

Psychology (PSYC)

PSYC 1000 General Psychology 3 or 4 Credits

This introductory course surveys the field and acquaints the student with the major areas of Psychology, including perception, memory, cognition, neuroscience, learning, motivation, emotion, personality, social behavior, development, and psychopathology. PSYC-001. GENERAL PSYCHOLOGY IS A PREREQUISITE FOR ALL OTHER PSYCHOLOGY COURSES.

Level: Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 2000 Research Methods Statistics 0 or 4 Credits

This course offers an introduction to the logic of research design and to descriptive and inferential statistics. The goals are to prepare students to design, analyze, interpret, and report on their own research, and to evaluate critically the work of others. Emphasis is placed on the logical bases of psychological measurement, research design, and statistical inference. The topics to be covered include the nature of both correlation and experimental studies, confounds and ways of dealing with them, reliability, internal and external validity, frequency distributions, measures of central tendency, variability, graphic presentation of data, hypothesis testing, correlation, and an introduction to the analysis of variance. Each student conducts a research project in an area chosen by the student. Students also write critical summaries of published research. Majors are strongly encouraged to complete this course in their sophomore year and no later than their junior year.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)(MATH 040 or MATH 1040) or MATH 04- or (MATH 140 or MATH 2140) or (ECON 121 or ECON 2110) or (OPIM 173 or OPAN 2101)

Grading: Main Campus (UGrad, Grad)

PSYC 2200 Physiological Psychology 3 Credits

The brain, with all its myriad parts, evolved to keep us alive just like any other organ. We are now capable of all kinds of new and flexible behaviors, but many of the parts of the brain, from single cells to neural circuits to macroscopic anatomy, still function in a more rigid manner, largely constrained by their physiology. Things like the circadian rhythm, reward processing and addiction, and different types of memory like autobiographical memory can all be elucidated by studying their underlying physiology. In this course we will study the evolution and physiology of the brain in order to better understand human (and sometimes non-human) behavior.

Prerequisites: PSYC 1000

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or PSYC 00 or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 2300 Cognition: Info in the Brain 3 Credits

Viewing the mind/brain as an information processing or computational system has revolutionized the study and understanding of how both the human mind and brain work. This course introduces the theory, methods, and empirical results that underlie the assumptions that information is biologically real, and that the human brain is the consummate information processing device. Specific topics include philosophy and methodology, perception, attention, cognitive and motor control, knowledge and learning, problem solving and reasoning, emotion, language and mathematics. Effort will be made to integrate evidence from multiple levels of analysis and methodological sources, including neuroscience, computing, cognitive science and psychology.

Level: Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 2310 Psychology of Language 3 Credits

The purpose of this course is to provide a comprehensive overview of the structure of language and the processes that allow us to learn, comprehend and produce our own language. Firstly, we will review the structure of language in each of the traditional areas of linguistic analysis (phonology, semantics, syntax/morphology, and pragmatics) in order to fully understand the characteristics of human language that contribute to its hierarchical organization and interactivity. Secondly, the course will provide an overview of typical language processing in children and adults. Topics will include how children and adults learn and process sounds, words, sentences, and communicative norms. The class will include theories of lexical access and word production, sentence comprehension and production, types of inferences made in natural discourse, and the nature of linguistic representation. Finally, experimental methods and analysis tools commonly used in language research will be covered. (Prerequisite: PSYC 1000)

Level: Undergraduate

Prerequisites: PSYC 1000 or PSYC 001 or PSYC 00- or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 2400 Social Psychology 3 Credits

This course examines the social foundations of human nature by addressing the following aspects of social life: (a) social influence; (b) social roles and public behavior; (c) inferences about other people; and (d) interpersonal relations and groups. Among the topics to be considered are: the social origins of knowledge and of self, the influence of public behavior on social and moral norms, persuasion, impression management, social emotions, judgment of responsibility and character, interpersonal attraction, aggression, altruism, group dynamics, and inter-group conflict. The course will concentrate on the level of analysis of the individual, but will include sociological and evolutionary perspectives where appropriate.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 2500 Emotion 3 Credits

What are emotions? How do they affect our lives? How are they different from cognitive processes? Can they be regulated? Are they functional or dysfunctional? This course will provide students with a review of diverse theories and findings in the dynamic field of affective science. In lecture and readings, we will consider classical and contemporary theories of emotions and examine evidence from a range of disciplines (e.g., anthropology, sociology, biology) and subdisciplines of psychology (e.g., developmental, social, clinical). We will consider methodological approaches to studying emotions in the lab and in the world. Our class time will include lecture, watching and discussing video case studies and class discussions and exercises. (Prerequisites: PSYC-001)

Level: Undergraduate

Prerequisites: PSYC 001 or PSYC 1000 or PSYC 00- or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 2600 Life Span Development 3 Credits

This course explores the biological, cognitive, emotional and social changes that humans experience across the lifespan from birth through old age. It addresses questions such as: "Is development continuous or discontinuous?" "Are we the product of our nature or our nurture?" "Do all people follow a similar trajectory or is human development marked by diversity?" The broad aim is to answer, in different ways, the fundamental question: "How do we become who we are?" Drawing on developmental, social, and cognitive psychology, and an understanding of developmental milestones of each age period, the course investigates the development of language, intelligence, morality, personality, close relationships, and identity. Special attention is paid to the parts parents, peers, schools, and socioeconomic contexts play in those processes.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 2610 Childhood Adolescence 3 Credits

This course integrates theory and research focusing on dimensions of normal, personal, social and cognitive growth from infancy through adolescence. The development of human behaviors and processes such as attachment, prosocial behaviors, altruism, self concept, aggression, sex typing, intelligence and moral reasoning are examined. Prerequisite: PSYC-001. Spring

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000)

Grading: Main Campus (UGrad, Grad)

PSYC 2700 Psychological Disorders 3 Credits

This course will apply psychological, biological, and psychosocial approaches to the study of psychological disorders. Symptoms, causes, and treatment will be examined for the full spectrum of psychopathology as identified by the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), using a variety of methods and in-class exercises and demonstrations. Disorders covered will include anxiety, trauma-related, obsessive-compulsive, mood, eating, sexual, substance-related, personality, psychotic, neurodevelopmental, and neurocognitive disorders. A continuing discussion of the classification, history, and cultural perspectives of these disorders will ensue, with the goal not only of thorough comprehension of these disorders, but a deeper understanding of the people whose lives are affected by them. Prerequisites: PSYC-001.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 2710 Personality Clinical Science 3 Credits

This course is an introduction to the field of clinical psychology and personality science. Although we will consider both the practice and science aspects of the clinical psychology, we will focus on clinical and personality science in more depth. We will cover contemporary theoretical models that are currently central to the field and their historical roots. Topics we will cover include theory development and research methods in clinical and personality science, sources of individual differences in personality and susceptibility to mental illness, approaches to classification of disorders, assessment of psychological functioning and personality, approaches to developing and evaluating clinical interventions, and training and practice issues in clinical psychology. Throughout the course, we will consider how sociocultural context informs our understandings of mental illness and our efforts to assess, treat, and prevent it. Our class time will include lectures, class discussions, and activities.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 2800 Psychology the Legal System 3 Credits

The law intends to guide and control human behavior and the discipline of psychology intends to understand it. In this course we will examine theories, research, and practical implications for understanding human behavior that is regulated by the American legal system. As a survey course we will investigate a broad range of topics that may include the psychology of crime, eyewitnesses, forensic assessment, trials and juries, and sentencing and corrections. We will examine the structure of the legal system and the various roles that psychologists can play in that system. We will supplement our textbook with Supreme Court briefs and opinions, documentary films, and guest speakers that may include representatives from federal agencies (e.g., U.S. Secret Service, Federal Bureau of Investigation), state and local court systems (e.g., defense attorneys, prosecutors, judges, law enforcement), and advocacy organizations (e.g., victim's rights, children's advocacy).

