



Psychology Undergraduate Course Descriptions  
Student Services Office

March 27, 2007

## Fall 2007 UNDERGRADUATE COURSE DESCRIPTIONS

### Ψ **PSYCHOLOGY 1** *General Psychology*

Prof. Kihlstrom

3 Units

This course surveys the scientific study of mind and behavior; nervous system structures and functions underlying human experience, thought, and action; learning; sensation and perception; attention and memory; thought and language; emotion and motivation; personality and social interaction; cognitive, social, and personality development; psychopathology and psychotherapy.

*Grading:* 2 midterm examinations, 50 points each; final examination, 100 points; discussion section, 100 points, including attendance, participation, and lab exercises; research participation program, 40 points.

*Textbook:* Psychology (7th ed.), by Gleitman, Reisberg, and Gross, and Study Guide: Psychology, 7th ed., by Jonides & Rozin, are both required. In order to reduce costs, the ASUC Bookstore will offer the Study Guide prepackaged with the textbook, along with passwords for the Psychology WebBook (an online study guide produced and maintained by the textbook publisher) and the ZAPS online laboratory exercises.

### Ψ **PSYCHOLOGY 2.1 & 2.2** *Principles of Psychology*

Instructors: TBA

*3 Units*

Please see General Catalog for description.

### Ψ **PSYCHOLOGY 24** *Freshman Seminar*

Description will be available online at <http://fss.berkeley.edu/>

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

Prof. Thomas D. Wickens

4 Units

This course covers the design and statistical analysis of research studies in Psychology. It covers both experimental and non-experimental designs, and includes the statistical procedures used to examine differences among means, evaluate correlations, and assess association in categorical observations. There will be three one-hour lectures per week and one two-hour discussion section. On alternate weeks one of the lectures will be replaced by a quiz. A research project and report will be required.

*Grading:* Approximate grading percentages: Biweekly quizzes: 40% - the quiz with the lowest score (zero for missed quizzes) will be omitted; research project: 20%; final examination: 40%.

*Textbook:* TBA

### Ψ **PSYCHOLOGY 109** *History of Psychology*

Prof. Stephen Glickman

3 Units

Ψ This course surveys the major events and movements that produced contemporary academic psychology. In the late 19<sup>th</sup> and early 20<sup>th</sup> century, fortified by events in biology, psychology split from the philosophy department, in which psychological concerns had previously been considered, and emerged as an independent scientific discipline. This course covers those events, as well as the subsequent appearance of the various "schools" of psychological thought, including Structuralism, Functionalism, Behaviorism, Gestalt Psychology and Psychoanalysis. A good idea of course content can be gained by examining one of the recent textbooks of the history of modern psychology, e.g., by Howard Kendler, Duane



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and Sydney Schultz, or by Thomas H. Leahey. In addition to the main text, there will be a reader containing original writings of the psychologists covered in the course. This course is a good review for the Subject GRE for those applying to graduate schools. **PSYCHOLOGY 110 *Biological Psychology***

Instructor: TBA

3 Units

*Please see General Catalog for course description.*

Ψ **PSYCHOLOGY C115B *Animal Behavior***

Instructors: Integrative Biology Faculty

3 Units

Description from Fall 2006:

The course is an introduction to comparative animal behavior in an evolutionary context, including but not limited to the analysis of behavior, genetics, and development, learning, aggression, reproduction, behavioral ecology, and physiological substrates. Students having completed IB 145 will receive no credit for the course. Previously, Psychology 115B required as prerequisites Biology 1A-1B, 11, or Entomology 100. We now require only Biology 1B or 11 or an equivalent introductory biology course.

Ψ **PSYCHOLOGY 119 *Drugs & Behavior***

Prof. David Presti (MCB Department)

3 Units

*Please see General Catalog for course description.*

Ψ **PSYCHOLOGY C120 *Basic Issues in Cognitive Science***

Prof. Tania Lombrozo

3 Units

This course introduces basic issues and methods in cognitive psychology. We will address questions central to cognitive science, such as the nature and structure of representations and the processes that underlie inference and learning. Topics include perception, memory, language, categorization, reasoning, and problem solving. The course integrates key findings and theories from cognitive psychology with insights from linguistics, philosophy, computer science, and cognitive neuroscience.

