

## **Summer 2022**

### **PY 391: Junior Seminars**

#### **-050: Adolescence & Cultural Context (Joo Yang Young, MA)**

- Summer I (May 31st - July 1st); MTWRF, 12:00 PM - 1:45 PM
- Course will provide an overview of theory and research related to cognitive and social development during adolescence with a focus on the impact of sociocultural context.

#### **-051: Imagination & Creativity (Rebecca Bauer, MA)**

- Summer I (May 31st - July 1st); MTWRF, 10:00 AM - 11:45 AM
- The goal of this course is to provide students with an overview of current research on imagination and creativity from a developmental and cognitive perspective.

### **PY 491: Senior Seminars**

#### **-050: Children & Adolescent Experiences w/ Peers (Dr. Jeffrey Parker)**

- Summer I (May 31st - July 1st); MTWRF, 12:00 PM - 1:45 PM
- This seminar for advanced undergraduates considers how friendships and other forms of peer experience contribute to children's social, emotional, and cognitive growth, and ability to cope with stress. Among the most important skills that children must acquire are those that allow them to participate effectively and responsibly in personal relationships with age mates. In this course, we also explore these skills and what social scientists understand about how these develop. We explore what it means to be well adjusted with peers and the social tasks children and adolescents face. Finally, we explore bullying in school as an important contemporary issue that has been receiving greater attention. This is a 3-credit course that can be used as credits toward the Psychology major and fulfills the Departmental senior seminar requirement and the College writing requirement.

#### **-100: 5 Lenses: Explorations in Behavior from Multiple Perspectives (Dr. Lynn Snow)**

- Summer II (July 5th - August 5th); MTWRF, 2:00 PM - 3:45 PM
- A photographer needs multiple lenses to skillfully convey her vision of reality to her audience. Similarly, for a wise and productive life, everyone, regardless of specialization, needs skillfulness in applying multiple lenses, or perspectives, to their major endeavors. In this class we will use readings, dialogue, direct experience, and project applications to examine the boundaries and interconnections of five perspectives and how to flexibly move among the five lenses in one's professional and whole life endeavors. This class will include regular experiential exercises in applications of critical thinking techniques, scientific writing, and mindfulness. The 5 lenses that will be examined form the acronym BEAMS: **B**usiness, **E**thics/religion/spirituality, **A**rts, **M**eta-discipline (i.e., Philosophy), **S**cience.

**Fall 2022**

**PY 391: Junior Seminars**

**-001: Addiction: Behavioral Pharmacology & Choice (Dr. Craig Cummings)**

- Mondays & Wednesdays, 1:00 PM - 2:15 PM
- Broadly defined, the goal of this course is to develop a general understanding of behavioral pharmacology and addiction and its role in the world. While learning some of the basic tenants of behavioral pharmacology we will learn about the behavioral perspective of addiction as well as various treatment approaches. These topics will be viewed from both the level of the individual as well as their application on a societal level. We will also learn how to read and interpret scientific literature as well as how to be intelligent consumers of information.

**-002: Child and Adolescent Psychopathy: An examination of Grandiose-Manipulative, Callous-Unemotional, and Daring Impulsive Traits (Dr. Randy Salekin)**

- Tuesdays & Thursdays, 11:00 AM - 12:15 PM
- The past two decades have witnessed a remarkable increase in the scientific interest and research on child and adolescent psychopathy or what has also been referred to as callous-unemotional traits in youth. This course reviews cutting-edge research on the early manifestation of psychopathy in children. We ask questions, like how early can this personality disorder start? Specifically, the course delves into the nature of child and adolescent psychopathy, its' causes, correlates, and course, at the same time addressing the critical issue of whether the disorder can be prevented, treated or curtailed, an especially important topic given its costly toll on the children themselves and society. The course will be grounded in the latest scientific evidence and will cover important theoretical and methodological advances that are continuing to influence our understanding of the causes of psychopathy across development. However, the course will also look at the popular media's perception of the disorder and films on the disorder. In the class, we will also discuss core issues such as relations to antisocial behavior and personality theory, weigh in on key controversies such as the models for development of psychopathy and we will talk about compelling directions for future research.

**-003: Psychology of Diversity (Dr. David Hollingsworth)**

- Thursdays, 5:30 PM - 8:00 PM
- Diversity is an important and enriching factor in all our lives. This course will examine various aspects of diversity (e.g., discrimination, stereotypes, racism, sexism, sexuality, gender identity, obesity, ageism, stigma) and how these aspects interact with each other. The relationships between these aspects and mental health will also be discussed. After developing an initial understanding of issues, we will discuss methods of responding to social inequality and explore areas of specific interests of students through student-led presentations and discussions.

#### **-004: Parenting (Dr. Gayle Faught)**

- Tuesdays, 5:00 PM - 7:00 PM
- The goal of this course is to provide an overview of current research on parenting practices across the lifespan. It will cover topics from pregnancy to positive parenting strategies to adults caring for their aging parents. It will also consider micro- and macro-cultural differences in parenting practices. This course will facilitate intelligent discussion of the most influential and current research on parenting. You will read peer-reviewed journal articles, discuss implications of the research, and propose your own study on a parenting topic of your choice. You will advance your writing, communication, and critical thinking skills by writing and presenting a research proposal to further explore a parenting topic.

