

# Curriculum and Requirements

Natural Sciences Division

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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).

## **New Students**

Students should begin with PSYC 100 Introduction to Psychology, the department's introductory course and a prerequisite for all of the other psychology courses. This course explores a variety of areas in which psychologists conduct research, including the biological foundations of behavior, sensory and perceptual processes, cognition, learning and memory, developmental psychology, personality and social psychology, psychological disorders, and variability in behavior related to culture. Students who have completed PSYC 100 (or who have taken psychology AP and earned a score of 5 on the exam) should next take PSYC 150, Introduction to Research Methods in Psychology. In this course students will learn the basics of research in the field. They will participate in research projects conducted across different areas of psychology, using techniques such as observation and interviewing, psychological tests and measures, physiological measures, and computerized tasks.

Students who elect to major in psychology will take statistics and an advanced research methods course along with at least one course in each of the following areas of psychology: biological bases of behavior; learning and cognition; developmental perspectives; clinical and health issues; and sociocultural perspectives. Finally, all majors enroll in a senior seminar, in which they collaborate with their peers and professor while developing expertise on a topic of their choice.

## **Requirements for the Major (Class of 2012)**

Students in the Class of 2012 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.

**Requirements for the Major (Class of 2013)** Members of the class of 2013 can follow all of the old requirements, but they can make a choice with respect to several aspects of the new requirements:

- Methods: They can choose to substitute two semesters of small-group research for one of the upper-level research methods courses.
- They can elect to follow the new grouping of the intermediate courses or the old one.
- They can also elect to take the senior seminar and do the new version of the Senior Exercise. (The old version of the Senior Exercise will still be available to other students).

### **Requirements for the Major (Class of 2014)**

- Methods: They will transition to the new plan unless they have already taken PSYC 200 in which case they will follow the procedures for the Class of 2013.
- They can elect to follow the new grouping of the intermediate courses or the old one.
- They are expected to take the senior seminar and do the new version of the Senior Exercise.

### **Requirements for the Major (Beginning Fall 2011/Class of 2015)**

Students majoring in psychology must earn at least 5.5 units of credit in the Psychology Department.

**Foundations:**

The foundation courses required of students include PSYC 100, PSYC 150, and PSYC 200. Majors are strongly advised to complete PSYC 200 by the end of their sophomore year. A grade of C- in PSYC 150 and PSYC 200 is required to declare a major in psychology.

- PSYC 100 Introduction to Psychology
- PSYC 150 Introduction to Research Methods in Psychology
- PSYC 200 Statistical Analysis in Psychology

**Intermediate courses:**

At the intermediate level, students are required to have a balanced curriculum within the discipline. Students take at least one course in each of the following general areas of psychology:

**Biological Bases**

- PSYC 302 Comparative Psychology
- PSYC 305 Physiological Psychology
- PSYC 307 Sensation and Perception

**Cognitive Processes and Learning**

- PSYC 301 Cognitive Psychology
- PSYC 303 Learning and Motivation
- PSYC 306 Psychology of Language

**Developmental Perspectives**

- PSYC 322 Adult Development
- PSYC 323 Child Development
- PSYC324 Educational Psychology
- PSYC 326 Theories of Personality
- PSYC 348 Adolescence

**Clinical Issues and Health**

- PSYC 304 Neuropsychology
- PSYC 321 Abnormal Psychology
- PSYC 330 Health Psychology
- PSYC 347 Psychopharmacology

**Sociocultural Perspectives**

- PSYC 325 Social Psychology
- PSYC 327 Cross-Cultural Psychology
- PSYC 344 Human Sexual Behavior
- PSYC 346 Psychology of Women
- PSYC 350 Psychology of Context

## **Advanced Research**

Students are also expected to get more advanced research experience by either taking an upper-level research methods course or taking two semesters of advanced research in psychology with the same instructor.

