

GRADUATE
PROGRAM
IN

psychology

2008-2009

UNIVERSITY
OF CALIFORNIA
BERKELEY

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The Program

The goal of the graduate program in Psychology at Berkeley is to produce scholar-researchers with sufficient breadth to retain perspective on the entire field of psychology and sufficient depth to permit successful independent and significant research. The members of the Department have organized themselves into five graduate training areas. These areas reflect a sense of intellectual community among the faculty and correspond, in general, with traditional designations in the field. However, each graduate training area has a distinctive stamp placed upon it by the faculty and students that make up the program. The majority of our students enters graduate training and fulfills the requirements established by the existent training areas listed below. These requirements vary from area to area but always involve a combination of courses, seminars, and supervised independent research. Students are also encouraged to take courses outside the Psychology Department, using the unique faculty strengths found on the Berkeley campus to enrich their graduate training. Visit us at our Web site: <http://psychology.berkeley.edu>.

Behavioral Neuroscience

Core Behavioral Neuroscience Faculty: De Valois, Francis, Gallant, Glickman, Kriegsfeld, Zucker; Affiliates: Jacobs, Kring, Langer, Levenson, Main, Theunissen, Wallis.

The Behavioral Neuroscience program encompasses faculty and students united by a common interest in the neurobiological/physiological bases of behavior, including but not limited to circadian and seasonal rhythms, sex differentiation and behavior, energy balance, bird song and animal communication, animal spatial orientation and navigation, gene-environment interactions, selective attention and visual perception, social behavior, attachment, developmental processes, physiological substrates of emotion and stress, biological substrates of human motivation, localization of human brain function using fMRI. The methodologies currently employed by faculty and students cover the entire spectrum from non invasive study of animals and humans to computational, cellular, molecular and neuroimaging analyses.

Researchers in the program provide training in a variety of modern behavioral, cellular and molecular, neuroanatomical, and neurobiological techniques necessary to approach questions of interest using animal and human model systems. Available methodologies include: electrophysiology, ERP, fMRI, immunohistochemistry, in situ hybridization, autoradiography, radioimmunoassay, tract tracing, central and peripheral pharmacological manipulations, lesioning and targeted gene knockout approaches, protein and mRNA detection/quantification, quantitative RT-PCR, and high throughput and targeted genetic screening.

Programs in Behavioral Neuroscience focus on animal behavior, sensory physiology, biological rhythms, and ethological approaches. Research programs in this area are extensively integrated with those involving human research. Areas of specialty within this track include:

- Hormones and Behavior
- Sensory Systems
- Neural Basis of Learning and Memory
- Neuroethology

Change, Plasticity, and Development

Core Change, Plasticity, and Development Faculty: Campos, Gopnik, Hudson Kam, Jacobs, Main, Markson, Theunissen; Affiliates: Ayduk, Bunge, Francis, Glickman, Hinshaw, Keltner, Knight, Levenson, Peng, Zhou; Banks (Optometry), Turiel (Education); Emeriti: C. Cowan, P. Cowan, Langer, Slobin, Watson.

The Change, Plasticity, and Development program is designed to prepare graduate students to become researchers and teaching faculty in the field of developmental psychology. This area in our department is broadly defined to include study of behavioral changes throughout life and the interdisciplinary approach of modern psychology and neurosciences. Although each graduate student's program is to a large extent tailored to the student's abilities and interests, the program gives all students thorough education in all aspects of the field, including the basic facts, theories, concepts, and methods of psychology and biology.

Perception, learning, emotion, socialization, personality and social development, cognitive and language development, brain development and plasticity, evolution, psychopathology, and contextual factors are represented in depth in proseminars and/or graduate seminars.

There is strong research emphasis throughout. Each student designs and conducts an extensive independent research project, under the supervision of the faculty, during the second year and completes dissertation research during the fourth or fifth year. The program is sufficiently individualized to permit interested students to coordinate their developmental studies with another field, such as cognitive psychology, clinical psychology, neurosciences, linguistics, or education.

Clinical Science

Core Clinical Science Faculty: Harvey, Hinshaw, Kring, Levenson, Zhou; Affiliates: John, Keltner, Kihlstrom, Maslach, Zedeck; Organista (Social Welfare), Snowden (Social Welfare), Muñoz (Psychiatry, UC San Francisco); Clinical training is coordinated by Mason; Emeriti: C. Cowan, P. Cowan, Weinstein.