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 3200 Cognitive Neuroscience 3 Credits

How does the brain produce the mind? Answering this question is the goal of cognitive neuroscience, a rapidly growing discipline that represents the integration of cognitive psychology and neuroscience. The objective of this course is to introduce you to the methods and topics of cognitive neuroscience. We will consider evidence from functional brain imaging, neuro-genetics, studies of brain-damaged individuals, and studies of individuals with psychiatric conditions to arrive at an understanding of how complex cognitive functions such as perception, memory, language, emotion, and higher level thought are organized in the brain.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000)

Grading: Main Campus (UGrad, Grad)

PSYC 3210 Soc and Aff Neuroscience 3 Credits

This course will be aimed at understanding the nature of emotional and social experiences and behaviors in humans and non-human animals. We will begin by learning about the brain processes that underlie basic emotional processes. This will provide a foundation for considering what emotion is—how do we define it? How do we measure it? We will next move into considering individual emotions, including basic emotions like rage, fear, joy, and disgust. We will then move into considering social emotions, like affiliation, love, and empathy, and the social processes that arise from emotional responses, including stereotyping and prejudice. Throughout, the course will emphasize the neural substrates of emotions, evolutionary homologies of emotion across species, and psychological disorders that may result when dysfunction emerges in social and emotional processes.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000)

Grading: Main Campus (UGrad, Grad)

PSYC 3220 Health Psychology 3 Credits

Health Psychology examines the biopsychosocial factors that interact with and affect health promotion, stress management, pain coping, and illness prevention and recovery. The course will offer a broad overview of the field, including topics such as: habits and behavioral change, social support and emotion regulation, mental health and subjective well-being, exercise and eating, doctor-patient communication and relationship, chronic stress, major adversity, and psychoneuroimmunology. Students will explore these factors from a variety of theoretical perspectives, including behavioral, physiological, socioemotional, and cognitive. The class is designed to develop: (1) an appreciation of the complex interplay between human behavior, cognition, and emotion as critical determinants of physiological and health outcomes; (2) a practical understanding of cognitive-behavioral and socioemotional techniques applicable to medical treatment and the implications for behavioral medicine and preventative care; (3) a recognition of the importance of *cura personalis*—an understanding of patients as complex biopsychological systems embedded in a social environment and in a broader societal context.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 3230 Psychology of Human Sexuality 3 Credits

The goal of this course is to examine the complex interplay of psychological, sociocultural, and biological factors in the development and expression of sexual attitudes and behaviors. This will be accomplished through lectures, readings, discussions, films, and a set of written assignments. We will cover a wide variety of topics, including the major psychological theories of sexuality, patterns of sexual arousal and response, the development of gender and gender identity, variations in sexual orientation, attraction processes and romantic love, sexual dysfunctions and sex therapy, typical and atypical sexual behaviors, as well as the psychological effects of pornography. Every effort will be made to present the relevance and applicability of each course topic to your own life. By the end of the semester, you should have a greater understanding of your own and others' sexual functioning and practices. You should also develop an appreciation for different perspectives on sexuality, as well as improve your ability to communicate on this topic.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) and (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 3300 The Psychology of Memory 3 Credits

Memory is characterized both by extraordinary powers and by puzzling limitations. Examples of these extremes can be seen in all of us; we recall details of events experienced in childhood, yet find ourselves unable to think of the single item for which we drove to the grocery store. Other extremes of memory are witnessed only in unusual individuals; mnemonists with apparently limitless photographic memories stand in sharp contrast to individuals who suffer from amnesia so severe that they have forgotten who they are. Everyday we keep track of our own autobiographies and our plans for the future. This course explores such powers and limitations, and considers critically what they reveal about the nature of human memory. Among the topics considered are mnemonists, techniques for improving memory, amnesia, the development and aging of memory in the individual, autobiographical memory and self, eye witness testimony, trauma, and the effects of brain damage on memory. The course will be particularly focused on how memory is experienced in real world contexts. The course will also include sections on how memory and memory disorders are portrayed in the media and will require reviewing and critiquing popular books and movies (e.g. *Memento* (written by a GU alumnus)). The course is conducted as a seminar and workshop. Students read and lead discussions of the assigned articles, and, working either alone or as part of a group, they design and conduct their own studies of memory.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 3310 Sensation and Perception 3 Credits

What is real? How do you define 'real'? If you're talking about what you can feel, what you can smell, what you can taste and see, then 'real' is simply electrical signals interpreted by your brain. These electrical signals are shaped by our evolution and resultant physiology to make us perceive the world in ways that are beneficial to us, in ways that are adaptive. In this course we will study how the brain collects information, about both the external and the internal world, transduces it into electrical signals, and molds that information into the perceptions that we experience and the behaviors that we do.

Prerequisites: PSYC 1000

Level: Undergraduate

Prerequisites: PSYC 1000 or PSYC 001 or PSYC 00- or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 3400 Cultural Psychology 3 Credits

Human beings do not develop and function in a cultural vacuum. Cultural psychology is the field of study that focuses on the cultural constitution of psychological phenomena. In this course, we will consider current theories and research on culture, race, and ethnicity and will examine evidence suggesting psychological processes are culture- and context-dependent. Students will gain a better understanding of the ways in which sociocultural contexts influence psychological processes, such as self, agency, motivation, emotion, cognition, and relationships, learn about empirical methods in cultural psychology, and achieve a better appreciation of diversity within and outside of the United States. Class meetings will be comprised of lecture, discussion, and class exercises.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 3410 Group and Inter-group Psyc 3 Credits

The objective of this course is to educate and encourage students to: (1) understand the psychological foundations of group and inter-group behavior (2) comprehend and critically assess competing psychological theories of group and inter-group behavior, as well as empirical research testing the theories (3) apply psychological theories to explain group and inter-group behavior, including prejudice, discrimination, extremism, radicalization, violence and conflict (4) understand the relationship between globalization and collective behavior (5) assess the psychological foundations of policies for managing diversity, including assimilation, multiculturalism, and omniculturalism.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000 or PSYC 00 or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 3420 Psychology of Gender 3 Credits

This course deals with theory and research concerning sex and gender. This class is not meant to be a survey of sex differences, but rather, an examination of the ways in which gender shapes us; the course will emphasize the social context of gender and how men and women "do" gender in their everyday lives. The aim of the course is to explore and critically examine theories and research on sex and gender to better understand the complex interplay among different factors that influence a broad range of human experience. A variety of topics will be covered.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000)

Grading: Main Campus (UGrad, Grad)

PSYC 3430 The Psychology of Fashion 3 Credits

While what we wear has been a marker for social class, occupation, and even personality for centuries, the field of fashion psychology is a relatively new subdiscipline in the field. The study of how our choices in dress affect how we see and judge one another is known as fashion psychology. The phrase "fashion psychology" is somewhat deceptive, though, as the field actually examines much beyond how clothes affect a person. This course introduces students to the emerging field of Fashion Psychology. Students learn how fashion and human behavior are intertwined and how psychological principles can be utilized to predict and explain those behaviors. (Prerequisite: PSYC 001)

Level: Undergraduate

Prerequisites: PSYC 001 or PSYC 1000 or PSYC 00- or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 3440 Creating a Purposeful Life 3 Credits

TBD

Level: Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 3600 Early Childhood Development 3 Credits

This course engages students in a critical examination of the interdisciplinary literature on early child development from the prenatal period up to school entry. The central debate about the role of early experience in development will provide a unifying theme for the course. The traditional domains of development (social, emotional, language, cognitive) will be addressed in the context of debates about nature-nurture, parenting and the role of the family, child care and early intervention, the influence of culture and the community, and the role of public policies. Research on children displaying both typical and atypical development, as well as those who experience environmental insults such as toxic exposures and child abuse, will be included.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 3610 Psychology of Aging 3 Credits

