

Only two are missing.

PSYCHOLOGY DEPARTMENT SPRING 2016 COURSES

Experimental Psychology (Dr. Anna-Lisa Cohen)

PSY 2100C Section 231 MW 3:00-4:15pm, M 4:45-6:30pm

This course focuses on helping students develop the skills and knowledge necessary to become intelligent critics of research in the behavioral and social sciences. In this course, students are required to read primary source journal articles in an area of interest and then, working in groups, to develop an original research question, or hypothesis, based on those readings. Once students have formulated their hypothesis they are required to design and run an experiment to test that hypothesis. In this class, students actually have the opportunity to test subjects, analyze data using SPSS statistical software, and then write up their results in a final APA format term paper.

Requirements include class participation, two midterm exams, summaries of research articles, a poster presentation and a final term paper.

Cognitive Psychology (Dr. Ari Shechter)

PSY 2150 Section 261 M 6:45-9:30PM

This course will be an overview of the ideas and questions that define the field of Cognitive Science, highlighting some of the conceptual and research tools that are used to investigate these questions. Topics covered include: neural basis of cognition, perception, attention, memory, language, vision, thought, and decision making.

Requirements: Presence at class meetings, participation in class discussions, completion of 3 quizzes.

Abnormal Psychology (Dr. Jenny Isaacs)

PSY 2414 Section 341 TR 4:30-5:45pm

This is a general survey course in the area of abnormal psychology. The first third of the course will provide a brief overview of central issues in the field of abnormal psychology, including the history, research methods, perspectives and theoretical models, classification, assessment, and treatment. The second two thirds of the course will focus on psychological disorders related to areas such as anxiety, mood, psychosis, eating, and development.

Introduction to Psychology (Dr. Jenny Isaacs)

PSY 1010 Section 331 TR 3:00-4:15pm

This course is an introduction to why and how we think, feel, and act as we do. We will survey the broad field of psychology, exploring such topics as the brain and relevant physiology, perception, sensation, memory, thought, language, emotion, personality, abnormality, treatment of psychopathology, and more. We will discuss leading theorists and their groundbreaking work. Methods of research and classic and recent findings will be reviewed. Finally, students will study how psychology is learned from, and applied to, real life situations.

Social Psychology (Dr. Eliezer Schnall)

PSY 3105 Section 241 MW 4:30-5:45pm

This course is an introduction to social psychology, exploring how people think and behave in social situations. Specific topics to be covered include social thinking, social influence, and social relations. Students will develop critical thinking skills as we discuss research methods and review classic and recent findings. Additionally, we will examine how social psychology principles have been learned from, and applied to, real life situations. Please note that this is a Torah U'Madda oriented course, and topics will be presented also from this unique perspective.

Requirements: Regular attendance, informed class participation, textbook and additional readings assignments, midterm, final exam, departmental research requirement

Developmental Psychology I (Dr. Eliezer Schnall)

PSY 1110 Section 261 M 6:45-9:30pm

This course is an introduction to perceptual, social, emotional, cognitive, and physical development in children and adolescents. Specific topics to be covered include sensory, intellectual, language, personality, and moral development. We will discuss leading theorists and examine their writings. We will also survey methods of developmental research and review classic and recent findings. Students will study how developmental psychology is learned from, and applied to, real life situations. Please note that this course will contain a Torah U'Madda component, with some topics presented also from this unique perspective.

Requirements: Regular attendance; informed class participation; textbook and additional reading assignments; significant "online class participation" and assignment completion (including videos, quizzes, and raising your own "MyVirtualChild"); three in-class exams; child interview project and paper; one in-class oral presentation; departmental research requirement

Developmental Psychology II (Dr. Eliezer Schnall)

PSY 1130 Section 231 MW 3:00-4:15pm

In this course we will explore adult development from a variety of perspectives. Our discussions will emphasize physical, cognitive, and social development, and also problems that may arise during development. Students will sharpen their critical thinking skills through examination of research studies and methods. We will also discuss how developmental psychology is learned from, and applied to, real life situations.

Requirements: Regular attendance; informed class participation; textbook and additional reading assignments; significant "online class participation" and assignment completion (including videos, quizzes); 3-4 in-class exams; interview project and paper; in-class oral presentation.

Intellectual Disabilities (Dr. Stephen Glicksman)

PSY 1120 Section 261 M 6:45-9:30pm

This class will focus on different types of specialized needs, including Intellectual Disabilities, Autism Spectrum Disorder, Cerebral Palsy, and Seizure Disorders, among others. We will cover the history of the field of intellectual and developmental disabilities; attitudes towards and depictions of developmental disabilities throughout history; and the causes, prevention, and treatment of disorders. We will learn about the challenges and successes of people with various degrees and types of developmental disability in the real world, explore the philosophy of disability that leads some human characteristics to be viewed as "disabling" while others remain simply "differences", and discuss the impact that different views of disability have on the acceptance and inclusion of people with specialized needs as well as the development of policies affecting this population.

Requirements include a midterm exam, a final exam, a term paper/project, and class participation.

Positive Psychology (Dr. Ed Hoffman)

PSY 3430 Section 361 T 6:45-9:30pm

Positive psychology involves the scientific study of human strengths and virtues. Since launched in 1998, it is among the fastest-growing specialties in psychology today. Positive psychology has gained prominence for theory related to individual, marital, familial, and community well-being--as well as for effective interventions. This course will examine human behavior that is effective, valuable, and contributes to personal growth and societal enrichment.

