

PSYCHOLOGY

Director of undergraduate studies: Jutta Joormann (jutta.joormann@yale.edu), 205 K, 432-0699; psychology.yale.edu

Psychology is the scientific study of the mind, the brain, and human behavior. The Psychology department offers course work and research opportunities in the fields of clinical, cognitive, developmental, neuroscientific, and social psychology. By studying psychology, students better understand human behavior, including who we are, how we do the things we do, and how we enhance our lives and society. The Psychology major provides a foundation for careers in education and research; law; medicine and public health; politics and public policy; and in business fields such as marketing, finance, and management.

COURSE NUMBERING

Courses in the department are organized so that they are best taken in several parallel sequences. Courses numbered from 120–190 and ending in a zero are core survey courses that introduce students to major areas of psychology and provide additional background for more advanced courses. These courses represent major content areas of psychology; students should sample broadly from them before specializing. Courses numbered from 200–209 focus on statistics. Courses numbered from 210–299 teach general methodology or data collection in various areas of psychology. Courses numbered from 300–399 are more advanced courses in a particular specialization. Senior seminars, whose enrollment is limited to twenty students, are numbered from 400–489. These seminars are best taken once a student has appropriate background. Courses numbered from 490–499 are special tutorial courses that require permission of the adviser and the director of undergraduate studies (DUS).

PREREQUISITE

PSYC 110, a general survey course, is prerequisite to several 100-level and all 200-level and above courses. This prerequisite may alternatively be satisfied by a score of 5 on the Psychology Advanced Placement test or a score of 7 on the IB Psychology exam.

REQUIREMENTS OF THE MAJOR

Standard major The standard major in Psychology for both the B.A. degree program and the B.S. degree program requires twelve term courses beyond PSYC 110, including the senior requirement.

1. Because psychology is so diverse a subject, every student is required to take four courses from the list below. Two of these courses must be from the social science point of view in psychology and two must be from the natural science point of view. At least one from each group must be a course designated as Core in the course listings. Students are expected to take their two core courses as early as possible in the major, normally within two terms after declaring their major.

Social science: PSYC 125, 126, 127, 128, 140, 141, 150, 157, 165, 180, 181, 182, 250, 280L, 308, 313, 315, 326, 328, 330, 334, 342, 355

Natural science: PSYC 120, 130, 135, 160, 161, 171, 179, 229L, 260, 303, 307, 316, 317, 318, 321, 322, 327, 331, 335, 350, 352, 371, 372, 376

2. Because statistical techniques and the mode of reasoning they employ are fundamental in psychology, a course in statistics (PSYC 200) is required, preferably prior to the senior year. A student may substitute S&DS 103 for PSYC 200 or may substitute an examination arranged with the instructor of PSYC 200 for the course requirement. Students may take the examination only one time, and an additional course in psychology should be taken if the examination substitutes for PSYC 200. A student who has taken S&DS 103 may not take PSYC 200 for credit.
3. To assure some direct experience in collecting and analyzing data, students must elect at least one course, preferably prior to the senior year, in which research is planned and carried out. Courses numbered between 210–299 fulfill this research methods requirement.
4. Students may, with permission of the DUS, count up to three term courses in other related departments toward the major. Appropriate courses are rare and students should consult with the DUS in Psychology about selecting outside courses.

Students interested in research are encouraged to take an independent study course (PSYC 493) as early as the sophomore year. Students may also take PSYC 495 for one-half course credit of independent research per term with prior permission of the faculty adviser and the DUS. To obtain permission, download the tutorial form from the department website, and submit it by the seventh calendar day after classes begin. These independent study courses are graded P/F. No more than a total of three credits from PSYC 490–499 combined may count toward the major.

Neuroscience track Students with a major interest in neuroscience may wish to elect the neuroscience track. Such students are considered Psychology majors for whom the requirements have been modified to accommodate their interests, and to reflect the multidisciplinary nature of modern neuroscience and psychology. Given the broad nature of the field of neuroscience, students may wish to concentrate their studies in one area of the field (e.g., behavioral, cellular and molecular, cognitive, affective, social, clinical, or developmental). Interested students are encouraged to meet with the track adviser, B.J. Casey (bj.casey@yale.edu), 414D SSS, 432-7790. Majors in the neuroscience track meet with the track adviser at the beginning of each term in their junior and senior years.

