

Developmental, Social Personality, & Environmental Psychology Courses Spring 2007

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 to 11:30	80103 (69756) - 3CR Seminar on Research for Design Hart Room 6493	79300 (68423) - 3CR Research Methods & Ethics in Environmental Psychology II Chapin Room 6114 72903 (68561) - 3CR Research Methods in Human Developmental Psychology II Bearison Room 6494 74600 (68424) - 3CR Social Personality Psychology II Ouellette Room 8203 80103 (68426) - 3CR Longitudinal Research Design Winkel Room 6418	72100 (68425) - 3CR Developmental Psychology II Stetsenko Room 6493 79102 (68419) - 3CR Environmental Social Science II: Ecological Concepts in Psychology Saegert Room 6494 80103 (68420) - 3CR Research Methods in Social Personality Psychology Hardin Room 8203 80270 (68421) - 3CR Second Year Research Sem II- ENV Katz Room 5383 80270 (68422) - 3CR Second Year Research Sem II- DEV Bearison Room 6114	70600 (68513) - 3CR Statistical Methods in Psych II Winkel Room 6418 Permission of Instructor Required Only Students Who Took 705 With Winkel In Fall 2006 Are Allowed To Register 80101 (68568) - 1CR Research Seminar in Health Psychology Revenson Room 6494(Permission of Instructor Required)	
11:45 to 1:45	80101 (68417) - 1CR Methods Module: The Publication Process Revenson Room 6494 Offered (1/29/07-3/12/07)	72300 (68428) - 0CR Current Issues in Psychology -DEV Stetsenko Room 6494 79300 Tutorial in Research Methods & Ethics in Environmental Psych II Chapin Room 6114	72300 (68501) - 0CR Current Issues in Psychology - S/P Revenson Room 6494 ----- 80900 (68455) - 3CR Experimental Psychology and Law Kovera John Jay course offered 12:15-2:15	72300 (68502) - 0CR Current Issues in Psychology - ENV Rivlin Room 6494	
2:00 to 4:00	80103 (68509) - 3CR Morality, Society and Culture Saltzstein Room 6114	80103 (68429) - 3CR Home, Homelessness, and Homeland Rivlin Room 6300 80103 (68430) - 3CR Narrative Inquiry Daiute Room 6494 80101 (68431) - 1CR Proseminar in Developmental Psychology II Saltzstein Room 7314	80270 (68503) - 3CR Second Year Research Sem II- SP Daiute Room 8203 80103 (68504) - 3CR Ethnography of Space and Place Low Room 6421 ----- 80103 (68514) - 3CR Children, Psychology and the Law Crossman John Jay course offered 2:30PM-4:30PM	70600 Lab in Statistics II Winkel Room 6418 80103 (68601) - 3CR Cultural Psychology Glick Room 6494	
		80103 (68473) - 3CR Psychology, Gender and Law Deaux/O'Connor Room 6417 80103 (68477) - 3CR The Visual Field in Field Research	EPSY 70600 () - 3CR Statistics and Computer Programming in Psychology II Rindskopf Room 80103 (68506) - 3CR Language and Thought in Development	80101 (68510) - 1CR Methods Module: Geographic Information Systems (GIS) I Seley Room 6418	

4:15 to 6:15		Chapin Room 3309 70000 (68499) - 3CR History of Psychology Greenwood Room 7395 80103 (68507) - 3CR Theories of Space and Time Katz Room 6494	Brooks Room 6493 80103 (68505) - 3CR Seminar on Selected Topics in Gender and Health Lennon Room 6114 80101 (68508) - 1CR Research Seminar in Personality and Lives Ouellette Room 6494 Permission of Instructor Required	(Offered 2/01/07-3/08/07) 80101 (68511) - 1CR Methods Module: Geographic Information Systems (GIS) II Seley Room 6418 (Offered 3/15/07-4/12/07)	
6:30 to 8:30	80103 (68500) - 3CR Conceptualizing & Researching Black Identity: Historical & Social Psych Issues Cross Room 6494		EPSY 70600 Lab in Statistics and Computer Programming in Psychology II Rindskopf Room		

89800 0CR - Research Supervision (Advisor)
Independent Research

80200 3CR -

90000 1CR - Dissertation Supervision (Level III Students)
-3CRS - Independent Readings