*Grading:* There will be 2 midterms (~20% each), one final (~30%), writing assignments (~15% in total), and out of class labs (~10%). The remainder of the grade will consist of RPP participation. (Exact grade breakdown is subject to change).

*Textbook:* Cognitive Psychology 4<sup>th</sup> Edition, Medin, Ross, & Markman; CogLab Student Reader, Francis & Neath, and selected articles.

Ψ **PSYCHOLOGY C126 *Perception***

Prof. William Prinzmetal

3 Units

The class is an introduction to visual and auditory perception. The theme of the class is that our perception of the world is determined largely by our biological make-up and experience. This theme will be illustrated in a wide variety of topics including psychophysics, color perception, visual and auditory illusions, music perception, time perception, etc.

*Grading:* There are three non-cumulative midterms (including the final), a term paper and assignments related to the term paper, and semi-weekly papers on the week's reading. There is also a treasure hunt at the Exploratorium. The break-down is approximately as follows:



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Tests (100 points each)	300
Topic paper for term paper	10
Draft of term paper	20
Term paper	80
Semi weekly 1 page paper (10 points each, max. 8)	80
Exploratorium Treasure Hunt	10
<b>TOTAL</b>	<b>500</b>

Note that both weekly sections and lectures attendance is required.

*Textbooks:* There will be a textbook on sensation and perception (to be determined) and reader articles, mostly from *Scientific American*.

**Ψ PSYCHOLOGY C127 *Cognitive Neuroscience***

Prof. Richard Ivry

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 120, or MCB 61 before taking this course.

*Grading:* Based on performance on three exams, one writing assignment, and one or two section assignments.

*Textbook:* Gazzinga, Ivry, & Mangun. Cognitive Neuroscience: The Biology of the Mind 2<sup>nd</sup> Ed.

**Ψ PSYCHOLOGY 130 *Clinical Psychology***

Prof. Robert Levenson

3 Units

This course will survey topics in the area of clinical psychology, focusing on psychopathology, clinical assessment, and psychotherapy. The emphasis will be on theoretical and empirical contributions to knowledge in these areas. In addition to two weekly lectures, there will be a weekly section meeting devoted to discussion of lecture topics, case studies, and supplementary readings.

*Grading:* There will be four tests (students will be able to drop their lowest score). The tests will be worth 65% of the grade, section assignments worth 30%, and completing research participation worth 5%.

*Textbooks:* Kring, Davison, Neale & Johnson: Abnormal Psychology, 10<sup>th</sup> Edition; Oltmanns, Martin, Neale & Davison: Case Studies in Abnormal Psychology, 7<sup>th</sup> Edition.

**Ψ PSYCHOLOGY 140 *Developmental Psychology***

Prof. Lori Markson

3 Units

This course provides a general introduction to the field of developmental psychology. It will cover the core questions and findings in developmental psychology, and the ways in which psychologists study these issues. We will explore such questions as: What knowledge do infants have at birth? How do our genes and the environment influence development? Do infants experience the full range of emotions? How do children reason about moral situations? Understanding how



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children develop can help parents raise their children more effectively, lead society as a whole to adopt wiser child welfare policies, and answer intriguing questions about human nature.

*Grading:* There will be three exams consisting of multiple choice and essay questions, several homework assignments, and a short research paper.

*Textbook:* Siegler, R., DeLoach, J., & Eisenberg, N. (2006) How Children Develop (2<sup>nd</sup> Ed.) New York: Worth Publishers

### Ψ **PSYCHOLOGY 141** *Development During Infancy*

Prof. Joseph Campos

3 Units

Far from being a course on the “care and feeding of...” 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 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 their 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 20<sup>th</sup> century – Jean Piaget, James Gibson, and John Bowlby. 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 143** *Language Acquisition*

Prof. Carla Hudson Kam

3 Units

This course focuses on the acquisition of a first language by children, including the acquisition of phonology (the sound system of the language), semantics (the meaning of units in the language), syntax (the structure of sentences), morphology (the structure of words), and pragmatics (language use). Along with covering the time-course of acquisition (i.e., what abilities develop when), we will consider other topics such as: the theories of acquisition, the question of whether other animals can acquire human language, and the notion that there is a critical or sensitive period for language acquisition. Although much of the literature on language development involves the acquisition of English, whenever possible data will be presented from the acquisition of other spoken and signed languages.



