

# Psychology (PSYC)

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## **PSYC 100 Introduction to Psychology (Lab) (4)**

An introduction to empirical psychology, organized topically. Key areas, approaches, and theories in psychology are illustrated. Depending on their interests, instructors choose several topics such as the psychology of sex and gender, conformity and obedience, and aggression and violence. Weekly laboratory sessions focus on the process of scientific inquiry, giving students experience with a variety of research approaches and methodological issues. Not open for credit to students who have received credit for PSYC 101 or for a 100-level psychology course taken at another university.

## **PSYC 101 Principles of Psychology (4)**

An intensive examination of key areas, approaches, theories, and research methodology in empirical psychology. Designed, in conjunction with PSYC 25I, to provide a strong introduction to the field for students intending to major in psychology. Not open to students who have received credit for PSYC 100 or for a 100-level psychology course taken at another university. Non-laboratory course.

## **PSYC 201 Psychology of Personality (4)**

A survey of classical and contemporary psychological approaches to the study of personality, including trait, psychodynamic, neuropsychological, behavior genetic, evolutionary, learning, phenomenological, cultural, and cognitive. Students apply theoretical concepts and examine research associated with these approaches, considering multiple sources of data (e.g., self-report, behavioral observation) and a variety of empirical methods (e.g., psychometric assessment, content analysis). *Prerequisite: PSYC 100 or PSYC 101.*

## **PSYC 202 Abnormal Behavior (4)**

A study of abnormal and clinical psychology from a scientist-practitioner perspective, including DSM diagnostic criteria, assessment measures and strategies, treatment modalities, case studies, and ethical issues. Major theoretical paradigms and research on etiology, diagnosis, and treatment of psychopathology are presented and discussed. *Prerequisite: PSYC 100 or PSYC 101.*

## **PSYC 203 Social Psychology (4)**

An examination of the impact that social influences have on individual behavior. The course examines major theories and empirical evidence in a variety of areas, such as interpersonal attraction, attitude change, group behavior, conformity, prejudice, and altruism. Students examine empirical methods used in social psychology and gain experience by designing and conducting studies examining questions of their choosing and then presenting the results. Not open for credit to students who have received credit for PSYC 356. *Prerequisite: PSYC 100 or PSYC 101.*

## **PSYC 206 Industrial-Organizational Psychology (4)**

As an introduction to the field of industrial-organizational psychology, this course examines the application of psychological theories and research to workplace issues facing individuals, teams, and organizations. Both industrial and organizational psychology will be explored to reveal the value that psychological principles and methods bring to individuals, businesses, and society. Major topics include performance appraisal, employee selection, training, motivation, stress, and leadership. *Prerequisite: PSYC 100 or 101 or junior standing.*

## **PSYC 208 Cognitive Psychology (4)**

An introduction to the study of cognitive processes such as attention, memory, language, and reasoning. Students consider empirical findings from a variety of methodologies as well as the methodologies themselves. Broader issues such as unconscious processes and cultural differences in cognition are also examined in this context. Students are encouraged to discover applications of findings in cognitive psychology to other areas of psychology, other disciplines, and their everyday lives. Not open for credit to students who have completed PSYC 358. *Prerequisite: PSYC 100 or PSYC 101.*

## **PSYC 213 Comparative Sexual Behavior (4)**

A survey and critical evaluation of research investigating the psychological and social factors in sexual behavior with some attention to the underlying biology. A comparison and contrast across species, across individuals, and across cultures. Topics include partner preference, sexual dysfunction and treatment, changes across the life span, and commercial sex. Readings include selections from works that have changed the American understanding of sexual behavior. *Prerequisite: PSYC 100 or 101 or junior standing.*

