

**Psychology Department – Undergraduate Course Descriptions
Spring 2011**

Ψ **PSYCHOLOGY 1 *General Psychology***

Instructor: Prof. Christopher Gade
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 2 *Principles of Psychology***

Instructors: 2.1 – Prof. Andrea Stier Samuels / 2.2 – Prof. Rachel Shoup
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 24.1 *Freshman Seminar***

Instructor: Prof. Robert Knight
1 Unit

Title: Human Neuropsychology

This seminar will discuss the major behavioral syndromes observed in neurological patients. Neuropsychological syndromes including deficits in attention, language, memory, executive control, visual perception, and motor control will be reviewed. Neurobiological techniques used to study these disorders will also be considered. Students will be asked to deliver an oral presentation on the topic of their choice. Final grade will be determined by the presentation and a review paper on a topic relevant to human neuropsychology. Enrollment is limited to twelve students.

Ψ **PSYCHOLOGY 24.2 *Freshman Seminar***

Instructor: Prof. Ann Kring
1 Unit

Title: Myths about Mental Illness

As many as one in four people may experience symptoms of a mental illness at some point in life. In this seminar, we will explore mental illness from many different perspectives in order to try to parse myth from fact. To do so, we will take a look at readings in psychology, sociology, literature, philosophy, journalism and anthropology. We will also consider views

**Psychology Department – Undergraduate Course Descriptions
Spring 2011**

of mental illness portrayed in films and television. This seminar is intended for students interested in mental illness and will be particularly useful for students considering a major in psychology.

Ψ PSYCHOLOGY 24.3 *Freshman Seminar*

Instructor: Prof. Serena Chen

1 Unit

Title: Social and Personality Psychology in Everyday Life (1 unit, P/NP)

In this seminar, we will read articles from *Current Directions in Psychological Science*, a journal that publishes short review articles (typically 4-5 pages) on various psychology-related topics. These articles are written by experts in a language that is intended to be accessible to non-experts. Each week, students will read one such article and submit a few discussion questions or issues on the article. Classroom time will focus on discussing these questions and issues as a group. Possible topics include loneliness, interracial interactions, status-seeking, gender differences, and self-control.

Ψ PSYCHOLOGY 24.4 *Freshman Seminar*

Instructor: Prof. Charlan Nemeth

1 Unit

Title: Scientific Creativity and Public Policy: the Manhattan Project

We will discuss the Manhattan project and the role of scientists, especially those from UC Berkeley, from the perspective of both scientific creativity and public policy.

Ψ PSYCHOLOGY 24.5 *Freshman Seminar*

Instructor: Prof. Kaiping Peng

1 Unit

Title: Psychology of Cross-cultural Communication

The purpose of this seminar is to help you gain a better appreciation of the importance of cross-cultural communication, and to enhance your ability to deal with and understand how communication processes vary across cultures. In order to achieve these goals, we will review key concepts in cross-cultural communication, discuss some common problems in cross-cultural communication, and learn some strategies and skills that are necessary to deal with it. The goal is to help you to become effective communicators in an increasing globalized world. There is no exam for this course. However, you will be responsible for leading the discussion and writing an essay on the topic for which you are responsible. This essay could be either your summary of the classroom discussion for that week or your own

Psychology Department – Undergraduate Course Descriptions Spring 2011

review of the literature on the topic. Please take a look at the approximate schedule and topics to decide which topic you want to lead the discussion and write about. We need to have at least one student volunteer for each week. Grades will be based on the following: good attendance, overall interest and engagement in the class, and the essay.

Ψ **PSYCHOLOGY 24.6 *Freshman Seminar***

Instructor: Prof. Lucia Jacobs

1 Unit

The Berkeley campus is home to some of the smartest animals in the world—and not just people! Here you will find not only the famous Raven and Western Scrub Jay but also the Eastern Fox Squirrel. Tree squirrels are really ‘mini-primates’: they’re long-lived (up to 20 years), big-brained animals with interesting and complex lives. The goal of this seminar is to learn about our neighbors, the fox squirrels, how they live and how they think, using classic observational methods and simple experiments that we’ll design ourselves. We’ll begin by getting to know them— watching individuals who are marked with unique fur dye patterns so we can track individuals and measure dominance hierarchies and competition. We’ll then start observing their complex caching decisions - and we’ll study ourselves making the same decisions, in the field (Easter Egg hunt, anyone?)! So about half of the classes will be in the field, studying squirrels and the other half in the classroom, watching films and talking about squirrels and our data. Using our campus as our laboratory, you’ll learn how to design and conduct your own experiments in animal cognition—and you’ll be able to appreciate a new aspect of the Berkeley experience, our amazing squirrels! Because this is a small class and we’ll be working closely together in the field, I need to hear from everyone who is interested to make sure you’re a good fit. You’ll love this class if you like animals, are interested in squirrels and don’t mind getting muddy and rained on occasionally! So send Professor Jacobs an email, with a short paragraph about yourself and why you think you’d like this course! The address? squirrel@berkeley.edu, naturally.

