Psychology Department – Undergraduate Course Descriptions
Spring 2016

Ψ PSYCHOLOGY 1 General Psychology
Instructor: Catterson
MW 12-1; Wheeler Auditorium
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: TBD
MWF 3-4PM; 145 Dwinelle
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 10 & 101 Research & Data Analysis in Psychology
Instructor: Gade
TuTh 3:30-5, 145 Dwinelle
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. Majors intending to be in the honors program must complete 101 by the end of their junior year.

Ψ PSYCHOLOGY 39P Freshman & Sophomore Seminar in Psychology
Instructor: Main/Hesse
W 1-3pm, 3201 Tolman
2 units

Differing early attachment experiences with parents tend to effect the way that individuals feel about themselves and relate to other people in intimate and social contexts -- or, less formally, to affect the structure of personality. This course will provide a brief overview of the psychological aspects of the sub-field of attachment within psychology. Following a brief review of the field of attachment, we will use film to study musical performances of a number of different, important singers, and attempt to make inferences about their current "attachment status." A wide variety of singers will be considered, e.g., Maria Callas (opera),
Elvis Presley and Mick Jagger (rock and roll), Otis Redding James Brown (soul and R&B) and Susan Boyle (varied traditional). Students from all majors are welcome.

This course necessitates much discussion, so enrollment will be restricted to 15 students. Light homework will be assigned at times, e.g. a biographical review of a particular singer, or thoughts regarding a set of songs. This seminar may be used to satisfy the Social and Behavioral Sciences breadth requirement in Letters and Science. The course may be taken for a grade or pass/not-pass. Students taking the course for a grade will write a longer final paper in addition.

Ψ PSYCHOLOGY C61 Brain, Mind, and Behavior
Instructor: Presti
TTh 9:30-11am; Wheeler Auditorium
3 Units

Introduction to human brain mechanisms of sensation, movement, perception, thinking, learning, memory, and emotion in terms of anatomy, physiology, and chemistry of the nervous system in health and disease. Intended for students in the humanities and social sciences and others not majoring in the biological sciences.

*This course is cross-listed with MCB C61.

Ψ PSYCHOLOGY 114 The Biology of Learning and Neural Plasticity
Instructor: Wilbrecht
TuTh 11-12, 101 Morgan
3 Units

The biology of learning and neural plasticity is critical to our understanding of development, culture, behavioral change, the uniqueness of individuals, and limits to an organism's potential. We will study experimental investigations of behavior and neurobiology at the cellular and circuit level to get a basic introduction to what is known and unknown about learning and neural plasticity. Topics may include associative learning, habit formation, fear, memory systems, neurons, synapses, dendritic spines and axonal boutons, LTP, and adult neurogenesis. We will discuss these topics in the context of normal development and disease.

Prerequisites: Psych 110 or equivalent

Ψ PSYCHOLOGY C116 Hormones and Behavior
Instructor: Kriegsfeld
TuTh 1-2, 105 Stanley
3 Units

This course will provide a comprehensive overview of behavioral endocrinology beginning with hormone production and actions on target tissues and continuing with an exploration of a variety of behaviors and their hormonal regulation/ consequences. We will use a comparative approach to examine the reciprocal interactions between the neuroendocrine system and behavior, considering the effects of hormones on development and adult behavior in addition to how behavior regulates endocrine physiology. While much of the course will focus on non-human vertebrate species, the relevance to humans will be explored where appropriate. Topics include sexual differentiation and sex differences in behavior, reproductive, parental, and aggressive behaviors, and hormonal and behavioral homeostatic regulation.

*This course is cross-listed with IntegBio C143B.

Ψ PSYCHOLOGY 117 Human Neuropsychology
Instructor: Knight
TTh 9-10; 100 GPB
3 Units
This course will focus on understanding major neurological disorders including stroke, epilepsy, brain tumors, degenerative disorders including dementia and Parkinson’s disease, infections and head trauma. Both the biological basis and psychological sequelae of these disorders will be discussed. Major neuropsychological syndromes to be addressed include disorders of language, memory, executive control, perception and emotion. The physical basis and application to neurological research of cognitive neuroscience research tools including electroencephalography, magnetoencephalography, structural CAT scan and MRI scanning, fMRI and PET will also be reviewed.