## **PSYC 214 The Psychology of Eating Disorders and Obesity (4)**

An examination of the etiology of eating disorders and obesity, derived from the empirical literature and with consideration of psychological, neurobiological, and sociocultural explanations for such disorders. The course critically evaluates primary research literature concerning risk factors for developing documented eating disorder (anorexia nervosa, bulimia nervosa, binge eating disorder), as well as newly proposed diagnostic categories (e.g., orthorexia). A multicultural perspective is emphasized, and the relation of disordered eating to issues such as socio-economic status, race and ethnicity, and gender is addressed. Multiple theoretical explanations for disordered eating—including psychodynamic, family systems, cognitive, relational-cultural, and behavioral theories—are critically examined. Empirically validated treatments and standardized prevention programs are also introduced and critiqued. Students conduct research using archival data to investigate specific risk and protective factors in the development of disordered eating, as well as to assess the effectiveness of targeted prevention programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 218 Psychology of Violence (4)**

Explores the application of psychological theories and research to the major forms of violence. Such forms include youth violence, family violence, bullying, suicide, homicide, workplace violence, war, and ethnic conflict. The course reviews and critiques major etiological models including social cognitive, behavioral, and physiological. It also presents current major models of prevention and treatment, including psycho-educational, cognitive-behavioral, and family systems. Specific prevention and intervention topics such as conflict resolution are addressed. Readings emphasize the scientific study of violence through empirical research, including randomized controlled trials to evaluate programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 221 Adolescence (4)**

An examination of physiological, social, and emotional factors affecting all stages of individual development during adolescence. Major theories and research on the subject are introduced. Among the topics addressed are biological changes, identity, autonomy, peer influences, substance abuse, and intimate relationships. Students are expected to present results from research studies they conduct on issues of adolescence. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 222 Adult Development and Aging (4)**

An examination of physiological cognitive, social, and emotional factors affecting all stages of individual development during adulthood. Major theories of development and research on the subject are introduced. Among the topics addressed are physiological aging, cognitive functioning, work, intimate relationships, parenthood, retirement, loss, death, and bereavement. Students are expected to participate in field research projects and service-learning opportunities. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 223 Positive Psychology (4)**

Psychology has traditionally been concerned with people's responses and reactions to difficulties, deficits, and disorders. Taking the opposing viewpoint, positive psychology is a course that aims to understand and implement behaviors and mental processes that foster optimal functioning and the pursuit of the good life. Both individual level and interpersonal level functioning are examined. Students in this primarily discussion-based course must be prepared to speak in class multiple times per class period. The course also involves a significant major project. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 224 Developmental Psychopathology (4)**

This course examines how studies of normal development and abnormal development in children inform one another; how and why deviations from normal development occur; the bidirectional relationship between biological underpinnings and contexts (family, school) as they relate to development of psychopathology; and proximal and distal concerns for children that develop mental disorders. *Prerequisite: PSYC 202.*

**PSYC 226 Psychology of Creativity (4)**

An examination of creativity in both the arts and sciences from the perspective of psychology. Topics include what makes something creative, the type of person who is most creative, the process of creativity, and aspects of the environment that foster creativity. Insights drawn primarily from developmental, personality, cognitive, and social psychology. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 227 Health Psychology (4)**

This course examines psychological issues surrounding physical health and medical care. Theories from personality and social psychology are applied to topics such as stress-related diseases, exercise adherence, coping with illness, interpersonal relationships and health, doctor-patient interactions, dying, and the hospital environment. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 230 Child, Family, and Community Development in Rural Appalachia (4)**

This interdisciplinary course addresses issues relevant to child, family, and community development in rural southern Appalachia, including (1) social and political history of the region; (2) social psychology and developmental neuroscience of stress and adaptation to stress (e.g., resilience); (3) structure and health of rural Appalachian communities; (4) community infrastructure (e.g., churches, businesses, and other local organizations); (5) design and implementation of intervention and prevention programs to foster neural, cognitive, and social development and mental health in children and families in rural communities. Sewanee faculty and visiting faculty from Yale University teach the course collaboratively. Not open for credit to students who have earned credit for PSYC 430. *Not open to first-year students.*

**PSYC 251 Research Methods and Data Analysis (4)**

An introduction to basic research approaches in psychology, including observational studies, correlational studies, true experiments, and quasi-experiments. Ethics, sampling, measurement, and data analysis are considered. Intended for psychology majors or for students planning to major in psychology. Weekly laboratory sessions focus on the process of scientific inquiry, giving students experience in the application of class principles. *Prerequisite: PSYC 100 or PSYC 101 or NEUR 101.*