80400 1, 2, or

Psychology and the Law

80103 (68473) - 3CR Psychology, Gender and Law
Deaux/O'Connor Tuesday 4:15-6:15 **Room**

80103 (68514) - 3CR Children, Psychology and the Law
Crossman Wednesday 2:30-4:30 **John Jay**

80900 (68455) - 3CR Experimental Psychology and Law
Kovera Wednesday 12:15-2:15 **John Jay**

Urban Health:

80103 (68505) - 3CR Seminar on Selected Topics in Gender and Health
Lennon Wednesday 4:15-6:15 **Room**

Health Concentration

80101 (68512) - 1CR Research Seminar in Health Psychology
Revenson Thursday 9:30-11:30 **Room**

Course Descriptions

Required Courses

70600 **Statistical Methods in Psychology II** 3 Credits
(68513) Prof. Winkel
11.30 Room Thurs. 9:30 -

LAB, Thurs. 2:00-

4:00 Room

Psychology 706 is a continuation of Psychology 705. The topics covered include confidence intervals for regression parameters and their use in prediction problems, simultaneous, stepwise, and hierarchic regression models, power analysis, simple and factorial analysis of variance (balanced and unbalanced cases), post-hoc comparisons, simple and factorial multivariate analyses of variance.

70600 Statistical Methods in Psychology II

Prof. Rindskopf 3 Credits

Wed. 4:15 - 6:15 Room

LAB, Wed. 6:30 - 8:30

The following topics are considered: (a) the description of multi variate data sets, (b) multiple regression analysis, © analysis of variance for factorial designs, (d) randomized block designs, and (e) analysis of covariance.

72903 Research Methods In Human Developmental Psychology II

(68516) Prof.

Bearison 3 Credits

Tues. 9:30 -

11:30 Room

The course is designed to introduce the student to methods for conducting research on psychological problems within a developmental framework. We begin by considering the philosophical underpinnings of research in psychology and proceed to consider: what is special about the developmental approach to psychology, the relationship between theory and method, selecting participants (subjects), obtaining human subjects' approval, kinds of design (especially cross-sectional, longitudinal, and narrative), measurement, data analysis, and interpretation. Students are expected to critically review journal articles in their field of interest and to prepare a formal NIH-type proposal of research.

79300 Research Methods and Ethics in Environmental Psychology II

(68423) Prof. Chapin 3 Credits

Tues. 9:30 - 11:30 Room

This course is a continuation of Research Methods and Ethics in Environmental Psychology I, covering the major research techniques used in Environmental Psychology, the rationale for their use, their strengths and limitations and ethical concerns. The research problems selected by students in the first semester are pursued, with the design and application of appropriate data collection techniques. The laboratory meeting enables discussion of research questions specific to the ongoing studies. The class terminates with a presentation of the research and a final paper.

79102 Environmental Social Science II: Ecological Concepts in Psychology

(68419) Prof. Saegert 3 Credits

Wed: 9:30 - 11:30 Room

This course examines the strands of ecological thought in psychology ranging from self-

proclaimed ecological theorist such as J.J. Gibson, Egon Brunswick, and Roger Barker through other theorists for whom context was crucial, such as Kurt Lewin and L.S. Vygotsky. More recent work is drawn from artificial intelligence, environmental and developmental psychology, and discourse analysis. The goal of the course is to help students develop a theoretical basis for understanding psychological processes as embedded in the physical, social, and cultural world.

72100 Developmental Psychology II
(68425) Prof. Stetsenko 3 Credits
Wed. 9:30–11:30 Room

This course examines theories, methods, and research in social development with a focus on socio-cognitive and socio-emotional development. Topics include self as a social construct, relationships between self and society, social interaction and cognitive change, affect and intelligence. We also consider implications of social development theories for practice and policy that benefit children and adolescents.

80101 Proseminar in Developmental Psychology II
(68431) Prof. Saltzstein 0 Credits
Tues. 2:00-4:00 Room

This course is required for all first year Developmental students, providing for an opportunity to meet with the faculty to learn of their current research and projects.

74600 Social-Personality Psychology II
(68424) Prof. Ouellette 3 Credits
Tues. 9:30-11:30 Room

This is a required course for all first year Social-Personality students. We will read and discuss materials that well exemplify the (a) link between the intellectual concerns of personality psychologists and social psychologists and (b) need to approach human behavior through a variety of levels of analysis, moving from the individual through the cultural level. Students will be introduced to some classic texts in behavioral and social science as well as contemporary examples of broad-based psychological research.

