FALL 2026

# SWIFT THINKING

## UNDERGRADUATE PSYCHOLOGY NEWSLETTER



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## PLANNING FOR WINTER 2027

A table showing our course offerings for WINTER 2027 is available online. The table includes information on meeting days and times. In addition, it indicates which major and minor requirements each course can fulfill, whether a course is available for pre-registration, and whether you need permission to enroll.

## PRE-REGISTERING FOR WINTER COURSES

(Please check this table and the **Registrar's website** for updates.)

The Psychology Department will offer pre-registration through CAESAR for most of our Winter Quarter courses the week prior to regular registration. All students listed as psychology, cognitive science, or neuroscience majors or minors in the Registrar's system should be able to pre-register through CAESAR for these courses. The only courses not available for pre-registration for Winter Quarter are the PSYCH 101, PSYCH 110, and the PSYCH 397/398/399 research courses.

Pre-registration times are announced by the Registrar's Office. Students can pre-register for a maximum of two courses.

## WAITLISTS

Psychology courses are very popular and they often close during registration. If a course you want to take has closed, use the electronic wait list function* on CAESAR. As students drop and seats become available, we will fill open seats with permission numbers. **Wait lists will be monitored until the last business day before classes begin. If you add yourself to a waitlist but decide you are no longer interested, **please remove yourself from the waitlist!***



## REGISTERING FOR PSYCH 301 - RESEARCH METHODS

Students who are sophomores and beyond, and who are listed in CAESAR as majoring or minoring in psychology, cognitive science, or music cognition may pre-register for PSYCH 301. Make sure you have the statistics prerequisite or an allowed substitution before you enroll. You **may not** take both PSYCH 301 and the statistics prerequisite during the same quarter. Wait lists for Psych 301 are managed by the Undergraduate Program Assistant, and questions should be directed to Psychology Advising.

**Students who are using an AP Stats credit substitution:** Caesar does not recognize this approved substitution and it will block your registration. *Please email psych-advising@u.northwestern.edu to obtain a permission number to register for Psych 301 on the morning of your assigned pre-registration date. Please also include which section of 301 you wish to enroll in.*

## STATISTICS TUTORIAL RESOURCE

We have a Canvas course with Statistics Tutorials for Psychology students. The site is open to any student at Northwestern who would like to be able to use the resource. It currently has video tutorials on most of the topics covered in Psych 201-Statistics, some more advanced topics, as well as some videos on using SPSS.

All of our current majors and minors should have already been added to the Canvas site. If you have not been added but would like to access the resources, contact psych-advising@u.northwestern.edu. Provide your NetID and request to be added to the Statistics Tutorials Canvas site.

# RESEARCH COURSES REQUIRING DEPARTMENT AND INSTRUCTOR PERMISSION

## PSYCH 397-1, 397-2, and 399

A great way to learn more about psychological research is to become actively involved in research activities through PSYCH 399-Independent Study or the two-quarter PSYCH 397-Advanced Supervised Research series. This is especially valuable for students considering graduate study in psychology and it can be an educational and enjoyable experience for others as well.

## PSYCH 397 and 399

You can count at most 1 quarter of 397-1 or 399 toward the major. You cannot count both courses toward the major requirements. PSYCH 301-Research Methods in Psychology is a prerequisite for PSYCH 397. The second quarter of the Advanced Supervised Research sequence, PSYCH 397-2, fulfills the upper-level research requirement for the psychology major. For more information on 397 and 399, including the differences between them, how they count toward requirements, and tips on finding a research adviser, see our webpage on "Research for Course Credit."

To enroll in PSYCH 397 or PSYCH 399, download the application, fill it out, and have it signed by the professor with whom you will be working. Then, email the form to the Undergraduate Program Assistant at psych-advising@u.northwestern.edu and a student-specific permission number will be generated. Please note that you must turn in your application and register for the course through CAESAR before classes start in the winter!

