

For Spring 2019/
Summer 2019
Vol. 15



TCNJ THE COLLEGE OF
NEW JERSEY

Fall 2018 Advising Newsletter Psychology Department

IN THIS ISSUE:

ADVISING & REGISTRATION TIPS

PAGES 2, 3

ADVISING SEQUENCE

PAGE 4

RESEARCH SEMINAR COURSES

PAGES 5, 6

SPECIALIZED COURSES

PAGES 7, 8

300-LEVEL SEMINAR COURSES

PAGE 9

400-LEVEL SEMINAR COURSES

PAGE 10

SPRING 2019 LAB RECRUITMENT

PAGE 11

SUMMER 2019 COURSES

PAGE 12

RESOURCES:

[Click here](#) for advising resources and information from the Psychology Department.

[Click here](#) for the Advising for Students School of Humanities & Social Sciences resource.

[Click here](#) for more information on 09x events throughout the semester.

**SOCIAL SCIENCES
BUILDING**

ROOM 109

ONLINE



NEWSLETTER COMPILED BY MEGAN BASSILY, INTERIM PROGRAM ASSISTANT OF THE PSYCHOLOGY DEPARTMENT

2000 PENNINGTON RD
EWING, NJ 08628

Advising Tips for Course Registration

Page 1 of 2

Spring and Summer Registration is November 06 to November 16

Advising Tip Sheet:

- Forget the requirements for the major? [The website](#) has an outline of all the major requirements.
- If you are a dual/double major, you have different liberal learning requirements. Check the [Liberal Learning website](#) for more details.
- If you're interested in learning more about a specialization, [check out the website](#) to see each specialization's requirement.
- Interested in research? Check out the ELOPsy pages on the website to learn about different research opportunities within the department. There are separate pages for [collaborative research \(labs\)](#), [internships](#) (including information on internships held by previous students), [instructional internships](#), [independent study/research](#), and [senior honors thesis](#).
- The psychology department houses several clubs you can join! If you're interested in joining Psych Club, email psychclub@tcnj.edu for more info! Or, you can join the Psychology Student Advisory Board. For more information on the Advisory Board, email haughee2@tcnj.edu.
- The department hosts and promotes various events throughout the semester! Even if you're enrolled in PSY 97 or 99, all students are welcome to attend! Check [the department calendar](#) for a listing of the events. Note that events are added throughout the semester.

Want to Become a Psychology Major?

Submit your application between
February 10, 2019 and February 22, 2019

Requirements: Minimum overall GPA of 2.0; completion of PSY 101 with a C+ or higher grade.

How to apply: Read all the instructions and complete the Psychology Major Application found on the Psychology Department website under "[Becoming a Psychology Major](#)".

Psychology Minor: You can fill out a minor form at any time during the semester. [Click here](#) for instructions on applying for a minor. *Don't wait until the last minute to complete your minor form!*



Advising Tips for Course Registration

Page 2 of 2

Steps for Enrolling in Classes

- ◆ **Visit the PAWS tutorials for TCNJ students website** for complete information on how to log-in to PAWS, search for classes, browse the Course Catalog, view your Holds, add courses to your Shopping Cart, and register for classes. To view the PAWS Tutorial, [click here](#).
- ◆ **View the exact date and time you may register** by visiting the Enrollment Appointment section in the PAWS Student Center. For step-by-step instructions on viewing your Enrollment Appointment, [click here](#).
- ◆ **Check PAWS for any HOLDS that will prevent you from registering.** If there is a non-advisor hold on your account, resolve the matter prior to your Enrollment Appointment. For the description of holds, [click here](#).
Internal and external transfer students: An advising hold will be placed on your record for your first semester ONLY to ensure that you meet with your advisor. This hold will be removed during your advising session.
- ◆ **Update your [Psychology Major Summary Sheet](#)** (indicating courses already taken). If you entered the major before Fall 2015, you should use this version of the [Psychology Major Summary Sheet](#).
- ◆ **Search for classes and fill your shopping cart.** The Schedule of Classes is available on PAWS. Prepare for registration week by adding courses to your Enrollment Shopping Cart prior to your enrollment appointment. For instructions on how to use your Enrollment Shopping Cart, [click here](#).
- ◆ **Check for pre-requisite issues.** You can see if you have met enrollment requirements prior to your enrollment time. The new Validate feature (available in your Shopping Cart) alerts you to any requisite issues that may prevent you from enrolling in a class. For quick tips on using the Validate feature, [click here](#).
- ◆ **Resolve requisite issues before registration.** If the Validate feature identifies a potential requisite issue, and you are confident that the requisite was met, contact the Office of Records and Registration for assistance.
- ◆ **Meet with your faculty advisor before registering.** Find your advisor in the PAWS Student Center. Sign-up on the sign-up sheets located outside your advisor's office OR you will receive an e-mail from your advisor to sign up for a meeting. When you meet with your advisor, bring your **Psych Major Summary Sheet**, and a **list of courses** for the upcoming semester.
- ◆ **Interested in participating in a lab?** Check [the listings online](#) to see what labs are accepting applications. After you have [read about website the Collaborative Research course](#) on the website, [click here](#) to apply.



