Psychology

Psychology allows students to examine in depth the study of behavior in the areas of:

- Aging and development
- Biological bases of behavior
- Clinical and abnormal psychology
- Cognition
- Cognitive neuroscience
- Learning and memory
- Personality
- Sensation and perception
- Social interactions

The psychology department at Washington University has particular strengths in the areas of:

- Aging
- Behavioral economics
- Human development
- Cognitive neuroscience
- Judgment and decision making
- Learning and operant conditioning
- Neuropsychology
- Personality and individual differences
- Adult psychopathology
- Sensory processes in vision and audition
- Social theories of self and social processes
- Human emotion

Opportunities for undergraduates include:

- Research involvement with faculty members
- Supervised internships with community service agencies
- Practicum in Applied Behavior Analysis
- Study abroad
- Supplemental concentrations within the major
- Senior Honors
- Membership in Psi Chi, the national honor society in psychology

Contact Person: Sharon Corcoran
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Chair

Deanna M. Barch
Gregory B. Couch Professor of Psychology
PhD, University of Illinois, Urbana-Champaign

Associate Chair

Jeffrey M. Zacks
Professor
PhD, Stanford University

Endowed Professors

John Baugh
Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania
(African and African-American Studies, Anthropology, Education, English)

Randy J. Larsen
William R. Stuckenberg Professor of Human Values and Moral Development
PhD, University of Illinois

Thomas F. Oltmanns
Edgar James Swift Professor of Arts & Sciences
PhD, State University of New York–Stony Brook

Steven E. Petersen
James S. McDonnell Professor of Cognitive Neuroscience
PhD, California Institute of Technology
(Neurology and Neurological Surgery)

Henry L. Roediger III
James S. McDonnell Distinguished University Professor
PhD, Yale University

Rebecca A. Treiman
Burke and Elizabeth High Baker Professor of Child Developmental Psychology
PhD, University of Pennsylvania

Simine Vazire
Saul and Louise Rosenzweig Associate Professor in Personality Science in Psychology in Arts & Sciences
PhD, University of Texas–Austin

Professors

Richard A. Abrams
PhD, University of Michigan

David A. Balota
PhD, University of South Carolina

Todd Braver
PhD, Carnegie Mellon University

Leonard Green
PhD, State University of New York–Stony Brook

Larry L. Jacoby (part-time)
PhD, Southern Illinois University–Carbondale

Mark A. McDaniel
PhD, University of Colorado
Kathleen B. McDermott  
PhD, Rice University

Michael Merbaum (part-time)  
PhD, University of North Carolina–Chapel Hill

Mitchell Sommers  
PhD, University of Michigan

Michael J. Strube  
PhD, University of Utah

Desirée A. White  
PhD, Washington University

Denise E. Wilfley  
PhD, University of Missouri

**Associate Professors**

Brian D. Carpenter  
PhD, Case Western Reserve University

Ian G. Dobbins  
PhD, University of California–Davis

Janet M. Duchek  
PhD, University of South Carolina

Sandra S. Hale  
PhD, University of Wisconsin–Milwaukee

Denise P. Head  
PhD, University of Memphis

Brett Kessler  
PhD, Stanford University

Alan J. Lambert  
PhD, University of Illinois, Urbana–Champaign

Lori Markson  
PhD, University of Arizona

Thomas L. Rodebaugh  
PhD, University of North Carolina–Chapel Hill

**Assistant Professors**

Ryan Bogdan  
PhD, Harvard University

Julie M. Bugg  
PhD, Colorado State University

Tammy English  
PhD, University of California–Berkeley

Joshua Jackson  
PhD, University of Illinois, Urbana–Champaign

Renee J. Thompson  
PhD, University of Illinois, Urbana-Champaign

Heike Winterheld  
PhD, University of Minnesota

**Adjunct Professors**

Robert Carney  
PhD, Washington University  
(Psychiatry)

Kenneth Freedland  
PhD, University of Hawaii  
(Psychiatry)

Barry Hong  
PhD, Saint Louis University  
(Psychiatry)

Patrick Lustman  
PhD, Michigan State University  
(Psychiatry)

Marcus E. Raichle  
MD, University of Washington  
(Radiology)

Eugene Rubin  
MD, PhD, Washington University School of Medicine  
(Psychiatry)

James V. Wertsch  
Marshall S. Snow Professor in Arts & Sciences  
PhD, University of Chicago  
(Anthropology, International and Area Studies, Education)

**Adjunct Associate Professors**

C. Robert Almli  
PhD, Michigan State University  
(Occupational Therapy)

John Newcomer  
MD, Wayne State University  
(Psychiatry)

John Rohrbaugh  
PhD, University of Illinois  
(Psychiatry)

**Research Professor**

Joel Myerson  
PhD, Arizona State University

**Lecturers**

Arpana Agrawal  
PhD, Virginia Commonwealth University

Amy D. Bertelson  
PhD, Ohio State University

Tim Bono  
PhD, Washington University

Sara J. Estle  
PhD, Washington University
The Major in Psychology

Total units required: 28 units, of which at least 22 must be at the 300-level or above.

Required courses:
- Psych 100B Introduction to Psychology is a prerequisite for all upper-level courses (numbered 300 and above). Exemption from Psych 100B is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the Director of Undergraduate Studies.
  - An AP Psychology test score of 5 or IB score of 6 or 7. (N.B. AP or IB earns exemption from Psych 100B, but no credit.)
- Psych 300 Introduction to Psychological Statistics
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

Elective courses: At least one course from each of the following three categories:

Social/Developmental:
- Psych 315 Introduction to Social Psychology 3
- Psych 321 Developmental Psychology 3
- Psych 325 Psychology of Adolescence 3
- Psych 326 Introduction to the Psychology of Aging 3

Personality/Abnormal:
- Psych 314 Behavior Modification and Self-Management 3
- Psych 353 Psychology of Personality 3
- Psych 354 Abnormal Psychology 3
- Psych 357 Introduction to Clinical Psychology 3