***We cannot guarantee that an application submitted on the final day of the add period can be reviewed in time to generate a permission number before the add deadline. Students will need to obtain permission for the late addition of a course from the Dean's Office in this situation***

# SPECIAL COURSES FOR WINTER QUARTER 2027

## Psych 350: Special Topics in Psychology: Cognition and Emotion in Everyday Life

- Professor Almaz Mesghina

Why is it so hard to argue without crying? Why do you stink at doing something as soon as you have an audience? Can humans be truly "rational"? We typically think of cognitive processes (e.g., thinking, deciding, recalling) as being distinct from emotional processes (e.g., feeling, expressing). However, very rarely do these processes explain human behavior in the absence of the other's influence. In this course, we will complicate our understanding of cognition and emotion by exploring some of the many real-world, everyday experiences that can only be explained at the intersection of the two processes. Through readings and in-class discussions, we will explore a wide array of everyday phenomena (e.g., choking under pressure, lying, shopping) that span different developmental periods (e.g., childhood, adolescence, the elderly), contexts (e.g. school performance, jury duty, social media), and populations (e.g., clinical vs. nonclinical). To understand human behavior, we will take a truly interdisciplinary approach - drawing from a vast literature both within psychology (e.g., social, developmental, cognitive, political, and educational psychology) and across disciplines (e.g., law, health communications, consumer marketing). Ultimately, our discussions, readings, and final projects will equip us to better understand how and why we conduct ourselves the way we do. Course readings will include journal articles, podcast episodes, videos, and select chapters from popular press books. There is no required textbook. This is a discussion-heavy and group collaboration-heavy class, both of which comprise a significant portion of your grade. Transparency, feedback, and scaffolding are provided.

## Psych 365: Advanced Seminar in Personality, Clinical, or Social Psychology: Theoretical Controversies

- Professor Galen Bodenhausen

This is an advanced social psychology course designed to examine a variety of controversial topics in social psychology. Topics to be addressed include: Is there really such a thing as unconscious racism? Are stereotypes generally accurate? Are young people today especially narcissistic? Is willpower limited or unlimited? Is subliminal persuasion real? Are video games harmful to individuals and to society? Do social media environments cause mental health problems? Exploration of questions like these will form the basis for our class meetings.

# SPECIAL COURSES FOR WINTER QUARTER 2026

## Psych 365: Advanced Seminar in Personality, Clinical, or Social Psychology: The Ongoing Psychological Colonization of Indigenous Peoples

- Professor Stephanie Fryberg

Historical practices mandated the cultural assimilation and colonization of North American Indigenous peoples, but according to both Indigenous and non-Indigenous scholars, the inevitable legacy of colonialism is likely to influence every aspect of the lives of the subjugated persons for eternity. This course will examine 1) the foundations of psychological colonization and 2) how understanding these foundations can provide a roadmap for ameliorating the ongoing disruptions to self and identity development, families, education, and the future development of tribal communities. Theoretical and empirical evidence will be drawn from the experiences of indigenous communities in the U.S. and Canada, and at times from other Indigenous groups from around the world. A central issue throughout the course is whether and how the techniques and technologies of contemporary psychology should be appropriately adapted and/or adopted for use in Indigenous cultural communities.

## Psych 375: Advanced Seminar in Cognition or Neuroscience: Cognitive & Social Development in the First 3 Years

- Professor Sandra Waxman

In recent years, a field known as Developmental Science has inspired new disciplinary and interdisciplinary ventures. As result, there has been a blossoming of new research ideas and experimental techniques, all aimed at discovering what infants really know. The very best work in Developmental Science draws upon strong theoretical traditions to consider how adopting a developmental perspective enriches our understanding of development broadly, including language, cognitive and social development. This seminar is designed to introduce students to classic theoretical issues, consider evidence from diverse methodological approaches, and to spark new ideas for research. In this project-based seminar, students will identify new research questions and develop experimental designs to address them.
*Prerequisites include: mandatory: PSYCH 301, and *preferably* PSYCH 244, and a 200 or 300 level course in either Developmental, Cognitive or Language Acquisition

## APPLYING FOR HONORS

Do you enjoy conducting psychological research? When you read your textbooks or attend psychology classes, do you think of new research questions that you'd like to address? The Psychology Honors Program provides an opportunity for senior psychology majors to explore a research topic in detail under the guidance of a faculty member. In addition, participants discuss current psychological issues and research questions with other outstanding students.

Students interested in participating in the Psychology Honors Program **apply in Spring of their Junior Year**. While the application isn't due for several months, it's never too early to start thinking about whether this is something you'd like to pursue. In particular, now is a good time to become involved in research with a faculty member to ensure you have a potential honors advisor lined up by the time the application rolls around in Spring!

