PSYCHOLOGY (PSYCH)

PSYCH 83: First-Year Seminar in Psychology

3 Credits

Scientific, societal, and individual implications of contemporary psychological theory. PSYCH 083S First-Year Seminar in Psychology (3) (GS;FYS) (BA) This course meets the Bachelor of Arts degree requirements. Modern science provides perspectives on human beings that may conflict with our intuitive and conventional views of ourselves as individuals capable of free choice and responsibility. These perspectives raise important questions for how we understand ourselves and others: Does brain chemistry govern our moods and motivations? Do our genes determine our abilities? Is the human mind just a kind of computing machine? Views based on the biology of behavior and on the computer metaphor for the mind can be found both in a wide range of academic disciplines, including psychology, anthropology, sociology, biology, neuroscience, medicine, and computer science. Perhaps more important, these perspectives are apparent in the news media, entertainment, and other aspects of popular culture. Biological and technological views of what it means to be human are thus shaping our common-sense understanding of our selves and others. The goal of this course is to help students to understand the basis of these contemporary scientific views of human beings, and to think critically about the ways in which these views shape human experience. We will read three scholarly but accessible paperbacks (listed below), two that present biological and technological perspectives, and one that provides a critical counterpoint. We will also consider selections from popular media, including news stories, movies, and fiction, to examine the appearance of these perspectives in our contemporary culture. On a more pragmatic level, we will consider ways in which scientific perspectives can help students understand their own learning processes, leading to more effective academic skills. The class format will be open discussion, and students will be expected to come to class prepared to discuss the assigned readings. Evaluation will be based on 10 short writing assignments, a term paper or take-home final, an in-class presentation, and class participation. Writing assignments will generally require that students apply concepts discussed in class to particular topics, or that they use library and Web resources to find relevant material. In addition to the academic topic and issues of this course, students can expect to gain a general introduction to the University as an academic community and have the opportunity to explore their responsibilities as members of that community. Students will develop an understanding of the learning tools and resources available to them including the opportunity to develop relationships with faculty and other students who share their academic interests. This course fulfills the first-year seminar requirement as well as a general education or Bachelor of Arts social/behavioral science requirement.

Bachelor of Arts: Social and Behavioral Sciences
First-Year Seminar
General Education: Social and Behavioral Scien (GS)

PSYCH 100: Introductory Psychology

3 Credits

Introduction to general psychology; principles of human behavior and their applications. PSYCH 100 Psychology (3) (GS)(BA) This course meets the Bachelor of Arts degree requirements. Psychology is a scholarly discipline, a scientific field, and a professional activity. Its overall focus is the scientific study of behavior and experience, and of associated mental and physiological processes. As a scholarly discipline, psychology represents a major field of study in academic settings, with an emphasis on theories and principles of behavior and experience. As a science, psychology is a domain of research in which investigators analytically and systematically study behavior and experience to develop theories and principles and to understand their application to real-world situations. As a profession, psychology involves the practical application of knowledge, skills, and techniques for enhancing well-being and quality of life, as well as solving or preventing individual and social problems. This course provides an overview of the field of psychology, including research, theory, and application. Specific topics include the biological bases of behavior, sensation and perception, learning, cognition, motivation and emotion, development, social cognition and social influence, personality and individual differences, and mental disorders and therapy. Evaluation is primarily through a combination of lectures, readings, and demonstrations. Evaluation is primarily on the basis of objective exams given in class. A major goal of the course is to show how questions within these areas are addressed through empirical research. The course introduces students to theories, research, and procedures used in psychological research and practice. It also promotes thinking about how students can apply this knowledge to enhance their lives. After taking this course students should be able to make more informed decisions about participating in future psychology courses and have a better understanding of psychology as a science and of human behavior. This course serves as a prerequisite for most upper-level psychology courses. It introduces basic concepts covered in more depth in those courses. PSYCH 100 is required for the Psychology majors and minor. PSYCH 100 is offered three times per year. Five to six sections/semester are offered at University Park with 330-370 students per section; other locations and delivery channels may offer smaller sections.

Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Scien (GS)

PSYCH 100H: Honors Introductory Psychology

3 Credits

Psychology is a scholarly discipline, a scientific field, and a professional activity. Its overall focus is the scientific study of behavior and experience, and of associated mental and physiological processes. As a scholarly discipline, psychology represents a major field of study in academic settings, with an emphasis on theories and principles of behavior and experience. As a science, psychology is a domain of research in which investigators analytically and systematically study behavior and experience to develop theories and principles and to understand their application to real-world situations. As a profession, psychology involves the practical application of knowledge, skills, and techniques for enhancing well-being and quality of life, as well as solving or preventing individual and social problems. This course, which serves as a prerequisite for most upper-level psychology courses, provides an overview of the field of psychology, including research, theory, and application, and promotes thinking about how students can apply psychology to enhance their lives. Specific topics include the biological bases of behavior, sensation and perception, learning, cognition, motivation and emotion, development, social cognition and social influence, personality and individual differences, and mental disorders and therapy. Evaluation is primarily through exams, papers, projects, or presentations and assesses psychological knowledge, skills, conceptual
thinking, and critical analysis. After taking this course, students should be able to make more-informed decisions about participating in future psychology courses and have a better understanding of both psychology as a science and human behavior. Introductory Psychology is required for the Psychology major and minor. This honors version of the course is designed to provide the opportunity for students to engage with the material at greater depth and with greater emphasis on the scientific basis for the content.

General Education: Social and Behavioral Scien (GS) Honors
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Integrative Thinking
GenEd Learning Objective: Soc Resp and Ethic Reason

PSYCH 100S: Introductory Psychology

3 Credits

Introduction to general psychology; principles of human behavior and their applications.

Bachelor of Arts: Social and Behavioral Sciences
First-Year Seminar
General Education: Social and Behavioral Scien (GS)

PSYCH 105: Psychology as a Science and Profession

3 Credits

Overview of history and methods of psychology as a science and profession; applications and ethical issues in psychology. PSYCH 105 Psychology as a Science and Profession (3)(BA) This course meets the Bachelor of Arts degree requirements. The purpose of this course is to introduce Psychology majors and prospective majors to basic principles of research and practice in scientific psychology. The course provides a survey of the subfields of psychology, their history, and their current importance in both academic and applied settings. The focus is on common principles and issues important across these subfields. Students will learn how psychological research is conducted, survey applications of psychological research, consider ethical issues in psychological research and practice, and learn about careers in a variety of subfields in psychology. Students will be evaluated on the basis of multiple-choice exams (75%), in-class activities (10%), and short writing assignments (15%). The course will be required for the Psychology B.A. and Psychology B.S. (all options) majors, but will not be a prerequisite for any other course. The course will be offered each fall and spring semester in large sections of 300-350 students.

Prerequisite: PSYCH100
Bachelor of Arts: Social and Behavioral Sciences

PSYCH 109N: The Psychology of Artistic Creativity

3 Credits

Creativity is an essential component of people's lives. It plays a critical part in advancing our society via art, design, and science. However, what is creativity? What contributes to it? Moreover, how can one become more creative? The goal of this introductory course is to answer these questions by integrating art and psychology. The course begins with a discussion of what is creativity. In the process, the class will discuss how context, culture, and narrative play a key role in answering this question. Next, the course will examine who is creative. Here, the class will discuss what, if anything, contributes toward a creative personality, what role developmental factors play in the creative process, and if there is a link between mental illness and creativity. Lastly, the course will discuss the creative process. Here, students will learn how the brain and body help people process, understand, and create information, how emotions influence thought and are conveyed to others, how motivational processes can both encourage and hinder creative endeavors, and how inter- and intra-personal processes can facilitate and destroy creative expression. Students will learn about these processes by examining creativity via two perspectives: the perspectives of various artists, art scholars, and art educators and from the perspectives of various disciplines within psychology, including personality, clinical, development, and social psychology. Students also will complete exercises that encourage critically evaluating these perspectives and actively applying their potential insights to their own artistic endeavors. Thus, a key element of this course is not only to understand more about creativity, but to be able to apply artistic and psychological practices and knowledge to better understand and improve one's own and other's creative potential.

