

# PSYCHOLOGY (PSYCH-GA)

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## PSYCH-GA 1016 Masters Statistics (3 Credits)

*Typically offered occasionally*

Basic statistics for psychological research. Includes brief introduction to descriptive statistics, t-tests, power, correlation and regression, ANOVA (through two-way mixed designs), and chi-square tests. The use of statistical software is introduced.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

## PSYCH-GA 1080 Psychoanalytic Theory (3 Credits)

*Typically offered occasionally*

The development of Freudian psychoanalysis in historical perspective. Guided reading of primary texts.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

## PSYCH-GA 2002 Psychology of Music (3 Credits)

*Typically offered Fall*

This seminar presents an overview of the current and growing research in the psychology of music focusing on the cognition of music and on musical emotions. The study of music cognition and music perception reflects basic cognitive and perceptual processes because music is a projection of the mind. In addition to evaluating research on the perception of melody, harmony, and rhythm, this seminar reviews research on listening, learning, and performing music focusing on how musical training and musical emotions relate to these activities. We examine recent studies on the neurological basis of music focusing on those that address how music training and musical emotions affect the brain. Moreover, we draw parallels between music and language, and evaluate music's communicative power in a variety of settings including advertising. In each class, we listen to musical examples that illustrate the research.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

## PSYCH-GA 2010 Principles of Learning (3 Credits)

*Typically offered Spring and Summer*

Examines major theories of learning with relevance to instrumental and Pavlovian conditioning, motivation, and affect. Explores relevant research on traditional and contemporary issues in learning. Emphasis is on human learning and behavior modification.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

## PSYCH-GA 2011 Sensation and Perception (3 Credits)

*Typically offered Spring*

Experimental foundations and theoretical approaches to problems of sensing, perceiving, and interpreting sensory information. Receptor function and physiology, discrimination, adaptation, attention, perceptual learning, and psychophysical methods of research and assessment.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

## PSYCH-GA 2012 Physio Basis of Behavior (3 Credits)

*Typically offered Fall and Summer terms*

An introduction to the structure and function of the nervous system with an emphasis on basic behavioral neuroscience. Through a combination of textbook readings and lecture the course provides an overview of the structural and functional properties of neurons, fundamentals of neurophysiology and chemical synaptic transmission, and underpinnings of sensation, motor function, learning and memory, motivation and emotion

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

## PSYCH-GA 2013 Psychology of Social Media (3 Credits)

*Typically offered occasionally*

How has the persistent use of social media applications become internalized as part of our psychological DNA; an invisible social "operating system," influencing our behavior? Does social media engagement affect self-concept, self-esteem and mood regulation? What are the psychological mechanisms by which socially networked groups create changes on the political, consumer advertising, and cultural landscapes? What is the difference between engagement, habit, and addiction to social media? Accelerated 24/7 communications alter the experience of psychological, temporal, and physical distance between people. Does this change the nature of what we experience as a "relationship," a "family" or a "friend?"

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

## PSYCH-GA 2014 Psych of Soc Behavior (3 Credits)

*Typically offered Fall, Spring, and Summer terms*

Current theory and research in social behavior and social issues. Topics include social cognition, attribution, affiliation and social comparison, aggression, equity and social exchange, attitudes and attitude change, conformity, and group dynamics. Applications are discussed.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

## PSYCH-GA 2015 Theories of Personality (3 Credits)

*Typically offered Fall, Spring, and Summer terms*

Current theories and research are reviewed from several perspectives, including psychoanalytic, humanistic, trait, social-learning, and cognitive. Topics include personality development and consistency, personality change, biological determinants, sex differences, anxiety, the self and self-esteem, and personality as a social inference.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

## PSYCH-GA 2016 Masters Statistics (3 Credits)

*Typically offered Fall, Spring, and Summer terms*

Topics in experimental design and correlational analysis, including multiple correlation and regression, selected complex factorial designs, and multiple comparisons. Introduction to the use of statistical computer software.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

**PSYCH-GA 2018 Philosophy, History, & Systems of Psychology (3 Credits)***Typically offered Fall*

The course will provide students with a broad perspective on the discipline of psychology through the study of relevant work in philosophy, examination of the history of the field, and consideration of some of the major systems for explaining human behavior. Consideration of philosophy will include issues directly related to work in psychology (e.g., mind-body relations), and discussion of implicit philosophical commitments reflected by efforts in the field. While a good number of broad philosophical and historical issues will be examined, two main themes will be addressed throughout the course: (1) issues about the place of meaning and interpretation in psychology, and (2) the role played by culture (given that investigators and the people they study are members of a culture).

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2020 Child Development (3 Credits)***Typically offered Fall and Summer terms*

Major issues in child development, examined in light of current research and theoretical formulations. Cognitive development, social development, origins of temperament, the role of early experience, language acquisition, concept formation, the origin of play, moral development, and intelligence testing, from several theoretical points of view, including learning theory, Piagetian system, and psychoanalysis.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2021 Emotion and Its Development (3 Credits)***Typically offered Fall*

This course will examine human emotions from various theoretical perspectives including psychodynamic, phenomenological, biological, and cultural approaches. Topics include the development of emotional life from infancy through adulthood; the expression and development of specific emotions such as anger, anxiety, shame, joy, and romantic love; and the major cultural, spiritual, and religious traditions that have arisen to help us navigate the complexities of human emotional life.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2025 Cognitive Psychology (3 Credits)***Typically offered Fall and Summer terms*

Survey of what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and pathology of language and thought.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2027 Cognitive Neuroscience (3 Credits)***Typically offered Fall and Summer terms*

