS OF LEARNING AND MEMORY (1.0 Credit)**

*Patrese Robinson-Drummer*

**Division:** Natural Science

This course will survey the neural basis of learning and memory. In exploring how humans 'learn and remember' students will learn how cognitive processes like encoding consolidation, storage and retrieval can be studied with a diversity of neuroscience techniques and approaches. Prerequisite(s): PSYC 217 or equivalent (**Offered:** Spring 2021)

**PSYC H310 LAB IN DEVELOPMENTAL PSYCHOLOGY (0.5 Credit)**

*Ryan Lei*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course will focus on the development of skills necessary for evaluating, implementing, and presenting empirical research in Developmental

Psychology. Students will learn to formulate research questions and collect and analyze data to address these questions. Pre-requisite(s): prior or concurrent enrollment in Psychology 210 (or Bryn Mawr's equivalent) and Psychology 200

### **PSYC H313 LABORATORY IN MEMORY AND COGNITION (0.5 Credit)**

*Marilyn Boltz*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This half-credit laboratory will focus on the methods used to investigate the nature of perception, memory, and other cognitive behaviors. These various methodologies will be employed within a set of empirical studies designed to investigate particular topic areas within the field of cognition. Prerequisite(s): Past or concurrent enrollment in PSYC 213 or PSYC 220 and completion of PSYC 200, or instructor consent  
(**Offered:** Spring 2021)

### **PSYC H315 LABORATORY IN PERSONALITY PSYCHOLOGY (0.5 Credit)**

*Jennifer Lilgendahl*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An overview of methods used to conduct research on personality. Through lab activities and class projects, students will learn about important methodological topics within the study of personality, including measurement, reliability and validity, different modes of data collection (self-report questionnaires, interviews and narratives, observational and experimental approaches), and how to analyze and interpret personality data. Prerequisite(s): Past or concurrent enrollment in PSYC 215 is required. Prior completion of PSYC 200 or PSYC B205 is recommended; however, concurrent enrollment in PSYC 200 or PSYC B205 may be permissible with instructor consent

### **PSYC H317 LABORATORY IN BEHAVIORAL NEUROSCIENCE (0.5 Credit)**

*Laura Been*

**Division:** Natural Science

**Domain(s):** C: Physical and Natural Processes

Prerequisite(s): Past or concurrent enrollment in PSYC 217 (Behavioral Neuro) is required. Completion of Stats/Methods (PSYC H200 or PSYC B205) is strongly recommended; however, concurrent enrollment with Stats/Methods may be permissible with consent

(**Offered:** Spring 2021)

### **PSYC H318 NEUROBIOLOGY OF DISEASE (1.0 Credit)**

*Mary Ellen Kelly*

**Division:** Natural Science

**Domain(s):** C: Physical and Natural Processes

A survey of disorders of the central nervous system, providing both a clinical perspective on the disease and research-based outlook focused on the pathophysiological mechanisms that underlie the disease state. Crosslisted: Psychology, Health Studies Prerequisite(s): PSYC 217, 260, or Bryn Mawr PSYC 218, or instructor consent Lottery Preference(s): Senior neuroscience concentrators  
(**Offered:** Spring 2021)

### **PSYC H320 LABORATORY IN THE PSYCHOLOGY OF TIME (0.5 Credit)**

*Benjamin Le, Jennifer Lilgendahl, Marilyn Boltz*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An overview of the different methodologies used in the psychological study of time. During laboratory sessions, students will explore some different temporal phenomena through the use of the empirical method and both the collection and analysis of statistical data. Prerequisite(s): PSYC H200 or PSYC B205 and past or concurrent enrollment in PSYC H213, B212, or H220, or instructor consent

### **PSYC H321 REVOLUTIONS IN PSYCHOLOGY (1.0 Credit)**

*Laura Been*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination of several key, revolutionary developments in the field of Psychology that produced paradigm-shifts in our thinking of the relationship between the brain and behavior. Prerequisite(s): Any 200-level psychology course, or instructor consent

(**Offered:** Fall 2020)

### **PSYC H325 THEORY AND RESEARCH IN DYADIC PROCESSES (1.0 Credit)**

*Benjamin Le*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World; C: Physical and Natural Processes

This course is designed as an in-depth examination of the field of close relationships. The major theories of close relationship will be emphasized, including examinations of evolutionary, attachment, interdependence, and cognitive approaches. In addition, research related to topics such as attraction, relationship development and maintenance, relationships and health, infidelity, violence in intimate relationships, and jealousy will be explored, with methodical concerns discussed

within the context of each topic. Prerequisite(s): PSYC H224, PSYC H215, or instructor consent

**PSYC H327 OBESITY: PSYCHOLOGY, PHYSIOLOGY, AND HEALTH (1.0 Credit)**

*Thomas Wadden*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination of the causes and consequences of obesity at individual and societal levels. Focuses on mechanisms of body weight regulation along with the wide-scale changes in diet, eating habits, and physical activity that have contributed to the obesity epidemic. Crosslisted: Psychology, Health Studies Prerequisite(s): PSYC H100 or PSYC B105 or Psychology AP Score 4, and one topical 200-level Psychology course (i.e., not PSYC H200, B205), or instructor consent

