

Psychology

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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 Psychology 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 that is at least three credits and excludes Psychology 407 and 408.

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. Sections by Clearfield emphasize group work and projects.

210 Psychological Statistics

4, 4

Herbranson

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

Prull

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

4, x

Staff

This course provides students with a broad introduction to the field of social psychology, the study of how others influence our thoughts, feelings, and behavior in a social world. Course content will focus on both theoretical and empirical research to explore the ways in which social situations affect our cognition, emotion, and action, and the ways in which the self contributes to the social construction of human behavior. Specific topics include social judgment, group behavior, stereotyping and prejudice, conflict and war, liking and love, helping, and persuasion, among others. A laboratory weekend is required. *Prerequisites:* Psychology 110, or consent of instructor. Distribution area: social science.

232 Stereotyping, Prejudice, and Intergroup Relations

3; not offered 2008-09

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:* Psychology 110 or consent of instructor.

239 Psychology of Women and Gender

x, 3 **Staff**

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

3, x **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

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 nonpsychology majors as well as majors.

250 Cognitive Psychology

3, x **Prull**

This course examines the theories, issues, and research associated with the ways that people come to know and understand the world in which they live.

Topics include pattern recognition, attention, memory, imagery, language, problem-solving, decision-making, and consciousness. Course meetings are twice weekly. At least two essay examinations and one research paper are required. *Prerequisites:* Psychology 110 or consent of instructor. Credit not allowed if Psychology 349 *Seminar in Human Memory* has been taken.

257 Peer Counseling

2, x **Jacks**

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

x, 4 **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 2008-09

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 (intrapsychic 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 2008-09

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

4; not offered 2008-09

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:* Psychology 110 and consent of instructor. Credit not allowed if Psychology 270 or Psychology 370 has been taken.

326 Theories of Knowledge Acquisition **4; not offered 2008-09**

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 **x, 4** **Wiese**

Psychological concepts and theories accepted in the United States 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 United States. 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 **3, x** **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. This course is conducted primarily as an advanced seminar in psychology. *Prerequisite:* Psychology 110; students who have received credit for Psychology 232 may not receive credit for this course. Distribution area: alternative voices.

339 Comparative and Evolutionary Psychology **4; not offered 2008-09**

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**

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 12 students per class so that class discussion opportunities are maximized.

347 ST: Philosophy and Psychology of Language **4, x** **Clearfield and Clearfield**

In this course we will work toward an integrated understanding of the nature of language through an examination of both empirical research and theoretical discussions. Specific topics will include: language acquisition, the relation between language and nonlin-

guistic communicative behavior, the relation between language and thought, the nature of meaning, and the relation between language and the world. *Prerequisites*: at least six credits of philosophy or six credits of psychology or consent of the instructors. Distribution area: social science or humanities. May be elected as Philosophy 338.

349 Seminar in Human Memory

x, 3

Prull

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 Psychology 350 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*: Psychology 110 and consent of instructor. *Corequisites*: Psychology 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 Psychology 353 *Practicum in Psychology*. *Prerequisite*: Psychology 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

x, 4

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 2008-09

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, x

Herbranson

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

Wiese

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.