This course will explore the brain basis of cognition. We will focus on the higher cognitive functions, such as: language, imagination, creativity, aesthetic perception, sense of self, contemplative and religious experiences, and the nature of consciousness. The students will have an opportunity to visit one of the most active and exciting fields of research today—the neural basis of human mind.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2029 Psychopharmacology (3 Credits)***Typically offered Spring*

The goal of this course is to provide students with an introduction to the psychopharmacology of various medications, illicit drugs, and alcohol, as well as the medications' clinical uses with children and adolescents. Agents to be covered include antidepressants, antipsychotics, anxiolytics, anticonvulsants, stimulants, narcotic analgesics, hallucinogens, and sedatives. Applications for the various drugs will be discussed. This course will presume some basic knowledge of the relevant concepts of neurobiology and neurotransmitters, but a brief review of these concepts will be included. Some familiarity with the DSM-5, as well as the medical model of mental illness, is expected.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2030 Biological Basis of Abnormal Behavior (3 Credits)***Typically offered Spring*

An overview of biological psychiatry, including recent insights obtained from genome-wide association studies, biomarker identification, human brain imaging, and animal models. Risk, diagnosis, pathophysiology, treatment, and new directions are covered with regard to drug addiction, obesity, anxiety disorders, affective disorders, and schizophrenia. Readings are taken from the recent scientific literature. There are no exams. Students do in-depth reading/research on a topic of personal interest, leading to a PowerPoint presentation and final paper.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2031 Neuropsychology (3 Credits)***Typically offered Fall*

This course provides an introduction to clinical neuropsychology, including fundamentals of brain-behavior relationships, functional neuroanatomy, human cortical organization, and neuropsychological assessment. The learning objectives are to develop your knowledge base relating to: (1) human functional neuroanatomy, (2) major neurological disorders, (3) major neurological syndromes due to lesions to various regions of the brain, and (4) and clinical evaluation procedures.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2032 I/O Psychology (3 Credits)***Typically offered Fall and Summer terms*

Personal, social, and environmental factors related to people's attitudes and performance in industrial and other organizations. Topics include personnel selection and evaluation, training and development, job analysis, attitudes and motivation, leadership, group dynamics, organizational structure and climate, and job design and working conditions.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2034 Foundations of Psychopathology (3 Credits)***Typically offered Fall, Spring, and Summer terms*

Covers several broad categories of disordered psychological functioning as classified by the current psychiatric nomenclature. Focuses on a select number of major diagnostic entities. Emphasizes the formal, structural, experiential, and intrapsychic factors that serve as a foundation for understanding such behavior. Course helps students develop an understanding of the consistencies between behavior that is considered normal and that which is considered pathological.

**Grading:** GSAS Graded**Repeatable for additional credit:** No

**PSYCH-GA 2036 Psychology of Violence (3 Credits)***Typically offered Fall*

Surveys the current clinical, theoretical, and research approaches to studying aggressive and violent behavior? including cognitive models and biological variables?in relation to mental illness. Students review the literature on the antecedents of violent behavior as well as the evaluation and treatment of violent patients, along with related forensic issues.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2038 Forensic Psychology (3 Credits)***Typically offered Fall and Summer terms*

Covers several areas that form the interface between the legal system and psychology. Topics include the causes, treatment, and prevention of criminal behavior; eyewitness testimony, expert witnesses, jury composition, and the role that psychologicalCovers several areas that form the interface between the legal system and psychology. Topics include the causes, treatment, and prevention of criminal behavior; eyewitness testimony, expert witnesses, jury composition, and the role that psychological factors play in the presentation of a course case; and the role of punishment.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2039 Clinical Forensic Practice (3 Credits)***Typically offered Spring*

Covers latest advances in forensic psychology by means of invited speakers and detailed analyses of key legal cases.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2040 Current Topics: (3 Credits)***Typically offered occasionally*

Master's level current topics courses. Topics vary by section

**Grading:** GSAS Graded**Repeatable for additional credit:** Yes**Prerequisites:** PSYCH-GA 2014.**PSYCH-GA 2041 Current Topics: (3 Credits)***Typically offered occasionally*

Master's level current topics courses. Topics vary by section

**Grading:** GSAS Graded**Repeatable for additional credit:** Yes**PSYCH-GA 2043 Current Topics: (3 Credits)***Typically offered occasionally*

Master's level current topics courses. Topics vary by section

**Grading:** GSAS Graded**Repeatable for additional credit:** Yes**PSYCH-GA 2049 Affective Neuroscience (3 Credits)***Typically offered Spring and Summer*

Introduction to neural basis of affect and affect disorders from the basic neural mechanism of affect in animals to interaction of affective and cognitive processes in humans. Topics include mammalian emotions; fear acquisition and extinction; anxiety disorders and PTSD; memory, attention and emotion; self and emotion; mirror neurons, empathy and the theory of mind; higher states of consciousness.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2051 Health Psychology (3 Credits)***Typically offered Spring*

Basic overview of the field, including behavior modification, stress, coronary heart disease, hypertension and stroke, pain, the immune system, AIDS and cancer, issues in pediatric health psychology, smoking, and weight control.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2052 Modern Psychological Treatments (3 Credits)***Typically offered occasionally*

This course aims to help the student acquire an understanding for the major theories of psychotherapy and counseling. Ten to twelve of the most widely used psychotherapies and psychological interventions will be examined and critiqued in this course. The examination will include a review of the underlying theory, a summary of supporting or refuting research, and instruction in how to actually perform each treatment. Every method will be demonstrated with a video of an actual clinical session conducted by the instructor or by a major figure in applied psychology. Students will learn to make their own assessments of psychological treatment techniques, utilizing process and outcome research