The Psychology Honors Program is an exciting, intellectually challenging, and worthwhile experience. However, while participating in the honors program is usually a wonderful opportunity, it is not for everyone. You really have to enjoy psychological research and be willing to work hard on your project throughout the academic year. Before you apply to the program, think about whether you will have the time and the motivation to complete a project of this magnitude. Please feel free to talk with the honors coordinator Dan Molden(molden@northwestern.edu) if you have questions.

More information regarding the honors program can be found **Here.**



## UNDERGRADUATE PSYCHOLOGY ASSOCIATION (UPA) NEWS

The Undergraduate Psychology Association (UPA) is a group of students who share a passion for exploring Psychology. UPA welcomes students of all majors to participate in academic, career-oriented, and social events during the school year. Our primary goals are to help undergraduate students learn more about psychology in a non-classroom setting, foster student-faculty communications, and facilitate the awareness of professional opportunities related to psychology. If you have any questions or are interested in joining UPA, you can reach us at upa@u.northwestern.edu

# PSYCHOLOGY DEPARTMENT ADVISING

## ADVISORS

- Prof. Sara Broaders
- Prof. Ben Gorvine
- Prof. Ginger Pennington
- Prof. Edith Chen
- Prof. H. David Smith
- Prof. Michael Bailey
- Prof. Wendi Gardner
- Prof. Dan McAdams

## APPOINTMENTS

To make an appointment with any undergraduate advisor, send an email message to psych-advising@u.northwestern.edu; include the the following information:

**Name:**
**Email:**
**ID #:**
**Class Year:**
**Majors/Minors:**
**Reason for meeting:** (Example: Major or minor declaration, Petition to graduate, course questions, Study abroad etc.)

The Undergraduate Program Assistant, Chris Kent, is the person to contact for routine matters such as officially declaring a major or minor, scheduling an advising appointment, or submitting an application for Psych 399-Independent Study or Psych 397-Advanced Supervised Research. They can also answer some questions about our undergraduate program. You can reach them via email at psych-advising@u.northwestern.edu.

## PEOPLE TO KNOW!



**Chris Kent (They/Them)**
**Undergraduate Program Assistant**

- Advising appointments
- Permission numbers
- Major/Minor Declarations
- Assistance with questions concerning courses and other aspects of the undergraduate program

**Office: Swift Hall 102**
**Email: psych-advising@u.northwestern.edu**



**Sara Fenton (She/Her)**
**Participant Pool Coordinator**

- Coordinates student research assignments for Psych 110
- Coordinates the paid participant registry for psychology studies at Northwestern
- Manages the Paticipant pool and paid registry website

**Office: Swift Hall 102**
**Email: sara.fenton@northwestern.edu**

# PETITION TO GRADUATE

All Northwestern undergraduates must complete and submit Graduation Petitions **one year prior to their intended graduation date**. The latest to submit the petition is two quarters before you anticipate graduating (e.g., before the end of Fall quarter if you expect to graduate in Spring quarter, and during Spring quarter if you plan to graduate in Fall quarter). **You must schedule an advising meeting with a department advisor before your Petition to Graduate can be signed/approved.** You can set up an appointment with one of the department advisers by emailing: psych-advising@u.northwestern.edu.

*Please include:

- **Full name,**
- **Student ID #,**
- **Year,**
- **Psych Major/Minor/other,**
- **Reason (to match with advisor).***
- **Email**

Completing your Graduation Petition on time ensures you are on appropriate graduation lists and that you, your adviser, and the Registrar's Office agree on what requirements you have left to complete. It also provides an opportunity to talk about your experiences in the department thus far and your plans for the coming year and beyond.

You can read more about the petition process, including submission deadlines and access petition forms, on the Registrar's website. A good place to start is the Registrar's Graduation Page.

| Graduation Quarter | Deadlines |
|---|---|
| Winter quarter 2027 | October 8, 2026 |
| Spring quarter 2027 | November 18, 2026 |
| Summer quarter 2027 | March 1, 2027 |
| Fall quarter 2027 | June 1, 2027 |

Northwestern | Department of Psychology

## Publications

- Zirong Li and the PADlab published a joint IRT analysis of normal and maladaptive youth personality traits in a Registered Report, online now in Journal of Research in Personality.

