Department of Psychology

Chair
• David A. Gallo

Professors
• Edward S. Awh
• Jean Decety
• David A. Gallo
• Susan Goldin-Meadow
• Leslie M. Kay
• Boaz Keysar
• Katherine D. Kinzler
• Susan Cohen Levine
• Daniel Margoliash, Organismal Biology and Anatomy
• Howard C. Nusbaum
• Brian Prendergast
• Steven K. Shevell
• Richard Shweder, Human Development
• Edward K. Vogel
• Amanda Woodward

Associate Professors
• Marc G. Berman
• Sarah London
• Greg J. Norman
• Alex Shaw

Assistant Professors
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• Akram Bakkour
• Monica Rosenberg
• Jai Yu

Emeritus Faculty
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• Abraham Bookstein, Humanities Division
• Norman M. Bradburn
• Robert A. Butler, Surgery
• Mihaly Csikszentmihalyi
• Eugene T. Gendlin
• William Goldstein
• Eric P. Hamp, Linguistics
• Philip W. Jackson, Education
• Jerre Levy
• Frederick F. Lighthall, Education
• John A. Lucy, Comparative Human Development
• Martha McClintock
• David McNeill
• Joel M. Pokorny, Ophthalmology and Visual Science
• Allan Rechtschaffen, Psychiatry
• Vivianne Smith, Ophthalmology and Visual Science
• Nancy Lou Stein
Originally founded as the Laboratory of Psychology in 1893, the Department of Psychology has been for a century a leading center of scholarship, research and teaching in psychology and related fields. Among its distinguished faculty and students have been James Rowland Angell, John Dewey, George Herbert Mead, John B. Watson, the founder of behaviorism, L. L. Thurstone, a pioneer in psychological measurement, Karl Lashley, Klüver and Bucy, Kleitman, discoverer of REM sleep, Frank Beach, founder of behavioral endocrinology, W. C. Allee who viewed biology as a social phenomenon, and Roger Sperry, Nobel Prize winner for his work in cerebral lateralization. The present Department of Psychology is conscious of its distinguished intellectual forebears and continues to reflect its heritage in its commitment to research, the scope of its inquiry, and the diversity of its programs of graduate study.

The Department of Psychology is organized into specialized programs that reflect the contemporary state of the discipline and the wide-ranging interests of its own faculty. The areas of concentration are cognition, developmental psychology, integrative neuroscience, and social psychology. Consistent with the multidisciplinary traditions of the University of Chicago, many faculty members serve on more than one of the department’s programs. Faculty and students participate in courses, colloquia, workshops and joint research ventures with scholars in other departments. These include biology, computer science, education, human development, linguistics, neuroscience, philosophy, and others, as well as the University’s professional schools of business, public policy, law, medicine, and social service administration.

Doctoral study in the University of Chicago’s Department of Psychology typically spans five years and includes a common curriculum of eight courses with other requirements set by the student’s area of specialization. In addition, each student will complete a trial research project under the guidance of a faculty advisor or advisors, and complete a dissertation. Students are evaluated yearly to determine progress. Advisors are a critical component of students’ experience in the doctoral program, providing guidance and collaboration in conducting research and academic advising.

**DEGREES**

Programs of graduate study offered by the department lead to the PhD degree at the University of Chicago. The Department of Psychology does not offer courses of study leading to the degree of Master of Arts (MA). However, students admitted to doctoral study may take the MA degree as an optional step in the doctoral program. Similarly, a student admitted who must leave the program, for whatever reason, may apply for a terminal MA degree, providing the student has met the program requirements of the particular program of the Department of Psychology.

**PSYCHOLOGY-LINGUISTICS JOINT PHD PROGRAM**

Students in the Department of Linguistics in the Division of the Humanities who wish to work toward a joint PhD in Psychology’s Cognition Program and in Linguistics must be admitted to the Department of Psychology through the Division of the Social Sciences.

**PSYCHOLOGY-BUSINESS JOINT PHD PROGRAM**

The Joint Program in Psychology and Business was established in 2009, and is overseen jointly by the Behavioral Science dissertation area (https://www.chicagobooth.edu/phd/dissertation-areas/behavioral-science/) at Chicago Booth and the Department of Psychology. The aim of this program is to connect the large number of social, cognitive, and organizational psychologists at Chicago Booth and within the Department of Psychology. To qualify for the joint program, a student must be admitted into either the Psychology or the Business graduate program. PhD students in Psychology or Business who want to take the Joint Degree will need an adviser in both schools. The adviser from the program the student was initially admitted into will be a primary adviser and the one from the other program, the secondary adviser. Normally this would be done, after arrival, during the first year of studies. Once the student and the faculty member agree on the advising relationship, the student applies for Joint status. The application is then reviewed by the faculty in the program that the student wants to join.

**ADMISSION**

Students are admitted by application to the Department of Psychology to pursue courses of doctoral study that are formulated by the individual programs. Candidates for admission are expected to have some background in psychology as well as mathematics and statistics.

The application process for admission and financial aid for the Psychology graduate program is administered through the Dean of Students Office in the Division of the Social Sciences. The application for admission, with instructions, deadlines and department-specific information, is available online at: http://apply-ssd.uchicago.edu/apply/.
GENERAL REQUIREMENTS FOR DOCTORAL STUDENTS

All doctoral students in the Department of Psychology must complete the common graduate curriculum. In addition, each student must complete the course requirements specified by one of the department's specialized training and research programs. In exceptional cases, a student may design an individual sequence of courses. This sequence must be approved by the curriculum and student affairs committee before the student undertakes it. Completion of these course requirements is a prerequisite for Ph.D. candidacy.