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2053 Gender Roles (3 Credits)***Typically offered occasionally*

Examines the complex, interrelated topics of sex and gender differences; the psychology of women; the psychology of men; and the social and personal ?realities? created by gender interactions.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2054 Dev Psychopathology (3 Credits)***Typically offered occasionally*

Overview of the major categories of psychopathology in childhood and adolescence. Theoretical, empirical, and clinical studies are examined and discussed.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2057 Traumatic Stress Reactions (3 Credits)***Typically offered Fall, Spring, and Summer terms*

Deals with the spectrum of psychological, biological, and social sequelae of experiences of traumatic stress. Traumatic stressors studied include combat exposure, childhood sexual abuse, natural and man-made disasters, and political prisoner/refugee experiences. Relevant research illustrates the differential effects of traumatic experiences across groups (e.g., gender, developmental level) and over time.

**Grading:** GSAS Graded**Repeatable for additional credit:** No

**PSYCH-GA 2058 Consumer Behavior (3 Credits)***Typically offered Fall and Summer terms*

This foundation course applies theory and research in psychology to understanding consumer behavior in terms of product/service perceptions, motivation, purchase decision, and consumer satisfaction. Cognitive and perceptual aspects of marketing campaigns and branding are covered. The consumer as part of a larger social context, including the influence of family, peers or cultural groups is covered. The impact of technology-based social media on consumer behavior is explored. Models of leadership and organizational psychology are presented as informing management practices for innovation, consumer loyalty, and rebranding

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2059 Psychology of Decision- Making (3 Credits)***Typically offered Fall and Summer terms*

Exploration of the psychological processes that underlie people's judgments and decision making. First identifies some general rules that capture the way people make decisions. Then explores how people make decisions in numerous domains, including consumer, social, clinical, managerial, and organizational decision making. Looks at both rational and irrational patterns in the way people select options. Also examines how the impact of the media and different ways of presenting options and different decision-making strategies can influence decision outcomes.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2060 Psychological Testing and Assessment (3 Credits)***Typically offered Fall*

Broad introduction to the field of psychological assessment, including an understanding of the conceptual issues underlying different approaches to testing and assessment. Surveys the major types of tests used in the field of assessment and addresses the development of the most commonly used instruments. Examines testing with regard to psychometrics (reliability, validity).

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2062 Cognitive Behavioral Therapy- Theories and Clinical Applications (3 Credits)***Typically offered Fall and Summer terms*

Exposes students to the full range of cognitive-behavioral therapy and the underlying assumptions and theoretical models (including its empirical foundations in classical and operant conditioning as well as social learning theory). Also provides students with the practical application of these theories to a wide spectrum of specific psychological problems and psychiatric disorders.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2066 Clinical Research Methods (3 Credits)***Typically offered Fall*

This course provides instruction in a variety of methods and design issues when conducting research in psychology. Emphasis will be on methods and strategies used in the area of clinical psychology. Topics include the scientific method, experimental and correlational designs, internal and external validity, reliability and validity of measurement, and research ethics. Students will write a paper using the principles of research methods taught in the class. The paper may be related to ongoing work being done with a research sponsor, or be related to a topic of interest to the student.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2067 Applied Research Methods (3 Credits)***Typically offered Spring*

Development and design of field research and quasi-experimental techniques addressed to applied and theoretical questions: problems of control, selection of variables, nonobtrusive measures, sampling, etc. Evaluation research is emphasized.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2069 Consumer Research Methods (3 Credits)***Typically offered Spring*

The primary objective is for students to understand the critical elements of designing and conducting consumer research. To accomplish this objective, we will integrate insights from consumer behavior and marketing along with principles of research methodology. While the examples we discuss in class will be primarily taken from consumer research, the same core principles apply to any kind of social science research. In this course, students will learn about both the theory and practice of consumer research design. We will read articles and book chapters on effect research methodologies, but you will also be required to apply this information about research process design to your final project.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2070 Personnel Selection (3 Credits)***Typically offered Fall and Spring*

Development and evaluation of personnel selection techniques, including mental ability tests, personality inventories, interviews, work simulations, biographical information, and drug tests. Strategies for evaluating the validity, fairness, and overall utility of a selection process are addressed.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2071 Performance Measurement & Rewards (3 Credits)***Typically offered Fall*

Considers the conceptual and practical issues concerning job analysis, criterion development, and performance measurement. Critical review of alternative approaches and evaluation of their use in providing information to meet various organizational objectives, including performance appraisal, training and development, personnel selection, administrative decisions, and compensation.

**Grading:** GSAS Graded**Repeatable for additional credit:** No

**PSYCH-GA 2072 Work Motivation & Attitudes (3 Credits)***Typically offered Fall*

Analysis and application of motivational theories and principles to individuals and groups in the workplace. Evaluation of the theory and application of various programs and techniques tried previously, including job enrichment, participative management, improved supervision, compensation systems, goal setting, management by objectives, reinforcement, and leadership development and influence techniques.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2073 Training in Organizations (3 Credits)***Typically offered Spring and Summer*

Development of skills in designing and evaluating training programs. Examination of stated or intended purposes of training programs and methods used to analyze training needs.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2074 Organizational Development (3 Credits)***Typically offered Spring and Summer*