## **Current Research Methods Courses**

- PSYC 401 Research Methods: Biopsychology
- PSYC 402 Research Methods in Cognition
- PSYC 403 Research Methods in Learning and Motivation
- PSYC 405 Research Methods in Physiological Psychology
- PSYC 406 Research Methods in Sensation and Perception
- PSYC 421 Research Methods in Developmental Psychology
- PSYC 422 Research Methods in Personality
- PSYC 423 Research Methods in Social Psychology
- PSYC 424 Research Methods in Cross-Cultural Psychology
- PSYC 425 Research Methods to Study Gender
- PSYC 426 Research Methods using Qualitative Approaches
- PSYC 450 Advanced Research in Psychology

## **Senior Seminar**

All students are expected to take a one-semester senior seminar in which they will focus on a topic of current research in psychology.

- PSYC 475 Psychology Senior Seminar

**PSYC 342 Clinical Psychology does not count in any of the preceding categories.**

## **Senior Exercise**

The psychology Senior Exercise will consist of a standardized test designed for undergraduate Psychology majors, to measure their knowledge of core concepts in the field. It will be administered to students in the fall of their senior year. Also, students will prepare a poster to communicate the results of the research they conducted during the senior seminar. The posters will be displayed during a student research day, when students must be available to discuss the contents of their poster. Students' posters and their poster presentations will be judged via rubrics filled out by three faculty members in the department (who did not teach the student in the senior seminar). The poster represents a unique assignment for which students will have done some background work during the senior seminar, and which they will complete independently during the spring semester.

## **Honors (for all class years)**

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 on an approved topic 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

**Note:** This page contains **all** of the regular courses taught by this department. Not all courses are offered every year. Check the [searchable schedule](#) to see which courses are being offered in the upcoming semester.

## PSYC 100 Introduction to Psychology

*Credit: 0.5*

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. For example, you will study the biological foundations of behavior, sensory and perceptual processes, cognition, learning and memory, developmental psychology, personality and social psychology, psychological disorders, and variability in behavior related to culture. The course is for first-year students and sophomores. Multiple sections are offered every semester.

## PSYC 150 Introduction to Research Methods in Psychology

*Credit: 0.5*

In this course students will learn the basics of research in psychology. Students will participate in research projects conducted across different areas of psychology which might involve observation and interviewing, psychological tests and measures, physiological measures, and computerized tasks. Students will learn about issues of reliability and validity in psychological research, as well as ethical issues associated with psychological research. Students will learn techniques for descriptive statistical analysis of their data, and they will communicate their research findings both orally and in writing, using the writing style of the American Psychological Association. Prerequisites: PSYC 100 (or AP score of 5). This course is designed for first-year and sophomore students and is typically offered every semester.

## PSYC 200 Statistical Analysis in Psychology

*Credit: 0.5 QR*

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. Psychology and neuroscience majors have preference. Prerequisite: PSYC 100 and PSYC 150. This course is typically offered every semester.

## **PSYC 301 Cognitive Psychology**

*Credit: 0.5*

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. This course is typically offered once a year.

Instructor: Payne

## **PSYC 302 Comparative Psychology**

*Credit: 0.5*

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 humans 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 or PSYC 100 and PSYC 150. This course is offered at least every other year.

Instructor: Niemiec

## **PSYC 303 Learning and Motivation**

*Credit: 0.5*

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 100 or NEUR 112. This course is typically offered once a year.

Instructor: Millin-Lipnos

## PSYC 304 Neuropsychology

*Credit: 0.5*

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. This course is offered at least every other year.

Instructor: McFarlane

## PSYC 305 Physiological Psychology

*Credit: 0.5*

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 then followed by a study of the sensory and self-regulatory systems, 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. This course is typically offered every year.

Instructor: McFarlane

## PSYC 306 Psychology of Language

*Credit: 0.5*

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. This course is offered as our schedule permits.

