Faculty

Brenda J. Anderson, Associate Professor, Ph.D., University of Illinois: Rodent models of the effects of exercise and stress on brain structure, metabolism and function.

Arthur Aron, Professor, Ph.D., University of Toronto: Motivation and cognition in close relationships; methodology; social neuroscience.

Dana Bramel, Professor Emeritus, Ph.D., Stanford University: Intergroup attitudes; social class.

Jasper Brener, Professor Emeritus, Ph.D., University of London: Cardiovascular psychophysiology; behavioral energetics; autonomic learning.

Susan Brennan, Associate Professor, Ph.D., Stanford University: Language production and comprehension; speech disfluencies; human/computer interaction; computational linguistics; eye gaze as a measure of language processing and as a cue in conversation.

Turhan Canli, Assistant Professor, Ph.D., Yale University: Neural basis of personality and emotion; social phobia; depression.

Edward G. Carr, Professor, Ph.D., University of California, San Diego: Applied behavior analysis; positive behavior support; developmental disabilities; child problem behavior; family and school intervention; biological factors in intervention.

Joanne Davila, Associate Professor, Ph.D., University of California, Los Angeles: Interpersonal functioning and psychopathology; depression; maladaptive personality styles; close relationships; attachment processes.

Thomas J. D’Zurilla, Professor, Ph.D., University of Illinois at Urbana-Champaign: Social problem solving; problem-solving therapy; preventive problem-solving training.

Nancy J. Franklin, Associate Professor, Ph.D., Stanford University: Human memory; source monitoring, spatial cognition; mental models of events and scenes.

Antonio Freitas, Assistant Professor, Ph.D., Yale University: Motivation; self-regulation; goal-related thought and behavior.

Richard Gerrig, Professor, Ph.D., Stanford University: Psycholinguistics; text understanding and representation; nonconventional language; cognitive experiences of narrative worlds.

Marvin R. Goldfried, Professor, Ph.D., State University of New York at Buffalo: Gay, lesbian, and bisexual issues; psychotherapy process research; cognitive behavior therapy.

Richard Heyman, Research Associate Professor, Ph.D., University of Oregon: Escalation and de-escalation of family conflict; observation of couples’ interactions; anger regulation; assessment and treatment of partner abuse.

Paul S. Kaplan, Adjunct Assistant Professor, Ph.D., New York University: Child and human development; behavior disorders of children; teaching of psychology.

Daniel N. Klein, Professor, Ph.D., State University of New York at Buffalo: Psychopathology; mood and personality disorders; assessment, classification, course, development, familial transmission, and treatment of depression.

Joan F. Kuchner, Lecturer, Ph.D. University of Chicago: Child and family studies; child development; parent-child relationships; play and recreation through the lifespan; social policy; children’s environments. Recipient of the State University Chancellor’s Award for Excellence in Teaching, 2004 and the President’s Award for Excellence in Teaching, 2004.

Hoi-Chung Leung, Assistant Professor, Ph.D., Northwestern University: Prefrontal and parietal function in human cognition and motor control; fMRI applications in cognitive neuroscience.

Sheri Levy, Assistant Professor, Ph.D., Columbia University: Lay theories, ideologies, prejudice, and volunteering among adults and children.

Marci Lobel, Associate Professor, Ph.D., University of California, Los Angeles: Stress, coping, and physical health; psychosocial factors in women’s reproductive health; social comparison processes.

Anne Moyer, Visiting Assistant Professor, Ph.D., Yale University: Psychosocial oncology; women’s health, research synthesis and research methodology.

K. Daniel O’Leary, Distinguished Professor, Ph.D., State University of New York at Buffalo: Theoretical and applied research on discipline practices in the home; prevention and early intervention vis-a-vis oppositional and conduct-disordered children.

Anne Peterson, Adjunct Assistant Professor, Ph.D., Ohio University: Associate Director, University Counseling Center; psychodynamic psychotherapy.

Howard C. Rachlin, Distinguished Professor, Ph.D., Harvard University: Choice; decision making; behavioral economics; self-control; addiction; gambling; time allocation in humans and other animals.

Suparna Rajaram, Associate Professor, Ph.D., Rice University: Human memory and amnesia; implicit and explicit memory distinctions; new learning in amnesia; inhibitory processes in memory; priming; experimental investigation of remembering and knowing the past.

John Robinson, Associate Professor, Ph.D., University of New Hampshire: Rodent models of learning and memory disorders; behavioral actions of neuropeptides and anandamidergic.