80103 Research Methods in Social Personality Psychology
(68420) Prof. Hardin 3 Credits
Wed. 9:30-11:30 Room

72300 Current Issues In Psychology - *Developmental*
(68428)Stetsenko 0 Credits
Tues. 11:45 - 1:45 Room

This seminar covers current research in developmental, environmental and social personality psychology through presentations by guest speakers, discussions around topics in formation, and issues related to students' research. We have organized a mix of presentations for this semester that reflect the many interests across the three subprograms. Also, we have scheduled the first Wednesday of every month for 'Community Meetings' in which each subprogram will meet separately and will have the

opportunity for general discussion of issues based in your own subprogram as well as other program-wide concerns.

72300 Current Issues In Psychology - Environmental

(68502)Rivlin 0 Credits

Thurs. 11:45 - 1:45 Room

This seminar covers current research in environmental psychology through presentations by guest speakers, discussions around topics in formation, and issues related to students' research.

72300 Current Issues In Psychology - Social Personality

(68502) Revenson 0 Credits

Wed. 11:45 - 1:45 Room

This seminar covers current research in social personality psychology through presentations by guest speakers, discussions around topics in formation, and issues related to students' research.

80270 Second Year Research Seminar II - Developmental

(68422) Prof. Bearison 3 Credits

Thurs. 9:30 - 11:30 Room

An informal group of students preparing second year research projects which discusses problems of research problem formation and research design.

80270 Second Year Research Seminar II -Environmental

(68421) Prof. Katz 3 Credits

Wed. 9:30 - 11:30 Room

This course serves as the didactic component of the second-year independent research project requirement. During the first semester students develop and prepare a research proposal. Course content is organized according to the issues essential to development of a research proposal; theory and problem formulation, critical literature review, hypothesis development and methods (sample, procedures, design, data analysis plan). By the end of the first semester, students are expected to have a study ready for pilot testing and are required to submit a research proposal. Students are expected to carry out the project during the second semester and course content will again follow from the issues faced by researchers implementing a study. These issues include subject recruitment, data collection, analysis and reporting results. The final product is a journal-length article reporting the study.

80270 Second Year Research Seminar II - Social Personality

(68503) Prof. Daiute 3 Credits

Wed. 2:00-4:00 Room

This course serves as the didactic component of the second-year independent research project requirement. During the first semester students develop and prepare a research proposal. Course content is organized according to the issues essential to development of

a research proposal; theory and problem formulation, critical literature review, hypothesis development and methods (sample, procedures, design, data analysis plan). By the end of the first semester, students are expected to have a study ready for pilot testing and are required to submit a research proposal. Students are expected to carry out the project during the second semester and course content will again follow from the issues faced by researchers implementing a study. These issues include subject recruitment, data collection, analysis and reporting results. The final product is a journal-length article reporting the study.

80103 Narrative Inquiry
(68430) Prof. Daiute 3 Credits
Tues. 2:00-4:00 Room

This course focuses on research that defines and applies social-relational theories of narrative discourse. Uses of narrative as a research discourse and interpretive tool have become increasingly popular in social science research, although guiding theories and rationales have been diverse, sometimes conflicting, and often only implicit. This course includes a review of the major approaches to narrative research and analysis, and then focuses on those emphasizing the social-relational nature of narrative for inquiry into the development of individuals and society. We analyze various theory-based approaches to narrative design and analysis, such as narrating as a cultural-historical activity, positioning theory, “small story vs. big story research,” script-story analysis, dilemma analysis, socio-biographical analysis, literary aesthetics and life span, and issues of psycho-cultural diversity. In addition to discussing such approaches, course readings are used to define and illustrate theory-based concepts of narrative inquiry, in areas of research including identity, citizenship, social development, socio-political conflict (inter-group tensions, armed conflict, etc.), immigration, illness, and education. By considering these diverse approaches, we maintain a critical stance on narrative research practices and outcomes. Toward the goal of applying the course to the students’ areas of research, we also focus on narrative inquiry as way of formulating research questions, gathering data to address those questions, study design, and analysis of different types of data.

