

# Psychology

*Natural Sciences Division*

At Kenyon, psychology is taught as the scientific study of behavior and mental processes. The psychology curriculum provides an opportunity for majors and non-majors to examine diverse theoretical views and findings in such areas as physiological psychology, cognition, human development, perception, personality, social psychology, and abnormal psychology. At all levels of study, the department gives students the opportunity to pursue research and to become involved in the work of local educational and mental-health agencies that are affiliated with the Off-Campus Activities in Psychology Program (OAPP).

## FACULTY

**Sarah K. Murnen**, Chair, Professor

**Allan Fenigstein**, Professor (on leave)

**Dana B. Krieg**, Assistant Professor

**Michael P. Levine**, Samuel B. Cummings Jr. Professor

**Irene López**, Assistant Professor

**Hewlet G. McFarlane**, Associate Professor

**Paula M. Millin-Lipnos**, Assistant Professor

**Andrew J. Niemiec**, Associate Professor (on leave)

**Tabitha W. Payne**, Assistant Professor

**Linda M. Smolak**, Samuel B. Cummings Jr. Professor

**Andrea S. White**, Visiting Assistant Professor

## EMERITUS FACULTY

**Charles E. Rice**, Professor Emeritus

**Rowland H. Shepard**, Professor Emeritus

**Jon L. Williams**, Professor Emeritus

## NEW STUDENTS

PSYC 101 and PSYC 102, the introductory courses, are prerequisites for all other psychology courses, although some courses have only PSYC 101 as a prerequisite. The first semester (PSYC 101) covers the basic processes underlying behavior, such as physiological, cognitive, and motivational factors. NEUR 112 (Introduction to Neuroscience) can be used as a substitute for PSYC 101 and as a prerequisite for the basic-processes courses in psychology. The second semester (PSYC 102) emphasizes behavior in various contexts, covering personality and the social, abnormal, and developmental aspects of behavior.

## REQUIREMENTS FOR THE MAJOR

Students majoring in psychology must earn at least 5 units of credit in the psychology department. PSYC 101, PSYC 102, and PSYC 200 are required of majors, and majors are strongly advised to complete PSYC 200 by the end of their sophomore year. A grade of C- or better in PSYC 200 is required in order to declare a major in psychology.

Majors are required to have a balanced curriculum within the discipline that reflects coursework concerning the basic processes of behavior as well as behavior in context. To satisfy the basic-process requirement, 1 unit of work must be completed by earning at least .5 unit of credit in any two of the following categories: (1) learning and motivation; (2) sensation and perception; (3) comparative psychology; (4) physiological psychology or neuropsychology; and (5) psychology of language or cognition. The behavior-in-context requirement can be fulfilled by taking at least .5 unit of credit in any two of the following categories: (1) child development or adult development; (2) abnormal psychology; (3) personality; (4) social psychology; and (5) the psychology of women or cross-cultural psychology.

Further, students are expected to take one .5-unit course in research methods in the basic-process area (i.e., Research Methods in Biopsychology, Research Methods in Physiological Psychology, Research Methods in Cognitive Psychology, Research Methods in Learning and Motivation, or Research Methods in Sensation and Perception) as well as one .5-unit course involving research methods employing a contextual approach to behavior (i.e., Research Methods in Developmental Psychology, Research Methods in Social Psychology, Research Methods in Personality, Research Methods for Studying Gender, or Research Methods in Cross-Cultural Psychology).

## SENIOR EXERCISE

The Senior Exercise for psychology majors consists of two portions. The first portion involves a standardized multiple-choice exam that evaluates the student's breadth of knowledge in psychology. The second portion requires that the student write a research proposal in some area of psychology.

## HONORS

Students who do excellent work are encouraged to apply to the department chair during the second semester of their junior year if they are interested in admission to the Honors Program. Participants complete a large-scale research project or literature review on an approved topic of their choice during their senior year. Each project is supervised by a single faculty member, but is also reviewed periodically by all members of the department prior to an oral examination by an outside examiner in the spring.

## PSYCHOLOGY COURSES

### PSYC 101. Introduction to Psychology: Basic Processes

*Credit: .5 unit*

Psychology is the study of behavior and mental processes. In this introductory course, which is a prerequisite for all of the other psychology courses, you will explore a variety of areas in which psychologists conduct research, and you will learn about the process of conducting research. For example, you will study the biological foundations of behavior, sensory and perceptual processes, cognition, and learning and memory. The course is for first-year students and sophomores.

