HUMAN DEVELOPMENT (HD)

HD 1102 - Introduction to Cognitive Science (3 Credits)
Crosslisted with COGST 1101, PSYCH 1102, LING 1170, PHIL 1620, CS 1710
This course provides an introduction to the science of the mind. Everyone knows what it's like to think and perceive, but this subjective experience provides little insight into how minds emerge from physical entities like brains. To address this issue, cognitive science integrates work from at least five disciplines: Psychology, Neuroscience, Computer Science, Linguistics, and Philosophy. This course introduces students to the insights these disciplines offer into the workings of the mind by exploring visual perception, attention, memory, learning, problem solving, language, and consciousness.
Distribution Requirements: (ETM-AS), (KCM-AG), (SCT-IL)
Last Four Terms Offered: Fall 2026, Summer 2026, Fall 2025, Summer 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 1125 - FWS: Topics in Human Development (3 Credits)
This is a topics course for Human Development First-Year Writing Seminars.
Distribution Requirements: (D-AG, WRT-AG), (D-HE, LAD-HE)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Spring 2024
Schedule of Classes (https://classes.cornell.edu/)

HD 1130 - Introduction to Human Development (3 Credits)
Crosslisted with PSYCH 1131
Introduction to Human Development provides a broad and foundational overview of field of human development, starting from conception and ending through process of death and dying. The course will start with an outline and explanation of the lifespan perspective in human development. The biological beginnings of life and prenatal development will serve as the start of the discussion of human development, followed by an exploration of physical, cognitive, and socioemotional development at each subsequent stage within the lifespan (e.g., infancy, early childhood, middle & late childhood, etc.). Discussion of each developmental stage will highlight major research findings and their real-world application.
Forbidden Overlaps: HD 1130, HD 1150, HD 1170, PSYCH 1131
Distribution Requirements: (SBA-AG), (SBA-HE), (SSC-AS)
Last Four Terms Offered: Fall 2026, Summer 2026, Fall 2025, Summer 2025
Learning Outcomes:

- Develop a broad but strong base of knowledge surrounding the field of human development and how human development research is conducted.
- Be able to read and understand, critically think about current research in the field of human development and how research can be applied to the real world.
- Gain an understanding about the different developmental stages and what kind of change is occurring across the domains of physical, cognitive, and socioemotional development.
- Consider your beliefs about development before the course and reconsider the beliefs that are not supported by research.
- Find this class fun and interesting, taking what you learned from the course and be able to apply it in your daily life.

Schedule of Classes (https://classes.cornell.edu/)

HD 2020 - Experimental Psychology: Learning (3 Credits)
Crosslisted with PSYCH 2020
Last Four Terms Offered: Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 2050 - Perception (3 Credits)
Crosslisted with PSYCH 2050, COGST 2050
Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered, vision is discussed in detail.
Distribution Requirements: (BIO-AS), (OPHLS-AG), (SCT-IL)
Last Four Terms Offered: Spring 2025, Spring 2023, Fall 2018, Fall 2017
Schedule of Classes (https://classes.cornell.edu/)

HD 2090 - Developmental Psychology (3 Credits)
Crosslisted with PSYCH 2090, COGST 2090
A comprehensive introduction to current thinking and research in developmental psychology that approaches topics from both psychobiological and cognitive perspectives. We will use a comparative approach to assess principles of development change. The course focuses on the development of perception, action, cognition, language, and social understanding in infancy and early childhood.
Distribution Requirements: (ETM-AS), (KCM-AG), (SCT-IL)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 2120 - Social Cognition and the Legal System (3 Credits)
Since its inception the US legal system has been a system of social cognition and judgment: Humans perceiving and judging other humans to determine their fate. There are things about the system to admire, but major problems persist. Innocent people get convicted; guilty people go free. Why? Historically, that system built on social cognition has been ignorant about how human judgment actually works—producing errors as a result. This course explores the science of how we think about other people—our perceptions, memories, and judgments—can shape decisions and outcomes in the legal system, sometimes with devastating consequences. Grounded in psychological science and research on social cognition, we'll examine how mental shortcuts, impression formation, moral judgment and group dynamics influence everything from eyewitness testimony to police investigations, from jury deliberations to sentencing. We will apply classic and cutting-edge research to identify what went wrong in real-world cases and how we could do better. Students will learn how understanding the psychology of social thinking can help explain—and ultimately improve—the legal system.
Distribution Requirements: (KCM-HE, SBA-HE)
Learning Outcomes:

- Explain key concepts in social cognition and apply them to legal contexts.
- Analyze how cognitive biases and social influences contribute to legal errors.
- Critically evaluate psychological research relevant to the legal system.
- Assess strategies for reducing bias and improving fairness in the legal system.
- Apply psychological theory to real-world legal cases and outcomes.

Schedule of Classes (https://classes.cornell.edu/)

HD 2150 - Introduction to Human Development: Infancy and Childhood (3 Credits)
HD 2150 introduces students to the major theoretical perspectives, methods (both classic and contemporary), research findings, and controversies in the study of child development. Prenatal development and development in infancy and childhood are examined, including physical, cognitive, and social/emotional development. The focus is on individual development from an interdisciplinary perspective, with an emphasis on psychological development, but also drawing from the fields of sociology, history, biology, anthropology, neuroscience, and education. This is a second-level course, so the emphasis is on analytical, creative, and practical understanding and application of concepts of development.
Distribution Requirements: (KCM-AG), (KCM-HE)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024
Learning Outcomes:

- Identify the major milestones of development in various domains (e.g., physical, cognitive, and social/emotional).
- Comprehend and apply theoretical perspectives and research findings to understand the mechanisms by which developmental change occurs.
- Understand the interaction of genetic and environmental factors in development.
- Be able to evaluate how developmental research findings are reported in the popular press.

Schedule of Classes (https://classes.cornell.edu/)

HD 2170 - Adolescence and Emerging Adulthood (3 Credits)
HD 2170 introduces students to the major theoretical perspectives, research findings, research methods, applications, and controversies in the study of human development during the period of adolescence and the transition to emerging adulthood. The main focus is on individual development, but we view this development from an interdisciplinary perspective. The emphasis in the course is on psychological development, but we also will draw on related fields, such as sociology, anthropology, biology, neuroscience, and education. Within psychology, we will be looking at adolescence and emerging adulthood from the standpoints of developmental, cognitive, social, personality, clinical, and biological psychology. There will be some use of statistics in the course, but sophisticated knowledge of statistics is not required. This is a second-level course, so the emphasis is on creative, analytical, practical, and wise understanding and application of concepts of development.
Prerequisites: HD 1130 or PSYCH 1101.
Distribution Requirements: (SBA-AG), (SBA-HE)
Last Four Terms Offered: Summer 2026, Spring 2026, Summer 2025, Spring 2025
Learning Outcomes:

- Understand the theories and research which describe the fundamental changes of adolescence, including social/personality, emotional, biological, and cognitive transitions.
- Comprehend and apply theoretical perspectives and research findings regarding the issues in psychosocial development which come to the forefront in adolescence and emerging adulthood, such as identity, autonomy, intimacy, sexuality and achievement, as well as psychosocial problems.
- Understand theories and research findings that examine the major contexts in which development in adolescence occurs, including families, peers, schools, work, and leisure/mass media.
- Apply what they have learned in this course to their own psychological development, past and present.
- Think creatively, analytically, practically, and wisely about adolescence and the transitions that occur during this period.

Schedule of Classes (https://classes.cornell.edu/)

HD 2180 - Human Development: Adulthood and Aging (3 Credits)
Introduces students to theories and research in adult development and aging. Describes biological, psychological and social changes from early through late adulthood. Identifies strategies to promote healthy aging at the individual and societal level.
Enrollment Information: Recommended prerequisites: HD 1130 or PSYCH 1101.
Distribution Requirements: (D-AG, KCM-AG, SBA-AG), (D-HE, KCM-HE, SBA-HE)
Last Four Terms Offered: Fall 2026, Summer 2025, Fall 2024, Fall 2023
Learning Outcomes:

- Describe age-related changes in different aspects of functioning from early adulthood into old age.
- Understand key theoretical frameworks in life-span development.
- Appreciate multi-disciplinary perspectives on adult development and aging.
- Identify open questions and new directions in the field of gerontology.

Schedule of Classes (https://classes.cornell.edu/)

HD 2200 - The Human Brain and Mind: An Introduction to Cognitive Neuroscience (3 Credits)
Crosslisted with COGST 2200
At the turn of the 21st century the age of Embodied Cognition dawned: a reconsideration of relationships between body, brain, and mind. Researchers in philosophy, psychology, linguistics, and cognitive neuroscience challenged the 20th-century dogma that the mind is like a digital computer, and can be studied independently of the body, brain, and world. Researchers turned their attention to the role that bodily experience plays in thinking and learning, and the roles neural systems for perception and action play in cognition. This course views the field of Cognitive Neuroscience through the lens of Embodied Cognition research, and evaluates the extent to which embodiment may be passing fad, a useful shift in perspective, or a revolutionary new way of building theories about brain and mind.
Distribution Requirements: (ETM-AS), (KCM-AG, OPHLS-AG, SBA-AG), (KCM-HE, PBS-HE, SBA-HE), (SCT-IL)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 2230 - Intro to Behavioral Neuroscience (3 Credits)
Crosslisted with PSYCH 2230, COGST 2230
Introduction to psychology from a biological perspective, which focuses on brain mechanisms of behavior. Topics include the structure and function of the nervous system, physiological approaches to understanding behavior, hormones and behavior, biological bases of sensation and perception, learning and memory, cognition, emotion, and communication.
Distribution Requirements: (BIO-AS), (OPHLS-AG), (SCT-IL)
Last Four Terms Offered: Fall 2026, Summer 2026, Fall 2025, Summer 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 2250 - Introduction to Psychopathology (3 Credits)
Crosslisted with PSYCH 2250
This course provides an overview to common psychological disorders, The course begins with foundational lectures on the history and scientific evolution of the field, followed by in-depth examination of specific clinical disorders and an introduction to their treatment.
Prerequisites: PSYCH 1101 or HD 1130.
Forbidden Overlaps: PSYCH 2250, PSYCH 3250, HD 2250, HD 3700
Distribution Requirements: (KCM-AG, SBA-AG), (SSC-AS)
Last Four Terms Offered: Fall 2026, Fall 2025, Spring 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 2300 - Cognitive Development (3 Credits)
Crosslisted with COGST 2300
This course will provide you with an overview of how children's cognition develops. We will investigate how cognition develops from many different perspectives. The main perspectives will be biological, genetic-epistemological, socio-cultural, and information-processing ones. This course also will help you to understand how cognition influences other areas of development, including intelligence, development of the self, language, and social development. Finally, different populations will be considered to better understand the roles not only of nature and nurture, but also of how the two interact to influence development.
Distribution Requirements: (ETM-AS, SSC-AS), (KCM-AG, SBA-AG)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 2310 - How the Brain Makes the Mind (3 Credits)
Crosslisted with PSYCH 2300, COGST 2350
There is no getting away from the brain. Everything a person does, creates, thinks, feels, believes, and experiences (including making sense of course descriptions!) depends on it. But, how? How could a three pound mass of cells and the body in which it exists see, decide, or remember, let alone navigate a busy city, play soccer, or write poetry? This course will provide students with the foundational concepts and tools they will need to begin to address these questions, providing insight into how modern cognitive neuroscientists understand the brain, how it works, and how the mind emerges from all of this. Students will learn core principles of modern human cognitive neuroscience (e.g., brain structure versus function, connectivity, reuse) and their application to cognition (e.g., action, perception, attention, memory, emotion, language, cognitive control, and consciousness). Topics in neuroanatomy, human neuroscience methods, and neurological conditions will also be covered.
Distribution Requirements: (ETM-AS), (KCM-AG)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024
Learning Outcomes:
- Contrast several perspectives on the relationship between the mind, brain, and body.
- Explain principles of cognitive neuroscience that relate brain structure to function.
- Describe current views about core cognitive functions, like perception, attention, and memory, and their brain basis.
- Demonstrate understanding of the methods and tools used in human cognitive neuroscience, contrasting their strengths and weaknesses.
- Describe how some kinds of brain dysfunction may lead to cognitive disorders.

