

Psychology

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(on Sabbatical, Spring 2008)

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Psychology courses emphasize the observational and theoretical analysis of the behavior of organisms.

A student who enters Whitman without any prior college-level preparation in psychology will complete 36 credits to fulfill the requirements for the psychology major. Courses completed in the psychology major apply to the social science distribution area and select courses in the psychology major additionally apply to the science, alternative voices and quantitative analysis distribution areas.

The courses listed below are designated for distribution credits in the following categories:

Science: 360 *Physiology of Behavior*.

Quantitative Analysis: 210 *Psychological Statistics*.

Alternative Voices: 239 *Psychology of Women and Gender*, 335 *Cross Cultural Psychology*; 336 *Social Stigma*.

The Psychology major: Psychology 110, 210, 220, 420, 495; 496 or 498; one seminar course from courses numbered 300-349; one laboratory course from courses numbered 350-399; and other courses selected with the approval of the major adviser to make a total of 36 credits; three credits in philosophy (excluding Philosophy 109), three credits in sociology (excluding Sociology 230) or anthropology, and three credits in biology. It is strongly recommended that students complete Psyc 210 and 220 by the end of their junior year. The senior assessment: a one-hour oral defense of the senior thesis, and satisfactory performance on the MFT are both required for graduation.

The Psychology minor: Psychology 110, 210; plus 10 additional credits for a total of 18 credits. The 10 additional credits must include at least one psychology course numbered 300 or higher.

110 Introduction to Psychology

4, 4

Staff

The science of psychology as intended for general and beginning students. Designed to introduce students to the technical vocabulary, methodology, and principal fields of research. Analysis of such topics as learning, development, personality, behavior pathology, emotions, and social behavior. All sections designed to introduce the student to the basic material of the introductory psychology course. Not all sections are organized and conducted the same way. In the fall, all sections will be team-taught by Professors Prull and Vick. Spring sections of the course will be taught by individual instructors.

210 Psychological Statistics

4, 4

Fall: Herbranson; Spring: Prull

Descriptive, correlational, and inferential statistical methods as well as some of their applications in psychology. The final grade is based on completion of homework assignments and examinations. The material is at an intermediate level of complexity, and students are advised to take the course early in preparation for more advanced work. Not available to senior psychology majors without department consent. Distribution area: quantitative analysis.

220 Research Methods in Psychology

4, 4

Fall: Prull, Spring: Wiese

Description and application of experimental methods to human and animal subjects. Classical and contemporary methods, content, and problems are covered with a special emphasis on the human subject in research. Designed for beginning and intermediate students. A research paper written according to APA format is required. The course involves an arranged laboratory. *Prerequisites:* Psychology 110 and Psychology 210. Not available to senior psychology majors without department consent.

230 Social Psychology

x, 4

Vick

An introduction to the field of social psychology from both a sociological and psychological perspective. Using theory and methodology, conceptual and experiential techniques, the effects of groups and individuals on one another will be examined. Emphasis will be placed on increasing awareness of oneself as a social being, as well as exploring links between power and the social construction of human behavior. A laboratory weekend is required. Team-taught by a member of the sociology department and a member of the psychology department. May be elected as Sociology 230. *Prerequisites:* no fewer than three credits in psychology and/or sociology, or consent of instructor.

232 Stereotyping, Prejudice, and Intergroup Relations

3, x

Vick

How and why do group-based stereotypes form? Why do they persist despite evidence of their inaccuracy? Why are we prejudiced against one another and how can we reduce these tendencies? This course will introduce students to theory and research addressing

the nature of social identities (race/ethnicity, gender, religion, sexual orientation, age, etc.) and their influence on intergroup behavior from a social psychological perspective. Topics will include theoretical origins of prejudice and intergroup conflict, biases in social perception and judgment, how prejudice affects its targets, and potential means of changing stereotypes and reducing prejudice. Students will be encouraged to examine their own social identities and social relations with the goal of understanding how to successfully negotiate interactions between members of different social groups. *Prerequisites:* Psyc 110 or consent of instructor.

239 Psychology of Women and Gender

x, 3

Clearfield

This course will examine the origins and psychological effects of stereotypes and gender differences on women. Specifically, we will explore how gender differences manifest themselves in all aspects of women's lives, including childhood, love and dating relationships, sex, marriage, the media's influence, work, violence, and mental health. Although we will touch on men's issues, the focus will be on women's experiences. *Prerequisites:* Psychology 110 or Gender Studies 100. Distribution area: alternative voices.