Coursework involves reading, class discussion, inquiry work in class, and ongoing application to students’ research projects. No pre-requisite or permission required.

80103 New Approaches to Longitudinal Data Analysis
(68426) Prof. Winkel 3 Credits
Tues. 9:30-11:30 Room

For many decades, the statistical treatment of longitudinal data has been based on two approaches - Multivariate Analysis of Variance (MANOVA) or Repeated Measures Analysis of Variance (RANOVA). These techniques are based on a set of assumptions which are often unrealistic in the context of longitudinal data which have been generated in naturalistic settings (i.e. field studies).

Within the last fifteen years, there have been some remarkable advances in the statistical analysis of longitudinal data. These techniques have been variously referred to as

individual growth modeling, multilevel modeling, hierarchic linear modeling, random coefficients regression, and mixed modeling. Although the names may differ, the approaches are unified by the underlying statistical model that is employed.

This course is designed to cover the theory and application of these models to studies focusing on the analysis of change over time. The statistical nature and characteristics of the Mixed Linear Model will be used to illustrate different approaches to the treatment of time as a predictor of change, missing data, time-varying explanatory variables, individual differences in change over time (Growth Curve Models), and alternative error structures for repeated measures problems.

Prerequisites: A graduate level course or courses in Multiple Regression and Analysis of Variance.

80103	Ethnography of Space and Place: Landscapes of Fear	
(68504)	Prof. Low	3 Credits
	Wed. 2:00-4:00	Room

Introduction

The study of the city has undergone a transformation during the past ten years integrating ever wider theoretical perspectives from anthropology, cultural geography, political economy, urban sociology, and regional and city planning, and expanding its attention to the city as physical, architectural and virtual form. An emphasis on spatial relations and consumption as well as urban planning and design decision-making provides new insights into material, ideological and metaphorical aspects of the urban environment. Reliance on ethnography of space and place allows researchers to present an experience-near account of everyday life in urban housing or local markets, while at the same time addressing macro-processes such as globalization and the new urban social order.

This course sketches some of the methodological implications of the ethnographic study of the contemporary city using anthropological tools of participant observation, interviewing, behavioral mapping, and discourse analysis, and theories of space and place to illuminate spaces in modern/post-modern cities and their transformations. In doing so, I wish to underscore links between the shape, vision and experience of cities and the meanings that their citizens read off screens and streets into their own lives. It begins with a discussion of spatializing culture, that is the way that culture is produced and expressed spatially, and the way that space reflects and changes culture. The concepts of culture and space are then materially and theoretically linked through an exploration of six areas of focus: Embodied Spaces (proxemics, phenomenology of space, language and space, and spatial orientation), Gendered Spaces (female and male spaces, and evolution of the house and home), Contested Spaces (spaces of resistance and conflict, and hierarchies expressed in space and place), Transnational and Translocal Spaces (markets, nations, and ethnoscapes), Inscribed Spaces (places of memory and longing), and Spatial Tactics (heterotopias, gated communities, and historically preserved spaces).

The course also explores a number of special topics including how urban fear is transforming the built environment and the nature of public space both in the ways that we are conceiving the re/building our cities, and in the ways that residential suburbs are

industrial society: as a spectacle (for masses) and as an object of surveillance (for rulers). The production of images also furnishes a ruling ideology. Social change is replaced by a change in images.”

--Susan Sontag

“Her theory of the current use of photographs leads one to ask whether photography might serve a different function. Is there an alternative photographic practice? The question should not be answered naively.”

--John Berger

Expectations: Regular reading and participation in discussion; at least two self-defined visual projects; an illustrated semester’s log or blog.

The following preliminary **bibliography** indicates materials that interest me. I invite suggestions by anyone. Additions? Deletions? I particularly can’t find much that’s good on “decoding” advertising.

Adams, Judith A. (1991). *The American amusement park industry. A history of technology and thrills*. Boston: Twayne.

Agee, James and Evans, Walker. (1939). *Let us now praise famous men*. Boston: Houghton Mifflin.

Barthes, Roland. (1981). *Camera lucida. Reflections on photography*. New York: Hill and Wang.

Bayer, Herbert, Gropius, Walter, and Gropius, Ise. (eds.) (1938). *Bauhaus. Weimar 1919-25. Dessau 1925-28*. Boston: Charles T. Branford.