Topics will include: optimism and resilience, the biology of positive emotions, flow experiences, the nature of subjective well-being (happiness), friendship, romantic love, creativity, altruism, peak-experiences and self-actualization, work engagement, positive parenting, healthy family life, religion and spirituality, and interventions for enhanced wellness. Today, positive psychology is providing knowledge in many applied areas ranging from educational psychology and counseling to organizational/industrial consulting.

Requirements: informed class participation, 5 take-home "mini-research" assignments based on course readings, two in-class exams, and a final exam.

Psychology and Public Opinion (Dr. Ariel Malka)

HBSI 1007H / PSY 3110H Section 331 TR 3:00-4:15pm

This multidisciplinary seminar will overview social scientific research on public opinion, focusing on its psychological and social underpinnings. The course will cover relevant theory, methodology, and findings from psychology and political science, and will aim to promote application of critical social scientific thinking to students' understanding of political attitudes and behavior. This course fulfills the Human Behavior and Social Institutions (HBSI) general education requirement for students who sign up for the HBSI section.

The specific topics of the course include background and empirical methods of the disciplines, personality and other dispositional influences on political opinion, thought processes underlying political opinion, aggregate political opinion, political socialization and political learning, group membership and political opinion, the news media and political opinion, and public opinion in campaigns and elections. Each course meeting will involve, in approximately equal parts, both (a) lecture and (b) class activities and discussion. Through the class activities, students will apply information learned in the course in various ways and will gather, discuss, and present publicly available data from public opinion surveys. A current events component of this course will involve reading and discussion of blog posts and articles that analyze contemporary opinion polling. Thus a strong emphasis will be placed on application of scholarly thinking to interpretation and evaluation of contemporary topics in public opinion presented in the news media. And in line with the multidisciplinary nature of the course, we will focus on the distinctive goals and theoretical frameworks that characterize political attitude research across the disciplines of psychology and political science.

Statistics for Psychology (Dr. Ariel Malka)

PSY 1021 Section 341 TR 4:30-5:45pm

This course provides an introduction to the quantitative methods used to analyze data from psychological research. The topics of this course are the basic terms and concepts of statistics, the display of data, descriptive statistics, correlation, regression analysis,

inferential statistics, and hypothesis testing. The goal of this course is to provide students with a foundational understanding of the data analytic procedures used in psychological research.

Music Cognition and Analysis (Dr. Harry Ballan)

PSY 2110H Section 361 TR 6:45-8:00pm

This course explores psychological theories of expectation, and music-related expectations in particular. Questions include: How do listeners form music-related expectations? What explains the phenomenon of surprise in music? How can expectation be measured? What are the roles of auditory learning, statistical properties of music and mental representations of expectation?

The required textbook is David Huron, *Sweet Anticipation: Music and the Psychology of Expectation* (MIT 2006) (referred to here as Huron). This will be supplemented with articles from the relevant scientific literature. We will also discuss pieces of music (particularly pieces in binary or verse-chorus forms, such as songs) that illustrate the psychological principles. The grade will be based one third on class participation, one third on a midterm and one-third on a final exam. There are no prerequisites.

Psychobiology (Dr. Ido Davidesco)

PSY 3804 Section 361 T 6:45-9:30pm

This course is designed to expose students to basic topics in the biological basis of human behavior. The first part of the course discusses the structure and function of neurons, the structure of the nervous system as well as research methods used in Psychobiology. The second part of the course covers sensory (i.e. how does the brain process sensory information) and motor systems (how does the brain move our body around). In the last part of the course students will familiarize themselves with advanced topics in Psychobiology, such as learning and memory, the neural basis of Psychiatric diseases and drug abuse.

Grade will be based on 3 exams, in-class presentations, class participation and fulfillment of the research requirement.

Psychology of Religion (Dr. Norm Adler)

PSY 3860H Section 331 TR 3:00-4:15pm

History of Emotions (Dr. Jeffrey Freedman)

PSY 4930 Section 331 TR 3:00-4:15pm

Industrial & Organizational Psychology (Dr. Andrew Geller)

PSY 3435 Section 231 MW 3:00-4:15pm

This course is directed toward the attainment of three interdependent objectives: 1) to develop an understanding of organization effectiveness as a key element of strategy implementation in complex organizations, 2) to understand how organizational planning, design, control and human resource decisions are interdependent and critical to building and sustaining successful organizations, and 3) to develop a sensitivity to the "realities" of organizations in "real-world" situations. These include how decisions affect individuals in organizations and their consequent commitment to implementation efforts.

Through interactive class discussions, case studies, and projects, the class examines research findings, real world situations, and the practical implications of the theories that manage individuals and groups. A particular emphasis is on leading change in organizations. Prerequisite: Management in a Global Environment (Syms) and Introduction to Psychology (YC).

Anna-Lisa Cohen, PhD
Associate Professor, Chair

Department of Psychology
Yeshiva University
Room C05H, Belfer Hall
2495 Amsterdam Ave
New York, NY, 10033
email: acohen11@yu.edu
phone: 212.960.5400 ext. 5910