Practical pedagogical experience is a program requirement in the doctoral program. Students in the Department of Psychology will be required to complete five mentored teaching experiences (MTEs), with the possibility of additional teaching experiences for those students seeking advanced pedagogical training. These experiences may include being a Course TA, a Course Intern (for College Core courses), and/or a Mentored Instructor of a stand-alone course (when applicable).

COMMON GRADUATE CURRICULUM

The common curriculum consists of eight courses. Other requirements for graduate students will be set by the student's area of specialization.

Proseminar

One-quarter course in which faculty members whose primary affiliation is the Department of Psychology give a summary of their ongoing research and students write a research proposal, to be submitted for an NSF graduate fellowship if the student is eligible for this funding. Professional development topics are also covered.

Statistics Requirement: Three courses passed with a grade of B or better

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications (or BUSF 41000 or equivalent approved by the Graduate Curriculum Committee. More advanced courses, for which these courses are prerequisites, also fulfill this requirement.)</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 37300</td>
<td>Experimental Design and Statistical Modeling I</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 37900</td>
<td>Experimental Design and Statistical Modeling II</td>
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TRIAL RESEARCH SEMINAR

All graduate students are required to take the trial research seminar in the spring of the first year. The purpose of this seminar is to help students formulate and complete their trial research projects.

BREADTH REQUIREMENT

Students are required to take a minimum of three doctoral level courses in Psychology, extending across different areas of psychological science. These courses should be chosen in consultation with the student's advisor and program area. These courses must be passed with a grade of B or better.

DEPARTMENT OF PSYCHOLOGY RESEARCH REQUIREMENTS

TRIAL RESEARCH PROJECT

Each student will complete a trial research project under the guidance of a faculty advisor or advisors by the end of the spring quarter of the second year.

At the start of the project, each student must form a trial research committee, composed of three faculty members. Typically, the chair of the committee is the student's primary research advisor. The chair of the committee must be a faculty or emeritus faculty member in the Psychology Department. At least one other member of the committee must be a faculty, emeritus faculty or affiliated faculty member in the Psychology Department. The third member of the committee may be from outside of the Psychology Department, provided that the chair of the trial research committee gives his or her approval.

By the end of autumn quarter of the second year, the student's trial research committee should meet to approve the proposed trial research project. At a minimum, this meeting consists of a student presentation of the proposed work and discussion of the plan with the committee. Essential to this approval is the committee's decision that the project can feasibly be completed by the end of the second year.

By the end of the 7th week of spring quarter, students must submit their written trial research paper to their committee, in preparation for the trial research defense meeting. By the end of spring quarter, students should defend their trial research project at a meeting with their trial research committee, which will also assess the depth and breadth of students’ knowledge of their research problem.

Successful completion of the trial research project is a prerequisite for PhD candidacy.

DISSERTATION

To begin the dissertation process, a student must form a three-member dissertation committee consisting of a chairperson and two other faculty members. Typically, the chair is the student's primary research advisor. The chair of the dissertation committee must be a faculty or emeritus faculty member in the Psychology Department. At least one other member of the committee must be a faculty, emeritus faculty or affiliated faculty member in the Psychology Department. The third member of the committee must be from the university of Chicago, but
may be from outside of the Psychology Department, provided that the chair of the dissertation committee gives his or her approval.

Once a dissertation committee exists, the student must formulate an independent research project to be carried out under the committee’s guidance. The student will then prepare a written dissertation proposal and submit it to his or her committee. When the student’s advisor agrees, the student may schedule an oral defense of the proposal.

To be admitted to PhD candidacy, a student must have successfully completed: (a) the Common Graduate Curriculum (including the statistics and breadth requirement); (b) the course requirements specified by a program or an individual course of study approved by the Curriculum Committee; (c) a trial research project; (d) approval of the dissertation proposal by all members of the student’s dissertation committee following the oral defense.

The completed thesis must be submitted to all three committee members. When the student’s advisor agrees, the student may schedule an oral defense of the dissertation. The oral exam is administered by four members of the University community: the three members of the dissertation committee and an outside reader. The outside reader must be a faculty member at the University of Chicago, or a scientist at another institution. The outside reader must be approved by the thesis advisor. If, after the oral defense, all committee members approve the thesis, the student has met the Psychology Department’s requirements for the PhD degree.

The completed dissertation must be formatted and submitted to the dissertation office by Friday of 7th week of the quarter in which the student plans to graduate. It is recommended that the oral defense be held no later than the sixth week of the quarter in order to ensure meeting the dissertation office deadline. For information about formatting the dissertation and submission deadlines, please visit the dissertation office’s website (https://www.lib.uchicago.edu/research/scholar/phd/).

Areas of Specialization

The Department of Psychology is organized into four areas of specialization: Cognition, Developmental Psychology, Integrative Neuroscience, and Social Psychology.

Cognition Program

The goal of the doctoral program in Cognitive Psychology is to train graduate students to be well-rounded researchers and scholars. Our unique approach fosters integrative thinking that crosses disciplinary boundaries, and focuses on research questions that have both theoretical and practical significance. Faculty, students, and post docs collaborate on projects spanning a variety of cognitive domains, such as human memory, language and communication, perception, attention and action, and conflict resolution and negotiation. Not only do we focus on fundamentally cognitive questions, but we also situate these questions within a broader context, including the biological bases and the social manifestations of cognitive phenomena. Our integrative approach allows graduate students to benefit from the university as a whole, by interacting with faculty from the Biological Sciences, the Humanities and the Social Sciences.

Curriculum

There are three elements in the graduate curriculum of the Cognition Program.

