Psychology

Program of Study

Psychology is the study of the mental states and processes that give rise to behavior. It seeks to understand the basic mechanisms and functions of perception, cognition, emotion, and attitudes in guiding behavior. Although it focuses on the level of the individual, individual behavior depends on the social relationships and structures in which people are embedded and the biological systems of which we are comprised. Thus, psychological study encompasses a broad set of topics that overlap with a number of disciplines across the social and biological sciences. The requirements of the major are designed to acquaint students with the research methods psychologists use and to provide a foundation of core knowledge covering the major areas of psychology. This broad foundation allows students to pursue a more advanced understanding of subfields related to their own particular interests and goals for the major. The program may serve as preparation for graduate work in psychology or related fields (e.g., neuroscience, education), as well as for students interested in careers in social work, public policy, business, or medicine. Students are encouraged to become actively engaged in research in the department and should consult with the director of undergraduate research about their interests as early as possible.

Program Requirements

Although no special application is required for admission to the major, majors are required to:

1. Inform the Department of Psychology by completing an enrollment form available from the department student affairs administrator in Beecher 109 and inform their College adviser.

2. Subscribe to the Psychology Majors Listhost at https://lists.uchicago.edu/web/info/psychology-majors. The listhost is the primary means of communication between the program and its majors or students interested in being majors. We use it to notify students of events relevant to psychology majors, such as research opportunities, job postings, fellowship announcements, and any changes in the course schedule, or curriculum updates.

NOTE: The following revised requirements are in effect for students who matriculated September 2014 and after. Students who matriculated prior to September 2014 should consult the College Catalog archives (collegecatalog.uchicago.edu/thecollege/archives) for the requirements that pertain to them.

NOTE: When planning your course schedule, please consult the Time Schedules (http://timeschedules.uchicago.edu) and the Courses section (http://psychology.uchicago.edu/academics/undergrad/collegecourses20122013.shtml) of the Psychology Department Undergraduate Program website for any changes in the course offerings.
Statistics/Methodology Sequence

Psychology majors are required to complete PSYC 20100 Psychological Statistics and PSYC 20200 Psychological Research Methods by the end of their third year. However, it is strongly recommended that these courses be taken as early as possible as they provide foundational concepts that facilitate understanding of subject area courses. These two courses cover the conceptual and methodological issues (Psy Rech Meth) and the statistical methods (Psych Stats) used in psychological science and are typically taught in Autumn and Winter Quarters.

Students may take STAT 22000 Statistical Methods and Applications or a more advanced statistics course instead of PSYC 20100.

Breadth Requirement

Students are required to take four of the following five courses, each of which will be offered every year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>PSYC 20300</td>
<td>Biological Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20400</td>
<td>Cognitive Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20500</td>
<td>Developmental Psychology</td>
<td>100</td>
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<tr>
<td>PSYC 20600</td>
<td>Social Psychology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20700</td>
<td>Sensation and Perception</td>
<td>100</td>
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Additional Courses

At least six additional courses (for a total of twelve in the major) must be chosen from among the courses offered by the Department of Psychology. Courses without a psychology number must be approved by the Curriculum Committee; petitions must be submitted to the undergraduate program chair. Only one independent study course can count toward the twelve courses required of students who are majoring in psychology (PSYC 29200 Undergraduate Reading in Psychology or PSYC 29700 Undergraduate Research in Psychology). In addition to the six electives, students pursuing honors in psychology must also take the PSYC 29800 Honors Seminar. Independent study courses can be taken for P/F grading, but all other courses must be taken for a quality grade. NOTE: Before registering for an elective, students should confirm that they have met any prerequisites for the course.

Research

Students are required to take PSYC 20200 Psychological Research Methods. Students are encouraged to gain additional experience by working on a research project under the guidance of a faculty member.

Calculus

Students are required to take two quarters of calculus as part of the College general education requirements.

NOTE: For psychology students, a maximum of three courses can be transferred into the major from outside the University of Chicago.
### Summary of Requirements

#### General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 13100-13200</td>
<td>Elementary Functions and Calculus I-II (or higher)</td>
<td>200</td>
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</table>

Total Units: 200

#### Major

**One of the following:**

<table>
<thead>
<tr>
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<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSYC 20100 &amp; PSYC 20200</td>
<td>Psychological Statistics and Psychological Research Methods</td>
<td>200</td>
</tr>
<tr>
<td>STAT 22000 &amp; PSYC 20200</td>
<td>Statistical Methods and Applications and Psychological Research Methods (or above)</td>
<td>200</td>
</tr>
</tbody>
</table>

**Four of the following:**

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<tbody>
<tr>
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<td>400</td>
</tr>
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<td></td>
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<td></td>
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<tr>
<td>PSYC 20700</td>
<td>Sensation and Perception</td>
<td></td>
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</tbody>
</table>

Six electives

Total Units: 1200

† Credit may be granted by examination.