Schedule of Classes (https://classes.cornell.edu/)

HD 2350 - Multilingualism and Multiculturalism in Early Childhood (3 Credits)
Crosslisted with PSYCH 2350
Children who grow up in multilingual environments have a profoundly different experience compared to monolingual children. In this course, we examine the nature and impact of this experience on the socio-emotional, cognitive, and linguistic development of young children, focusing on the complex multilingual and multicultural reality in Israel as our main case study. Specifically, we explore the multilingual development of children from several minority and immigrant groups in Israel: Arabs, Former Soviet Union (FSU) and Ethiopian immigrants, Israeli-born children of labor migrants, deaf communities, among others.
Distribution Requirements: (SBA-AG)
Last Four Terms Offered: Summer 2026, Summer 2025, Summer 2024, Summer 2023
Learning Outcomes:
- Discuss the substance and validity of theories and empirical studies on first and second language acquisition.
- Discern and describe different developmental factors (i.e., linguistic, cognitive, and socio-emotional) that are affected by children's multilingual experience.
- Apply knowledge gained in objectives #1 & #2 to analyze and critique current developmental studies on the multilingual and multicultural experience of young children and adolescents in Israel.

Schedule of Classes (https://classes.cornell.edu/)

HD 2400 - Introduction to Community Psychology (3 Credits)
Crosslisted with PSYCH 2400
What counts as a community? How do communities shape who we are? How can we engage in action to transform the communities we are a part of? These questions guide our inquiry in this introductory community psychology course. Community psychology examines the interrelationship between individual wellbeing and the multiple social structures and contexts with which individuals interact. Community psychologists are united by a shared commitment to understanding individuals using a multidisciplinary perspective, including developmental psychology, education, and sociology. Beyond seeking to understand, community psychologists also emphasize values, applied and participatory research, and action to promote the well-being of entire communities from a strengths-based perspective. This lecture-based course will provide an overview of theory, research, and action in community psychology. We will focus on (a) essential community psychology theories, (b) methodological strategies for studying alongside communities, and (c) practical applications related to understanding social and environmental contexts as essential components of the human experience. Throughout the course, we will discuss the role of communities in shaping our understandings of diversity, equity, and social justice.
Distribution Requirements: (CA-AG, D-AG, SBA-AG), (CA-HE, D-HE), (SSC-AS)
Last Four Terms Offered: Fall 2026, Fall 2024, Fall 2023
Learning Outcomes:

- Be able to explain the historical foundations of the field of community psychology.
- Identify the epistemologies (ways of knowing) and principles that undergird community psychology.
- Be able to read and critically think about current research in community psychology.
- Critically assess how social and environmental contexts (e.g., families, media, communities) impact individuals' development and wellness. Apply contemporary theories and research to everyday experiences and life.
- Begin to consider your role as a change agent in transforming societal inequity.

Schedule of Classes (https://classes.cornell.edu/)

HD 2510 - Social Gerontology: Aging and the Life Course (3 Credits)
Crosslisted with SOC 2510
Analyzes the social aspects of aging in contemporary American society from a life course perspective. Topics include (1) an introduction to the field of gerontology, its history, theories, and research methods; (2) a brief overview of the physiological and psychological changes that accompany aging; (3) an analysis of the contexts (e.g., family, friends, social support, employment, volunteer work) in which individual aging occurs, including differences of gender, ethnicity, and social class; and (4) the influences of society on the aging individual.
Prerequisites: HD 1130 or SOC 1101 or PSYCH 1101.
Distribution Requirements: (SBA-AG), (SBA-HE), (SSC-AS)
Last Four Terms Offered: Spring 2026, Fall 2024, Spring 2024, Spring 2018
Learning Outcomes:

- Be able to relate public health and sociological research on health inequalities to differences in aging experiences across groups.

Schedule of Classes (https://classes.cornell.edu/)

HD 2580 - Six Pretty Good Books: Explorations in Social Science (4 Credits)
Crosslisted with ILRGL 2580, SOC 2580, PSYCH 2580
This course is modeled after Great Books literature courses in the humanities, but with two important differences: we read non-fiction books in the social sciences rather than the humanities, written by highly prominent contemporary social scientists. The course title refers to the fact that the books are new, hence their potential greatness has yet to be confirmed by the test of time. We choose living authors to give students a unique opportunity: to interact with each of the six authors in Q&A sessions via live or recorded video conferencing. Great Books courses are organized around books rather than the more traditional theme-based approach in most undergraduate classes, and each book is intended to stand on its own. Although the topics vary widely, each of the books addresses fundamental puzzles that motivate social science inquiry regarding human behavior and social interaction. These puzzles cut across disciplinary boundaries, hence the course is co-taught by psychologist Steve Ceci and sociologist/information scientist Michael Macy who provide continuity by calling attention to similarities and differences in theories, concepts, assumptions, and methods between sociologists (who focus on what happens between individuals) and psychologists (who focus on what happens within individuals). The authors vary from year to year but include famous social scientists such as Claude Steele, Daniel Kahneman, Nicholas Christakis, Beverly Tatum, Malcolm Gladwell, and Steven Pinker.
Distribution Requirements: (ICE-IL), (SBA-AG), (SBA-HE), (SSC-AS)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 2600 - Introduction to Personality (3 Credits)
Crosslisted with PSYCH 2750
What is personality? How is it scientifically studied and measured? To what extent, do biological, social, and cultural factors shape personality? Is personality an expression of our genetic make up and biology, the culmination of social influences, the interplay of both, or the result of random events? In this course, we will review the major theoretical paradigms of personality psychology, discuss contemporary research, theory, and methodology, and learn about key historical debates in the study of personality.
Enrollment Information: Recommended prerequisites: PSYCH 1101 or HD 1130.
Distribution Requirements: (ETM-AS, SSC-AS), (KCM-AG, SBA-AG)
Last Four Terms Offered: Fall 2026, Summer 2026, Winter 2026, Fall 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 2620 - Moral Development (3 Credits)
Crosslisted with PSYCH 2620
Why and how do humans become moral beings? And what is a moral being anyways? Humans have written about these questions for as long as they have written about any deep question. Over the past century, however, empirical scientists have joined the investigation into moral development. This course will use empirical evidence to evaluate major theories of morality and its development. In the process, we will learn about topics like: cultural differences and similarities in moral orientations, the origins of helping and harming, and the development of moral reasoning and emotions childhood to adulthood.
Prerequisites: HD 1150 or HD 1170 or HD 1130 or PSYCH 1101.
Distribution Requirements: (ETM-AS), (ETM-HA), (KCM-AG), (KCM-HE)
Last Four Terms Offered: Spring 2026, Spring 2024
Learning Outcomes:

- Understand major theories of moral development.
- Know key studies and findings about moral development, and how these support or challenge theoretical positions.
- Learn to succinctly summarize and reflect on empirical and theoretical articles on morality and moral development.

Schedule of Classes (https://classes.cornell.edu/)

HD 2650 - Psychology and Law (4 Credits)
Crosslisted with LAW 2650, PSYCH 2650
This course explores how cognitive, social & clinical psychology are used in law. Law makes many assumptions about human psychology, and lawyers and judges regularly rely on psychological research in their cases. The course examines the psychology underlying criminal confessions; children's testimony; the insanity defense; risk assessment; judge and jury decision making; criminal punishment; constitutional law; and common law (tort, contract, and property) disputes. The course assesses the use and misuse of psychology in these subjects.
Enrollment Information: Enrollment limited to: undergraduates.
Distribution Requirements: (D-AG, SBA-AG), (SSC-AS)
Last Four Terms Offered: Fall 2026, Spring 2026, Spring 2025, Fall 2022
Schedule of Classes (https://classes.cornell.edu/)

HD 2810 - Introduction to Social Psychology (3 Credits)
Crosslisted with PSYCH 2800
Introduction to research and theory in social psychology. Topics include social influence, persuasion, and attitude change; culture, social interaction and group phenomena; evolution, altruism, and aggression; stereotyping, prejudice and discrimination; everyday reasoning and judgment.
Distribution Requirements: (ETM-AS, SSC-AS), (KCM-AG, SBA-AG)
Last Four Terms Offered: Fall 2026, Summer 2026, Spring 2026, Summer 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 2830 - Research Methods in Human Development (3 Credits)
Crosslisted with PSYCH 2830
This course will introduce students to the basics of research design and will review several methodologies in the study of human development. The focus of the course will be on descriptive and experimental methods. Students will learn the advantages and challenges to different methodological approaches. The course also places an emphasis on developing students' scientific writing and strengthening their understanding of statistics.
Enrollment Information: Enrollment limited to: Human Development and Psychology majors; others by permission of instructor. Recommended prerequisites: HD 1150.
Distribution Requirements: (SBA-AG), (SBA-HE)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Learning Outcomes:

- The goals of the course are to encourage students to think critically, learn how to design basic research studies, and to develop their writing skills.
- Students will demonstrate their knowledge of course content, including theories, in areas of developmental and cognitive psychology in legal contexts.

Schedule of Classes (https://classes.cornell.edu/)

HD 2930 - Introduction to Data Science for Social Scientists (3 Credits)
Crosslisted with PSYCH 2930
Intro to Data Science for Social Scientists using R.
Distribution Requirements: (OPHLS-AG, SBA-AG), (SBA-HE), (SDS-AS)
Exploratory Studies: (CU-UG)

Last Four Terms Offered: Fall 2025, Fall 2024, Fall 2023, Spring 2023
Learning Outcomes:

- Import data from various sources (existing datasets, web-scraping).
- Use principles of tidy data management (transposing, data types, formatting).
- Manipulate data to extract needed information.
- Visualize quantitative data using a large variety of design principles.
- Run simple classifiers on data for predictive purposes.

Schedule of Classes (https://classes.cornell.edu/)

HD 2940 - Data Science for Social Scientists II (3 Credits)
Crosslisted with PSYCH 2945
This is a course on applications of data science in social science using R. We will cover fundamentals of statistical and causal inference, exploratory data analysis and data reduction, supervised learning, and recent, prominent applications of machine learning in social science.
Enrollment Information: Recommended prerequisites: HD 2930.
Distribution Requirements: (OPHLS-AG, SBA-AG), (SBA-HE), (SDS-AS)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2022
Learning Outcomes:

- Define a population of interest and quantity of interest, then sample, aggregate, and transform data to study them.
- Summarize and visualize text and network data.
- Conduct exploratory analyses in high-dimensional data.
- Implement and evaluate classifiers.
- Implement and evaluate classifiers.