1. Departmental curriculum. Students must complete the departmental core graduate curriculum.

2. Basic courses. Three basic courses. The following list includes possible courses, including those that are not offered every year. The purpose of this requirement is to develop a deeper understanding of the theories and methods used to scientifically study cognition, and how these approaches are central to many areas of psychological inquiry. Pre-approved courses are:

   PSYC 31200 Systems Neuroscience
   PSYC 37400 Human Memory
   PSYC 38655 Environmental Neuroscience
   PSYC 40107 Behavioral Neuroscience
   PSYC 42350 Advanced Topics in Human Neuroimaging
   PSYC 42570 Integrating the Real World into Perception and Memory
   PSYC 42950 Memory and Decision Making
   PSYC 43200 Seminar in Language Development
   PSYC 43600 Processes of Judgement and Decision Making
Students may also propose other courses, based on course offerings in a given year. Such student-proposed courses should be approved by the cognition area chair prior to taking them.

3. Advanced courses and seminars. Students are strongly encouraged to participate in advanced courses and seminars, particularly in their area of interest.

THE DEVELOPMENTAL PSYCHOLOGY PROGRAM

The Developmental Program provides a rich environment for scientific inquiry, mentorship, and training. Our faculty pursue a wide range of topics that span cognitive, emotional and social development. In cognitive development, our work focuses on infants’ and children’s mathematical, spatial, and language development along with interventions to improve educational outcomes. In terms of social and emotional development, we examine infants’ and children’s affective, intentional, and moral understanding. Other research examines how interacting with their environment affects children’s cognition and social behavior, and how their bodies can shape learning and thinking. Not only do our faculty, post-docs, and students investigate multiple exciting questions with behavioral methods, but they also supplement this approach with other methods including behavioral economics, gestural analyses, functional MRI, eye tracking, EEG/ERP’s, and computational models. Moreover, the faculty interact with faculty from other disciplines, bringing rich interdisciplinary expertise to bear on their research questions. The faculty are also involved with the Science of Learning Center (https://scienceoflearning.uchicago.edu/), Center for Gesture Sign and Language (https://gscenter.uchicago.edu), and the Committee on Education (https://coe.uchicago.edu). These diverse perspectives and methodologies provide a comprehensive picture of how the mind works and is shaped throughout development.

Curriculum

1. General course: PSYC 40500 Advanced Seminar in Developmental Psychology is required of all students in the program. A prerequisite for this course is that the student has already taken a survey course in developmental psychology.

2. An advanced course in three of four areas of Developmental Psychology. Certain seminars may also fulfill these requirements. Below are a few examples of courses that will fulfill these requirements. This is not a comprehensive list as course offerings change from year to year. Students may petition the developmental area chair to count courses not included on this list. Topics in Developmental Psychology along with an additional paper may, under special circumstances, be used towards one course satisfying this requirement, with permission of the developmental area chair.
   a) Cognitive/Intellectual Development:
   PSYC 42550 Topics in Cognitive Development; PSYC 33600 Development in Infancy PSYC 42040 Seminar: Mathematical Development; PSYC 43690 Topics in Action, Representation, and Gesture

   b) Biological Development:
   PSYC 31700 Developmental Biopsychology PSYC 46662 Genes and Behavior; PSYC 44450 Developmental Social Neuroscience.

   c) Language/Communicative Development:
   PSYC 43200 Seminar in Language Development; PSYC 38960 The Development of Communicative Competence; PSYC 43680 Topics in Language and Gesture

   d) Social/Emotional Development:
   PSYC 41115 Topics in Social Cognitive Development PSYC 43650 The Development of Social Cognition PSYC 34500 Developmental and Neuroscience Perspectives on Social Cognition

3. Students are expected to take advanced courses and seminars, particularly in their area of interest, and to attend the weekly meeting of Topics in Developmental Psychology.

4. In fall of third year, students will present their trial research findings in the developmental brown bag seminar.

5. In their fourth year, students write a theoretical review of research relevant to their dissertation.

INTEGRATIVE NEUROSCIENCE

The notion that 100 billion neurons give rise to human behavior proved daunting up through the 20th Century because neuroscientists were limited by existing technologies to studying the properties of single neurons or small groups of neurons. Characterizing simple neural circuits has led to an understanding of a variety of sensory processes, such as the initial steps in vision, and motor processes, such as the generation of locomotion patterns. However, unraveling the neural substrates of more complex behaviors, such as the ability to pay attention to relevant events in its surroundings or the ability to understand the likely events going through the mind of another, remains one of the major challenges for the neurosciences in the twenty-first century. In contrast to simple behaviors, these complex behaviors depend on interactions within a network of different brain structures. Studying the neural bases of complex behaviors, thus, requires an integrative neuroscience approach.
The Integrative Neuroscience graduate program at the University of Chicago is designed to provide the training and research opportunities for the next generation of behavioral, cognitive, and social neuroscientists. Behavioral, cognitive, and social neuroscience represent three complementary and partially overlapping aspects of this integrative neuroscience of mind and behavior. Behavioral neuroscience places an emphasis on the biological mechanisms underlying basic behavioral processes; cognitive neuroscience places an emphasis on the biological mechanisms underlying cognition, with a specific focus on the neural substrates of mental processes and their behavioral manifestations; and social neuroscience places an emphasis on the biological mechanisms underlying social processes and behavior, including the ability to perceive and communicate mental states including the beliefs and desires of others and to form and maintain interpersonal and group relationships. The University of Chicago is optimally positioned to meet this challenge because its unique academic structure facilitates interactions across disciplinary perspectives.

Curriculum

Students must complete the departmental core graduate curriculum.