Faculty and students of the Clinical Science Program are involved in scholarly inquiry, systematic research, and clinical work concerned with the etiology, assessment, treatment, and prevention of psychological disturbance and related psychosocial processes. We provide a comprehensive education in Clinical Science as well as opportunities for students to focus on areas of special interest. Students prepare for future roles as researchers and teachers in university and medical settings and as leaders in the provision of human services in community agencies. Our program is not designed for individuals seeking careers primarily in private practice.

The core Clinical Science faculty reflects diversity in theoretical viewpoint and in level of intervention, ranging from individuals to couples, families, peer groups, and communities. Specialized research and intervention training opportunities center on interactions between cognitive, emotional, and biological processes and adult psychopathology (Harvey); developmental psychopathology: familial, peer-related, and neuropsychological influences on development, psychosocial and pharmacologic interventions, stigma and mental illness (Hinshaw); emotion, psychopathology, and social interaction (Kring); emotion: aging, neuropathology, close relationships, culture, and gender (Levenson); developmental psychopathology: temperament, emotion-related processing, family socialization, cultural influences (Zhou). Affiliated faculty from other areas of the department, the university, and clinicians from the community contribute to the Clinical Science Program through the provision of seminars, research opportunities, and supervised practicum experience. A central resource for student learning and research is the Psychology Clinic. Our location in a major multicultural area provides opportunities to work with diverse and specialized populations. We maintain a strong commitment to the training of ethnic minorities in clinical science. The Clinical Science Program (formerly called the Clinical Psychology Program) has been accredited by the American Psychological Association since 1948.

Cognition, Brain, and Behavior

Core Cognition, Brain, and Behavior Faculty: Bishop, Bunge, D'Esposito, Griffiths, Ivry, Kihlstrom, Knight, Lombrozo, Palmer, Prinzmetal, Robertson, Rosch, Shimamura, Walker, Wallis, Wickens; Affiliates: Campos, Gopnik, Hudson Kam, Markson; Banks (Optometry); Mellers (Business); Ranney (Education); Wessel (Music); Emeriti: Hafter, Keppel, Langer, Riley, Rosenzweig, Slobin.

This program offers integrative training in the psychological and biological underpinnings of human cognition. Students and faculty in this area conduct research in a variety of domains, including sensory and perceptual processes; cognitive control, memory, language, reasoning, and action. Specific research interests include: the cognitive and neural bases of visual processes, selective attention, working memory, consciousness, human learning and memory, spatial processes; cognitive control, inferential reasoning, cognitive and language development, motor control, sleep and cognition, and cognitive disorders associated with brain injury. Many faculty conduct research at the Brain Imaging Center which houses a high-field MRI scanner devoted to cognitive neuroscience research. Burgeoning methodologies include genetic basis of cognition and the effects of sleep on memory and cognition.

The Institute for Cognitive and Brain Sciences is an interdisciplinary program in Cognitive Science linking psychology with computer science, linguistics, and philosophy. The Helen Wills Neuroscience Institute includes a Brain Imaging Center with a 4T MRI devoted exclusively to research. The Institute of Human Development affords the opportunity to study cognitive and emotional processes in children as well as adults. The Institute for Personality and Social Research includes strong interdisciplinary programs in emotion research, social cognition, and cross-cultural psychology. The Field Station for the Study of Behavior, Ecology and Reproduction permits study of animal behavior in semi-natural settings. Interdepartmental training programs in neurobiology and neuroscience, endocrinology, and physiological optics are also available. All students take a common core of proseminars providing broad coverage of cognitive, emotional, and motivational processes, including both behavioral and neuroscientific paradigms and studies of both human and nonhuman animals.

Social/Personality

Core Social/Personality Faculty: Ayduk, Chen, Covington, John, Keltner, Maslach, Mendoza-Denton, Nemeth, Peng, Zedeck; Affiliates: Kihlstrom, Kring, Levenson; Elfenbein (Business), Glaser (Public Policy), MacCoun (Public Policy), Runyan (Social Welfare), Tetlock (Business); Emeriti: Block, Craik, Gough, Helson, Mendelsohn.

The social/personality program is devoted to training graduate students for careers in research and teaching. The 10 program core faculty members and several affiliates conduct research and provide intensive training in six core areas of the field:

- (1) Self, identity, and culture;

- (2) Social cognition;
- (3) Emotion, motivation, and health;
- (4) Personality processes and adult development;
- (5) Interpersonal and intergroup relations; and
- (6) Groups and organizations.