Schedule of Classes (https://classes.cornell.edu/)

HD 3110 - Educational Psychology (4 Credits)
Crosslisted with EDUC 3110, COMM 3110, GDEV 3110
Educational psychology is the application of psychological principles and concepts to cases of teaching and learning. We study behavioral, cognitive, embodied, and social-cultural perspectives on learning and thinking, and we use them in planning and reflecting on weekly fieldwork outside the classroom. In the process, we become more mindful and skilled learners ourselves and better facilitators of others' learning.
*Both the Fall 2025 and Spring 2026 courses will focus on educational psychology as it relates to PreK-Adult learners; however, Fall fieldwork experiences will be with learners across the PreK-Adult spectrum; Spring fieldwork experiences will be with adult learners ONLY.
Enrollment Information: Enrollment limited to: sophomores, juniors, and seniors with a preference given to Education minors.
Distribution Requirements: (CA-AG, KCM-AG)
Exploratory Studies: (CU-CEL)

Last Four Terms Offered: Fall 2026, Fall 2025, Spring 2025, Fall 2024
Learning Outcomes:
- Be able to analyze and improve instructional materials and methods in terms of their ... Appropriateness for a given learning goal Demands on memory Demands on attention Demands on their ability to process the language of instruction Assumptions about the level of intellectual abstraction that learners are capable of Potential to activate learner motivation
- Be more efficient and effective at reading, summarizing, and asking critical questions about peer-reviewed original research in educational psychology
- Be more comfortable and skilled at facilitating learning for another person (through questioning, listening, and observing learners at work)

Schedule of Classes (https://classes.cornell.edu/)

HD 3120 - Lifespan Memory Development (3 Credits)
This lecture-based course will provide an overview of the development of memory throughout the lifespan, from infancy to old age. Students will learn about the models of memory, how memory develops through the years, as well as the neurological, cognitive, and social factors that influence memory development.
Prerequisites: HD 1130.
Last Four Terms Offered: Summer 2024
Learning Outcomes:
- Defining basic memory processes and components of memory and differentiate between types of memories.
- Identifying developmental milestones that accompany and help the development of memory and explaining memory capabilities and characteristics at different stages of life.
- Demonstrating an understanding of socio-cultural influences on memory development.
- Analyzing cutting-edge papers on memory development including review papers and empirical articles.
- Applying research findings on memory to everyday life and evaluate your observations about memory.

Schedule of Classes (https://classes.cornell.edu/)

HD 3150 - Language and Power (3 Credits)
Crosslisted with PSYCH 3130, LING 3150, COGST 3150
In this course, we will explore how language interacts with power: how does language reflect, shape, threaten and reinforce power relations in human society? From childhood through old age, language is an ever-present source of symbolic power. We use it to develop and express our identities, to position ourselves in hierarchies, and to establish group membership and exclusion throughout life. Language shapes ourselves, our families, our social lives, and our institutions. Understanding how people use language can provide a window into hidden aspects of both individuals and the social world.
Distribution Requirements: (CA-AG, D-AG, SBA-AG), (CA-HE, D-HE), (SSC-AS)
Last Four Terms Offered: Spring 2026, Spring 2025, Fall 2024, Spring 2024
Learning Outcomes:
- To develop skills for thinking, speaking, and writing critically about social scientific questions.
- To apply these skills in analyzing the papers we discuss in class.
- To understand the role of language in the social world and its power structures.

Schedule of Classes (https://classes.cornell.edu/)

HD 3190 - Memory and the Law (3 Credits)
Crosslisted with PSYCH 3190, COGST 3190
Focuses on how the scientific study of human memory interfaces with the theory and practice of law.
Prerequisites: at least one of the following: HD 1130 , PSYCH 1101, or PSYCH 2650.
Distribution Requirements: (ETM-AS), (KCM-AG, OPHLS-AG), (KCM-HE, PBS-HE)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Learning Outcomes:
- Students will demonstrate the presentation of clear and effective arguments in a written communication format.
- Students will demonstrate their ability to understand and apply course material in an objective manner.

Schedule of Classes (https://classes.cornell.edu/)

HD 3210 - Developmental Cognitive Neuroscience (3 Credits)
Crosslisted with COGST 3210
As it is with much of scientific discovery, a poet, William Wordsworth, best explained development with a simple phrase: The Child is father of the Man (person). In this course, we explore how our adult selves come to be through the lens of Developmental Cognitive Neuroscience. You will learn about current perspectives and controversies, the latest understanding of the development of multiple physiological systems (e.g., vision, perception, language, etc.) as interactions between molecular mechanisms, experience, and neural plasticity. Weekly short reaction papers, class exercises, and midterm and final projects, will all be geared towards developing a personal appreciation for the subject as well as an understanding of the issues in developmental cognitive neuroscience as a field.
Enrollment Information: Recommended prerequisites: HD 1130 or HD 2150 or HD 2170; BIONB 2210 or HD 2230.
Distribution Requirements: (BIO-AS), (D-AG, KCM-AG, OPHLS-AG, SBA-AG), (D-HE, KCM-HE, PBS-HE, SBA-HE)
Last Four Terms Offered: Fall 2025, Fall 2024, Fall 2023, Spring 2023
Learning Outcomes:

- Students will show a nuanced understanding of the competing and complementary theories of developmental neuroscience through reaction papers and class participation.
- Students will demonstrate the ability to find, read, and synthesize disciplinary literature by completing a review of primary developmental neuroscience literature on a topic that is innately interesting to them.
- Students will demonstrate the ability to generate and engage in scientific discourse through discussant roles, in-class presentations, and general class discussion both in-class and in the online forums.

Schedule of Classes (https://classes.cornell.edu/)

HD 3220 - Hormones and Behavior (3 Credits)
Crosslisted with PSYCH 3220, BIONB 3220
Covers comparative and evolutionary approaches to the study of the relationship between peripheral hormones and neuroendocrine mechanisms in vertebrates, including humans, with sexual behavior, affiliative bonds and social grouping, parental behavior, aggression, mating systems, stress, learning and memory, and biological rhythms.
Prerequisites: Recommended prerequisite: any one of the following PSYCH 2230, BIONB 2210 or BIONB 2220, or two biology courses plus a psychology course.
Enrollment Information: Enrollment limited to: juniors and seniors.
Distribution Requirements: (BIO-AS), (OPHLS-AG)
Last Four Terms Offered: Spring 2025, Fall 2023, Fall 2022, Fall 2021
Schedule of Classes (https://classes.cornell.edu/)

HD 3225 - Psychological Assessment (3 Credits)
HD 3225 introduces students to psychological assessment. This course will explore the basic methods, concepts, and challenges in the development and use of psychological tests. We will cover the conceptual, scientific, and methodological principles that guide test development. We will explore assessment of intelligence, aptitudes, achievement, personality, motivation, and psychopathology. We will discuss multimodal psychological evaluations and how they can be used to inform decision making (for instance forensic, ADHD, learning disability, compensation and pension evaluations, and etermining eligibility for services) in addition to ethics. Throughout the course, students should gain an understanding of the scientific manner in which psychological tests are constructed and evaluated, the different types of psychological testing, and the utility of psychological testing, as well as its strengths and weaknesses.
Last Four Terms Offered: Fall 2026
Learning Outcomes:

- Throughout the course, students should gain an understanding of the scientific manner in which psychological tests are constructed and evaluated, the different types of psychological testing, and the utility of psychological testing, as well as its strengths and weaknesses.
- Understand the theories and research that underlie psychological testing.
- Be knowledgeable about the major ability, aptitude, personality, and other tests used in psychology.
- Understand theories and research findings that have emerged from psychological testing.
- Understand how psychological tests are scored and interpreted.
- Understand how data from psychological tests are evaluated.

Schedule of Classes (https://classes.cornell.edu/)

HD 3250 - Neurochemical Basis of Human Behavior (3 Credits)
Crosslisted with COGST 3250
This course will focus on the complex interactions between neurochemicals and their receptors (pharmacodynamics) that drive human behavior. It will provide an overview of the principles of neurotransmission of chemicals as well as how alterations in their normal function can manifest in pathological behavior/mind processes.
Distribution Requirements: (D-HE, KCM-HE, PBS-HE, SBA-HE)
Last Four Terms Offered: Spring 2022, Fall 2021, Spring 2021, Fall 2019
Learning Outcomes:

- Explain the biological mechanisms of neurotransmission and how neurochemical signaling influences human behavior, cognition, and emotion.
- Analyze the relationship between neurochemical systems and behavioral disorders, including schizophrenia, mood disorders, anxiety disorders, dementia, substance use disorders, and attention deficit hyperactivity disorder.
- Evaluate scientific evidence from primary and secondary sources related to psychopharmacology and behavioral neuroscience.
- Apply neurochemical principles to real-world problems involving human health, mental illness, treatment interventions, and public policy.
- Communicate scientific ideas effectively in written and oral formats using evidence-based arguments appropriate for diverse audiences.
- Integrate biological, psychological, and social perspectives when considering the causes and treatment of behavioral and mental health conditions.

Schedule of Classes (https://classes.cornell.edu/)

HD 3290 - Self-regulation Across the Life Span (3 Credits)
Covers the science of self-regulation and its development over the human life span. After providing an overview of historical perspectives, the class will focus on contemporary research including homeostasis in bodily systems, self-control and regulation, goal setting, economic perspectives, as well as the role of emotions and personality.
Enrollment Information: Recommended prerequisites: HD 1130 or PSYCH 1101.
Distribution Requirements: (D-AG, SBA-AG), (D-HE, SBA-HE)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2022
Learning Outcomes:

- Demonstrate knowledge of the basic mechanisms underlying the self-regulation of human behavior.
- Describe trajectories of different self-regulatory mechanisms across the life span.
- Critically evaluate contemporary research articles in the field.
- Translate current findings in self-regulation to policy, programs, and practice. Apply insights from the class to your personal and academic life.

Schedule of Classes (https://classes.cornell.edu/)

HD 3300 - Developmental Psychopathology (3 Credits)
Crosslisted with PSYCH 3310
Why do some children grow up well-adjusted and others do not? This course applies a developmental framework to understanding psychological disorders. We will consider the common disorders of childhood and adolescence; the individual contexts which promote risk versus resiliency; trends and trajectories in disorders over time; and the complex ethical issues associated with the diagnosis and treatment of disorders early in life.
Prerequisites: HD 1130.
Distribution Requirements: (SBA-AG), (SBA-HE), (SSC-AS)
Last Four Terms Offered: Spring 2026, Spring 2025, Fall 2023, Fall 2022
Learning Outcomes:

- Students will demonstrate the capacity (1) to infer key points from a reading and (2) to link these points to other class readings, lectures, etc.

Schedule of Classes (https://classes.cornell.edu/)

HD 3310 - Psychology of Gender (3 Credits)
This course explores psychological research on gender, examining the interactions between biology and social learning, gender identity, stereotypes, gender diversity, and discrimination. We will critically evaluate gender with respect to cognition, attitudes, leadership, close relationships, psychological and physical development, achievement, communication, and health. Our engagement with course material will use an intersectional approach that acknowledges that gender development, expression, and experience are deeply impacted by race, social class, sexuality, ability, and culture.
Prerequisites: PSYCH 1101 or HD 1130.
Enrollment Information: Recommended prerequisites: HD 2600.
Distribution Requirements: (D-HA)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Learning Outcomes:

- Students will learn how to examine research methodology to critically evaluate empirical research on sex differences in various outcome measures.
- Engagement in the Process of Discovery: Students will write research papers based on data they collect.
- Multi-Cultural Competence: Students will explore the complicated construct of intersectionality as it applies to the psychology of gender, reading about and discussing the ways in which gender, race, class, sexuality, and culture interact with one another.

