Ψ PSYCHOLOGY 1  General Psychology  
Instructor: Gade  
MW 2-3, 1 Pimental  
3 Units  

Introduction to the principal areas, problems, and concepts of psychology. This course is required for the major; students not considering a Psychology major are directed to 2.

Ψ PSYCHOLOGY W1  General Psychology (web)  
Instructor: Gade  
Online  
3 Units  

Introduction to the principal areas, problems, and concepts of Psychology. This course will survey the scientific study of mental life and the mental functions that underlie human experience, thought, and action. The emphasis is on cognitive processes and social interactions characteristic of adults. However, research on nonhuman animals, as well as biological, developmental, and pathological processes, will be introduced as relevant. This course is conducted entirely online. This course, or its equivalent, is a prerequisite for admission to most upper-division courses in the Department of Psychology. Psychology 1 (or its equivalent) is required for prospective majors in Psychology, and is intended for lower-division students (freshmen and sophomores). This course is required for the major, but non-majors and upper-division students are welcome.

Ψ PSYCHOLOGY 2  Principles of Psychology  
Instructor: GSI  
MWF 8-9, 100 GPB  
3 Units  

Psychology 2 is designed for junior and senior non-Psychology majors as an alternative to Psychology 1. This lecture-only course will provide an overview of the various topics in Psychology such as: Biological Psychology, Cognition, Abnormal Psychology, Personality Theory, Social Psychology, and Developmental Psychology.

* Please be aware that Psychology 2 CANNOT be used to fulfill the Psychology major requirements.

Ψ PSYCHOLOGY C19  Drugs and the Brain  
Instructor: Presti  
TuTh 11-12:30, Wheeler
3 Units

A survey course exploring the basic principles of psychopharmacology. The major focus of the course is on the relationship between behavior and the physiological actions of drugs. Emphasis will be placed on effects of pharmacological agents on complex mental processes such as attention, motivation, learning, and memory.

Ψ  PSYCHOLOGY 24 Freshman Seminar in Psychology: 
      The Shattered Mind
Instructor: D'Esposito
M 12-1, 10 Giannini
1 Unit

In this seminar, we will read and discuss chapters from a book entitled "The Shattered Mind" by Dr. Howard Gardner. As Dr. Gardner states, "It is my purpose in this book to demonstrate that a host of critical issues in psychology can be illuminated by a thoughtful study of the behavior and testimony of brain damaged individuals." Such topics will include aphasia, amnesia and the frontal lobe syndrome. The case studies that are presented in the book will be supplemented by patients seen and cared for by Dr. D'Esposito, who is a practicing neurologist.

Ψ  PSYCHOLOGY 10/101 Research & Data Analysis in Psychology
Instructor: TBA
TuTh 11-12:30, 100 GPB
4 Units

The course will concentrate on hypothesis formulation and testing, tests of significance, analysis of variance (one-way analysis), simple correlation, simple regression, and nonparametric statistics such as chi-square and Mann-Whitney U tests.

Psychology 10 and 101 are room-shared courses. Psych 10 is a psychology major prerequisite for students admitted to UC Berkeley in Fall 2014 and onward. Psych 101 is an upper-division major requirement for students admitted to UC Berkeley prior to Fall 2014. Majors who are required to take 101 and are intending to be in the honors program must complete the course by the end of their junior year. Students may not take both Psych 10 and 101.

Ψ  PSYCHOLOGY 102 Methods for Research in Psychological Sciences
Instructor: Theunissen
MW 9-10, 60 Barrows
3 Units
This course is an upper division course that is designed to introduce students to the data analysis techniques that are used by researchers in the field of psychology. The students will also learn basic programming skills using the high-level language R. The data analysis methods include techniques for modeling data, multivariate statistics and data reduction and visualization techniques. The students will be introduced to the mathematics behind these various techniques and will learn how to use R to apply the methods to complex data sets. This is a required course for students who are in the honors program and is highly recommended for students who are planning to apply to graduate school in psychology, cognitive sciences or neurosciences.