Behavior, Brain and Cognition:
- Psych 330 Sensation and Perception 3
- Psych 3401 Biological Psychology 3
- Psych 360 Cognitive Psychology 3
- Psych 3604 Cognitive Neuroscience 3
- Psych 361 Psychology of Learning 3
- Psych 380 Human Learning and Memory 3
- Psych 433 Psychology of Language 3
- Psych 374 Drugs, Brain and Behavior 3
- Psych 345 Genes, Environment and Human Behavior 3

No more than 6 units from the following categories may be used to satisfy the minimum requirements for the psychology major:
- Psych 225 Internship in Psychology
- Psych 235 Practicum in Applied Behavior Analysis: Autism/PDD
- Psych 500 Independent Study
- Psych 500A Independent Study for a Supplemental Concentration
- Psych 498 Study for Honors and Psych 499 Study for Honors
- Approved Study Abroad
- University College-approved psychology classes
- Cross-listed, not psychology home-based classes
- 100-/200-level classes (other than 100B)
- Transfer classes (students transferring from another college, see below)

Additional Information

Transfer Credit: If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the psychology department for their applicability toward the major. At least 15 units of course work in psychology must be completed at Washington University to earn a major.

Senior Honors: The primary goal of the Honors Program in Psychology is to provide students who have achieved a superior academic record the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member. To be admitted into the honors program, students must meet the following requirements:
- Overall and psychology GPAs ≥ 3.65
- Completion of both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research adviser
Supplemental Concentration in Psychology

To augment the broadly based Psychology major, the department offers Supplemental Concentrations for students who wish to engage more intensively with a specific area within the discipline. The Supplemental Concentration is meant as an enrichment of the major, and the classes for a concentration may not be used to fulfill the requirements of the major, nor can they be counted toward any other major or minor. In addition, to complete the Supplemental Concentration, students will have to undertake an approved research assistantship (Psych 500A Independent Study for a Supplemental Concentration), or approved internship, or practicum.

A concentration entails 9 to 10 units of course work over and above the minimum major requirements and includes an advanced, 400-level class. The research assistantship, internship or practicum that is a requirement for the concentration may count toward the 28 units required for the Psychology major.

The Supplemental Concentration will be a valuable experience for students planning on graduate study in psychology or related fields, or for those who have a particular interest or want to gain expertise in one of the approved concentrations. Each concentration will have a member of the faculty as contact person to meet with and advise students in the concentration.

There are at present six Supplemental Concentrations, listed below.

Cognition in Children — This concentration allows students to acquire deeper knowledge of cognition and its development in the first few years of life. The courses for the concentration consider child development more generally and then explore in more depth the early development of cognitive, conceptual and social-cognitive abilities. Adviser/coordinator: Professor Lori Markson.

Course work required: Psych 321 Developmental Psychology
Electives (must include two classes, at least one of which is at the 400-level):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 219</td>
<td>The Infant Mind</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4046</td>
<td>Developmental Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4591</td>
<td>The Development of Social Cognition</td>
<td>3</td>
</tr>
</tbody>
</table>

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Sandra Hale, Lori Markson, Desirée White. By special approval: John Pruett and Lianne Woodward (Psychiatry).

Cognitive Neuroscience — This concentration allows students to acquire deeper knowledge of the relation between mind and brain. The courses for the concentration consider the neurobiological basis for psychological functions at a more general level, and then explore in greater depth specialized topics relating to how higher cognitive processes, such as memory, attention, perception and emotion, emerge from brain function. Adviser/coordinator: Professor Todd Braver.

Course work required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 3401</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or Psych 344</td>
<td>Principles of the Nervous System</td>
<td></td>
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</tbody>
</table>

Electives (must include two classes, at least one of which is at the 400-level):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 3604</td>
<td>Cognitive Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Psych 374</td>
<td>Drugs, Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4413</td>
<td>Advanced Cognitive Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4450</td>
<td>Functional Neuroimaging Methods</td>
<td>3</td>
</tr>
<tr>
<td>Psych 488</td>
<td>The Cognitive Neuroscience of Film</td>
<td>3</td>
</tr>
</tbody>
</table>

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Deanna Barch, Todd Braver, Ian Dobbins, Denise Head, Kathleen McDermott, Jeff Zacks.

Reading, Language and Language Acquisition — This concentration provides students with a deep and broad knowledge of linguistic development. The courses look in-depth at the development of written and spoken language. Adviser/coordinator: Professor Rebecca Treiman.

Course work required: Ling 170D Introduction to Linguistics

Electives (must include two classes, at least one of which is at the 400-level):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 358</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>Psych 433</td>
<td>Psychology of Language</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4351</td>
<td>Reading and Reading Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Rebecca Treiman, Brett Kessler, David Balota, Lori Markson, Mitchell Sommers.

Lifespan Development — Many introductory courses in Developmental Psychology focus on changes that occur from birth to adolescence. The supplemental concentration in Lifespan Development provides students with an understanding of the cognitive and physiological changes that occur over the lifespan, with a primary focus on older adulthood. A major goal of the concentration is to provide students with an understanding of the similarities and differences in development at different stages of the lifespan. Adviser/coordinator: Professor Mitchell Sommers.

Course work required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 326</td>
<td>Introduction to the Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>Psych 427</td>
<td>Social Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>
Personality and Individual Differences — This concentration allows students to acquire more advanced knowledge of the ways in which psychologists study mental disorders. Current research has demonstrated the importance of integrating psychological and biological variables in understanding the classification, etiology and treatment of a wide variety of mental disorders, including schizophrenia, mood disorders, anxiety disorders, substance use disorders and eating disorders. Students who pursue this concentration will develop a broadly-based appreciation for conceptual and methodological issues that are central to research in psychopathology. Adviser/coordinator: Professor Deanna Barch.

Course work required: Psych 354 Abnormal Psychology

Electives (must include two classes, at least one of which is at the 400-level):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 345</td>
<td>Genes, Environment and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 374</td>
<td>Drugs, Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4541</td>
<td>Personality and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4557</td>
<td>Biopsychosocial Aspects of Eating Disorders and Obesity</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4765</td>
<td>Biological Basis of the Major Mental Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Deanna Barch, Tom Oltmanns, Denise Wilfley, Tom Rodebaugh.