Schedule of Classes (https://classes.cornell.edu/)

HD 3320 - Gender and Psychopathology (3 Credits)
Crosslisted with FGSS 3320
This course will examine the ways in which sex and gender impact the expression of severe psychopathology. We will try to understand these relationships using different levels of analysis. This will involve an exploration of biological, psychological, cognitive, and social factors associated with sex and gender as they influence the epidemiology, phenomenology, etiology, diagnosis, and course of illness in major forms of psychopathology: specifically, schizophrenia, major affective illness, anxiety disorders, eating disorders, and personality disorders. We will examine these topics through the frameworks of psychological science, feminism, and intersectionality, and attempt to integrate the offerings of each, to generate a nuanced understanding of mental illness.
Enrollment Information: Recommended prerequisites: PSYCH 2250 or HD 2250 or HD 3300 or PSYCH 3310.
Distribution Requirements: (BIO-AS, SCD-AS), (D-AG, OPHLS-AG, SBA-AG), (D-HA), (SBA-HE)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Learning Outcomes:

- Students will learn how to examine research methodology to critically evaluate the methods and interpretation of empirical research on gender and psychopathology.
- Students will become familiar with the empirical literature on the influences of sex and gender in psychopathology. They will refine their ability to read and understand scientific research and to mindfully consume the literature of the field.
- Students will explore the ways in which gender, race, class, sexuality, and culture interact with one another to influence the expression, diagnosis, and prevalence of various forms of psychopathology.

Schedule of Classes (https://classes.cornell.edu/)

HD 3330 - Children and the Law (3 Credits)
Examines psychological data and theories that shed light on the practical issues that arise when children enter the legal arena.
Prerequisites: HD 1130.
Distribution Requirements: (KCM-AG), (KCM-HE)
Last Four Terms Offered: Spring 2024, Fall 2022, Fall 2021, Spring 2020
Schedule of Classes (https://classes.cornell.edu/)

HD 3440 - The Development of Infants (3 Credits)
Crosslisted with PSYCH 3440
This course examines infant development from conception through toddler hood, emphasizing the interconnected growth of the whole child —biological, cognitive, emotional, and social. Drawing on contemporary research and inclusive perspectives, students explore how culture, care giving, and individual differences shape early development.
Prerequisites: HD 1130 or equivalent.
Distribution Requirements: (KCM-AG, SBA-AG), (KCM-HE, SBA-HE), (SSC-AS)
Last Four Terms Offered: Spring 2026, Fall 2015, Fall 2014, Fall 2013
Learning Outcomes:

- Disciplinary knowledge.
- Self-directed learning.
- Comprehend disciplines and fields.
- Critical thinking.
- Communication skills.
- Apply multi-disciplinary perspectives.
- Write, speak, and visualize.
- Scientific and quantitative reasoning.
- Information literacy.

Schedule of Classes (https://classes.cornell.edu/)

HD 3455 - On Being Social (3 Credits)
Crosslisted with PSYCH 3450
Humans are said to be social animals. This seminar provides an in-depth exploration of what it means to be social. Examples of topics to be covered include the fundamental need to belong and the affiliative system underlying cooperation; attachment and the proclivity to form strong affective ties throughout the life span; the biological bases of attraction and relationship formation; and the various consequences of thwarted relational needs, including the end of relationships through break-up, divorce, or death, and social alienation and chronic loneliness. We will focus on people's most intimate relationships - with partners, parents, and close friends - but will explore how our social nature is expressed in diverse ways - with unknown others, in social networks, and with political leaders, celebrities, and objects. These topics will be considered from diverse theoretical perspectives including work from social neuroscience, social, personality, developmental, cognitive, and evolutionary psychology, as well as drawing from work in communications, information science, sociology, and political science. Articles will be a combination of theoretical, review, or perspective pieces as well as empirical papers.
Enrollment Information: Application required.
Distribution Requirements: (ETM-AS), (KCM-AG)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 3490 - The Science of Well-Being (3 Credits)
Takes a comprehensive look at current research and theory in the emerging field of Positive Psychology. Students become familiar with theories, methods, and empirical research pertaining to the psychology of human strengths, virtues, abilities, and talents.
Prerequisites: HD 1130 or PSYCH 1101; HD 2600 or PSYCH 2750 or PSYCH 2800.
Distribution Requirements: (SBA-AG), (SBA-HE)
Last Four Terms Offered: Fall 2026, Spring 2025, Spring 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 3530 - Risk and Opportunity Factors in Childhood and Adolescence (3 Credits)
Crosslisted with COGST 3530
This advanced active-learning class will focus on theories and empirical findings concerning risky decision making in childhood, adolescence, and adulthood. The material will be scholarly and intellectually challenging. We will engage active-learning strategies such as problem-based learning, case studies, group projects, and extended discussions. The course draws on multiple disciplines, such as psychology, economics, neuroscience, and information sciences (e.g., AI). If your main interest is in positive psychology, youth development applications, or social factors such as poverty, there are other excellent courses in Human Development focusing on those topics. Class sessions will consist of lectures covering the theoretical background, key topics and discussion designed to deepen understanding and explore possible real-life applications in law, medicine, and public health.
Distribution Requirements: (SSC-AS)
Last Four Terms Offered: Spring 2026, Spring 2024, Spring 2023, Spring 2022
Learning Outcomes:

- Identify and understand theories and basic mechanisms underlying risky decision making.
- Integrate multi-disciplinary theoretical perspectives on risky decision making.
- Understand research paradigms and tasks, and what they imply about mechanisms of risky decision making.
- Understand developmental differences in judgment and risky decision making, including heuristics and biases.
- Apply insights from the class to real-world contexts, including policies, programs, and practices in law, medicine, psychology and public health.

Schedule of Classes (https://classes.cornell.edu/)

HD 3620 - Human Bonding (3 Credits)
Covers the science of interpersonal relationships. Examines the basic nature of human affectional bonds, including their functions and dynamics. Covers such topics as interpersonal attraction and mate selection, intimacy and commitment, love and sex, jealousy and loneliness, the neurobiology of affiliation and attachment, and the role of relationships in physical and psychological health.
Distribution Requirements: (SBA-AG), (SBA-HE)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Summer 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 3660 - Affective and Social Neuroscience (3 Credits)
Crosslisted with COGST 3660
Last Four Terms Offered: Summer 2022, Fall 2019, Spring 2019, Spring 2018
Schedule of Classes (https://classes.cornell.edu/)

HD 3820 - Prejudice and Stereotyping (3 Credits)
Crosslisted with PSYCH 3820
Social group membership - based on race and ethnicity, class, sexual orientation, sex, gender and gender identity, etc. and their intersection- can profoundly influence one's experience of the world and each other. Through this course we will cover the basic experimental social psychology research on thoughts and beliefs (stereotypes), evaluative attitudes (prejudice), and behaviors (discrimination) that are based on group membership. We will explore how empirical research developed from primarily examining explicit (blatant) prejudice in the 20th century to recent examinations of implicit forms of stereotyping and prejudice. We will explore how stereotyping and prejudice can arise from basic perceptual and categorical processes, discuss strategies for minimizing expressed bias in interpersonal situations, and examine the experience of high status - and the consequences of losing it. The ultimate aim is to enhance your ability to evaluate and analyze the scientific merit of this research and apply it to real world social issues.
Distribution Requirements: (D-AG, SBA-AG), (SCD-AS, SSC-AS)
Last Four Terms Offered: Fall 2024, Fall 2022, Fall 2021, Spring 2020
Schedule of Classes (https://classes.cornell.edu/)

HD 4000 - Directed Readings (1-4 Credits)
For study that predominantly involves library research and independent study.
Exploratory Studies: (CU-UG)

Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 4010 - Empirical Research (1-4 Credits)
For study that predominantly involves data collection and analysis or laboratory or studio projects.
Exploratory Studies: (CU-UG)

Last Four Terms Offered: Fall 2026, Spring 2026, Winter 2026, Fall 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 4020 - Supervised Fieldwork (1-4 Credits)
For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 4030 - Course Assistant Experience (1-4 Credits)
For study that includes assisting faculty with instruction.
Prerequisites: completion of course to be taught with a minimum grade of B+.
Enrollment Information: Enrollment limited to: juniors and seniors.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 4110 - Advanced Seminar in Psychopathology (3 Credits)
This course provides an overview to the theory, concepts, and controversies underlying common psychological disorders, as well as an introduction to transdiagnostic perspectives on mental health.
Prerequisites: HD 2250 or PSYCH 2250 or HD 3300 or PSYCH 3310 or HD 3320.
Enrollment Information: Recommended prerequisites: HD 2930 or PSYCH 2930 or HD 2940.
Last Four Terms Offered: Spring 2026, Fall 2024
Learning Outcomes:

- To enhance students' knowledge of the symptom presentation and manifestation of common forms of psychopathology. Students will be able to identify and describe not just individual symptoms but also how symptoms may align with each other in predictable ways.
- To highlight broad conceptual challenges and methodological principles of the scientific study of psychopathology, including the definition, operationalization, and measurement of psychological problems. Students will gain a deeper understanding of the scientific methods needed to study psychological disorders.
- To cultivate a greater awareness of the moral, ethical, and societal issues underlying diagnosis, treatment, and the emergence and persistence of psychopathology.

Schedule of Classes (https://classes.cornell.edu/)

HD 4210 - Native American Psychology (3 Credits)
Crosslisted with PSYCH 4210
What have we learned about the psychology of Native Americans and what questions are needing answers? In Native American Psychology, we will investigate these questions. This course will provide an overview of the psychology of Native Americans; accounting for current theories and research on the experiences, behavior, and identities of Native Americans. The course will offer students an immersive, in-depth experience of the topics and themes that scholars are investigating in Native American Psychology. The course will start with an outline and discussion of the major theories of Native American psychology, as well as, prominent scholars who have contributed to Native American psychology. Discussions will then examine the psychological experiences of Native Americans across an array of content areas of psychology and contexts in the world. To gain a more comprehensive understanding of Native American experiences, the course will examine these two experiences with an intersectional lens, examining these experiences with issues of gender, sexual orientation, ability, age, and social class in mind.
Distribution Requirements: (SBA-AG), (SSC-AS)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2023, Spring 2022
Schedule of Classes (https://classes.cornell.edu/)

HD 4230 - Seminar in Legal and Psychological Science (3 Credits)
This course introduces students to the interdisciplinary field of legal psychology, with a focus on cognitive, developmental, and social science contributions to legally-relevant questions. The seminar blends reading, discussion, active learning, and applied exercises to help students develop and evaluate research proposals in any aspect of psychology that is broadly relevant to the law. Among the themes that will be discussed are suggestibility, memory reliability, forensic interviewing, facial processing, and decision-making in legal contexts. Students will read foundational and contemporary research, engage in weekly discussions, and design their own hypothetical research project that relates to one or more course themes. An emphasis will be placed on students developing their own hypotheses and methods for testing them. These are not limited to themes that are researched by the instructor, hence this is an opportunity to think outside the box, uninhibited by the research conducted by the instructor. This last sentence deserves amplification: Students are not expected to develop studies that are related to those of Professor Ceci; the idea is to come up with a study of your own and defend it against criticisms by the class. In the past members of 4230 have developed many interesting hypotheses unrelated to the instructor's own program of research.
Distribution Requirements: (SBA-AG), (SBA-HE)
Last Four Terms Offered: Fall 2025, Spring 2025, Spring 2024, Spring 2020
Schedule of Classes (https://classes.cornell.edu/)

HD 4235 - Designing Research in Legal and Psychological Science (3 Credits)
Introduces students to the interdisciplinary field of legal psychology, with a focus on cognitive, developmental, and social science contributions to legally-relevant questions. The seminar blends reading, discussion, active learning, and applied exercises.
Prerequisites: PSYCH 2500 or equivalent.
Distribution Requirements: (KCM-AG, SBA-AG), (KCM-HE, SBA-HE)
Learning Outcomes:

- Understand key theories and methods in legal psychology.
- Critically evaluate empirical studies related to legal issues.
- Develop a well-formed research question and design a feasible study proposal.
- Effectively communicate research ideas in oral and written formats.