When we study child development, we study our personal and collective past, whereas the study of aging focuses on our future. This course will examine the nature and causes of the psychological changes that accompany human aging. Theories concerning the biological, social, and cultural influences on aging will be considered. The course will examine patterns of change and stability over the adult years. We will ask whether the changes that occur are inevitable and irreversible. Particular emphasis will be placed on the changes in mental life that accompany advancing age, both as viewed from without by observers (including researchers) and from within by aging individuals themselves (in autobiographical accounts). The course will emphasize the ways in which people compensate for the losses that come with added years (including the general slowing of mental and motor processes, the deaths of loved ones) by taking advantage of the gains (including accumulated wisdom and perspective, additional leisure time). Credits: 3 Prerequisites: PSYC-001

Level: Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 3620 Early Childhood Education 3 Credits

The course addresses a broad set of topics that have implications for developmentally appropriate and effective early childhood education. It begins with children's social, emotional and cognitive development and issues related to poverty, culture and language. We will also examine research evidence on effective literacy, math and science instruction for young children, evaluations of early childhood interventions, and several current policy debates. My goal is to ensure that you are equipped to think in an informed and critical way about the state of early childhood education in the U.S. – where it stands today and where it needs to go in the future to enable all children to succeed in school. Prerequisites: PSYC-001.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) and (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 3630 Topics in Educational Psych 3 Credits

In this course, students will engage with several foundational topics in educational psychology. The class will tackle such questions as: What are the most common theories of teaching and learning? What are the strengths and weaknesses of the most popular theories of motivation and engagement? How do early, primary, secondary, and post-secondary educational contexts operate as key socio-developmental contexts in the lives of children, adolescents, and young adults? Students will also have the opportunity to discuss and debate hot topics in the field such as the implications of AI-usage for learning, the utility of online learning platforms, and the importance of high-stakes standardized testing. This course is ideal for students interested in broadening their theoretical understanding of teaching, learning development, and schools as sites for social development. It is also ideal for students who want to broaden their practical understanding of how we can apply research in the educational psychology field in real educational settings. Students will also have the opportunity to reflect on and contextualize their own past learning experiences through the course material.

Level: Undergraduate

Prerequisites: PSYC 1000 or PSYC 001 or PSYC 00- or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 3640 Moral Development 3 Credits

This course examines how humans develop a sense and understanding of morality (a sense of what is right and what is wrong). We will talk about major theories of moral psychology and criticisms of these theories. We will cover how moral thinking develops (e.g., moral reasoning), how moral emotions develop (e.g., empathy and compassion) and how these relate to moral action and prosocial behavior. This class will provide opportunities for students to integrate the course material with their own observations of human morality, and to some extent their personal experiences.

Level: Undergraduate

Prerequisites: PSYC 1000 or PSYC 001 or PSYC 100X or PSYC 00-

Grading: Main Campus (UGrad, Grad)

PSYC 3650 Adolescence and Emerging Adult 3 Credits

This course will review the many psychological and biological changes that occur across adolescence and into emerging adulthood. Students will explore the theories and research related to the psychological impact of puberty, changing relationships with parents, developing friendships and intimacy, changes in thought processes and decision-making, and the many factors that impact risk for psychological disorders common during this time (e.g., depression, eating disorders, delinquency, and substance abuse). Societal and cultural influences on the various changes perceived, felt, and observed during these adolescent and emerging adulthood periods will be highlighted.

Level: Undergraduate

Prerequisites: PSYC 1000 or PSYC 001 or PSYC 00 or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 3710 Clinical Assessment 3 Credits

This course introduces students to the theory and practice of clinical assessment, in the context of a specialized subfield of Clinical Psychology called Clinical Neuropsychology. It is clinical neuropsychologists' goal and responsibility to assess the relationship between central nervous system function, cognition, emotion, and behavior; and to apply this knowledge to the design of individualized diagnosis and intervention. Students will gain an understanding of the field through review of the psychometric approach utilized by clinical neuropsychologists, the cognitive and emotional constructs they measure, and the knowledge of neuroanatomy, neurochemistry, and neuroradiology upon which they rely. Students will perform a self-study of cognitive and emotional functions and their role in everyday life. Students will also explore the nature of neuropsychological dysfunction in various neurologic and psychiatric disorders, and simulate a written neuropsychological report on a disorder of their choosing.

Level: Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 3720 Brain, Behavior, and the Law 3 Credits

In this course, students will examine the interface between the brain, human behavior, and the legal system. Specifically, we will look at how mental illness can shape behavior and in turn, affect an individual's role in the criminal-legal system.

Level: Undergraduate

Prerequisites: (PSYC 1000 or PSYC 001 or PSYC 100X or PSYC 00-)

Grading: Main Campus (UGrad, Grad)

PSYC 3730 Group Process Facilitation I 3 Credits

Group Process and Facilitation is a 2-semester, 5- or 6-credit course sequence. In the first semester, students learn background knowledge and skills related to: advanced reflective listening, group processes and management, leadership and facilitation. Students also participate in their own Connection Project group. In semester 2, students who are deemed "ready to lead" will be eligible to co-facilitate 1-2 Connection Project group(s) and also receive weekly group supervision. Through readings, discussion, participation in The Connection Project, and practice in leading groups, this course will help you hone and develop your group facilitation knowledge and skills. You will work hard to learn about yourselves, your peers, understanding differences, and fostering a supportive community. In order to use these skills in the future, we have asked that you commit to two semesters (or more) of work with The Connection Project, so that you may have the opportunity to facilitate your own group after you complete this course. The semester is split into three phases: during the first phase of the semester, students are divided into three small groups of ~12 students each. Small groups meet during the regularly scheduled class time with a facilitator (your professor or TA) to complete the Connection Project curriculum as a participant. You will engage in the activities and discussion as a member of your Hoyas Connected group. This allows you to (1) experience the sessions as your group members will, doing the same work of building group-level connection, and (2) see how your facilitator(s) manage the groups as a model for your later facilitation experience. During the second phase of the semester, the entire class meets together for didactics – lectures, discussions, and self-reflection to learn the why and how of the program as well as core facilitation skills. The final phase of the course is reserved for role plays to practice applying the skills; you'll each have an opportunity to co-lead a small group using an actual segment of the Hoyas Connected curriculum. Departmental permission required.

Prerequisite: At least one PSYC course.

Level: Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 3740 Group Process Facilitation 2 2 Credits

This is the second semester of a 2-semester, 5 or 6-credit course sequence. In semester I, students learned background knowledge and skills related to: advanced reflective listening, group processes and management, leadership, and facilitation. Students also participated in their own Hoyas Connected group. In semester II, students co-facilitate 1-2 Hoyas Connected group(s) and also receive weekly group supervision and continued preparation and skill development in group facilitation. (Prerequisite: PSYC 3730 and permission of instructor)

Level: Undergraduate

Prerequisites: PSYC 3730

Grading: Main Campus (UGrad, Grad)

PSYC 3741 Group Process Facilitation 2 3 Credits

This is the second semester of a 2-semester, 5 or 6-credit course sequence. In semester I, students learned background knowledge and skills related to: advanced reflective listening, group processes and management, leadership, and facilitation. Students also participated in their own Hoyas Connected group. In semester II, students co-facilitate 1-2 Hoyas Connected group(s) and also receive weekly group supervision and continued preparation and skill development in group facilitation. (Prerequisite: PSYC 3730 and permission of instructor).

Level: Undergraduate

Prerequisites: PSYC 3730

Grading: Main Campus (UGrad, Grad)

PSYC 3750 Hoyas Connected 1 Credit

Hoyas Connected brings together groups of students to get to know one another while discussing the key components of making meaningful connections. Led by two trained upper-class student facilitators, groups of 6-10 students engage in activities and discussions that delve into what brings us together, what can keep us apart, and how these things manifest at Georgetown. First Years, Second Years, and Transfers are all eligible.