Ψ **PSYCHOLOGY 39M *Freshman/Sophomore Seminar***

Instructor: Prof. Arthur Shimamura

2 Units

Title: Psychology of Movies: Seeing, Knowing, Feeling

Movies offer a unique yet accessible way to understand human psychology. We often envelope ourselves within a movie, generating the same sensations, thoughts, and feelings as characters in a movie. Filmmakers have developed techniques that play on our perceptions, imagination, and emotions, and this course will discuss ways in which psychological science can help us understand how these techniques work. In particular, we will consider editing styles, storytelling, cross-cultural factors, suspense, and empathy with respect to how the mind (and brain) interprets these influences. We will also consider how

Psychology Department – Undergraduate Course Descriptions Spring 2011

movie genres, such as road movies, melodramas, Westerns, and horror movies, focus on certain aspects of human psychology. Of course, we will also watch movies and clips as discussion points and to exemplify principles of the psychology of movies.

Ψ **PSYCHOLOGY 101 *Research & Data Analysis in Psychology***

Instructor: Prof. Christopher Gade

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 C116 *Hormones and Behavior***

Instructor: Prof. Lance Kriegsfeld

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.

Ψ **PSYCHOLOGY 117 *Biological Psychology & Problems of Human Dysfunctions***

Instructor: Prof. Robert Knight

3 Units

(course description from last year)

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.

**Psychology Department – Undergraduate Course Descriptions
Spring 2011**

Ψ PSYCHOLOGY 121 *Animal Cognition*

Instructor: Prof. Lucia Jacobs

3 Units

The focus of this course is cognition in the rest of the animal kingdom, i.e., in the rich diversity found in nonhuman animals. From navigation in honey bees to grammar in dolphins to arithmetic in wild monkeys, the lectures will trace the evolution and adaptive significance of cognition in insects, spiders (and other invertebrates) to vertebrates, with much of the material coming from recent studies from birds and mammals. After an introduction to comparative studies and evolutionary processes, we will review the cognitive processes found in many species (e.g., perception and attention, learning, memory, timing, counting, categorization), and those that may only be found in some (language, consciousness).

Ψ PSYCHOLOGY 122 *Human Learning & Memory*

Instructor: Prof. Arthur Shimamura

3 Units

The course will cover experimental and theoretical issues of human memory, including perceptual memory, object recognition, short-term memory, verbal memory, visuospatial memory, conceptual learning, and skill learning. Emphasis will be placed on psychological research of adult memory abilities, though aspects of human neurobiological and developmental research will also be discussed. Other related topics include everyday memory problems, memory and aging, and memory disorders.

Ψ PSYCHOLOGY C126 *Perception*

Instructor: Prof. David Whitney

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.

Ψ PSYCHOLOGY 128 *Topical Seminar in Cognitive Psychology*

Instructor: Prof. Stephen Palmer

3 Units

Title: Color and Consciousness

This will be an interdisciplinary, cognitive-science oriented research-seminar into the nature of color and what can be learned about consciousness from its scientific study. The course will include two main components: (1) a laboratory/experimental component in which students help design, run, and analyze data collected in class from an experiment about

Psychology Department – Undergraduate Course Descriptions Spring 2011

some aspect of color that interests them, and (2) a standard seminar component in which there will be readings and in-class presentation/discussion of topics. The topics we will cover include the following:

- (1) Philosophical questions of what can be known about color experiences (e.g., is my experience of red the same as yours or not?)
- (2) Physical issues about the nature of color (e.g., in what sense does color exist in the physical world versus just on our experiences of the world?)
- (3) Psychological material about simple color perceptions (e.g., what are the dimensions of color experience and what relations exist among colors?)
- (4) Physiological facts about the color sensitive part of the visual system (e.g., how is color information encoded in the responses of neurons?)
- (5) Individual and species differences in color vision (e.g., how does the world look to a colorblind person; do other animals see the same colors we humans do?)
- (6) Anthropological studies of color naming systems in other cultures (e.g., do people in other cultures have the same color categories as we do?)
- (7) Engineering aspects of color technology (e.g., how do computer monitors, ink-jet printers, color photography, and other devices produce color work?)
- (8) Aesthetic and emotional response to color (e.g., what colors “go with” or “look good with” other colors, and are these relations systematic; do people’s color preferences tell us anything about their personalities or are they just random; do certain colors have a soothing effect on people’s moods?)and just about anything else that people in the seminar are interested in finding out about color experience and how it affects us.