Advising Sequence

Spring 2019 Advising

Remember to register for the Psychology 4-Year Advising Sequence

*Double majors and dual majors **ARE** required to complete the advising sequence

*Internal transfer students **do not** need to complete PSY 96.

Enroll in the appropriate advising course based on class standing at the time of admission to the Department.

*External transfer students should consult with their advisor to determine which advising courses to complete (PSY 96, 99 minimum requirement).

[Click here to learn more about which advising course to enroll in](#)

Rising Sophomores should have completed **PSY 96**

If they haven't already taken PSY 97 in the Fall,

Sophomores should enroll in PSY 97 for Spring 2018

(see note about PSY 97 below)

Rising Juniors should have completed **PSY 97**

If they haven't already taken PSY 97 in the Fall,

Juniors should enroll in PSY 98 for Spring 2018

(see note about PSY 98 below)

Rising Seniors should have completed **PSY 98**

If they haven't already taken PSY 97 in the Fall,

Seniors should enroll in PSY 99 for Spring 2018

PSY 97 and PSY 99 **do not** meet regularly.

Students attend various workshops during the semester to satisfy this advising program's requirements. **All students are welcome to attend any workshops.**

98 meets regularly as a quarter class.

Students who anticipate an especially busy or difficult junior year (for example: Education dual majors who will be student teaching in their junior year, or students studying abroad), **should plan to take PSY 98 in their sophomore year and PSY 97 in their junior year.**

Class Levels

Freshmen or 1st Year:	0.00–7.75 earned course units
Sophomore or 2nd Year:	8.00–15.75 earned course units
Junior or 3rd Year:	16.0– 23.75 earned course units
Senior or 4th Year:	24.0+ earned course units

For advising resources and information, [click here](#).

You can also check out the FAQ page on the HSS website by [clicking here](#).



Research Seminar Courses

(every semester)

Spring 2019, Page 1 of 2

PSY 299-01: Clinically Adaptive Cognition

Borders, MR 2:00 PM-3:20 PM

Prerequisite: PSY 203

Psychologists have studied many ways that negative, counterproductive thinking contributes to mental disorders. Much less is known about types of thinking that promote well-being. In this Research Seminar, we will investigate causes and consequences of specific, adaptive ways of thinking.

DESIGN: survey

ANALYSIS: quantitative, correlation/regression

PROJECT STYLE: group and individual hybrid projects

TOPIC SELECTION: Faculty directed with student input

DATA SOURCE: PIPER

SPECIALIZATION FIT: clinical and counseling

PSY 299-02: Child Development in the Local Community

Graham, TF 8:00 AM-9:20 AM

Prerequisite: PSY 203

This course provides guidance for conducting assessments of needs and resources for two local non-profit community programs (i.e., Camp Fire NJ and Kidsbridge). Students will gain basic knowledge and develop skills necessary to produce valid and usable evaluations related to children's social and emotional development. Students will work in groups on faculty-directed topics and collect data from a variety of participants (i.e., stakeholders, staff, and teachers from Camp Fire NJ and the Kidsbridge Center), and analyze archival data from children who participated in these programs. Students will review research and statistical knowledge gained in PSY 121 and 203, and design, carry out, and write a full-length APA-formatted report.