As part of this curriculum and with one additional course, IN students complete:

**TWO PSYCHOLOGY DEPARTMENT BREADTH COURSES**

IN students will take two advanced courses within the Department of Psychology.

**TWO OF THREE CORE NEUROSCIENCE COURSES**

CPNS 30000 Cellular Neurobiology
CPNS 30107 Behavioral Neuroscience
CPNS 30116 Survey of Systems Neuroscience

It is suggested that most students take at least Cellular and Behavioral, but we understand that needs depend on research focus.

IN students are encouraged to take additional advanced courses. The program offers the following advanced courses. All of these courses will not be offered every year.

- PSYC 32750 Advanced Topics in Chronobiology
- PSYC 34133 Neuroscience of Seeing
- PSYC 36655 Advanced Topics in Epigenetics of the Brain
- PSYC 37250 Foundations of Neuroscience: Historical Perspective
- PSYC 37400 Human Memory
- PSYC 41210 Psychophysiology: Methods, Concepts, and Applications
- PSYC 42350 Advanced Topics in Human Neuroimaging
- PSYC 42650 Working Memory
- PSYC 43130 Stress and the Social Brain
- PSYC 43780 Basics of conducting EEG and ERP research
- PSYC 34810 Neuroeconomics
- PSYC 46050 Principles of Data Science and Engineering for Laboratory Research

**THE SOCIAL PSYCHOLOGY PROGRAM**

The general philosophy of the curriculum is to provide students with the requisite knowledge and skills to excel in mainstream, academic social psychology. In addition to Departmental requirements, graduate students in the University of Chicago Social Psychology Program must fulfill the following course requirements:

1. **General Courses:**
   a. PSYC 40600 Advanced Seminar in Social Psychology: Introductory course in experimental social psychology. This course will also fulfill part of the core course requirements of the common graduate curriculum.

2. **Topics in Experimental Social Psychology:** An ongoing seminar taught collectively by the Core Faculty each quarter. Required of Social Area Students in Years 1-3. Please note: This course is neither required of Joint students nor is it available to them.

3. **An advanced course or seminar in at least two of the following Areas of Emphasis:**
   - Self
   - Social Cognition
   - Social and Cognitive Neuroscience
   - Decision Making
   - Attitudes and Affect
   - Stereotyping and Prejudice
• Communication and Language Processes
• Interpersonal Relations and Group Processes
• Political Psychology
• Cultural Psychology

4. PSYC 45200 Advanced Methods In Experimental Social Psychology plus two additional courses in advanced methods and statistics.

5. Finally, students are expected to take advanced courses and seminars in their area of interest.

PSYCHOLOGY COURSES

PSYC 30401. Psycholinguistics: Language Processing. 100 Units.
This is an advanced introduction to the field of psycholinguistics. We will do an in-depth overview of both the empirical findings and the methodologies used on various topics in language comprehension/production, including areas of speech perception, lexical processing, syntactic parsing, and semantic/pragmatic processing. Models at both the computational and the mechanistic levels will also be examined.
Instructor(s): Ming Xiang Terms Offered: Autumn
Equivalent Course(s): LING 30401

PSYC 31600. Biopsychology of Sex Differences. 100 Units.
This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology.
Instructor(s): Mateo, J. Terms Offered: Autumn
Note(s): Grad Distribution requirements: I
Equivalent Course(s): CHDV 30901, EVOL 36900, GNSE 30901

PSYC 32750. Advanced Topics in Chronobiology. 100 Units.
This seminar will explore the mechanisms by which circadian clocks influence the development and adult functioning of the brain to generate adaptive changes in behavior. In addition to being immersed in theoretical aspects of chronobiology, students will be trained in critical reading of primary research literature, the construction of testable hypotheses, and designing experiments to test these hypotheses. In addition to participating in weekly discussions, course members will survey the literature to determine how circadian issues affect how research is conducted across disciplines.
Instructor(s): B. Prendergast Terms Offered: Spring
Prerequisite(s): Students should have taken or currently be taking PSYC 21750.

PSYC 33000. Cultural Psychology. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of “normal” psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of “culture” and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in third or fourth year.
Note(s): CHDV Distribution: B, C
Equivalent Course(s): CHDV 21001, ANTH 35110, CHDV 21000, AMER 33000, PSYC 23000, GNSE 31000, CRES 21100, ANTH 24320, CHDV 31000, EDSO 21100

PSYC 33165. Multidisciplinary Perspectives on Morality. 100 Units.
The past decade saw an explosion of empirical research in the study of morality. Among the most exciting and novel findings and theories, evolutionary biologists and comparative psychologists have shown that moral cognition has evolved to facilitate cooperation and smooth social interactions, and that certain components of morality are present in non-human animals. Developmental psychologists came up with ingenious paradigms, demonstrating that the elements that underpin morality are in place much earlier than we thought, and clearly in place before children turn two. Social neuroscientists have begun to map brain circuits implicated in moral decision-making and identify the contribution of neuropetides to moral sensitivity. Changes in the balance of brain chemistry, or in connectivity between regions can cause changes in moral behavior. The lesson from all this new knowledge is clear: human moral behavior cannot be separated from human biology, its development, and past evolutionary history. As our understanding of the human brain improves, society at large, and justice and the law in particular, are and will be increasingly challenged. Discoveries in neuroscience will soon impact our legal system in ways that hopefully lead to a more cost-effective, humane and flexible system than we have today. The intent of this class is to provide an overview of the current research on the morality, and examine this topic from a range of relevant interdisciplinary perspectives.
Instructor(s): J. Decety Terms Offered: Winter
PSYC 33200. Introduction to Language Acquisition. 100 Units.
This course addresses the major issues involved in first-language acquisition. We deal with the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): CHDV 23900, LING 21600, PSYC 23200, CHDV 31600, LING 31600, EDSO 23200