General Education: Arts (GA)
General Education: Social and Behavioral Scien (GS)
General Education - Integrative: Interdomain
GenEd Learning Objective: Integrative Thinking
GenEd Learning Objective: Key Literacies

PSYCH 120N: Knowing Right from Wrong

3 Credits

Knowing Right from Wrong provides a comprehensive understanding of the nature of moral ideas, beliefs, and behaviors in contemporary contexts. What roles do nature and nurture play in the development of moral sensibilities? How do moral emotions and moral reasoning interact to produce moral behavior? What defines moral character and how does it influence what we do? Is it possible to derive what ought to be done from what is known about the world? How do we respond when moral demands compete with another? How do our moral convictions color our perceptions of world events? Can individuals and groups with differing moral commitments communicate with one another and live together peacefully? The course integrates perspectives from philosophy, psychology, and sociology, and prepares students to think about (and act in) a world in which morality (and its linked concepts, such as judgment of others) plays an increasingly important social and political role. The course treats morality as both an aspirational concept and as an actual social practice, and focuses on three major themes: (1) the origins and development of moral reasoning and ethical systems, (2) the influence of moral emotions and moral intuitions on moral reasoning and behavior, and (3) the influence of social and contextual factors on moral behavior and expression. Integrating the philosopher's interest in ethics, with the psychologist's interest in the mind and body, and the sociologist's interest in groups, the course provides a comprehensive introduction to morality in contemporary society, and the ways in which it shapes the lives of people in everyday situations.

Cross-listed with: PHIL 120N, SOC 120N
Bachelor of Arts: Humanities
Bachelor of Arts: Social and Behavioral Sciences
General Education: Humanities (GH)
General Education: Social and Behavioral Scien (GS)
General Education - Integrative: Interdomain
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Integrative Thinking
PSYCH 175N: Mental Illness and the Movies
3 Credits

This course serves as an introduction to the integration of psychology and film analysis, with a focus upon mental health. PSYCH 175N / COMM 175N seeks to help students understand the extent to which cinema can influence our perceptions of mental illness, and how the experience of mental illness can influence cinema. Students will be guided to critically analyze and discover how cinema can build or break the stigma and stereotypes regarding various types of mental illnesses and their treatments. The course is designed to familiarize students with various mental disorders (e.g., autism, schizophrenia, bipolar disorder, dissociative identity disorder, anxiety disorders, substance abuse, and dementia), aspects of their treatment (e.g., psychotherapy, medication, and ECT), and the creative ways in which filmmakers can choose to portray mental illness and its treatment (e.g., camera angles, lighting, music, costuming, casting, editing, method acting, and marketing) across cinema formats (e.g., in feature, independent, and documentary films). Students will be guided to consider how the cinema has shaped their own perceptions of mental illness, and how they could guide a filmmaker to generate a creative, compelling, and accurate portrayal of various types of mental illness and their treatments. PSYCH 175N / COMM 175N emphasizes integrative thinking, and seeks to help students develop critical reading, viewing, and thinking skills. The course incorporates lectures and assigned readings with the viewing of feature films during a weekly practicum period. Most lectures incorporate case examples and video clips to help students exercise their critical thinking skills. Introductory lectures provide a critical social and historical context for each week's film screening. Follow-up lectures and discussions offer critical and integrative analysis. Course assessment includes both objective measures and essay exams. PSYCH 175N / COMM 175N is an Interdomain General Education course that incorporates student learning criteria from both the arts (GA) and the social sciences (GS). It assumes prior exposure to psychology or to film studies. As such, the course is designed to have broad accessibility, primarily for introductory level students.

Cross-listed with: COMM 175N
General Education: Arts (GA)
General Education: Social and Behavioral Scienc (GS)
General Education - Integrative: Interdomain
GenEd Learning Objective: Crit and Analytical Think

PSYCH 197: Special Topics
1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.

PSYCH 197C: Special Topics - InterDomain
3 Credits/Maximum of 9

Formal course given on a topical or special interest subject offered infrequently; several different topics may be taught in one year or semester. This Special Topics is an Inter-Domain GA/GS GenEd course.

Cross-listed with: BIOL 169N
General Education: Natural Sciences (GN)
General Education: Social and Behavioral Scienc (GS)
General Education - Integrative: Interdomain
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Soc Resp and Ethic Reason

PSYCH 197I: Special Topics - InterDomain
3 Credits/Maximum of 9

Formal course given on a topical or special interest subject offered infrequently; several different topics may be taught in one year or semester. This Special Topics is an Inter-Domain GS/GH GenEd course.
General Education: Humanities (GH)
General Education: Social and Behavioral Sciences (GS)
General Education - Integrative: Interdomain

PSYCH 199: Foreign Studies
1-12 Credits/Maximum of 12

Courses offered in foreign countries by individual or group instruction.
Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)

PSYCH 200: Elementary Statistics in Psychology
4 Credits

Frequency distributions and graphs; measures of central tendency and variability; normal probability curve; elementary sampling and reliability; correlations; simple regression equations. PSYCH 200 Elementary Statistics in Psychology (4) (GQ) Psychological science is based upon empirical research. Questions about behavior and experience are answered by gathering and analyzing data. In upper-level classes students will be expected to read and understand this research, and many will be expected to design sensible investigations of their own. At the core of these skill sets is the ability to understand and perform statistical analyses, and the ability to evaluate the match between statistical analysis and experimental procedures. This course provides an introduction to descriptive and inferential statistics commonly used in psychology, and introduces hypothesis testing as a method of scientific investigation. In addition, it explores the ways in which the assumptions of statistical tests place constraints on experimental design and, conversely, how the design of experiments can dictate the statistical test appropriate for data analysis. Specific topics include probability theory, measures of variability and central tendency, normal curves, the relation between samples and populations, correlations, and simple regression. Classes may also cover z-tests, t-tests, ANOVA, or other techniques commonly used in psychology. Content is presented through a combination of lectures, readings, and demonstrations. Evaluation is primarily on the basis of objective exams given in class. The course introduces students to quantitative procedures used in psychological research and practice. It also promotes thinking about how students can apply this knowledge to answer self-generated questions. With PSYCH 301W (Basic Research Methods in Psychology) the course provides an excellent two-course sequence to prepare students for upper level courses. After taking this course students should be able to make more informed decisions about majoring in psychology. This course serves as a prerequisite for PSYCH 301W, which itself prerequisite for many some upper-level psychology courses. PSYCH 200 or Stat 200 is required for the Psychology majors and minor.

Prerequisite: PSYCH100 ; MATH 021

General Education: Quantification (GQ)

PSYCH 212: Introduction to Developmental Psychology
3 Credits

Developmental principles; physical growth; linguistic, intellectual, emotional, and social development from infancy to maturity. PSYCH 212 Introduction to Developmental Psychology (3) (GS)(BA) This course meets the Bachelor of Arts degree requirements. Developmental psychology involves the scientific study of the social, emotional, and intellectual changes that enable progression from infancy to adulthood. As part of a scholarly discipline, scientific field, and professional activity, the overall focus of developmental psychology is the scientific study of age-related changes in emotions, cognitions, language, personality and social relations and the relationships of these changes to familial, peer, and cultural experiences, biological development, and personal efforts to make sense of the social and object worlds. As an important area of psychological science, developmental psychology is a domain of research in which investigators analytically and systematically study behavior and experience to develop theories and principles and to understand their application to real-world situations. As part of a profession, developmental psychology involves the practical application of knowledge, skills, and techniques for enhancing the well-being and quality of life of children, adolescents, and their families, as well as the development of age-relevant solutions to and strategies for the prevention of individual and social problems. This course provides an overview of the field of developmental psychology, including its history, research methodologies, theories, and applications. Specific topics include the biological bases of development, parent-infant attachment, the development of sensation and perception, cognition and linguistic development, emotional development, moral development, stereotype development, childhood and adolescent psychopathology and its development. Content is presented through a combination of lectures, readings, activities, and demonstrations. Evaluation is primarily on the basis of objective exams given in class. A major goal of the course is to show how questions within these areas are addressed through empirical research. The course introduces students to theories, research, and procedures used in psychological research and practice. It also promotes thinking about how students can apply this knowledge to enhance their lives. After taking this course students should be able to make more informed decisions about participating in future psychology courses and have a better understanding of human development, psychology as a science, and the importance of developmental psychology to the construction and improvement educational programs and clinical practice. PSYCH 212 may be applied to the requirements of the Psychology BA and Psychology BS majors and of the Psychology minor. The course meets the Social/Behavioral Sciences requirement. This course will be offered three times a year at University Park 330-350. Other locations and delivery channels may offer smaller sections.