Arthur G. Samuel, Professor, Ph.D., University of California, San Diego: Perception, psycholinguistics, and attention; perception of speech and music as domains of study in cognitive psychology.

Amy Smith Slep, Research Associate Professor, Ph.D., Stony Brook University: Anger, conflict, and violence in families; connections between parent-to-child and partner violence, and mechanisms of intra- and interpersonal anger regulation during conflict.

Nancy K. Squires, Professor, Ph.D., University of California, San Diego: Neuropsychology; neuropsychophysiological measures of sensory and cognitive functions of the human brain, both in normal and clinical populations.

Sarah Hall Sterniglantz, Adjunct Assistant Professor, Ph.D., Stanford University: Development; gender roles.

Dina Vivian, Research Assistant Professor, Ph.D., Stony Brook University: Spouse abuse; cognitive processes in dyadic communication; marital therapy.

Everett Waters, Professor, Ph.D., University of Minnesota: Social and personality development; parent-child and adult-adult attachment relationships.
Harriet S. Waters, Associate Professor, Ph.D., University of Minnesota: Cognitive development (comprehension and production of prose; memory and problem solving) and social cognition (mental representations of early social experience, co-construction and socialization processes).

J. Lee Westmaas, Assistant Professor, Ph.D., University of California, Irvine: Personality, cognitive, and social influences on health related beliefs and behavior.

Patricia Whitaker-Azmitia, Professor, Ph.D., University of Toronto: Animal models of autism and Down syndrome; serotonin and its role in brain development.

Grover J. Whitehurst, Professor, Ph.D., University of Illinois at Urbana-Champaign: Language disorders; emergent literacy; early interventions to enhance child development and reduce the effects of poverty.

Paul M. Wortman, Professor Emeritus, Ph.D., Carnegie-Mellon University: Program evaluation and applied research; health interventions; meta-analysis.

Gregory Zelinsky, Assistant Professor, Ph.D., Brown University: Visual cognition; search, attention, eye movements, working memory, and scene perception. Computational models of visuo-spatial behaviors.

Affiliated Faculty
Judith Crowell, Psychiatry
Janet Fischel, Pediatrics
Rita Goldstein, Brookhaven National Laboratory
Lauren Krupp, Neurology
Manuel London, Harriman School
Jan Loney, Psychiatry
Lawrence P. Morin, Psychiatry
Joyce Sprafkin, Psychiatry
Amanda Stent, Computer Science
Arthur A. Stone, Psychiatry
Rex Wang, Psychiatry
Gerrit Wolf, Harriman School

Teaching Assistants
Estimated number: 50

The study of psychology provides an understanding of the biological, cognitive, social, and clinical origins of behavior, thought, and emotion, and the methods that psychologists use to investigate these. Knowledge of psychological principles and the ability to evaluate theories and research are essential in our rapidly changing society.

The Department of Psychology offers undergraduate programs leading to a Bachelor of Science (B.S.) degree or a Bachelor of Arts (B.A.) degree. The objective of both programs is to provide a broad overview of psychology, and both require extensive exposure to areas other than psychology as a context for study in the major. The B.S. program places relatively more emphasis on the natural sciences and mathematics. Both the B.S. and B.A. programs provide excellent preparation for graduate school.

The Psychology major provides students with a background of fundamental subject matter that will equip them for subsequent graduate study in related fields. The major is also beneficial for students seeking careers that involve knowledge about interpersonal relationships such as medicine, education, law, or management. Psychology expertise is also relevant to standard business settings in which a major goal is to adapt products and services to closely reflect human needs and capabilities.

Courses Offered in Psychology
See the Course Descriptions listing in this Bulletin for complete information.