*Instructor: Staff*

### PSYC 102. Introduction to Psychology: Behavior in Context

*Credit: .5 unit*

This is the second part of the introductory psychology course. While PSYC 101 dealt with basic processes of behavior, in PSYC 102 you will examine behavior in context. You will study developmental psychology, personality and social psychology, psychological disorders, and other issues. Prerequisite: PSYC 101 or NEUR 112.

*Instructor: Staff*

### PSYC 111. Honors Introductory Psychology: Basic Processes

*Credit: .5 unit*

This course is designed to give students the opportunity to explore topics in the history of psychological science, biopsychology, sensation, perception, memory, thought, and language in more depth than the traditional introductory course. In addition to an advanced textbook, students will have supplementary readings and will participate in computerized laboratory exercises related to the topics covered each week, so as to develop communication and research skills. This course is designed for students who are serious about becoming majors in psychology and have already had some experience prior to college entry. It is more challenging than the traditional introductory psychology course, it is more interactive, and it goes into greater depth.

One goal is for students to become proficient in computer skills early in their major. Prerequisite: permission of the instructor, some experience in the study of psychology prior to college, an Advanced Placement score of 3 or 4, and a strong intention of majoring in psychology. This course is not appropriate for all first-year students.

*Instructor: Staff*

### **PSYC 112. Honors Introductory Psychology: Behavior in Context**

*Credit: .5 unit*

This course is designed to engage students in an in-depth exploration of topics pertaining to the study of personality, stress and coping, health psychology, abnormal psychology and psychopathology, clinical psychology, social psychology, and developmental psychology. Unlike the typical introductory psychology courses at Kenyon, this course is a seminar that emphasizes the integration of information from a textbook, supplementary readings, and, where possible, computerized presentations or laboratory exercises. This course is designed for students who are serious about becoming majors in psychology. Prerequisite: An Advanced Placement psychology examination score of 3 or 4, a strong intention of majoring in psychology, and permission of the instructor.

*Instructor: Staff*

### **PSYC 200. Statistical Analysis in Psychology**

*Credit: .5 unit*

In this course, students will learn to conduct a variety of statistical tests that are commonly used in psychological research. In addition, the skills of choosing the appropriate statistical tests for particular research designs, and writing and interpreting the results of statistical analyses, will be emphasized. The computer statistical package SPSS will be used. Prerequisite: PSYC 101 and PSYC 102. Psychology and neuroscience majors have preference.

*Instructor: Staff*

### **PSYC 301. Cognitive Psychology**

*Credit: .5 unit*

This course will consider research and theories regarding basic cognitive processes such as memory and perception, as well as higher level thinking processes such as decision-making, language processing, and social cognition. Emphasis will be on the study of laboratory research, with discussion of how the findings relate to real-world cognition. Prerequisites: PSYC 101 and PSYC 102.

*Instructor: Payne*

### **PSYC 302. Comparative Psychology**

*Credit: .5 unit*

Comparative psychology is the study of behavior and mental processes of organisms, including humans. Until Darwin published his theory of evolution, it was commonly accepted that a huge gulf exists between human and nonhuman animals. In this course we will examine human and animal behavior and mental activity from an evolutionary perspective, that is, from a perspective in which hu-

mans are part of the continuum of life forms that inhabit the planet. We will consider the notion that, in contrast to the usual anthropocentric view of behavior and mental processes, many of the same evolutionary and ecological principles explain both human and animal behavior.

Prerequisites: PSYC 101 or NEUR 112.

*Instructor: Niemiec*

### **PSYC 303. Learning and Motivation**

*Credit: .5 unit*

This course is concerned with the basic theories and principles underlying the concepts of learning and motivation as they apply to animal and human behavior. A thorough review will be made of the theoretical issues, experimental methods, and findings relevant to the processes of learning and motivation. A major part of the course will be concerned with how the fields of learning and motivation have been applied to real-world issues (e.g., drug addiction and behavioral therapies). Prerequisite: PSYC 101 or NEUR 112.