Personality and Individual Differences — This concentration allows students to acquire deeper knowledge of how and why individuals differ from one another and the ways in which individual (e.g., personality, self) and group differences (e.g., gender) influence behavior, emotion, experience, identity and psychopathology. The core course for the concentration (Psych 353) considers personality more generally. The seminars explore in depth specific aspects of personality and individual differences, including biological bases of individual differences (i.e. genetics), the interpersonal processes associated with personality and personality judgment, individual differences in self and identity, group differences and personality pathology.

Adviser/coordinator: Professor Simine Vazire.

Course work required: Psych 353 Psychology of Personality

Electives (must include two classes, at least one of which is at the 400-level):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 3091</td>
<td>Lesbian, Gay, Bisexual Identity Development</td>
<td>3</td>
</tr>
<tr>
<td>Psych 3290</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4361</td>
<td>Psychological Perspectives on the Self</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4535</td>
<td>Personality Judgment: How We Perceive Ourselves and Others</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4541</td>
<td>Personality and Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper. Relevant faculty: Simine Vazire, Randy Larsen, Michael Strube, Tom Oltmanns.

The Minor in Psychology

Units required: 15

Required course: Psych 100B Introduction to Psychology.

Elective courses:

Four additional courses (i.e. a minimum of 12 units of additional course work) in Psychology, all of which must be at the 300-level or above.

Additional Information

No more than 3 units of a previously approved cross-listed course originating outside the Department of Psychology, an approved psychology course taken in University College, an approved psychology course taken at another university, or an independent study-type course (e.g., Psych 500) may count toward the minor. (Transfer students must complete at least 9 advanced units of home-based Psychology courses at Washington University.)

For those who have a broad or general interest in psychology, we recommend taking several courses from the three core areas (i.e. Social/Developmental; Personality/Abnormal; and Behavior, Brain and Cognition).

For those students who want to concentrate in a more specialized area, courses can reflect such specialization. For example, a student interested in the helping professions or counseling may wish to select from such courses as Psych 353 Psychology of Personality, Psych 354 Abnormal Psychology, Psych 361 Psychology of Learning, Psych 321 Developmental Psychology and Psych 314 Behavior Modification and Self-Management. A student wishing to pursue a specialization in experimental psychology/neuroscientific bases of behavior might select from such classes as Psych 3401 Biological Psychology, Psych 361 Psychology of Learning, Psych 330 Sensation and Perception, Psych 360 Cognitive Psychology, and Psych 3604...
L33 Psych 100B Introduction to Psychology
A survey and analysis of concepts, theory and research covering the areas of learning, memory, social, abnormal, clinical, physiological and sensory psychology. This is a general survey course designed to introduce students to the diversity of areas, approaches and theories that comprise the study of mind and behavior. Psych 100B is required of all majors and is prerequisite to all upper-level courses in Psychology. Open to freshmen.
Note: For students enrolled in Psych 100B who are interested in exploring a few areas of Psychology within a seminar format, see the companion course, Psych 102 Seminar: Introduction to Psychology.
Credit 3 units. A&S: SS A&S: IQ, SSC AR: SSP BU: BA FA: SSP

L33 Psych 102 Seminar: Introduction to Psychology
This seminar enables students enrolled in Psych 100B Introduction to Psychology to explore in greater depth several of the ideas and concepts in contemporary psychology. Open to freshmen who are concurrently enrolled in or have completed Psych 100B. Also open to sophomores who are concurrently enrolled in Psych 100B. Sections are limited to 15 students.
Credit 1 unit. A&S: SS A&S: IQ, SSC AR: SSP BU: BA FA: SSP

L33 Psych 100S Introduction to Psychology
This course is a survey and analysis of concepts, theory and research covering the areas of biological psychology, human development, learning, memory, social psychology and mental disorders and their treatment. This is a general survey course designed to introduce students to the diversity of areas, approaches and theories that comprise the study of mind and behavior.
Credit 3 units. EN: S

L33 Psych 102 Freshman Seminar: Introduction to Memory Studies
This course covers selected topics relevant to the developmental, social, personal and cognitive issues confronting young adults during their college years. Material is drawn mainly from the field of psychology, and the emphasis is on the scientific basis of concepts and on empirically supported strategies for growth and development. The knowledge gained may contribute to academic success, personal development and a more rewarding social and academic experience over the course of college and beyond. Freshman standing, entering first-year undergraduates only.
Credit 1 unit. AR: SSP

L33 Psych 106 The Science of Effective Study Strategies
You have now spent at least 12 years in school, studying for exams and/or tests (for most of you, that's most of your lifetime). What can current research tell us about how well we study, whether we make efficient study decisions, and whether our study strategies are effective? This course offers an overview of current research from cognitive and educational psychology on effective study strategies. Throughout this course, students are encouraged to develop their understanding of scientific research and evaluate evidence supporting study strategies. Prerequisite: open only to freshmen and sophomores. Credit/no credit only.
Credit 1 unit. A&S: SS A&S: IQ, SSC AR: SSP EN: S

L33 Psych 109 Research Seminar in Psychology
Weekly presentations by various members of the psychology faculty; introduces students to research areas and current issues. Attendance at all lectures required. Open to freshmen and sophomores only. Prerequisite: Psych 100B. Credit/no credit only.
Credit 1 unit. A&S: SS A&S: IQ, SSC FA: SSP

L33 Psych 219 The Infant Mind
What goes on inside the mind of an infant? Descartes argued that the infant was entirely bound by sensation; thus, to think like a baby was to not think at all. Over the past few decades, however, research has revealed that the mind of the infant is abuzz with activity, capable of quickly learning astonishing amounts of information in a relatively short time. In this course we explore different topics concerning the inner workings of the infant mind. We cover topics such as imagination, language, memory, emotions and morality. This course is open to students from all majors, but Psych 100B is highly recommended. Enrollment is restricted to 24 sophomores or by permission of the instructor.
Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 221 Freshman Seminar: Introduction to Memory Studies
This course focuses on memory not only as an individual phenomenon but also as the basis for the transmission of culture and the construction of collective identity. We survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory and witness reports; repressed memories; transmission of cultural norms and identity through narratives; shared historical memories; individual trauma and historical upheaval; revision of the past and political usage of collective memory.
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 225 Internship in Psychology
An opportunity to gain supervised, applied experience in a nonacademic, community service agency. For a description of prerequisites, goals, agency selection, registration policies and course requirements, obtain a copy of A Guide to Internships in Psychology from the Psychology department office. In addition to work at their internship site, students are required to meet...
regularly with the internship coordinator. This course can be taken only once. CBTL course. Credit/no credit only. Credit 3 units. FA: SSP

L33 Psych 234 Introduction to Speech and Hearing Sciences and Disorders
Introduction to the fields of speech-language pathology, audiology, education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes are discussed, as well as communication disorders. Selected research topics in speech and hearing sciences are presented. Same as Educ 234
Credit 3 units.