Prerequisite: PSYCH100

Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Sciences (GS)

PSYCH 221: Introduction to Social Psychology
3 Credits

Research and theory on topics including interpersonal attraction, aggression, helping, attitudes, attribution, cooperation, competition, and groups, from a psychological perspective.

Prerequisite: PSYCH100

Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Sciences (GS)

PSYCH 230: Introduction to Psychologies of Religion
3 Credits

Introduction to major Western psychologies of religion (James, Freud, Jung) and to subsequent extensions of and departures from them.
issues that link psychology to other fields such as anthropology, sociology, economics, and political science. One goal of the course will be to develop an understanding of the problems involved in the design and interpretation of studies comparing ethnic or racial groups, both within and across national boundaries. Students will learn to identify how subtle forms of ethnocentric bias influence both the research questions asked and the conclusions that are reached and will learn ways to identify and avoid such bias. Students will learn to analyze and integrate knowledge from a variety of sources including films, readings, scientific literature and the popular media. Course projects will require them to interact in a respectful and sensitive manner with people of other cultures in person and via the Internet. Students will learn to critically examine their own beliefs as well as the information that they encounter about culture and ethnicity inside and outside of the classroom. They will enhance their oral and written communication skills during class discussions, small group and collaborative exercises and presentations. Topics are covered that have a significant body of cross-cultural research and are directly relevant to students’ lives, including issues such as: child-rearing practices around the world, culture-fair intelligence testing, aggression and ethnic conflict, and cultural influences on therapeutic success. By studying psychology from a cross-cultural perspective, students should become more aware of the diversity of the international community and develop an increased understanding and tolerance of attitudes and viewpoints different from their own. Evaluation is conducted using integrative essay exams, completion of readings quizzes, and papers and presentations of case studies and learning activities. The course fulfills general education requirements in the social and behavioral sciences and requirements for intercultural/international competence.

**Prerequisite:** PSYCH100
Bachelor of Arts: Other Cultures
Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)

**PSYCH 238: Introduction to Personality Psychology**

3 Credits

Past and recent conceptualizations of key issues and root ideas of personality psychology. PSYCH 238 Introduction to Personality Psychology (3) (GS)(BA) This course meets the Bachelor of Arts degree requirements. Personality psychology involves examining theories of human nature and evaluating them in an empirical fashion. Personality psychology begins with the observation that each person is (to paraphrase Harvard psychologists Kluckhohn and Murray) in certain respects (a) like all other persons, (b) like some other persons, and (c) like no other person. In other words, personality psychology concerns itself with the study of (a) universal aspects of human nature, (b) psychological traits and types, and (c) individual uniqueness. Principal goals of the discipline include constructing descriptive taxonomies of personality, inquiring into the evolutionary and developmental origins of human universals and individual differences, and assessing the impact of personality on the life course. This course aims to cultivate in students a breadth of understanding through an analysis of some of the major intellectual statements concerning human nature, viz., psychoanalysis, humanism, existentialism, symbolic interactionism, and Darwinism. Questions considered within the course include: How can we determine what might be a part of fundamental human nature? What are the relative contributions of conscious rationality and unconscious irrationality to human behavior? Can human behavior be explained by a finite set of
motives? Do explanations in psychology differ in kind from explanations in the natural sciences? Can personality be quantified? How does one distinguish between sincerity, dissembling, and self-deception? Short-answer examinations and class participation are used to evaluate the degree to which students have successfully comprehended course material. Students should understand why it is difficult for a theorist to create a view of human nature that transcends the theorist's own personality and cultural/historical context, and how empirical research can help overcome these obstacles. Students are to learn how to identify and evaluate the assumptions (either implicit or explicit) about human nature and individual differences that underlie any social or behavioral science. By the end of the course, students should be able to describe the basic tenets of the major theories, to be able to compare and contrast the theories, and to be able to evaluate the strengths and weaknesses of each theory. A good understanding of the course material will prepare students for advanced study in personality theory and measurement, as well as for courses in other social sciences, certain humanities, and some applied fields such as business which at least tacitly presuppose some view of personality. Students are evaluated on examinations that include a mixture of short answer and objective questions. Individual instructors may supplement such examinations with other forms of evaluation as appropriate to section size and setting, such as in-class exercises and term papers.

PSYCH 238 is an Additional Course in the PSYBA and PSYBS majors and may count toward the Psychology Minor. It may be used to fulfill the Social and Behavioral Sciences requirement. This course will be offered once a year with 25-40 seats per offering at several non-UP locations.

**Prerequisite:** PSYCH 100
Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Sciences

PSYCH 243: Introduction to Well-being and Positive Psychology

3 Credits

Applying psychological knowledge to develop and maintain effective personal adjustment and well-being and positive social relations.

PSYCH 243 Introduction to Well-being and Positive Psychology (BA) This course meets the Bachelor of Arts degree requirements. The psychology of personal well-being and adjustment involves the application of the empirically derived principles of psychology to the problems of everyday behavior. As part of a scholarly discipline, scientific field, and professional activity, the overall focus of the course is the study of the psychological process of adapting to, coping with, and managing the problems, challenges, and demands of modern life. As an important area of psychological science, well-being and adjustment is an area of research in which investigators develop and systematically test theories about adjustment. As part of a profession, it involves the application of this empirically gained knowledge to enable people to respond to environmental pressures, both physical and psychological, and to cope with stress. This course provides an overview of the field of adjustment, including topics such as the way in which personality affects people's pattern of adjustment, the effect of stress on adjustment, the use of coping strategies to deal with stress, the adjustments people make in their social relationships (including how individuals view others, communication, behavior in groups, and intimate relationships, the development of gender roles, the emergence of sexuality, the phases of adult development, transitions in the world of work, and the way in which adjustment influences a person's psychological and physical wellness.

Content is presented through a combination of lectures, readings, active learning activities, and demonstrations. Assessment is based on objective and essay exams taken in class, and on instructional and collaborative writing assignments (which include library and internet research, and a personal journal). Discussion and questions are encouraged in all sections. Along with personal contact, students have the opportunity to communicate with faculty members via e-mail. After taking this course students should be able to make more informed decisions about participating in future psychology courses and have a better understanding of adjustment psychology as a science, and the importance of adjustment in their own lives. Students will be evaluated on a combination of examinations, research projects and writing assignments. PSYCH 243 may be applied to the requirements of the Psychology BS and Psychology BA options and to the requirements of the Psychology minor. This course currently meets a General Education requirement in the Social and Behavioral Sciences. It is being offered once a year with 25 seats per offering at several campuses.

**Prerequisite:** PSYCH 100
Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Sciences

PSYCH 244: Introduction to the Psychology of Human Factors Engineering

3 Credits

Introductory course in engineering/human factors psychology, emphasizing the application of core psychological principles and research to designing products and systems. PSYCH 244 Introduction to the Psychology of Human Factors Engineering (3) Human Factors Psychology is an area of psychology where the overall focus is the scientific study of human behavior and how it can be applied to the use, design, and development of products and systems. Students will learn basic principles of how people process information, perceive and interact with the world in various circumstances. They will learn how psychologists conduct research on human thought and behavior in an effort to measure people's perceptions, attitudes, and behaviors. These basic principles will be illustrated and explored with a series of hands-on activities that relate the material to everyday life. Topics to be covered include: research design and methods, sensation and perception, memory and language, and social psychology. Psychological principles from these areas will be used to discuss ways to improve the safety of tools and systems, reduce human error and increase user satisfaction. Students will also gain a better understanding of the influence of stress and workload on human performance. A major topic will be ways to develop reliable and valid evaluation techniques for assessing performance, safety and ease of use of systems. In order to design effective systems, individual differences in age, gender and culture must be taken into account. People in different regions of the world have cultural differences that influence the way they perceive the world and process information. These individual differences will be addressed throughout the semester. Topics are presented through a combination of lectures, readings, demonstrations, and in-class activities. Active learning elements such as library/internet research, writing activities, and collaborative learning experiences will be applied. Evaluation is on the basis of content-based quizzes, objective exams, brief written reports of hands-on exercises, and collaborative assignments. A major goal of the course is to show how questions relating to proper use and design of tools, computers, and other systems are addressed through empirical research. The course introduces students to theories, research, and procedures used in psychological research and practice. It also promotes
students to think critically about how they can apply this knowledge to enhance their lives. After taking this course students should have more sophisticated knowledge of the relationship between the brain, our thought processes and behavior. They should be able to make more informed decisions about what makes a usable product as well gain a better appreciation of the science and profession of human factors psychology.