Ψ PSYCHOLOGY 110 Introduction to Biological Psychology
Instructor: Wallis
MW 2-3, 100 GPB
3 Units

This course essentially offers an introduction to how the human brain works. It examines the biological basis of such things as sensory perception, learning, memory, emotions, stress and sleep. It also examines how these processing become dysfunctional in specific psychiatric and neurological disorders such as depression, schizophrenia, Parkinson's disease and Alzheimer's disease.

Ψ PSYCHOLOGY C120 Basic Issues in Cognition
Instructor: TBA
MW 3-4 1589 Mulford
3 Units

This course will be a survey of the methods, findings, and applications of Cognitive Psychology from a cognitive science perspective. Topics include memory, language, reasoning, problem solving, and decision making. The thesis of the course is that our mental lives are shaped by cognitive (mental) processes. These processes determine what we perceive, remember, and how we think. The perspective taken is interdisciplinary and includes philosophy, linguistics, computer science, etc., with Cognitive Psychology as the core discipline.

Ψ PSYCHOLOGY C127 Cognitive Neuroscience
Instructor: Gallant
TTh 9-10 145 Dwinelle
3 Units
Cognitive neuroscience involves the study of the brain and behavior, seeking to understand how the mind works by integrating research in psychology, neurology, and the neurosciences. We will examine various topics in cognition such as perception, memory, language, attention, and action. The course material will be based on research involving: (1) The study of patients who have localized brain damage from strokes and tumors, or suffer from neurological disorders such as Alzheimer’s and Parkinson’s disease. (2) Neuroimaging techniques that allow observation of brain activity in healthy people engaging in various cognitive tasks. (3) Physiological studies in animals where direct observation of neural activity is possible. It is recommended that students have completed either Psychology 110, or C120, or MCB 61 before taking this course.

Ψ PSYCHOLOGY 130 Clinical Psychology
Instructor: Johnson
MW 9-10, 100 GPB
3 Units

This is an important moment in the history of mental illness and its treatment. Confronted with sobering statistics on the prevalence of mental illness, staggering associated social and financial costs, and enormous difficulties getting available treatments to those who need them most, new models are being proposed for the diagnosis and treatment of mental illness. In this course, we will review the DSM descriptions of adult psychological diagnoses, and we will consider the etiology (causes) that have been established for these conditions, ranging from cultural and social environmental influences through neurobiological and genetic factors. We will discuss pharmacological and psychological approaches to treatment, and their efficacy.

Ψ PSYCHOLOGY 131 Developmental Psychopathology
Instructor: Zhou
TuTh 2-3, 145 Dwinelle
3 Units

This course will discuss linkages between developmental processes and child psychopathology. Included will be discussion of cognitive impairments in children, including learning disabilities and mental retardation; internalizing disorders, such as anxiety, withdrawal, and depression; externalizing disorders, such as attention-deficit hyperactivity disorder and conduct disorder; and child abuse and neglect. Psychobiological, familial, legal, and societal factors will be emphasized.

Ψ PSYCHOLOGY 133 The Psychology of Sleep
Instructor: Walker
MW 3-4; 245 Li Ka Shing
TuTh 2-3, 3 Units

You will spend one-third of your life sleeping...and scientists have no idea why! We will not find the answer in this class. However, we will take a fascinating journey into the secrets of the sleeping brain and dreaming mind. We will review some of the leading theories for why we sleep, observe what happens when organisms (including ourselves) do not sleep enough, and what the cognitive and clinical consequences of a lack of sleep can be. This course has four primary goals: (1) to provide a basic introduction to the study of sleep and an overview of sleep measurement, regulation, ontogeny, phylogeny, and brain physiology; (2) discuss the role of sleep (and a lack thereof) in numerous cognitive functions; (3) examine the science behind dreaming, and (4) outline the abnormalities of sleep that occur in, and even contribute to, clinical disorders. We will seek scientifically informed answers to questions like: Should I sleep before an exam? Why do we dream? How much do animals sleep? What happens when we fail to sleep? Can I understand my dreams and those of others? What is insomnia? Does sleep disturbance contribute to the cause or maintenance of psychiatric disorders? What is the capital of Wales?