Requirements for the neuroscience track are the same as for the standard major, with the following additional requirements:

1. Two terms of introductory biology are required for the major, BIOL 101 through 104. Students who have scored 5 on the Advanced Placement test in Biology or scored 7 on the IB Biology exam may place out of these courses.
2. Students must take PSYC 160 or 170 and a data-collection course chosen from PSYC 229L or 260. MCDB 320 may substitute for the PSYC 160 or 170 requirement, or MCDB 320 and 321L may substitute for the PSYC 229L or 260 requirement, but not both. If MCDB 320 is substituted for a Psychology course, it cannot be counted as one of the two advanced science courses outside the department (see item 4 below).
3. As required for the standard major, students in the neuroscience track must take two courses from the social science list above, at least one of which must be designated as Core in the course listings. Students in the neuroscience track must also take a course from the natural science list in addition to the courses specified in item 2 above.
4. At least two advanced science courses must be chosen from Molecular, Cellular, and Developmental Biology and Ecology and Evolutionary Biology courses numbered 200 and above that deal with human and/or animal biology; recommended courses include MCDB 200, 202, 205, 210, 250, 300, 315, 320, E&EB 220, 225, and 240. Certain courses outside of these departments may also meet the advanced science requirement, including BENG 350, 421, CPSC 475, MB&B 300, 301, 420, 435, 443, 452, MATH 222, 225, 230, 231, and 241. Other courses may qualify for this requirement with permission of the neuroscience track adviser. Laboratory courses do not count toward the advanced science requirement. Students should note that many advanced science courses have prerequisites that must be taken first.

Credit/D/Fail No more than two term courses taken Credit/D/Fail may be applied toward the major; no 200-level course taken Credit/D/Fail may be applied toward the major.

Roadmap See visual roadmap of the requirements.

SENIOR REQUIREMENT

Standard major Majors are required to earn two course credits from courses numbered PSYC 400–499. At least one of these courses (excluding PSYC 490–495, which can only be taken P/F) must be taken during the senior year, for which a student must write a substantial final paper (a minimum of 5,000 words) and receive a letter grade. The B.A. degree is typically awarded to students who conduct a nonempirical literature review during senior year. There are no restrictions in the research format for the B.A. The B.S. degree is awarded to students who conduct empirical research through PSYC 499 during senior year. An empirical research project normally includes designing an experiment and collecting and analyzing the data.

Neuroscience track The senior requirement for the neuroscience track is the same as for the standard major, except that the two required course credits from PSYC 400–499 must have neuroscience content. Students pursuing the B.S. degree in the track must carry out a neuroscientific empirical project in PSYC 499 and must be supervised by a faculty member within the neuroscience area of the Psychology department. Students who wish to work with an affiliated faculty member studying neuroscience outside the department must obtain permission from the neuroscience track adviser.

Distinction in the Major To be considered for Distinction in the Major, students must submit a senior essay to the Psychology department at least one week before the last day of classes in the term when the course used for the senior essay is taken. Senior essays that are submitted after the deadline will be subject to grade penalties. Senior essays considered for Distinction in the Major are graded by a second reader and the essay adviser.

ADVISING

Schedules for all majors must be discussed with, and approved by, the DUS or the adviser for the neuroscience track in Psychology. Only then may a schedule be submitted to the residential college dean's office. For questions concerning credits for courses taken at other institutions or at Yale but outside the Department of Psychology, students should consult with the DUS. For questions concerning the neuroscience track, students should consult with the adviser for the neuroscience track in Psychology.

Computer Science and Psychology major The interdepartmental major in Computer Science and Psychology may be considered by students with interests lying squarely between the two disciplines. See Computer Science and Psychology for more information.