In addition to training in these core areas, the program encourages graduate students to develop their own research interests and build an independent research program. Students typically work with several program faculty, emphasizing mastery of multiple perspectives and methodologies in their chosen field of specialization. The program is characterized by considerable breadth and diversity, and provides students with special research opportunities, such as cross-cultural research exchanges (with Beijing University, China), access to unique longitudinal data bases, interdisciplinary training grants (e.g., culture; emotion), multi-method approaches (e.g., self-report, observational, archival, life-data, physiological), and biological perspectives on social behavior (e.g., evolutionary, neuroimaging). Additional resources include the interdisciplinary research facilities of several institutes here at Berkeley (e.g., Institute of Personality and Social Research, Institute for Research on Labor and Employment, and Institute of Human Development), as well as special relationships with Professional Schools (e.g., Public Policy, Haas Business School). In addition to class work and research group meetings, two weekly meetings foster an exciting atmosphere of intellectual discovery and exchange: The weekly colloquium series features new research by leading social-personality researchers and the student-led Gordon Allport Society provides a weekly forum for graduate students to present new ideas and discuss ongoing research. Graduates of this program take positions at universities and colleges as well as in organizational and private-research settings.

Organized Research Units and Institutes

A special feature of the Berkeley campus is the existence of Organized Research Units and Institutes, which cut across departmental lines and frequently serve as a home for student and faculty research. These units and institutes include:

Institute of Human Development
(Interim Director: Elliot Turiel)

Institute of Cognitive and Brain Sciences
(Director: Richard Ivry)

Institute of Personality and Social Research
(Director: Robert Levenson)

Field Station for the Study of Behavior, Ecology and Reproduction
(Director: Stephen E. Glickman)

Institute for Research on Labor and Employment
(Director: Michael Reich)

Helen Wills Neuroscience Institute
(Director: Robert T. Knight)

Departmental Facilities

The Department of Psychology is housed in Tolman Hall, a building shared with the Graduate School of Education. A library devoted to books and journals in psychology and education is maintained on the second floor of this building. The main office of the Psychology Department, as well as faculty offices, is on the third floor of Tolman Hall. Research rooms for carrying out a variety of studies with human subjects are on the basement, ground, fourth, and fifth floors. The basement also houses a human audition laboratory, an electronics shop, and a machine and woodworking shop. A photographic darkroom is on the fifth floor. The Institute of Human Development is housed on the first floor of Tolman Hall, the Psychology Clinic on the second floor, and the Institute of Personality and Social Research on the fourth floor. The Institute of Cognitive and Brain Sciences, the Field Station for the Study of Behavior, Ecology and Reproduction, the Institute of Industrial Relations, and the Helen Wills Neuroscience Institute are located elsewhere on campus and in the adjacent areas.

Admission to Graduate Study

There are 110 active graduate students in the Psychology Department. These students were admitted through a complex selection process, which resulted in approximately 5% of all applicants actually being admitted to our various training programs. By keeping the number of active graduate students within clear boundaries we are able to maintain the sort of faculty-student ratio that we believe is essential for good graduate education.

Admission to graduate study is based on a combination of factors including: (1) prior relevant experience, (2) letters of recommendation, (3) the applicant's statement of purpose and personal history statement, (4) grades, and (5) Graduate Record Examination scores. We are particularly interested in students who have demonstrated an interest in research prior to entering graduate study.

Graduate students are admitted both to the Department and for study in a particular training area. This is necessitated by our desire to keep appropriate student-faculty ratios in the different areas of graduate training. Consequently, all applications receive careful evaluation by admissions committees constituted by

the graduate training areas listed above. It is essential that students carefully examine their own interest patterns and indicate on their application which area seems most relevant.

Financial Aid

Approximately 90% of our active graduate students are receiving some form of financial support either from within the University or from extramural sources of funds. These sources include:

- Graduate Student Instructorships
- Graduate Student Researcherships
- Traineeships
- University Fellowships
- APA Minority Program Fellowships
- Extramural Fellowships (e.g., NSF)

Applicants admitted to the program will automatically be reviewed for Graduate Student Instructor and Graduate Student Researcher positions. To apply for University fellowship or scholarship, fill out the appropriate forms in the Graduate Division application.

How and When to Apply

The Graduate Division application is available under the Graduate Admission section on the Web: <http://www.grad.berkeley.edu>. (**WEB APPLICATIONS ARE STRONGLY ENCOURAGED**) Application materials must be submitted online or postmarked no later than

DECEMBER 3, 2007

The Department requires the general test of the Graduate Record Examination. The test must be completed no later than December 3, 2007.