* Credit for PSYC 20100 or STAT 22000 may be granted by examination.

+ Courses without a psychology number must be approved by the Curriculum Committee; petitions must be submitted to the undergraduate program chair.

#### Grading

All courses in the major must be taken for quality grades except for the independent study course, which is available for either a quality grade or for P/F grading.

#### Honors

To qualify for honors, students must meet the following requirements:

1. Students must have a GPA of at least 3.0 overall, and a GPA of at least 3.5 in the major by the beginning of the quarter in which they intend to graduate.

2. Students should arrange to write an honors paper with a faculty advisor from the Department of Psychology. Papers must represent a more substantial research project than the average term paper. After the paper has been approved by the faculty sponsor, the paper must then be read and approved by a second faculty member.

3. Students are required to take an PSYC 29800 Honors Seminar in Winter Quarter of their third or fourth year. This is in addition to the twelve required courses for the major. It is expected that students will be actively working
on the thesis project during the quarter they are taking the honors research seminar.

4. Students are required to present their findings in Spring Quarter of their fourth year at an honors day celebration. For details, visit psychology.uchicago.edu.

Specialized Courses of Study

Faculty members (or the undergraduate program chair) are available to help individual students design a specialized course of study within psychology. For example, particular course sequences within and outside of psychology may be designed for students who wish to pursue specializations in particular areas. These areas include, but are not limited to, cognitive neuroscience, language and communication, computational psychology, behavioral neuroscience and endocrinology, sensation and perception, and cultural psychology.

Double Majors

Students pursuing honors in more than one major should note that:

1. The student’s thesis adviser for psychology cannot be the same person as his or her thesis adviser for the second major.

2. The student must meet all the requirements listed in the preceding Honors section, including taking the Honors Seminar and presenting at an honors day celebration.

Earl R. Franklin Research Fellowship

The Earl R. Franklin Research Fellowship is awarded to a third-year student who is majoring in psychology. It provides financial support during the summer before his or her fourth year to carry out psychological research that will be continued as a senior honors project. Applications, which are submitted at the beginning of Spring Quarter, include a research proposal, personal statement, transcript, and letter of recommendation.

PSYCHOLOGY COURSES

PSYC 20000. Fundamentals of Psychology. 100 Units.

This course introduces basic concepts and research in the study of behavior. Principal topics are sensation, perception, cognition, learning, motivation, and personality theories.

Instructor(s): J. Cacioppo

Terms Offered: Autumn
PSYC 20100. Psychological Statistics. 100 Units.
Psychological research typically involves the use of quantitative (statistical) methods. This course introduces the methods of quantitative inquiry that are most commonly used in psychology and related social sciences. PSYC 20100 and 20200 form a two-quarter sequence that is intended to be an integrated introduction to psychological research methods. PSYC 20100 introduces explanatory data analysis, models in quantitative psychology, concept of probability, elementary statistical methods for estimation and hypothesis testing, and sampling theory. PSYC 20200 builds on the foundation of PSYC 20100 and considers the logic of psychological inquiry and the analysis and criticism of psychological research. It is recommended that students complete MATH 13100 and MATH 13200 (or higher) before taking this course.
Instructor(s): W. Goldstein Terms Offered: Autumn

PSYC 20200. Psychological Research Methods. 100 Units.
This course introduces concepts and methods used in behavioral research. Topics include the nature of behavioral research, testing of research ideas, quantitative and qualitative techniques of data collection, artifacts in behavioral research, analyzing and interpreting research data, and ethical considerations in research.
Instructor(s): A. Henly Terms Offered: Winter

PSYC 20300. Biological Psychology. 100 Units.
What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.
Instructor(s): London, S.; Norman, G. Terms Offered: Winter
Prerequisite(s): Some background in biology and psychology.
Note(s): This course does not meet requirements for the biological sciences major.
CHDV Distribution A*
Equivalent Course(s): BIOS 29300, CHDV 20300

PSYC 20400. Cognitive Psychology. 100 Units.
Viewing the brain globally as an information processing or computational system has revolutionized the study and understanding of intelligence. This course introduces the theory, methods, and empirical results that underlie this approach to psychology. Topics include categorization, attention, memory, knowledge, language, and thought.
Instructor(s): M. Berman Terms Offered: Spring
PSYC 20500. Developmental Psychology. 100 Units.
This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through early childhood. Example topics include children’s early thinking about number, morality, and social relationships, as well as how early environments inform children’s social and cognitive development. Where appropriate, we make links to both philosophical inquiries into the nature of the human mind, and to practical inquiries concerning education and public policy.
Instructor(s): K. Kinzler, L. Richland Terms Offered: Autumn
Note(s): CHDV Distribution, B*
Equivalent Course(s): CHDV 25900