**(Offered:** Fall 2020)

**PSYC H328 NEUROBIOLOGY OF SEXUAL BEHAVIOR (1.0 Credit)**

*Laura Been*

**Division:** Natural Science

**Domain(s):** C: Physical and Natural Processes

An examination of the neurobiology underlying sexual behavior. This seminar will focus on systems-level understanding of the neural regulation of both pre-copulatory and copulatory behavior, drawing from primary literature in invertebrate, rodent, and human model systems. Prerequisite(s): PSYC 100 and PSYC 217, or instructor consent

**(Offered:** Fall 2020)

**PSYC H329 NEUROSCIENCE AND SOCIETY (1.0 Credit)**

*Rebecca Compton*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World; C: Physical and Natural Processes

Examines the intersection between neuroscience research and broad domains of society, including education, law, politics, and the marketplace. The course will emphasize critically evaluating appropriate versus inappropriate application of neuroscientific findings to these various societal domains. Prerequisite(s): 200-level coursework in neuroscience, e.g. Psych 217 or Psych 260

**(Offered:** Spring 2021)

**PSYC H331 PSYCHOLOGY, PRIVILEGE, OPPRESSION, AND JUSTICE (1.0 Credit)**

*Alissa Hochman*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An exploration of privilege and oppression as they relate to psychology and social justice on individual, relational, and systemic levels.

Includes self-reflection and exploration of our own intersectionality as future providers of human services and engagers in social justice action. Prerequisite(s): One of the following 200-level courses (or their equivalent): Abnormal Psychology (Psychology 209); Personality Psychology (Psychology 215); Cultural Psychology (242); Social Psychology  
**(Offered:** Fall 2020)

**PSYC H332 CHALLENGES IN CHILD DEVELOPMENT (1.0 Credit)**

*Jan Linowitz*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

We will explore the challenges that typical children meet as they develop autonomy and self-regulation and establish social relationships. We'll also study the particular challenges facing children with special needs and their caregivers and discuss diagnosis and intervention. Prerequisite(s): any 200-level course in Psychology

**(Offered:** Fall 2020)

**PSYC H335 NARRATIVE IDENTITY (1.0 Credit)**

*Jennifer Lilgendahl*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course is an in-depth examination of the field of narrative identity, which takes as its guiding assumption that identity is constructed through finding meaning in past experiences and narrating our life stories. Course readings will draw from both quantitative and qualitative traditions and from several fields of psychology (developmental, personality, cultural, and clinical). Topics to be addressed include the development of narrative identity from childhood to old age, how cultural, historical, and social-structural forces shape narrative identity, and the role of narrative transformation in therapeutic processes, self-growth, and social change. Prerequisite(s): PSYC 100 or B105, PSYC 200 (or B205), and at least one of the following 200-level courses: PSYC 210, 215, 224, 242 or BMC PSYC 206 or 208; or instructor consent

**PSYC H337 STRESS AND COPING (1.0 Credit)**

*Shu-wen Wang*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

An examination of theory and research on stress and coping processes, and their links with disease and mental health. Students will also learn and apply stress management techniques. Crosslisted: Psychology, Health Studies Prerequisite(s): PSYC H100 or PSYC B105 or Psychology AP Score 4,



and one topical 200-level Psychology course (i.e., not PSYC H200, B205)

**PSYC H339 ASIAN AMERICAN PSYCHOLOGY (1.0 Credit)**

*Shu-wen Wang*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This seminar course addresses major theories and findings in Asian American Psychology, with a focus on immigration and acculturation, ethnic identity, stereotyping and discrimination, families and development, and mental health. Prerequisite(s): One 200 level PSYC course or permission from instructor

**PSYC H343 THE PSYCHOLOGY OF STEREOTYPING AND PREJUDICE (1.0 Credit)**

*Ryan Lei*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course focuses on the scientific research of stereotyping, prejudice, and discrimination to begin examining and explaining the underlying processes of why group-based divides persist. Prerequisite(s): PSYC 100 (or equivalent) and one of the following 200-level Psychology courses: PSYC 224, PSYC 213, or PSYC 242

**(Offered:** Spring 2021)

**PSYC H349 ANXIETY DISORDERS AND THEIR TREATMENT (1.0 Credit)**

*Staff*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This seminar examines in depth the etiology, maintenance, and treatment of mental disorders characterized by extreme and pervasive anxiety, including specific phobias, panic disorder, obsessive compulsive disorder, post-traumatic stress disorder, social anxiety disorder, and generalized anxiety disorder. Prerequisite(s): PSYC 209 (Abnormal Psychology)

**PSYC H351 EXPERIMENTAL RESEARCH AND FIELDWORK PROJECTS IN PSYCHOLOGY (0.5 Credit)**

*Benjamin Le*

Advanced level problems of hypothesis formation and definition, data collection, analysis, and report writing in laboratory and field settings. Before taking the course, students must have selected the problem on which they wish to work.