Berger, John. (1980). *About looking*. New York: Pantheon. Especially: “The suit and the photograph.”

Berger, John. (1972). *Ways of seeing*. London: BBC, Penguin.

Berger, John and Mohr, Jean. (1982). *Another way of telling*. New York: Vintage.

Bourdieu, Pierre. (1998). *On television*. New York: New Press.

Boyer, M. Christian. (1996). *The city of collective memory. The historical imagery and architectural entertainments*. Cambridge: MIT.

Chapin, David and Turan, Zeynep. (2005). *Living Salk Institute*. (Video).

Crisman, Phoebe. (2006). “Outside the frame. A critical analysis of Urban Image Surveys.” *Places*, (18), 2, 38-43.

Davidson, James West, and Lytle, Mark Hamilton. (2nd ed.) (1986). *After the fact. The art of historical detection*. New York: Alfred A. Knopf.

Eames, Charles and Eames, Ray. *Powers of ten*. (Video).

Fullilove, Mindy. (2005). *Root shock*.

Gerbner, George. (1997). *The electronic storyteller. TV & the cultivation of values*. Media Education Foundation. (Video).

Hockings, Paul. (ed.) (2003) (3rd ed.) *Principles of visual anthropology*. New York: Mouton de Gruyter.

Jacobs, Allan B. (1985). *Looking at cities*. Cambridge: Harvard.

Jones, Amelia. (ed.) (2003). *The feminism and visual culture reader*. London: Routledge.

Keaton, Buster. (1920). *One week*. (Video).

Lessard, Suzannah. (1996). *The architect of desire. Beauty and danger in the Stanford White family*. New York: Dial.

Lunch, Nick and Lunch, Chris. (2006). *Insights into participatory video. A handbook for the field*. Insight Press.

Pink, Sarah. (2001). *Visual ethnography*. Thousand Oaks: Sage.

Prosser, John. (ed.) (1998). *Image-based research. A sourcebook for qualitative researchers*. New York: RoutledgeFalmer.

Risebero, Bill (1982). *Modern architecture and design. An alternative history*. Cambridge: MIT.

Ruttman, Walter. (1927). *Berlin, symphony of a great city*. (Video).

Sanoff, Henry (1991). *Visual research methods in design*. New York: Van Nostrand Reinhold.

Sontag, Susan. (1977). *On photography*.

Strunk Jr., William and White, E. B. (3rd ed.) (1979). *The elements of style*. New York: Macmillan.

Strurken, Marita and Cartwright, Lisa. (2001). *Practices of looking. An introduction to visual culture*. Oxford: Oxford.

Tufte, Edward R. (2006). *Beautiful evidence*. Cheshire, Connecticut: Graphics Press.

Tufte, Edward R. (1990). *Envisioning information*. Cheshire, Connecticut: Graphics Press.

Tufte, Edward R. (1983). *The visual display of quantitative information*. Cheshire, Connecticut: Graphics Press.

Whyte, William H. (1980). *The social life of small urban spaces*. Washington: Conservation Foundation.

Zeisel, John. (1981). *Inquiry by design. Tools for environment-behavior research*. New York: Cambridge.

80103 Seminar on Selected Topics in Gender and Health

(68505) Prof. Lennon 3 Credits
Wed. 4:15-6:15. Room

This interdisciplinary seminar series will provide an in-depth exploration of several key topics in women's health. The focus will be on how gender shapes the definitions and experiences of health and health care. In Spring 2007, topics may include mental health, reproductive health, domestic violence, caregiving, and coronary heart disease. Four topics will be the focus on readings and discussion for a 3-4 week portion of the seminar. Students will be expected to participate in the discussions and prepare a response paper on each topic.

80103 Children, Psychology and the Law

(68514) Prof. Crossman 3 Credits
Wed. 2:30-4:30 John Jay College

This course will examine research, theory, and case law regarding children's contact with the legal system. The history of this contact will be examined to inform an understanding of how society allocates responsibilities and power between children, parents, and the State. The degree to which basic research can (and should) be used to address social and legal problems will be addressed, including exploration of such topics as memory development, suggestibility, theory of mind, and childhood amnesia. Issues for discussion will include children's rights, child maltreatment, and children's competency as witnesses and defendants.