PSY 103-F Introduction to Psychology
PSY 201-C Statistical Methods in Psychology
PSY 220-F Survey in Developmental Psychology
PSY 230-F Survey in Abnormal and Clinical Psychology
PSY 240-F Survey in Social Psychology
PSY 250-F Survey in Biopsychology
PSY 260-F Survey in Cognition and Perception
PSY 273 Supervised Research in Psychology
PSY 283 Applications and Community Service
PSY 301 Advanced Statistics
PSY 310-F Research and Writing in Psychology
PSY 325 Children's Cognitive Development
PSY 326 Children’s Social and Emotional Development
PSY 329 Special Topics in Developmental Psychology
PSY 335 Clinical Behavior Modification
PSY 337 Applied Behavior Analysis/Positive Behavior Support
PSY 338 Behavior Deviation in Children
PSY 339 Special Topics in Clinical Psychology
PSY 341 Psychology of Prejudice
PSY 342 Psychology of Drug Addiction
PSY 345 Theories of Personality
PSY 346 Health Psychology
PSY 347-F Psychology of Women
PSY 348 Special Topics in Social Psychology
PSY 349 Special Topics in Social Psychology
PSY 355 Human Brain Function
PSY 356 Physiological Psychology
PSY 357 Animal Learning
PSY 358, 359 Special Topics in Biopsychology
PSY 365 The Psychology of Language
PSY 366 Human Problem Solving
PSY 367 Memory
PSY 368 Sensation and Perception
PSY 369 Special Topics in Cognition and Perception
PSY 375 History and Systems of Psychology
PSY 380 Research Lab: Human Cognition
PSY 381 Research Lab: Cognition/Computers/Learning
PSY 382 Research Lab: Social Psychology
PSY 383 Research Lab: Physiological Psychology
PSY 384 Research Lab: Human Factors
PSY 399 Junior Honors Seminar
PSY 447 Readings in Psychology
PSY 475, 476 Undergraduate Teaching Practicum I, II
PSY 487 Independent Research in Psychology
PSY 488 Internship
PSY 491, 492 Advanced Seminars in Psychology
PSY 495, 496 Senior Honors Seminars

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Requirements for the Major in Psychology (PSY)

Completion of the major for either a B.S. or a B.A. in Psychology requires 58-67 credits.

All courses required for either the B.S. or B.A. degree must be passed with a letter grade of C or higher.

Study within Psychology

For both degree programs, 34 to 35 credits in psychology to be distributed as follows:

1. Core Program
   - PSY 103 Introduction to Psychology
   - PSY 201 Statistical Methods in Psychology
     or another statistics course approved by the Department
   - PSY 310 Research and Writing in Psychology

2. Survey Courses in Psychology
   - Three survey courses from the list below, two from either Group A or B, and one from the other group:
     - Group A
       - PSY 220 Survey in Developmental Psychology
       - PSY 230 Survey in Clinical Psychology
       - PSY 240 Survey in Social Psychology
     - Group B
       - PSY 250 Survey in Biopsychology
       - PSY 260 Survey in Cognition and Perception

3. Any one course numbered 200 or above. Note: PSY 273, 283, 310, 399, 447, 475, 476, 487, 488, 495-496, and the discontinued PSY 300 may not be used.

4. Advanced Additional Courses
   - A minimum of 12 credits (or 13 credits for the B.S. student) from among advanced courses numbered 301 to 384, excluding PSY 310.
   - For the B.S. student, selection among the advanced courses must include a laboratory course (PSY 380-384) and an advanced statistics course (PSY 301 or AMS 315).
   - Note: The Department strongly recommends that any B.A. student planning to attend graduate school take one of the advanced laboratory courses, PSY 380-384. For the honors student in the B.A. program, one of the advanced courses must be a laboratory course.

5. Upper-Division Writing Requirement
   - The upper-division writing requirement can be fulfilled through a writing sample of at least six pages, submitted in any 300-level psychology course, that is judged by the instructor of that course to be satisfactory writing in the discipline of psychology. The writing sample may consist of one or more reports or term papers that are prepared as part of the regular assignments for a course, or the sample may be prepared exclusively to fulfill the upper-division writing requirement. A student must obtain the permission of the instructor prior to submitting a writing sample for evaluation.

Sample Course Sequence for the Major in Psychology (B.A. Degree)

Freshman Fall Credits
D.E.C. A 3
PSY 103 3
MAT course* 3-4
BIO course 3-4
D.E.C. 3
Total 15-17

Spring Credits
D.E.C. A 3
PSY Group A (220 or 230 or 240) or PSY Group B (250 or 260) 3
PHL course 3
SOC or ANT or POL course** 3
Statistics course*** 3
Total 15

Sophomore Fall Credits
PSY Group B (if Group A taken) OR Group A (if Group B taken) 3
Course outside concentration (#1) 3
PSY 310 (or D.E.C. course and take PSY 310 in spring) 3
D.E.C. 3
D.E.C. 3
Total 15

Spring Credits
PSY Group A or B course 3
PSY 200 and above elective 3
D.E.C. (or PSY 310 if taken in fall) 3
D.E.C. 3
D.E.C. 3
Total 15