REQUIREMENTS OF THE MAJOR

STANDARD MAJOR

Prerequisite PSYC 110

Number of courses 12 courses beyond prereq (incl senior req)

Specific course required PSYC 200

Distribution of courses *B.A.* or *B.S.* – 2 social science courses and 2 natural science courses, as specified; 1 course numbered PSYC 210–299

Substitution permitted For PSYC 200, S&DS 103 or exam arranged with instructor; up to 3 relevant courses in other depts, with DUS permission

Senior requirement *B.A.* – 1 course credit from PSYC 400–489 or 499 taken during senior year; 1 additional course credit from PSYC 400–499; *B.S.* – PSYC 499 taken during senior year; 1 additional course credit from PSYC 400–499

NEUROSCIENCE TRACK

Prerequisite PSYC 110

Number of courses 12 courses beyond prereq (incl senior req); same as for the standard major with the additional requirements listed below

Specific courses required BIOL 101–104 unless students place out; PSYC 160 or 170; PSYC 200; PSYC 229L or 260

Distribution of courses *B.A.* or *B.S.* – 2 social science courses and 1 natural science course, as specified; at least 2 advanced science courses, as specified

Substitution permitted MCDB 320 for PSYC 160 or 170; or MCDB 320 and 321L for PSYC 229L or 260; S&DS 103 or exam arranged with instructor for PSYC 200

Senior requirement *B.A.* – 1 course credit from PSYC 400–489 or 499 with neuroscience content taken during senior year; 1 additional course credit from PSYC 400–499 with neuroscience content; *B.S.* – PSYC 499 taken during senior year, with neuroscience content in a research project; 1 additional course credit from PSYC 400–499 with neuroscience content

The field of psychology scientifically studies the mind and behavior. Psychologists study a number of specific topics including perception, cognition, emotion, motivation, personality, development, mental health, social processes, and organizational behavior. Understanding these topics requires multiple perspectives, and the field uses a number of different levels of analysis. Psychologists investigate mental processing from the level of the neurons and brain function up to the level of how behavior is shaped by complex social processes. Because of this interdisciplinary breadth, psychology is by nature a diverse discipline that spans the natural and social sciences.

The Psychology major aims to provide students with a strong academic foundation in the science of psychology. Students who major in Psychology often differ widely in their reasons for choosing the major and in their post-graduation plans. Some students go on to graduate training in Psychology, while others enter professional schools (e.g., medicine and law) or choose from a variety of professions such as education or business and finance. The specific requirements of the major ensure that students with a variety of goals can achieve the necessary background in psychology within the context of a general liberal arts education.

The prerequisite to many courses in the major is PSYC 110. Students interested in the major are encouraged to take PSYC 110 during the first year. This prerequisite may be waived for students who present a score of 5 on the AP test in Psychology or a score of 7 on the IB Psychology exam.

The following introductory courses also have no prerequisites and are open to first-year students:

PSYC 126, Attraction and Relationships

PSYC 130, Introduction to Cognitive Science

PSYC 140, Developmental Psychology

PSYC 141, The Criminal Mind

PSYC 150, Social Psychology

PSYC 160, The Human Brain

PSYC 165, Personality Psychology

PSYC 170, Fundamentals of Neuroscience

PSYC 180, Abnormal Psychology

FACULTY OF THE DEPARTMENT OF PSYCHOLOGY

Professors Woo-kyoung Ahn, John Bargh, Paul Bloom, Thomas Brown, Tyrone Cannon, B. J. Casey, Marvin Chun, Margaret Clark, John Dovidio, Jutta Joormann, Frank Keil, Joshua Knobe, Marianne LaFrance, Gregory McCarthy, Jennifer Richeson, Peter Salovey, Laurie Santos, Brian Scholl, Nick Turk-Browne

Assistant Professors Arielle Baskin-Sommers, Steve Wohn Chang, Molly Crockett, Yarrow Dunham, Dylan Gee, Maria Gendron, Avram Holmes, Julian Jara-Ettinger, Sam McDougle, Robb Rutledge, Ilker Yildirim

Lecturers Jennifer Hirsch, Stephanie Lazzaro, Kristi Lockhart, Mary O'Brien, Matthias Siemer

View Courses

Courses

PSYC 110a or b, Introduction to Psychology Paul Bloom

A survey of major psychological approaches to the biological, cognitive, and social bases of behavior. so