All application materials are to be sent to the Department:

- University of California, Berkeley
- Graduate Assistant
- Department of Psychology
- 3210 Tolman Hall #1652
- Berkeley, California 94720-1652

All application materials must be submitted online or postmarked no later than December 3, 2007.

The Faculty

OZLEM AYDUK (Assistant Professor) Ph.D., Columbia University

Social: cognitive, and affective processes in close relationships; self-regulation of violence, hostility and depression; Developmental: processes in regulatory competencies.

SONIA BISHOP (Assistant Professor) Ph.D., Kings College London

Cognitive neuroscience, affective neuroscience, frontal function, attention, neural mechanisms underlying cognition/emotion interactions, neuro-cognitive function in affective disorders, genetic influences upon neural and cognitive function.

SILVIA BUNGE (Assistant Professor of Psychology and Neuroscience) Ph.D., Stanford University

Cognitive neuroscience and developmental cognitive neuroscience; cognitive control and prefrontal function.

JOSEPH J. CAMPOS (Professor) Ph.D., Cornell University

Social-emotional development in infancy, especially emotional communication and perception of emotion; and the relation of motor development to cognitive, social, and emotional development.

SERENA CHEN (Associate Professor) Ph.D., New York University

Social bases of the self, multiple levels of self-definition, close relationships and cognition, social identity, intergroup relations, dual process models, knowledge representation and use.

MARTIN COVINGTON (Professor) Ph.D., University of California at Berkeley

Problem-solving and thinking; educational applications; creativity and affective (self-concept) components of learning, achievement motivation and attributions.

MARK D'ESPOSITO (Professor) M.D., SUNY Syracuse College of Medicine

Working memory and frontal lobe function, functional MRI, cognitive neuroscience.

KAREN DE VALOIS (Professor of Psychology and Vision Science) Ph.D., Indiana University

Vision, psychophysics and physiology.

DARLENE FRANCIS (Assistant Professor of Psychology and Public Health) Ph.D., McGill University

Behavioral neuroscience, developmental psychobiology, animal models, stress, maternal care, gene-environment interaction.

JACK GALLANT (Associate Professor) Ph.D., Yale University

Visual neuroscience, attention.

STEPHEN GLICKMAN (Professor) Ph.D., McGill University

Comparative studies of species characteristic behavior patterns in mammals.

ALISON GOPNIK (Professor) D.Phil., Oxford University

Cognitive development, theory of mind, psychology and philosophy.

- THOMAS GRIFFITHS (Assistant Professor of Psychology and Cognitive Science) Ph.D., Stanford University
Computational models of cognition, including causality, categorization, inductive inference, probabilistic reasoning, language learning, and language evolution; machine learning; Bayesian statistics.
- ALLISON HARVEY (Associate Professor) Ph.D., University of New South Wales, Australia
Adult psychopathology especially sleep disorders; cognitive processes of thought (worry/rumination), attention, memory and reasoning; comorbidity; transdiagnostic approaches; cognitive therapy; bipolar disorder.
- STEPHEN HINSHAW (Professor) Ph.D., University of California at Los Angeles (Chair)
Developmental psychopathology; risk factors for attentional and conduct disorders; child psychopharmacology; multimodality interventions; stigma and mental illness.
- CARLA HUDSON KAM (Assistant Professor) Ph.D., University of Rochester
First and second language acquisition: In particular, I am interested in how these processes may constrain the form of languages, and how they might influence how languages change over time.
- RICHARD IVRY (Professor) Ph.D., University of Oregon
Motor and perceptual processes in normal and neurologically impaired populations; temporal processing, coordination, executive control, and attention; cognitive neuroscience.
- LUCIA JACOBS (Associate Professor) Ph.D., Princeton University
Evolution of learning and brain organization: cognitive neuroscience of spatial cognition in food-storing mammals; animal models of dementia.
- OLIVER P. JOHN (Professor) Ph.D., University of Oregon
Self-concept; self-perception accuracy and biases; personality development and assessment across the life span; emotion experience and expression; cultural differences.
- DACHER KELTNER (Professor) Ph.D., Stanford University
Social/Personality: emotion; social interaction; individual differences in emotion; conflict and negotiation; culture.
- JOHN KIHLSSTROM (Professor) Ph.D., University of Pennsylvania
Cognition in personal and social contexts; unconscious mental processes; memory; hypnosis; social cognition; personality; experimental psychopathology; health cognition and behavior.
- ROBERT T. KNIGHT (Professor) M.D., Northwestern University
Attention and memory; neuropsychology and physiology; cognitive neuroscience.
- LANCE J. KRIEGSFELD (Assistant Professor) Ph.D., Johns Hopkins University
Behavioral neuroendocrinology, circadian biology, reproductive behavior and physiology, seasonality/photoperiodism, behavioral genetics, behavioral neuroscience.