**Prerequisite:** PSYCH100 or 3 credits of GS

General Education: Social and Behavioral Sciences (GS)

**PSYCH 253: Introduction to Psychology of Perception**

3 Credits

Survey of human perception and processing of perceptual information, with some reference to animal literature. Emphasizes vision and audition.

**Prerequisite:** PSYCH100

Bachelor of Arts: Social and Behavioral Sciences

General Education: Social and Behavioral Sciences (GS)

**PSYCH 256: Introduction to Cognitive Psychology**

3 Credits

Introduction to study of such higher mental processes as thinking and reasoning, imagery, concept formation, problem solving, and skilled performance. PSYCH 256 Introduction to Cognitive Psychology (3) (GS)(BA) This course meets the Bachelor of Arts degree requirements. This course is an introduction to cognition, an area of psychology that investigates the ways in which we acquire, store, create and use knowledge. Cognition includes a wide range of mental processes that are used every day in almost all human activities. These include attention, perception, memory, imagery, language, problem solving, creativity, and reasoning. Cognition refers to a theoretical approach in psychology that emphasizes the role of people’s knowledge, reasoning, and expectations and this approach has had a broad influence on all areas of psychology. It also involves developing sophisticated methodologies to study processes that are not always observable. Cognitive research can be applied in order to improve mental functioning, e.g., developing programs for improving memory or cognitive rehabilitation for brain injury. It can also be used to address serious societal issues and problems such as understanding how people develop and use stereotypes. Cognitive psychology has applications to many fields including medicine, the legal system, education, and understanding mental disorders. In addition, cognitive psychology is part of the active interdisciplinary field of cognitive science that also includes disciplines such as philosophy, neuroscience and artificial intelligence. This course provides an overview of the field of cognitive psychology, including its research, theory, and application. Content is presented through a combination of lectures, readings, activities, and demonstrations. A major goal of the course is to show how the major questions in cognition are addressed through empirical research. It also promotes critical thinking and encourages students to apply this knowledge to enhance their lives. This course is a basic 200-level course for the psychology majors (PSYBA, PSHBA, PSHBS, APSCC, APSYC) at several campuses. It fulfills category c. cognitive/learning and psycholinguistics at University Park and category 3. cognitive/ experimental at Penn State Erie, Category b. developmental, cognitive, learning at Berks Lehigh Valley college and the Commonwealth College. It may be used to satisfy the Social Behavioral Sciences requirements. In large sections evaluation will be primarily based on objective, multiple-choice examinations. Individual instructors may supplement such examinations with other forms of evaluation as appropriate to section size and setting. In smaller sections the course evaluation may be supplemented with essay exams, laboratory projects and student presentations. This course will be offered twice a year with 100 to 125 seats per offering at University Park and once a year with smaller sections at other locations.

**Prerequisite:** PSYCH100

Bachelor of Arts: Social and Behavioral Sciences

General Education: Social and Behavioral Sciences (GS)

**PSYCH 260: Neurological Bases of Human Behavior**

3 Credits

An introduction to biopsychology, emphasizing the structure and function of the human brain. BBH (PSYCH 260) 203 Neurological Bases of Human Behavior (3) The nervous system provides the biological underpinning of behavior, and several scientific fields are concerned with the relationship between the nervous system and behavior. The goal of this course is to introduce the principle methods, findings, and theories of these scientific fields. Topics include (a) the anatomy and physiology of the nervous system, (b) how the nervous system gives rise to perception, action, language, memory, emotion and reproductive behavior, and (c) how drugs and mental illnesses affect the nervous system and alter normal perceptual, cognitive, and emotional behavior. The course prepares students for a number of more advanced courses in Psychology and Biobehavioral Health that address specialized topics in neuroscience, and may satisfy a requirement of these majors.

Cross-listed with: BBH 203

**PSYCH 260A: Neurological Bases of Human Behavior**

3 Credits

An introduction to biopsychology, emphasizing the structure and function of the human brain. Students may take only one course for credit from PSY 203 and PSY 203A. PSYCH 260A Neurological Bases of Human Behavior (3) (GS)(BA) This course meets the Bachelor of Arts degree requirements. Biological Psychology is an area of psychology where the overall focus is the scientific study of behavior and experience, and underlying associated neurological and physiological processes. This course provides an overview of the biological bases of behavior and includes a presentation of the research, theory, and application of this knowledge. Specific topics include the basic anatomy and physiology of the central and peripheral nervous system, neural transmission and the function of various neurotransmitters. The majority of the course will focus on how these basic processes contribute to the processing of information from the senses, simple and complex learning, and cognitive processes such as memory, and language. Topics will include brain development, developmental and acquired neuropsychological disorders and therapeutic techniques. Content is presented through a combination of lectures, readings, demonstrations, and in-class activities. Evaluation is primarily on the basis of objective exams given in class, and brief written reports. A major goal of the course is to show how questions relating brain and neural function to behavior are addressed through empirical research. The course introduces students to theories, research, and procedures used in psychological research and practice. It also promotes thinking about how students can apply this knowledge to enhance their lives. After taking this course students should have a more sophisticated knowledge of the relationship between brain and
behavior. They should be able to make more informed decisions about participating in future psychology courses and gain a better appreciation of the science and profession of psychology.

**Prerequisite:** PSYCH100
Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Science (GS)

**PSYCH 261: Introduction to Psychology of Learning**

3 Credits

A general survey of the learning area, including animal and human experiments, with the applicability of learning principles being discussed.

**Prerequisite:** PSYCH100
Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Science (GS)

**PSYCH 268: Animal Minds**

3 Credits

This course considers the cognitive and communicative abilities of animals, especially primates, as compared with humans. PSYCH 268 Animal Minds (3) This course covers select topics in animal cognition and communication. This course will focus mostly on the behavioral level. It will focus on observations and controlled behavioral experiments rather than on neurophysiological experiments (though it will cover some mechanisms that are implicated through behavioral research). One of the main goals of this course is to discuss how we can scientifically approach the study of animal minds. One of the recurring themes of the course will be methodological: how can we pose a question to a being that does not have language? Another goal of the course is to teach critical thinking about experiments in this field. It will discuss how to run a well-controlled experiment and closely examine the claims that are made by each experimenter. Through a class project, students will gain some experience trying to observe behavior and designing experiments. This course addresses an active research area in psychology, of broad interest to students in Psychology and other disciplines. Because of this broad appeal, no background in psychology is assumed, and no prerequisite is required. The course will fulfill a 200-level requirement for students in the PSY majors and minors. Students will be assessed by two mid-term exams (25% each), a final exam (35%), and a research project (15%). The course will typically be offered once each academic year with an enrollment limit of 50.

**PSYCH 269: Evolutionary Psychology**

3 Credits

Survey of evolutionary perspectives in current psychological research. PSYCH 269 Evolutionary Psychology (3) (BA) This course meets the Bachelor of Arts degree requirements. This course demonstrates how knowledge and principles from evolutionary biology are used to conduct research on the design of the human mind. The course explains how evolutionary psychologists identify adaptive problems faced by our ancestors and test hypotheses about psychological mechanisms designed by natural selection to solve these adaptive problems. The psychological mechanisms discussed are involved in phenomena such as perception and the control of activity, learning and cognition, mate selection and courting, development and parenting, altruism, aggression, and social structure. Evolutionary psychology is thus not a topic area such as perception, learning, or motivation, but rather a way of thinking that can be applied to any topic within psychology. The course, therefore, shows how evolutionary psychology is (1) changing how scientists approach old topics, (2) opening up new areas of research, and (3) beginning to provide a unifying framework for integrating the various subdisciplines of psychology. Students will learn to understand and evaluate evolutionary hypotheses about a range of topics in psychology and related social sciences. Evaluation will be based on a combination of methods, including for example traditional exams, written homework, papers, and participation in class and group discussions. The course is offered as a perspective that can be used to think about the subject matter in any particular content course in psychology. Students may choose this course to fulfill a requirement in the major.

**Prerequisite:** PSYCH100; ANTH 021, BI SC002, BIOL 133, or BIOL 222
Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 270: Introduction to Abnormal Psychology**

3 Credits

Overview of assessment, causes, and treatments of psychological disorders. PSYCH 270 Introduction to Abnormal Psychology (3)(BA) This course meets the Bachelor of Arts degree requirements. This course focuses on some of the topics and questions people most commonly ask about psychology. What are the different psychological disorders, and what are they like? How do clinicians diagnose someone with a disorder? What do therapists actually do in therapy? Course objectives include: (a) examine historical and current conceptions of normal and abnormal behavior; (b) survey the origins, symptoms, and characteristics of several adult psychological disorders; and (c) introduce the main treatment approaches for psychological disorders. The course is designed to be accessible to both Psychology majors and others. Psychology B.A. and Psychology B.S. majors may use the course toward the 200-level breadth requirement of the major. Students will be assessed primarily with objective exams.