PSYC 116b / CGSC 216b / LING 116b, Cognitive Science of Language Robert Frank

The study of language from the perspective of cognitive science. Exploration of mental structures that underlie the human ability to learn and process language, drawing on studies of normal and atypical language development and processing, brain imaging, neuropsychology, and computational modeling. Innate linguistic structure vs. determination by experience and culture; the relation between linguistic and nonlinguistic cognition in the domains of decision making, social cognition, and musical cognition; the degree to which language shapes perceptions of color, number, space, and gender. so

* **PSYC 125a / CHLD 125a / EDST 125a, Child Development** Ann Close and Carla Horwitz

The reading of selected material with supervised participant-observer experience in infant programs, a day-care and kindergarten center, or a family day-care program. Regularly scheduled seminar discussions emphasize both theory and practice. An assumption of the course is that it is not possible to understand children – their behavior and development – without understanding their parents and the relationship between child and parents. The focus is on infancy as well as early childhood. Enrollment limited to juniors and seniors.

WR, 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 127b / CHLD 127b / EDST 127b, Theory and Practice of Early Childhood Education** Carla Horwitz

Development of curricula and responsive educational environments for young children – in light of current research and child development theory. The course focuses on critical analysis of programs for young children and the ways in which political context contributes to the practice of education. Regularly scheduled seminar discussions emphasize both theory and practice. Supervised participant-observer experience in an early childhood classroom. Components of the course include behavior and development, planning, assessment and standards, culture, teacher preparation, and working with families. Priority given to seniors, juniors and Ed Studies students. WR, SO RP

* **PSYC 128b / CHLD 128b / EDST 128b, Language, Literacy, and Play** Ann Close and Carla Horwitz

The complicated role of play in the development of language and literacy skills among preschool-aged children. Topics include social-emotional, cross-cultural, cognitive, and communicative aspects of play. WR, SO RP

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 Frank Keil

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 141a / NSCI 141a, The Criminal Mind Arielle Baskin-Sommers

Theoretical and empirical study of the development of criminal behavior, including constitutional, social, and neurobiological elements. Personality and psychopathological factors associated with criminal behavior; theoretical and psychobiological explanations of crime; the biological/environment interaction; the impact of psychobiological models for policy and intervention. SO

PSYC 150b / EDST 160b, Social Psychology Maria Gendron

Theories, methodology, and applications of social psychology. Core topics include the self, social cognition/social perception, attitudes and persuasion, group processes, conformity, human conflict and aggression, prejudice, prosocial behavior, and emotion. SO

[**PSYC 157, Psychology and the Good Life**]

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 200b, Statistics Ilker Yildirim

Measures of central tendency, variability, association, and the application of probability concepts in determining the significance of research findings. QR

* **PSYC 235a or b, Research Methods, Writing Intensive** Jennifer Hirsch

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&DS 103. WR, SO

* **PSYC 237a, Research Methods with Diverse Samples** Maria Gendron

Introduction to general principles and approaches to psychological research, with a focus on sampling diversity and cultural/cross-cultural research. Topics include generating and testing hypotheses, laboratory and field experiments, scale construction, sampling, archival methods, case studies, ethics, and politics of research. Hands-on research experience is part of the course. Prerequisites: PSYC 110 or Psychology AP equivalent, and Intro Statistics course (concurrent enrollment is acceptable with instructor permission). SO

* **PSYC 258b / NSCI 258b, Computational Methods in Human Neuroscience** Nick Turk-Browne

This course provides training on how to use computational science for the advanced analysis of brain imaging data, primarily from functional magnetic resonance imaging (fMRI). Topics include scientific programming, high-performance computing, machine learning, network/graph analysis, real-time neurofeedback, nonparametric statistics, and functional alignment. Prerequisites: CPSC 100, CPSC 112

or other course involving terminal commands and programming (Python preferred); course in statistics and/or data science; PSYC 160 or other human neuroscience course; or permission of instructor. QR, SC

*** PSYC 270a / NSCI 270a, Research Methods in Cognitive Neuroscience**

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 303b / NSCI 355b, Social Neuroscience Molly Crockett

Exploration of the psychological and neural mechanisms that enable the formation, maintenance, and dissolution of social relationships. Topics include the neuroscience of how we form impressions and decide whether to instigate relationships with others; how we build relationships through trust, cooperation, attachment, conflict, and reconciliation; and group-level processes including intergroup bias, moral judgment, and decision making. Prerequisite: PSYC 110 or permission of instructor. SC