240 Developmental Psychology

x, 3

Clearfield

This course uses a problem-based student-centered approach to the development of infants and children. The goals of the course are to promote critical thinking and problem-solving skills using reading, data, video, and group projects on issues in perceptual, motor, social, and cognitive development. There is a problem-based assignment due for every class, but no conventional examinations. Students will understand the major issues in developmental psychology and developmental processes through critical reading of research reports and popular press, evaluating conflicting data, interpreting data, and generating testable hypotheses. *Prerequisite:* Psychology 110. Credit not allowed if Psychology 380 has been taken.

247, 248 Special Topics

3-4, 3-4

These courses focus on topics within psychology and/or research interests of psychology faculty. These courses are generally not offered regularly. Enrollments in 200-level special topics courses can be larger than the limited-enrollment 300-level seminars, and these courses may provide broad surveys of a certain domain within psychology. These courses may be appropriate for non-psychology majors as well as majors.

257 Peer Counseling

2, x

Jacks

Designed to teach verbal/non-verbal attending and communication skills through instruction, role-play, and videotaped practice. Additional topics include crisis counseling, suicide, depression, coun-

seling minority and gay students, and ethics of the helping relationship. One hour of class and two hours of laboratory per week. A paper/project and a weekly co-counseling session required. Graded credit/no credit.

260 Abnormal Psychology

4, x

Wiese

Explores perceptions of normality to provide an introduction to mental illness and to mental health. Students will learn presenting issues and manifestations of major mental disorders, critically examining research and current diagnostic practice. Attention will be given to cultural competence in diagnosis and treatment. This course involves a significant amount of reading and an ability to utilize the readings in discussions and activities. Includes quizzes, two exams, and out-of-class assignments.

270 Personality Theories

3; not offered 2007-08

This course emphasizes a holistic approach to understanding the person as we examine classical and contemporary personality theories. Readings will include a popular text and journal articles organized around four central themes (intrapyschic mysteries, interactions, interpretive structures, interpersonal stories). Exams, a theoretical paper, short thought papers, and class participation will form the basis of the course grade. *Prerequisite:* Psychology 110 or the consent of the instructor. Credit not allowed if Psychology 370 has been taken.

320 Seminar: Psychology of Aging

3; not offered 2007-08

This course surveys basic knowledge in the psychology of aging. Models of successful aging, social changes in late life, age-related changes in cognitive and intellectual functioning, psycho-pathology and the consequences of age-related degenerative diseases (Alzheimer's and Parkinson's diseases) are among the topics discussed. The course will likely motivate students to examine their preconceptions about older people and the aging process. *Prerequisites:* Psychology 110.

322 Theoretical Approaches to Psychotherapy

x, 4

Wiese

Covers primary theories in counseling psychology that have formed the basis for understanding clients and shaped therapeutic interventions. Critical analysis of theories based on research and applicability in multicultural contexts. Evaluation of relationship between theory and practice. In addition to class time, weekly co-counseling sessions required for guided experiential learning of interventions such as Gestalt techniques, systematic desensitization, dialectical behavior therapy, and rational emotive behavior therapy. *Prerequisites:* Psyc 110 and consent of instructor.

Credit not allowed if Psyc 270 or Psyc 370 has been taken.

326 Theories of Knowledge Acquisition

4, x

Clearfield

How do you go from being a newborn, unable to speak, walk, or even lift your own head, to who you are now, a speaking, thinking, moving adult? How does change happen, and where does knowledge come from? The central question in developmental psychology is the origins of new forms of behavior; this course will focus on the origins of human cognition. In this seminar, we will read and discuss classic and contemporary theories of development, as well as empirical data and computer models of development. Topics will include Piaget, nativism, and ecological theory, with a special emphasis on connectionism and dynamic systems theory. Our focus will be how successfully these theories address developmental change, and what developmental processes can tell us about cognition. Weekly response papers, a midterm and a final project are required. *Prerequisites:* three courses in psychology, or consent of instructor.

335 Seminar in Cross-Cultural Psychology

4; not offered 2007-08

Psychological concepts and theories accepted in the U.S. have often been presented as universal. Increasingly, however, these theories have been challenged for their failure to acknowledge diversity in terms of gender, race, social class, and culture in general. This course focuses on current theories and research in cross-cultural psychology, emphasizing methodological challenges and cultural influences on psychological processes. Attention is given to potential implications for general psychology in the U.S. Emphasis in given years may change from international to national concerns. The course requires significant reading, written cultural analyses, and active participation in discussions and field trips. *Prerequisite:* consent of instructor.