This course requires completion of a Seminar Application, which should be submitted to the Student Services Office by the end of November. The instructor will then select students for the seminar.

Ψ **PSYCHOLOGY C129 *Scientific Approaches to Consciousness***

Instructor: Prof. John Kihlstrom

3 Units

This course will examine the nature of human consciousness from the interdisciplinary perspective of cognitive science. It will cover topics from the philosophy of mind, cognitive linguistics, neuroscience, and psychology. Topics to be covered include: introspection and its limits; the mind-body problem, including the neural correlates of consciousness and psychosomatic interactions; implicit memory and cognate phenomena in cognition, emotion, and motivation; anesthesia and coma; sleep and dreams; hypnosis; meditation; theory of mind and the development of consciousness. Students are strongly encouraged to have completed Psychology 1 or 2, or Cognitive Science 1, as well as Psychology 120A or Cognitive Science C100 (Psychology C120B) before enrolling.

Ψ **PSYCHOLOGY 130 *Clinical Psychology***

Psychology Department – Undergraduate Course Descriptions Spring 2011

Instructor: Prof. Sonia Bishop
3 Units

Theoretical and empirical approaches to the explanation of psychological dysfunction. The relation between theories of psychopathology and theories of intervention. A critical evaluation of the effects of individual, family, and community approaches to therapeutic and preventive intervention. Thematic focus of the course may change from year to year. See department notices for details.

Ψ **PSYCHOLOGY 131** *Developmental Psychopathology*

Instructor: Prof. Steve Hinshaw
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 140** *Developmental Psychology*

Instructor: Diane Anderson
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 148** *Seminar in Emotion and Emotional Development*

Instructor: Prof. Joseph Campos
3 Units

Seminar Objectives

The seminar is a discussion-oriented weekly 2 hour meeting. The objectives of the seminar are as follows:

1. To understand the historical and theoretical foundations of the study of emotion and emotional development. Santayana said in one of his writings that those who are unaware of history are doomed to repeat its mistakes. Santayana's comment applies to the contemporary study of emotion. So, the participants will see a blend of the classic and the modern in the reading assignments.

Psychology Department – Undergraduate Course Descriptions Spring 2011

2. To understand how to measure emotion through physiology, expressive measures, behavioral action tendencies, and neuroscience methods. We especially stress the limitations of each method, and the strength of converging research operations in emotions research.
3. To ground participants in the factual bases of research on emotion and emotional development, and thereby avoid the “he said—she said” tendency of psychology.
4. To observe emotional behavior in infants, toddlers, and children whenever and wherever possible.

Course format

These objectives will be met by the simple expedient of the members of the class reading in common certain articles—as just noted, some classic, some modern, some exemplifying well-conducted research, some illustrating well-received reports that do not deserve good reception.

The class is totally discussion oriented, with discussions paced by (a) each student generating 3-5 questions on the readings for the week (which will total about 60 pages, less if the material is difficult; more, if easy) and (b) assignment of specific topics to be reviewed and discussion led by two or three members of the seminar.

We plan to make the discussions take place in an atmosphere of collegiality and good will. The students, and whenever possible, the faculty member, will be asked to provide fruit and drink refreshments to help create an atmosphere of “breaking bread.” That atmosphere fosters good collaborative discussions.

Course Grading: Evaluation of the students will be based on

- (a) Performance on two written examinations, which may be open-book. One examination will take place after the 7th week, and the second at the final examination date.
- (b) the quality of the questions provided each week, and
- (c) the extent of class participation (taking into class obvious temperamental differences in how forward people are in group contexts).

Why This Form of Grading?

Psychology Department – Undergraduate Course Descriptions Spring 2011

This for of grading represents a sharp departure from the manner in which this seminar has been offered in the past, in which evaluations have been based mainly on class participation. There are two main reasons that the departure is called for.

1. Examinations offer an opportunity for integration and consolidation of knowledge. As such, the examinations are not intended to be sources of anxiety, but of mastery.
2. Students in this seminar frequently ask for letters of recommendation for graduate or professional schools because the seminar experience is one of the few times when a student and the faculty member get to know each other. The purpose of the three course evaluation criteria is to avoid the undesirable decline of a request for a letter of recommendation simply because the instructor had insufficient knowledge of the student.

Ψ **PSYCHOLOGY 150** *Personality Psychology*

Instructor: Prof. Ozlem Ayduk

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 156** *Human Emotion*

Instructor: Prof. Elizabeth Horberg

3 Units

The goal of this course is to introduce you to the major theories, issues, and methods in the study of emotion. The lectures will be coordinated to complement your weekly reading, which you should do before each class session. Sections will focus on in- depth discussion and review of specific issues covered in the course.

Ψ **PSYCHOLOGY 160** *Social Psychology*

Instructor: Prof. Serena Chen

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

Psychology Department – Undergraduate Course Descriptions Spring 2011

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.

