

FALL 2008 UNDERGRADUATE COURSE DESCRIPTIONS

Ψ **PSYCHOLOGY 1 *General Psychology***

Instructor: Prof. Martin Covington
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 2.1 & 2.2 *Principles of Psychology***

Instructors: Staff
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 *The Psychology of Scientific and Religious Explanations***

Instructor: Prof. Tania Lombrozo
1 Unit

This seminar will consider how we explain the world around us. Why are some explanations more satisfying than others? Why are people drawn to pseudo-science and superstition? A main focus will be scientific and religious explanations, with the debate over evolution and creationism as a case study. Readings will come primarily from the experimental literatures in cognitive psychology and cognitive development. We'll aim to understand how basic cognitive processes influence our understanding of, preference for, and acceptance of different kinds of explanations.

This course is a Freshman Seminar. It cannot count towards major requirements.

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

Instructor: Prof. Frédéric Theunissen

4 Units

Restricted to declared psychology majors. The course covers methods in psychological research emphasizing research design and statistics. Areas covered in research design are measurement and sampling, correlational research and experimental design. Statistical methods include t-tests, analysis of variance, correlation and regression, chi-square and monte-carlo simulations. The class meets four times per week for three 50-minute lectures and a computer lab/discussion section. The lecture will illustrate the importance of research design and statistical reasoning in psychology and provide the theoretical background for each of the statistical tests used in data analysis. The laboratory sections will focus on the actual data analysis procedures using SPSS.

Grading: Grading will be based on performance on the final exam and two midterms, on the homework, computer lab, and on the research project, as follows: Computer lab/ homework (10%), final project (10%), midterms (20% each), final (40%).

Textbook: Statistical Reasoning, King & Minium. 4th Ed. Wiley. Research In Psychology. Goodwin. 4th Edition Custom, Wiley.

Ψ **PSYCHOLOGY C104 *Perspectives on the Young Child in Society***

Instructor: Prof. Jill Berrick (Crosslisted as Education C116A and Social Welfare C128)

3 Units

This course provides a multidisciplinary approach to understanding the development needs of children from birth to age 5 in the context of the varied social institutions in which they are cared for and educated. Specific attention will be focused on how children's experiences within and beyond their families vary by social class, ethnicity and language, family needs and preferences, and special needs. Students will examine how expectations for young children change over time and will become familiar with current and past policy debates about the education and social well-being of young children.

Ψ **PSYCHOLOGY 107 *Buddhist Psychology***

Instructor: Prof. Eleanor Rosch

3 Units

Buddhist psychology examines and describes minds based on ordinary life situations as those experienced by people. It provides a contrast to present western psychologies, which treat mind as an external object to be studied by the methods of the natural sciences, and a contrast to philosophical approaches which derive theories of mind from intellectual inference. The basic laboratory technique is mindfulness meditation. Lectures and readings will present basic aspects of the three main historical interpretations of Buddhist

psychology, drawing primarily on sources within Buddhist and other meditation traditions but also on some material from the social sciences.

Grading: Based on a midterm, final, and paper.

Textbook: A reader

Ψ **PSYCHOLOGY 110** *Introduction to Biological Psychology*

Instructor: Prof. Jonathan Wallis

3 Units

Survey of relations between behavioral and biological processes. Topics include sensory and perceptual processes, neural maturation, natural bases of motivation, and learning.

Ψ **PSYCHOLOGY C113** *Biological Clocks: Physiology and Behavior*

Instructor: Prof. Lance Kriegsfeld (Crosslisted as Integrative Biology C143A)

3 Units

A consideration of the biological clocks that generate daily, lunar, seasonal and annual rhythms in various animals including people. Emphasis on neuroendocrine substrates, development and adaptive significance of estrous cycles, feeding rhythms, sleep-wakefulness cycles, reproductive and hibernation cycles, body weight and migratory cycles.

Ψ **PSYCHOLOGY C115B** *Animal Behavior*

Instructors: Profs. Lucy Jacobs, Roy Caldwell, and Eileen Lacey (Crosslisted as Integrative Biology C144)

4 Units

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 and Behavior*

Instructor: Prof. David Presti

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 C120 *Basic Issues in Cognition***

Instructor: Prof. William Prinzmetal (Crosslisted as Cognitive Science C100)

3 Units

This course will be a survey of the methods, contents, and applications of cognitive psychology from a cognitive science perspective. Topics include perception, memory, language, 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 physiology, anatomy, philosophy, linguistics, computer science, etc., with cognitive psychology as the core discipline.

Grading: The following is approximately how grades will be determined: 1) 3 midterms (not cumulative in areas covered) will be approximately 60% of the grade. 2) There will be a term paper project with several components (topic, draft, and final paper). The total of these will be approximately 20% of the grade. 3) Semi-weekly reports on reading and out of class labs will be approximately 16% of the grade. 4) The remainder of the grade will consist of RPP participation.

Textbook: There will be Cognitive Psychology, 4th Edition (Medin, Ross, & Markman) and selected “reader” articles.

Ψ **PSYCHOLOGY C123 *Computational Models of Cognition***

Instructor: Prof. Tom Griffiths (Crosslisted as Cognitive Science C131)

3 Units

This course will provide advanced students in cognitive science and computer science with the skills to develop computational models of human cognition, giving insight into how people solve challenging computational problems, as well as how to bring computers closer to human performance. The course will explore three ways in which researchers have attempted to formalize cognition—symbolic approaches, neural networks, and probability and statistics—considering the strengths and weaknesses of each.

Ψ **PSYCHOLOGY 125 *The Developing Brain***

Instructor: Prof. Silvia Bunge

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. There are no strict prerequisites for

this course. However, students with a background in cognitive neuroscience or human neuropsychology will find the material substantially easier. The course is aimed primarily at juniors and seniors.