L33 Psych 235 Practicum in Applied Behavior Analysis: Autism/PDD
An opportunity to be trained in applied behavior analytic techniques and to work with a child with autism/pervasive developmental disorder. Training and supervision are arranged and coordinated by the family of the child and their consultant. To receive credit, students must undertake a year’s work with the child, complete the minimum number of hours of training and therapy, and attend regular therapy meetings. In addition, students must meet with the practicum coordinator for discussion of assigned readings and presentations on autism and therapy. Completion of a paper also is required. For further information and petition form, pick up the Practicum brochure from the department. This course can be taken only once for credit. Credit/no credit only. Enrollment through the practicum coordinator only. CBTL course. Credit 3 units. FA: SSP

L33 Psych 246 Psychology and Eastern Philosophies: Sophomore Seminar
This course is intended to explore the connection between psychology and Eastern philosophies, including aspects of Buddhism, mindfulness, Zen meditation and yogic traditions. Credit 3 units.

L33 Psych 300 Introduction to Psychological Statistics
Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, although knowledge of elementary algebra is essential. Prerequisite: Psych 100B. Credit 3 units. A&S: NS, QA A&S: IQ, NSM, AN FA: NSM

L33 Psych 301 Experimental Psychology
This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation, whereas the laboratory sections provide an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project. Declared Psychology majors are given priority over others to enroll. Limited to 15 students per section. Prerequisites: Psych 100B and Psych 300. Credit 4 units. A&S: NS A&S: IQ, NSM BU: BA FA: NSM

L33 Psych 3011 Experimental Psychology
Psych 3011 is limited to students who have not taken Psych 300 and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 also must register for Psych 300. Psych 3011 fulfills the Psych 301 requirement for the major. Topics in the two courses (Psych 300 and Psych 3011) are coordinated in order to integrate the concepts from Statistics course with those from Experimental Psychology course. Experimental Psychology provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of his or her own design under supervision of a faculty member. Enrollment limited to 15 students. Prerequisite: Psych 100B and concurrent enrollment in Psych 300 Section 02 is required. Credit 4 units. A&S: NS A&S: IQ, NSM BU: BA

L33 Psych 304 Educational Psychology
A course in psychological concepts relevant to education. Organized around four basic issues: how humans think and learn; how children, adolescents and adults differ in their cognitive and moral development; the sense in which motivation and intention explain why people act as they do; how such key human characteristics as intelligence, motivation and academic achievement can be measured. Prerequisite: sophomore standing. Offered fall and spring semester Same as Educ 304
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA FA: SSP

L33 Psych 3091 Lesbian, Gay, Bisexual Identity Development
Examination of sexual orientation and identity. Topics: historical perspectives, gender socialization, identity formation across the life span, cultural prejudices, the liberation movement,
and recent legal changes affecting stigmatized minorities. Prerequisite: Psych 100B. Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD BU: BA FA: SSP

L33 Psych 314 Behavior Modification and Self-Management
Provides an overview of behavior modification and its applications for behavior change in various personal and social contexts. An important focus is on how behavioral tools can be used to enhance the personal change process leading to effective self-improvement. Prerequisite: Psych 100B. Enrollment limited to 15. Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 315 Introduction to Social Psychology
Introduction to the scientific study of individual behavior in a social context. Topics: person perception; stereotyping and prejudice; attitudes; memory; and political psychology, among other issues. Prerequisite: Psych 100B. Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA FA: SSP

L33 Psych 3195 Abnormal Child Psychology
This course familiarizes students with current perspectives on the nature, causes, assessment, treatment and prevention of child psychiatric disorders and related family dysfunction. Theoretical perspectives and research findings are discussed pertaining to anxiety, depression, conduct disorder, attention deficit/hyperactivity disorder, autism, learning impairments and parent-child conflict. Prerequisite: Psych 100B. Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 321 Developmental Psychology
This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. Prerequisite: Psych 100B. Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA FA: SSP

L33 Psych 3211 Music Cognition
This course introduces students to modern research on music perception and cognition. By nature, this research is interdisciplinary. Some is conducted by cognitive scientists, some by music scholars. We study a cross-section of this research and touch on many of the field’s principal topics, including: the perception of rhythm, meter, pitch, timbre, melody, harmony, and key; the relationship between music and emotion; the effect of auditory physiology on the musical experience; the role of performers in shaping a listener’s perceptions; and the process by which music establishes, fulfills, and denies expectations. No prerequisites. Same as Music 3221

L33 Psych 323 Play and Development
An examination of current research and theory in play, in development and education, from infancy through the early school years. Topics include play and the development of language, social skills, creativity and cognitive abilities. We also examine the uses of play in educational contexts, focusing on preschool and the early primary grades. Prerequisite: Psych 321 or Educ 304. Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 3242 Introduction to African-American Psychology
This course provides an introduction to the experiences of African Americans from a psychological perspective. Throughout the course, we consider a range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles and behaviors of African Americans. The course begins with an overview of these theories, methodologies and frameworks. The second part of the course is devoted to exploring psychological research around pertinent topics in the field such as racism and discrimination, gender, achievement and schooling, kinship and family, racial identity, religion and spirituality, and mental health. Finally, we conclude the course with discussions of current topics, controversies and recent advances in African-American psychology. Prerequisite: Psych 100B or permission of instructor. Same as AFAS 3242 Credit 3 units. A&S: SS A&S: IQ, SSC AR: SSP EN: S FA: SSP

L33 Psych 325 Psychology of Adolescence
A broad introduction to adolescence as a developmental period of transition and change. The major topics include the fundamental changes of adolescence; the context of adolescence; and processes of psychological development. Prerequisite: Psych 100B. Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA FA: SSP