Schedule of Classes (https://classes.cornell.edu/)

HD 4240 - Stress, Emotion, and Health (3 Credits)
This undergraduate seminar will focus on contemporary issues in stress and affective science and their implications for mental and physical health. Through reading, writing, and discussion, students will analyze theoretical approaches to the measurement of stress, emotions, and health. Additionally, we will consider issues of individual differences in stress responsivity, including the concepts of risks and resilience, positive health, and flourishing.
Prerequisites: HD 1130 or PSYCH 1101; HD 2600.
Distribution Requirements: (SBA-AG), (SBA-HE)
Last Four Terms Offered: Fall 2026, Spring 2024, Spring 2023, Fall 2021
Schedule of Classes (https://classes.cornell.edu/)

HD 4250 - Translational Research on Decision Making (3 Credits)
Crosslisted with COGST 4250
Translational Research on Decision Making is a 4000-level course focusing on basic foundations in translational research on decision making across the lifespan. The course will introduce students to the latest research and theory in this area and provide opportunities for hands-on applications of their learning in fields such as law, medicine, public health, behavioral economics, and policy. This course will cover such topics as human subjects protection, working with populations across the lifespan (e.g., children; adolescents; adults), database development, working with external partners and stakeholders (e.g., schools; hospitals), and basic concepts and techniques in decision making. Students in this course will participate in weekly class meetings together and in small groups focused on specific concepts, skills, and findings. During class meetings, we discuss research readings, critique research designs, learn about scientific methods, interpret empirical findings, and discuss alternative designs. Students work closely with each other but also work independently. Students will be provided with opportunities for hands-on application in real-world fields. Students attend a weekly class meeting, read pertinent papers from the primary literature, write reaction reports, integrate material across readings, and work cooperatively to understand and critique concepts, methods, analyses, and findings in the scientific literature.
Prerequisites: HD 1130 or PSYCH 1101; HD 2830; HD 5750; HD 5760.
Distribution Requirements: (D-AG, SBA-AG), (SBA-HE), (SCD-AS)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Learning Outcomes:

- Be able to know and evaluate evidence-based hypotheses.

Schedule of Classes (https://classes.cornell.edu/)

HD 4260 - Translational Research on Memory and Neuroscience (3 Credits)
Crosslisted with COGST 4265
Translational Research in Memory and Neuroscience is a 4000-level course that is intended to provide students with background in the latest theoretical ideas, empirical findings, and research methods in both the behavioral and neuroscience sides of the contemporary science of human memory. This will prepare students to understand and eventually conduct both supervised and independent research on these topics by studying and writing about the work in recent research articles and by learning some of the design, programming, and analysis tools that are required to conduct such work. Students will receive in-depth exposure to behavioral and neuroscience research on memory through a course that that focuses on mainstream, theory-driven experimentation with normal adult populations and that also focuses on developmental investigations with child, healthy elderly, and neurologically impaired populations. Students will learn about that research together with other students. During weekly class meetings, students will receive instruction and discuss research readings. They will also make formal class presentations, in which they interpret the results in those readings. To demonstrate their understanding, students will write weekly reaction responses about their readings. Weekly readings will come from the primary peer-reviewed scientific literature.
Prerequisites: HD 1130 or PSYCH 1101; HD 2600.
Distribution Requirements: (OPHLS-AG), (PBS-HE), (SDS-AS)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Learning Outcomes:

- Be able to interpret results of statistical analyses with respect to theory.

Schedule of Classes (https://classes.cornell.edu/)

HD 4310 - Mind, Self, and Emotion (3 Credits)
Crosslisted with COGST 4350
Offered to students who are currently conducting research or planning to do research in the near future on one of the three topics-memory, self, or emotion. The course examines current data and theories concerning the topics from a variety of perspectives and at multiple levels of analysis, particularly focusing on the interconnections among these fields of inquiry. The scale of observation is viewed as occurring within the person (brain mechanisms, including genetics), at the level of the person (content-goals, beliefs, desires, etc.), and between persons (relationships and group interaction-including culture).
Prerequisites: HD 1130 or PSYCH 1101.
Enrollment Information: Enrollment limited to: seniors and juniors.
Distribution Requirements: (SBA-AG), (SBA-HE)
Exploratory Studies: (EAAREA)

Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Fall 2016
Learning Outcomes:

- Students learn to develop research ideas and design a study to test their ideas. They each complete a research proposal by the end of the semester.

Schedule of Classes (https://classes.cornell.edu/)

HD 4331 - Event Cognition: How Minds, Brains and Bodies Experience Events (3 Credits)
Crosslisted with PSYCH 4331, COGST 4331
People experience and remember complex and dynamic environments as events. This seminar draws on work from cognitive neuroscience to characterize how people shape experience into events, and how these processes support adaptive behavior. The course will start with discussions of historical and modern perspectives about the relationships between minds, bodies, and experience. We will then cover topics ranging from the perception of motion and causality to social learning and interaction. The primary goals are for you to be able to (1) read and evaluate research in psychology, cognitive science, and neuroscience, and (2) describe and understand the implications of this research for how minds and bodies are adapted to everyday situations.
Prerequisites: a course in PSYCH, COGST, HD or NBB.
Distribution Requirements: (ETM-AS), (KCM-AG)
Last Four Terms Offered: Fall 2024, Fall 2020
Schedule of Classes (https://classes.cornell.edu/)

HD 4380 - Language and Thought (3 Credits)
Crosslisted with PSYCH 4382
The intricate relations between language and thought have stirred a heated debate from ancient philosophy to the era of modern science. Does language precede thought or vice versa? Do different languages create a different understanding of one's physical and social environment? In this course we will examine some leading theories and empirical studies on the interconnections between these two complex abilities of the mind; and explore their developmental trajectories and interactions from infancy to adulthood.
Distribution Requirements: (D-AG, KCM-AG, SBA-AG), (D-HE, KCM-HE, LAD-HE)
Last Four Terms Offered: Summer 2026, Summer 2025, Fall 2022, Summer 2022
Learning Outcomes:

- Discuss the substance and validity of theories and empirical studies on the relation between language and thought.
- Discern and describe the key factors (e.g., perceptual, linguistic, cognitive, and socio-emotional) that affect children's developing relations between language and thought.
- Apply knowledge gained in objectives #1 & #2 to analyze and critique current developmental studies on the unique experience of monolingual and multilingual infants, young children and adolescents in Israel in relation to the development of the relations between language and thought.

Schedule of Classes (https://classes.cornell.edu/)

HD 4400 - Applications of AI in the Social Sciences (3 Credits)
This is a course on applications of artificial intelligence in social science. The course will cover published research on and with AI, focusing on health, politics, and everyday life. Students will evaluate past studies, replicate published AI-based research designs, and propose original research.
Distribution Requirements: (SBA-HE)
Learning Outcomes:

- Learn to critically evaluate empirical research on AI in social science.
- Learn fundamentals of research design.
- Develop verbal and written skills via in-class discussion, presentations, and written assignments.
- Learn to replicate AI-based social science research designs.
- Learn to propose original research using past findings and fundamentals of research design.

Schedule of Classes (https://classes.cornell.edu/)

HD 4420 - Intimate Relationships: Liking, Loving, and Interpersonal Attraction (3 Credits)
This seminar will cover topics in intimacy relationships, especially liking, loving, and interpersonal attraction. Some topics will be: What is love? What leads people to be attracted to (or repelled by) one another? What makes relationships succeed or fail? How does one even know if a relationship is succeeding or failing? How does one repair damaged relationships? When is it time to leave? How does love vary across cultures?
Enrollment Information: Recommended prerequisites: PSYCH 1101 or HD 1130.
Distribution Requirements: (CA-AG, D-AG, KCM-AG, SBA-AG), (CA-HE, D-HE, KCM-HE, SBA-HE)
Last Four Terms Offered: Fall 2025, Fall 2023, Fall 2020
Learning Outcomes:

- Compare and contrast alternative approaches to, and theories of, liking, loving, and interpersonal attraction.
- Analyze the strengths and weaknesses of existing measures of love.
- Apply what one has learned about love and intimate relationships to one's work and home life.
- Critique research in the field of intimate relationships.
- Evaluate how the nature of, and levels of love and attraction change over the life course.

Schedule of Classes (https://classes.cornell.edu/)

HD 4425 - The Psychology and Ethics of Technology (3 Credits)
Crosslisted with PSYCH 4420, COGST 4420
New technologies are changing our world at a rapid pace. In many cases, the society does not fully understand the impact of technology and is not prepared for the speed of the change that is occurring. This course will explore a few of these new technologies and investigate their effects on the users and on the society at large. The topics that will be explored include face recognition, virtual reality, violence in media, general AI, and the technological singularity. We will look at the ways in which these technologies affect our lives, with a focus on education, entertainment, employment, politics, and the future of humanity.
Distribution Requirements: (ETM-AS), (ETM-HA), (KCM-AG)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2022
Schedule of Classes (https://classes.cornell.edu/)

HD 4435 - Confronting Climate Change (3 Credits)
Crosslisted with PSYCH 4430, COGST 4435
This course on the climate crisis acquaints students with the psychological factors underlying ecocide and anthropogenic climate change and the possible avenues for its mitigation, with a particular focus on climate justice and Indigenous knowledges and ways of relating to nature. In parallel with reading and discussing primary literature on these topics, students work on research projects, complementing theory with practice and placing it in the local geopolitical context.
Distribution Requirements: (SBA-AG), (SSC-AS)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024
Schedule of Classes (https://classes.cornell.edu/)

HD 4440 - The Nature of Human Intelligence (3 Credits)
Last Four Terms Offered: Fall 2025, Fall 2023, Spring 2020, Fall 2016
Schedule of Classes (https://classes.cornell.edu/)

HD 4490 - Children's Learning in Social Context (3 Credits)
Young children are incredible learners. In a handful of years, they become fluent speakers of a language (or more than one!) and acquire abstract, coherent concepts about the physical, natural, and social world. How is this learning possible? Informed by research, class discussions, assignments, and a collaboration with the Sciencenter, we examine children's learning, curiosity, and exploration and how these can be shaped by their observations and interactions with others. A particular focus of this semester is on children's learning of skills associated with later entry into the Science, Technology, Engineering and Mathematics (STEM) fields. As an engaged-learning course, we will work in collaboration with the staff of the Sciencenter (http://www.sciencenter.org/about-us.html), a non-profit, hands-on science museum, to examine children's learning and support their mission.
Last Four Terms Offered: Spring 2024, Spring 2022, Spring 2021, Fall 2017
Schedule of Classes (https://classes.cornell.edu/)

HD 4500 - Social Networks (3 Credits)
Crosslisted with PSYCH 4505
Distribution Requirements: (SDS-AS)
Last Four Terms Offered: Fall 2019, Spring 2019
Schedule of Classes (https://classes.cornell.edu/)

HD 4530 - Affective Science (3 Credits)
This seminar provides a selective overview of the scientific study of emotion. Topics include: theoretical foundations and history; functions of emotion; behavioral expression of emotion; biological and sociocultural approaches; and applications (e.g., personality, psychopathology, physical health, judgments and decisions, and happiness). Within each topic, we will critically examine methods, measures, and theoretical conclusions.
Distribution Requirements: (SBA-AG), (SBA-HE)
Last Four Terms Offered: Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 4540 - Creativity and Its Development (3 Credits)
This course will survey theory, research, and practice with regard to human creativity and its development. An especial emphasis will be on how to use research findings in the service of developing your own creativity. Examples of topics will include theories of creativity, research on creativity, improving creativity, mental health and creativity, and the dark side of creativity.
Distribution Requirements: (D-AG, KCM-AG, SBA-AG), (D-HE, KCM-HE, SBA-HE)
Last Four Terms Offered: Fall 2024, Spring 2022, Spring 2020, Fall 2018
Learning Outcomes:

- Understand the nature of creativity and how creativity can be studied empirically.
- Understand how to measure creativity.
- Understand how the nature of creativity varies across different historical periods and different cultures.
- Create a term project that seeks to understand an aspect of creativity in depth.
- Understand the relationship between creativity and other psychological constructs, such as intelligence and wisdom.