Ψ **PSYCHOLOGY C126 *Perception***

Instructor: Prof. Stephen Palmer (Crosslisted as Cognitive Science C126)

3 Units

Introduction to principal theoretical constructs and experimental techniques in visual perception. Topics will include perception of color, space, shape, category and motion. Emphasis will be on information-processing/computational approaches to these and related topics.

Grading: 2 midterms (30% each), 1 final exam (40%).

Textbook: Palmer, S.E. Vision Science: Photons to Phenomenology. (1999) Cambridge, MS: MIT press

Ψ **PSYCHOLOGY C127 *Cognitive Neuroscience***

Instructor: Prof. Richard Ivry (Crosslisted as Cognitive Science C127)

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. 2nd Edition.

Ψ **PSYCHOLOGY 130** *Clinical Psychology*

Instructor: Prof. Ann Kring

3 Units

This course will present an introduction to clinical psychology by considering the scientific methods used in clinical psychology as well as descriptive, etiological, and treatment perspectives on various forms of psychopathology. Clinical psychologists often have a variety of professional roles, and we will discuss some of the career paths that clinical psychologists follow, such as research, teaching, intervention, and public policy. The required textbook for the course will provide you with an overview of the current research and theory on the causes, descriptions, and treatments of different psychological disorders. Lectures, discussions, and films will supplement the text, allowing for a more broad-based coverage of the material. Sections are a required part of the course and will allow for a more detailed examination of some of the topics.

Grading: Will be based on four exams (three midterms and one final). The exams will not be cumulative. Students are required to take all four exams; however, your lowest exam score from the first three exams (i.e. all but the final) will not be included in the calculation of your final grade.

Textbooks:

Kring, A. M., Davison, G.G, Neale, J.M., & Johnson, S. L. (2007). Abnormal Psychology, 10th Edition. John Wiley & Sons.

Brown, T. & Barlow, D. H. (2007). Case Studies in Abnormal Psychology. 3rd Edition. Brooks/Cole.

Ψ **PSYCHOLOGY 133** *The Psychology of Sleep*

Instructor: Prof. Allison Harvey

3 Units

Humans spend one-third of their lives sleeping. The study of sleep is a relatively young science; much has been learned but so much remains to be learned. This course has two primary goals: (1) to provide a basic introduction to the study of sleep and an overview of sleep including measurement, regulation, ontogeny, phylogeny, physiology and psychology, and (2) to provide a basic introduction to sleep disorders including their classification, cause and treatment. We will seek scientifically informed answers to questions like: What is the function of sleep? Why do we dream? How much do animals sleep? What happens when we don't get enough sleep? Why does my dad snore? Why is the study of sleep during adolescence so important? What is insomnia and how is it treated? Does sleep disturbance contribute to the cause or maintenance of other psychiatric disorders? What are the most common sleep disorders? What causes them? How are they treated?

Ψ **PSYCHOLOGY 140** *Developmental Psychology*

Instructor: Prof. Allison Gopnik

3 Units

This course will provide a general introduction to the field of developmental psychology. We will consider a wide range of topics concerning psychological development, how children learn about the world, how they develop language, and how they become part of their society. Some specific questions we might ask may include: What do babies know about the world at birth? Are three-year-olds illogical? How do parents' attitudes towards girls and boys affect their children's behavior? Why do school-age children start to pay more attention to their peers than to their parents? The emphasis throughout the course will be on the ways that children's minds are fundamentally different from adult minds, on how they are transformed in the course of development, and on what these differences can tell us about minds in general. We will consider developments from childhood through adolescence.

Grading: Grading will be based on a midterm and final exam and a class project.

Textbook: The Development of Children by Coles & Coles.

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

Instructor: Prof. Joseph Campos

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 150** *Personality Psychology*

Instructor: Prof. Oliver John

3 Units

A consideration of general and systematic issues in the study of personality and an evaluation of major theories and points of view.

Ψ **PSYCHOLOGY 156** *Human Emotion*

Instructor: 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: 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 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 168 *Close Relationships***

Instructor: Prof. Ozlem Ayduk

3 Units

This seminar will examine social-cognitive approaches to close relationships. We will cover topics such as attachment theory, transference, regulation of interpersonal behavior, and attribution processes and affect in close relationships. There is no textbook; empirical and theory papers are assigned on a weekly basis and they can be downloaded from bSpace.

Evaluation will be based on class participation, a take-home midterm, and a final class presentation.

Time: Thursdays, 10-12.

Grading: Weekly discussion questions (1-2 questions per article; 22 pts. total); Class participation and discussion leadership (28 pts.); Take-home midterm (22 pts.); Class presentations (28 pts).

Psychology majors and seniors have priority. Non-majors, freshmen and sophomores may be asked to drop the class if there is over enrollment.

Ψ **PSYCHOLOGY 192 *Psychology of Individual and Group Creativity***

Instructor: Prof. Charlan Nemeth

3 Units

This is a course on creativity, both at the individual and the group level. We will consider traits of highly creative individuals (vs. less creative individuals) and the ways in which they think. We will also investigate the ways in which influence processes affect individual creativity and will then focus on group creativity, including techniques by which creativity is hindered or stimulated. Finally, we will consider applications from organizations as we consider cultures in which creativity thrives. Throughout the course, discussion will be encouraged and we will also do some experiential exercises. The course will be a combination of lecture, discussion and experiential learning.

Requirements will include a midterm, a final examination, and one small group project, the latter being a mini-review and presentation pertinent to creativity.

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

Textbook: A textbook and reader will be available