Level: Undergraduate

Grading: Pass/Fail Default

PSYC 3800 Intro to Community Psych 3 Credits

This course introduces students to the science and practice of community psychology, which emphasizes understanding and changing larger social contexts. Community psychologists work on many of the social issues facing communities today such as juvenile violence, homelessness, child abuse, and welfare reform. They combine theory, research, and action to promote health and prevent problems in communities, groups, and individuals. We examine the field's major orienting concepts: stress and coping, prevention, empowerment, and resilience. We evaluate the field's guiding principles: knowledge within a value system, the role of context, importance of diversity, commitment to social change, and orientation toward strengths. Because the field of community psychology resulted from psychologists' active questioning of the prevailing models of science and practice, students will be encouraged to question and debate their views. Prerequisites: PSYC-001.

Level: Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 3810 Building equitable societies: 3 Credits

This course focuses on the intersection of children's rights and needs addressing contemporary challenges of our times. The course examines the origin and effect of health, education, and social policies on children and families for issues such as pregnancy and reproductive health, and the impact of the opioid crisis, immigration and child separation and effects of incarceration. How can we use science to move the needle on these significant challenges to child development? How do systems of care and control (e.g. justice and welfare systems) intersect and how do inequities multiply to impact child development? What are the short and long term effect of separating children from their parents at the border? How do we intervene in the opioid crisis to protect young children? Answers to these questions and others like them lie at the intersection of legal policy, both international and domestic, and developmental psychology. This course introduces students to these complex and interacting influences on children's growth and development, their biopsychosocial origins, and their inequitable outcomes. Moving from research to practice to policy provides the structure for the course. Along with scholarly readings and case studies, students will have first-hand experiences in an immigration court hearing and a newborn intensive care unit. A culminating project will require students to synthesize their learning around rights, needs, and child development.

Level: Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 4001 Mind, Brain and Education 3 Credits

This course is an introduction to the emerging field of Mind, Brain and Education (sometimes referred to as Educational Neuroscience). The field sits at the intersection of developmental psychology, cognitive neuroscience, educational practice and policy. Such interdisciplinary endeavors provide both exceptional opportunity as well as considerable pitfalls and controversy. We will explore the rapidly changing landscape of this field with two key questions in mind: (1) (How) Can empirically grounded data from psychology and neuroscience inform educational practice and policy? (2) (How) Can insights and challenges from education inform and direct research in psychology and neuroscience?

Level: Graduate, Undergraduate

Prerequisites: (PSYC 002 or PSYC 2000)(PSYC 130 or PSYC 2300) or (PSYC 234 or PSYC 3200) or (PSYC 235 or PSYC 3210)

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Undergraduate level students.

PSYC 4120 Special Topics in Psychology 3 Credits

This course can vary in content from semester to semester, and indeed from section to section in the same semester. Each section of this course will typically be taught by an advanced graduate student in the Psychology Department, and will explore material bearing on that student's doctoral dissertation. Since the course content varies in the manner described, a student may enroll in the course more than once.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 4200 Stress, Coping and Health 3 Credits

Everyone experiences stress, and stress can have serious consequences for mental and physical health. But how does stress come to affect health? And what can we do to minimize the harmful effects of stress? This course reviews the foundations of stress theory and critically examines research on how stress might affect psychosocial, behavioral, and biological processes to impact health and disease risk. Individual and contextual factors that can protect against stress, as well as coping strategies and interventions that can help deal with or reduce stress are also examined.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000 or PSYC 00- or PSYC 100X) and (PSYC 002 or PSYC 2000)

Grading: Main Campus (UGrad, Grad)

PSYC 4210 Neurophilosophy 3 Credits

Science used to be philosophy and may be again. What we now think of as science grew largely out of the work of "natural philosophers" who used empirical (evidence-based) measures to test philosophical theories. Today, in the neurosciences, new techniques open the way to new evidence concerning fundamental philosophical questions of the nature and behavior of our minds. In this course, we will read into the contemporary literature, particularly the literature of cognitive neuroscience, in which empirical brain-based methods have been used as tools for asking philosophical questions. We will consider the topics of consciousness, morality, love, human-ness, individual differences and equality, and conceptions of self and others, as well as the natures of perception, thought, belief, knowledge, and memory. We will directly consider the capacities and limitations of neuroscientific methods for philosophical inquiry, and discuss emerging and future directions in this area.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X) or (BIOL 103 or BIOL 1203) or (BIOL 104 or BIOL 1204)

Grading: Main Campus (UGrad, Grad)

PSYC 4220 Behavior and Cancer Prevention 3 Credits

Health Behavior and Cancer Prevention Across the Lifespan Nearly half of all deaths from cancer are preventable through a combination of health behavior change and early detection practices. This seminar explores the contribution of lifestyle as a risk factor for cancer, and how psychology's insights into this behavior–health connection drives public health prevention campaigns from childhood to adulthood. The course addresses fundamental research questions such as the following: Why do some individuals engage in behaviors that place them at increased risk for cancer (e.g., tobacco use, excess UV exposure, consume a poor diet, are physically inactive)? What determines whether someone is motivated to change their behavior to improve their health (e.g., knowledge and attitudes)? In what ways do biology, stress, and the environment contribute to cancer onset, and how do they influence cancer outcomes? We will also consider a broad range of ecological determinants of health-promoting and health-compromising behaviors, such as the family and community, health care providers and systems, norms and culture, and social media. We will examine how these interact to inform our understanding of behavioral cancer risk, prevention, and intervention efforts and the eradication of health disparities. The class is taught in a seminar format and requires class attendance and active engagement. Readings will be at an advanced level, with multiple writing assignments and team projects required throughout the semester. *Prerequisites:* PSYC-001 and PSYC-140 or permission of the instructor.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X) and (PSYC 140 or PSYC 2400)

Grading: Main Campus (UGrad, Grad)

PSYC 4230 Adv Sem in Cognitive Neurosci 3 Credits

The past 20+ years have witnessed exponential growth in the characterization of mind/brain relationships. While the mind functions as a well-tuned cohesive whole, understanding it has required fractionation at a variety of levels, from molecular to behavioral. The objective of this upper-level seminar is to journey through the field via seminal and contemporary articles that embody its interdisciplinary nature. Readings will comprise review articles, research papers, and opinion/perspective pieces. My hope is that you will leave the course with at least a few insights into the organization of mental function in the brain and some enduring questions to ponder in your armchair or laboratory. (Prerequisites: PSYC 2300 [Formerly PSYC 130] or PSYC 3200 [Formerly PSYC 234])

Level: Graduate, Undergraduate

Prerequisites: PSYC 3200 or PSYC 234 or PSYC 2300 or PSYC 130

Grading: Main Campus (UGrad, Grad)

PSYC 4299 Spec Topics Biological Psych 3 Credits

This course can vary in content from semester to semester, and indeed from section to section in the same semester. Each section of this course will typically be taught by an advanced graduate student in the Psychology Department, and will explore material bearing on that student's doctoral dissertation. Since the course content varies in the manner described, a student may enroll in the course more than once. *Prerequisites:* PSYC 1000.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 1000 or PSYC 001 or PSYC 00- or PSYC 100X) and (PSYC 2200 or PSYC 2300 or PSYC 3200 or PSYC 3210)

Grading: Main Campus (UGrad, Grad)

PSYC 4300 Neuroscience of Flavor 3 Credits

Flavor. The first frontier. For as long as there has been life there has been a need to find food, and therefore basic chemical sensation. This biological need has placed on us a consistent evolutionary pressure, driving the development of what we now know as flavor. In this course we will study how the brain creates our perception of flavor from multiple different exteroceptive senses (not just taste and smell), as well as from multiple different interoceptive senses, giving us information about our internal body states. Why does salt make everything taste better? Why is food tastier when you're hungry? Why is food so inextricably tied up with culture? These questions are some hors d'oeuvres to prime your palate for what this course is about.