PSYC 20600. Social Psychology. 100 Units.
This course examines social psychological theory and research that is based on both classic and contemporary contributions. Topics include conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology.
Instructor(s): W. Goldstein Terms Offered: Winter
Prerequisite(s): PSYC 20000 recommended.
Note(s): Can count towards CHDV, C specialization, but not C distribution
Equivalent Course(s): CHDV 26000

PSYC 20700. Sensation and Perception. 100 Units.
What we see and hear depends on energy that enters the eyes and ears, but what we actually experience—perception—follows from human neural responses. This course focuses on visual and auditory phenomena, including basic percepts (for example, acuity, brightness, color, loudness, pitch) and also more complex percepts such as movement and object recognition. Biological underpinnings of perception are an integral part of the course.
Instructor(s): K. LeDoux Terms Offered: Spring

PSYC 20850. Introduction to Human Development. 100 Units.
This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle.
Instructor(s): Staff Terms Offered: Autumn
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): CHDV 20000
PSYC 21950. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution, B*, C*; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605, ANTH 37605, CHDV 31901, PSYC 31900, LING 27605, LING 37605, CHDV 21901

PSYC 22750. Developmental Psychopathology. 100 Units.
This advanced course focuses on the development of mental disorders that have their onset in infancy, childhood, or adolescence from the perspective of developmental psychopathology. Developmental psychopathology is a field that lies at the interface of clinical and developmental psychology within which the aim is to identify the earliest deviations from normative developmental processes that likely lead to the development of psychopathology. By incorporating the study of basic biological and psychological processes into the study of psychopathology, the identification of earliest markers, and ultimately causal factors, may be achieved.
Instructor(s): K. Keenan Terms Offered: Spring
Note(s): This course does not meet requirements for the biological sciences major.

PSYC 22831. Debates in Cognitive Neuroscience. 100 Units.
This course will survey some of the current debates in the fields of cognitive and social neurosciences. The readings and discussions will cover a variety of topics ranging from the functional specificity of brain regions supporting face processing to the network of brain regions believed to support mental state inferences about others. Discussions and response papers will emphasize careful consideration of each perspective on these topics.
Instructor(s): J. Cloutier Terms Offered: Spring
PSYC 23000. Cultural Psychology. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. 
Instructor(s): R. Shweder 
Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B*, C*; 2*, 3*
Equivalent Course(s): AMER 33000, ANTH 24320, ANTH 35110, CHDV 31000, GNSE 21001, GNSE 31000, PSYC 33000, CHDV 21000

PSYC 23220. The Politics and Psychology of Language. 100 Units.
Language is a semiotic system based on difference, and humans use it to differentiate and divide, but also to identify and unite. This course draws on a broad range of writing on language—anthropology, linguistics, philosophy, psychoanalysis and psychology—to explore the social meaning of language in relation to individuals, groups and societies. We will investigate such topics as hate speech, political correctness, language and thought, accent discrimination, language change, and language ideologies. 
Instructor(s): K. Kinzler, D. Kulick 
Terms Offered: Not offered in 2015-16
Prerequisite(s): Third- or Fourth-year standing
Equivalent Course(s): ANTH 27210, BPRO 23220, CHDV 23220, LING 23220

PSYC 23249. Animal Behavior. 100 Units.
This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques. 
Instructor(s): S. Pruett-Jones (even-numbered years), J. Mateo (odd-numbered years) 
Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the biological sciences.
Note(s): CHDV Distribution, A*
Equivalent Course(s): CHDV 23249, BIOS 23249
PSYC 23860. Beyond Good and Evil: The Psychology of Morality. 100 Units.
Morality is a mysterious and possibly uniquely human capacity that influences how we make decisions in a number of domains. In this course we will explore how and why human beings have the moral intuitions that they do and also where these intuitions come from—what about our moral intuitions are built in and how are these intuitions shaped by experience? To achieve these goals, we will discuss literature from developmental, social, and evolutionary psychology, as well as some literature from behavioral economics and experimental philosophy. We will briefly review the history of moral psychology, but spend the bulk of our time discussing contemporary debates and findings from research on moral psychology.
Instructor(s): A. Shaw Terms Offered: Spring

PSYC 23890. Learning and Memory. 100 Units.
It has been stated that memory is the foundation of our selves; without a trace of what has come before we are uncertain of our today and tomorrow. We learn in many contexts, in controlled settings such as classrooms and as we navigate our broader environments. We usually think that stronger memories are better, but incidences of PTSD remind us that all neural processes, including learning and memory, need to be appropriate for the situation. We will consider the underlying neurobiology of learning and memory processes alongside the larger behavioral context to understand the links between experience, neural function, and learning-guided behavior.
Instructor(s): S. London Terms Offered: Winter
Prerequisite(s): Students are strongly encouraged to have taken at least one course in neuroscience or cognitive psychology.