PSYC 33360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): S. Goldin-Meadow, D. Brentari Terms Offered: Autumn
Equivalent Course(s): CHDV 23360, LING 23360, CHDV 33360, LING 33360, PSYC 23360

PSYC 33820. Data Analysis & Statistics. 100 Units.
This course is designed for graduate students and advanced undergraduate students and aims to provide a strong foundation in the statistical and data analyses commonly used in the behavioral and social sciences. Topics include logistic regression, statistical inference, chi-square, analysis of variance, and repeated measures models. In addition, this course also place greater emphasis on developing practical skills, including the ability to conduct common analyses using statistical software. You will learn how to build models to investigate your data, formulate hypothesis tests as comparisons between statistical models and critically evaluate model assumptions. The goal of the course is for students to be able to define and use descriptive and inferential statistics to analyze and interpret statistical findings.
Instructor(s): Peishan Fan Terms Offered: Autumn
Equivalent Course(s): MAPS 31701

PSYC 33821. Data Science. 100 Units.
This course is a graduate-level methods class that aims to train you to solve real-world statistical problems. The goal of the course is for students to be able to choose an appropriate statistical method to solve a given problem of data analysis and communicate your results clearly and succinctly. There will be an extensive hands-on experience of analysis of real data through practical classes.
Instructor(s): Peishan Fan Terms Offered: Winter
Equivalent Course(s): MAPS 31702

PSYC 33920. Language, Culture and Development. 100 Units.
This course is designed to be an interdisciplinary class that explores research in early cognitive development within the field of language, culture and the self. We will discuss a variety of topics in cognitive development, as well as important questions concerning language and culture. This course will touch upon research across development to document early biases in human reasoning that might persist through the lifespan, and will emphasize how we can use basic science research to inform educational goals and make positive contributions to addressing issues related to language and culture.
Instructor(s): Peishan Fan Terms Offered: Winter
Prerequisite(s): Open only for graduate students and 4th year undergraduates. Undergraduates must have instructor consent.
Equivalent Course(s): CHDV 34710, EDSO 34700, MAPS 34700

PSYC 34133. Neuroscience of Seeing. 100 Units.
This course focuses on the neural basis of vision, in the context of the following two questions: 1. How does the brain transform visual stimuli into neuronal responses? 2. How does the brain use visual information to guide behavior? The course covers signal transformation throughout the visual pathway, from retina to thalamus to cortex, and includes biophysical, anatomical, and computational studies of the visual system, psychophysics, and quantitative models of visual processing. This course is designed as an advanced neuroscience course for undergraduate and graduate students. The students are expected to have a general background in neurophysiology and neuroanatomy.
Instructor(s): W. Wei, J. Maunsell, M. Sherman, S. Shevell Terms Offered: Autumn
Prerequisite(s): NSCI 20111 or BIOS 24110 or consent of instructor
Equivalent Course(s): CPNS 34133, NSCI 22400, NURB 34133, PSYC 24133, BIOS 24133

PSYC 34810. Neuroeconomics. 100 Units.
In this seminar, we will review recent research spanning across the fields of neuroscience, psychology, and economics that inform our understanding of how the brain makes decisions. We will focus on the neural processes that give rise to choice behavior in different contexts. Topics include decisions that are based on learned rewards and punishments, decisions under risk and uncertainty, social preferences, and strategies in games.
Instructor(s): A. Bakkour Terms Offered: Spring
PSYC 35201. Communication in humans and non-humans. 100 Units.
This seminar will compare communication in humans and non-humans. Topics to be covered include the reliance of communication on more general cognitive processes, the learnability of communicative systems, referential intent, honest signaling, and deception. These issues will be explored through readings that cover recent work at the intersection of human and animal communication.
Instructor(s): J. Mateo Terms Offered: Winter
Equivalent Course(s): CHDV 35201

PSYC 36210-36211. Mathematical Methods for Biological Sciences I-II.

PSYC 36210. Mathematical Methods for Biological Sciences I. 100 Units.
This course builds on the introduction to modeling course biology students take in the first year (BIOS 20151 or 152). It begins with a review of one-variable ordinary differential equations as models for biological processes changing with time, and proceeds to develop basic dynamical systems theory. Analytic skills include stability analysis, phase portraits, limit cycles, and bifurcations. Linear algebra concepts are introduced and developed, and Fourier methods are applied to data analysis. The methods are applied to diverse areas of biology, such as ecology, neuroscience, regulatory networks, and molecular structure. The students learn to implement the models using Python in the Jupyter notebook platform.
Instructor(s): D. Kondrashov Terms Offered: Autumn. L.
Prerequisite(s): BIOS 20151 or BIOS 20152 or equivalent quantitative experience by consent of instructor, and three courses of a Biological Sciences Fundamentals Sequence or consent of the instructor.
Equivalent Course(s): CPNS 31000, BIOS 26210

PSYC 36211. Mathematical Methods for Biological Sciences II. 100 Units.
This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g., Markov Chain, Monte Carlo, and Gillespie algorithm. Students complete an independent project on a topic of their interest.
Instructor(s): D. Kondrashov Terms Offered: Winter. L.
Prerequisite(s): BIOS 26210 or equivalent.
Equivalent Course(s): BIOS 26211, CPNS 31100