*Instructor: Millin-Lipnos*

### **PSYC 304. Neuropsychology**

*Credit: .5 unit*

This course is designed to facilitate our learning about the connections and interactions between neuroanatomy, brain function, and psychological phenomena. We do this by studying neuropsychological disorders, as well as the basic psychological processes such as perceptions and memory. Through readings, discussions, and class presentations, we will learn some of the basic principles of the brain's organization and function, as well as its ability to recover function after damage. In addition, we will learn about the nature, causes, and treatment of specific neuropsychological disorders such as Parkinson's disease, Alzheimer's disease, closed head injuries, Tourette's syndrome, and stroke-induced aphasia. Further, we will learn about neuropsychological assessment and the current level of research and discovery in the neuropsychology of specific disorders through student presentations. Prerequisite: PSYC 101, PSYC 102; or PSYC 111, PSYC 112; or NEUR 112.

*Instructor: McFarlane*

### **PSYC 305. Physiological Psychology**

*Credit: .5 unit*

This course is designed to provide the student with an understanding of the physiological phenomena responsible for psychological experiences. The main focus of the course is a detailed study of the anatomy and physiology of the nervous system. This is followed by a study of the sensory and self-regulatory systems, then a study of higher cognitive processing. With each new topic, the relevant anatomical and physiological systems will be discussed as they relate to the behavior under scrutiny. Thus the biological underpinnings of vision, mood, learning, memory, motivation, and other topics will be studied. Prerequisite: PSYC 101, PSYC 111, or NEUR 112.

*Instructor: McFarlane*

**PSYC 306. Psychology of Language***Credit: .5 unit*

People use language day in and day out, so effortlessly that it often may seem automatic. Yet language use is a complicated phenomenon that plays an important role in almost every aspect of high-level human functioning. In this course, language will be examined from a variety of psychological perspectives, including production, comprehension, acquisition, neurology, pragmatics, and more. By the end of the course, students will have gained a heightened awareness of just how complex language use really is, and a richer appreciation of the far-reaching impact that it has on their everyday lives. Course requirements include exams, mini-papers, a research project, and class participation. Prerequisites: PSYC 101 and PSYC 102.

*Instructor: Staff***PSYC 307. Sensation and Perception***Credit: .5 unit*

This course focuses on the ways in which the brain gathers, processes, and interprets information from the external environment in order to construct an internal representation that the organism receives as “reality.” The goal is to provide students with an understanding of the evolution, structure, and function of various sensory systems as well as an understanding of how the brain interprets incoming sensations and turns them into perceptions that allow organisms to act on their environment. Prerequisite: PSYC 101 or NEUR 112.

*Instructor: Niemiec***PSYC 321. Abnormal Psychology***Credit: .5 unit*

This course provides students with an introductory overview of the nature, causes, and treatment of adolescent and adult mental disorders, including anxiety disorders, mood disorders, schizophrenia, and organic mental disorders. Included will be discussion of critical issues and controversies in this field, such as the definition of abnormality and the labeling of abnormal behavior. Prerequisites: PSYC 101 and PSYC 102.

*Instructor: López***PSYC 322. Adult Development***Credit: .5 unit*

This course provides an overview of developmental issues related to adult life and an in-depth examination of some current theory and research in adult development and aging. We will cover the psychological, social, and biological dimensions including personality, learning and memory, family psychopathology, and some clinical interventions from emerging adulthood to life. Prerequisite: PSYC 101 and PSYC 102.

*Instructor: White***PSYC 323. Child Development***Credit: .5 unit*

This course focuses on normal human development from conception through adolescence. Biological and social influences on development are considered with an emphasis on their interaction. Prerequisites: PSYC 101 and 102.

*Instructor: Smolak***PSYC 325. Social Psychology***Credit: .5 unit*

Social psychology is the systematic study of social behavior. In general, it examines how we are affected by our social environment: how we perceive and interpret the behavior of others and the social situation, how we respond to others and they to us, and the nature of social relationships. Application of social psychological theory and methodology is encouraged through participation in small-scale laboratory or field observational studies. Prerequisites: PSYC 101 and PSYC 102.

*Instructor: Murnen***PSYC 326. Theories of Personality***Credit: .5 unit*

This course introduces students to major approaches to understanding both consistencies in individual behavior and differences between individuals. This survey will focus on seven paradigms: psychodynamic, phenomenological, dispositional, cross-cultural, social learning, cognitive, and existential. Major themes and issues are discussed, such as (1) the relationship between personality, self, identity, and other types of integrative processes; and (2) the need to investigate personality using a wide variety of quantitative and qualitative methods. Prerequisites: PSYC 101 and PSYC 102.