336 Social Stigma

x, 3

Vick

This course will examine research and theory on social stigma from a social psychological perspective. Topics will include the origins and functions of stigmatization, mechanisms and consequences of social stigma, and coping strategies of stigmatized individuals. Special attention will be paid to targets of stigma, including those stigmatized by their race/ethnicity, gender, and sexual orientation. The psychological effects of prejudice and discrimination for these targets will be discussed. *Prerequisite:* Psychology 110 or equivalent. Distribution area: alternative voices.

339 Comparative and Evolutionary

Psychology

4; not offered 2007-08

This seminar explores psychological topics across a wide variety of species, with a particular emphasis on evolution as a determinant of behavior and cognition.

Course content will include modern research on animal behavior and ethology, stressing the importance of an animal's biological, ecological and social milieu. Specific topics may include dominance and social structure, foraging, mating, predation, communication, perception, conflict and cooperation. *Prerequisite:* three credits in psychology or biology.

347, 348 Special Topics Seminars

3-4, 3-4

These seminars focus on specific topics within psychology and/or research interests of psychology faculty. These courses are generally not offered regularly. Individual courses may be taught only once, and course offerings are likely to change substantially from year to year. Enrollments are generally limited to twelve students per class so that class discussion opportunities are maximized.

347A ST: Japanese Psychology

3, x

Wiese

Introduction to contemporary issues of psychology in Japan. Examines thoughts, feelings and behaviors prevalent within Japanese society. Identifies impact of societal norms on designations of "abnormality" and labels (such as *taijinkyofusho* and *NEET*). Explores questions of culture bound disorders, cultural universals, and cultural relativism as it applies to Japan. Attention given to current theories and research in cross-cultural psychology, emphasizing methodological challenges and cultural influences on psychological processes. *Prerequisites:* Psyc 110 or consent of instructor. Distribution area: alternative voices.

347B ST: Chimps, Cavemen, and Babies: The Origins of Human Cognition

3, x

Bushnell

This seminar-style course will focus on the evolution and development of "uniquely" human cognitive behaviors, such as language, counting, tool-using, imitation, theory of mind, and deliberate deception. How did humans come to have these abilities? When and under what pressures did they evolve? What kinds of evidence can we use to infer these abilities on the part of individuals and species now extinct? In addition to considering their evolution, we will also address the development of these behaviors during infancy and early childhood, as current thinking suggests that evolution and development are intertwined in important ways. Finally, we will consider whether other species may exhibit similar behaviors, as certain animal abilities are often used for reference points in theorizing about human evolution and infant development. Course work will involve reading advanced, original source materials, and class sessions will include discussion, debate, videos, and student presentations centered on these materials. The course is appropriate for students with some background in at least one of the following: developmental psychology, cognitive psychology, physical anthropology, or animal behavior. *Prerequisites:* Psyc 110 and at least one course from among the following: Developmental Psychology, Cognitive

Psychology, Comparative & Evolutionary Psychology, Evolutionary Biology, or Physical Anthropology; or consent of instructor.

348A ST: Issues in Perception and Perceptual Development

x, 3 **Bushnell**

In this seminar-style course, we will examine how people recognize and respond to objects and events observed through their senses. Although some aspects of sensory neurophysiology will be incorporated, the emphasis will be on how perceivers weigh and interpret information at the psychological level. How these processes are affected by experience and unfold during development will also be considered. Specific topics of study may include representations of objects, scene perception, motion perception, perceptual-motor learning, recognition of faces, cross-modal integration, visual constancies and illusions, and others. Course work will involve reading original source materials, and class sessions will include demonstrations, discussion, student reactions, and group work centered on these materials. The course is appropriate for advanced students with some background in experimental psychology. *Prerequisites:* 6 credits in psychology, or consent of instructor.

349 Seminar in Human Memory **3; not offered 2007-08**

Other than that which is genetically coded, everything that we know about the world represents some aspect of human memory. This seminar examines historical and contemporary accounts of human memory, with particular emphasis on reading and discussing primary research articles. Neurobiological as well as psychological perspectives to the study of human memory will be taken. Domains that are likely to be explored include memory processes (e.g., encoding, storage, and retrieval), distinctions (e.g., short-term/long-term, episodic/semantic, implicit/explicit) and systems (e.g., temporal and frontal lobe correlates of memory). Class presentations and a final empirical project are required components of the course. *Prerequisites:* Psychology 110 or equivalent. Credit not allowed if Psyc 350 has been taken.