Schedule of Classes (https://classes.cornell.edu/)

HD 4550 - The Psychology of Wisdom (3 Credits)
Crosslisted with PSYCH 4550
This course will cover the psychology of wisdom. Among the topics to be covered are the definition of wisdom, theories and models of wisdom, development of wisdom, measurement of wisdom, relations of wisdom to other characteristics, state versus trait characteristics of wisdom, teaching for wisdom, wisdom and leadership, wisdom and society.
Distribution Requirements: (CA-AG, D-AG, HA-AG, KCM-AG, SBA-AG), (CA-HE, D-HE, HA-HE, KCM-HE)
Last Four Terms Offered: Fall 2024, Fall 2022
Learning Outcomes:

- Disciplinary knowledge.
- Apply multi-disciplinary perspectives.
- Think critically.
- Write, speak, and use visual communications effectively.
- Understand moral and ethical reasoning using wisdom.

Schedule of Classes (https://classes.cornell.edu/)

HD 4560 - Black Girlhood Studies: Rememory, Representation, and Re-Imagination (3 Credits)
Crosslisted with PSYCH 4560, FGSS 4561, ASRC 4561
How has history shaped our notion of Black girlhood? What is our collective understanding of Black girlhood? How do we see and understand Black girls? Black Girlhood Studies is a multidisciplinary field that draws on education, literature, psychological, and sociological perspectives as tools to see and honor Black girls' lived experiences. In this seminar course, we will use a mixture of lectures and facilitated discussions to provide an overview of Black girlhood as it relates to historical and current-day social, political, and cultural constructions of Black girlhood within and beyond the United States. We will also interrogate how Black girls deconstruct and interrupt these social constructions by engaging in scholarly works, popular press articles, poetry, music, film, and novels. Throughout the course, we will make space to imagine a world where Black girls' ways of knowing, being, and experiencing the world are honored.
Enrollment Information: Application required.
Distribution Requirements: (ALC-AS, SCD-AS), (CA-AG, D-AG, LA-AG), (CA-HE, D-HE), (D-HA)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024
Learning Outcomes:

- Identify the principles and values undergirding research and practice in Black Girlhood Studies and connect these ideas to your experiences.
- Recognize and examine the foundational concepts, theories, and research methods in the field of Black girlhood studies and articulate how the study of Black girlhood has shifted over time.
- Critically assess how political, economic, and cultural developments can impact Black girls' development and holistic wellness.
- Synthesize information from multiple sources (e.g., peer-reviewed journal articles, films, and novels) and communicate the information to a lay audience.

Schedule of Classes (https://classes.cornell.edu/)

HD 4580 - The Science of Social Behavior (3 Credits)
Crosslisted with ILRGL 4580, SOC 4580, PSYCH 4580
This is a capstone seminar for seniors who are interested in graduate or professional study in scientific disciplines that focus on human behavior and social interaction. The intent is to provide seniors with an opportunity to summon, integrate, and apply insights that they have acquired over the course of their undergraduate education, and give prospective graduate students the opportunity to lead discussions in a large introductory lecture course, Six Pretty Good Books. Each seminar member is part of a two or three-person team that leads the discussion together, under the supervision of a graduate teaching assistant. Seminar meetings are devoted to building lesson plans for leading an effective discussion of each of the six books. The authors vary from year to year but include Malcolm Gladwell, Michelle Alexander, Nate Silver, and Nicholas Christakis. All authors have agreed to participate in a Q&A session with the students which seminar members are required to attend.
Enrollment Information: Enrollment limited to: seniors.
Distribution Requirements: (CA-HE, D-HE, KCM-HE, SBA-HE), (ICE-IL), (SBA-AG)
Last Four Terms Offered: Fall 2026, Fall 2024, Fall 2023, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 4600 - Professional Development in Geriatric and Palliative Research (1.5 Credits)
This course serves as a companion class for students admitted to the Geriatric Palliative Research Immersion Program who are engaged in concurrent research with remote mentors at Weill Cornell Medicine. Students in this course will learn about research methods, techniques, and practices in geriatric and palliative settings and engage with various providers and stakeholders in the field.
Prerequisites: HD 2180 or HD 2510.
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024
Learning Outcomes:

- Understand key concepts and methods in geriatric and palliative research.
- Appreciate the diverse perspectives of providers and stakeholders in geriatric/palliative settings.
- Summarize the rationale behind a concrete research question in the field.
- Communicate methods and findings to diverse audiences.

Schedule of Classes (https://classes.cornell.edu/)

HD 4610 - Community and Residential Services in Geriatric and Palliative Care (1.5 Credits)
This course serves as a companion class for students admitted to the Geriatric/Palliative Immersion Program. Students in this course will learn about the continuum of geriatric/palliative care and different types of community-based and residential services that support it. They will hear first-hand perspectives from different providers and stakeholders and learn about ongoing research within the field.
Enrollment Information: Enrollment limited to: Geriatric/Palliative Immersion Program students.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024
Learning Outcomes:

- Understand key components of a community-based geriatric/palliative continuum of care.
- Appreciate the diverse perspectives of providers and stakeholders in community settings.
- Summarize the rationale behind a concrete research question in the field.
- Communicate methods and findings to diverse audiences.

Schedule of Classes (https://classes.cornell.edu/)

HD 4620 - Research Seminar: Brain Activity and Cognition (3 Credits)
Crosslisted with COGST 4620
To gain knowledge in empirical research and its role within the broader field of cognitive neuroscience, students will attend a weekly seminar, read and critically evaluate primary research articles, and engage in scholarly activities that support the development of research and analytical skills. We will focus on selected readings examining the neural bases of attention, learning, and emotion. An overarching goal of this seminar is to develop students' ability to critically analyze contemporary theories and empirical findings concerning brain function and cognition. Within a single semester, we will examine and critique foundational and contemporary research related to attention, learning, and emotion. Emphasis will be placed on interpreting primary research articles, evaluating methodological approaches, synthesizing findings across studies, and considering future directions for inquiry. Through seminar discussions, written assignments, and independent scholarly work, students will develop the skills necessary to engage with and contribute to research in cognitive neuroscience. Attendance and active participation in seminar discussions are expected.
Enrollment Information: Enrollment limited to: juniors and seniors.
Distribution Requirements: (D-HE, KCM-HE, PBS-HE, SBA-HE)
Learning Outcomes:

- Apply and integrate knowledge from cognitive neuroscience and psychology to formulate, evaluate, and communicate empirical research questions and study designs.
- Critically evaluate primary research literature in cognitive neuroscience.
- Locate, synthesize, and utilize scholarly resources relevant to cognitive neuroscience research.
- Demonstrate critical thinking and scientific reasoning skills.
- Communicate scientific ideas effectively in both written and oral formats.

Schedule of Classes (https://classes.cornell.edu/)

HD 4630 - Introduction to Functional MRI Analysis for Human Neuroimaging (3 Credits)
Functional magnetic resonance imaging is a method of observing relationships between in-vivo neural activity and behavior. This method is a truly interdisciplinary feat combining engineering, physics, and biology, but is at times reduced in popular media as pretty brain pictures. In this course, students will learn the promises and limitations of fMRI methods and becomes educated consumers and skeptics of both popular and scientific literature. In addition, students will be able to see a demonstration of hands-on data analysis. The final project will be an oral presentation and a written study proposal to include a literature review, the design of an fMRI paradigm, and an analysis plan.
Prerequisites: PSYCH 2500 or equivalent; BIONB 2210 or HD 2230.
Distribution Requirements: (OPHLS-AG, SBA-AG), (PBS-HE, SBA-HE)
Exploratory Studies: (CU-UG)

Last Four Terms Offered: Spring 2024, Fall 2022, Fall 2020, Fall 2019
Learning Outcomes:

- Understand the process of collecting, analyzing and interpreting , fMRI data.
- Learn how to conduct a human neuroscience literature review.
- Learn how to consume and evaluate popular and empirical scientific literature in human neuroscience.
- Develop written and verbal communication skills in the service of productive scientific dialogue through class discussion, written assignments, and presentations.
- Learn to design and propose an fMRI study complete with analysis plan.

Schedule of Classes (https://classes.cornell.edu/)

HD 4650 - Neuroimaging for Behavioral Syndromes (3 Credits)
In this course you will learn the fundamentals of magnetic resonance imaging in a psychiatric context and the proper tools to critically ingest primary research literature of this nature. You will learn the mechanisms behind the methods, know the controversies, understand current debates, and survey current research across behavioral syndromes. A key theme of this class will be understanding to what extent biological correlates reflect mechanisms and their dysfunctions, the dysfunctions of the environment, bio/neurodiversity, or reasonable if unwanted consequences of being humans trying to survive. Context outside of the body will be incorporated into our questions and synthesis. Annotations, study visualization, discussion, and midterm and final projects emphasizing your own interests in the class will work towards creating a rigorous and humanized understanding of neuroimaging in behavioral syndromes. Graduate students will be expected to lead discussion in one class for a topic of their choosing. They will identify further readings, report on further context for the studies and findings, following up on papers done after the readings as well as papers cited.
Last Four Terms Offered: Spring 2026, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 4670 - Advanced Seminar in Mood Disorders (3 Credits)
Crosslisted with PSYCH 4670
Each year, more than 100 million people worldwide develop clinically recognizable depression. Because of its prevalence, depression is sometimes called the common cold of psychopathology. This course provides a wide-ranging examination of the theories, methods, and major controversies in mood disorders research, including coverage of social, cognitive, and biological perspectives.
Prerequisites: HD 3300 or PSYCH 3310 or HD 3320.
Distribution Requirements: (SBA-AG), (SBA-HE), (SSC-AS)
Last Four Terms Offered: Fall 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 4720 - Current Research in Emotion, Cognition, and Brain (3 Credits)
Crosslisted with COGST 4720
The course will cover advanced topics in research on the emotions from central neural and peripheral physiological perspectives, with an emphasis with how emotions shape different aspects of cognition and behavior.
Distribution Requirements: (KCM-AG, OPHLS-AG, SBA-AG), (KCM-HE, PBS-HE, SBA-HE)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Learning Outcomes:

- Demonstrate knowledge of the principles of how human brain activity results in emotions and their influence on cognition and behavior.
- Apply and integrate knowledge from neuroscience and psychology to design and execute an empirical research study.
- Develop skills to be able to synthesize discussions of assigned reading material in both written and oral form.
- Create a proposed research project of their design.

Schedule of Classes (https://classes.cornell.edu/)

HD 4765 - How to Think Like a Scientist (3 Credits)
What does it mean to think like a scientist? This course will explore the structure of scientific thinking, from its philosophical foundations through current efforts to make science fair and replicable. The thought processes that underlie the methods used in psychology and neuroscience are rarely made explicit in courses on statistics and research methods - understanding these thought processes can make us better scientists and sharper thinkers.
Distribution Requirements: (KCM-AG, SBA-AG), (KCM-HE, SBA-HE)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Learning Outcomes:

- Comprehend disciplines and field.
- Think critically.