*Instructor: Levine***PSYC 327. Cross-Cultural Psychology***Credit: .5 unit*

There are approximately six billion people in the world. And yet most of the theories that we use to explain psychological functioning have been based on limited samples drawn from the West. In this course, we will examine in greater detail the impact of culture on human behavior and review issues such as the role of culture in the concept of the self, the cultural influences on social behavior, the association of culture and cognition, and the measurement and experience of cross-cultural psychopathology. By integrating research from various social science disciplines (such as anthropology and sociology), students should gain a wider appreciation of the influence on culture on everyday experiences, while simultaneously understanding that culture is not a static or homogenous entity. Prerequisite: PSYC 102.

*Instructor: López*

**PSYC 342. Clinical Psychology***Credit: .5 unit*

The goal of this course is to introduce students to the field of clinical psychology. Through readings, videos, discussion, and in-class role-plays you will be exposed to the major therapeutic orientations in psychology (including psychodynamic, cognitive-behavioral, and person-centered therapy) as well as newer schools of interventions (including feminist therapy, multicultural counseling, and community psychology). In addition, we will cover other areas in clinical psychology, such as testing and assessment, and the difficulties involved in the assessment of others. A special area of focus in this course will be forensic psychology. Case studies from the instructor's experience as a therapist will be used throughout the course to further highlight the material. This course is best suited for students who are considering applying to graduate school in clinical psychology. Prerequisite: PSYC 101 and PSYC 102.

*Instructor: López***PSYC 344. Human Sexual Behavior***Credit: .5 unit*

This course examines the biological, psychological, and social bases of human sexuality. Topics include the physiology of sex functions, variations of sexual behavior, nature and treatment of sexual malfunctions, sexual identity and attitudes, differences in sexual behavior, and the social dynamics of sexual interaction. Prerequisites: PSYC 101 and 102.

*Instructor: Fenigstein***PSYC 345. Psychology of Race and Ethnicity***Credit: .5 unit*

This course explores theoretical and experiential issues pertaining to race, culture, and ethnicity in the field of psychology. These issues are considered both individually and in social contexts as they relate to human behavior. Readings, films, discussions, in-class exercises, and out-of-class assignments are used to investigate the development of racial and ethnic identity, group stereotypes, and intergroup prejudice, as well as to examine the impact of race and ethnicity on various aspects of living, including intelligence, social and sexual relationships, and mental health. As part of the course requirements, students are asked to interpret and process personal experiences with these issues and integrate them with class readings and lectures. Prerequisites: PSYC 101 and PSYC 102.

*Instructor: Staff***PSYC 346. Psychology of Women***Credit: .5 unit*

Psychological research about women is examined critically in this course. Topics such as gender differences, gender stereotypes, eating disorders, and violence against women will be addressed with particular attention to the effects of sociocultural factors. A variety of learning tools (e.g., conducting projects, analyzing research articles, engag-

ing in discussion, taking exams) will be used by the class. Prerequisites: PSYC 101 and PSYC 102.

*Instructor: Murnen, Smolak***PSYC 347. Psychopharmacology***Credit: .5 unit*

The emphasis of this course is on the biological mechanisms of the actions and effects of both legal and illegal psychoactive drugs. The course begins with a brief discussion of the history of psychopharmacology, followed by an in-depth examination of the biological basis of drug action in the brain. This is followed by a discussion of the basis of drug classification. Specific drugs are discussed. These include illicit drugs like cocaine, amphetamines, and heroin as well as legal psychoactive drugs like caffeine, nicotine, and alcohol. The course ends with a discussion of the action of drugs used in the treatment of mental disorders such as schizophrenia (antipsychotics) and depression (antidepressants). Prerequisites: PSYC 101 or NEUR 112. Recommended but not required: PSYC 305.

*Instructor: McFarlane***PSYC 348. Adolescence***Credit: .5 unit*

This course will provide students with an overview of important issues in adolescent psychology, from early adolescence to young adulthood. The major physical, cognitive, social, and emotional developments that occur during this transitional period will be covered. Influences on adolescent development such as family, peers, school, work, and culture will also be explored. Prerequisites: PSYC 101 and PSYC 102.

