# Spring, 2018 Depth Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Description</th>
<th>Pre-Reqs: One of the following courses: Psych 406 OR 413 OR 414 OR 460 (Previously Psych 560)</th>
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<tr>
<td>Psychology 502</td>
<td>Cognitive Development (SIC)</td>
<td>Professor Martha Alibali</td>
<td>Covers the basics of cognitive development during childhood. Topics include theoretical approaches to cognitive development; perceptual, language, memory, and conceptual development; social cognition; problem solving, and academic performance.</td>
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<tr>
<td>Psychology 505</td>
<td>Comparative Psychology: What Animals Think (BIC)</td>
<td>Professor Allyson Bennett</td>
<td>In this course we will engage in active learning to better understand animal cognition. The course focuses on questions in comparative psychology: What do animals think? How are psychological processes similar and different across species? How do animals’ different physical characteristics, nervous systems, environments, and life histories give rise to learning and cognitive processes that allow them to meet challenges in their lives? We will read, think, talk, and write about scientific studies of cognition in many kinds of animals. You will learn about how different animals perceive their worlds, how they learn, solve problems, navigate through space, and interact with others. We will study similarities and differences between animals that are closely and distantly related and between animals that live in similar environments and environments that are very different. You will learn about what these comparisons can tell us tell us about the evolution, neural underpinnings, and experiential factors that contribute to cognitive processes. Throughout the course, you will refine your ability to critically evaluate claims about animal cognition and gain a deeper understanding of psychological science. Special Note: This class will also follow a blended format, which will require active online discussions.</td>
<td>Sophomore standing and completion of the Psych Bio requirement: Zoo 101/102 OR Zoo 151 OR BIOCORE</td>
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Psychology 513 (Honors section offered)
Hormones, Brain, and Behavior (YIC)
Professors Anthony Auger and Catherine Marler

This course is an introduction to the effects of hormones (endo) on brain (neuro) and behavior in nonhuman and human models. We will discuss topics related to how hormones and the environment interact to influence brain development and ultimately behavior. Additional topics include neuroendocrine control of female and male sexual behavior, epigenetics, sexual orientation, juvenile play behavior, eating disorders, parental behavior, affiliative (pair bonding) and aggressive behavior, communication (bird song), and stress. Overall, this course will emphasize how hormones act in the brain to influence both juvenile and adult social behavior.

Pre-Reqs: Sophomore standing and completion of the Psych Bio requirement: Zoo 101/102 OR Zoo 151 OR BIOCORE

Psychology 525 (Honors section offered)
Cognition in Health and Society (SIC)
Professor Joseph Austerweil

This course covers how topics from cognitive psychology shed light on current issues in health and society. Topics include attention, memory, categorization, reasoning, decision making and problem solving. Issues include distracted driving, traumatic brain injuries, anxiety, dementia, eyewitness testimony, stereotype, and individual differences (e.g., autism spectrum disorders and expertise). It will focus on how experimental results and formal theories from each topic can be applied to understand current issues better and improve people’s lives.

Pre-Reqs: Any Psychology Breadth level course

Psychology 526 – lec. 1
Criminal Mind; Forensics and Psychobiology Perspectives (SIC)
Professors Patricia Coffey

Criminal behavior is an extremely common and costly problem for society. The problem reflects diverse origins ranging from constitutional factors, such as psychopathy, to social factors, such as the consequences of living in impoverished neighborhoods. The problem also presents diverse challenges, including the assessment of culpability and the treatment/prevention of criminal behavior. Using a mix of lectures and experiential exercises, this course will cover a range of theoretical, empirical, and applied material and provide a foundation for conceptualizing key issues related to the criminal mind and behavior.
This course will involve a collaborative co-teaching approach. Dr. Newman is actively engaged in significant scientific research in the field and Dr. Coffey is working as a forensic psychologist engaged in the practical applications of psychological science in the criminal justice system. This collaboration will provide students with a strong scientific understanding of the field as well as an understanding of the practical implications of this scientific knowledge. It is our goal for students to complete this course with an in-depth understanding of criminal psychology and the relevant forensic and psychobiological processes in this field. In order to accomplish this goal, we will meet as a large group two times a week for lectures and also provide weekly discussion section meetings. The aim of the discussion sections is to allow for more individual discussion of the lecture material and primary source readings, hands-on experience with assessment materials, and opportunities to debate some of the key issues faced by clinical psychologists, forensic psychologists, and legal scholars.

Pre-Reqs: One of the following courses, Psych 403 (Previously 507), OR Psych 405 (Previously 509) OR Psych 511 OR Psych 512 OR Psych/Soc 456 (Previously 530)

Psychology 532 —
**Psychological Effects of the Internet (SIC)**
Professor Morton Gernsheimer

Google the question, “How is the Internet changing the way we think?,” and you will find no shortage of opinions – or fears. In this course, students will examine empirical evidence for whether the Internet is changing the way we think, communicate, socialize, play, and learn. The course will enroll 96 students, divided into eight learning sections of 12. Students will be expected to read and synthesize original research literature, which will be augmented with readings and videos from the popular press (Wired magazine, Edge, TED talks). Assessment will be based on the quality and timeliness of completing multiple assignments per week, including interactive discussions (conducted asynchronously, through a discussion board, and synchronously, through text-based chat). Therefore, students will be expected to engage with the course multiple times per week. At the end of the course, each student will produce a term project, which can be a research-based essay. There will be no textbooks to buy or timed exams to take. IMPORTANT NOTE: This is a completely online course; STUDENTS ARE REQUIRED TO HAVE DAILY ACCESS TO HIGH-SPEED INTERNET and MUST READ http://go.wisc.edu/kuehca PRIOR to registering for the course.

Pre-Reqs: Any Psychology Breadth level course