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*Grading:* Grades will be based on three in-class exams (Exam 1 = 20%, Exams 2 & 3 = 25%), one 3-5 page assignment (15%), 10 short summaries of the articles in the reader (1% each), and section attendance and participation (5%).

*Textbook:* Hoff, Erika. (2005). Language Development, 3<sup>rd</sup> Edition. Belmont, CA: Wadsworth/ Thompson Learning. There will also be a course reader.

### Ψ **PSYCHOLOGY 150** *Psychology of Personality*

Instructor: TBA

3 Units

*Please see online General Catalog for course description.*

### Ψ **PSYCHOLOGY 156** *Human Emotion*

Prof. Dacher Keltner

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.

*Grading:* There will be two non-cumulative exams (multiple choice, definition and short essay) devoted to the material in readings and lecture. Grading will be based on your cumulative point total from the exams (45% each exam) and participation in section (10%). Make up exams require advanced notice or legitimate excuse (e.g., illness with doctor's note), and will be essay exams graded by the professor. Lecture notes are available through Black Lightning notes.

### Ψ **PSYCHOLOGY 160** *Social Psychology*

Instructor: TBA

3 Units

*Please see General Catalog for course description*

### Ψ **PSYCHOLOGY 163** *Small Group Structure & Processes*

Prof. Charlan Nemeth

3 Units

This is a course on small group processes - on leading teams - in which we will concentrate on leadership and influence processes, especially as they relate to persuasion and to the quality of decision making, performance and creativity of the group. The course will be a combination of lecture, discussion and experiential learning. Requirements will include a mid term and a final examination and one small group project, the latter being a mini-review and group presentation of a related research literature. For those who are seriously interested in research on this topic, there is the opportunity to simultaneously take Psych 168D (Persuasion and Influence) since, in that seminar, there will be a more detailed examination of related research literature.

*Grading:* Midterm exam 30%; Final exam 30%; Group project 20%; discussion and participation 20%.

*Textbook:* A textbook and reader will be available.



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

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.

*Grading:* Midterm (20%), final (20%), class participation (40%), and term paper (20%).

*Textbook:* Peng, K.(2004) New Readings in Cultural Psychology (2<sup>nd</sup> Edition) Wiley Custom Service: NY

### Ψ **PSYCHOLOGY 168** *Influence and Persuasion*

Prof. Charlan Nemeth

3 Units

This seminar is intended to accompany Psych 163 (Group Processes) with a more in depth review of the research literature pertinent to persuasion and influence in small groups. We will cover techniques of persuasion, "framing" of the arguments and ways in which group processes influence attitudes and behavior.

*Grading:* One 12 page paper and presentation on a particular application of persuasive techniques with a mini-review of the literature (50%); Leading of discussion (once or twice) (15%); Participation (35%)

*Textbook:* A reader will be made available.

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

### Ψ **PSYCHOLOGY 192** *Developmental Cognitive Neuroscience*

Prof. Silvia Bunge

This seminar will be an overview of current research and methods in the field of developmental cognitive neuroscience. We will start by examining the changes in brain structure that take place during childhood and adolescence. We will then discuss different theories related to how the brain develops and the role of experience in this development. We will spend a substantial amount of time learning about the methods researchers use to study developmental cognitive neuroscience, including metabolic measures (PET and fMRI), electrophysiological techniques (including ERPs), and optical imaging. Another part of this course will examine what we know about the neural mechanisms involved in the development of memory, cognitive control, and other cognitive functions. Throughout this course we will discuss both typical and atypically developing populations.

*Grading:* Grading will be based roughly 70% on course participation and 30% on short weekly assignments. Each student will be in charge of presenting 1-2 assigned readings to the rest of the class, and will serve as a discussant for several other readings. Prior to each class, students will submit a 1-page summary and critique of the readings, including questions for discussion.

*Readings:* There is no textbook; 1-3 readings (chapters, review papers, or empirical papers) will be assigned on a weekly basis. Readings will be posted and can be downloaded from: <http://sunsite.berkeley.edu/eres>

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