Survey of methodological approaches to planned change, including organizational diagnosis, data collection, interventions, feedback, and evaluation. Specific types of interventions covered include strategic planning, organizational design, culture change, team building, survey feedback, goal setting, and career development.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2075 Counseling Psychology (3 Credits)***Typically offered Spring*

Review of basic counseling theory and techniques. Covers processes underlying individual and group counseling, identification and evaluation of behavioral outcomes, case management, and counseling ethics. Surveys specialized counseling approaches and the needs of special populations.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2076 Leadership & Strategic Change (3 Credits)***Typically offered Spring*

The nature and evolving definition of leadership is traced from early conceptualizations of trait, social exchange, and behavioral contingency theories to current approaches involving charismatic, transactional, and transformational leadership. Power, influence, information, and politics are examined as these relate to effective leadership. The importance of leadership behavior in promoting adaptive learning and high-performance organizations is considered in light of leadership selection, development, and succession planning.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2077 Personality and Organizational Behavior (3 Credits)***Typically offered Fall*

Reviews theory and empirical research in industrial/organizational and personality psychology to explore the effects of individual differences on workplace outcomes, such as job performance, work attitudes, leadership, and turnover. Examines the Big Five personality model; such specific dispositions as self-esteem, achievement motive, emotional intelligence, and explanatory style; and interactionist, psychodynamic, and evolutionary personality theories in order to better understand the relationship between personality and organizational behavior.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2078 Management Consulting (3 Credits)***Typically offered Fall and Spring*

The consulting process through the lens of industrial/organizational principles and practices. Students learn and demonstrate the skills of client problem definition, analysis, solution, and presentation.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2079 Executive Coaching and Development (3 Credits)***Typically offered occasionally*

Coaching is a tailored learning program for behavioral change and optimized performance. This seminar focuses on how coaching in the organization can help individuals achieve optimal leadership competencies; better delivery of strategic objectives; greater resilience in response to organizational change; and improved quality in personal and professional development. Although the focus of the course is on individual coaching, applications to team development are included.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2082 Psych of Adolescence (3 Credits)***Typically offered occasionally*

In-depth study of selected topics in adolescent psychology through a reading of primary sources. The readings follow a historic line, beginning with psychoanalytic contributions in the 1930s (Anna Freud, Karen Horney) and continuing through Erikson, Piaget, Elkind, Youniss, and Gilligan. Topics covered include early theoretical conceptions, cognitive development, identity, peer relations, and more recent papers concerned with multicultural and gender issues. Two psychopathological conditions (suicidal behavior and eating disorders) are studied, as prototypes of adolescent problems, along with descriptions of adolescent psychotherapies.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2083 Group Dynamics (3 Credits)***Typically offered Fall, Spring, and Summer terms*

A study of the processes by which individuals start functioning as a team. Considers the developmental stages of team development and the patterns of making decisions and relating to group leaders from a systemic, social, and psychological point of view. Includes a combination of didactic and experiential methods that would be of interest to future team consultants, to people who belong to work teams, to the social psychologist studying how people function in groups, and to the future clinician interested in conducting group therapy.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2084 Cross-Cultural Identities (3 Credits)***Typically offered occasionally*

Introduces the fundamental concepts, perspectives, values, and strategies of cross-cultural psychology, which focuses on understanding human behavior in its sociocultural context. Psychological processes can be compared for similarities and differences across cultures, as well as analyzed in their indigenous forms, which means that the psyche has both universal and culture-specific components. Thus, while some phenomena (e.g., depression) exist in almost all cultures, their causes, manifestations, and meanings may be culture-specific and not comparable.

**Grading:** GSAS Graded**Repeatable for additional credit:** No

**PSYCH-GA 2085 Interpers Approaches to Psychpthlgy & Psychthry (3 Credits)***Typically offered Spring*

Several major developments have contributed to increasing interest in recent years in approaches to psychopathology that focus on a person's personal relationships and also approaches to psychotherapy that focus on those relationships and the therapist-patient relationship as well. These developments include research documenting that most patients seek therapy for interpersonal problems; recognition that the alliance between patient and therapist is the most reliable predictor of treatment outcome; increasing interest in personality disorders, in which interpersonal processes play key roles; and the fact that some interpersonal approaches to therapy have been designated empirically supported treatments. This course examines a variety of interpersonal approaches, with emphasis on several recent theoretical perspectives (adult attachment theory, models about ruptures and repairs of the therapeutic alliance, and others) that provide very helpful guides for research and practice. Substantial clinical material from actual psychotherapy cases is integrated in class discussions as a way to vividly illuminate readings about theory and research.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2086 Organizational Climate & Culture (3 Credits)***Typically offered Fall and Spring*

This course will cover basic as well as advanced concepts involved in the theory, measurement, and importance of organizational climate and culture, by means of both lecture and class discussion. Lectures will focus on research and theory as well as practical issues and techniques used in applied settings. Students will learn about: the various models used to define organizational climate and culture; the impact of climate/culture on various organizational and individual phenomena; methodologies used to measure organizational climate and culture; and the importance of social networks and how to measure them.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2088 Psychology of Diversity (3 Credits)***Typically offered occasionally*

The objective of this course is to provide students with knowledge and strategies for understanding and managing diversity issues in the workplace. We will review current theories and research on diversity, especially as they relate to the workplace. We will examine psychological principles and research as they relate to human behavior and how we perceive and interact with people who have different backgrounds, values, cultures, experiences, and ideas. Additionally, there will be special emphasis on the dynamics of diversity in the workplace and the identification and examination of strategies to successfully manage diversity.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2089 Culture, Thought, and Emotion (3 Credits)***Typically offered Fall*