Ψ **PSYCHOLOGY 166AC** *Cultural Psychology*

Instructor: Prof. Kaiping Peng

3 Units

The purpose of this course is to help you gain a better appreciation for the ways in which human culture and human psyche interact, and to enhance your ability to deal with and understand variations in human behavior across cultures and ethnic groups. In order to achieve these goals, we will review psychological research on culture and ethnicity, examine theoretical and methodological foundations of cross-cultural research in psychology. We will discuss the mounting evidence suggesting that much of psychological processes are culture-specific, theory-driven and context-dependent. We will discuss several basic questions of cultural psychology, such as, "What is culture? What is ethnicity? How does culture relate to psychological processes? How human psyche affects human cultures? How to apply cultural psychology to understand and deal with real life cultural conflicts or ethnical tensions?" We will focus on questions regarding the effects of culture-specific theories of mind, person, self, and social institutions on human cognition, motivation, emotion, and social interaction.

Discussion sections will incorporate a variety of activities (lecture, student presentation, discussion, etc.) which will hopefully promote lively discussion and debate. Attendance and participation in discussion section are essential for success in the course. My colleagues and I will do our best to foster an environment where all students feel free to express their ideas which means you **MUST** talk from time to time.

Ψ **PSYCHOLOGY 167AC** *Stigma and Prejudice*

Instructor: Prof. Rodolfo Mendoza-Denton

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 two sections: bias (i.e., the perpetrator's perspective)

**Psychology Department – Undergraduate Course Descriptions
Spring 2011**

and stigma (i.e., the target's perspective). Special emphasis will be placed on understanding and evaluating original research articles. Class discussion will be encouraged.

Ψ **PSYCHOLOGY 168 *Research on Creativity***

Instructor: Prof. Charlan Nemeth

3 Units

This seminar is a forum for semi-independent projects on creativity. While primarily aimed at students who have taken psych 165 (The Psychology of Creativity), it is open to other students by application. Topics will include both the "person" and the "situation" aspects of creativity and can include group or organizational creativity.

Students will be expected to do a project related to the broad topic. It can be a pilot study or a literature review (designed with the help of the instructor). Another option will be to chart personal creativity through the student's biography. The format is primarily discussion and the lonely requirements are participation and one presentation (accompanied by a short paper).

Ψ **PSYCHOLOGY 192 *Perception and the Visual Arts***

Instructor: Prof. David Whitney

3 Units

Visual art has informed psychology, perception, and neuroscience over the centuries, and visual perception also has the power to inform art. Many perceptual phenomena were unintentionally discovered by artists before being explicitly studied in the lab; a modern understanding of the human brain also affords the reverse—we can better understand how and why art works the way it does by understanding the neural processes that give rise to perception.

This course provides an introduction to the visual science of art. We will discuss the science that underlies the human brain's ability to interpret art, including static and dynamic art, painting, drawing, sculpture, movies, and animation. Topics will include the perception of color, shape, texture, lightness, motion, depth, and faces. We will consider how artists convey information to observers, what sorts of cues are used by artists and their art, and how the brain interprets (and is fooled by) those cues. This course will provide a connection between art and perception and aims to enhance appreciation of both art, and psychology and neuroscience as being mutually informative.

Ψ **PSYCHOLOGY 192 *Follow-up Seminar for Psych 107***

Instructor: Prof. Eleanor Rosch

3 Units

Psychology Department – Undergraduate Course Descriptions Spring 2011

This is the chance for students to go more deeply into any aspect of Psychology 107 that interested them through individual projects and presentations. It is open only to students who have taken Psych 107. Work will consist of two presentations to the seminar in which the student raises a topic of interest to him or herself, talks about it, and stimulates the class to discussion of it in light of anything in the 107 material (or any other wisdom studied or discovered) that might be relevant to it. As in the 107 term paper, the topic of a presentation can be a personal experience(s), a more abstract topic arising from other classes, further explorations of something in 107, or something else that interests or grabs the student but that one doesn't usually get a chance to discuss in the academic context. Readings will be suggested or assigned by the students presenting if they wish to add new readings in addition to the shared background of the material in the 107 Reader.

Ψ **PSYCHOLOGY 192** *Methods for Research in Psychological Sciences*

Instructor: Prof. Frederic Theunissen

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 recommended course for students who are doing an undergraduate research thesis or who are planning to apply to graduate school in psychology, cognitive sciences or neurosciences.

Ψ **PSYCHOLOGY 194B** *Honors Seminar*

Instructor: Prof. Christina Maslach

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.

**Psychology Department – Undergraduate Course Descriptions
Spring 2011**

There is no textbook for the course, but resources from various books and articles are on-line at <https://bspace.berkeley.edu/>.