**Prerequisite:** PSYCH100
Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 281: Introduction to Industrial-Organizational Psychology**

3 Credits

Personnel selection, training, accident prevention, morale, and organizational behavior.

**Prerequisite:** PSYCH100
Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 274: Research Project**

1-12 Credits/Maximum of 12

Supervised student activities on research projects identified on an individual or small-group basis.

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 295: Internship**

1-18 Credits/Maximum of 18

Supervised off-campus nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required.
Psychology (PSYCH)

Bachelor of Arts: Social and Behavioral Sciences

PSYCH 296: Independent Studies
1-18 Credits/Maximum of 18
Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

PSYCH 297: Special Topics
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

Bachelor of Arts: Social and Behavioral Sciences

PSYCH 297C: Special Topics - InterDomain
3 Credits/Maximum of 9
Formal course given on a topical or special interest subject offered infrequently; several different topics may be taught in one year or semester. This Special Topics is an Inter-Domain GA/GS GenEd course

General Education: Arts (GA)
General Education: Social and Behavioral Scien (GS)
General Education - Integrative: Interdomain

PSYCH 297F: Special Topics - InterDomain
3 Credits
Formal course given on a topical or special interest subject offered infrequently; several different topics may be taught in one year or semester. This Special Topics is an Inter-Domain GN/GS GenEd course.

General Education: Natural Sciences (GN)
General Education: Social and Behavioral Scien (GS)
General Education - Integrative: Interdomain

PSYCH 299: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.

Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)

PSYCH 300: Honors Course in Psychology
1-6 Credits/Maximum of 6
Individual study and seminar in selected phases of psychology.

Prerequisite: invitation of Program Honors Committee
Bachelor of Arts: Social and Behavioral Sciences Honors

PSYCH 301: Basic Research Methods in Psychology
4 Credits
Introduction to methods of psychological research, with special attention to hypothesis formation and testing, threats to validity, and data presentation.

Prerequisite: PSYCH 100 and PSYCH 200 or STAT 200
Bachelor of Arts: Social and Behavioral Sciences
Writing Across the Curriculum

PSYCH 370: Psychology of the Differently-Abled
3 Credits
This course familiarizes students with the needs and abilities of people with varying physical challenges through academic and experimental exercises. PSYCH 370 Psychology of Differently-Abled (3) (US) In 1991 President Bush signed the Americans with Disabilities Act (ADA) which recognized that the hundreds of thousands of Americans living with disabling conditions form a class which should receive protection under the law. Many people look at the ADA as civil rights legislation which is intended to offer disabled Americans the same legal rights to access as the Civil Rights legislation of the 60s offered to Americans of color. While discrimination in the workplace, in housing, and in other areas based on race is no longer openly practiced, people with different physical abilities are still fighting an uphill battle. Often the barriers they face are due to ignorance of their needs. The intent of this course is to increase awareness and sensitivity to the needs of people who are different in the physical dimension. Additionally, policy and economic implications will be studied. The content will include multiple modalities, such as mobility and visual differences. The focus will be positive, emphasizing how differences in one area are overshadowed by similarities in most areas. Language in the course will focus on the positive as well, hence Psychology of the &quot;Differently-Abled&quot; rather than &quot;Disabled&quot;. Accomplishments of people such as FDR and Mozart will be discussed in the context of significant contributions made by people who were physically different. Finally direct experience with people will be obtained through a community service component of the course. The objectives of this course are to first familiarize students with the causes and consequences of different physical challenges. The long term objective is to increase sensitivity to the needs of people who are different from most of us in some ways, but very similar to us in most ways. Research has shown that familiarity is a critical tool in raising comfort levels and decreasing discriminatory and hurtful acts. Evaluation Methods: Examinations 40%, mid-term and final Community Service 30%, this will be assigned through the same form Internship supervisors use to evaluate students for PSYCH 395 Research Paper 25% Oral Presentation 5%, 15 minute presentation to class regarding their community service experience. This course will draw on materials covered in General Psychology. No other course preparation will be needed. The course is an Intercultural and International Competence (GI) course, focusing on intercultural aspects only.

Prerequisite: PSYCH100
United States Cultures (US)

PSYCH 395: Internship
1-18 Credits/Maximum of 18
Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required.
Prerequisite: prior approval of proposed assignment by instructor

PSYCH 399: Foreign Studies

1-12 Credits/Maximum of 12

Courses offered in foreign countries by individual or group instruction.

Bachelor of Arts: Social and Behavioral Sciences

International Cultures (IL)

PSYCH 404: Principles of Measurement

3 Credits

Scale transformation, norms, standardization, validation procedures, estimation of reliability.

Prerequisite: EDPSY400, PSYCH100, or PSYCH200; STAT 200

Cross-listed with: EDPSY 450

Bachelor of Arts: Social and Behavioral Sciences

PSYCH 405: Mathematical Psychology

3 Credits

Formalized psychological theories including models of social, biological, cognitive, and learning phenomena.

Prerequisite: MATH 040 or equivalent, PSYCH200 or STAT 200

Bachelor of Arts: Social and Behavioral Sciences

PSYCH 406: Advanced Research Projects in Psychology

4 Credits

Advanced methodology focusing on the logic and practice of research culminating in the completion of a student designed research project.

Prerequisite: PSYCH301W

Writing Across the Curriculum

PSYCH 407: Advanced Research Methods in Psychology

3 Credits

Advanced methodology focusing on the logic and practice of research in a selected content area of psychology.

Prerequisite: PSYCH100, PSYCH200 or STAT 200; PSYCH301W

Bachelor of Arts: Social and Behavioral Sciences

PSYCH 408: Program Evaluation

3 Credits

Examination of the theories and practice of program evaluation; emphasis on applied work utilizing a wide range of evaluation approaches. PSYCH 408 Program Evaluation (3) This course will introduce the student to the basic procedures and design methodologies of program evaluation. The student will learn about the purposes of evaluation, types, applications, and ethical issues involved in evaluation. A history of programmatic theory design will be reviewed with the purpose of clarifying the linkages between goals, objectives, and the hypothesized relationships between specific programmatic elements and desired outcomes. The student will be challenged to identify and understand the normative assumptions specific to organizations about their basic program design, implementation, and assessment processes. Students will be evaluated by a combination of the following: evaluation proposal, short written assignments, exams, oral presentation, and attendance. The prerequisites for this course include satisfactory completion of PSYCH 100, SOC 001, PSYCH 200, STAT 200, and PSY 201. This course presupposes critical thinking skills and basic competencies in statistics and research methods. For the Psychology major (PShBS or PShBA) at Penn State Erie, this course is important for students who will be entering graduate school or going into practice in the areas including, but not limited to: community psychology, social psychology, industrial-organizational psychology, sports psychology, or the general social services field. This course can count towards: a) the advanced course requirement, b) the special interest course requirement, or c) elective credit. Psychology minors at Penn State Erie can apply this course toward the 15 credits in psychology beyond the PSYCH 100 requirement. Students in other majors should consult with their academic advisers to determine how this course fits into their program of study. This course will be offered once annually (fall semester).

Prerequisite: PSYCH100 or SOC 001; PSYCH200 or STAT 200; PSYCH301W

PSYCH 410: Child Development

3 Credits

Study of the psychology of the growing person from conception through adolescence, focusing more on periods up to middle childhood. PSYCH 410 Child Development (3) PSYCH 410 Child Development is intended for undergraduate students majoring in psychology, education and related disciplines. The purpose of this course is to introduce students to the theories and the influences on child development from conception through adolescence. Students will be introduced to research concerns in developmental psychology, including descriptions of research designs and ethical considerations in research with children and adolescents. Course content will include an in depth review of prevailing theories and influences on development from conception through adolescence. Application of the principles and influences will be applied to the physical, cognitive, and social development of children. Requirements for the course will include objective examinations, as well as written assignments. Written assignments will involve comparisons and critiques of major developmental theories. Examples of such assignments include descriptions of the key points of a major developmental theory or process of child development, detailed description of an observation of a child and how the child’s behavior relates to a major developmental theory, descriptions of how application of developmental theory apply to the student’s chosen major or occupation, or comparisons and critiques of developmental theory.