Ψ PSYCHOLOGY 121 Animal Cognition  
Instructor: Jacobs  
MW 9-10, 101 Moffitt  
3 Units  
What are non-human animals thinking about? Do they even think? How can we find out? What have we found out? In this course we will address these questions by surveying the field of animal cognition; about 25 years old and just getting going. We will define and discuss a range of cognitive processes from the simple to the complex (e.g., perception, learning, insight, communication, but also logic, language and deceit) and review the evidence for these processes, not just in your typical birds and mammals but in species from across the animal kingdom, from tortoises, spiders and honeybees to cichlid fish, octopuses and frogs.

Ψ PSYCHOLOGY 125 The Developing Brain  
Instructor: Bunge  
MW 1-2; 101 Morgan  
3 Units  
What are the changes in brain structure and brain function that underlie improvements in cognitive abilities over childhood and adolescence? What insights can we gain regarding the neural basis of cognition by examining how brain function and performance change with age? And how are such findings relevant for medicine, education, and the law? The cutting-edge new field of developmental cognitive neuroscience is beginning to address these questions. This course will constitute an overview of current research and methods in the field of developmental cognitive neuroscience. Throughout the course we will discuss both typical and atypically developing populations.  
Strongly recommended: Prior college-level coursework in neuroscience, e.g. Molecular Cell Biology 61, C61, 64, C64, Psychology 110, C127, or Cognitive Science C127.

Ψ PSYCHOLOGY C126 Perception  
Instructor: Whitney  
M 4-6, 2050 VLSB  
3 Units  
An introduction to principal theoretical constructs and experimental procedures in visual and auditory perception. Topics will include psychophysics; perception of color, space, shape, and motion; pattern recognition and perceptual attention.  
*This course is cross-listed with CogSci C126.

Ψ PSYCHOLOGY 130 Clinical Psychology  
Instructor: Levenson  
MW 11-12; 245 LKS  
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 research and theory based on existing models for the diagnosis and treatment of mental illness, consider the ways that mental illness and its treatment are represented in the media,
and examine new models for diagnosis and treatment that are closely linked with recent advances in neuroscience and genetics. Students will have an assigned text, augmented with readings of primary sources. As part of the weekly discussion groups, students will prepare case presentations based on real and fictionalized patients and work on designing and critiquing research studies that embody both traditional and newer approaches to mental illness.

Ψ  **PSYCHOLOGY 131  Developmental Psychopathology**  
Instructor: Hinshaw  
MW 10-11; 245 LKS  
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 135  Treating Mental Illness: Development, Evaluation and Dissemination**  
Instructor: Harvey  
TTh 10-11; 100 GPB  
3 Units  
Although progress has been made in developing and disseminating evidence-based treatments for most forms of mental illness, there are still huge gaps in our knowledge base. Coverage of serious mental illness with adequate and disseminable intervention strategies is all too limited. Hence, there is a great need for the next generation of clinical scientists to contribute to the mission of treatment development for mental illness. In this course we will learn about, and critique, treatment development models. We will review the steps in treatment development spanning from the study of mechanisms on to proof of concept and to establishing the feasibility of novel treatment ideas. In our discussion of mechanisms will we draw from treatment breakthroughs that arose/might arise from social psychology, cognitive psychology, development psychology and neuroscience. We will highlight other pressing issues: categorical versus transdiagnostic approaches, the 15-20 year gap between treatment discoveries made in university/industry settings and dissemination of these treatments into the real world as well as the implications for people diagnosed with a mental illness of the Patient Protection and Affordable Care Act (ACA) that was signed into law in March, 2010.

Ψ  **PSYCHOLOGY 140  Developmental Psychology**  
Instructor: Gopnik  
MW 11-12, 159 Mulford  
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.

Ψ  **PSYCHOLOGY 141  Development During Infancy**  
Instructor: Campos  
MW 1-2, 159 Mulford  
3 Units  
Far from being a course on the “care and feeding of the baby...” this class will deal with some of the most central issues in the history of psychology. These issues include questions about the origins of intelligence, the factors that account for major transitions in infancy, the role of genes and experience in early development, the ontogeny of emotion and personality and the short- and long-term consequences of infancy for later life. The class will be relevant to those going on to careers in medicine (especially
psychiatry and pediatrics), social work, public health, public policy, and, of course, psychology. The course content and readings will be very relevant to students in philosophy.