L33 Psych 326 Introduction to the Psychology of Aging
Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory and creativity are studied to understand the capacities and potentials of the mature and older person. Limited to 20 students. Prerequisite: Psych 100B. Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S
L33 Psych 3290 Psychology of Women
Same as WGSS 329
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA

L33 Psych 330 Sensation and Perception
What’s involved in seeing and hearing? This course covers perception from the physical stimuli (light and sound) that impinge upon the sensory receptors through the higher-level percepts that the stimuli generate. Demonstrations and illusions are used as we learn about the anatomy and physiology of the sensory systems and study the brain mechanisms that are involved in vision and audition. Prerequisite: Psych 100B.
Credit 3 units. A&S: NS A&S: IQ, NSM BU: BA, SCI FA: NSM

L33 Psych 3401 Biological Psychology
An introduction to biological mechanisms underlying behavior. Topics include the physiology of nerve cells; anatomy of the nervous system; control of sensory and motor activity, arousal and sleep; motivation; and higher mental processes. Prerequisite: Psych 100B.
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 344 Principles of the Nervous System
The basic anatomical, physiological and chemical organization of the nervous system; how nerve cells communicate with each other, the ionic basis of nerve signals, the function and properties of chemical agents in the nervous system, the development of neural circuitry, and how neurons interact to produce behavior. Prerequisite: Biol 2960, Biol 2970 recommended, Biol 3058 recommended or Psych 3401 and permission of instructor.
Same as Biol 3411
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 345 Genes, Environment and Human Behavior
This class examines how genetic influences impact various dimensions of human behavior, ranging from personality to clinical disorders. Topics covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications of genetic research in psychology. Prerequisite: Psych 100B.
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 347 Environmental Psychology
Explores relations between people and their physical and social environments. Topics include interactions between human behavior and toxins, habitat destruction/species extinction, exhaustion of fossil fuels, and climate change as well as environmental contributors to psychopathology. The course examines the influence of space on human behavior and the design of homes, work areas, educational settings and urban environments. Prerequisite: Psych 100B.
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 3501 Psychotherapy: Introduction to Practice and Research
This is an introductory course in psychotherapy: The treatment of psychological problems through the application of interventions grounded in psychological theory and focusing on behavior or mental processes. Students become familiar with the more popular schools of psychotherapy, including their historical context, characteristic techniques, theoretical underpinnings and current research support. Students also gain an appreciation of the problems and solutions in researching psychotherapy, as well as emerging variations on psychotherapy procedures. Prerequisite: Psych 100B.
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 353 Psychology of Personality
Review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures and findings of personality assessment and personality research. Discussion of critical issues in evaluation of personality theories. Prerequisite: Psych 100B.
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 354 Abnormal Psychology
This is an introductory course in psychopathology or the scientific study of mental health disorders. The course includes definitions, theories and classifications of abnormal behavior. Content focuses on symptoms, classification, prevalence, etiology and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use and personality disorders. Prerequisite: Psych 100B.
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 356 Introduction to Forensic Psychology
This course is an introduction to the interaction between psychology and the legal system. The contribution of psychology to such legal areas as family law, juvenile delinquency, criminal cases, law enforcement and correctional psychology is surveyed. Topics covered include domestic violence, child abuse, personal injury, eyewitness testimony, insanity, sex offenders and psychopaths. Legal standards regarding insanity, civil commitment and expert testimony are reviewed. We also focus on the emerging contributions of neuroscience to the field of forensic psychology. Prerequisite: Psych 100B.
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S
L33 Psych 357 Introduction to Clinical Psychology
A survey of clinical psychology. Emphasis is placed on historical and recent developments in the field (e.g., managed care), as well as the consideration of the roles, functions and techniques of clinical psychologists including psychological testing and psychotherapy. Prerequisites: Psych 100B and either Psych 353 or Psych 354. Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S FA: SSP

L33 Psych 358 Language Acquisition
This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include: biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisites: Psych 100B and Ling 170D. Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA FA: SSP

L33 Psych 358W Language Acquisition
This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include: biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisites: Psych 100B and Ling 170D and junior or senior standing. Writing-intensive. Credit 3 units. A&S: SS, WI A&S: IQ, SSC, WI EN: S

L33 Psych 360 Cognitive Psychology
Introduction to the study of thought processing from an information-processing approach. Emphasis on theoretical models grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making and problem solving. Prerequisite: Psych 100B. Credit 3 units. A&S: NS A&S: IQ, NSM BU: BA FA: NSM

L33 Psych 3604 Cognitive Neuroscience
A general introduction to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis is placed on how emerging methods and approaches from both neuroscience and cognitive psychology have been integrated to yield new insights into the organization and structure of higher mental processes. Topics include perception, attention, memory, language and executive control. Prerequisite: Psych 100B. Credit 3 units. A&S: NS A&S: IQ, NSM BU: SCI FA: NSM

L33 Psych 361 Psychology of Learning
Basic learning processes in animals, such as conditioning, reinforcement, punishment and constraints on learning. Credit 3 units. A&S: SS A&S: IQ, NSM BU: BA FA: NSM

L33 Psych 361A Psychology of Learning: Laboratory
This laboratory course is a supplement to the Psych 361 Psychology of Learning class. Students gain firsthand experience, via a virtual rat, of principles and procedures related to the acquisition and maintenance of behavior. Weekly lab meetings introduce Pavlovian and operant principles, which are then implemented as laboratory exercises with the virtual rat. Concurrent enrollment in Psych 361 required. Credit 1 unit. A&S: NS A&S: IQ, NSM

L33 Psych 3645 Understanding Emotions
Emotions shape and are shaped by our subjective experiences, physiology, behaviors, cognitions, social interactions and health. Their complexity and significance make the study of emotions particularly exciting and challenging. This course offers an overview of theory and research on emotions with content stretching across psychological disciplines, including personality, social, clinical, developmental and neuropsychology. Course content includes definitions of emotions, physiological changes associated with emotions, and individual differences in emotional experience. The course also examines how culture, cognitions and relationships shape and are shaped by emotions and how emotions are related to physical and mental health. Prerequisite: Psych 100B. Credit 1 unit. A&S: SS A&S: IQ, SSC BU: BA FA: SSP