Junior Fall Credits
PSY Upper-Division elective (301 to 384) 3
Course outside concentration (#2) 3
Upper-Division elective 3
Upper-Division elective 3
Elective 3
Elective 1-3
Total 16-18

Spring Credits
PSY Upper-Division elective (301-384) 3
Upper-Division course outside concentration (#3) 3
PSY Upper-Division elective (301-384) 3
D.E.C. 3
Elective 3
Total 15

Senior Fall Credits
Upper-Division outside concentration (course #4) 3
PSY Upper-Division elective (301-384) 3
D.E.C. 3
Upper-Division elective 3
Upper-Division elective 3
Total 15

Spring Credits
D.E.C. 3
Upper-Division elective 3
Upper-Division elective 3
Elective 3
Elective 3
Total 15

* One course from among the following: AMS 101, CSE 110, MAT 122 or any higher AMS, CSE, or MAT course except AMS 102. (Students who pass the current Department of Mathematics placement examination with a score of 4 or higher have fulfilled this requirement.)

** Any course offered by these departments except SOC 202 or POL 201

*** Choose one of the following: AMS 102, ECO 320, POL 201, PSY 201, or SOC 202
Accurate as of Fall 2005

Sample Course Sequence for the Major in Psychology (B.S. Degree)

<table>
<thead>
<tr>
<th>Freshman Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.E.C. A</td>
<td>3</td>
</tr>
<tr>
<td>PSY 103</td>
<td>3</td>
</tr>
<tr>
<td>MAI 125 or 131 or 141</td>
<td>3-4</td>
</tr>
<tr>
<td>CH 111 or 131*</td>
<td>3-4</td>
</tr>
<tr>
<td>D.E.C.</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15-17</td>
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<table>
<thead>
<tr>
<th>Spring Credits</th>
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<tbody>
<tr>
<td>D.E.C. A</td>
</tr>
<tr>
<td>PSY Group A (220 or 230 or 240)</td>
</tr>
<tr>
<td>OR PSY Group B (250 or 260)</td>
</tr>
<tr>
<td>MAI 126 or 132 or 142</td>
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<tr>
<td>D.E.C.</td>
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<td>Total</td>
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<thead>
<tr>
<th>Sophomore Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201**</td>
<td>3</td>
</tr>
<tr>
<td>PSY Group B (if Group A taken)</td>
<td></td>
</tr>
<tr>
<td>OR Group A (if Group B taken)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 201, 202, or 203</td>
<td>4</td>
</tr>
<tr>
<td>D.E.C.</td>
<td>3</td>
</tr>
<tr>
<td>D.E.C.</td>
<td>3</td>
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<td>Total</td>
<td>16</td>
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<tr>
<th>Spring Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 310</td>
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<tr>
<td>PSY Group A or B</td>
</tr>
<tr>
<td>PSY elective***</td>
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<tr>
<td>D.E.C.</td>
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<tr>
<td>D.E.C.</td>
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<tr>
<td>Total</td>
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<tr>
<th>Junior Fall Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY advanced laboratory (380 or 381 or 382 or 383 or 384)</td>
</tr>
<tr>
<td>Science sequence elective</td>
</tr>
<tr>
<td>PSY Upper-Division elective***</td>
</tr>
<tr>
<td>Upper-Division elective</td>
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<tr>
<td>D.E.C.</td>
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<tr>
<td>Total</td>
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<tr>
<th>Spring Credits</th>
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<tbody>
<tr>
<td>PSY 301 or AMS 315</td>
</tr>
<tr>
<td>Science sequence elective</td>
</tr>
<tr>
<td>D.E.C.</td>
</tr>
<tr>
<td>Upper-Division elective</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Total</td>
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<tr>
<th>Senior Fall Credits</th>
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<tbody>
<tr>
<td>PSY Upper-Division elective***</td>
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<tr>
<td>D.E.C.</td>
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<tr>
<td>Upper-Division elective</td>
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<tr>
<td>Upper-Division elective</td>
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<tr>
<td>Upper-Division elective</td>
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<tr>
<th>Spring Credits</th>
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<tbody>
<tr>
<td>PSY Upper-Division elective***</td>
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<tr>
<td>D.E.C.</td>
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<tr>
<td>Upper-Division elective</td>
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<tr>
<td>Upper-Division elective</td>
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<tr>
<td>Elective</td>
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<td>Total</td>
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Note: Passing a placement test at the appropriate level also satisfies the calculus requirement.