DESIGN: Correlational

ANALYSIS: Mixed-Methods (Quantitative and qualitative)

PROJECT STYLE: Group project

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: Non-TCNJ sample and Archival

SPECIALIZATION FIT: Developmental, Social, I/O

EMAIL THE DEPARTMENT:

PSYCDEPT@TCNJ.EDU

PSY 299-03: Defining Reactivity

Herres, TF 2:00 PM-3:20 PM

Prerequisite: PSY 203

Emotional reactivity has been defined in multiple different ways across the field of psychology. What is emotional reactivity and how should it be measured? In this Research Seminar, we will investigate the degree to which various measures of emotional reactivity capture the construct of emotional reactivity (i.e., construct validity). This will entail measuring reactivity in multiple ways and testing whether these measures, as well as measures of theoretically related constructs, are in fact related (convergent validity). Additionally, we will examine whether these measures are unrelated to measures of theoretically unrelated constructs (discriminant validity). Students will learn that construct validation is a continuous process of evaluation, reevaluation, refinement, and development.

DESIGN: Observational, Survey

ANALYSIS: quantitative

PROJECT STYLE: Group projects

TOPIC SELECTION: Faculty directed with student input

DATA SOURCE: PIPER

SPECIALIZATION FIT: Most relevant to Counseling & Clinical, but open to all.



Lake Sylva

[\(Instagram, 5/9/18\)](#)



Research Seminar Courses

(every semester)

Spring 2019, Page 2 of 2

PSY 299-04: Memory

Leynes, MR 3:30 PM-4:50 PM

Prerequisite: PSY 203

This research seminar will examine theoretical, empirical, and practical issues relating to human memory. The activities in PSY 299 emanate from Dr. Leynes's research background in memory, and he structures this class similar to his research lab. He will develop a comprehensive research plan over the summer break to address an important issue in memory. The research plan will include obtaining IRB approval and developing most of the materials (programs, stimuli, etc.) that are needed to collect data. Students in this class will collect the human-subjects data (1 or 2 experiments), analyze the data, and write a full APA-style research paper under his guidance. These activities will develop your critical thinking and writing skills (the core goals of any research seminar). This course structure promises a high-quality, experimental research experience that will be enriched by his own research experience.

DESIGN: Experimental

ANALYSIS: Quantitative

PROJECT STYLE: Group

TOPIC SELECTION: Faculty-directed

DATA SOURCE: PIPER

SPECIALIZATION FIT: Skills are most relevant to Cognitive and/or Bio specializations

PSY 299-05: Alcohol Studies

Martinetti, TF 11:00 AM-12:20 PM, W 10:00-10:50 AM

Prerequisite: PSY 203

This course will use behavioral economic techniques to study how price affects alcohol consumption in college students. Students will be trained in behavioral economic theory, quantitative methods, and demand curve analysis. Students will work in teams to lead a class discussion, collect data, and perform data analyses on a project using a hypothetical alcohol purchase task. Each student will review research and statistical knowledge gained in PSY 121 and 203 and write an individually produced, full-length APA-formatted report of their team's project. This course is a prerequisite for upper-level psychology courses, including all 400-level courses.

DESIGN: Experimental

ANALYSIS: Quantitative

PROJECT STYLE: Group project (teams of 4-5 students)

TOPIC SELECTION: Faculty-directed topics

DATA SOURCE: PIPER/student sample

SPECIALIZATION FIT: Most relevant for Biopsychology, Counseling/Clinical, and Social (Health Psych)

**QUESTIONS?
CALL THE OFFICE AT:**

609.771.2485



Dr. Graham and the SED
lab at the 2018 Lab
Olympics



Specialized Courses

Spring 2019, Page 1 of 2

PSY 316: Applied Behavior Analysis (occasionally)

Schweighardt, W 5:30 PM-8:20 PM

Prerequisite: PSY 121

Provides a foundation in behavior-analytic theory and explores how behavior-analytic principles are applied to the treatment of such disorders as autism, anxiety disorders, and developmental disabilities. Emphasis will be placed upon experimental design and data collection in applied settings.

PSY 350: Psychology of Women (every semester)

Fogg, T 6:00PM-8:50PM

Prerequisite: PSY 121

Examines the psychology of women in light of biological, social, and cultural influences. A variety of psychological theories and research findings are explored to study the development and behavior of women in various social contexts.

PSY 333: Cognitive-Behavioral Therapy (annually)

Krauss, W 8:00 AM-10:50 AM

Prerequisites: PSY 121, and PSY 216 or PSY 217

This course, an introduction to cognitive-behavior therapy, expands upon what you have learned about cognitive and behavior therapy theory and techniques in previous psychology courses. You will learn more about some of the strategies and techniques cognitive-behavioral practitioners use to assess and treat anxiety, including relaxation training, systematic desensitization, assertiveness training, stress management, cognitive restructuring and contingency management. We will also consider important current issues in the profession such as ethics in clinical practice, working with people from diverse backgrounds, the structure of the mental health care system, graduate training and careers, and treatment process and outcome research methodology.