Prerequisite: PSYC 1000

Level: Graduate, Undergraduate

Prerequisites: PSYC 1000 or PSYC 001 or PSYC 100X or PSYC 00-

Grading: Main Campus (UGrad, Grad)

PSYC 4310 The Science of Creativity 3 Credits

Creativity has long been central to human progress, and its importance is rising as the innovation economy and AI reshape how we create. The class explores creativity at the levels of mind and brain as well as the creative capacities and limitations of artificial intelligence and of human-AI hybrid collaboration. Evidence related to enhancing creativity through a range of techniques—from in-school curricula to direct neuromodulation of creative brain systems—is considered. We track longstanding tenets and recent developments in creativity theory, and discuss the implications of creativity for education, science, industry, and personal wellbeing. Course meetings center on close reading of research papers and student-led critical discussion.

Level: Undergraduate

Prerequisites: PSYC 3200 or PSYC 2300

Grading: Main Campus (UGrad, Grad)

PSYC 4399 Spec Topics Cognition/Percept 3 Credits

This course can vary in content from semester to semester, and indeed from section to section in the same semester. Each section of this course will typically be taught by an advanced graduate student in the Psychology Department, and will explore material bearing on that student's doctoral dissertation. Since the course content varies in the manner described, a student may enroll in the course more than once. *Prerequisites:* PSYC 1000.

Level: Graduate, Undergraduate

Prerequisites: PSYC 1000

Grading: Main Campus (UGrad, Grad)

PSYC 4400 Hot Topics in Human Sexuality 3 Credits

This class will explore controversies in the field of human sexuality. Sexuality tends to evoke strong opinions and vigorous debates, both among researchers and in the general public. Does talking to teens about sex encourage sexual behavior? Is pornography harmful? Is sexual orientation fixed or fluid? It is especially important that we understand the complexities of scientific evidence in this field, as sexuality impacts public policy and our personal lives. Topics may include sex/gender differences, sexual orientations, the sex industry, casual sex, atypical sexual behaviors, sexual difficulties, and sexuality education.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000)

Grading: Main Campus (UGrad, Grad)

PSYC 4410 Psyc of Close Relationships 3 Credits

In this course, we will examine some of the theories and research on close relationships with the goal of understanding relationship processes and outcomes. The course will primarily focus on romantic relationships, but will also touch on family relationships and friendships. We will apply the science of close relationships to "real-life" relationships, including identifying ways to use the research to improve relationships. Topics may include attraction, intimacy, love, sexuality, communication, conflict, relationship satisfaction, relationship longevity, and relationship dissolution.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 4420 Culture Psychopathology 3 Credits

This course explores a portion of the accumulated evidence for a relativistic, rather than a universal, model of psychological disturbance. In this relativistic model, the experience and manifestation of mental illness is shaped primarily by indigenous beliefs and cultural value systems. Reading material will be drawn from the psychological, sociological, and anthropological literature using a wide variety of sources including books, empirical studies, theoretical essays, and ethnographies. Among the topics to be considered are cross-cultural differences in classification and epidemiology, the relation between culture and theories of psychopathology, culture-bound syndromes, cross-cultural perspectives on depression, aggression, eating disorders, and schizophrenia, and cultural variations in treatment and healing practices.

Level: Graduate, Undergraduate

Prerequisites: PSYC 2000 and (PSYC 3400 or PSYC 2710 or PSYC 2400 or PSYC 2700)

Grading: Main Campus (UGrad, Grad)

PSYC 4430 Digital Well-Being 3 Credits

In the 1970s, computers were the size of a room. Today, a typical smartphone fits discretely in a pocket and boasts more computing power than that of the Apollo 11 when it landed on the moon (Kaku, 2011). Since the first computers began entering people's homes more than 30 years ago, human-computer interactions (HCI) have become central to people's everyday activities. A decade later, the Internet powered another technological revolution by connecting computers and transforming how people connect. And only a dozen years ago, the advent of ultraportable computing devices such as smartphones marked the beginning of yet another technological age—one in which people can connect to unlimited digital worlds everywhere they go. In this digital age of pervasive computing and social media, people have access to valuable information, entertainment, and far-flung friends and family anywhere they go. But if digital communication technology provides such clear benefits by making our lives easier and more connected, why are we all not bursting with greater happiness and health? In this class, we will explore the costs and benefits of digital technology for well-being. We will explore how our digital lives impact our well-being through a range of theoretical perspectives while considering empirical findings about various aspects of digital technology: from social media and online communities to smartphones, email, notifications, and video conferencing. Finally, we will use the existing evidence to reflect on how we can harness the benefits and minimize the costs of digital technology in our lives while trying to imagine what a more human-centered technology of the future might look like. Prerequisites: PSYC-001 and PSYC-002.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X) and (PSYC 002 or PSYC 2000)

Grading: Main Campus (UGrad, Grad)

PSYC 4440 Cultural Beings 3 Credits

Cultural psychology focuses on the ways in which culture and psychological functions (e.g., emotions, cognition, relationships, motivation) make each other up. We will begin with a review of several theoretical papers. We will continue with a discussion of contemporary empirical research on topics such as cultural evolution, cultural shaping of social support, emotions and cognition, culture and social class and culture and evolution. Students will learn about empirical methods in cultural psychology and will complete hands-on group empirical projects. Our class time will include discussion, watching and discussing videos, and research supervision.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 4450 Empathy Communication 3 Credits

Are humans innately selfish or empathic? What do we mean when we say "empathy?" Do selfish or empathic behaviors succeed best in the long term? What is a psychopath? In this seminar, we will explore these questions and others related to cognitive, emotional, and behavioral aspects of empathy in interpersonal interactions. We will begin with an exploration of the multiple ways that empathy can be defined and conceptualized, with a focus on the differences among empathy, empathic accuracy, and perspective-taking. As the course continues, we will examine the neural structures that subserve empathic abilities, how the capacity for empathy develops during childhood, the relationship between empathy and both altruistic and aggressive behaviors, and psychopathologies associated with impaired empathic capacities. The course will be taught as a seminar, and all students are expected to participate. Readings will be drawn from recent and classic academic literature. Prerequisites: PSYC 001 and PSYC 002.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X) and (PSYC 002 or PSYC 2000)

Grading: Main Campus (UGrad, Grad)

PSYC 4460 Psychology Literature 3 Credits

Insights from selected great works of literature and psychological science are used to explore the self, emotions and culture, intelligence, personality, conformity, obedience, group dynamics, collective conflict and war. The relationship between literature and psychological science is also explored.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 4499 Spec Topics in Social Psych 3 Credits

This course can vary in content from semester to semester, and indeed from section to section in the same semester. Each section of this course will typically be taught by an advanced graduate student in the Psychology Department, and will explore material bearing on that student's doctoral dissertation. Since the course content varies in the manner described, a student may enroll in the course more than once. Prerequisites: PSYC 1000.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000 or PSYC 100X or PSYC 00-) and (PSYC 2000 or PSYC 002)

Grading: Main Campus (UGrad, Grad)

PSYC 4500 Social Psyc of Emotion 3 Credits

This seminar examines the psychology of emotion, emphasizing cognitive, social, and cultural aspects that have been studied from the perspective of social psychology. The course addresses questions such as the following: How do emotions affect thought, motivation, and social interaction? What determines whether they are functional or dysfunctional? In what ways are emotions influenced by culture? What is known about specific emotional states, such as shame, guilt, jealousy, or envy? The class is taught in a seminar format requires class attendance and participation. Readings will be at an advanced level, and multiple writing assignments will be required.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000 or PSYC 00 or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 4510 Emotions Psychopathology 3 Credits

When are emotions functional and when are they dysfunctional? What do “flat affect” and “flashbacks” feel like? Is it possible to feel depressed and elated at the same time? Do psychopaths feel fear? This seminar will focus on answering these and similar questions on the linkages between emotional and social processes and how they are (or are not) disrupted in different types of psychopathology. We will begin with a review of the basic emotional processes and contemporary theories of emotions. We will continue with a discussion of methodological issues associated with study of emotion in diverse populations. We will then examine the role of emotions in etiology, presentation and treatment of several mental disorders, including mood disorders (unipolar depression and bipolar disorder), anxiety disorders (phobias and PTSD), schizophrenia, psychopathy, alcohol abuse, and borderline personality disorder. Our class time will include discussion, watching and discussing video case studies and class exercises. Prerequisites: PSYC-001, PSYC-002 and PSYC 151

Level: Graduate, Undergraduate

Prerequisites: (PSYC 002 or PSYC 2000) and PSYC 2500

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Undergraduate level students.