80103 Home, Homeland and Homelessness
(68429) Prof. Rivlin 3 Credits
Tues. 2:00-4:00 Room

The focus of this seminar is on people's connections to places, particularly to their homes, their homelands and the implications of their loss. We will begin with an analysis of theories of home, its meanings and functions, its changes over time and its roles in people's lives. We then will consider the implications of the loss of home and explanations for the increases in contemporary homelessness. Finally, we will address homelands, raising questions regarding contestations over territories, and the significance of homelands in light of increasing global concerns. Through readings on history, theory and research, exploration of the interests of class members, as well as the work of outside guests who have studied these issues, we will try to clarify the implications of place meanings and place attachments.

80100 Language and Thought in Development
(68506) Prof. Brooks 3 Credits
Wed. 4:15-6:15 Room

The course explores the interdependence of language and cognitive development. Topics will include the emergence of symbolic thought, the status of prelinguistic categories, representational formats for declarative memory, cognitive and linguistic determinants of categorization, and bilingualism. Mechanisms and factors effecting cognitive change will be discussed.

80103 Conceptualizing and Researching Black Identity: Historical and Social
(68500) **Psychological Issues**
Prof. Cross 3 Credits
Mon. 6:30-8:30 Room

How have poets, novelists, historians, anthropologists, sociologists, journalists, and psychologists conceived black identity, both in the past and present? What historical, contextual and ecological factors inform their conceptualizations? This seminar, which is designed to engage graduate students from a broad range of disciplines, will trace the origin and persistence of various concepts of black identity, inclusive of those originating in the minds and fantasies of the other", as well as those that are a reflection of the interior psychological world of blacks, themselves. To the extent that our inquiry reveals a thousand black personas, we will also seek to understand the social forces that lead to stereotypic and simplistic thinking about black identity. The last segment of the seminar will focus on empirical strategies for researching black identity.

80101 Methods Module: the Publication Process
(68417) Prof. Revenson 1 Credit
Mon. 11:45-1:45

Offered: January 29, 2007 - March 6, 2007

The old axiom is as true today as when it was coined: Publish or perish. Academic journals are the major venue through which psychologists communicate their results, elaborate their opinions and exchange ideas with others. Publication in academic

member's research will provide the stimulus for in-depth discussion and feedback. Members may present preliminary data for interpretation, develop a idea for a manuscript, practice a conference talk, present puzzling findings, ask the group to comment on a manuscript draft, or work through the design of a study. All members should have an ongoing health psychology research project they are working on.

80101 Research Seminar in Personality and Lives
(68508) Prof. Ouellette 1 Credit
 Wed. 4:15-6:15 Room
 Permission of Instructor Required.

This one credit seminar, intended for students at all levels of study, is a space for the support of research in the Study of Lives and Personality and Social Structure traditions. Welcomed are students with projects already underway and students just at the beginning of their work. We will work with several approaches; including phenomenological/existential, narrative, discursive, psychobiographical, culture and personality, and historical. We will meet as a group in a relatively informal way at least seven times during the semester. We will discuss research ideas, data, manuscripts generated by some members of the group, and relevant readings. All areas of research require a community of scholarship to sustain them. Building a local community for the study of lives and personality and social structures is our work. The full 3-credit course on the Study of Lives is not a prerequisite for this course (although students who have taken the course are encouraged to participate in the group). The course is intended for students who seek to make life studies a central part of their work and students for whom idiographic, biographical, and personality and structure work is only a supplement to other approaches. The course is open to students from all disciplines concerned with life study. Given that life study work is best done across disciplinary lines, the course will seek to take advantage of what each participant brings from her or his disciplinary "home" and engage life study work at the intersections of literature, social science, and the arts.

80103 Cultural Psychology
(68601) Prof. Glick 3 Credits
 Thurs: 2:00-4:00 Room

Most social sciences acknowledge the central importance of the concept of "culture." Yet the term has many meanings, and is used in very different ways both within and between disciplines. As important as the concept of culture is in the social sciences in general it is often ignored within mainstream traditions in psychology. This course will examine the development of a new area within psychology — the area that is now termed "Cultural Psychology." This emerging discipline integrates literature from sociology, anthropology, post-colonial and feminist studies, hermeneutics and psychology. It attempts to define and make clear what it means to "live in a cultural world," and "what it means to think and act in a culture." The course will extend the analysis of culture to include the treatment of the culture in economic, political, material and technological terms. Throughout the course we will explore the differences between cross-cultural approaches (culture as a variable) and cultural approaches (culture as a way of being human).