PSY 355: Psychology of Power, Oppression, and Privilege (annually)

Wiley, MR 2:00 PM-3:20 PM

Prerequisite: PSY 101

This course provides an in-depth coverage of psychology topics, including stereotyping, prejudice and privilege, discrimination and advantage, intergroup relations, attributions, social influence, personal self-esteem and collective self-esteem. In addition, this course provides further opportunities for students to develop their writing, speaking, and presentation skills.

PSY 343: Behavioral Pharmacology of Drug Abuse (annually)

D'Amore, T 5:30 PM- 8:20 PM

Prerequisite: PSY 121

Explores the pharmacological and behavioral events with several drugs of abuse including cocaine, nicotine, alcohol, opiates, hallucinogens, and caffeine, as well as other drugs such as inhalants and Ecstasy.

PSY 363: Psychology of Ethics (occasionally)

Kirnan, MR 11:00 AM-12:20 PM

Prerequisite: PSY 101 or MGT 201

While many courses have an ethical component, they tend to be restricted in topic (research, workplace, client) and focus. They are prescriptive in nature, telling students what they should and should not do. This course moves beyond prescriptive to a descriptive study of ethics, examining ethics as human behavior and not a value system. Thus, we apply many concepts learned in other courses (learning theory, motivation, developmental models) to enhance our understanding of ethical and unethical behavior.



Specialized Courses

Spring 2019, Page 2 of 2

PSY 365: Consumer Behavior (every semester)

Becker, MR 11:00 AM-12:20 PM (365-01),

Becker, MR 12:30 PM-1:50 PM (365-02)

Prerequisite: PSY 101 or SOC 101 or MKT 201

Combined section with MKT 365

Students will learn to apply basic social science principles and theories to an understanding of the behavior of consumers. Basic psychological principles (e.g., learning, memory, perception, attitudes, and motivation), as well as sociological and anthropological concepts (e.g., demographics, group dynamics, cultural influences), are explored and examined in relation to consumption processes and activities used by marketers and public policy actors to influence consumer behavior.

PSY 366: Personnel Selection & Placement (occasionally)

Susa, T 5:30 PM-8:20 PM

Prerequisite: PSY 121

Introduces the student to the psychometric principles of measurement. Various methods of assessment (cognitive ability tests, personality measures, employment interview, assessment centers, and work samples) are reviewed with a hands-on component whenever possible. Current issues and misuses of testing and selection will also be addressed.

INTERESTED IN JOINING



*Psi Chi,
the International Honor Society
of Psychology?*



APPLICATIONS WILL BE ACCEPTED SPRING 2019!
REQUIREMENTS FOR MEMBERSHIP IN PSI CHI

INCLUDE:

3.5 OVERALL GPA

3.5 PSYCHOLOGY GPA

COMPLETION OF AT LEAST 3 SEMESTERS AT TCNJ
COMPLETION OF AT LEAST 4 PSYCHOLOGY
COURSES

Check the website for updates on application
deadlines: <https://psichi.pages.tcnj.edu>



Student receiving
Psi Chi Member of
the Month Award

Psi Chi
members at
the 2018
Induction



300-Level Seminar Courses

Spring 2019, Page 1

PSY 370: Developmental Seminar (every semester)

Child Social & Personality Development

Graham, TF 9:30 AM-10:50 AM

Prerequisite: PSY 121 and PSY 220

We will examine child growth and development from early childhood through adolescence. The course provides an introduction to social and personality development as well as an overview of developmental science in general - its history and theory, the cultural orientation to thinking about human development, and the manner in which empirical research is designed, conducted, and analyzed. The course explores personality and social development within the context of the various relationships and situations in which children function. Each student will apply and create knowledge of how children develop through the use of primary source reading, case analyses, lectures, discussion, a research proposal, and group activities from a variety of theoretical concepts relative to the physical, cognitive, emotional, and/or social/contextual domains of development.

PSY 373-01: Counseling and Clinical Seminar (every semester)

Poverty, Mental Health & Well-Being

Chung, W 8:00 AM-10:50 AM

Prerequisites: PSY 121, and PSY 216 or PSY 217

As an ACEL (Advanced Community Engaged Learning) course, students are required to complete 20 hours of experiential learning at an elementary or middle school in Trenton. The professor will help students set up experiences at the beginning of the semester. Through the course, students will study the complex link between poverty and mental health and learn about evidence-based interventions aimed at improving the various social, financial, and psychological problems associated with mental ill-health. Learning activities will be primarily student-driven and involve the development of projects in collaboration with a community partner in Trenton.

