The goal of this new seminar course is to investigate how children and parents negotiate different identities and diversity in family life. Using Andrew Solomon’s book “Far from the Tree” (http://andrewsolomon.com/books/far-from-the-tree/) as a guide, we will consider several different identities including deafness, autism, schizophrenia, extreme giftedness, and transgender. In tandem with theoretical and empirical articles drawn from the field of psychology, we will ask questions such as: What is the role of peers vs. parents in creating social identities? How do parents think about cases where their child’s identity and experiences are radically different from their own? What counts as evidence when it comes to understanding how people form social identities?

Nature versus nurture can now be referred to as understanding gene X environmental interactions. That is, the emerging area of epigenetics is the study of how the environment can reprogram the genome. In some cases, this reprogramming can be passed onto future generations. Epigenetics is the study of changes to gene activity without changing the underlying code. This course will focus on how our behavior and overall health can be shaped by markings on our DNA. For the first part, we will cover a general background on how epigenetic changes occur and how they shape behavior. During the second part, we will examine various topics in greater depth by discussing the primary research articles that shaped those topics. Finally, you will orally defend a research proposal on a topic of your choice, as well as hand in a final written research proposal on the same topic.

When it comes to mental illness, what’s more important: genes or how you were raised? The question of nature versus nurture has been debated for centuries and has often ignited heated debates and controversies. Today, the issue is no longer a question of nature versus nurture (nearly all experts agree that both are important) but has shifted to: how does nature interact with nurture to produce a mental
disorder? For instance, how do your genes affect the way you respond to stressful life events? If a disorder is highly heritable (e.g., autism spectrum disorder), what can we do to prevent its course for happening? Answers to these questions will have profound implications on public policies and treatments. This course will draw upon perspectives and methods from philosophy, sociology, epidemiology, medicine and genetics, and psychology to explore the role of both genes and environments as they affect human behavior broadly, and mental illness more specifically.

Psychology 601 – lec. 4
**Mood Disorders**
Professor Lyn Abramson

In this course, we will examine psychological and biological approaches to unipolar depression and bipolar disorder. Scientific theory and research will be emphasized, and creative, analytical thinking will be encouraged. We also will translate scientific research into clinical practice. The goals of the course exams are to facilitate students’ skills in thinking about and evaluating scientific research as well as in presenting scientific research and theory in a written format. In addition, exams will help students learn to translate research about unipolar depression and bipolar disorder into clinical practice. A goal of class discussions is to provide students with an opportunity to improve their skills in discussing scientific theory and research. Finally, students will participate in role plays to instantiate course concepts.

Psychology 601 – lec. 5
**Legal Psychology: Criminal and Civil Issues**
Professor Gregory Van Rybroek

This class brings together two distinct disciplines – that of empirical and clinical methods found in the area of psychology, and that of substantive and procedural methods found in the legal system when social problems call for decisions and dispositions. The course is intended to provide students with understanding about how one system, founded on empirical results, interplays with another system rooted in pragmatics and rules. The course also focuses on problematic social issues, where we see the combination of psychiatric systems, or psychological processes, organized in overarching legal structures and driven by the rule of law. The class presents legal psychology "in action" as the vehicle for making the issues more real through actual examples, videotapes, dialogue and debate. We also will be visiting a psychiatric institution that specializes in handling the most complex of forensic and clinical cases. Thus, while there is a very academic aspect to the instruction, the key to a worthwhile learning experience will be in transferring the academic issues to their real-world place. In this way, the student can learn about the rich and complex interplay that takes place when the clinical and legal worlds intersect over serious mental health problems. Topic areas typically include: insanity defense, competency to stand trial, civil commitment, confession and eyewitness evidence, jury decision-making, risk assessments, child abuse, child custody, syndrome evidence in court, juvenile offenders and treatment, public mental health systems, and the role of forensic psychologists in court related activities.
Psychology 601 – lec. 6

Psychology of Juvenile Delinquency
Professor Michael Caldwell

This is an upperlevel undergraduate seminar course focused on forensic psychology of juvenile delinquents. Course material will address social and legal issues related to adolescent development and delinquent behavior. The course will cover issues in the field of juvenile delinquency and violence, criminal prosecution of juvenile cases, and other issues involved in the interface between child psychology and the legal system. The course format emphasizes discussion of current issues in the field of the law and adolescent psychology. Students will be expected to demonstrate a thorough understanding of the material, and to formulate and express their own opinions on relevant issues. The emphasis on class discussion is based on two assumptions. The first is that nearly all professional positions rely on the individual's ability to persuade others either in a one-to-one setting or, more commonly, in group settings. Thus, the ability to present a cogent and persuasive explanation of a concept, understand and consider alternative and opposing concepts and deal with questions effectively are fundamental skills. The second assumption is that all aspects forensic psychology, (and in particular juvenile delinquency) involve the skill of understanding a point of view and a way of thinking that is foreign or repugnant to you, and being able to influence that point of view. This is true in the assessment and treatment of delinquents as a psychologist, in the adjudication process as an attorney, and in the public policy arena.

Psychology 601 – lec. 7

Fundamentals of Clinical Psychology
Professor Rhonda Reinholtz

This class is an exploration of research and clinical issues related to psychotherapy. The course is focused on thinking about how best to study clinical questions related to therapy outcomes, including issues such as the therapeutic alliance and how to gauge whether therapy interventions are effective. The course content will introduce students to selected aspects of psychotherapy, such as the APA ethics code as it applies to psychotherapy, concepts such as resistance and transference, and forms of therapy including play therapy, group therapy, and couples therapy. Discussion of psychotherapy concepts will revolve around the question of how they are studied and the quality of the existing research literature; early in the class students will read several perspectives on research methodology within clinical psychology and will be expected to apply those perspectives, as well as their own critical thinking skills, to questions regarding psychotherapy processes. The class requires daily readings and informal written homework as well as two exams, short writing