#### **-005: Implicit Bias (Dr. Allison Scrivner)**

- Tuesdays & Thursdays, 2:00 - 3:15 PM
- Racial, gender, obesity, and age bias in sports, hiring, and medical decisions. Topics include: the portrayal of the African American quarterback in the NFL, female bodybuilders, the stigma of mental illness, disability bias in hiring, and ways to help decrease implicit bias. What are the design flaws of the Implicit Association Test? How is the Black quarterback described differently than the White quarterback? Is there a stigma of mental health in the medical industry? Is that stigma changing? Why are female athletes viewed differently in 'masculine' sports? Do young or older workers face the most bias in hiring? What's the most effective way to impact implicit bias?

#### **-006: Adolescence (Dr. Kristina McDonald)**

- Tuesdays & Thursdays, 9:30 AM - 10:45 AM
- Adolescence is a time of change, often conceptualized as a period of rebellion, instability, and emotional turmoil. This course will evaluate the validity of this conceptualization. We will focus on theory and research related to biological, cognitive, and social development during adolescence, within the contexts of family, schools, peer groups, communities, and socio-cultural contexts. We will explore these topics through various lenses, using both recent empirical research and contemporary film and literature.

#### **-007: Child Psychopathology (Dr. Robert Lyman)**

- Mondays & Wednesdays, 11:00 AM - 12:15 PM
- This course is designed to provide an introduction to the study of psychological problems experienced during childhood and adolescence. We will focus on the conceptualization, cause, diagnosis, and treatment of a variety of disorders. As a designated "W" course, we will also focus on written and verbal communication skills. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

### **-008: Parent-Child Relationship Across the Lifespan (Dr. Shan Jiang)**

- Mondays, Wednesdays, & Fridays, 9:00 AM - 9:50 AM
- Parenting practices, strategies, ideology, and beliefs profoundly impact and shape child development in the physical, cognitive, and social-emotional domains. Parents as the first and primary childrearing agents play irreplaceable roles in a child's life. Childhood experiences mold individual characteristics and life trajectories, positively or negatively. Examining the impacts of parenting on child development will help us understand children's differences in behaviors, intellectual abilities, social capacities, emotional regulation, and related developmental aspects. In the course, we will explore historical, scientific, and theoretical perspectives on parenting and its impacts on child development. Important concepts will be exemplified by selected topics and issues. Parenting methods, theories, strategies, and styles that have been shown in research studies to enhance child development from birth to adulthood and the applications of parenting theory and research to everyday life will be investigated and illustrated.

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### **-002: Children & Adolescent Experiences w/ Peers (Dr. Jeffrey Parker)**

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**-003: Barriers, Motivators, and Benefits to Physical Health: A Cognitive Approach (Dr. Allison Scrivner)**

- Tuesdays & Thursdays, 11:00 AM - 12:15 PM
- In this course we will cover a wide variety of topics including research into the perceived barriers to physical activity, what motivates physical health, and the benefits of physical activity, from cognitive to social among others. Research will consist of populations from children, those with mental illness, and disparities between women and men and some ethnic groups. Why are women/young girls less likely to play sports? How are women portrayed in sports? What is the relationship between mental health and physical health? How do we view the Black athlete? How do our unconscious goals override our healthy conscious ones?

**-004: Psychology of Adulthood & Aging (Dr. Sheila Black)**

- Tuesdays, 5:00 PM - 7:30 PM
- This course will focus on adult development from an interdisciplinary perspective and will cover issues such as caregiving, age-related changes in cognitive processes, and institutionalization. Because this class is a seminar, there will be considerable class discussion of major issues related to adult development. Because this course has a "W" designation, students must demonstrate proficiency in writing in order to receive a passing grade in this course.

**-005: Mental Health Issues & The Law (Dr. Karen Salekin)**

- Wednesdays, 9:00 AM - 11:30 AM
- The purpose of this course is to introduce students to the topics relevant to the interplay between mental health issues and the criminal justice system. The course will focus on issues related to criminal justice, but will also cover two topics that are outside of this realm: (1) civil commitment and (2) physician assisted suicide. Psychologists who work within the legal system can assume a number of roles that include, but are not limited to, social scientists, consultants, and expert witnesses. The information in this class pertains mostly to clinical forensic psychology, but other topics are included. Information provided via lecture and reading will provide the student with a broad understanding of the interplay between mental health issues and the legal system, as well as an understanding of the evolving nature of laws that result from this interplay.

**-006: TBD (TBD)**

- Mondays, Wednesdays, & Fridays, 9:00 AM - 9:50 AM
- Description TBD

**-007: Social Cognition (Dr. Will Hart)**

- Mondays & Wednesdays, 10:00 AM - 11:15 AM
- Social cognition examines how cognitive, emotional, and motivational processes influence numerous social-psychological phenomena, including impression formation, stereotyping, attribution, the self, and numerous other judgments and decisions. Thus, social cognition represents a way to study social psychology by focusing on processes that intervene between sensing social entities and responding to them.

**-008: Aggression (Dr. Kristina McDonald)**

- Tuesdays & Thursdays, 2:00 PM - 3:15 PM
- This course covers the etiology of aggressive and antisocial behaviors in humans, including an examination of the impact of personality characteristics, cognitions, and contexts on aggressive behaviors. The goals of this course include the discussion of the major theories and research evidence indicating the biological, emotional, cognitive, and social factors contributing to the etiology of aggressive behaviors.