Prerequisite: PSYCH100, 6 additional credits of PSYCH

PSYCH 412: Adolescence

3 Credits

Physical, cognitive, and personality development during adolescence.

Prerequisite: PSYCH100

PSYCH 413: Cognitive Development

3 Credits

Development of reasoning and related cognitive skills, such as perception and language.
Prerequisite: PSYCH100, PSYCH212

PSYCH 414: Social and Personality Development
3 Credits

Development of social and personality attributes.

Prerequisite: PSYCH100, PSYCH212

PSYCH 414H: Social and Personality Development
3 Credits

Development of social and personality attributes.

Honors

PSYCH 415: Topics in Developmental Psychology
3 Credits

Special topics in developmental psychology.

Prerequisite: PSYCH413 or PSYCH414

Bachelor of Arts: Social and Behavioral Sciences

PSYCH 416: Development Throughout Adulthood
3 Credits

Processes of development and change of behavior from early adulthood through old age, emphasizing theory, method, and empirical research.

Prerequisite: HD FS249 or PSYCH100; HD FS312W or PSYCH301W; PSYCH200, STAT 200, or 3 credits of statistics; 6 credits in HD FS, PSYCH, or SOC.

Cross-listed with: HDFS 445

Bachelor of Arts: Social and Behavioral Sciences

PSYCH 419: Psychology and a Sustainable World
3 Credits

Students study relationships between humans and the natural world and psychological factors contributing to environmental problems and sustainable solutions. PSYCH 419 Psychology and a Sustainable World (3) This course examines psychological dimensions of humans' connection to the natural world, causes of human contributions to environmental problems, and psychological approaches for encouraging sustainable behavior. The course draws on the new field of conservation psychology and responds to the University's commitment to becoming a leader in sustainability education. This course is designed for upper-level undergraduate students to satisfy requirements for Psychology degree programs, the Psychology minor, and the Sustainability Leadership minor. Major topics covered include psychological foundations of environmental problems (psychological understanding of unsustainable behavior, psychological perspectives on ethical dimensions of environmental problems, people's place in nature, psychological approaches to promoting sustainable behavior), and the application of psychological principles to specific environmental topics (consumerism and sustainable lifestyles, population overshoot, climate change, land use, water use, energy use, food production and consumption, pollution and waste). Students will be able to apply concepts, theories, and findings to change cognition, motivation, and behavior, with the goal of reducing negative human impacts on the environment. They will be able to write and communicate about their work in the form of a final paper and a class presentation that conform to the standards of psychological research. Assessment methods include weekly journal assignments that document students' application of lecture and reading material to their experiences with nature, their observations about their own negative impacts on the environment, and their actions to reduce negative impacts on the environment. In addition, students will develop a conservation intervention program that targets a specific problem on campus or in a community, for which students review relevant literature, design an intervention program, give a presentation of the program, and submit a final paper on the program.

Prerequisite: PSYCH100, PSYCH221

PSYCH 420: Advanced Social Psychology
3 Credits

In depth study of selected research areas in human social behavior.

Prerequisite: PSYCH100, 6 additional credits of PSYCH

PSYCH 421: Self and Social Judgment
3 Credits

Individual's perceptions, evaluations, and decision-making strategies about themselves, others, and social situations or issues.

Prerequisite: PSYCH100, PSYCH221

Bachelor of Arts: Social and Behavioral Sciences

PSYCH 422: Human Sexuality
3 Credits

Psychological influences on human sexual behavior such as love, sexual orientation, gender, intercourse, contraception, sexually transmitted diseases, dysfunctions, and paraphilias. PSYCH 422 Human Sexuality (3) PSYCH 422 Human Sexuality, is intended to examine the influence of psychological factors on human sexual behavior. Information on male & female anatomy, on the roles/influences of hormones, and on conception/pregnancy will be covered as well as information on gender, sexual orientation, communication, love, sexual harassment, paraphilias, sexually explicit material, and sexual dysfunction. Evaluation will be by means of exams (60% of grade), papers (15% of grade), and a poster presentation (15% of grade). The prerequisite for this course is satisfactory completion of PSYCH 100. As the course presupposes critical thinking skills and an awareness of research methods in psychology, it is an advanced undergraduate level course requiring junior/senior level standing. For the Psychology major (PSHBS or PSHBA) at Penn State Erie, this course can count either as the special interest course requirement, (a) the diversity basic course requirement, (b) the advanced course requirement, (c) the special interest course requirement, or (d) elective credit. Psychology minors at Penn State Erie can apply this course toward the 15 credits in psychology beyond PSYCH 100 requirement. Students in other majors should consult with their academic advisors to determine how this course fits into their program of study. No special facilities are required for this course, though students will need to prepare a poster for presentation. This course is expected to be offered at least once every four semesters.

Prerequisite: PSYCH100, 6 additional credits of PSYCH
PSYCH 423: Social Psychology of Interpersonal/Intergroup Relationships
3 Credits
In-depth study of relationships among individuals (e.g., intimate relationships) or groups (e.g., prejudice, cooperation, competition, aggression, and negotiation).

Prerequisite: PSYCH100, PSYCH221
Bachelor of Arts: Social and Behavioral Sciences

PSYCH 424: Applied Social Psychology
3 Credits
Application of social psychological theories and research methods to field settings and to the study of social issues.

Prerequisite: PSYCH100, PSYCH221
Bachelor of Arts: Social and Behavioral Sciences

PSYCH 425: Psychology of Human Emotion
3 Credits
Reviews, critiques, and applies major historical and contemporary psychological theories of emotion experience, understanding, and expression.

Prerequisite: PSYCH100, 6 additional credits of PSYCH
Bachelor of Arts: Social and Behavioral Sciences

PSYCH 426: Language and Thought
3 Credits
Relations between language and cognition; cognitive implications of normal and impaired language development; cognition and bilingualism. LING (PSYCH 426) 429 Language and Thought (3)(BA) This course meets the Bachelor of Arts degree requirements. Is language a special and uniquely human ability that develops and functions independently of other cognitive processes? Do individuals who speak different languages also have different concepts about the meaning of objects and ideas? Does language development depend on exposure to spoken language? In this course we will examine the relation between language and thought by considering evidence on language and cognition in both children and adults. Topics to be covered include the typical development and use of language as well as language and cognition in individuals whose language and/or cognition is impaired in some form. The latter include individuals with aphasia who have sustained brain damage following stroke or head injury, schizophrenics whose language reflects aspects of their disorder, children diagnosed with Williams Syndrome who appear to have good or even precocious language abilities in the face of severe cognitive impairment, and Alzheimer’s patients in whom semantic memory has begun to deteriorate. The course will also discuss the acquisition of sign language among deaf individuals and the consequences of bilingualism for children raised with two languages and for adults with proficiency in more than a single language. The purpose of this course is to provide a survey of current scholarship on the relation of language and thought, including a review of recent developments in the primary literature. The necessary background is covered in introductory Psychology and Linguistics courses, which serve as alternative prerequisites. Students will learn about the consequences of typical and impaired development for relations between cognition and language ability. It is distinguished from PSYCH 457, Psychology of Language, by a focus on the implications of language, language development, and language impairment, for cognitive processes. It covers some topics also addressed by current courses in Linguistics and in Communications Sciences and Disorders, but is distinguished from those courses by its focus on perspectives and theories from cognitive psychology. This course may be used toward the 400-level PSY requirements of the PSYBA and PSYBS majors, and toward the PSY minor. Students typically will be assessed on the basis of class participation and discussion (20%), four papers (total 60%), and an in-class presentation based on reading original research literature (20%). The course typically will be offered once each year at the University Park campus with an enrollment limit of 50.

Prerequisite: PSYCH100, LING 001, or LING 100
Cross-listed with: LING 429
Bachelor of Arts: Social and Behavioral Sciences

PSYCH 427: L1 Acquisition
3 Credits
How children learn their first language; psycholinguistic aspects of lexical, syntactic, semantic, and phonological development. LING 446 (PSYCH 427) L1 Acquisition (3) (BA) This course meets the Bachelor of Arts degree requirements. This course focuses on how children learn their first language from the theoretical perspectives of imitation theories, social construction theories, and innateness theories. In addition, the course covers the various stages of language acquisition including phonological (sound system), morphological (word meaning), syntactical (grammar) and semantic (meaning) development from birth to adulthood. Other related subfields covered in the course include the acquisition of Pidgin and Creole languages, bilingual and multilingual acquisition, and language acquisition and linguistic change.