80103 Morality, Society and Culture
(68509) Prof. Saltzstein 3 Credits
 Mon. 2:00-4:00 Room

The seminar focuses on the development and functioning of morality in society and culture. We start with some modern moral crises, e.g., the holocaust and the My Lai massacre), and how they have been explained. Then, we examine different psychological and sociological theories of morality (Freud, Durkheim, Piaget, Kohlberg, moral intuitionism, Turiel's domain theory, Shweder's and other cultural theories) in the light of research evidence and everyday observations. Wherever possible, we examine theory and research in the context of culture and history. A central question threading through our discussions is whether cultural and historical variations in morality can be reconciled with a concept of universal moral rights and duties.

80103 Psychology, Gender and Law
(68473) Prof. Deaux/O'Connor 3 Credits
 Tues. Tues: 4:15-6:15 Room

In this course we will analyze the intersection of psychology, gender and the law from a number of vantage points. We will consider how psychological theory and research influence (or fail to influence) the formulation of law, including its inclusion in expert testimony and amicus briefs. We will examine the impact of the law on gendered practices, such as those affecting education, family structure, and relevant topics in civil and criminal law, such as gender discrimination, sexual harassment, affirmative action, pregnancy and parental leave, pension and social security policies, family and child custody, divorce law, domestic violence, and single-sex institutions.

80103 Theories of Space and Time
(68507) Prof. Katz 3 Credits
 Tues: 4:15-6:15 Room

This seminar will examine an eclectic range of theories concerning the social construction and lived experience of space and time from a range of disciplines. We will explore theories of the production of space, scale, place and the everyday, and the making (and unmaking) of biographical time, historical time, work time, memory, past and future. Our texts will be attentive to alternative temporalities and spatialities, and their representations in registers other than the social sciences including film and the visual arts. The work of M.M. Bakhtin, Walter Benjamin, Henri Bergson, Susan Buck-Morss, Johannes Fabian, John Gillis, Judith Halberstam, David Harvey, Stephen Kern, Henri Lefebvre, Tshibumba Kanda Matulu, Charlotte Salomon, Wolfgang Schivelbusch, E.P. Thompson, Anna Tsing, and Paul Willis among others will be addressed.

70000 History of Psychology
(68499) Prof. Greenwood 3 Credits
 Tues. 4:15-6:15 Room
 Office: GC 7112.01 Tel: (212) 817

8616 jgreenwood@gc.cuny.edu

This course provides a synoptic overview of the history of psychology from ancient times to the present day. The aim of the course is to document the historical origins of the

assumptions about science and psychology that shaped the development of twentieth century scientific psychology, and to identify conceptual continuities and discontinuities in the historical development of theories of human psychology and behavior. Some attempt will be made to illustrate the contingency of the historical development of scientific psychology in North America by contrasting it with the rather different fashion in which scientific psychology developed in Europe and the rest of the world. Although the course will focus on general historical trends, some time will be devoted to the history of some of the sub-disciplines of psychology, such as clinical, social and developmental psychology, and to the historical development of psychology as a profession.

Text: John D Greenwood (2006), A Conceptual History of Psychology. Copies will be distributed on the course webpage.

Provisional course plan:

Week: Topic:

1/30 Psychology, science and history

2/6 Ancient and medieval psychology

2/13 The scientific revolution

2/20 The Newtonian psychologists

2/27 Physiology and psychology

3/6 Theories of evolution

3/13 Psychology in Germany

3/20 Psychology in America: the early years

3/27 Functionalism, behaviorism and mental testing 4/17 Neobehaviorism and the cognitive revolution

4/24 Abnormal and clinical psychology

5/1 Social and developmental psychology

5/8 Psychology around the world

5/15 Psychology as a profession: from APA to APS

80900 Experimental Psychology and Law

(68455)

Prof. Kovera

3 Credits

Wed. 12:15-2:15

John Jay College

89800 Research Supervision

Advisor

0 Credit

80200 Independent Psychological Research

Sponsor

3 Credits

80400 Independent Readings

Sponsor

1, 2, and 3 Credits

90000 Dissertation Supervision

Advisor

1 Credit

[BACK TO SCHEDULE](#)