This course is designed to introduce students to the complex interrelationship between individual psychological life and culture. Such an approach helps us to understand diverse societies, but even more importantly, helps make explicit how 'western-ness' can shape the ways in which one thinks and feels. Sample topics include the relationships between culture and thought, emotion, biology, childhood and technology

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2090 Quality of Worklife (3 Credits)***Typically offered occasionally*

Considers major theories, research, and best practices contributing to quality of work life as a core part of business strategy. Topics include work-life quality as a function of organizational structure and design; assessment, evaluation, and intervention schemas; stress management; organizational culture and diversity; and the application of emotional intelligence to leadership and team building.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2110 Independent Study (1-4 Credits)***Typically offered Fall, Spring, and Summer terms*

Supervised reading and/or research with a faculty member on a topic selected by the student.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2121 Theory of Psychotherapy (3 Credits)***Typically offered occasionally*

Overview of the theories of therapeutic change, covering the various interventions currently practiced, ranging from psychodynamic and cognitive-behavioral-based techniques through the existential-based, nondirective and Gestalt modalities.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2125 Fieldwork (3 Credits)***Typically offered Fall, Spring, and Summer terms*

Supervised practicum in a selected agency, clinic, or human resources departSupervised practicum in a selected agency, clinic, or human resources department. Placement, according to occupational needs and goals of the student, may vary from planning and administration to clinical practice. Joint supervision by the academic and qualified agency staff.

**Grading:** GSAS Pass/Fail**Repeatable for additional credit:** Yes**PSYCH-GA 2126 Research Methods & Experience (3 Credits)***Typically offered Fall and Spring*

This course provides instruction in a variety of methods and design issues when conducting research in psychology. Topics include the scientific method, experimental and correlational designs, internal and external validity, reliability and validity of measurement, writing in the style and format of APA guidelines, and research ethics. Students will write a paper using the principles of research methods taught in the class. The paper may be related to ongoing work being done with a research sponsor, or be related to a topic of interest to the student.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2140 Independent Research (1-3 Credits)***Typically offered Fall, Spring, and Summer terms*

Independent Research for 3 credits involves 8-10 hours per week working on empirical research in a faculty lab under supervision.

**Grading:** GSAS Graded**Repeatable for additional credit:** No

**PSYCH-GA 2199 Masters Seminar (3 Credits)***Typically offered Fall, Spring, and Summer terms*

Spring and summer course that gives you 3 credits for writing your thesis. Reserved for students who have sponsors outside of NYU or those who demonstrate a need for extra help. It involves designated office hours with Dr. Liz for support. You get a "pass" for this class when your sponsor passes your thesis (it is a pass/fail class, not graded)

**Grading:** GSAS Pass/Fail**Repeatable for additional credit:** No**PSYCH-GA 2207 Categories and Concepts (3 Credits)***Typically offered Fall*

This course covers the major topics in the psychology of concepts. The focus is on central issues of concept representation and use. The first part of the course discusses the "traditional" questions of the past 15 years, such as prototype vs. exemplar theories and computational models of category learning. Then the course addresses questions of how concepts are integrated with and constrained by more general knowledge. Other topics include similarity, expertise, induction, and conceptual combination. Developmental perspectives on these topics are considered throughout the course.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2209 Cognitive Development (3 Credits)***Typically offered occasionally*

Introduction to central issues in the study of cognitive development, which aims to (1) provide breadth by reviewing the major theoretical approaches, classic tasks, and paradigms for studying and understanding cognitive development (constructivist, nativist, biological, information processing, and systems approaches) and (2) provide depth by considering the strengths and shortcomings of each theory and the pros and cons of different research strategies for investigating the central questions of cognitive development (characterizing change, underlying change mechanisms, generality of change, and stability of behaviors across individuals and circumstances).

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2211 Math Tools for Cognitive Science and Neuroscience (4 Credits)***Typically offered Fall*

Intensive course in basic mathematical techniques for analysis and modeling of behavioral and neural data, including tools from linear systems and statistics. In 2008, first semester Math Tools is being offered jointly for students from Neural Science and Psychology, as an alternative for the first-semester of the two-semester psychology sequence.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2212 Neuroeconomics and Decision Making (3 Credits)***Typically offered Fall*

Covers normative and descriptive theories of individual decision making, the classical experimental literature, and recent work, such as the Prospect Theory of Kahneman and Tversky.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2216 Theories of Social Psych (3 Credits)***Typically offered Fall and Spring*

The goal of the course is to develop a sophisticated ability to critically evaluate, constructively generate, and utilize theoretical perspectives in social psychology. The first part of the course will review philosophy of science and social psychological perspectives on the role, construction, and evaluation of theory. The second part of the course will review classical and recent social psychological theories in several areas, including theories of cognitive consistency, theories of self, theories of social comparison, social identity, and shared reality, theories of motivated social cognition, and theories of ideology, society, and social culture.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2217 Research Methods in S/P (3 Credits)***Typically offered Fall*

The basics of conducting social and personality psychology research. Students receive practical instruction in research design, methodologies, statistical analysis, and evaluation of published research articles for soundness of design and validity of conclusions.