Schedule of Classes (https://classes.cornell.edu/)

HD 4790 - Contemporary Perspectives on Human Bonding (3 Credits)
Provides students who have taken and excelled in HD 3620, an opportunity to explore the topics/theories/issues in greater depth and share their insights and discoveries with students currently enrolled in HD 3620. Specifically, students enrolled in HD 4790 will conduct searches of the latest scientific literatures and popular press writings with the goal of developing a presentation and leading discussions.
Prerequisites: minimum grade of A- in HD 3620.
Distribution Requirements: (SBA-AG), (SBA-HE)
Last Four Terms Offered: Spring 2023, Spring 2022, Spring 2021, Spring 2020
Learning Outcomes:

- Demonstrate knowledge of relevant empirical literatures within disciplines (e.g., social, cognitive, developmental Psychology) and across disciplines (e.g., psychology, sociology, anthropology, biology).
- Critically evaluate findings scientific findings within and across disciplines.
- Develop effective presentations of scientific findings.
- Work with others to develop effective presentations.
- Engage in self-directed learning and information literacy.

Schedule of Classes (https://classes.cornell.edu/)

HD 4850 - Professional Development in Translational Research (2 Credits)
As a supplement to their immersive learning experience working on faculty research projects, students in this course will engage with actors and ideas from across the youth development research and practice communities, learn about research methods and dissemination to various audiences, and begin to see the world from a translational research perspective.
Enrollment Information: Enrollment limited to: Program for Research on Youth Development and Engagement (PRYDE) students; others by permission of instructor.
Exploratory Studies: (CU-CEL)

Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Learning Outcomes:

- Students will appreciate the role of translational research within the field of youth development.
- Students will synthesize research literature.
- Students will be able to communicate findings to practitioner audiences.
- Students will reflect on and evaluate their research lab experiences.

Schedule of Classes (https://classes.cornell.edu/)

HD 4860 - Nearest Neighbor (2 Credits)
As a supplement to their immersive learning experience working on translational research projects led by CHE faculty, and building on their experience in HD4850 (Professional Development in Translational Research), this course will provide opportunities for students to put their learning into practice by proposing and implementing a translational research project in collaboration with community partners.
Enrollment Information: Enrollment limited to: Program for Research on Youth Development and Engagement (PRYDE) students; others by permission of instructor.
Exploratory Studies: (CU-CEL)

Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Learning Outcomes:
- Evaluate community needs and align them with research practicalities.
- Synthesize research literature in relation to a real-world problem.
- Communicate methods and findings to practitioner audiences.
- Appreciate the role of translational research within the field of youth development.
- Conduct a translational research project in a community.

Schedule of Classes (https://classes.cornell.edu/)

HD 4940 - Moral Psychology in Action (3 Credits)
Crosslisted with PSYCH 4940, PHIL 3915, COGST 4940
Moral Psychology in Action is an applied psychology course for students who want to make a difference in the world through ethical leadership and positive contributions in organizations, and who are drawn to scholarly work on psychology, ethics, and morality. The course is experiential and takes place mostly outside the classroom through students' individualized partnerships in community organizations, businesses, and institutions. Learning outcomes include enhanced critical reflection, intercultural competence, ethical practice, and the practice of applied moral psychology research methods.
Exploratory Studies: (CU-CEL)

Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 4990 - Senior Honors Thesis (1-6 Credits)
This course is for students doing research as part of the Honors Program in Human Development.
Exploratory Studies: (CU-UG)

Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 5750 - Quantitative Methods I (3 Credits)
Crosslisted with PSYCH 5750
This course is a rigorous introduction to graduate statistics for social sciences. We will briefly review descriptive statistics and probability theory. We will discuss fundamental inferential frameworks at length, with a focus on Frequentist and Bayesian statistics. The remainder of the semester will be focused on the analysis of randomized studies.
Last Four Terms Offered: Fall 2024, Fall 2023
Learning Outcomes:
- You will gain proficiency in coding in R to achieve a variety of data-analytic tasks.
- You will be able understand different designs for randomized studies, including factorial designs.
- You will be able to apply appropriate inferential statistics, ranging from p-values, Bayes Factors, confidence intervals, and credible intervals.

Schedule of Classes (https://classes.cornell.edu/)

HD 5760 - Quantitative Methods II (3 Credits)
Crosslisted with PSYCH 5760
This second part of the graduate statistics sequence is intended to teach more advanced techniques of modern quantitative data analysis, with a focus on the analysis of non-randomized studies. We will cover a variety of models, including models with linear and non-linear effects, model with random effects, and models for limited dependent variables.
Prerequisites: HD 5750 or PSYCH 5750.
Last Four Terms Offered: Spring 2025, Spring 2024
Learning Outcomes:
- You will deepen your proficiency in R to achieve more advanced data-analytic tasks.
- You will be able to understand results from a variety of models, including the general linear model, the generalized linear model, and the generalized mixed model.
- You will be able to identify core assumptions of the general linear model and probe them accordingly.

Schedule of Classes (https://classes.cornell.edu/)

HD 6020 - Research in Risk and Rational Decision Making (3 Credits)
Crosslisted with COGST 6020
This hands-on laboratory course will develop research skills in the context of risk and rational decision making in human development from multiple disciplinary perspectives and with respect to different kinds of decision-making under risk and uncertainty. Topics will depend on student interests but may include decisions about war, terrorism, cancer control and prevention (e.g., screening tests), personal behaviors that involve risk (e.g., HIV prevention), and other public health risks (e.g., vaccinations), law enforcement (e.g., use of a weapon), and legal decision making (e.g., jury deliberations). Students will read the research literature, discuss the latest empirical findings and scientific theories of risk and rationality, and engage in group work and peer review to hone their skills. Students will then design research projects and engage in research activities as well as read additional references tailored to their interests.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 6110 - Psychology of Emotion (3 Credits)
What is an emotion? Are emotions universally recognizable? Do emotions change throughout life? Where do emotions reside in the brain? Can we control our emotions? How do emotions influence the quality of our close relationships? In this seminar, we will consider such questions from the perspective of contemporary psychological research.
Prerequisites: background equivalent to: HD 1130 or HD 2180 or PSYCH 1101 or PSYCH 2750.
Enrollment Information: Enrollment limited to: Psychology and Human Development graduate students.
Distribution Requirements: (CA-HE, D-HE, HA-HE, KCM-HE, SBA-HE)
Last Four Terms Offered: Spring 2026, Fall 2018, Spring 2013, Spring 2012
Schedule of Classes (https://classes.cornell.edu/)

HD 6180 - Special Topics: The Intersection of Law and Psychology (1.5 Credits)
This course explores basic and applied psychological research, with a particular focus on their relevance to the law. Drawing from interdisciplinary sources—ranging from social and cognitive psychological research to law reviews—we will examine how jurors, judges, police witnesses, and legal professionals evaluate evidence, make social judgments, form beliefs, and make decisions in legal contexts. Our ultimate goal is to identify what went wrong in real-world cases and how we can improve the legal system. In addition to engaging with academic research, the course emphasizes the application of psychological science to real-world legal problems. We will consider how psychological expertise can inform actual cases, contribute to expert testimony, and guide the development and advocacy of evidence-based interventions and policy reforms. Students will also have opportunities to workshop their own research ideas and develop a methodological toolkit for investigating questions at the intersection of psychology and law.
Learning Outcomes:
- Apply interdisciplinary psychological theories to legal contexts.
- Critically evaluate research at the intersection of psychology and law.
- Generate original research ideas and design studies to test them.
- Learn and practice how to communicate scientific findings for academic and legal practitioner audiences.

Schedule of Classes (https://classes.cornell.edu/)

HD 6190 - Memory and the Law (3 Credits)
Focuses on how the scientific study of human memory interfaces with the theory and practice of law. Students study relevant areas of memory research and memory theory.
Enrollment Information: Enrollment limited to: Doctor of Philosophy (PhD) students.
Distribution Requirements: (KCM-HE, PBS-HE)
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 6200 - First-Year Proseminar in Human Development (1.5 Credits)
Designed as an orientation to the department and the university. Activities include attendance at research presentations, visits to departmental research laboratories, relevant informational sessions (e.g., Institutional Review Board for Human Participants, proposal writing), and guidance in preparing a public research presentation to be made at the end of spring semester.
Enrollment Information: Enrollment limited to: first-year Human Development (HD) graduate students.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 6210 - Seminar on Autobiographical Memory (3 Credits)
This graduate seminar is designed to give an overview as well as in-depth analysis of topics related to autobiographical memory and its development. Readings focus heavily on current theories and empirical research on a wide range of topics including childhood amnesia, reminiscence bump, emotion and memory, memory accuracy, development and disruption, neurological perspectives, memory functions, and memory across cultures.
Enrollment Information: Preference given to: graduate students and seniors.
Exploratory Studies: (EAAREA)

Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 6280 - Special Topics in Social Development (1 Credit)
Last Four Terms Offered: Fall 2026, Fall 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 6290 - The Structure and Dynamics of Self-Regulation (4 Credits)
Takes an in-depth look at structural and dynamic aspects of self-regulation with particular emphasis on empirical approaches and methodological challenges. Students will identify areas of overlap with their own interests and develop concrete ideas of how a self-regulatory angle can enrich their research ideas or broaden their professional perspective.
Enrollment Information: Enrollment limited to: graduate students; seniors by permission of instructor.
Last Four Terms Offered: Spring 2022, Spring 2017, Spring 2016
Learning Outcomes:
- Describe key theoretical controversies and empirical challenges in contemporary research on self-regulation.
- Propose a new research program to advance the field of self-regulation.
- Develop concrete policies or interventions that translate basic research on self-regulation into real-life settings.

Schedule of Classes (https://classes.cornell.edu/)

HD 6315 - Moral Change (3 Credits)
Crosslisted with PSYCH 6315
Morality changes constantly. What is wrong in one situation is right in another. Children acquire new moral principles as they grow older. And over human history, societies have transformed their views on how to treat its members. How is moral change possible? And what is its direction-if it has one? In this seminar, we will engage with diverse perspectives on moral change. Readings will come from developmental, cognitive, and social psychological research on morality, as well as philosophy, history, and other related fields. Students will participate in weekly discussions, give a class presentation, and submit a final paper.
Enrollment Information: Enrollment limited to: graduate students.
Last Four Terms Offered: Spring 2026, Spring 2024
Learning Outcomes:
- Understand major theoretical perspectives on situational, developmental, and historical moral change.
- Know key studies and findings about change, and how these support or challenge theoretical positions.
- Learn to summarize, synthesize, and criticize empirical and theoretical work on morality change.

Schedule of Classes (https://classes.cornell.edu/)

HD 6420 - Intimate Relationships: Liking, Loving, and Interpersonal Attraction (3 Credits)
Last Four Terms Offered: Fall 2025, Fall 2020
Schedule of Classes (https://classes.cornell.edu/)

HD 6440 - The Nature of Human Intelligence (3 Credits)
Last Four Terms Offered: Fall 2025, Fall 2023, Spring 2020, Fall 2016
Schedule of Classes (https://classes.cornell.edu/)

HD 6540 - Creativity and Its Development (3 Credits)
Last Four Terms Offered: Fall 2024, Spring 2022, Spring 2020, Fall 2018
Schedule of Classes (https://classes.cornell.edu/)

HD 6550 - The Psychology of Wisdom (3 Credits)
Last Four Terms Offered: Fall 2024, Spring 2014
Schedule of Classes (https://classes.cornell.edu/)

HD 6560 - Black Girlhood Studies: Rememory, Representation, and Re-Imagination (3 Credits)
How has history shaped our notion of Black girlhood? What is our collective understanding of Black girlhood? How do we see and understand Black girls? Black Girlhood Studies is a multidisciplinary field that draws on education, literature, psychological, and sociological perspectives as tools to see and honor Black girls' lived experiences. In this graduate-level seminar course, we will systematically explore historical and contemporary social, political, and cultural constructions of Black girlhood within and beyond the United States. We will also interrogate how Black girls deconstruct and interrupt these social constructions by engaging in scholarly works, popular press articles, poetry, music, film, and novels. Throughout the course, we will make space to imagine a world where Black girls' ways of knowing, being, and experiencing the world are honored.
Enrollment Information: Application required.
Last Four Terms Offered: Spring 2026
Learning Outcomes:

- Identify the principles and values under girding research and practice in Black Girlhood Studies and connect these ideas to your experiences.
- Recognize and examine the foundational concepts, theories, and methodologies in the field of Black girlhood studies and evaluate their strengths and limitations.
- Appraise and reflect on your identities, ways of knowing, and histories in relation to Black Girlhood Studies and articulate how these perspectives inform your scholarly approach and ethical commitments.
- Synthesize information from multiple sources (e.g., peer-reviewed journal articles, films, and novels) and develop scholarship that contributes new insights to your disciplinary field.
- Communicate ideas and analysis effectively to academic and lay audiences through presentations, discussions, and written work, and facilitate scholarly discourse that advances understanding of Black girls' experiences.
- Apply and relate what you learn about Black Girlhood Studies to everyday experiences, social issues, and real-world concerns.