[PSYC 308, Intergroup Relations: The Psychology of Social Inequality]

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 cognitive psychology but also philosophy of mind and evolutionary biology. SO

PSYC 317a / EDST 237a / LING 217a, Language and Mind Maria Pinango

The structure of linguistic knowledge and how it is used during communication. The principles that guide the acquisition of this system by children learning their first language, by children learning language in unusual circumstances (heritage speakers, sign languages) and adults learning a second language, bilingual speakers. The processing of language in real-time. Psychological traits that impact language learning and language use. SO RP

PSYC 318b / LING 220b, General Phonetics

Investigation of possible ways to describe the speech sounds of human languages. Acoustics and physiology of speech; computer synthesis of speech; practical exercises in producing and transcribing sounds. SO

PSYC 326a, Psychotherapy Mary O'Brien

Psychotherapy is designed to introduce students to a broad range of evidence-based techniques for enhancing psychological functioning. We discuss theoretical and empirical readings, treatment manuals, videos of experts demonstrating therapeutic techniques, and relevant TED talks. Additionally, we engage in experiential learning and practice applying techniques in our daily lives. This course begins with a discussion of the importance of scientific evaluation of psychotherapy. Next, we explore multicultural competence in psychotherapy and consider ways to tailor each therapeutic approach to optimize the relevance and effectiveness for diverse populations. Techniques for establishing a therapeutic alliance are discussed and practiced, followed by exploration of therapeutic approaches from Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), Self-Compassion and Growth Mindset research, Dialectical Behavior Therapy (DBT), Psycho-educational Family Therapy, and Couples and Group Therapy. Prerequisite: PSYC 180. SO

PSYC 327b / LING 227b, Language and Computation I Robert Frank

Design and analysis of computational models of language. Topics include finite state tools, computational morphology and phonology, grammar and parsing, lexical semantics, and the use of linguistic models in applied problems. Prerequisite: prior programming experience or permission of instructor. QR, SO

*** PSYC 328b / EDST 328b, Learning in the School-Age Child: Core Mechanisms** Kristi Lockhart

This course focuses on empirically supported principles of learning that are used with K to 8th grade children (and also adolescents and adults) to enhance learning outcomes. We look at twenty-six (A to Z) core mechanisms used to promote learning. Each mechanism is explored from a theoretical, research-based, and practical perspective. Studies conducted in cognitive and perceptual psychology, social psychology, behavioral psychology as well as cultural psychology have contributed to the knowledge of these mechanisms. We discuss how the mechanisms work, what problems they overcome, and the positive (as well as negative) ways in which they can be implemented. Prerequisite: PSYC 110 or credit for AP Psychology. SO

PSYC 330a, Psychology and the Law Kristi Lockhart

Contributions of psychological theory and research to our understanding of the law and the criminal justice system. Topics include criminality, eyewitness testimony, lie detection, jury decision making, the death penalty, the insanity defense, civil commitment, prisons, repressed memories, children as witnesses and defendants, and the role of psychologists as expert witnesses and trial consultants. SO

*** PSYC 332a / CGSC 300a / LING 300a / LING 700a / PSYC 309 / PSYC 632a, The Cognitive Science of Sign Languages** Maria Pinango and Muye Zhang

Natural sign languages like American Sign Language have all of the structure and complexity of spoken languages. They are learned and processed like spoken languages, and activate neural structures that maximally overlap with those activated by spoken languages. These findings have not only had important implications for the sociopolitical status of Deaf people, as a native, American minority community but also have caused linguists and psychologists to re-evaluate their most fundamental theories of language representation and processing in the mind and brain. The course introduces you to the analysis of sign languages at different levels of linguistic structure and related aspects of cognition in the visual modality. The primary goal is to encourage you as linguists, psychologists, and cognitive scientists to consider how natural sign languages can and must inform your linguistic theories (linguistics), models of language and

cognition (psychology), and technological applications of language processing (computer science/artificial intelligence). We also consider the ways in which signing communities/Deaf culture interact with the hearing world#often as marginalized minority groups#and reflect upon access to language and information as a basic human right. Some background in linguistic structure, cognitive science, any signed language, or permission of the instructor is preferred. SO