**Grading:** GSAS Graded**Repeatable for additional credit:** Yes**PSYCH-GA 2219 Computational Models of Cognitive Science (3 Credits)***Typically offered occasionally*

Introduction to computational modeling, connectionist and symbolic, in cognition and language; why modeling is important, what makes a good model, and how models can inform experimental work. Topics include object permanence, linguistic inflection, and the acquisition of grammar.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2220 Developmental Cognitive Neuroscience (3 Credits)**

The overarching goal of this course is to examine how brain development and cognitive development are related. The course will explore how neuroscientific methods and discoveries can inform our knowledge about cognitive changes from infancy to adulthood, as well as how the study of cognitive development can inform our understanding of brain function.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2221 Cognitive Neuroscience (4 Credits)***Typically offered Spring*

Team-taught intensive course. Lectures, readings, and laboratory exercises cover neuroanatomy, cognitive neuroscience, learning, memory, and emotion.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2223 Perception (3 Credits)***Typically offered Fall*

In-depth survey of psychophysical and modeling methodology, and vision and auditory research. Topic areas include linear systems theory, signal detection theory, optics, spatial vision, motion analysis, depth perception, color vision, auditory coding of intensity and frequency, sound localization, and speech perception.

**Grading:** GSAS Graded**Repeatable for additional credit:** No

**PSYCH-GA 2225 Learning and Memory (3 Credits)***Typically offered occasionally*

Learning is a critical component of adaptive behavior in animals and humans. This course will expose students to key concepts, theories, and experimental paradigms for studying human learning. The goal is to provide an integrative view of the area that crosses both classic approaches (e.g., classical conditioning, instrumental learning) as well as modern issues (e.g., cognitive neuroscience of learning, language learning, social learning, computational approaches). Special attention will be given to exploring what is known about the neural substrates of learning and memory, as well as computational and mathematical theories. Students will leave the course as sophisticated consumers of learning research and be able to apply learning concepts directly to their own research. This course fulfills part of the introductory "core" cognition requirements for the NYU psychology program. As such there will be a series of take-home exams throughout the semester that assess mastery of the key concepts.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2226 Psycholinguistics (3 Credits)***Typically offered Spring*

Graduate-level introduction to the cognitive processes and linguistic structures that enable language comprehension and production, with an emphasis on lexical, syntactic, and semantic structures and processes.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2228 Interm Stat Methods (3 Credits)***Typically offered Fall*

Review of introductory statistical methods, with special emphasis on sampling distributions, statistical inference and estimation, statistical power, and sample size estimation for common statistical tests. Methods include measures of association, t-tests, ANOVA, and chi-square. Use of statistical computer software.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2229 Regression (3 Credits)***Typically offered Spring*

Multiple regression/correlation as a general data analytic system. Sets of variables as units of analyses, representing group membership, curvilinear relationships, missing data, interactions, the analysis of covariance and its generalization; logistic regression; nonparametric statistics. Computer applications.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2233 Math Tools II: Simulation and Data Analysis (3 Credits)***Typically offered Spring*

Covers topics in numerical analysis, probability theory, and mathematical statistics essential to developing Monte Carlo models of complex cognitive and neural processes and testing them empirically. Most homework assignments include programming exercises in the MATLAB language.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2236 Math Tools III: Linear Systems (3 Credits)***Typically offered occasionally*

Introduction to linear systems theory and the Fourier transform. Intended for those working in biological vision or audition, computer vision, and neuroscience and assumes only a modest mathematical background.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2239 Anova (3 Credits)***Typically offered Spring*

Complex analysis of variance designs and their computation.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2240 Psychophysics (3 Credits)***Typically offered Fall*

Theory and statistical analysis of psychophysical experiments. Covered topics will include psychophysical tasks and procedures, methods of fitting psychometric functions to data and gauging goodness of fit, signal detection theory, adaptive psychophysical procedures, parameter estimation and confidence intervals including Bayesian estimation and model comparison.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2243 Psychometric Theory (3 Credits)***Typically offered Fall*

Theory and practice of measurement; classical test theory (reliability and validity); item response theory; latent trait methods, including factor analysis; and logistic latent trait models. Provides computer experience with methods.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2244 Multivariate Statistics (3 Credits)***Typically offered occasionally*

Theory and application of multivariate statistical methods in the behavioral sciences. Topics include matrix algebra, univariate/multivariate general linear models, multivariate analysis of variance, discriminant analysis, canonical correlation, and principal components analysis. Emphasis is on computer applications in the analysis of multivariate data.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2245 Functional Magnetic Resonance Imaging Lab (3 Credits)***Typically offered Fall*

This course covers the major topics and issues in the field of fMRI. With this background, students will be able to design and implement their own fMRI experiments. There are weekly lab projects that will involve acquiring and analyzing fMRI data, and submitted written lab reports. Final grades are based on the lab reports. The lectures provide background information useful in performing the labs, along with additional information for a broader and deeper understanding of fMRI methods. Prerequisites: Graduate standing in Psychology or Neural Science or permission of the instructors. Recommended: some experience with Matlab programming, statistics, and linear algebra.

**Grading:** GSAS Graded**Repeatable for additional credit:** No

**PSYCH-GA 2247 Advanced Sem: Structural Equations (3 Credits)***Typically offered Fall*

Students apply and critique structural equation methods for studying relationships among multiple variables, including path analysis, confirmatory factor analysis, latent variable regression models, and methods designed for categorical data. Emphasis is on practical data analysis and public presentations of findings.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2248 Methods for The Analysis of Change (3 Credits)***Typically offered Spring term of odd numbered years*

Current issues and methods involving the analysis of change in the behavioral and social sciences, including latent change approaches, hierarchical linear models, and survival analysis, as well as classical methods for the analysis of change, including change scores, mixed model ANOVA, regression, and MANOVA.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2258 Psychology of Justice (3 Credits)***Typically offered occasionally*