PSYC 4520 Social Emotion Regulation 3 Credits

This seminar offers a selective review of the scientific literature on how humans modulate and manage one another's emotions. First, we will review theoretical perspectives and research on the functions of emotions within social relationships. From a psychological and neuroscientific perspective, we will examine how people perceive and regulate emotions within social interactions. We will consider how these processes are shaped in early development, changed by age, and impacted by culture. Then we will review the consequences and implications of emotion regulation for physical and mental health. Finally, the course will cover literature that evaluates a number of modern psychotherapeutic approaches for managing our own and other's emotions. (Prerequisites: PSYC 1000 & PSYC 2000)

Level: Graduate, Undergraduate

Prerequisites: PSYC 001 (PSYC 1000 and (PSYC 2000 or PSYC 100X) or PSYC 00- or PSYC 002)

Grading: Main Campus (UGrad, Grad)

PSYC 4530 Emotional Intelligence 3 Credits

This course will explore the science of emotional intelligence from its theoretical models and empirical measurement to its practical, real-world applications. Using perspectives from cognitive psychology, clinical psychology, social psychology, and neuroscience, students will learn how concepts such as emotional awareness, interpersonal skillfulness, empathy, and self-regulation have been shown to impact psychological functioning, academic and professional achievement, relationship satisfaction, and well-being.

Level: Undergraduate

Prerequisites: PSYC 1000 or PSYC 001 or PSYC 00- or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 4599 Spec Topics in Emotion 3 Credits

This course can vary in content from semester to semester, and indeed from section to section in the same semester. Each section of this course will typically be taught by an advanced graduate student in the Psychology Department, and will explore material bearing on that student's doctoral dissertation. Since the course content varies in the manner described, a student may enroll in the course more than once. Prerequisites: PSYC 1000.

Level: Graduate, Undergraduate

Prerequisites: PSYC 1000 or PSYC 001 or PSYC 00- or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 4600 Infancy 3 Credits

This course introduces upper-level undergraduates to fundamental concepts of human development from conception to 2 years of age and will evaluate and critique the methods, the data, and the interpretations arising from the study of the preverbal cognitive mind. Assessment will consist of a semester-long research proposal project where students integrate their writing and research skills. Student will conduct a peer review of each other's proposals and then based on feedback each student will revise the proposal. In the final class students will present their ideas to the class. Students will also be expected to discuss research both online in Canvas and in class and to present a research article to the class. The final is a take-home policy paper. Students will also write written reflections on their observations at the Neonatal Intensive Care Unit (NICU), the Developmental Evaluation Followup Clinic (DEC) and Hoya Kids childcare.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 4610 Curr Res Child Families Parent 3 Credits

Current Research on Children, Families, and Parenting This seminar explores the science of families and parents in multiple contexts.

We will consider questions such as the following: Why and how do we study parenting empirically? How important are parents to children's development, and what are the implications of growing up in different family types and contexts? Is there a “right” and a “wrong” way to parent children? Does the answer to that question depend on developmental context? We will also examine current research on topics related to parenting and families such as growing up in poverty, fatherhood, coparenting, and parenting styles. The end of the course will focus on how families are affected by social policies, including child protective services and early intervention, designed to support families with young children.

Level: Graduate, Undergraduate

Prerequisites: PSYC 001 or PSYC 1000 or PSYC 00- or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 4620 Mind, Brain and Education 3 Credits

This course is an introduction to the emerging field of Mind, Brain and Education (sometimes referred to as Educational Neuroscience). The field sits at the intersection of developmental psychology, cognitive neuroscience, educational practice and policy. Such interdisciplinary endeavors provide both exceptional opportunity as well as considerable pitfalls and controversy. We will explore the rapidly changing landscape of this field with two key questions in mind: (1) (How) Can empirically grounded data from psychology and neuroscience inform educational practice and policy? (2) (How) Can insights and challenges from education inform and direct research in psychology and neuroscience?

Level: Graduate, Undergraduate

Prerequisites: (PSYC 002 or PSYC 2000)(PSYC 130 or PSYC 2300) or (PSYC 234 or PSYC 3200) or (PSYC 235 or PSYC 3210)

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Undergraduate level students.

PSYC 4630 Cognitive Development 3 Credits

This course covers fundamental principles and processes of cognitive development. The focus this semester will be on early cognitive development. Students will learn about cognitive development with special attention paid to the development of memory, attention, language, problem-solving and executive functioning skills more broadly. Material covered will address both normative and atypical development. Additionally, the roles that both biology and environmental context play will be featured. It is designed for graduate students in psychology, cognitive science, and related fields.

Readings will comprise empirical articles, review and opinion/perspective papers that will introduce students to methodology and research questions currently under investigation in development science. Students are encouraged to consider the role of research findings in policy issues.

Each of the topics we cover is complex and could be the source of semester-long study in and of itself. For that reason, the intent is to give you an overview of the constructs and some sense of the theoretical, empirical, and application issues. The examples and topics within each week are meant to be illustrative, not exhaustive.

Prerequisites: PSYC 001

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Undergraduate level students may **not** enroll.

PSYC 4640 Children Technology 3 Credits

Children and adolescents now grow and develop in a rapidly changing digital world from the earliest days of their lives. Our children now grow up digital natives. Yet the developmental needs of children, such as attachments and friendships with others, identity construction, the formation of romantic relationships, and differentiating fantasy from reality, remain a constant in their lives. How does the rapidly changing digital experience map on to the developmental needs of children? In this seminar, we will explore how established and emerging technologies influence children's developmental outcomes. The technologies explored include television, computers, videogames, tablets, and mobile phones, as well as the content and games that children and youth use on these platforms. Social policy issues will be considered such as influences and regulatory policies about aggression, pornography, and educational media.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 4650 Ethnic-Racial Identity Devt. 3 Credits

In this course, students will grow to understand how adolescents and young adults develop their ethnic-racial identities and the implications of this for their broader development and well-being. This class will tackle questions such as: How do adolescents and young adults form an understanding of their ethnic and racial backgrounds over time? How do social spaces that youth inhabit (e.g., school, family, neighborhood contexts) regularly inform their ethnic-racial identity development? How can youth's ethnic-racial identity protect them against risk factors such as ethnic-racial discrimination? How do youth's beliefs about their ethnic-racial background inform their attitudes towards members of other groups? How might country of origin and immigrant generational status inform differences across youth who share similar ethnic-racial backgrounds? What kinds of programs can be developed or implemented to promote ethnic-racial identity development in youth? This course is ideal for students interested in broadening their theoretical understanding of social development, particularly during adolescence and young adulthood. It is also ideal for students who want to broaden their practical understanding of how young people's ethnic-racial identity can inform intervention development, classroom curriculum, and social policy that support positive youth outcomes. (Prerequisites: PSYC 1000 and PSYC 2000)

Level: Graduate, Undergraduate

Prerequisites: (PSYC 1000 or PSYC 1001 or PSYC 00 or PSYC 100X) and (PSYC 2000 or PSYC 002)

Grading: Main Campus (UGrad, Grad)

PSYC 4699 Spec Topics Developmental Psyc 3 Credits

This course can vary in content from semester to semester, and indeed from section to section in the same semester. Each section of this course will typically be taught by an advanced graduate student in the Psychology Department, and will explore material bearing on that student's doctoral dissertation. Since the course content varies in the manner described, a student may enroll in the course more than once. Prerequisites: PSYC 1000.