* **PSYC 334a / CHLD 334a, Developmental Psychopathology** Fred Volkmar, Eli Lebowitz, and Denis Sukhodolsky
Study of developmental psychopathology during childhood and adolescence, team taught by a child psychiatrist and three psychologists. Topics include: aspects of normal development, assessment methods, clinical disorders, treatment, and legal and social policy issues. Review of normative development, followed by discussion of theoretical approaches to understanding developmental aspects of common mental health conditions in childhood. Attention to treatment models as well as relevant issues of culture and ethnicity in the expression of psychopathology. Prerequisites: PSYC 130, 140, 180, or equivalent, or with permission of instructor.

* **PSYC 350b / CHLD 350b / EDST 350b, Autism and Related Disorders** Fred Volkmar and James McPartland
Weekly seminar focusing on autism and related disorders of socialization. A series of lectures on topics in etiology, diagnosis and assessment, treatment and advocacy, and social neuroscience methods; topics cover infancy through adulthood. Supervised experience in the form of placement in a school, residence, or treatment setting for individuals with autism spectrum disorders. Details about admission to the course are explained at the first course meeting. Prerequisite: an introductory psychology course. SO

PSYC 352a / CGSC 352a / NSCI 352a, Arrested or Adaptive Development of the Adolescent Brain BJ Casey
Study of empirical and theoretical accounts of adolescent-specific changes in the brain and in behavior that relate to the development of self control. Discussions will focus on adaptive and arrested adolescent brain development in the context of relevant legal, social, and health policy issues. SC

[PSYC 355, Clinical Psychology in the Community]

* **PSYC 372a / LING 490a, Research Methods in Linguistics** Raffaella Zanuttini
Development of skills in linguistics research, writing, and presentation. Choosing a research area, identifying good research questions, developing hypotheses, and presenting ideas clearly and effectively, both orally and in writing; methodological issues; the balance between building on existing literature and making a novel contribution. Prepares for the writing of the senior essay.

* **PSYC 405b, Social Emotions** Margaret Clark
The nature and function of emotions in social context. How emotions such as happiness, sadness, fear, and anger shape how we relate to others; how the ways in which we relate to others shape our experience and expression of these emotions. The nature and functions of additional emotions that seem to arise only within the context of social relationships: feelings of hurt, guilt, gratitude, empathic joy, and empathic sadness. SO

* **PSYC 408a, Topics in Thinking** Woo-Kyoung Ahn
A survey of psychological studies on thinking and reasoning, with discussion of ways to improve thinking skills. Topics include judgments and decision making, counterfactual reasoning, causal learning, inductive inferences, analogical reasoning, problem solving, critical thinking, and creativity. Students who have taken PSYC 179 are not eligible to enroll in this course. SO

* **PSYC 410b / PHIL 410b, The Self Over Time: Psychological and Philosophical Approaches** Paul Bloom and Laurie Paul
What makes someone the same person over time? Philosophers and psychologists have long been fascinated by identity and the nature of the self. Philosophers ask: are there really such things as individuals who endure over time, from cradle to grave? Or is this an illusion – is a single life nothing but a string of related individuals? If so, is it rational to value who you are now over who you might become in the distant future? In any case, how can someone undergo profound change yet remain the same person? Psychologists explore beliefs and inclinations. What is our natural understanding of personal identity and the self, and how does this change through development? How does this understanding connect to how we think about moral responsibility, love, gratitude, and guilt? What can neuroscience and cognitive science tell us about the nature of a persisting self? In this course, we explore the nature of personal identity and see what happens when philosophy meets psychology. While the course begins with introductory material, we quickly get to contemporary debates of real interest.

Prerequisite: Some background in Psychology, Philosophy, or related disciplines. Permission of instructor is required.