PSYC 37300-37900. Experimental Design I-II.
Experimental Design I-II

PSYC 37300. Experimental Design and Statistical Modeling I. 100 Units.
This course covers topics in research design and analysis. Students will learn the intuitions behind basic statistical models, and learn how to apply them to programming analyses for real psychological data. We will also touch on methods becoming increasingly important in the field, such as machine learning, permutation testing, and data simulation. The class will also discuss the broader landscape of psychology research, including the shift to online experiments, open science, and the replication crisis.
Instructor(s): W. Bainbridge Terms Offered: Winter

PSYC 37900. Experimental Design and Statistical Modeling II. 100 Units.
In this course you will learn concepts of Bayesian Data Analysis that builds off of Experimental Design and Statistical Modeling I. The course will require knowledge of the R statistical programming language. The relationship between frequentist approaches and Bayesian approaches will be discussed. The course will cover topics such as causal modeling, generalized linear models, markov chain monte carlo, multilevel models (i.e., varying/random intercepts and slopes), and multivariate analysis. The course will be taught from a regression framework. The course will examine both experimental and observational designs and how one can potentially glean causal inferences from observational data.
Instructor(s): M. Berman Terms Offered: Spring
Prerequisite(s): PSYC 37300.
Note(s): This a required course for Psychology PhD students.

PSYC 37950. Evolution and Economics of Human Behavior. 100 Units.
This course explores how evolutionary biology and behavioral economics explain many different aspects of human behavior. Specific topics include evolutionary theory, natural and sexual selection, game theory, cost-benefit analyses of behavior from an evolutionary and a behavioral economics perspective, aggression, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.
Instructor(s): D. Maestripieri Terms Offered: Winter
Note(s): CHDV Distribution, A, 1
Equivalent Course(s): CHDV 27950, ECON 14810, CHDV 37950, BIOS 29265, PSYC 27950
PSYC 38320. Mechanisms of Motivated Cognition. 100 Units.
How do goals, desires, and needs shape how we perceive and respond to the physical and social world? This seminar examines the myriad of ways motivation influences human cognition, highlighting research from cognitive neuroscience and social psychology. We will explore how motivated cognition gives rise to biases in perception, memory, and decision-making, as well as self-evaluation, person perception, and group dynamics. The class will provide the necessary background for students who wish to take an interdisciplinary approach to study motivation-cognition interactions.
Instructor(s): Y.C. Leong Terms Offered: Spring

PSYC 38960. The Development of Communicative Competence. 100 Units.
This course examines the emergence of communicative skills in humans. We will focus on how children glean information about language structure and language use from their home environments. We will also discuss the proposed cognitive and evolutionary roots of communicative behaviors, with a focus on current gaps in our knowledge and possible pathways forward. The course will consider these issues from multiple perspectives including linguistics, psychology, and linguistic anthropology. We will also briefly cover a range of methods associated with these different areas of study. It is expected that, by the end of the course, you should be able to think and write critically about how human communication and human language are intertwined in both adults and children.
Instructor(s): M. Casillas Terms Offered: Spring
Note(s): UG: B, C, M; Grad: 5
Equivalent Course(s): CHDV 38950, LING 38951, EDSO 38950

PSYC 40107. Behavioral Neuroscience. 100 Units.
This course provides an introduction to neuroethology, examining brain activity relative to behaviors and organisms evaluated from an adaptive and evolutionary perspective. It starts with a brief introduction to classical ethology, and then develops a series of example animal model systems. Both invertebrate and vertebrate models are considered although there is a bias towards the latter. Many of these are "champion" species. There is a heavier demand for reading original data papers than typical in introductory graduate level courses. An integral part of the course is a series of assignments where you develop grant proposals describing novel science experiments in the animal models, thereby challenging your knowledge of the material and teaching aspects of scientific writing. In recent years there has been more computational material presented. The course is not available to undergraduates without prior approval of the instructor.
Instructor(s): D. Margoliash Terms Offered: Spring
Note(s): The course is not available to undergraduates without prior approval of the instructor.
Equivalent Course(s): CPNS 30107, NURB 30107

PSYC 40301. Topics in Psychology. 100 Units.
Current research in psychology.
Instructor(s): K. Kinzler Terms Offered: Autumn Spring Winter
Note(s): Registration by consent only.

PSYC 40450-40451-40452. Topics in Cognition I-II-III.
Broadly speaking, this workshop will address fundamental topics in cognitive psychology such as attention, memory, learning, problem solving, and language. One unique aspect of this workshop is that we will not only explore topics central to the study of cognition, but we will also explore how the study of cognitive psychology can be used to enhance human potential and performance in a variety of contexts. These contexts range from an exploration of optimal teaching practices to enhance the acquisition of mathematical knowledge in the classroom, to issues regarding how individuals communicate best to foster the optimal exchange of information in, for instance, medical settings, to the optimal strategies older adults can use to help stave off the deleterious effects of aging on cognitive functioning and the performance of everyday activities.