L33 Psych 366 Psychology of Creativity
Same as Educ 366
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA FA: SSP

L33 Psych 367 Positive Psychology: The Science of Happiness
Reviews the relatively recent development in the field known as “Positive Psychology.” Topics may include: happiness and life satisfaction, positive self-esteem, creativity, caring relationships, love (passionate and otherwise), empathy, optimism, ambition, moral character development, attachment, compassion, forgiveness, helping, work ethics and successful aging. Designed to take a sampling of those aspects of psychology that emphasize the positive side of human nature. Prerequisites: Psych 100B and at least one 300-level course. Credit 3 units. A&S: SS A&S: IQ, SSC FA: SSP

L33 Psych 374 Drugs, Brain and Behavior
This course reviews information pertaining both to medications used to treat psychiatric disorders and to psychoactive drugs of...
abuse. By learning principles of pharmacology and mechanisms of action of these agents, students develop an enhanced knowledge of the brain mechanisms underlying abnormal human behavior. Prerequisites: Psych 100B and one of the following: Psych 354 or Psych 3401 or Psych 344. Credit 3 units. A&S: NS A&S: IQ, NSM BU: SCI

L33 Psych 380 Human Learning and Memory
A survey of issues related to the encoding, storage and retrieval of information in humans. Topics include memory improvement strategies, people with extraordinary memories, memory illusions and distortions, among other topics. Limited to 25 students. Prerequisite: Psych 100B. Credit 3 units. A&S: NS A&S: IQ, NSM BU: BA FA: NSM, SSP

L33 Psych 399 Living, Dying and Death: A Biopsychosocial Approach to Understanding the End of Life
This course examines dying and death from biological, psychological and social perspectives. Topics include theoretical and research approaches to studying dying and death; historical and cross-cultural attitudes; psychological understanding and coping with death over the life span; the process of dying and definitions of death; health care professionals and treatment approaches for the dying; assisted death and other ethical/legal issues, grief and bereavement, mass tragedy and public death, and planning for death. Prerequisite: Psych 100B. Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 4046 Developmental Neuropsychology
Development of the brain and associated changes in cognitive abilities are discussed, with an emphasis on recent research that integrates the theoretical perspectives of cognitive psychology and neuropsychology. Discussion focuses on early development and disorders affecting the brain such as cerebral palsy, sickle cell disease and autism. Prerequisite: Psych 321, Psych 360, Psych 3604 or Psych 3401. Credit 3 units. A&S: NS, WI A&S: IQ, NSM, WI FA: NSM

L33 Psych 4082 Senior Seminar in Linguistics
The Senior Seminar affords students an opportunity to integrate the various fields of linguistics. Readings, discussions and presentations let students address issues that combine the content and the research methods of areas such as phonetics, phonology, morphology, syntax, diachrony and semantics. Students have individual projects within the scope of the semester’s particular topic, but the class as a whole helps in choosing, developing and refining the treatment. This course fulfills the requirement for a senior capstone for primary majors in Linguistics. It is the normal option for students who wish to take the capstone as a regular class rather than as sponsored independent study. Same as Ling 495

L33 Psych 4135 Human Behavior in Extreme Situations
This course familiarizes students with psychological theory and research that attempts to answer the question: What are the protective factors that help people who find themselves in an extreme situation respond constructively to the stress they must cope with? Extreme situations are characterized by conditions that force individuals and groups to adapt themselves involuntarily, entirely and with the greatest of speed. Readings are drawn from two sources (a) literature that describes extreme situations and human response to the trauma they cause (e.g., prisoner behavior in Nazi concentration camps, brainwashing of American soldiers during the Korean War, and response to a natural disaster and an airliner crash), and (b) research on potentially protective psychological variables such as coping and resilience. Prerequisites: junior or senior standing and 6 hours of advanced, home-based Psychology course work. Enrollment limited to 17. Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 4175 Applied Statistical Analysis with R
This course is designed to introduce R as both a means of applied statistical analysis as well as a window into data organization and programming. The goal of the course is to teach the tools needed to take a raw dataset and not only perform a statistical test in R, but also to learn how to arrange the dataset to perform a variety of tests, to choose the appropriate test, and to visualize the results. Students gain practical knowledge of how to use statistics in research. Prerequisites: Psych 300, or Math 2200 or Math 3200, or other approved university statistics course; OR graduate standing in Psychology, OR graduate standing in another department by permission. Credit 3 units.

L33 Psych 4182 Perception, Thought and Action
This course focuses on current topics in visual perception, visual attention, eye movements and sensory-motor behavior. Readings consist of recent journal articles. Class meetings emphasize presentation and discussion of the material in the readings. Prerequisite: previous course work in Cognitive Psychology, Experimental Psychology or Perception. Credit 3 units. A&S: NS A&S: IQ, NSM FA: NSM
L33 Psych 4227 The Psychology of Close Relationships
This course examines close relationships from a scientific perspective. The course focuses on intimate relationships but also touches on friendships and family relationships. The objective of this course is to introduce you to the scientific perspective of close relationships. You learn how research psychologists apply the scientific method of data collection and analysis to investigate how people experience and think about relationships. We explore questions such as: Why are people attracted to some people but not others? How do relationships develop over time? How does each person's personality influence the trajectory of a relationship? How do external factors (e.g., social norms, stress, life events) influence relationships? How do gender and sexual orientation influence people's experiences in romantic relationships? Prerequisites: Psych 100B and Psych 301
Credit 3 units. A&S: SS A&S: IQ, SSC: SS

L33 Psych 427 Social Gerontology
This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. Prerequisites: junior or senior standing and completion of 6 advanced units in Psychology. CBTL course.
Credit 3 units. A&S: SS A&S: IQ, SSC: FA: SSP

L33 Psych 4302 Cognitive Psychology Applied to Education
This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning and comprehension with special focus on areas, theory and research that have potential application to education. Thus, the course provides selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes are explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status; 9 units in Psychology and Psych 100B or junior/senior status; 9 units in Education and Psych 100B.
Credit 3 units. A&S: SS A&S: IQ, SSC: EN: S