[PSYC 411, Systems Neuroscience]

* **PSYC 422b / CGSC 426b / EP&E 490b / PHIL 426b, The Cognitive Science of Morality** Joshua Knobe
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 427b / CGSC 427b, The Rise and Fall of Wonder: When Early Passions for Exploration and Discovery Decay with Age** Frank Keil

Research on children's minds reveals early emerging abilities that help explain the developmental origins and early growth of wonder. We consider wonder as the joy of exploration and discovery. Preschoolers and even infants are driven to learn not just facts and statistics, but also underlying causal patterns that are at the heart of many sciences. They learn not just as individual but also as members of knowledge communities and, early on, they sense how to "harvest" knowledge from these communities. Yet, those joyous moments of discovery and exploration often fade as children grow older and cease to wonder. We explore how this decline occurs and its consequences. When people stop wondering, they fail to expand their grasps of the world and become ever more vulnerable to misunderstanding and manipulation by others. We examine possible ways to reverse the decline. Prerequisite: PSYC 110 or CGSC 110. SO

* **PSYC 428a / NSCI 442a, Neuroscience of Decision-Making** Molly Crockett

An overview and examination of the neuroscience of decision making. Interdisciplinary course highlighting research from cognitive neuroscience, psychology, behavioral economics, finance, marketing, computer science, and public health. Topics include utility and value, reinforcement learning, risky decision making, impulsivity and self control, social decision making, psychopathology, and commercial applications (e.g., neuromarketing and neurofinance). Permission of the instructor. SC

* **PSYC 429a, Psychology of Prejudice, Stereotyping, and Discrimination** Jennifer Richeson

Examination of the social psychology of stereotyping, prejudice, and discrimination. Specifically, the processes of mind and brain that give rise to both positive and negative relations between members of different societal groups. PSYC 110, PSYC 200 (or equivalent), PSYC 235 (or equivalent), PSYC 150 (recommended)

* **PSYC 431a, Human Skill Learning**

Humans possess a remarkable ability to learn new skills, and retain memories for those skills throughout their life span (e.g., learning to ride a bicycle). The ease with which humans acquire and sharpen skills belies the complexity involved in selecting and executing the correct actions in a given situation. This course considers both foundational and contemporary psychology and neuroscience research regarding skill learning, with an emphasis on motor and reinforcement learning. The overall goal of the course is to gain an understanding of the different cognitive processes and algorithms that underlie skill acquisition. Prerequisite: PSYC 110. Recommended: PSYC 130, PSYC 160, PSYC 335, PSYC 376.

* **PSYC 432b / NSCI 455b, Under Pressure: The Psychology of Stress** Dylan Gee

Stress is pervasive in everyday life. Why do humans experience stress, and what causes stress in today's society? How does stress affect the ways we think, feel, and behave? Why are some people particularly susceptible to the effects of stress on mental and physical health? What factors can buffer against the consequences of stress, and how can we leverage stress management techniques to effectively cope with stress? This course draws from psychological, neurobiological, social, developmental, and clinical perspectives to address these questions. In addition to an in-depth study of theory, research, and intervention in the field of stress, this seminar is designed to translate scientific advances to help students learn how to more effectively manage stress in their own lives. Priority given to juniors and seniors. Prerequisites: There are no formal prerequisites for the course, but one of the following is strongly recommended: PSYC 110, PSYC 160, PSYC 230, PSYC 335, PSYC 352, or PSYC 376. SO

* **PSYC 437b / CGSC 437b, Minds, Brains, and Machines** Julian Jara-Ettinger

Exploration of the implications that the brain is a kind of computer that gives rise to the mind. Readings combine classical and cutting-edge research in psychology, philosophy, and artificial intelligence. SO RP

* **PSYC 438a / NSCI 441a, Computational Models of Human Behavior**

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 477b / EDST 377b, Psychopathology and the Family** Kristi Lockhart

The influence of the family on development and maintenance of both normal and abnormal behavior. Special emphasis on the role of early childhood experiences. Psychological, biological, and sociocultural factors within the family that contribute to variations in behavior. Relations between family and disorders such as schizophrenia, depression, anorexia nervosa, and criminality. Family therapy approaches and techniques. SO

* **PSYC 493a or b, Directed Research** Jutta Joormann

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 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. May be elected for one or two terms. May not be used for the Psychology senior requirement.

* **PSYC 495a or b, Research Topics** Jutta Joormann

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 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. May be elected for one or two terms. May be repeated for credit. May not be used for the Psychology senior requirement. ½ Course cr

*** PSYC 499a or b, Senior Essay Staff**

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.