PSYCHOLOGY (PSYC)

PSYC 110a, Introduction to Psychology  Stephanie Lazzaro
A survey of major psychological approaches to the biological, cognitive, and social bases of behavior.  SO

PSYC 126a, Attraction and Relationships  Jennifer Hirsch
Theory and empirical research on the antecedents and consequences of attraction, and on intra- and interpersonal processes that either facilitate or interfere with the formation and maintenance of close relationships. Methodological bases for rigorous study of these topics.  SO

PSYC 130a / CGSC 110a, Introduction to Cognitive Science  Brian Scholl
An introduction to the interdisciplinary study of how the mind works. Discussion of tools, theories, and assumptions from psychology, computer science, neuroscience, linguistics, and philosophy.  SO

PSYC 140a / EDST 140a, Developmental Psychology  Julia Leonard
An introduction to research and theory on the development of perception, action, emotion, personality, language, and cognition from a cognitive science perspective. Focus on birth to adolescence in humans and other species. Prerequisite: PSYC 110.  SO

PSYC 160a / NSCI 160a, The Human Brain  Gregory McCarthy
Introduction to the neural bases of human psychological function, including social, cognitive, and affective processing. Preparation for more advanced courses in cognitive and social neuroscience. Topics include memory, reward processing, neuroeconomics, individual differences, emotion, social inferences, and clinical disorders. Neuroanatomy, neurophysiology, and neuropharmacology are also introduced.  SC

* PSYC 235a, Research Methods, Writing Intensive  Staff
Introduction to general principles and strategies of psychological research. Topics include generating and testing hypotheses, laboratory and field experiments, scale construction, sampling, archival methods, case studies, ethics and politics of research, and Internet and cross-cultural methods. Hands-on research experience in laboratories. Prerequisite: PSYC 200 or S&D 103.  WR, SO

* PSYC 260a / NSCI 260a, Research Methods in Psychopathology: Psychotic Disorders  Tyrone Cannon
Methods of research in psychopathology. Focus on longitudinal designs, high-risk sampling approaches, prediction of outcomes, and modeling change over time. Students design and perform analyses of clinical, cognitive, genetic, neuroimaging and other kinds of measures as predictors of psychosis and related outcomes, using existing datasets supplied by the instructor.  SO

* PSYC 270a / NSCI 270a, Research Methods in Cognitive Neuroscience  Stephanie Lazzaro
This course introduces methods used by cognitive neuroscientists to discover the structural and functional features of the nervous system. A combination of lectures and hands-on lab activities help students understand the structure and function of the human brain.  WR, SC

* PSYC 312a / ER&M 412a, Native American Mental Health  Mark Beitel and Christopher Cutter
Issues of health policy, research, and service delivery in Native American communities, with a focus on historical antecedents that shape health outcomes and social policy for indigenous communities. Urgent problems in health and wellness, with special attention to Native American mental health. The roles of the Indian Health Service, state and local agencies, and tribal health centers; comparison of Native American and European American conceptions of health and illness.  SO

PSYC 315a / CGSC 315a, The Modern Unconscious  John Bargh
The notion of the unconscious mind traced from the early 1800s through Freud to present-day cognitive science, with a focus on the past thirty years. The power and function of the unconscious as a pervasive part of normal everyday human functioning. Readings mainly from cognitive and social psychology but also philosophy of mind and evolutionary biology.  SO

Introduction to the emerging field of moral cognition. Focus on questions about the philosophical significance of psychological findings. Topics include the role of emotion in moral judgment; the significance of character traits in virtue ethics and personality psychology; the reliability of intuitions and the psychological processes that underlie them.  HU

* PSYC 425b / CGSC 425b, Social Perception  Brian Scholl
Connections between visual perception, among the earliest and most basic of human cognitive processes, and social cognition, among the most advanced forms of higher-level cognition. The perception of animacy, agency, and goal-directedness; biological motion; face perception (including the perception of facial attractiveness); gaze processing and social attention; "thin-slicing" and "perceptual stereotypes"; and social and cultural influences on perception.  SO

* PSYC 430a, Topics in Cultural Psychology  Maria Gendron
Overview of theory and research in cultural psychology, including the role of culture in social, cognitive, and health domains. Principles of the acquisition, transmission, and evolution of culture. Specialized topics include culture in non-human animals, and the intersection between culture and globalization and technology. Prerequisite: PSYC 110.  SO