350 Cognitive Psychology

x, 4 **Prull**

The issues and research associated with the ways humans come to know and understand the world they live in. Students taking this class should have a thorough understanding of basic principles of psychology that can be extended to a discussion of the "higher" mental processes associated with perception, imagery, memory, problem solving, etc. One weekly arranged lab is required in addition to regularly scheduled class meetings. *Prerequisites:* six credits in psychology or consent of instructor. Credit not allowed if Psyc 349, *Seminar in Human Memory*, has been taken.

353 Practicum in Psychology

1-3, 1-3 **Wiese and Staff**

Practicum experiences allow students to integrate and apply issues they have learned in coursework. Placements vary by semester and may include school, hospital, community, or outpatient sites. Students engage in a minimum of three hours per week in off-campus placement, complete readings and assignments, and meet weekly with course instructor. *Prerequisites:* Psyc 110 and consent of instructor. *Co-requisites:* Psyc 356 Applied Psychology (if taking for the first time).

356 Applied Psychology

3, x **Wiese**

This course focuses on the applications of psychology in community settings. Integrates theory, research, and treatment modalities to introduce the scientist practitioner model of psychology. Addresses professional issues and career possibilities in applied areas of psychology. Class sessions devoted to discussion of readings, exposure to basic therapeutic skills, and group supervision of practicum experiences. All students required to be concurrently enrolled in Psyc 353, Practicum in Psychology. *Prerequisite:* Psyc 110 and consent of instructor.

358 Research Experience

3-4, 3-4 **Staff**

A supervised research experience in an ongoing lab project, arranged with the instructor, giving students the opportunity to recruit participants, collect, code, and analyze data, as well as read relevant literature and write lab reports. *Prerequisite:* consent of instructor.

360 Physiology of Behavior

4, x **Herbranson**

Designed to introduce students to modern physiological approaches to the study of behavior. This course will cover the basic research methods and equipment used in modern neuroscience and the theoretical implications of a physiological approach to psychology. Specific topics will include the electrical and chemical basis of neural functioning: the structure and function of sensory and motor systems, the physiological basis and treatment of psychopathology; and the biology of central processes including but not limited to learning, memory and

emotion. Two lectures and one three-hour lab per week. *Prerequisites*: four credits each of psychology and biology. Distribution area: science.

380 Lab in Child Development
4; not offered 2007-08

This course introduces students to the methodological and theoretical approaches to the study of child development. Specific topics will include perceptual and motor development, social and moral development, and cognitive and language development. We will study children ranging in age from infancy through middle childhood, and will study both normally developing and impaired children. Designed for beginning and intermediate students and especially for new majors. Two 80-minute periods per week plus an arranged laboratory. *Prerequisites*: Psychology 110 and consent of instructor. Credit not allowed if Psychology 240 has been taken.

390 Psychology of Learning
4; not offered 2007-08

This course uses principles of conditioning and learning to explore how humans and animals adapt their behavior to meet changing environmental demands. Students will learn about historical and modern applications of Pavlovian and operant conditioning, and will apply those models to contemporary problems in psychology. In the associated lab, rats will be used as a model organism to demonstrate principles of learning as tools for the modification of behavior. *Prerequisites*: Psychology 110.

407, 408 Independent Study
1-3, 1-3

Staff

Independent study in an area of special interest selected by the student with direction of a staff member. *Prerequisite*: consent of instructor.

420 Contemporary and Historical Issues in Psychology

4, x **Clearfield**

This capstone course considers perennial issues in psychology, such as nature vs. nurture, fact vs. value, positivism vs. constructivism, and the mind/body problem. The historical and contemporary forms of these issues are examined using literature from the history of psychology, as well as contemporary articles from *The American Psychologist* and the *American Psychological Association Monitor*. Goals are: 1) to provide senior psychology majors a conceptual and historical background by which to consider contemporary matters of pressing concern; 2) to assist students in their integration of psychology as a discipline; and 3) to consider the wide range of ethical issues pertinent to the study and practice of psychology. Students are asked to write several position papers and a take-home exam as well as participate in a debate. Restricted to senior psychology majors and minors; others by consent only. *Required* of all senior psychology majors.

495 Thesis

3, x

Staff

First semester of a yearlong thesis project, including weekly meetings with class, with adviser, and several drafts of a well-documented proposal due throughout the semester.

496 Thesis

x, 3

Staff

Second semester of a yearlong thesis project. Weekly meetings with class, with adviser, an oral presentation on the thesis project, and a polished final draft submitted before April 1.

498 Honors Thesis

x, 3

Staff

Second semester of a yearlong thesis project. Weekly meetings with class, with adviser, an oral presentation on the thesis project, and a polished final draft submitted before April 1. In addition, a public presentation, preferably at a professional or student conference, is required.