*Instructor: Krieg***PSYC 350. Psychology in Context***Credit: .5 unit*

This course will focus on the application of psychology to social settings and social services. We will examine a selection of social problems and the influence of social systems on individuals. In addition to regular class meetings, students will spend six out-of-class hours each week at a local community agency (e.g., Knox County Head Start). Students will integrate these service experiences with course-related material. Prerequisites: PSYC 101 and PSYC 102. Preference given to juniors and seniors.

*Instructor: Krieg***PSYC 401. Research Methods: Biopsychology***Credit: .5 unit QR*

This methods course teaches students the skills necessary for conducting research in biopsychology and neuroscience. It will give students first-hand experience with a number of concepts and measurement techniques as well as an understanding of the ways in which biopsychologists investigate the brain and its relationship to behavior. Students will learn to design experiments; collect, analyze, and present data using computer software packages; and write

a scientific paper. Prerequisites: PSYC 101 and PSYC 200 or NEUR 112 as well as permission of the instructor.

*Instructor: Niemiec*

### **PSYC 402. Research Methods in Cognition**

*Credit: .5 unit QR*

This course is designed with three specific goals: (1) to provide an understanding of basic research and design; (2) to cover essential issues, history, and debate in the field of cognitive psychology; and (3) to give students hands-on experience with some of the classic experiments in the field. The course will include lectures and discussion, as well as laboratory exercises in which students will participate in computerized experiments, collect data, and learn how cognitive psychologists make inferences about mental processes using observable performance measures. The course also requires students to create their own research proposal and present it in class. Prerequisites: PSYC 200 and PSYC 301, or PSYC 306.

*Instructor: Payne*

### **PSYC 403. Research Methods in Learning and Motivation**

*Credit: .5 unit QR*

This methods course provides students with the critical skills for understanding and conducting behavioral research in animal subjects. Students will be actively engaged in collecting, analyzing, and interpreting data. Students will also learn about designing research projects, making valid conclusions, critiquing journal articles, and writing a scientific paper. Prerequisites: PSYC 200 and previous or concurrent enrollment in PSYC 303.

*Instructor: Millin-Lipnos*

### **PSYC 405. Research Methods in Physiological Psychology**

*Credit: .5 unit QR*

This is a laboratory methods course that focuses on research methods used in physiological psychology and behavioral neuroscience. The emphasis of the course will be on designing, conducting, and presenting research, as well as on mastering specific laboratory techniques. The primary goal is to examine the relationships between brain chemistry and behavior. To this end, students will engage in the designing and implementation of projects that examine these relationships using animal subjects. The course will also focus on data analysis and experimental design. Prerequisites: PSYC 101 and one of the following: PSYC 347, PSYC 305, or NEUR 112.

*Instructor: McFarlane*

### **PSYC 406. Research Methods in Sensation and Perception**

*Credit: .5 unit QR*

This methods course teaches students the skills necessary for conducting research in sensation and perception. It will give students first-hand experience with a number of concepts and measurement techniques as well as an

understanding of the ways in which sensory psychologists investigate how the brain gathers, processes, and interprets information from the external environment in order to construct an internal representation of reality. Students will learn to design experiments; collect, analyze, and present data using computer software packages; and write a scientific paper. Prerequisites: PSYC 200 and previous or concurrent enrollment in either PSYC 307, PSYC 301, or PSYC 305 as well as permission of the instructor.

*Instructor: Niemiec*

### **PSYC 421. Research Methods in Developmental Psychology**

*Credit: .5 unit QR*

This course explores the methods used in life-span developmental psychology research. Among the issues addressed are: ethics of research with children and the elderly, developmental research designs, developing measures, and data analysis. Prerequisites: PSYC 200 and either PSYC 322 or 323.

*Instructor: Smolak*

### **PSYC 422. Research Methods in Personality**

*Credit: .5 unit QR*

This course will examine a variety of methodologies used by psychologists who conduct research in the area of personality and individual differences. The course includes lectures, discussions, and assignments designed to give students hands-on experience in designing research, collecting and analyzing data, and relating their work to larger theories. During the course, students will also learn how to design research that is ethical, how to critically evaluate research, and how to write professional reports in the style developed by the American Psychological Association. Prerequisites include: PSYC 200 and either PSYC 326 or PSYC 321 or PSYC 346.