**PSYC 280 Psychology of Human Diversity (4)**

A psychological investigation of human diversity, focused primarily on minority groups in the U.S. Among the psychological topics examined in a cultural context are those pertaining to gender, age, sexual orientation, ethnicity, disability, social class, personality, intelligence, health, intergroup relations, and intercultural interaction. Methods of cross-cultural research are also considered. Students are encouraged to develop a psychological appreciation of how diversity figures in various contexts, including research, service provision, work relationships, and personal life.

**PSYC 348 Motivation and Cognitive Control (4)**

This course examines the neural basis of motivation-cognition interactions and processes that regulate thought, action, and goal-directed behavior. Students explore a number of cognitive processes that are enhanced by the presence of motivational incentives (e.g., memory, attention, inhibition, rewards, emotion, decision making). *Prerequisite: (PSYC 100 or PSYC 101) and (NEUR 225 or NEUR 254 or PSYC 225 or PSYC 254).*

**PSYC 349 Drugs and Behavior (4)**

An examination of the effects of drugs on the brain and behavior. Content focuses on the mechanism by which legal and illicit drugs affect the brain and on how drug-induced brain changes alter behavior. In addition, major biological and psychological theories of addiction are examined. This class also explores how drugs are used and abused in different societies and cultures, the effects of this use and abuse on psychology and behavior, and how addiction is treated. *Prerequisite: PSYC 251.*

**PSYC 350 Drugs and Behavior (Lab) (4)**

An examination of the effects of drugs on the brain and behavior. Content focuses on the mechanism by which legal and illicit drugs affect the brain and on how drug-induced brain changes alter behavior. In addition, major biological and psychological theories of addiction are examined. This class also explores how drugs are used and abused in different societies and cultures, the effects of this use and abuse on psychology and behavior, and how addiction is treated. Laboratory course. This course cannot be taken for credit if the student has already received credit for PSYC349. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 354 Positive Psychology (Lab) (4)**

An experimental examination of behaviors and mental processes that foster optimal functioning and the pursuit of the good life. This discussion based lab course will examine mechanisms or interventions for living the good life. Students must be prepared to speak in class multiple times per class period. Students will conduct research for a lab project. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 223 and PSYC 251.*

**PSYC 356 Research in Social Psychology (Lab) (4)**

An in-depth examination of the social circumstances which structure individuals' mental processing and behavior. Students will read original peer-reviewed research on social dynamics (e.g., dyads, groups, cultural norms) and be required to implement existing theoretical models, empirical findings, and methodological approaches in their discussions, assignments, and research projects. In the laboratory, students will independently design, propose, and conduct a scientifically rigorous psychological study (including advanced statistical data analysis using computer software) to answer a novel empirical question in social psychology. Not open for credit to students who have received credit for PSYC 203. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 357 Child Development (Lab) (4)**

An examination of the physical, cognitive, social, and emotional development of infants and children, with a primary emphasis on theoretical issues and scientific methodology. Development is presented as a process of progressive interaction between the active, growing individual and his or her constantly changing and multifaceted environment. Organized chronologically with an approximately equal emphasis on the prenatal through middle childhood periods of development. Includes a laboratory that focuses on designing and conducting studies (including data analyses) to answer empirical questions on human development. Not open for credit to students who have received credit for PSYC 219. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: (PSYC 100 or PSYC 101) and PSYC 251.*

**PSYC 358 Cognitive Psychology (Lab) (4)**

An in-depth examination of one to several selected topics within the realm of cognitive psychology. The particular topic(s) may vary across semesters, and may range from more traditionally studied aspects of cognition such as attention, perception, language, memory, problem-solving, reasoning, and decision-making to more contemporary topics and applications that integrate across these areas such as the cognitive psychology of beliefs, moral reasoning, and/or social change. Consideration is given to theoretical and methodological issues, empirical approaches and evidence, and practical applications. Includes a laboratory that engages students in designing and conducting studies to answer empirical questions concerning the focal topic(s) of the course. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 360 Psychology of Gender (Lab) (4)**