Ψ PSYCHOLOGY 134 Health and Psychology
Instructor: Fisher
MW 1-2, 100 GPB

The primary goal of the course is to provide students with an introduction to the field of Health Psychology. This is a broad term and encapsulates a number of research domains. During the course, students will learn about measurement of psychological, behavioral, and biological constructs; basic incidence and prevalence information related to psychological and medical disorders; basic introductions to endocrinology, immunology, and psychophysiology – and how these systems are thought to relate psychology to health; introductions to how science is working to understand psychology and health in the laboratory and across the population. Examples of the latter will primarily relate to cardiovascular health and related health behaviors.

Ψ PSYCHOLOGY 140 Developmental Psychology
Instructor: Xu
MW 2-3; 10 Evans
3 Units

This course explores the development of children from birth to adolescence, in a wide range of areas including biological, cognitive, linguistic, social, and personality development. It also covers the effects of genes, experience, and social context on children's development.
PSYCHOLOGY 158  Seminar in Personality Psychology: Personality and Socio-Emotional Learning in Education
Instructor: John
W 10-12, 2129 Tolman

PSYCHOLOGY 160  Social Psychology
Instructor: Chen
MW 10-11, 245 Li Ka Shing
3 Units

Social psychology is the scientific study of the way people think about, feel, and behave in social situations. It involves understanding how people influence, and are influenced by, the others around them. A primary goal of this course is to introduce you to the perspectives, research methods, and empirical findings of social psychology. Topics to be covered include: impression formation, conformity, prosocial behavior, interpersonal attraction, persuasion, stereotyping and prejudice. Equally important is the goal of cultivating your skills for analyzing the social situations and events that you encounter in your everyday lives. Finally, throughout the course, emphasis will be placed on developing critical and integrative ways of thinking about theory and research in social psychology.

PSYCHOLOGY 164  Social Cognition
Instructor: Kihlstrom
MW 11-12, 390 Hearst Mining
3 Units

Surveys empirical and theoretical approaches to our understanding of perception, memory, thought, and language concerning ourselves, other people, interpersonal behavior, and the situations in which social interaction takes place. Emphasis is placed on the integration of problems in social, personality, and clinical psychology with the concepts and principles employed in the study of nonsocial cognition.

PSYCHOLOGY 167AC  Stigma and Prejudice
Instructor: Mendoza-Denton
MW 1-2, 245 Li Ka Shing
3 Units

Traditionally, research on prejudice and stereotyping has focused on the psychological mechanisms that lead people to be biased against others. More recent research has begun to also shed light on the psychological legacy of prejudice and stereotyping for their targets. This survey lecture course will review the major contributions of each of these literatures, providing students with a broad understanding of both classic and current issues in the field. The course will be
divided into three sections: bias (i.e., the perpetrator’s perspective), stigma (i.e., the target’s perspective), and getting along across differences. Our ultimate goal is for you to learn about the science and practicalities of fostering a healthy environment around diversity on our campus—and beyond.

Ψ PSYCHOLOGY H194A Honors Seminar
Instructor: Theunissen
Th 3:30-5:30, 5101 Tolman
2 Units

The honors program consists of the Honors Thesis (H195A-B) and can be accompanied by the year-long Honors Seminar (H194A-B). The seminar is taken for 2 units each semester, while the honors thesis is taken for 1-3 units each semester (depending on the estimated hours per week of work on the research project).

In the Fall semester the seminar will concentrate on issues of research design, ethics, and data analysis using statistical packages. The Spring semester (H194B) will focus on oral and written presentations of the thesis projects and feedback on thesis drafts.