If the class is taught ideally, students should expect to learn:
1. How do behavioral scientists explore the mind or a speechless baby?
2. What is the development of intelligence the development of? What factors make for the growth of knowledge and cognitive skills?
3. What can the baby see, hear, and touch? How does the infant go about making sense of the social and physical world?
4. What is emotional development the development of? How does that matter for later personality?
5. Do parents matter for babies?
6. What do we know about risk factors in development in infancy? That is, what differences do prematurity, bonding, abuse and neglect, perinatal insults, and similar factors make for psychology in later life?
7. How to make sense of one’s own infants (I hope).

Readings will be taken from original sources. There will be no textbooks. Much of the reading will come from the works of three of the most important psychologists of the 20th century – Jean Piaget, James Gibson, and John Bowlby, supplemented by up-to-date empirical contributions taken from major journals. On many occasions, the readings will be very difficult, but students in the past have found them as worthwhile as they have found them tough. The class should really be considered a graduate level class taught to undergraduates. In compensation, examinations and grading will take into account the difficult nature of the readings. The class will have an emphasis on making instruction personal, to the extent possible in a large group.

Ψ PSYCHOLOGY C143 Language Acquisition
Instructor: Srinivasan
MW 2-3, 100 GPB
3 Units

Language is one of the core properties of what it means to be human, and in many ways, separates us from other animals. Language also depends on and provides a unique window onto many other aspects of cognition and perception, including our ability to process information and discover patterns, read the intentions and mental states of others, and structure and relate different ideas together. As such, the study of language provides an ideal entry point into the study of the mind, more generally.

This class will explore how children acquire different aspects of language - ranging from the basic sounds of a language to its grammatical rules and semantic structure - providing a window onto the classic question of how nature and nurture interact. We will also touch on a number of other topics, including whether children are better at learning a language than adults, how language may have evolved and whether other animals are capable of learning a communication system like language, what clinical developmental disorders tell us about the nature of language, how language reveals and may even shape how we think about the world, and how mastering language may depend on an ability to think pragmatically, about the the intentions of others.

The class will blend together classic and contemporary work, and will include weekly lectures and a discussion section. Through the class, you will learn about the many different methods developmental psychologists use to probe children’s – and even young infants’ – abilities and knowledge. Thus, the course will offer a broad introduction, not only to language development, but also to developmental science more generally.

*This course is cross-listed with Ling C146.

Ψ PSYCHOLOGY 144 Emerging Adulthood
Instructor: Bayne
MW 3-4pm, TBD
3 units
This course will explore the unique biological, cognitive, social, personality and identity development of individuals aged 18 to 29. As this is an experiential course, students are expected to apply their learning through active engagement in the course material.

Ψ **PSYCHOLOGY 148  Seminar in Emotion and Emotional Development**
Instructor: Campos
Th 2-3:30pm, 1111 Tolman
3 Units

This seminar is very different from the typical seminar. In those, students choose a topic, read extensively on it, and then present to the rest of the seminar group the nature of their findings. The Emotion Seminar is very different. It consists of readings in common by everyone in the class. Then, the time in class is spent in discussion about the topic of the day.

Readings consist of approximately 60-70 pages of readings from classic or contemporary sources. Our goal in the seminar is to ensure that everyone understands the nature of emotion, its manifestations, the interpersonal and clinical relevance of each topic, and the generation of empirical studies that could and should be done to advance our understanding of the specific topics being discussed.

Students will be asked to write a one-page critique of the reading for the week, and pose three questions for class discussion. I have found that this method works well in keeping the class engaged in the topic.

- Among the major topics we will discuss are:
  - What is emotion?
  - What is emotional development the development of?
  - What significant interpersonal consequences arise from one vs another view of emotion?
  - What are the so-called “self-conscious emotions” and how do they differ from other emotional states?
  - What is the emotion of love? (RARELY discussed in classes on emotion). How is love similar to attachment, yet different from it?
  - What are some of the applications of emotion in society, such as “lie detection” and polygraphy?
  - How do infants develop emotional states, and how is that knowledge important for parents and medical personnel?

Enrollment is by instructor permission only. Please download Undergraduate Seminar Application at http://psychology.berkeley.edu/students/undergraduate-program/undergraduate-course-information, and turn in completed application to Psychology Student Services Office (3305 Tolman). Application deadline is 4pm on Friday, December 4, 2015.

Ψ **PSYCHOLOGY 150  Personality Psychology**
Instructor: Ayduk
MW 10-11, 100 GPB
3 Units

This course is a survey of the contemporary study of personality considered in its historical setting. The focus will be on personality psychology as an empirical field, thus, theoretical perspectives will be evaluated in the context of current empirical data. We will approach the study of personality at multiple levels of analysis (e.g., biological, trait, social-cognitive) and to ultimately integrate these levels for a better understanding of the person as a whole.