Introduction to psychological theories about social justice. Examines the four major theoretical frameworks of justice theory: relative deprivation, distributive justice, procedural justice, and retributive justice. Using these frameworks, the course examines the role of justice in social attitudes and behavior, the influence of justice on the advantaged and disadvantaged, the scope of justice concerns, the nature of the justice motive, and cultural differences in conceptions of justice.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2274 Self-Regulation (3 Credits)**

The course provides an overview of the major theories and findings in research on self-regulation. More specifically, we will address the history of research on motivation and volition, classic phenomena of self-regulation (delay of gratification, resistance to temptation), the psychology of goals (goal setting, goal implementation, effortful goal pursuits, disengagement, content and structure of goals, the mental representation of goals), disorders of self-regulation, cognitive neuropsychological research on self-regulation, and self-regulation from the perspective of economics. We will focus on interrelations and contradictions between the different approaches, as well as on designing research that promotes the different lines of thinking.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2278 Moral Psychology (3 Credits)***Typically offered occasionally*

In *The Descent of Man* (1871), Charles Darwin famously argued "I fully... subscribe to the judgment of those writers who maintain that of all the differences between man and the lower animals the moral sense or conscience is by far the most important." In this class, we examine what may be the most distinctive feature of humanity—our pervasive capacity for moral cognition. We will consider both the evolutionary and cultural foundations of morality. Philosophers and scientists have been captivated by the human capacity for moral and ethical decision-making for hundreds of years. We will focus on the underlying mental processes that guide moral judgments and decision-making. This interdisciplinary course will include research in social, cognitive and developmental psychology, as well as social and affective neuroscience, political science, communications, and philosophy. You will read about the major theoretical debates and empirical developments in the area of moral psychology by reading classic and contemporary articles. You will share cutting edge research with your peers. You will have the chance to lead discussion on your favorite topic(s) in the field and ask questions about other topics. You will also design your own experiment on the topic and share it with your peers. By the end of this course, you will have a level of expertise necessary to conduct research in the field.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2286 Social Perception: (3 Credits)***Typically offered occasionally*

This seminar focuses on a wide selection of current research and theoretical perspectives on how we perceive other people. Topics include how object and person perception differ, developmental and adult versions of "theories of mind" about others, spontaneous inferences and implicit theories about others, cultural differences in these phenomena, the nature and uses of trait concepts, the interaction of automatic and controlled processes in person perception, and non-verbal cues and communication. Accuracy in person perception, and stereotyping, are major research areas in their own right, and are only briefly considered here. Students are expected to contribute to discussions of the readings each week, make two presentations during the semester on related readings of their choice, and write a research proposal on a topic of particular interest to them. There is also a final exam.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 2289 Political Psychology (3 Credits)**

This course provides a comprehensive survey of the study of political psychology, which is a dynamic sub-discipline at the intersection of psychology and political science. (A special emphasis is placed on perspectives derived from social and personality psychology). After reviewing the historical development of political psychology and discussing the role of values in social science, we will cover a series of substantive topics, including authoritarianism and mass politics; personality and political leadership; mass media and candidate perception; left-right (or liberal-conservative) ideology; public opinion and voting; individual and group decision-making; leadership and persuasion; social identification and social dominance; racial and ethnic prejudice; intergroup relations; causes and effects of terrorism; protest, collective action, and revolution.

**Grading:** GSAS Graded**Repeatable for additional credit:** No

**PSYCH-GA 3000 Doctoral Research Laboratory (3 Credits)**

Successful progression through the doctoral program requires regular laboratory participation, consistent contact with the Faculty Advisor, and attendance at weekly meetings. Students are therefore required to enroll in Doctoral Research Laboratory, PSYCH-GA 3000, each semester (spring/Fall) in year one, two, three, and four of the program for a total of 24 points.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3100 Doctoral Psychology Project I (3 Credits)**

In Doctoral Psychology First Project, PSYCH-GA 3100 students present their research in both oral form (a short research presentation of about 15 minutes) and written form (a paper of approximately 20 pages).

For further progress in the program, these presentations must be deemed acceptable by a committee consisting of the student's research advisor plus two other faculty, constituting the Advisory Committee.

The composition of the Advisory Committee must be approved by the Program Coordinator.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3200 Doctoral Psychology Project II (3 Credits)**

In Doctoral Psychology Second Project, PSYCH-GA 3200, students present their research in both oral form (a short research presentation of about 15 minutes) and written form (a paper of approximately 20 pages). For further progress in the program, these presentations must be deemed acceptable by a committee consisting of the student's research advisor plus two other faculty, constituting the Advisory Committee.

The composition of the Advisory Committee must be approved by the Program Coordinator.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3210 Sem in Psycholinguistics (3 Credits)**

*Typically offered occasionally*

In-depth examination of topical issues in language comprehension, production, and acquisition. Sample topics: mechanisms for syntactic and interpretative processing; modular and nonmodular approaches to language comprehension; statistical and rule-based approaches to language acquisition.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3214 Social Development (3 Credits)**

*Typically offered occasionally*

Presentation of major theories and issues concerning the development of children's social awareness and behavior, including early attachment processes, socialization, social perception, and social behavior. Presentation of major theories and issues concerning the development of children's social awareness and behavior, including early attachment processes, socialization, social perception, and social behavior and motivation.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

**PSYCH-GA 3220 Models of Higher-Order Cognition (3 Credits)**

*Typically offered occasionally*

Advanced topics in developmental psychology. Topics may include conceptual development, language acquisition, motor skill acquisition, and perceptual learning and development.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