Instructor: Payne

### **PSYC 307 Sensation and Perception**

*Credit: 0.5*

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 perceives to be "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 or PSYC 100 and PSYC 150. This course is typically offered every year.

Instructor: Niemiec

### **PSYC 321 Abnormal Psychology**

*Credit: 0.5*

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 there 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 or PSYC 100. This course is typically offered every year.

Instructor: Staff

### **PSYC 322 Adult Development**

*Credit: 0.5*

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. This course is typically offered every other year.

Instructor: White

## **PSYC 323 Child Development**

*Credit: 0.5*

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 or PSYC 100. This course is typically offered every year.

## **PSYC 324 Educational Psychology**

*Credit: 0.5*

Educational Psychology involves the study of cognitive, developmental, and motivational processes that underlie education. We also examine teacher behavior and other applications of psychology to education. Research and theory on student learning, motivation, and development provide the core readings for the course. Individual and group differences as applied to learning environments will be addressed. Other topics include multicultural education, achievement motivation, special education, public policy with respect to education, education outside of schools, and recent trends in schools and education. Students will develop their own teaching philosophy. Connections among a variety of disciplines (e.g., history, sociology political science) will be stressed, as well as links to the real world beyond the classroom. This course is appropriate for those interested in teaching, coaching, or mentoring. Prerequisite: PSYC 101 or 102 or 100.

## **PSYC 325 Social Psychology**

*Credit: 0.5*

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 or PSYC 100. This course is typically offered every year.

Instructor: Fenigstein

## **PSYC 326 Theories of Personality**

*Credit: 0.5*

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 or PSYC 100. This course is typically offered every year.

Instructor: Levine

### **PSYC 327 Cross-Cultural Psychology**

*Credit: 0.5*

There are approximately seven 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 or PSYC 100. This course is typically offered every year.

Instructor: López

### **PSYC 330 Health Psychology**

*Credit: 0.5*

Health psychology addresses the cognitive, social, and emotional factors related to health and illness, with an emphasis on the prevention and modification of health-compromising behaviors. A biopsychosocial approach is used to address topics such as: promotion of good health and prevention of illness; the recovery, rehabilitation, and psychosocial adjustment that correspond with health problems; and the role of stress and coping in illness. Prerequisites: PSYC 101 and 102 or PSYC 100. This course will be offered every other year.

Instructor: White

### **PSYC 342 Clinical Psychology**

*Credit: 0.5*

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 or PSYC 100. Recommended but not required: PSYC 321. This course is typically offered every other year.

Instructor: López

### **PSYC 344 Human Sexual Behavior**

*Credit: 0.5*

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 or PSYC 100. This course is typically offered every year.

Instructor: Fenigstein

### **PSYC 346 Psychology of Women**

*Credit: 0.5*

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, engaging in discussion, taking exams) will be used by the class. Prerequisites: PSYC 101 and PSYC 102 or PSYC 100. This course is typically offered every year.

Instructor: Murnen

### **PSYC 347 Psychopharmacology**

*Credit: 0.5*

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 PSYC 100 or NEUR 112. Recommended but not required: PSYC 305. Offered as our schedule permits.

Instructor: McFarlane

### **PSYC 348 Adolescence**

*Credit: 0.5*

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 or PSYC 100. This course is typically offered every other year.

Instructor: Krieg

### **PSYC 350 Psychology in Context**

*Credit: 0.5*

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 or PSYC 100. Preference will be given to juniors and seniors. This course is typically offered every year in the fall.

### **PSYC 401 Research Methods: Biopsychology**

*Credit: 0.5 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: NEUR 112 or PSYC 200 as well as permission of the instructor. Offered as our schedule permits.

Instructor: Niemiec

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

*Credit: 0.5 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. This course is typically offered every year.

Instructor: Payne

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

*Credit: 0.5 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. This course is typically offered every other year.

Instructor: Millin-Lipnos

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

*Credit: 0.5 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 or PSYC 100 and one of the following: PSYC 347, PSYC 305, or NEUR 112. This course is typically offered every other year.