Level: Graduate, Undergraduate

Prerequisites: PSYC 1000 or PSYC 001 or PSYC 00- or PSYC 100X

Grading: Main Campus (UGrad, Grad)

PSYC 4700 Theories of Therapy 3 Credits

This course is designed to familiarize students with basic concepts in theories of psychotherapy and provide a review of selected theories and their applications. Freudian, post-Freudian, existential, humanistic, behavioral, and cognitive approaches will be covered. The theories presented will be critically evaluated, contrasted, and applied to understanding of real-life treatment situations with diverse populations. Multiple instructional approaches will be used, including lectures, class discussions, experiential exercises, and videos.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X) and (PSYC 151 or PSYC 2700)

Grading: Main Campus (UGrad, Grad)

PSYC 4710 Anxiety and Related Disorders 3 Credits

In this course, we will explore in depth the anxiety, trauma-and-stressor-related, and obsessive-compulsive disorders as defined in the DSM-5. Up-to-date research into diagnostic criteria, etiology, and treatment will be examined for each disorder, with a particular focus on their psychological, biological, and sociocultural aspects. We will continually aim for a deeper understanding of the human experience of these disorders, examining personal accounts through case studies, class exercises, and media representations. In addition to gaining insight into the disorders, we will engage in a continuing discussion about the nature of stress and anxiety, including their growing prevalence and how they are understood and expressed across cultures, and how new research into genetics, the gut microbiome, mindfulness, and personality reveal new answers (and questions!) about what makes one person suffer from anxiety and another person unburdened by it. (Prerequisites: PSYC 151)

Level: Graduate, Undergraduate

Prerequisites: (PSYC 151 or PSYC 2700)

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Undergraduate level students.

PSYC 4799 Spec Topics in Clinical Psych 3 Credits

This course can vary in content from semester to semester, and indeed from section to section in the same semester. Each section of this course will typically be taught by an advanced graduate student in the Psychology Department, and will explore material bearing on that student's doctoral dissertation. Since the course content varies in the manner described, a student may enroll in the course more than once.

Prerequisites: PSYC 1000.

Level: Graduate, Undergraduate

Prerequisites: PSYC 1000

Grading: Main Campus (UGrad, Grad)

PSYC 4800 Children/Families/Law 3 Credits

Psychology research and practice can inform several areas of law affecting children and families, including child maltreatment, adolescent reproductive rights, juvenile delinquency, and child custody, among others. We will examine the psychological assumptions about the interests of children, parents, and the state that are present in the law. We will also investigate how psychological theory and research is designed and applied to legal dilemmas facing children and families. Readings will come from both law and psychology. *Prerequisites:* PSYC-001.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 4810 Child Family Policy 3 Credits

This course is designed to engage students in a critical examination of the relation between knowledge and advocacy, and the influence of both on the development of child policy in the United States. Students will be introduced to the opportunities, dilemmas, and constraints that affect the relation between science and policy, particularly federal legislative policies for children and families. Roles for psychologists in the policy arena, as well as ethical issues associated with these roles will also be explored. *Prerequisites:* PSYC-001 or permission of instructor

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Undergraduate level students.

PSYC 4820 Political Psychology 3 Credits

This course explores political thought and action through the lens of psychological science. The introductory discussions focus on the varieties of perspectives in psychological science and competing constructions of human nature. The relationship between the psychological citizen and political systems is examined. There follow discussions of politics and culture in global context, politics and personality, political decision making and participation, collective political processes, and intergroup and international relations.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 001 or PSYC 1000) or (PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 4899 Spec Topics Legal-Policy Psych 3 Credits

This course can vary in content from semester to semester, and indeed from section to section in the same semester. Each section of this course will typically be taught by an advanced graduate student in the Psychology Department, and will explore material bearing on that student's doctoral dissertation. Since the course content varies in the manner described, a student may enroll in the course more than once.

Prerequisites: PSYC 1000.

Level: Graduate, Undergraduate

Prerequisites: (PSYC 1000 or PSYC 001 or PSYC 00- or PSYC 100X)

Grading: Main Campus (UGrad, Grad)

PSYC 4949 Tutorial: Psychology 3 Credits

Level: Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 4950 Rsrch Experience-Based Lrng 1 1 Credit

Level: Graduate, Undergraduate

Grading: Pass/Fail Default

PSYC 4951 Rsrch Experience-Based Lrng 2 2 Credits

Level: Graduate, Undergraduate

Grading: Pass/Fail Default

PSYC 4952 Rsrch Experience-Based Lrng 3 3 Credits

Level: Graduate, Undergraduate

Grading: Pass/Fail Default

PSYC 4999 Honors Symposium 0-3 Credits

This course is part of the Psychology Department's Honors Program. This course provides enriched research training for a small group of the most motivated and accomplished psychology majors. The Honors Program will provide students with the opportunity to be immersed in the research process under the mentorship of a faculty member. In close interaction with their mentor, students will complete a research project that will constitute a novel contribution to the psychological sciences. Criteria for Acceptance 1) The willingness of a full-time psychology faculty member to mentor a student is the most important criterion for acceptance into the Honors Program. 2) Students should have an overall GPA of 3.5 or higher. In very exceptional circumstances, an exemption to this rule may be issued by the faculty mentor. 3) Students should have completed or be currently completing Research Methods and Statistics (PSYC 002) when they apply. In very exceptional circumstances, an exemption to this rule may be issued by the faculty mentor.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

PSYC 5001 Lifespan Dev:Brain Cognition 3 Credits

This graduate-level course entails a critical examination of the field of developmental science as a sub-discipline of psychology. Readings have been selected so as to facilitate a historically informed and philosophically penetrating discussion of the metaphysical and epistemological issues that arise in connection with three central questions: (1) What makes research carried out within this sub-discipline psychological? (2) What makes the work developmental? (3) What makes the work scientific? In the latter part of the course, each student will lead a discussion of these issues as they bear on and inform his/her own program of research.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 5002 Human Development in Context 3 Credits

This course is designed to introduce graduate students to the theories and research about the contextual influences on human development. The study of human development generally, and systems/contextual influences specifically, is by nature an interdisciplinary enterprise. As such, most of our readings will come from psychology but we will also draw from sociology, policy, legal scholarship, and related disciplines. Students are encouraged to do the same in their own work for this course. The first part of the course will examine ecological, life course, and systems theories of development. Then, we consider many of the major developmental contexts highlighted by those theories, including those settings in which individuals have direct experience (e.g., neighborhoods, schools, child care settings) and macro-level influences that set the stage for daily life (e.g., culture, socioeconomic status, policy). Each of the topics we cover is complex and could be the source of semester-long study in and of itself. For that reason, my intent is to give you an overview of the constructs and some sense of the theoretical, empirical, and application issues. The examples and topics within each week are meant to be illustrative, not exhaustive. Throughout the course we will step back from the theories and data to consider the researcher in context as well – what are the issues in conducting research in context?