PSY 373-02: Counseling and Clinical Seminar (every semester)

Personality Disorders

Zamel, W 5:30 PM-8:20 PM

Prerequisites: PSY 121, and PSY 216 or PSY 217

This advanced seminar will take an in depth look at Personality Disorders, with special attention to changes in classification as a result of the publication of the DSM 5. We will look at classification, diagnosis, etiology, and prevalence, as well as issues of treatment and the challenges one faces when treating individuals with personality disorders. Through selected readings, discussion, independent research, and guest speakers, students will have the opportunity to spend an entire semester dedicated to an understanding of all of the issues surrounding these fascinating diagnoses.

PSY 375: Social Psychology Seminar (annually)

Political Psychology

Crawford, TF 2:00 PM-3:20 PM

Prerequisites: PSY 121 and one foundation course

Political psychology involves the application of psychological theories and processes to political phenomena. Topics include but are not limited to: the role of personality in politics; mass media and candidate perception; political ideology; public opinion; political decision-making; and political intolerance, conflict, and violence.

PSY 383: Counseling/Field Experience Seminar
(every semester)

Borders, MR 9:30 AM-10:50 AM

Prerequisites: PSY 216 and PSY 217

Field experience in a mental health setting, with classroom supervision of the clinical activities. Students interested in counseling or clinical psychology will integrate knowledge from various courses as they apply concepts in a clinical setting. Both an appropriate piece of written work and an oral presentation to the class are required. Students must find their own placements in advance, and faculty approval of the placement is required.



400-Level Courses

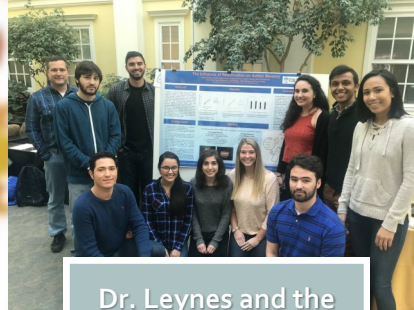
(every semester)

Spring 2019, Page 1

PSY 470-01: Senior Topics Study Group *Psychology of Women's Reproductive Health*

Barnack-Tavlaris, MR 9:30 AM-10:50 AM
Prerequisite: PSY 299

This senior topics course is designed to examine issues related to women, gender, and reproductive health, from a biopsychosocial perspective. Students will learn to evaluate and discuss the literature and various theoretical perspectives. Examples of topics include pregnancy, birth, menstruation, and infertility. These topics will be explored across the lifespan and across various cultural contexts. Students will develop their scientific writing and skills through intensive writing assignments.



Dr. Leynes and the
ERP lab at COSA
([Facebook](#), 1/31/16)



Dr. Bireta
and
Roscoe
([Twitter](#),
4/24/18)

PSY 470-02: Senior Topics Study Group *Memory: Successes & Failures*

Bireta, MR 3:30 PM-4:50 PM
Prerequisite: PSY 299

Memory is an important process that is needed for almost any task we undertake. In this course, we will examine ways in which memory functions well and why it often leads us astray. Implications for these successes and failures are wide reaching, and impact everything from how we interact with others (avoiding embarrassment on Facebook!) to how we make decisions (should I ask that person on a date?). Readings will come from a variety of contexts, such as memory improvement, changes in memory across the lifespan, and applying memory to the real world (from the classroom to the courtroom).

PSY 470-3: Senior Topics Study Group *Judgment and Decision Making*

Ruscio, MR 11:00 AM-12:20 PM
Prerequisite: PSY 299

Economics deals with the problem of how to allocate scarce resources to their most highly-valued uses, and economic theory usually assumes that people make decisions that maximize their rational self-interest. Psychological research demonstrates that under many circumstances, however, cognitive limitations and biases, social influences, and motivational factors can affect our judgments and decisions. We will discuss a wide range of influences, examine their impact in a variety of contexts, and consider ways to improve judgments and decisions. It is easy to see that when people are free to make their own choices, some choices are made badly. What, if anything, should be done about this? Answering this question requires a thoughtful consideration of how the relevant science (e.g., theory and data on cause and effect) helps us to achieve specified goals (e.g., improving health, wealth, and well-being) in the context of important values (e.g., liberty, equality).