Ψ **PSYCHOLOGY 160  Social Psychology**
Instructor: Mauss
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 C162  Human Happiness**
Instructor: Keltner
MW 2-3; 2050 VLSB
3 Units

The goal of this course is to engage you in an interdisciplinary approach to the study of happiness. The first part of the course will be devoted to different approaches to happiness in Classical Greek and Judeo-Christian thought, the great traditions of East Asia, and ideas about happiness that emerged in the age of the Enlightenment and more recently. With these perspectives as backdrop, we then will turn to the evolutionary and neuroscientific understanding of human happiness. We will consider the role different emotions play in the good life (e.g., compassion, awe), as well as different thought processes (e.g., optimism, appreciation). We will look at happiness, at love, and work, and the nature of stress and strategies that have been found in science to be effective in navigating stressful lives. We will conclude by considering the cultivation of happiness at the individual, community, and cultural level. Grading will be based on two exams. There is a lot of reading in the course, so please stay up to date. The exam will be based largely on the material covered during lecture, and will involve short IDs and essays.

*This course is cross-listed with L&S C160V.*

**PSYCHOLOGY 168  Seminar: Intergroup Dialogue Facilitation**
Instructor: Mendoza-Denton
Tu 2-5pm, TBD
3 Units

Enrollment by application and instructor approval only.

**PSYCHOLOGY 192  Special Topics Seminar**
Instructor: Main/Hesse
W 10-12, 3201 Tolman

Following a brief introduction to attachment theory, videotapes of the Ainsworth Strange Situation procedure will be presented and described. Strange Situations are of intrinsic import to an understanding of attachment theory and research, in part because the infant's behavioral (secure, insecure-avoidant, insecure-ambivalent, insecure-disorganized) response to the Strange Situation reveals remarkable parallels to the "form" taken by the parent's speech during the Adult Attachment Interview (AAI). Hence this course may be of significant interest to clinical and developmental students, as well as those studying personality or language. The Adult Attachment Interview (AAI) is an hour-long semi-structured protocol developed at Berkeley. Transcribed verbatim, the AAI is focused on the interviewee's use of language as they describe their early family relationships and what they see as the effects of these relationships across the lifetime. Transcripts are classified as Secure, Insecure Dismissing, and Insecure Preoccupied. Additionally, some transcripts include descriptions of traumatic events: if speech during these descriptions becomes confused in specific ways, these AAI texts are classified.
Unresolved. As administered to parents, each of above categories is predictive of differing patterns offspring response as observed in the Ainsworth Strange Situation procedure. The AAI has been subjected to multiple psychometric tests, as well as meta-analytic tests of its predictive power. At present, the AAI is rapidly entering the adult clinical realm and by 2009 an analysis of “The first 10,000 Adult Attachment Interviews” was published, showing relations between differing interview classifications and, among other things, differing clinical difficulties. Importantly, however, speakers can be characterized as secure-autonomous even if parenting had been described as unfavorable, so long as speech throughout the interview remains coherent and unconfused.

In essence, speakers who provide a coherent, collaborative and reasonably internally consistent life-history narrative tend to have infants who had been independently classified as secure with them in Ainsworth’s strange situation procedure. The two varying (incoherent) ways of describing and evaluating life history predict specific kinds of offspring insecurity as assessed in the Strange Situation. Finally, the Unresolved AAI category -- utilized when speech is anomalous in specific ways -- predicts disorganized infant attachment status with the parent. There is meta-analytic evidence that infant disorganized attachment status creates the greatest risk for later psychopathology. Differences in AAI coherence will be considered in the ideas put forward by the linguistic philosopher H. P. Grice.

The course will also focus on learning to administer the AAI. This will be done via active role-playing between individual students and one or both of the instructors. Grading is based on attendance (mandatory for each class, unless excused by the professors), active class participation that incorporates questions about or remarks on the readings, and participation in the interviewing process.

This course is room-shared with Psychology 290H-002.

Ψ PSYCHOLOGY H194B 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).

Last semester we focused on the research question of your thesis, as well as writing up and presenting the introduction and methods of your thesis. This semester we will focus on statistics, the results section of your thesis, and finishing the writing of your thesis. It is strongly suggested that you enroll in this seminar, as this course provides excellent supplemental background for preparing the thesis. However, enrollment in this seminar is not mandatory in order to obtain honors.