PSYC 40450. Topics in Cognition I. 100 Units.
Discussion of current research in psychology.
Instructor(s): M. Rosenberg Terms Offered: Autumn

PSYC 40451. Topics in Cognition II. 100 Units.
Discussion of current research in psychology.
Instructor(s): M. Rosenberg Terms Offered: Winter

PSYC 40452. Topics in Cognition III. 100 Units.
Discussion of current research in psychology.
Instructor(s): M. Rosenberg Terms Offered: Spring

PSYC 40460. Computation and the Identification of Cultural Patterns. 100 Units.
Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and (in the case of industry) capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for defining and mobilizing the concept of "culture" in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python
programming language. For instance, students will learn to identify emerging social movements using social
media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.
Instructor(s): Jonathan Clindaniel Terms Offered: Autumn
Prerequisite(s): No previous coding experience required. A Python boot camp will be held at the beginning of
the quarter to teach the coding skills necessary to succeed in the course. Open to Advanced Undergraduates with
Instructor Permission.
Equivalent Course(s): CHDV 40404, MACS 40400, MAPS 40401

PSYC 40710. Early Childhood: Human Capital Development and Public Policy. 100 Units.
The goal of this course is to introduce students to the literature on early child development and explore how an
understanding of core developmental concepts can inform social policies. Our substantive foci will be on early
childhood poverty, the role of parenting and the home environment in shaping children’s development, and the
evidence base for intervention in early childhood for economically disadvantaged children. The course will cover
evidence from neuroscience, psychology, economics, sociology, and public policy as it bears on these questions.
In particular, we will explore how the principles of early childhood development can guide the design of policies
and practices that enhance the healthy development of young children, particularly for those living in adverse
circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social
class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive
social change. In doing so, we will discuss the evidence on whether the contexts of children’s development are
amenable to public policy intervention and the costs and benefits of different policy approaches.
Instructor(s): Kalil, A Terms Offered: Winter
Equivalent Course(s): CHDV 40770, PPHA 40700

PSYC 40851-40852-40853. Topics in Developmental Psychology I-II-III.
Brown-bag discussion of current research in psychology.

PSYC 40851. Topics in Developmental Psychology I. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): A. Shaw Terms Offered: Autumn

PSYC 40852. Topics in Developmental Psychology II. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): K. Kinzler Terms Offered: Winter

PSYC 40853. Topics in Developmental Psychology III. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): TBD Terms Offered: Spring

PSYC 41400. Evolutionary Cognitive Psychology. 100 Units.

PSYC 41450. Evolutionary Psychology. 100 Units.
This course explores human social behavior from the perspective of a new discipline evolutionary psychology. In
this course we will read and discuss articles in which evolutionary theory has been applied to different aspects
of human behavior and social life such as : developmental sex differences, cooperation and altruism, competition
and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion,
parenting and child abuse, language and cognition, and psychological and personality disorders.
Instructor(s): D. Maestriperi Terms Offered: Winter
Prerequisite(s): Undergraduates must have permission of instructor.
Note(s): CHDV Distributions: A; 1
Equivalent Course(s): CHDV 27850, CHDV 41451

PSYC 42100. Trial Research Seminar. 100 Units.
PSYC 42100 is required of first-year Psychology graduate students The purpose of this seminar is to assist
students in formulating their trial research project.
Instructor(s): J. Yu Terms Offered: Spring

PSYC 42200. Understanding Inequality as a Psychologist. 100 Units.
Inequality within and across social groups has risen sharply in the past few decades. What are the early traces
and psychological mechanisms of this pervasive phenomenon? In this seminar, we will discuss these questions
from multiple angles, integrating developmental, social and cognitive psychology. Specifically, this course
will cover topics in early social cognition, including social categorization, essentialism, structural reasoning,
normative reasoning, stereotypes and prejudice, etc. Students will evaluate past studies throughout the course
and propose original research at the end.
Instructor(s): L. Bian Terms Offered: Spring

PSYC 42350. Advanced Topics in Human Neuroimaging. 100 Units.
This course will discuss advanced topics in human neuroimaging, reviewing recent papers using state-of-the-art
methods, including multi-voxel pattern analysis, Big Data, connectivity analyses, and inter-subject correlations.
We will discuss how these new methods fit into the current landscape of human neuroscience and support new
theoretical ideas, and also conduct tutorials so students can use these methods in their own analyses.
Instructor(s): W. Bainbridge, M. Rosenberg Terms Offered: Spring
Prerequisite(s): The course will be geared towards PhD students, but open to MAPSS students who receive instructor permission to enroll.

**PSYC 42550. Topics in Cognitive Development. 100 Units.**
In the first years of life, children’s cognition undergoes dramatic qualitative and quantitative change. For nearly a century, experimental psychologists have sought to understand the nature and causes of these developmental changes. This course surveys classic and current approaches to the study of cognitive development in infants and children.
Instructor(s): S. Levine, A. Shaw Terms Offered: Spring

**PSYC 43130. Stress and the Social Brain. 100 Units.**
This course explores the topic of social stress and its influence on behavior and neurobiology. The course will provide in-depth coverage of the psychophysiology of the stress response and how it is modulated across social contexts. The material in the course will be presented in a seminar-style format. The primary goal of the course is to provide students with a high-level understanding of the complexities associated with contemporary stress research from the perspective of social neuroscience and psychophysiology.
Instructor(s): G. Norman Terms Offered: Spring

**PSYC 43200. Seminar in Language Development. 100 Units.**
Advanced undergraduates and MAPSS students should register for PSYC 33200. Psychology graduate students should register for PSYC 43200. This course addresses the major issues involved in first-language acquisition. We deal with the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): CHDV 41601

**PSYC 44000. Moral Psychology and the Anthropology of Morality. 100 Units.**
Three types of questions about morality can be distinguished: (1) philosophical, (2) psychological, and (3) epidemiological. The philosophical question asks, whether and in what sense (if any) “goodness” or “rightness” are real or objective properties that particular actions possess in varying degrees. The psychological question asks, what are the mental states and processes associated with the human classification of actions as moral or immoral, ethical or unethical. The epidemiological question asks, what is the actual distribution of moral judgments across time (developmental time and historical time) and across space (for example, across cultures). In this seminar we will read classic and contemporary philosophical, psychological, and anthropological texts that address these questions.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with permission of instructor
Note(s): CHDV Distribution: B, C; 3
Equivalent Course(s): CHDV 45601