**PSYC H360 LABORATORY IN COGNITIVE NEUROSCIENCE (0.5 Credit)**

*Rebecca Compton*

**Division:** Natural Science

**Domain(s):** C: Physical and Natural Processes

An examination of methodologies used to study the neural basis of higher mental functions. Students will utilize both cognitive and electrophysiological (EEG, ERP) recording methods, and will examine methodological issues in hemodynamic neuroimaging and the study of patient populations. A half-credit course. Prerequisite(s): Stats/Methods (PSYC H200 or B205), or instructor consent. The PSYC H260 lecture is not required for this lab

**PSYC H362 DEVELOPMENTAL BEHAVIORAL NEUROSCIENCE (1.0 Credit)**

*Patrese Robinson-Drummer*

**Division:** Natural Science

**Domain(s):** C: Physical and Natural Processes

Developmental Behavioral Neuroscience is a broadly defined branch of psychology that seeks to understand how individuals develop behaviorally, both from a biological and comparative perspective. Topics include development of sensory, motivational, and cognitive processes and social-emotional development. Prerequisite(s): HC Psych 217 or BMC Psych 218 or HC Psych 260  
**(Offered:** Fall 2020)

**PSYC H380 PSYCHOLOGY PRACTICUM SEMINAR (1.0 Credit)**

*Shu-wen Wang*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

Seminar to accompany 7-8 hour weekly practicum in psychology at a fieldwork site. Students learn about core issues in the "helping" fields and develop basic therapy skills. Application process takes place during Fall pre-registration period; instructor consent required. Prerequisite(s): PSYC 100 and one additional 200-level course in Psychology. Some sites may require additional Psychology coursework.

**PSYC H390 SENIOR THESIS (1.0 Credit)**

*Staff*

**Division:** Social Science

Open to senior psychology majors doing a one semester thesis in current semester.

**(Offered:** Spring 2021)

**PSYC H391 SENIOR RESEARCH TUTORIAL IN COGNITION (1.0 Credit)**

*Marilyn Boltz*

**Division:** Social Science

This senior research tutorial involves small group collaborative research on topics in memory and cognition, and especially those involving music cognition, the psychology of time, audiovisual interactions, and language behavior. Open to senior psychology majors.

(Offered: Spring 2021)

**PSYC H392 SENIOR RESEARCH TUTORIAL IN PERSONALITY (1.0 Credit)**

*Jennifer Lilgendahl*

**Division:** Social Science

This senior research tutorial examines personality processes and identity development in emerging and middle adulthood, with an emphasis on the role of narrative meaning-making for understanding life trajectories and outcomes. Open to senior psychology majors.

**PSYC H393 SENIOR RESEARCH TUTORIAL IN SOCIAL PSYCHOLOGY (1.0 Credit)**

*Benjamin Le*

**Division:** Social Science

This senior thesis tutorial explores social psychological processes and close relationships using both experimental and survey methodologies, with an emphasis on transparency and utilizing best-practices for open science. Open to senior psychology majors.

(Offered: Spring 2021)

**PSYC H394 SENIOR RESEARCH TUTORIAL IN BEHAVIORAL NEUROSCIENCE (1.0 Credit)**

*Laura Been, Mary Ellen Kelly*

**Division:** Natural Science

This senior thesis tutorial examines the bidirectional relationship between the brain and behavior, emphasizing how hormones influence this relationship. Using a rodent model and cutting-edge neuroscience methodologies, students will design and conduct independent empirical projects in behavioral neuroendocrinology. Open to senior psychology majors.

(Offered: Spring 2021)

**PSYC H395 SENIOR RESEARCH TUTORIAL IN COGNITIVE NEUROSCIENCE (1.0 Credit)**

*Rebecca Compton*

**Division:** Social Science

This senior thesis tutorial involves designing and implementing projects using EEG methods to study aspects of human cognition. Specific topics vary, but often involve executive functions, attention, or emotion regulation. Open to senior psychology majors.

(Offered: Spring 2021)

**PSYC H397 SENIOR RESEARCH TUTORIAL IN DEVELOPMENTAL PSYCHOLOGY (1.0 Credit)**

*Ryan Lei*

**Division:** Social Science

Open to Senior Psychology Majors

(Offered: Fall 2020)

**PSYC H398 SENIOR RESEARCH TUTORIAL IN CULTURAL PSYCHOLOGY (1.0 Credit)**

*Shu-wen Wang*

**Division:** Social Science

This senior thesis tutorial examines the influence of culture, ethnicity, and race on psychological processes. Topics on social behavior and support, emotion processes, and health and well-being are emphasized. Open to senior psychology majors.

**PSYC H480 INDEPENDENT STUDY (0.5 Credit)**

*Rebecca Compton*

**Division:** Social Science

This course involves independent research under the supervision of a faculty member and requires faculty invitation and approval.

(Offered: Spring 2021)