Prerequisite: LING 100 or PSYCH002 or permission of program
Cross-listed with: LING 446
Bachelor of Arts: Social and Behavioral Sciences

PSYCH 432: Multicultural Psychology in America
3 Credits
This course focuses on the central role of culture, race, and ethnicity in the human condition.

Prerequisite: PSYCH100, 6 additional credits of PSYCH
Bachelor of Arts: Social and Behavioral Sciences

PSYCH 434: Psychology of Gaming
3 Credits
Upper level course examining the core psychological principles as they apply to the topic of games. GAME 434 / PSYCH 434 Psychology of Gaming (3) This course looks at how the field of psychology can be applied to understand and improve the world of games. This requires the application of theories and research based in experimental, cognitive and several other disciplines within psychology, including but not limited to cognitive, social, motivation & emotion, and experimental psychology. By applying different theories within these disciplines we can start to understand how humans interact with games and in turn how games have evolved as a result. This course addresses an active research area in psychology, of broad interest to students in Psychology and other disciplines. The course will fulfill a 400-level requirement for students in the PSYCH majors and minors as well as those in the GAME minor.
Students typically will be evaluated by exams, research project, in-class activities, homework, and article discussions.

**Prerequisite:** 3 credits of psychology or 3 credits of a gaming course

Cross-listed with: GAME 434

**PSYCH 436: Humanistic, Existential, and Religious Approaches to Psychology**

3 Credits

Existential, humanistic, and religious approaches to the psychology of experience, consciousness and will.

**Prerequisite:** PSYCH100 or RL ST001

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 438: Personality Theory**

3 Credits

Personality theories and their application to social and personality development and personality dynamics.

**Prerequisite:** PSYCH100, 6 additional credits PSYCH

**PSYCH 439: History and Systems of Psychology**

3 Credits

Historical antecedents to scientific psychology; development of contemporary psychological theories and research areas from the formal establishment of psychology.

**Prerequisite:** PSYCH100, 6 additional credits of PSYCH

**PSYCH 441: Health Psychology**

3 Credits

Overview of the field with an emphasis on how psychological research contributes to an understanding of health and behavior.

**Prerequisite:** PSYCH100, 6 additional credits of PSYCH

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 442: Trauma and Resiliency**

3 Credits

This course will provide an overview of the current state of knowledge and research on traumatic stress, resiliency, and treatment.

**Prerequisite:** PSYCH100 and one other PSYCH class

**PSYCH 443: Treatment and Education in Developmental Disabilities**

3 Credits

Covers etiology, classification, intervention (treatment and education), ethical and legal issues related to individuals with developmental disabilities.

**Prerequisite:** PSYCH100, 6 additional credits of PSYCH

**PSYCH 444: Engineering Psychology**

3 Credits

Methods and results of experimental psychology pertinent to problems which involve man-machine relationships.

**Prerequisite:** PSYCH100, 6 additional credits of GQ or PSYCH

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 445: Forensic Psychology**

3 Credits

Relations between psychological theory and research and the law, legal processes, and social policy. This course focuses on the interplay between psychological theory and research and the law, legal processes, and social policy. Students will be exposed to the dilemmas faced in the law and how overlap with the knowledge base and expertise of psychologists. Students will learn about the roles psychologists might play in the court system and the history of their involvement. This will include roles of consultant, policy evaluator, expert witness, assessor, and advocate. Legal issues that emerge in psychological practice will also be covered (e.g., limits to confidentiality, duty to warn, consent issues). Students will gain an understanding of the basic theories of the law and how psychological theories may intersect with these. The emphasis of discussion will be on those affecting children, youth and families. These will include topics such as divorce, child maltreatment, juvenile delinquency, domestic violence, and social welfare. Other topics of the law will also be highlighted (insanity plea, civil commitment). Particular attention will be paid to issues dealing with race, ethnicity, and social class and law and social policy. This course expands the PSY curriculum at the 400-level to include a popular and socially significant topic, and will fulfill a 400-level PSY requirement for Psychology majors and minors. It addresses in detail legal and social policy implications of topics covered in other psychology courses. Significant background in psychology is assumed; thus PSYCH 270 (Introduction to Abnormal Psychology) is a prerequisite. Students typically will be assessed on the basis of three exams (20% each), a paper (30%), and class participation (10%).

**Prerequisite:** PSYCH100; PSYCH238, PSYCH243, or PSYCH270

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 450: Psychology of Consciousness**

3 Credits

Introduction to psychological and physiological aspects of consciousness as related to brain function and clinical psychology.

**Prerequisite:** PSYCH100, 6 additional credits of PSYCH

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 451: Psychology of Action**

3 Credits

Basic and applied science of action, from psychological, computational, and physiological perspectives. PSYCH 451 Psychology of Action (3) In all walks of life, people must adaptively control their physical movements. Whether in industrial settings, on the highway, in the kitchen, in the studio, in the concert hall, or on the football field, skillful physical action is essential. This course will focus on the means by which skilled physical behaviors are learned, planned, and controlled. The course will focus on a
broad range of basic behaviors (e.g., reaching, walking, looking, speaking, and typewriting) as analyzed from several perspectives (physiologically, psychologically, and computationally). Basic science as well as practical applications will be emphasized, as will links between movement control and other, related topics such as perception, cognitive development, and robotics. This course addresses topics in an active research area in cognitive psychology. It assumes some prior knowledge of cognitive psychology, requiring PSYCH 100 and PSYCH 256 as a prerequisite. The course will cover some topics addressed in several Kinesiology courses, but does so from the perspective of cognitive psychology. It will fulfill a 400-level PSY requirement for Psychology majors and minors. Students typically will be assessed on the basis of midterm (25%) and final (35%) exams, brief writing assignments and in-class activities (15%) and research papers or projects (25%). The course will normally be offered once each academic year.

**Prerequisite:** PSYCH100, PSYCH256

**PSYCH 452: Learning and Memory**
3 Credits

General survey of learning and memory processes as revealed in experimental work with animals and humans.

**Prerequisite:** PSYCH100, PSYCH256

**PSYCH 456: Advanced Cognitive Psychology**
3 Credits

In depth study of complex mental processes: thinking, problem-solving, imagery, symbolic behavior, information-processing, attention, artificial intelligence, and language.

**Prerequisite:** PSYCH100, 6 additional credits of PSYCH

**PSYCH 457: Psychology of Language**
3 Credits

Overview of psychological research and theory on language processes, including speech perception, word recognition, meaning representation, comprehension, and language acquisition. LING (PSYCH) 457 Psychology of Language (3)(BA) This course meets the Bachelor of Arts degree requirements. How do we process language? Why do we easily adjust to a speaker with a foreign accent? How do young children come to speak the language to which they are exposed? Why is it difficult to learn a second language as an adult? This course focuses on the cognitive processes engaged by language use. Topics to be covered include speech perception, word recognition, representation of word meaning, comprehension of sentences, spoken production of words and sentences, and first and second language acquisition. In addition, the role of language in the study of thought and the role of biological mechanisms in theories of language learning will be discussed, as well as ways in which research on the language of special populations (e.g., deaf signers, dyslexics, aphasics) can inform theories of language processing and representation.

**Prerequisite:** PSYCH100 or LING 100

Cross-listed with: LING 457

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 458: Visual Cognition**
3 Credits

Overview of concepts and methods in cognitive visual-spatial processing.

**Prerequisite:** PSYCH100, 6 additional credits of PSYCH

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 459: Attention and Information Processing**
3 Credits

An examination of attentional processes. Contemporary informational processing approaches will be emphasized.

**Prerequisite:** PSYCH100; PSYCH200 or STAT 200; 3 credits 400-level PSYCH

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 460: Comparative Psychology**
3 Credits

Behavior from standpoint of phylogenetic growth and development; biological implications; comparison of different types of animals, including man.

**Prerequisite:** PSYCH100; PSYCH260

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 461: Advanced Conditioning and Learning**
3 Credits

An examination of basic learning processes that have been determined within the context of classical, instrumental, and operant learning situations.

**Prerequisite:** PSYCH100, 6 additional credits of PSYCH

**PSYCH 462: Physiological Psychology**
3 Credits

Study of the biological bases of behavior and experience, including the anatomy and physiology of the brain and nervous system.