This course will be an examination of gender differences and similarities in behavior, major theories of gender, and the role that gender plays in interacting with others. Students will design, implement, analyze, and present original research in the area of gender. *Open only to juniors or seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251.*

**PSYC 363 Advanced Research Topics (2 or 4)**

This seminar is devoted to the advanced study of a selected topic within psychology, with primary emphasis on the scientific process. Content focus varies by semester, at discretion of the instructor. Students review primary literature, design an original study, collect and analyze data, and compose a final report for public presentation. This course may be repeated once for credit when the topic differs. *Prerequisite: PSYC 251.*

**PSYC 380 Latinx Psychology (4)**

An exploration of Latinx Psychology with a specific focus on the United States. Themes and issues relevant to and impacting upon Latinx Psychology including cultural strengths, identity, immigration, acculturation, colonialism, prejudice/stereotype, intersectionality, and mental health will be studied through first-person accounts, media, and scientific literature. *Prerequisite: PSYC 100 or 101 and Junior Standing.*

**PSYC 381 Theoretical Foundations of Counseling and Coaching Psychology (4)**

An introduction to counseling and coaching psychology. The course will provide an overview of the theoretical orientations to psychotherapy and coaching psychology, and will focus on psychodynamic, humanistic, interpersonal, behavioral, and cognitive perspectives. Readiness to change, motivational interviewing, and appreciative inquiry approaches rooted in positive psychology and applicable to coaching psychology will also be explored. Theories will be considered in relation to specific presenting concerns and associated treatment effectiveness. Current issues in the practice of psychotherapy and coaching will be explored, such as evidenced-based treatments, evaluation and assessment of psychotherapy and coaching effectiveness, and ethical dilemmas. *Prerequisite: PSYC 202 or PSYC 203 or PSYC 221 or PSYC 223.*

**PSYC 402 Community Psychology (4)**

A seminar focused on examining and applying the concepts, theory, principles, research methods, and goals of community psychology. This course aims to increase understanding of the interactions among individual, group, organizational, community, and societal factors as they affect psychological well-being, human development, and human relationships. It also examines research design, program implementation, and evaluation methods applicable to community psychology. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 406 Psychobiography (4)**

A seminar on the psychological study of individual lives, with a focus on psychobiographical studies. Psychobiography draws on psychological theories and research to understand the work of an historically significant figure from the vantage point of the person's life history. The seminar introduces theories, methods, and standards used to conduct and evaluate psychobiographical research and interpretations. Readings include studies that trace meaningful connections between the lives and work of several well-known figures—artists, musicians, writers, scientists, and politicians—and students prepare a psychobiographical study on a person of their choice. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 408 Seminar in Abnormal Behavior (4)**

A study of the major conceptual approaches that are adopted as clinicians assess, define, and conduct clinical interventions. Topics addressed include the nature of the client-therapist relationship, results from empirical investigation of therapeutic outcomes, ethical dilemmas faced in clinical practice and research, and problems peculiar to subspecialties such as forensic psychology and community psychology. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 202 and three other courses in psychology.*

**PSYC 411 Judgment and Decision-Making (4)**

This seminar examines selected topics and issues in human judgment and decision-making. Drawing largely from primary sources, the course considers various approaches to the study of decision-making, as well as descriptions and theories of human decision-making derived from those approaches. Students are led to reflect on the relevance and application of such issues to real-world choices in arenas such as economics, politics, business and marketing, health and medicine, and at individual, organizational, and broadly social levels. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 412 Psychology of Gender (4)**

A comparison of different theoretical perspectives on sex and gender and a critical examination of research on gender differences and similarities in human behavior. Patterns of public attitudes regarding gender will also be discussed. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology and/or women's and gender studies.*