*Instructor: Levine*

### **PSYC 423. Research Methods in Social Psychology**

*Credit: .5 unit QR*

Social psychology attempts to understand the ways in which our thoughts and behavior are affected by others. This course will examine the principles, methods, and problems of research in social psychology. Using a variety of formats, ranging from lectures, to discussion of research, to class and field demonstrations, students will become familiar with the ways in which research ideas are generated, critical evaluation of relevant research literatures, research design and methodology, data collection procedures using both laboratory and naturalistic settings, statistical analyses, and ways of presenting research consistent with journal publication. Prerequisites: PSYC 200 and past or current enrollment in PSYC 325.

*Instructor: Fenigstein*

**PSYC 424. Research Methods in Cross-Cultural Psychology***Credit: .5 unit QR*

This course is designed to train students in the skills needed to conduct cross-cultural research studies in psychology. The format will be primarily that of a lab-oriented seminar, though lecture also will be included. Through discussion and hands-on research activities, students will develop and refine their ability to generate and test cultural hypotheses, to collect and analyze relevant data, and to report and critique cross-cultural research findings. Topics to be covered include experimental design, questionnaire construction, naturalistic observation, content analysis, computer-based statistical analysis, and American Psychological Association writing style. Course requirements include two data-collection projects with lab reports, in-class presentations, and a final exam. Prerequisite: PSYC 200.

*Instructor: Staff***PSYC 425. Research Methods to Study Gender***Credit: .5 unit QR*

Science is a valuable tool for understanding the world, but when dealing with the issue of gender, it has often been applied in flawed ways. A feminist critique of science has helped us understand both the limits and the possibilities of examining issues related to gender from a scientific perspective. In this course we will consider the application of feminist theories and methods to understanding psychological issues related to gender. You will critically analyze various research articles, conduct two class research projects and prepare written reports of the results, and develop your own proposal for a piece of independent psychological research related to gender. Prerequisites: PSYC 200 and any one or more of the following: PSYC 323, PSYC 325, PSYC 326, PSYC 346, and WMNS 111.

*Instructor: Murnen***PSYC 426. Research Methods using Qualitative Approaches***Credit: .5 unit QR*

This course will introduce students to qualitative methods in psychological research. Topics will include data collection methodologies (e.g., interviews, focus groups, participant observation), coding strategies (e.g., thematic coding, content analysis, grounded analysis), ethics, and writing. As part of the course, students will be required to design, conduct, analyze, and write up a qualitative study. Prerequisites: PSYC 200 and one advanced level behavior in context course.

*Instructor: Staff***PSYC 441. Seminar in Animal Behavior***Credit: .5 unit*

This seminar examines recent theories and empirical research relevant to animal cognition/cognitive ethology. Readings, discussions, and student research presentations will be used to explore recent advances in the study of animal behavior and cognition as well as how these discov-

eries are being used to provide scientists with a greater understanding of the mental abilities of non-human animals. Prerequisites: PSYC 101 or NEUR 112, and PSYC 302 or permission of the instructor.

*Instructor: Niemiec***PSYC 442. Childhood Psychopathology***Credit: .5 unit*

This course examines the signs and symptoms, as well as the personal and interpersonal impact, of various disorders of childhood, such as attention deficit hyperactivity disorder, childhood depression, conduct disorder, eating disorders, and pervasive developmental disorders (e.g., autism and Asperger's syndrome). These disorders are studied through the lens of developmental psychopathology. This means that they are explained in relation to interlocking sets of normal and abnormal developmental influences, such as genetics, family systems, gender roles, child sexual abuse, poverty, culture and ethnicity, and developmental transitions. This course provides students with intensive instruction in critical thinking and in writing, discussing, and presenting information about theory, research methodology, and data. Prerequisites are PSYC 323 (Child Development) or PSYC 321 (Abnormal Psychology), and permission of both instructors.

*Instructor: Levine, Smolak***PSYC 443. Psychology of Eating Disorders***Credit: .5 unit*

This seminar explores the psychology of eating disorders through readings, discussion, lectures, student research and presentations, and visits by clinicians. We will examine the full spectrum of problems linked to negative body image, the definition of self in terms of weight and shape, calorie-restrictive dieting, and chaotic eating patterns. Issues to be investigated include comorbidity with other psychological disorders, gender differences, behavior genetics, and treatment and prevention. Prerequisites: junior or senior status, psychology or neuroscience major, and a grade of B or better in one of PSYC 321, PSYC 323, PSYC 346, or PSYC 348.