Schedule of Classes (https://classes.cornell.edu/)

HD 6570 - Special Topics in Community Psychology: Critical Methodologies and Epistemic Justice (3 Credits)
How do our ways of knowing shape our research? What methodological tools can support us in working alongside community members in equitable and humanizing ways? How might research be used as a tool for creating spaces and methods for healing, re-imagining, and transforming our communities? In this interdisciplinary graduate-level seminar, we will use readings, facilitated discussions, and workshops to critically examine and interrogate (a) epistemological and theoretical foundations of critical psychological research, (b) qualitative methodological strategies for studying alongside communities, and (c) practical applications for re-imagining psychological science. Throughout the course, we will reflect on our positioning as researchers and consider ethical dilemmas in community-engaged work.
Enrollment Information: Application required.
Last Four Terms Offered: Spring 2026
Learning Outcomes:

- Analyze and critique foundational concepts, theories, and methodologies in the field of community psychology.
- Explore the relationship between power, knowledge production, and scientific inquiry.
- Appraise and reflect on your identities, ways of knowing, and histories and articulate how these perspectives inform your scholarly approach and ethical commitments.
- Critically evaluate your own and others' research.
- Facilitate productive and scholarly discussions about course topics.

Schedule of Classes (https://classes.cornell.edu/)

HD 6610 - Text and Networks in Social Science Research (3 Credits)
Crosslisted with GOVT 6619, SOC 6610, INFO 6610
This is a course on networks and text in quantitative social science. The course will cover published research using text and social network data, focusing on health, politics, and everyday life, and it will introduce methods and approaches for incorporating high-dimensional data into familiar research designs. Students will evaluate past studies and propose original research.
Prerequisites: HD 5760 or GOVT 6029 or SOC 6020 or equivalent.
Enrollment Information: Recommended prerequisites: PSYCH 2500.
Distribution Requirements: (SBA-HE)
Last Four Terms Offered: Fall 2025, Fall 2024, Fall 2023, Spring 2023
Learning Outcomes:

- Learn to critically evaluate empirical research that uses text as data or social network analysis.
- Connect fundamentals of research design to high-dimensional data analysis.
- Develop verbal and written skills via in-class discussion, presentations, and written assignments.
- Learn to represent complex relationships quantitatively and conduct high-dimensional data analyses using statistical programming.
- Learn methods for avoiding over-fitting in high-dimensional data analysis.

Schedule of Classes (https://classes.cornell.edu/)

HD 6635 - Introduction to Functional MRI Analysis in Human Neuroimaging (4 Credits)
Functional magnetic resonance imaging is a relatively new method of observing relationships between in-vivo neural activity and behavior. This method is a truly interdisciplinary feat combining engineering, physics, and biology, but is at times reduced in popular media as pretty brain pictures. In this course, students will learn the promises and limitations of fMRI methods and become educated consumers and skeptics of both popular and scientific literature. In addition, students will have hands-on experience in analyzing fMRI data from preprocessing to higher-level techniques using univariate and multivariate analyses. Beyond this, graduate students will learn how to use scripting to create neuroimaging paradigms, automate analyses, and create analyses pipelines using BASH. The final project will be an oral presentation and a written study proposal to include a literature review, an fMRI paradigm, and an analysis pipeline for a future study.
Distribution Requirements: (PBS-HE, SBA-HE)
Last Four Terms Offered: Fall 2022, Fall 2020, Fall 2019, Spring 2019
Learning Outcomes:

- Learn how to process, analyze, and interpret fMRI data.
- Learn basic scripting to facilitate fMRI data analysis.
- Learn how to consume and evaluate empirical scientific literature in human neuroscience.
- Develop written and verbal communication skills in the service of productive scientific dialogue through class discussion, written assignments, and presentations.
- Learn how to conduct a human neuroscience literature review.
- Learn how to design and propose an fMRI study complete with an analysis plan.

Schedule of Classes (https://classes.cornell.edu/)

HD 6640 - The Science and Politics of Gender in the Academy (3 Credits)
Designed for graduate students and select seniors who are interested in graduate study in scientific disciplines that focus on human behavior and social interaction. The purpose of the seminar is examine the science and politics in an academic career. The seminar has three goals: 1) to promote discussion, debate, and an eventual understanding of sociopolitical aspects of the academy, 2) to provide members with an opportunity to summon, integrate, and apply insights that they have acquired through readings and discussion as they analyze arguments from the standpoint of multiple social sciences, and 3) to integrate scholarship across disciplinary lines.
Prerequisites: background equivalent to: PSYCH 2500.
Distribution Requirements: (CA-HE, KCM-HE, SBA-HE)
Last Four Terms Offered: Spring 2026
Learning Outcomes:

- Critique and evaluate information, design, and claims: interpret visual information; demonstrate quantitative reasoning and statistical inference; distinguish between objectivity and subjectivity.
- Apply multi-disciplinary perspectives: identify complex interactions between individuals and their environments; explain interactions within and between the natural, physical, and social sciences; manage diverse and changing social, technological, and material environments.
- Innovate in research: synthesize ideas; use research methods to generate knowledge; develop new practices; solve problems.
- Write, speak and use visual communications effectively: speak and write logically, clearly and persuasively; use effective visual communications; adapt communications to audience and goals.

Schedule of Classes (https://classes.cornell.edu/)

HD 6650 - Poverty, Children and the Environment (3 Credits)
Crosslisted with DEA 6650
This seminar examines how the physical and social contexts of disadvantage shape child development. We investigate how childhood disadvantage influences biology and health as well as cognitive and socioemotional development through the settings disadvantage children grow up in.
Last Four Terms Offered: Fall 2025, Fall 2022, Fall 2020, Fall 2019
Learning Outcomes:

- In depth knowledge of poverty and child development.
- Write a grant proposal.
- Lead in class discussion.

Schedule of Classes (https://classes.cornell.edu/)

HD 6655 - Neuroimaging for Behavioral Syndromes (3 Credits)
Last Four Terms Offered: Spring 2026, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 6690 - The Nature and Function of Affectional Bonds (3 Credits)
This course will examine human bonding primarily from a psychological perspective, drawing on empirical and theoretical work from the fields of developmental, clinical, evolutionary, cognitive, personality, and social psychology, and secondarily from ethology, anthropology, sociology, and neurobiology. The central goal of the course is to define and explain basic structure, functions, dynamics, and formation of human affectional bonds, especially those of the attachment and mating variety.
Prerequisites: background equivalent to: HD 3620.
Last Four Terms Offered: Spring 2025, Spring 2024, Spring 2023, Spring 2022
Schedule of Classes (https://classes.cornell.edu/)

HD 6710 - Graduate Seminar in Psychopathology (3 Credits)
This course provides an overview to the etiology, manifestation, diagnosis, course, and treatment of the most commonly presented DSM-V psychological disorders.
Prerequisites: for undergraduates: HD 3300.
Enrollment Information: Enrollment limited to: graduate students; undergraduates who meet the prerequisites.
Last Four Terms Offered: Spring 2023, Fall 2021, Spring 2021, Spring 2020
Learning Outcomes:

- Students will be able to describe the symptom presentation and manifestation of the major DSM-V psychological disorders.
- Students will demonstrate awareness of the complex ethical issues underlying psychological diagnosis and treatment.
- Students will consider how psychological problems and disorders have been conceptualized and treated across different cultures and historical epochs.
- Students will recognize the different developmental processes - both biological and environmental that contribute to psychopathology.
- Students will further writing and critical thinking skills through individual mentored research projects.

Schedule of Classes (https://classes.cornell.edu/)

HD 6720 - Current Research in Emotion, Cognition and Brain (3 Credits)
The course will cover advanced topics in research on the emotions from central neural and peripheral physiological perspectives, with an emphasis with how emotions shape different aspects of cognition and behavior.
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Learning Outcomes:

- Demonstrate knowledge of the principles of how human brain activity results in emotions and their influence on cognition and behavior.
- Apply and integrate knowledge from neuroscience and psychology to design and execute an empirical research study.
- Develop skills to be able to synthesize discussions of assigned reading material in both written and oral form.
- Create a proposed research project of their design.

Schedule of Classes (https://classes.cornell.edu/)

HD 6765 - How to Think Like a Scientist (3 Credits)
What does it mean to think like a scientist? This course will explore the structure of scientific thinking, from its philosophical foundations through current efforts to make science fair and replicable. The thought processes that underlie the methods used in psychology and neuroscience are rarely made explicit in courses on statistics and research methods - understanding these thought processes can make us better scientists and sharper thinkers.
Distribution Requirements: (KCM-HE, SBA-HE)
Last Four Terms Offered: Spring 2024, Spring 2023, Spring 2022, Spring 2021
Learning Outcomes:

- Comprehend disciplines and field.
- Think critically.

Schedule of Classes (https://classes.cornell.edu/)

HD 6810 - Proseminar in Affective and Clinical Science I (1.5 Credits)
This course is intended as a professional development seminar for graduate students hoping to pursue research that integrates affective and clinical science. It is modeled after the popular Brown Bag courses at peer institutions. Class meetings will blend student presentations; workshopping of emerging research; analysis of classic and recently published scholarship in the field; and visiting speakers. Students will gain a deeper understanding of the scientific methods needed to study this topic and build the skills required for an academic career - while simultaneously developing a community of scholars with shared interests in this area of research.
Enrollment Information: Enrollment limited to: Psychology and Human Development Doctor of Philosophy (PhD) students.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024
Schedule of Classes (https://classes.cornell.edu/)

HD 6820 - Proseminar in Affective and Clinical Science II (1.5 Credits)
Last Four Terms Offered: Spring 2026, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 7000 - Directed Readings (1-15 Credits)
For study that predominantly involves library research and independent study.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 7010 - Empirical Research (1-15 Credits)
For study that predominantly involves collection and analysis of research data.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 7020 - Practicum (1-15 Credits)
For study that predominantly involves field experience in community settings.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 7060 - Supervised Teaching (4 Credits)
Last Four Terms Offered: Spring 2026, Spring 2025, Spring 2024, Spring 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 8060 - Teaching Practicum (4 Credits)
For advanced graduate students who independently develop and teach an undergraduate topics course under the supervision of a faculty member.
Last Four Terms Offered: Fall 2026, Fall 2025, Fall 2024, Fall 2023
Schedule of Classes (https://classes.cornell.edu/)

HD 8990 - Master's Thesis and Research (1-15 Credits)
This course is for Master's students doing research for their Master's thesis.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)

HD 9990 - Doctoral Thesis and Research (1-15 Credits)
This course is for Ph.D. students doing research for their doctoral thesis.
Last Four Terms Offered: Fall 2026, Spring 2026, Fall 2025, Spring 2025
Schedule of Classes (https://classes.cornell.edu/)