- Sandy Waxman published an online article, “Pathways to Agency: Cross-Cultural Evidence From Indigenous Wichi and Eurodescendant Caregiver-Infant Interactions,” in infancy. This exciting research, conducted in collaboration with Andrea S. Taverna, was also featured in Northwestern Now.

- Renee Engeln and NU undergraduate alum Olivia Foster-Gimbel published a new paper finding that men and women often disagree — sometimes in surprising directions — about how frequently women experience sexual objectification, with the gap varying by whether the behavior is overt (like catcalling) or covert (like leering).

- Jessica Fattal published a new article, “Associations between smooth pursuit, predictive pursuit, anomalous self-experiences, and psychotic-like experiences,” in European Archives of Psychiatry and Clinical Neuroscience.

- Luz Maria Alliende, of the ADAPT Lab, recently published a new article, “Large language models can supplement the assessment of clinical high risk for psychosis,” in Journal of Psychopathology and Clinical Science.

- David Rapp, Danielle Pratt, Sam Agnoli, Eli Finkel, Maeve Hoffman, Trevor Williams, and Vijay Mittal contributed to a new paper, “Understanding and Challenging Epistemically Suspect Beliefs: A Call for Expanding Interdisciplinary Research.” The paper calls for greater collaboration across psychology, communications, political science, economics, journalism, and other disciplines to better understand and address conspiracy theories, misinformation, and other epistemically suspect beliefs.

- Eli Finkel collaborated with Palestinian peace advocate, John Aziz, on a Chicago Tribune essay calling on Israeli Prime Minister Benjamin Netanyahu to accept the Board of Peace’s August proposal. The essay reflects on missed opportunities for peace and their consequences for Israelis and Palestinians.

- Renee Engeln published a Chicago Tribune commentary in which she uses the public scrutiny of Ariana Grande's body to examine how objectification and body talk shape women's experiences more broadly.

## Awards

- Alana Smutz won the 2025 Alice Eagly Outstanding Graduate Student Paper Award for her paper: "Protecting the Lands of Our Creation: Threats to Ancestral Homelands and the Consequences for Indigenous Culture and Identity."

- Eli Finkel won the 2026 Diener Award in Social Psychology from the Society for Personality and Social Psychology. The mid-career award recognizes outstanding scholarly achievement.

- Almaz Mesghina was awarded Best Poster at the Biennial International Seminar for the Teaching of Psychological Science (BISTOPS) conference, held in Paris in July, for presenting research on alternative assessment interventions in large enrollment courses.

- Jessica Fattal was awarded an NRSA for her project entitled "Oculomotor dysfunction as mechanistic target for anomalous self-experiences in the psychosis risk spectrum".

## Media Coverage

- Jessica Fattal was interviewed by the Observer about a recent publication examining how psychomotor symptoms relate to transdiagnostic mental health symptoms using a HiTOP-based hierarchy.

- “Love Factually, the podcast hosted by Eli Finkel and Paul Eastwick (2009 PhD, NU Psychology), was listed first by The New York Times among its “8 Wellness Podcasts to Add to Your Queue.””

- Sandy Waxman was featured in EuekAlert! and NU Journalists for her work on, "Caregivers are active agents in their infants’ learning and socialization, but how they do this differs across cultures".

## Conferences

- Dan McAdams gave the keynote address at the annual Narrative Medicine conference at Lutheran General Hospital, Advocate Healthcare. The narrative medicine movement brings stories and storytelling into the art and science of medical practice, aiming to humanize medicine by interacting with patients as persons rather than as clusters of symptoms.

- Zirong Li presented PADlab data on multi-informant discrepancies for youth personality in an oral presentation at the biennial meeting of the European Conference on Personality in Edinburgh.

- RISE Center:
  - Ten undergraduates participated in the annual Indigenous Summer Research Program and presented their original research at the ISRP Summer Celebration on August 11.
  - RISE Research Associate Kate Morman also presented a research-in-progress poster, “Of ‘Dear Colleague’ Letters and Federal Injunctions: How Federal DEI Actions Influence Teachers’ Use of Culturally Responsive Practices,” at the Society for Educational Efficacy Research (SREE) conference, September 23–26.