L33 Psych 4305 Psychological Science: Fact and Fiction
Skeptical analysis of psychological science as practiced and popularized in the media. Analysis of discrepancies between media and scientific claims regarding areas such as repressed memory, brain imaging, heritability and psychotherapy. Additional examination of scientific career demands such as peer review, journal publication and research funding. These topics are interwoven with a review of common errors in reasoning particularly with respect to probabilistic reasoning and the public misperception of the practice and principles of scientific psychology. Prerequisite: junior or senior standing and completion of 6 advanced units in psychology. Credit 3 units. A&S: SS, WI A&S: IQ, SSC, WI: EN: S

L33 Psych 433 Psychology of Language
This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student carries out an original research project on some aspect of psycholinguistics. Prerequisites: Ling 170D and Psych 100B. Credit 3 units. A&S: SS A&S: IQ, SSC: FA: SSP

L33 Psych 4351 Reading and Reading Development
This seminar surveys current research on reading and spelling skills and their development. Students read and discuss journal articles that examine the cognitive and linguistic processes involved in reading, reading disorders and educational issues. Prerequisite: permission of instructor and previous course work in experimental psychology or psychology of language.
Credit 3 units. A&S: SS A&S: IQ, SSC: EN: S

L33 Psych 4352 Reading and Reading Development WI
This writing-intensive seminar surveys current research on reading and spelling skills and their development. Students read and discuss articles and chapters that examine the cognitive and linguistic processes involved in reading, reading disorders, and educational issues. Prerequisites: Psych 100B and Ling 170D and junior or senior standing.
Credit 3 units. A&S: SS, WI A&S: IQ, SD, WI: EN: S

L33 Psych 4361 Psychological Perspectives on the Self
Historical and contemporary theories related to the self in social psychology. Emphasis on contemporary research and a focus on the self as a construct central to understanding important social phenomena. Topics include definitions and measurement of the self; motivational implications of the self for impression management, ability appraisal, self-regulation and social inference. Prerequisites: Psych 100B and Psych 315.
Credit 3 units. A&S: SS, WI A&S: IQ, SSC, WI FA: SSP

L33 Psych 4408 Trauma and Memory
A thorough investigation of the effects of trauma on memory in both individuals and collective groups. Topics include f widespread memories; forgetting and repression; post-traumatic stress and memory; and effects of trauma on individual and group identity. Prerequisites: Psych 100B and 6 units of advanced-level psychology or anthropology course work.
L33 Psych 4413 Advanced Cognitive Neuroscience
An intensive, case-study based approach to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis is placed on understanding and evaluating cutting-edge neuroscience research that has yielded new insights into the organization and structure of higher mental processes. Students develop critical thinking and writing skills via a strong class participation component and a writing intensive format. Topics include perception, attention, memory, language, emotion and executive control. Writing-Intensive. Declared Psychology majors are given priority over others to enroll. Prerequisites: Psych 100B and either Psych 3401 or Psych 344/Biol 3411 or Psych 3604. Credit 3 units. A&S: NS, WI A&S: IQ, NSM, WI

L33 Psych 4450 Functional Neuroimaging Methods
This course is intended for students wishing to become sophisticated producers or consumers of functional neuroimaging data. Emphasis is on extracting the most information from neuroimaging techniques toward the goal of answering psychologically motivated questions. A number of issues relating to neuroimaging methodology are covered, including technical principles; acquisition options; potential sources of artifact; experimental design; software tools; and analytical techniques. Class approach is hands-on, with students gaining experience in actually acquiring and working with neuroimaging data. Prerequisite: graduate standing or permission of instructor.
Credit 3 units. A&S: SS A&S: IQ, SSC EN: S FA: SSP

L33 Psych 4535 Personality Judgment: How We Perceive Ourselves and Others
This course examines how we form judgments of people’s personalities. The central question is the accuracy of personality judgments. The readings examine theory and research concerning this topic, and class discussion focuses on critical evaluations of the readings and generation of new research questions. This course examines personality judgment from a scientific perspective and addresses such questions as: How should accuracy be measured? What do you have to know about a person to judge their personality accurately? Does accuracy increase with greater acquaintance? Who makes a good judge of personality? How well do relationship partners know each other’s personalities? How is judging our own personality similar to or different from judging others’ personalities? How accurate are our perceptions of our own personality? How can the accuracy of personality judgment be improved? Prerequisites: at least 6 units of home-based Psychology courses and Psych 353.
Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 4541 Personality and Psychopathology
This course is an advanced seminar in the study of personality disorders. It covers a range of conceptual and methodological issues involved in scientific efforts to understand ways in which pathological personality features disrupt people’s lives. Students learn about the similarities and distinctions between normal and pathological features of personality as well as the role that personality may play with regard to the causes and treatment of other kinds of mental disorder. A laboratory component of the class focuses on the development of practical skills in conducting research interviews designed to elicit information about personality and social adjustment. Prerequisites: Psych 354, junior or senior standing, and permission of the instructor. Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 4557 Biopsychosocial Aspects of Eating Disorders and Obesity
The aim of this seminar course is to examine the epidemiology, etiology, prevention and treatment of body image, eating disorders and obesity. An emphasis is placed on understanding the characteristic symptoms of excessive dieting, body image disturbance and binge eating, not only as formal psychiatric syndromes but as a representation of disordered processes reflecting social-cultural, psychological and biological disturbances. Students also learn about the clinical characteristics, medical sequelae and physical aspects of eating disorders and obesity. Prerequisites: Psych 100B and junior/senior standing plus 6 units of advanced home-based psychology.
Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 4591 The Development of Social Cognition
This course explores what is known about the development of social cognition. Our starting point is infants’ capacity to navigate the social world, for instance, detecting agents, identifying social partners and learning from those around us. We consider what happens when the human ability to reason about others breaks down (as with autism), and what this can teach us about typical development. Each week we cover one topic and a related set of readings. Class meetings are devoted to active discussion and debate about the content of the readings. Students are required to write a weekly reaction paper to the readings to promote class discussion and give an in-class presentation on a novel research topic at the end of the semester. Graduate students may have additional course requirements. Prerequisites: Psych 100B and one of the following: Psych 315 or Psych 321 or Psych 360.
Credit 3 units. A&S: SS A&S: IQ, SSC BU: BA EN: S