Instructor: McFarlane

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

*Credit: 0.5 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: NEUR 112 or PSYC 200 and previous or concurrent enrollment in either PSYC 301, PSYC 305, or PSYC 307 as well as permission of the instructor. This course is typically offered every other year.

Instructor: Niemiec

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

*Credit: 0.5 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 or 348. This course is typically offered every other year.

Instructor: Krieg

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

*Credit: 0.5 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. This course is typically offered every other year.

Instructor: Levine

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

*Credit: 0.5 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. This course is typically offered every other year.

Instructor: Fenigstein

## **PSYC 424 Research Methods in Cross-Cultural Psychology**

*Credit: 0.5 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. Offered as our schedule permits.

Instructor: López

## **PSYC 425 Research Methods to Study Gender**

*Credit: 0.5 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. This course is typically offered every other year.



Instructor: Murnen

### **PSYC 426 Research Methods using Qualitative Approaches**

*Credit: 0.5 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. Offered as our schedule permits.

### **PSYC 442 Childhood Psychopathology**

*Credit: 0.5*

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 or PSYC 321, and permission of both instructors. Offered as our schedule permits.

Instructor: Levine

### **PSYC 443 Psychology of Eating Disorders**

*Credit: 0.5*

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. Offered as our schedule permits.

Instructor: Levine

### **PSYC 444 Seminar in Memory**

*Credit: 0.5*

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. Offered as our schedule permits.

Instructor: Millin-Lipnos

### **PSYC 449 Theory and Research on the Self**

*Credit: 0.5*

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. Offered as our schedule permits.

### **PSYC 450 Advanced Research in Psychology**

*Credit: 0.5*

Students conducting advanced research in psychology will work with a faculty member and possibly a small group of students to conduct research in the faculty member's research area. Students will critically analyze published research in the topic area; and collect, analyze and write reports on data they have collected with a small group of students. Students will be expected to work independently and collaboratively, and there will be an emphasis on effective written and oral communication. Students who enroll in two semesters of advanced research on a particular topic can substitute this experience for a research methods course (on that topic; e.g., two semesters of advanced research in personality counts the same as one semester of research methods in personality). Prerequisites: PSYC 150, PSYC 200, and permission of the instructor.

### **PSYC 475 Psychology Senior Seminar**

*Credit: 0.5*

The psychology senior seminar is a required course for senior psychology majors. Each section will have a different topic, but in every seminar students will read and discuss psychological literature, write and discuss critiques of research articles, develop a review paper on a topic in psychology, develop a research proposal on a topic in psychology, and make a formal oral presentation to the class. Classes will be limited to 10-12 students. Prerequisites: Senior psychology major status. Offered every fall.

### **PSYC 493 Individual Study**

*Credit: 0.25-0.5*

Individual study in psychology allows students the opportunity to pursue research on a topic of special interest. The course is designed in consultation with a faculty mentor. The level of credit can range from .25 to .5 unit of credit, and students can take more than one semester of individual study. Typically, only juniors or seniors may pursue this option. To enroll, a student must first identify a member of the Psychology Department who is willing to mentor the project. The student must give the department chair a written description of the project, including the nature of the proposed work and a list of references. The project should include reading and reviewing scientific literature and will likely entail a research project in which original data are collected. It is expected that the student and faculty member will meet, on average, once a week during the course of the individual study. The final project will likely be a paper written in the style of the American Psychological Association. Additional assignments may be required as well, for example, a public presentation. The amount of work required for the individual study should approximate that required of other 300-level psychology courses. It is possible for students to pursue a group project, but more work will be expected for the completed project, and each student will write her or his own individual paper.

### **PSYC 497Y Senior Honors**

*Credit: 0.5*

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: Department Chair

**PSYC 498Y Senior Honors** 

*Credit: 0.5*

See the course description for PSYC 497Y.

Instructor: Department Chair