ANN KRING (Associate Professor) Ph.D., State University of New York at Stony Brook (Director, Graduate Program in Clinical Science and Psychology Clinic)
Clinical: schizophrenia; emotion and psychopathology; gender and emotion; emotion in social interaction.

ROBERT W. LEVENSON (Professor) Ph.D., Vanderbilt University
Human psychophysiology; emotion, culture, aging, and marriage.

TANIA LOMBROZO (Assistant Professor) Ph.D., Harvard University
Cognitive psychology of explanation and understanding; concepts, theories, and causality; moral reasoning; philosophy and psychology.

MARY MAIN (Professor) Ph.D., Johns Hopkins University
Attachment; individual differences in relationship representation in discourse, drawing, and narrative; functional disorders of consciousness; ethology.

LORI MARKSON (Assistant Professor) Ph.D., University of Arizona
Language and conceptual development in children, with an emphasis on word learning and intentionality, and infants' understanding of animacy, artifact functions, and goal-directed behavior.

CHRISTINA MASLACH (Professor) Ph.D., Stanford University
Social: job burnout and health psychology; individuation and dissent, gender roles.

RODOLFO MENDOZA-DENTON (Assistant Professor) Ph.D., Columbia University
Prejudice; stereotyping; cultural influences on social cognition; personality; intergroup processes; coping.

CHARLAN JEANNE NEMETH (Professor) Ph.D., Cornell University
Social: influence processes; decision making and creativity in small groups; managing innovation in organizations; psychology of creative scientists, artists and entrepreneurs.

STEPHEN PALMER (Professor) Ph.D., University of California at San Diego
Visual perception, attention, and memory.

KAIPING PENG (Associate Professor) Ph.D., University of Michigan
Social: cultural psychology, culture and cognition, reasoning and judgment across cultures and domains, and cross-cultural understandings.

WILLIAM PRINZMETAL (Adjunct Associate Professor) Ph.D., Claremont Graduate School
Visual perception, attention and cognition.

LYNN ROBERTSON (Adjunct Professor) Ph.D., University of California at Berkeley
Representations of objects and space, visual search and feature binding mechanisms. Attention and perceptual organization in normal and neurological populations. Functional hemisphere asymmetries, spatial deficits, cognitive neuroscience.

ELEANOR ROSCH (Professor) Ph.D., Harvard University
Cognition, concepts, causality, thinking, memory, cross-cultural Eastern psychologies, psychologies of religion.

ARTHUR SHIMAMURA (Professor) Ph.D., University of Washington
Cognitive neuroscience, frontal lobe function, basic memory research.

FREDERIC E. THEUNISSEN (Associate Professor) Ph.D., University of California at Berkeley
Neural basis of vocal learning in songbirds; auditory physiology; speech perception.

MATTHEW P. WALKER (Assistant Professor) Ph.D., Medical Research Council
Understanding the role of sleep in human brain function using a combined cognitive and multimodal neuroimaging (fMRI, EEG, sleep recordings) approach, with a focus on: learning and memory, brain plasticity and emotional regulation.

JONATHAN WALLIS (Assistant Professor of Psychology and Neuroscience) Ph.D., University of Cambridge
Understanding the role of the prefrontal cortex in the organization and control of goal-directed behavior. This is achieved by combining sophisticated behavioral methods with techniques for recording the activity of groups of prefrontal neurons.

THOMAS D. WICKENS (Professor) Ph.D., Brown University
Quantitative models in cognitive psychology; statistics and data analysis.

SHELDON ZEDECK (Professor) Ph.D., Bowling Green State University
Industrial/organizational/social psychology/personnel; cross-cultural work values; decision-making research; work and family issues; statistics and research methodology.

QING ZHOU (Assistant Professor) Ph.D., Arizona State University
Developmental psychopathology, the roles of temperament, emotion-related processes, and family socialization in child and adolescent development, cultural influences on socio-emotional development.

IRVING ZUCKER (Professor) Ph.D., University of Chicago
Biological rhythms; seasonal reproductive cycles; photoperiodism; energy balance; endocrinology, hibernation, temperature regulation.