**PSYC 413 The Self-Concept and Self-Esteem (4)**

A seminar on the psychological examination and understanding of theories, principles, and applications of the self-concept and self-esteem. Students develop a rich and nuanced understanding of psychological concepts of selfhood (e.g., self-knowledge, the self in the relational context); they are also challenged to apply this understanding to their personal sense of self. Class material draw primarily from research in social psychology, but views from clinical, developmental, and cultural psychology are also included. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 203 or PSYC 356 and three additional courses in psychology.*

**PSYC 415 Relationships and Health (4)**

A seminar on the ways in which close relationships and health are interconnected. The course examines the state of relationships and health literature and considers avenues for future research. It explores a number of psychological factors (e.g., social support, emotions, coping, health behaviors) to explain this robust association in the context of specific relationships (e.g., parent-child, friendship, romantic). *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 100 or PSYC 101, PSYC 251, and two PSYC courses.*

**PSYC 416 Attachment Theory: Development, Well-being, and Risk for Psychopathology (4)**

This course explores the rich theory and research within the field of attachment and explores how attachment has become increasingly relevant in understanding both well-being and risk for psychopathology at different ages. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 100 or PSYC 101, PSYC 251, and two PSYC courses.*

**PSYC 417 Seminar in Developmental Psychology: Human Development in Context (4)**

This seminar provides readings and discussion of special topics in human development. The course draws on primary sources of classic and contemporary theory and research and focuses on examining human development in context. The role that family, workplace, schools, peers, community, and the larger culture have in human development is examined. *Prerequisite: four courses in psychology. Open only to seniors pursuing programs in neuroscience or psychology.*

**PSYC 418 Psychology of Happiness and Meaning in Life (4)**

Through extensive reading and discussion of the classic and current literature, students in this seminar become familiar with the current state of research in the areas of happiness and meaning in life and develop proposals for how the research might advance. Topics may include strategies to increase happiness and meaning, virtues, family, relationships, and health. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251 and two additional PSYC courses.*

**PSYC 419 Addiction (4)**

This seminar focuses on special topics related to addictive diseases. The course explores theoretical and empirical approaches to studying drug addiction, though behavioral addictions and compulsive disorders may also be considered. Readings include primary research related to the psychological, neurobiological, and sociocultural factors contributing to addiction. Current approaches to treatment are also discussed. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251 and two PSYC courses.*

**PSYC 420 Consciousness and Unconsciousness (4)**

An examination of current scientific study of consciousness and unconsciousness, including neural correlates of conscious and willful actions, manipulations of conscious will experience, the possible role of consciousness in evolution, and related topics. The course emphasizes how scientific results inform understanding of issues such as Chalmers hard problem of consciousness, the tenability of competing models of consciousness, the perceived unity of self, and perceptual experience of free will. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 421 Sex, Brain, and Behavior (4)**

This seminar explores special topics related to reproductive behavior. Topics may include sexual differentiation, partner preference, mate selection, sexual behavior, and parental care in human and non-human animals. Readings include primary journal articles and text excerpts reflecting psychological, neurobiological, and sociocultural perspectives. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251 and two PSYC courses.*

**PSYC 422 Controversies in Human Sexuality Research (4)**

This seminar course will review questions and controversies in current theory and research on human sexual behavior. The focus of class discussion will be the scientific literature within the field. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: Four courses in psychology.*

**PSYC 444 Independent Study (2 or 4)**

The student will design and execute an experimental research project terminating in a written report or will complete readings in an area of psychology. This course may be repeated more than once for credit. *Prerequisite: Instructor prerequisite override required.*

**PSYC 450 Special Topics Seminar (4)**

Selected topics in modern psychology, from areas such as developmental, cognitive, social, abnormal, personality, and diversity. The course surveys relevant primary literature. *Open only to seniors pursuing programs in neuroscience or psychology. Prerequisite: PSYC 251, three additional courses in psychology, and Junior standing.*

**PSYC 480 Language, Literacy, and Play (4)**

The complicated role of play in the development of language and literacy skills among preschool-aged children. Topics include social-emotional, cross-cultural, cognitive, and communicative aspects of play. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 481 Introduction to Cognitive Science (4)**