*Instructor: Levine***PSYC 444. Seminar in Memory***Credit: .5 unit*

This seminar will survey basic experimental and theoretical work on memory processes, drawing from both human and animal research. Topics may include the neurobiology of memory, forgetting, the effects of drugs on memory, memory disorders (such as amnesia or Alzheimer's), the effects of stress on memory, and the implantation of false memories. Students may also suggest special topics to be covered. This course has a discussion format. Prerequisites: PSYC 101 or 102, or permission of the instructor.

*Instructor: Millin-Lipnos*

**PSYC 446. Sexual Violence***Credit: .5 unit*

In this seminar students will read and discuss contemporary empirical articles and books pertaining to the topic of sexual aggression. A variety of theoretical explanations of the high rate of sexual violence against women in the United States will be considered, including the feminist social-control model. A background in psychology, sociology, and/or women's studies would be of advantage to course participants.

*Instructor: Murnen***PSYC 447. Gender and Race Issues in Sports***Credit: .5 unit*

Does the institution of sport perpetuate or attenuate gender and racial inequality in American society? In this seminar we will examine gender and race issues in American sport. We will examine the history of women and ethnic minority individuals' participation in sports, and the existence of gender and race inequality in sport. Some of the issues studied in the course include sport as a male preserve, sport and male aggression, gender and race stereotyping of sport in the media, homophobia in sports, feminist transformation of sport, and the influence of sport on the construction of gender and ethnic identities. Prerequisites for the course include PSYC 101 and 102 and a course that deals with feminist perspectives in social science, such as PSYC 346, SOCY 230, SOCY 256, or WMNS 111.

*Instructor: Murnen***PSYC 449. Theory and Research on the Self***Credit: .5 unit*

Our sense of self provides meaning and coherence to our lives, but the processes involved in the creation, structure, and functioning of the self are only beginning to be understood. This course is designed as a seminar examining recent psychological theory and research on the self. We will explore the problem of self-perception and self-knowledge, the development of self-conceptions, and the role that the self plays in our perceptions and interactions with the social world. We will also ask questions about the ways in which people evaluate themselves, and enhance and protect their self-esteem. Finally we will examine the way in which the self is woven into our social lives, and the relation between the private and the public self. Prerequisites: PSYC 101 and 102, and PSYC 325 or PSYC 326 or PSYC 344 or PSYC 423.

*Instructor: Staff***PSYC 450. Psychology of Ethnic Conflict***Credit: .5 unit*

Although group conflict is hardly new, the last decade has seen a proliferation of conflicts engaging intrastate ethnic groups, with approximately thirty such conflicts being fought each year in every part of the globe, including North America. Unlike traditional warfare, civilians comprise more than 80 percent of the casualties, and the

economic and psychological impact on survivors is often so devastating that some experts believe that ethnic conflict is the most destabilizing force in the post-Cold War world. Although these conflicts also have political, economic, and other causes, the purpose of this advanced seminar is to develop a psychological understanding of ethnic warfare. More specifically, the course will explore the function of ethnic, religious, and national identities in intergroup conflict. In addition, it will examine the roles of leaders, extremists (terrorists/freedom fighters), victims, and bystanders, using psychological theory and research about individual and group behavior. The Israeli-Palestinian conflict will be used as a case study. However, most readings will not be conflict-specific, and students will be able to pick a different conflict for their written assignments. Prerequisites: PSYC 102 and junior or senior status.

*Instructor: Staff***PSYC 493. Individual Study***Credit: .25 unit*

The student conducts independent research under the supervision of a member of the department. Prerequisites: permission of instructor and department chair, along with demonstrated special interest.

*Instructor: Staff***PSYC 497Y. Senior Honors***Credit: .5 unit*

This is a program for senior candidates for honors in psychology, culminating in a senior honors thesis. The course will consist of a research project in some area of psychology. A student who wishes to conduct an honors project must meet each of the following three criteria: (1) the student must have a GPA of 3.5 in psychology and an overall GPA of 3.3; (2) the student must have participated in a psychology-department-approved research experience (which might be research in a research methods course, independent study, or summer lab work); and (3) the student must have completed a minimum of 4 units in psychology and have taken the appropriate core courses for the proposal before the senior year. It is also recommended that the student have had exposure to calculus and other courses within the Natural Sciences Division.

*Instructor: Staff***PSYC 498Y. Senior Honors***Credit: .5 unit*

This course is a continuation of PSYC 497Y.

*Instructor: Staff*