* CHE 131 is a prerequisite to the 200-level BIO courses.

** Other statistics courses allowed are AMS 102, ECO 320, POL 201, or SOC 202.

*** May not use any of the following to fulfill this requirement: PSY 273, 283, 399, 447, 475, 476, 487, 488, or 495-496.

PSYCHOLOGY

For the B.A. Student

One 3-4 credit course from each of the 4 categories below:

1. Mathematics
   Choose from among the following:
   AMS 101, CSE 110, MAT 118 or any higher AMS, CSE, or MAT course, except AMS 102. Note: Students who pass the Mathematics Placement Exam at Level 4 or above are not required to complete a course in this category.

2. Biology: Any one-semester BIO course

3. Philosophy: Any one-semester PHI course

4. Social Sciences: Any one-semester SOC, ANT, or POL course except SOC 201 or 202 or POL 201.

5. A 12-credit concentration in one of the departments or programs listed below. At least two courses must be upper-division (numbered between 300 and 499).
   - Africana Studies
   - Anthropology
   - Applied Mathematics and Statistics
   - Biology
   - Computer Science
   - Economics
   - History
   - Linguistics
   - Mathematics
   - Philosophy
   - Political Science
   - Sociology
   - Women's Studies Program

   The concentration requirement may also be satisfied by an approved minor or a second major in any department or program.

Note: If a student completes a concentration in one of the departments or programs listed in a. through n. above, the concentration will automatically fulfill the one-course requirement (described in Requirements 1 through 4 above) for the corresponding category (Mathematics, Biology, Philosophy, or Social Sciences).

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For the B.S. Student

All three categories below are required.

1. Mathematics:
   a. MAT 125 and 126; or
   b. MAT 131 and 132; or
   c. MAT 141 and 142; or
   d. AMS 151 and 161; or
   e. Passing the mathematics placement examination at level 8 or higher.

2. Biology:

   Two courses from the following:
   BIO 201, 202, and 203

   Note: One course of the two-course requirement is waived if students elect the biology concentration below.

3. Any two concentrations from the following five choices:
   a. Biology: Two BIO or biology-related courses. The list of approved courses to satisfy this requirement may be obtained from the Undergraduate Psychology Office.
   b. Chemistry: CHE 131 and 133, CHE 132 and 134; or CHE 141 and 143, CHE 142 and 144; or CHE 321, 322, and 327.
   c. Mathematics: Two courses. The list of approved courses to satisfy this requirement may be obtained from the Undergraduate Psychology Office.
   d. Physics: PHY 121/123 and 122/124; or PHY 125, 126, and 127; or PHY 131/133 and 132/134; or PHY 141 and 142.
   e. Computer Science: CSE 113 and 114.

Notes:

1. Transfer students must take at least 12 credits of psychology in residence at Stony Brook.

2. No more than six credits from among PSY 273, 283, 447, and 487 may be taken in one semester. Other restrictions on applying these courses toward graduation requirements exist; consult the Undergraduate Psychology Office and see also Course Credit and Grading Option Limits in the “Academic Policies and Regulations” chapter.

3. Students interested in a major in Psychology should meet with a Psychology Department Undergraduate Advisor (Room B-116). Additional meetings should be scheduled periodically to review progress toward fulfilling Department requirements.

Honors Program in Psychology

The Psychology honors program features: 1) a faculty mentor and 2) collaborative research with faculty which results in a senior thesis. Students are encouraged to apply for acceptance to the honors program by the first week of November during their sophomore year at Stony Brook. The latest point at which students may enroll is three semesters prior to graduation. Application forms and information are available in the Undergraduate Psychology Office. To be eligible for the honors program, a student must have a cumulative g.p.a. of 3.20 or higher and a g.p.a. of 3.50 or higher in courses required for the Psychology major. A student whose cumulative grade point average falls below 3.00 may be dropped from the honors program. Conferral of honors in Psychology requires the following:

1. A cumulative g.p.a. of 3.00 and a 3.50 g.p.a. in psychology.
2. A grade of C or higher in a laboratory course in psychology (PSY 380-384).
3. Successful completion of a senior thesis while enrolled in PSY 495 and 496, see below.

The Psychology honors program is followed for three semesters. During the spring of their junior year, students enroll in PSY 399 Junior Honors Seminar; during the senior year they enroll in PSY 495 (first semester) and 496 (second semester) Senior Honors Seminar.