An introduction to the interdisciplinary study of how the mind works. Discussion of tools, theories, and assumptions from psychology, computer science, neuroscience, linguistics, and philosophy. No single individual may receive credit for both this course and either cognitive course at Sewanee (PSYC 208 and PSYC 358). Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 482 Emotional Intelligence (4)**

The ability to integrate emotional information with cognitive processes is essential for management of personal and social life. The emotion-related skills comprising emotional intelligence (the perception, use, understanding, and management of emotion) defined, measured, and developed. How these skills relate to effective social functioning, mental health, and quality of life at home, school, and work. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 483 Cognitive Neuroscience (4)**

An overview of cognitive neuroscience at an introductory graduate level. Covers principles, methods, and key research findings in multiple topic domains (e.g., language, memory, vision, attention, working memory/executive control, movement control, emotion and reward, social processes). The course emphasizes behavioral and neural processes, with some discussion of computational approaches. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 208 or PSYC 254 or NEUR 254 or PSYC 358.*

**PSYC 484 Autism and Related Disorders (4)**

Topics in the etiology, diagnosis, treatment, and natural history of childhood autism and other severe disorders of early onset. Retardation, behavioral disorders, and childhood psychosis. Supervised experience. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 485 Cellular and Molecular Mechanisms of Neurological Disease (4)**

The course focuses on those diseases (Alzheimer's, Parkinson's, ALS, and other neurodegenerative diseases, triplet repeat induced diseases, multiple sclerosis, epilepsy, etc.) in which modern neuroscience has advanced mechanistic explanations for clinical conditions. It highlights recent molecular, electrophysiological, and imaging experiments in parsing disease mechanisms. The application of pathophysiologic understanding to therapeutics is considered. This course is taught at Yale and is available only through the Sewanee-At-Yale Directed Research Program. *Prerequisite: Only open to students admitted to the Sewanee-at-Yale program.*

**PSYC 490 Principles of Neuroscience (4)**

General neuroscience seminar: Lectures, readings and discussion of selected topics in neuroscience. Emphasis will be on how approaches at the molecular, cellular, physiological and organismal levels can lead to understanding of neuronal and brain function. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 254 or NEUR 254.*

**PSYC 491 Neurobiology of Emotion (4)**

A study of the brain circuitries involved in emotion and emotional learning and memory. Consideration of emotion research in a historical context; discussion of progress that has been made in understanding the neurobiology of emotion in both laboratory animals and humans. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 254 or NEUR 254.*

**PSYC 492 History of Modern Neuroscience (4)**

Survey of classical papers that have been the foundation for the rise of modern neuroscience since the 1950s. Areas covered range from genes and proteins through cells and systems to behavior. Classes combine overviews of different areas with discussions of selected classical papers. Emphasis is on how convergence of techniques, concepts, and personalities has been the basis for major advances. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 254 or NEUR 254.*

**PSYC 493 Research Topics in Emotion and Cognitive Control (4)**

This course covers (1) research in emotion and cognitive control, and (2) science communication skills. For research, the emphasis is on the design, conduct, and analysis of behavioral and fMRI studies, emphasizing individual differences. Once a month, we have a session on science communication skills, with topics chosen by students to meet their interests and needs (spoken research presentations, persuasive communication, graph design, Web design, and so on). Students may enroll in the course and attend only the science communication skills component. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 208 or PSYC 254 or NEUR 254 or PSYC 358.*

**PSYC 498 Research Methods Seminar (4)**

This seminar is organized around presentations of individual research projects, emphasizing detailed critique of project designs, findings, and conclusions. Students also review reports of empirical research written by other students in the seminar to develop their skills in both writing and critiquing research reports. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 498. *Prerequisite: An introductory psychology or introductory biology course and approval of the Sewanee-at-Yale program director.*

**PSYC 499 Directed Research (4 or 8)**

Students conduct research under the direction of a faculty member on a topic of mutual interest. Typically culminates in a written research report. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 499. *Prerequisite: An introductory psychology or introductory biology course and approval of the Sewanee-at-Yale program director.*