* PSYC 435a / CGSC 435a, The Kinds We Keep: Sorting and Distorting Reality  Frank Keil
Sorting the world into kinds is crucial human cognition. It grounds concepts, the currency of thought. But this cognitive asset can corrode our humanity and become a curse if we fail to understand the attendant biases. We first consider some metaphysical assumptions about
causal patterns in the world that sustain relatively stable kinds and how these provide grounds for building early categories. We then examine why humans, and most AI systems, must sort individuals into kinds to learn and think about the world. But while categorization greatly amplifies the power of thought, it also distorts what is sorted and how the resulting kinds are construed. We explore why learning is impossible without such distortions of and consider different sets of distortions and when they occur. We focus on thought about fundamental, or ontological kinds, many of which are first apprehended in infancy or early childhood. These include non-living natural kinds, goal-directed entities, thinking things, living things, and artifacts. We ask how human and artificial agents might take more care with the kinds they use. How can we embrace the kinds that inspire exploration and discovery without having our mis-construals turn them towards darker ends? Prerequisites: PSYC 110 or CGSC 110 and two additional courses relevant to cognition. so

* PSYC 438a / NSCI 441a, Computational Models of Human Behavior  Robb Rutledge
Why do we do the things we do? How do we adapt to changes in the environment? And how does our happiness depend on our choices and what happens to us? How can computational models help us to gain new insights into psychological processes? The goal of this course is to use computational models to understand human behavior and its relationship to our emotions. Data is collected in a variety of tasks including new experiments designed by students, and is analyzed using computational models. CPSC 112 or other course involving programming (e.g., C++, Java, Python, Matlab), or permission of instructor. sc

* PSYC 439a / CGSC 439a, The Psychology of Social Construction  Yarrow Dunham
We live in a world replete with "forgeries that become genuine": pieces of paper that become money, words that become promises, lines in the sand that become borders. Nearly every aspect of our lives is shaped and constrained by these kinds of socially constructed entities, things as real as mountains but far more mysterious. How do such entities come to be, and how do (and how should) we understand them? How are they made and how can they be contested when they go astray? Answering these questions requires ranging across diverse literatures beginning with psychology but including philosophy, anthropology, economics, and game theory. Prerequisite: PSYC 110 or CGSC 110. so

* PSYC 440a / NSCI 449a, Neuroscience of Social Interaction  Steve Chang
This seminar covers influential studies that inform how the brain enables complex social interactions from the perspectives of neural mechanisms. Students thoroughly read selected original research papers in the field of social neuroscience across several animal species and multiple modern neuroscience methodologies. In class, the instructor and students work together to discuss these studies in depth. Focused topics include neural mechanisms behind brain-to-brain coupling, empathy, prosocial decision-making, oxytocin effects, and social dysfunction. Prerequisite: PSYC 160 or permission from the instructor. sc

* PSYC 493a, Directed Research  Yarrow Dunham
Empirical research projects or literature review. A student must be sponsored by a faculty member, who sets the requirements and supervises the student's progress. To register, the student must download a tutorial form from http://psychology.yale.edu/undergraduate/undergraduate-major-forms, complete it with the adviser, and submit it to the director of undergraduate studies no later than seven days before the add/drop deadline. The normal minimum requirement is a written report of the completed research or literature review, but individual faculty members may set alternative equivalent requirements. May be elected for one or two terms. May not be used for the Psychology senior essay requirement.

* PSYC 495a, Research Topics  Yarrow Dunham
Empirical research project or literature review. A student must be sponsored by a faculty member, who sets the requirements and supervises the student's progress. To register, the student must download a tutorial form from http://psychology.yale.edu/undergraduate/undergraduate-major-forms, complete it with the adviser, and submit it to the director of undergraduate studies no later than seven days before the add/drop deadline. The normal minimum requirement is a written report of the completed research or literature review, but individual faculty members may set alternative equivalent requirements. May be elected for one or two terms. May not be used for the Psychology senior essay requirement. ½ Course cr

* PSYC 499a, Senior Essay  Yarrow Dunham
Independent senior research project (either empirical research or literature review), conducted under the guidance of a faculty adviser who sets the requirements and supervises the research. To register, the student must download a tutorial form from http://psychology.yale.edu/undergraduate/undergraduate-major-forms, complete it with the adviser, and submit it to the director of undergraduate studies by the seventh calendar day from the beginning of the term. The normal minimum requirement is a written report of the completed research or literature review, but individual faculty members may set alternative equivalent requirements. A paper of 5,000 words or more meets the writing needed for the senior requirement. To be considered for Distinction in the Major, the paper should be submitted at least one week before the last day of classes and will be graded by the adviser and a second reader assigned by the DUS.