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 5003 Cognitive Neuroscience 3 Credits

Cognitive neuroscience is borne out of the marriage of psychology and neuroscience. Advances in functional brain imaging technologies have made possible the characterization of healthy mind/brain relationships in vivo. These relationships have been further elucidated by fractionation of cognition due to brain damage and psychiatric disease. This complementary approach is revealing how the brain produces the mind at an unprecedented pace. The objective of this graduate seminar is to journey through the field via seminal and contemporary articles that embody its interdisciplinary nature. The course is organized around functional domains and we will piece together their biology by examination of processes that mediate the functional experience and clinical conditions, psychiatric and degenerative or acute lesions, that perturb it. Readings will comprise review articles, seminal research papers, and opinion/perspective articles. My hope is that you will leave the course with at least a few insights into the organization of mental function in the brain and some outstanding questions, to ponder in your armchair or laboratory. Permission of instructor required for those who are not enrolled in the Psychology or IPN graduate programs.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 5004 Quant Methods in Psychology 3 Credits

In the last decade, Structural Equation Models and Multilevel Models have been frequently used in published studies in psychological research. The goal of the course is to familiarize students with the logic, implementation, interpretation, and presentation of these advanced approaches. Hands-on experience will be emphasized during the course. Students are expected to apply the methods to their own research and publication.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Mutual exclusion: MATH 2540, MATH 240

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 5005 Quant Methods in Psyc II 3 Credits

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 5006 Neurophilosophy 3 Credits

Science used to be philosophy and may be again. What we now think of as science grew largely out of the work of "natural philosophers" who used empirical (evidence-based) measures to test philosophical theories. Today, in the neurosciences, new techniques open the way to new evidence concerning fundamental philosophical questions of the nature and behavior of our minds. In this course, we will read into the contemporary literature, particularly the literature of cognitive neuroscience, in which empirical brain-based methods have been used as tools for asking philosophical questions. We will consider the topics of consciousness, morality, love, human-ness, individual differences and equality, and conceptions of self and others, as well as the natures of perception, thought, belief, knowledge, and memory. We will directly consider the capacities and limitations of neuroscientific methods for philosophical inquiry, and discuss emerging and future directions in this area.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 5811 Children, Families and Law 3 Credits

In general, U.S. law presumes that parents have their child's best interests at heart, and that, in turn, parents are given the rights and responsibilities of raising children as they see fit, albeit within some broad parameters established by the state. In this course we will investigate the explicit and implicit assumptions made by the legal system about the ways children and adolescents think, understand, and behave; whether and how parents fulfill their rights and responsibilities; and how the legal system ensures or undermines safety and well being in families. Psychology research and practice can inform several areas of law and policy, including child maltreatment adolescent reproductive rights, youth delinquency, child custody, and education, among others. Throughout the semester we will evaluate the capacities that youths, families, and the state bring to these issues.

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 6201 Mind, Brain and Education 3 Credits

This course is an introduction to the emerging field of Mind, Brain and Education (sometimes referred to as Educational Neuroscience). The field sits at the intersection of developmental psychology, cognitive neuroscience, educational practice and policy. Such interdisciplinary endeavors provide both exceptional opportunity as well as considerable pitfalls and controversy. We will explore the rapidly changing landscape of this field with two key questions in mind: (1) (How) Can empirically grounded data from psychology and neuroscience inform educational practice and policy? (2) (How) Can insights and challenges from education inform and direct research in psychology and neuroscience?

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 6202 The Mathematical Mind 3 Credits

This course will examine how basic math skills are acquired, augmented and abandoned across the human lifespan. Mathematics is arguably the single most transformative tool humans have invented. Its invention is remarkably recent in human evolutionary history, and only in the last few generations has most of the population had access to even basic math education. We will examine how the human mind/brain modifies and binds together nearly every neurocognitive system at our disposal to make learning math not just possible, but mundane. Understanding how the mind/brain does so may serve as a template for understanding how the mind/brain modifies itself to achieve a wide range of complex cognitive capacities.

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 6210 The Science of Creativity 3 Credits

Creativity has long been central to human progress, and its importance is rising as the innovation economy and AI reshape how we create. The class explores creativity at the levels of mind and brain as well as the creative capacities and limitations of artificial intelligence and of human–AI hybrid collaboration. Evidence related to enhancing creativity through a range of techniques—from in-school curricula to direct neuromodulation of creative brain systems—is considered. We track longstanding tenets and recent developments in creativity theory, and discuss the implications of creativity for education, science, industry, and personal wellbeing. Course meetings center on close reading of research papers and student-led critical discussion.

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 6620 Social Emotional Devt 3 Credits

This graduate course examines the theories, empirical literature, and issues that are essential for understanding social development. The course takes a life-span perspective, examining the development of social and emotional understanding from birth up through old age and death. A focal question guiding these inquiries is the extent to which there is constancy and change in basic social processes over the life span. To that end we explore links between various social processes, such as attachment and later friendship formation, or between empathy, prosocial behavior, and the development of moral character. Neuroscientific research on social and emotional development comprises a significant aspect of the readings and discussions. Among the stages of development considered are: childhood, adolescence, early adulthood, parenthood, middle age, old age, and mortality.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 6630 Cognitive Development 3 Credits

This course covers fundamental principles and processes of cognitive development throughout the lifespan. Students will learn about cognitive development from infancy to adulthood with special attention paid to the development of memory, attention, language, reading and math skills, problem-solving and executive functioning skills more broadly. Material covered will address both normative and atypical development. Additionally, the roles that both biology and environmental context play will be featured. It is designed for graduate students in psychology, cognitive science, and related fields.

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 6801 Building Equitable Societies 3 Credits

This course focuses on the intersection of children's rights and needs addressing contemporary challenges of our times. The course examines the origin and effect of health, education, and social policies on children and families for issues such as pregnancy and reproductive health, and the impact of the opioid crisis, immigration and child separation and effects of incarceration. How can we use science to move the needle on these significant challenges to child development? How do systems of care and control (e.g. justice and welfare systems) intersect and how do inequities multiply to impact child development? What are the short and long term effect of separating children from their parents at the border? How do we intervene in the opioid crisis to protect young children? Answers to these questions and others like them lie at the intersection of legal policy, both international and domestic, and developmental psychology. This course introduces students to these complex and interacting influences on children's growth and development, their biopsychosocial origins, and their inequitable outcomes. Moving from research to practice to policy provides the structure for the course. Along with scholarly readings and case studies, students will have first-hand experiences in an immigration court hearing and a newborn intensive care unit. A culminating project will require students to synthesize their learning around rights, needs, and child development.

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

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Level: Graduate

Grading: Main Campus (UGrad, Grad)

Equivalent to PSYC 6801

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 7710 Cognitive Science Core Course 3 Credits

A seminar in which important topics in cognitive science are taught by participating Georgetown faculty from the main and medical campuses. Required for the Cognitive Science concentration, available for Ph.D. students in other programs with instructor permission. (Can be taken more than once for credit.)

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 7712 Cognitive Science Seminar 3 Credits

A seminar in which graduate students and faculty interested in the cognitive sciences will read and discuss prominent articles across our fields. Can be repeated for credit.

Level: Graduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to students with a program in Computer Science, Computer Science, Computer Science, Computer Science, Linguistics, Linguistics, Linguistics, Linguistics, Neuroscience, Neuroscience, Neuroscience, Neuroscience, Philosophy, Philosophy, Philosophy, Philosophy, Psychology, Psychology, Psychology or Psychology.

Enrollment is limited to Graduate level students.

PSYC 7949 Graduate Tutorial:Psychology 0-4 Credits

Level: Graduate, Undergraduate

Grading: Main Campus (UGrad, Grad)

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 9991 Continuous Registration

Level: Graduate, Undergraduate

Grading: No Grade

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 9992 Continuous Registration

Level: Graduate

Grading: No Grade

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 9993 Continuous Registration

Level: Graduate, Undergraduate

Grading: No Grade

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 9994 Continuous Registration

Level: Graduate

Grading: No Grade

Course registration restrictions:

Enrollment is limited to Graduate level students.

PSYC 9999 Thesis Research-Psychology

Level: Graduate, Undergraduate

Grading: No Grade

Course registration restrictions:

Enrollment is limited to Graduate level students.