**PSYC 43200. Seminar in Language Development. 100 Units.**
Advanced undergraduates and MAPSS students should register for PSYC 33200. Psychology graduate students should register for PSYC 43200. This course addresses the major issues involved in first-language acquisition. We deal with the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): CHDV 41601

**PSYC 45300. When Cultures Collide: The Multicultural Challenge in Liberal Democracies. 100 Units.**
Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.
Instructor(s): R. Shweder Terms Offered: Winter
Equivalent Course(s): ANTH 45600, HMRT 35600, KNOW 45699, CHDV 45699, GNSE 45600

**PSYC 46050. Principles of Data Science and Engineering for Laboratory Research. 100 Units.**
The quantity of data gathered from laboratory experiments is constantly increasing. This course will explore the latest concepts, techniques and best-practice to create efficient data analysis pipelines. We will focus on the python ecosystem. By the end of the course, you are expected to be able to apply appropriate tools to streamline your own data analysis.
Instructor(s): J. Yu Terms Offered: Winter
Prerequisite(s): Familiarity with coding in python.
Equivalent Course(s): NURB 36050, CPNS 36050

**PSYC 47001-47002. Language in Culture I-II.**
This two-quarter course presents the major issues in linguistics of anthropological interest. These courses must be taken in sequence.

**PSYC 47001. Language In Culture I. 100 Units.**
The first quarter of the two-quarter Language in Culture sequence introduces a number of analytic concepts developed out of the study of “language” and its limits. We begin with the study of “interaction order” in its multifunctional complexity, teasing out its constitution through the real-time unfolding of indexical (pragmatic) and reflexive (metapragmatic) signs/functions as coherent “text.” We use this attention to the dialectics of indexicality and its various implications to investigate various problems in the philosophy
of language (reference, performativity), linguistics (poetics, grammatical sense, variation, register), and sociocultural anthropology (racialization, relativity, subjectivity/identity, temporality, institutionality).

Instructor(s): Constantine Nakassis
Terms Offered: Autumn. Autumn 2021
Prerequisite(s): Consent of instructor for Undergrads
Note(s): CHDV Distribution: 5*
Equivalent Course(s): ANTH 37201, CHDV 37201, LING 31100

PSYC 47002. Language in Culture II. 100 Units.
This is the second part of a two-quarter sequence on the role of language in social life. Building on the first quarter's focus on the interaction order, this quarter explores how ideologies regiment and reflexively mediate between discursive/expressive practices of the interaction order and the wider organization of social life. How are people's ideas about ways of speaking and modes of expression shaped by their social positions and values? And how do their ideas shape interaction and vice versa? How is difference, in language and in social life, made - and unmade? How and why are some differences persuasive as the basis for action, while other differences are ignored or erased? The course proposes that ideologies are neither true nor false, they are positioned and partial visions of the world, relying on comparison and perspective; they exploit differences in expressive features - linguistic and otherwise - to construct convincing images of people, spaces and activities in sociopolitical processes.

Instructor(s): Susan Gal
Terms Offered: Winter. Winter 2022
Prerequisite(s): Language in Culture-1
Note(s): CHDV Distribution: 5*
Equivalent Course(s): ANTH 37202, LING 31200, CHDV 37202

PSYC 47500. Survey Questionnaire Design. 100 Units.
The questionnaire has played a critical role in gathering data used to assist in making public policy, evaluating social programs, and testing theories about social behavior (among other uses). This course offers a systematic way to construct and evaluate questionnaires. We will learn to think about survey questions from the perspective of the respondent and in terms of cognitive and social tasks that underlie responding. We will examine the impact of questions on data quality and will review past and recent methodological research on questionnaire development. The course will help students to tell the difference between better and worse types of survey questions, find and evaluate existing questions on different topics, and construct and test questionnaires for their own needs. Prerequisites: Graduate standing (no undergraduate standing). Students enrolled in this class are expected to have completed at least one course on research methods. Some background in psychology is helpful, but it is not required.

Instructor(s): Bautista, R
Terms Offered: Spring
Equivalent Course(s): SSAD 57500, PPHA 41800

PSYC 48000. Proseminar in Psychology. 100 Units.
Required of first-year Department of Psychology graduate students. Department of Psychology faculty members present and discuss their research. This introduces new students to the range of research areas in the department.

Instructor(s): K. Kinzler
Terms Offered: Autumn

PSYC 48001-48002-48003. Mind and Biology Proseminar I-II-III.
Seminar series at the Institute for Mind and Biology meets three to four times per quarter. Sign up for three quarters; receive credit at the end of Spring Quarter.

PSYC 48001. Mind and Biology Proseminar I. 000 Units.
Students receive credit in spring quarter after attending 3 quarters of seminars.

Instructor(s): E. Vogel
Terms Offered: Autumn

PSYC 48002. Mind and Biology Proseminar 2. 000 Units.
Seminar series at the Institute for Mind and Biology meets three to four times per quarter. Sign up for three quarters; receive credit at the end of Spring Quarter.

Instructor(s): E. Vogel
Terms Offered: Winter

PSYC 48003. Mind and Biology Proseminar 3. 100 Units.
Seminar series at the Institute for Mind and Biology meets three to four times per quarter. Sign up for three quarters; receive credit at the end of Spring Quarter.

Instructor(s): E. Vogel
Terms Offered: Spring

PSYC 49700. Readings: Psychology. 100 Units.

PSYC 49800. Research: Psychology. 300.00 Units.

PSYC 70000. Advanced Study: Psychology. 300.00 Units.
Advanced Study: Psychology