L33 Psych 4615 The Science of Paying Attention
What processes underlie humans’ ability to “pay” attention? This course introduces students to theories of attention and cognitive control. Students develop an understanding of empirical approaches to studying the control of attention, and
examine factors that facilitate and impair humans’ ability to pay attention. A final section examines attention and cognitive control challenges that accompany aging and select psychological disorders such as ADHD, and applications of attention and cognitive control research to the classroom, driving, and other contexts. Prerequisites: Psych 100B and Psych 360. Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 462 Psychology of Memory and Cognition
Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 4625 Autobiographical Memory
This course investigates how people create and remember their personal life histories, with an emphasis on empirical studies within the cognitive tradition. Possible topics include childhood amnesia, false memories, emotional memories, the role of motivation in remembering, and how personal events are represented in memory. Prerequisite: Psych 360 or Psych 301 or Psych 380. Credit 3 units. A&S: SS, WI A&S: IQ, SSC, WI FA: SSP

L33 Psych 4647 Ancient Madness
Same as Classics 4647
Credit 3 units.

L33 Psych 4651 History and Modern Systems of Psychology
An introduction to the history of psychology. This course begins with a brief consideration of forces leading to development of psychology in the mid-1800s. It then examines the birth of modern psychology in Germany, and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also consider the impact of psychology on American public life during the 20th century. Prerequisite: Psych 100B, junior or senior standing and 6 units of advanced home-based psychology courses or permission of the instructor. Credit 3 units. A&S: TH A&S: IQ, HUM EN: H FA: SSP

L33 Psych 4702 Current Debates in Psychology
In this seminar we debate issues of current controversy in psychology. Topics range from perception (Can subliminal messages affect behavior?) to development (Do children in daycare develop differently than children cared for at home?) to mental illness (Is road rage a real psychological illness?). Discussions are based on readings of primary research and review articles, and are augmented by written assignments. Prerequisite: completion of 6 units of advanced home-based Psychology courses. Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 4745 Genes, Brain and Behavior: Pathways to Psychopathology
This seminar introduces students to emerging methods and recent empirical literature evaluating links between genes, brain and behavior, that is beginning to illuminate specific biological pathways shaping risk for and the emergence of psychopathology. In particular, the course focuses on the design, analysis and interpretation of multimodal research (e.g., fMRI, PET, EEG, pharmacology, molecular genetics, environmental assessment/manipulation) examining the biological underpinnings of behavioral traits relevant to psychopathology. Seminar readings are primary journal articles, reviews and book chapters. Prerequisite: Psych 3401 (or equivalent). Credit 3 units. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 4765 Inside the Disorderd Brain: Biological Basis of the Major Mental Disorders
How do subtle disturbances in brain circuits lead to abnormal behavior and psychopathology? This course provides students with a working knowledge of our rapidly evolving understanding of brain circuits that create order in our social, emotional and cognitive worlds, and how disorder within these circuits leads to a broad range of psychopathology including depression, anxiety, phobias, PTSD, OCD, addiction, schizophrenia, psychopathy and violence. Prerequisite: Psych 3401, graduate standing, or permission of instructor. Credit 3 units. A&S: NS A&S: IQ, NSM FA: NSM

L33 Psych 488 The Cognitive Neuroscience of Film
To understand complex events in real life depends on perception, action and memory. To understand movies, people probably depend on similar psychological and neural mechanisms. This seminar uses results from psychology and neuroscience to try to better understand the experience of a movie viewer, and uses theory and practice to explore psychological hypotheses about perception. Prerequisite: Psych 360 or Psych 3604 or Psych 4604, or graduate standing in Psychology. Credit 3 units. A&S: NS A&S: IQ, NSM

L33 Psych 4891 The Science and Politics of Testing in the United States
Why do tests permeate American Society? Tests have been integral to the decision-making process in many venues of American culture—e.g., immigration opportunities, voting rights, college admissions, workforce considerations, special education placement, educational reform, and graduation requirements. The credibility of these decisions depends upon the claim that a particular test is a scientific instrument and relevant to the decision-making process. This claim is worthy of study. The purpose of this course is twofold. The first purpose is to examine how the nexus of science and politics influence testing practices
in American society. The second purpose is explore how testing practices influence the culture of schools, civil liberties, the work place, and public discourse about merit.

Same as Educ 4891
Credit 3 units. A&S: SS, SD A&S: IQ, SSC, SD EN: S

L33 Psych 494 Behavioral Psychology Readings Group
This weekly journal-style readings class provides the opportunity to read and discuss seminal as well as current papers on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism and neuroscience, and the natural lines of fracture, are examined.

Prerequisite: permission of instructor.
Credit 1 unit. A&S: SS A&S: IQ, SSC EN: S

L33 Psych 4971 Undergraduate Teaching
Limited opportunities for outstanding undergraduates to serve as teaching assistants for selected departmental courses.

Prerequisites: Psychology majors only, junior/senior standing and permission of Psychology adviser, course instructor and departmental approval. Credit cannot be counted toward fulfilling the requirements for the major or minor in Psychology.
Credit/no credit only. Enrollment by department only.
Credit 2 units. FA: SSP

L33 Psych 498 Study for Honors
Acceptance into the Honors Program is based on superior performance as evidenced by the student’s record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the department. Recommendation for an Honors degree is based on the evaluation of the written thesis and the student’s overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Permission of instructor is required for this course. All students must meet with Dr. Sommers prior to registering.
Prerequisite: Psych 301 or Psych 3011.
Credit 3 units. A&S: SS A&S: IQ, SSC FA: SSP

L33 Psych 499 Study for Honors
Acceptance into the Honors Program is based on superior performance as evidenced by the student’s record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the Department. Recommendation for an Honors degree is based on the evaluation of the written thesis and the student’s overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Permission of instructor is required for this course. All students must meet with Dr. Sommers prior to registering.
Prerequisite: Psych 301 or equivalent and permission of instructor.
Credit 3 units. A&S: SS, WI A&S: IQ, SSC, WI FA: SSP