**Prerequisite:** PSYCH100; PSYCH260 or 3 credits of BIOL

**PSYCH 464: Behavior Genetics**
3 Credits

Survey of gene mechanisms and gene-environment interactions in the determination of behavior; emphasis on deviant human behavior.

**Prerequisite:** PSYCH100; ANTH 021, BI SC002, BIOL 133, or BIOL 222

Bachelor of Arts: Social and Behavioral Sciences

**PSYCH 466: The Psychology of Evil**
3 Credits

This seminar will provide a critical study of evil from a psychological science perspective: how to define evil; popular perceptions about evil; the motivations people have to commit evil acts; the situational and personal factors that remove restraints to commit evil acts; and, the process of healing (forgiveness/reconciliation) after evil. By reading
primary and secondary literature, we will critically think about these important, empirical questions about human nature. This course will wrestle with provocative questions about human nature. Are humans basically motivated to be good, evil, or both? Who should we trust more in recounting evil actions: victims or perpetrators (or neither)? Does “pure evil” exist? Can we ever completely stop evil from happening? How do we heal after experiencing evil?

**Prerequisite:** PSYCH 100

**Recommended Preparation:** PSYCH 200, PSYCH 301W

**PSYCH 467: Psychology of Serial and Mass Murderers**

3 Credits

It is essential in understanding human behavior for students to include the darker side, murder - without conscience. This course will enable students to understand the definition of murder, within various classifications of it used in the United States, in particular the phenomenon of serial and mass murder. Students will be able to examine and understand within a historical context the cultural development of monsters, demons and evil and this relationship to serial and mass murder. Importantly, students will explore the biological and genetic foundations of human behavior, develop an understanding of the Diagnostic and Statistical manual (DSM-V) spectrum of personality disorders and how these disorders relate to violent behavior. Hare’s PCL-R (Psychopathy Check List- Revised) factors will be examined alongside the examination of serial murder committed by legally insane offenders. Some, but not all serial killers have documented cases of mental illness (e.g. schizophrenia), personality disorders (e.g. borderline and antisocial), and psychopathy, albeit most mass murderers suffer from various psychoses. In addition, students will be able to understand sociological theories as they pertain to violent behavior and include factors such as, the role of the family, sexual and physical abuse, and maladaptive childhood behaviors. Often serial murders are preceded by perpetrators’ (i.e., males) use of various types of criminal paraphilia (violent or non-violent). These are examined by students to understand the roles these play in the sexual fantasy development of (i.e., males) perpetrators and specific types of sex crimes. The healthcare industry, a hidden, but important environment for serial murderers, is examined by students in order to understand how occupations are important to serial murderers, as by way of their employment, many have easy access to victims. There are numerous differences between male and female serial killers, and team killers. These differences are explored by students by reviewing case studies of each, which include their profiles, mobility and techniques. Finally, global mass and serial murder is to be explored by students, which include their profiles, mobility and techniques. Numerous case studies of serial and mass murderers will be reviewed to link the psychological, biological and sociological factors to enable students to construct their own profile of a serial or mass murder by researching particular murderers and their psychological, biological and sociological factors.

**Prerequisites:** PSYCH 100

**Recommended Preparation:** PSYCH 270

**PSYCH 470: Abnormal Psychology**

3 Credits

Causes, dynamics, symptoms, and treatment of neuroses, psychoses, personality disorders, and other psychological disorders of adulthood.

**Prerequisite:** PSYCH100; PSYCH238, PSYCH243, or PSYCH270

**PSYCH 471: Psychology of Adjustment and Social Relationships**

3 Credits

Theory and application of psychological principles to problems in personal and social adjustment.

**Prerequisite:** PSYCH100, 6 additional credits of PSYCH

**PSYCH 472: Human Development, Health, & Education From A Global Perspective**

3 Credits/Maximum of 3

Intended to address the University’s global community objectives and provide scholarly background on India for Schreyer Honors students.

**Prerequisite:** PSYCH100H

Cross-listed with: SPSY 472

International Cultures (IL) Honors

**PSYCH 473: Behavior Modification**

3 Credits

Principles of advanced behavior modification techniques.

**Prerequisite:** PSYCH100, 6 additional credits of PSYCH

**PSYCH 474: Psychological Intervention in Childhood**

3 Credits

Psychology of personal relationships in school situations.

**Prerequisite:** PSYCH100, PSYCH212, PSYCH238, PSYCH243, or PSYCH270

**Bachelor of Arts: Social and Behavioral Sciences**

**PSYCH 475: Psychology of Fear and Stress**

3 Credits

Description and evaluation of major trends in research on stress and fear in humans and other animals.

**Prerequisite:** PSYCH100, 3 credits of BIOL, statistics PSYCH200 or STAT 200

**Bachelor of Arts: Social and Behavioral Sciences**

**PSYCH 476: Child Psychopathology**

3 Credits

Etiology, diagnosis, and facilitiation of adjustment of the mentally retarded, gifted, physically handicapped, and emotionally disturbed child.

**Prerequisite:** PSYCH100, PSYCH212, PSYCH238, PSYCH243, or PSYCH270

**Bachelor of Arts: Social and Behavioral Sciences**
PSYCH 477: Mental Health Practicum with Children
3 Credits
Overview of interventions for children at risk for mental health disorders; emphasis on intervention strategies, program evaluation, and applied skills.
Prerequisite: PSYCH100, permission of program
Bachelor of Arts: Social and Behavioral Sciences

PSYCH 478: Clinical Neuropsychology
3 Credits
Overview of functional human neuroanatomy and clinical neuropsychology, with emphasis on origin, assessment, and treatment of human brain damage.
Prerequisite: PSYCH100, PSYCH260
Bachelor of Arts: Social and Behavioral Sciences

PSYCH 479: The Psychology of Gender
3 Credits
Theories and research on gender differences and gender roles. Emphasis on women's and men's current positions in society.
Prerequisite: PSYCH100, PSYCH221
Cross-listed with: WMNST 471
United States Cultures (US)

PSYCH 480: Advanced Mental Health Practicum with Children
3 Credits
This course involves a continuation and extension of the training and practicum work initiated in PSYCH 477 Mental Health Practicum with Children. The advanced training provided in this course extends understanding of intervention and prevention program logic models and implementation strategies, and includes a focus on tailoring interventions to account for individual, contextual, and cultural factors. Students began their practicum working with children in PSYCH 477 and continue to receive training and supervision for ongoing, linked practicum work in this course. The key goals of this course are to help students: 1) build up a "toolbox" of therapeutic skills, techniques, and intervention approaches to use in the accompanying practicum and to use in future work with high-risk children, 2) understand how therapeutic group interventions with high-risk children are organized and conducted, and identify the key mechanisms of action that inform intervention design and drive positive child benefits, and 3) become familiar with the resource-base of evidence-based prevention programs and implementation supports to foster dissemination in communities. Lectures, class discussions, and presentations are included, along with practicum work review and supervision; accompanying practicum work with children is required. The class requires a commitment of 9 hours per week, which includes class sessions, practicum work, and assignments.
Prerequisite: PSYCH 477
Honors
PSYCH 492: Current Topics in Psychology
3 Credits
Current topics addressing significant contemporary developments in psychology.
Prerequisite: PSYCH100
PSYCH 493: Senior Thesis
3-6 Credits/Maximum of 6
Supervised senior thesis research in psychology.
Prerequisite: approval of a thesis adviser in the department, seventh-semester standing
Bachelor of Arts: Social and Behavioral Sciences
PSYCH 494: Research Projects
1-12 Credits/Maximum of 12
Supervised student activities on research projects identified on an individual or small-group basis.
Bachelor of Arts: Social and Behavioral Sciences
PSYCH 494H: Research Projects
1-12 Credits/Maximum of 12
Supervised student activities on research projects identified on an individual or small-group basis.
Bachelor of Arts: Social and Behavioral Sciences
Honors
PSYCH 495: Internship
1-18 Credits/Maximum of 18
Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required.
Prerequisite: prior approval of proposed assignment by instructor
PSYCH 496: Independent Studies
1-18 Credits/Maximum of 18
Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.
PSYCH 496A: **SPECIAL TOPICS**
1-6 Credits
PSYCH 496B: **SPECIAL TOPICS**
3 Credits
PSYCH 496F: **SPECIAL TOPICS**
1-6 Credits
PSYCH 496H: Independent Studies
1-18 Credits/Maximum of 18
Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.
Honors
PSYCH 497: Special Topics
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.
PSYCH 499: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)