Spring 2019 Lab Recruitment

Interested in joining a lab? Below is the list of recruiting labs for Spring 2019!

Lab	Professor	Notes / Special Requests
Alcohol Lab	Dr. Martinetti	–
Clinical Outcomes and Processes (COP) Lab	Dr. Borders	-
Cognitive Development Lab	Dr. Stahl	–
Emotion Lab	Dr. Kim-Prieto	Will be in Heidelberg, Germany for Spring 2019 semester
ERP Lab	Dr. Leynes	–
Identity Development across the African Diaspora (IDAD) Lab	Dr. Onyewuenyi	–
Infant/Child Lab	Dr. Ruddy	
Memory and Aging Lab	Dr. Bireta	–
Organizational Psychology Lab	Dr. Dahling	–
Political Psychology Lab	Dr. Crawford	–
Quantitative Psychology Lab	Dr. Ruscio	–
REACH Lab	Dr. Chung	
Reactivity Lab	Dr. Herres	–
Reproductive and Sexual Health Lab	Dr. Barnack-Tavlaris	–
Romantic Relationships Research (RRR) Lab	Dr. Feiring	–
Social Change and Collective Identity (SCID) Lab	Dr. Wiley	Interested in students with the Spanish-speaking skills
Social and Emotional Development (SED) Lab	Dr. Graham	–
TAP Lab	Dr. Kirnan	Minimal recruitment

For more information and to apply, [click here](#).



Summer 2019 Courses

Session 1

PSY 101: General Psychology

Bireta, R 9:00 AM-1:00 PM

Blended course

Psychology Core Course. Introduction to major topics in psychology, including biopsychology, development, cognition, counseling-clinical psychology, social psychology, and psychology in industrial/organizational settings.

PSY 121: Methods and Tools of Psychology

Onyewuenyi, MTWR 9:00 AM-12:15 PM

Prerequisite: PSY 101

Methods and Tools of Psychology introduces students to asking and answering questions from a psychological perspective. The primary aim of PSY 121 is to teach students to be consumers of psychological science. It is an experiential course in which students focus on learning the basics of creating and evaluating knowledge in psychology. Students learn to appreciate the strengths as well as to understand the limitations of various research methods. Students will read research articles, formulate hypotheses, interpret data, and learn to write according to APA style.

PSY 340: Health Psychology

Barnack-Tavlaris, T 9:00 AM-1:00 PM

Prerequisite: PSY 121 or ANT 240

Blended course

Examines how psychological, social, and behavioral factors interact with and affect the success people have in maintaining their health, obtaining medical treatment, coping with stress and pain, and recovering from serious illness.

Session 2

PSY 334: The Psychology of Mindfulness and Meditation

Borders, MWR 11:00 AM-1:50 PM

Prerequisite: PSY 216 or PSY 217

Originating from Eastern spiritual traditions, mindfulness and meditation have long histories of influencing Western psychology. This course will explore what scientific methods have taught us about the effects of mindfulness and meditation on the brain, body, thoughts, emotion, and behavior. Students will also meditate in class and be asked to start a meditation practice of their own out-side of class. This course meets for 3 hours per week. It is worth 1 unit (4 credits) because students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous.

Session 3

PSY 299-01: Political Psychology

Crawford, TWR 9:00 AM-11:50 AM

Prerequisite: PSY 203

Political psychology involves the application of psychological theories and processes to political phenomena. Topics include but are not limited to: the role of personality in politics; mass media and candidate perception; political ideology; public opinion; political decision-making; and political intolerance, conflict, and violence.

DESIGN: survey

ANALYSIS: quantitative, correlation/regression

PROJECT STYLE: Group projects

TOPIC SELECTION: Faculty directed with student input

DATA SOURCE: PIPER

SPECIALIZATION FIT: Most relevant to Counseling & Clinical, but open to all.

PSY 470-01: Senior Topics Study Group

Identity

Wiley, TWR 12:00 PM-2:50 PM

Prerequisite: PSY 299

Poet John Donne wrote that "No man [sic] is an island." Indeed, social psychologists have documented how people derive meaning and value from the multiple, intersecting groups to which they belong and how these groups influence basic psychological processes like perception and categorization, as well as important life domains, including school, work, health, and politics. In this senior seminar, we will explore the major theories of social groups in social psychology, examining the factors that shape people's social identities, the different forms these identities can take, and the consequences of social identities human thought, feeling, and behavior.