**PSYCH-GA 3233 Seminar in Perception (3 Credits)**

*Typically offered occasionally*

Advanced topics in perception. Topics have included object recognition, space perception, binocular stereopsis, visual cue combination, feature analysis, visual-motor coordination, visual attention, and fMRI methods in perception.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3282 Area Sem in Soc/Pers (3 Credits)**

*Typically offered occasionally*

Considers significant current research areas in social/personality psychology. Presentations by guest speakers and by students engaged in their own research programs constitute a major portion of this course.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3286 Attitude Theory (3 Credits)**

*Typically offered occasionally*

Contemporary theories of attitude formation, structure, and change; attitude measurement; derivative research and current controversies among the leading theories; related concepts such as beliefs, values, and public opinion.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

**PSYCH-GA 3301 Dissertation Research (1-6 Credits)**

*Typically offered Fall, Spring, and Summer terms*

Discussion of proposals and methodology for doctoral dissertation, planning of dissertation work, and reports of progress.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3302 Dissertation Research (1-6 Credits)**

*Typically offered Spring and Summer*

Discussion of proposals and methodology for doctoral dissertation, planning of dissertation work, and reports of progress.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3303 Pre-Doctoral Research in Psychology (Paper) (1-6 Credits)**

*Typically offered Fall and Spring*

Research for one or two terms in addition to the doctoral research.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3304 Predoctoral Research in Psychology (1-6 Credits)**

*Typically offered Fall and Spring*

Research for one or two terms in addition to the doctoral research.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3305 Reading Course in Psych (1-6 Credits)**

*Typically offered Fall, Spring, and Summer terms*

Planned program of intensive readings in a defined area of psychology with supervision of a member of the department.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3306 Reading Course in Psych (1-6 Credits)**

*Typically offered Fall and Spring*

Planned program of intensive readings in a defined area of psychology with supervision of a member of the department.

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3321 Rsch Problems in Psych (1-3 Credits)***Typically offered occasionally*

Supervised research on a special problem apart from the doctoral thesis, in addition to G89.3303, 3304.

**Grading:** GSAS Graded**Repeatable for additional credit:** Yes**PSYCH-GA 3322 Rsch Problems in Psych (1-3 Credits)***Typically offered occasionally*

Supervised research on a special problem apart from the doctoral thesis, in addition to G89.3303, 3304.

**Grading:** GSAS Graded**Repeatable for additional credit:** Yes**PSYCH-GA 3326 Seminar in Memory & Cognition (3 Credits)***Typically offered occasionally*

In-depth examination of topical issues in memory and cognition. Sample topics: mathematical models of memory and cognitive processes; aging, memory, and cognitive control; imaging methods in cognitive tasks; current controversies in categorization.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 3380 Prejudice & Stereotyping (3 Credits)***Typically offered Spring*

Provides a comprehensive overview of topics in the social psychological study of prejudice, stereotyping, and intergroup relations. Class discussions deal with both theoretical and empirical articles related to different topics within this broad field of research. Emphasis on considering and integrating classic and contemporary approaches to questions of intergroup relations. Discussions focus on the ability of this research to capture the psychological phenomenon of prejudice, to make contact with other levels of analysis, and to promote social change (i.e., prejudice reduction).

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 3381 Social Neuroscience (3 Credits)***Typically offered Fall*

Provides an overview of topics in the emerging field of social neuroscience. The focus is on how theories and methods of neuroscience may be used to address classic questions of social psychology from new and informative angles. The goal of this course is to give students a broad background in social neuroscience so that they may (a) be a critical consumer of this literature, (b) broaden the way they think about connections between the mind, brain, and behavior in the context of the social world, and (c) most importantly, apply these ideas to inform their own program of research.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 3382 Attitudes and Evaluation (3 Credits)**

Attitudes are positive or negative views of a person, place, thing, or event that guide our judgments and behavior. In 1935, Gordon Allport claimed that attitudes were the most 'indispensable concept' in social psychology. The concepts in the attitude literature provide a foundation for many of the main topics in social psychology, including person perception, stereotypes and prejudice, self-regulation, group processes, personal relationships, and individual differences. Learning about attitudes can help you make sense of many of these other topics

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 3391 Area Sem Sens & Percep (3 Credits)***Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.

**Grading:** GSAS Pass/Fail**Repeatable for additional credit:** Yes**PSYCH-GA 3392 Area Seminar: (3 Credits)***Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.

**Grading:** GSAS Graded**Repeatable for additional credit:** Yes**PSYCH-GA 3393 Special Topics in Psych (3 Credits)***Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.

**Grading:** GSAS Graded**Repeatable for additional credit:** Yes**PSYCH-GA 3394 Sem On Relationships (3 Credits)***Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 3395 Social Dev. of The Afr.-Am. Child (3 Credits)***Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 3396 Psych of Conflict & Its Resolution (3 Credits)***Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.

**Grading:** GSAS Graded**Repeatable for additional credit:** Yes**PSYCH-GA 3397 Adv Sem On Cog SCI: (3 Credits)***Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.

**Grading:** GSAS Graded**Repeatable for additional credit:** No**PSYCH-GA 3398 Current Top. in Multiv. Stat. (3 Credits)***Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.

**Grading:** GSAS Graded**Repeatable for additional credit:** No

**PSYCH-GA 3399 Spec Topics in Psych (3 Credits)**

*Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.

**Grading:** GSAS Graded

**Repeatable for additional credit:** No

**PSYCH-GA 3404 Topics: (3 Credits)**

*Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes

**PSYCH-GA 3405 Special Topics: (3 Credits)**

*Typically offered occasionally*

The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice

**Grading:** GSAS Graded

**Repeatable for additional credit:** Yes