PSYC 24000. Systems Neuroscience. 100 Units.
This course introduces vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.
Instructor(s): M. Hale, D. Freedman Terms Offered: Spring
Prerequisite(s): BIOS 24204 or consent of instructor.
Note(s): This course meets one of the requirements of the neuroscience specialization.
PSYC 24050. Understanding Wisdom. 100 Units.
Thinking about the nature of wisdom goes back to the Greek philosophers and the classical religious sages, but the concept of wisdom has changed in many ways over the history of thought. While wisdom has received less scholarly attention in modern times, it has recently re-emerged in popular discourse with a growing recognition of its potential importance for addressing complex issues in many domains. But what is wisdom? It's often used with a meaning more akin to "smart" or "clever." Is it just vast knowledge? This course will examine the nature of wisdom—how it has been defined, how its meaning has changed, and what its essential components might be. We will examine how current psychological theories conceptualize wisdom and consider whether, and how, wisdom can be studied scientifically; that is, can wisdom be measured and experimentally manipulated to illuminate its underlying mechanisms and understand its functions? Finally, we will explore how concepts of wisdom can be applied in business, education, medicine, the law, and in the course of our everyday lives. Readings will be drawn from a wide array of disciplines including philosophy, classics, history, psychology, behavioral economics, medicine, and public policy.
Instructor(s): C. Gilpin, A. Henly Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): HUMA 24005, RLST 24050, BPRO 24000

PSYC 25101. The Psychology of Decision Making. 100 Units.
We constantly make decisions, determine our preferences, and choose among alternatives. The importance of our decisions range from ordering a meal at a restaurant to choosing what college to attend. How do we make such decisions? What are the rules that guide us and the biases that shape our decisions? What determines our preferences? What impacts our willingness to take risks? In this course we consider how the way we go about gathering information affects our judgment, and how the way we frame problems affects our perceptions and shapes the solutions to problems. We learn what governs choice and the systematic way it deviates from normative rules. We consider how we think about the future and how we learn from the past. The course focuses on the psychology behind making decisions with implications for a wide range of areas such as public policy, law, and medicine.
Instructor(s): B. Keysar Terms Offered: Autumn
Note(s): This course is a prerequisite for PSYC 25700 The Psychology of Negotiation.
PSYC 25120. Child Development and Public Policy. 100 Units.
The goal of this course is to introduce students to the literature on early child
development and explore how an understanding of core developmental concepts
can inform social policies. This goal will be addressed through an integrated,
multidisciplinary approach. The course will emphasize research on the science of
eyearl development from the prenatal period through school entry. The central
debate about the role of early experience in development will provide a unifying
strand for the course. Students will be introduced to research in neuroscience,
psychology, economics, sociology, and public policy as it bears on questions about
“what develops?”, critical periods in development, the nature vs. nurture debate,
and the ways in which environmental contexts (e.g., parents, families, peers, schools,
institutions, communities) affect early development and developmental trajectories.
The first part of the course will introduce students to the major disciplinary
streams in the developmental sciences and the enduring and new debates and
perspectives within the field. The second part will examine the multiple contexts of
early development to understand which aspects of young children's environments
affect their development and how those impacts arise. Throughout the course,
we will explore how the principles of early childhood development can guide the
design of policies and practices that enhance the healthy development of young
children, particularly for those living in adverse circumstances, and thereby build
a strong foundation for promoting equality of opportunity, reducing social class
disparities in life outcomes, building human capital, fostering economic prosperity,
and generating positive social change. In doing so, we will critically examine the
evidence on whether the contexts of children's development are amenable to public
policy intervention and the costs and benefits of different policy approaches.
Instructor(s): A. Kalil Terms Offered: Spring
Prerequisite(s): Attendance on the first day of class is required or registration will be
dropped.
Equivalent Course(s): PBPL 25120, CHDV 25120

PSYC 25460. The Body in the Mind. 100 Units.
How is thinking related to perception and bodily action? In this course we will
explore theories of ‘embodied cognition’ that have emerged in the 21st century,
and consider the challenges they face. If concepts are built upon perception and
action, how can people conceptualize abstract things that they can never see or
touch? Where earlier body-based theories of concepts have fallen short, how can
contemporary embodiment theories contribute to a coherent account of language
and cognition?
Instructor(s): D. Casasanto Terms Offered: Spring
**PSYC 25700. The Psychology of Negotiation. 100 Units.**
Negotiation is ubiquitous in interpersonal interactions, from making plans for a trip with friends or family, to determining working conditions with an employer, to managing international conflicts. In this course we examine the structure of different negotiations and the psychology that governs the processes and outcomes of a negotiation. For instance, we consider the role of perceptions, expectations, intuitions, and biases. We evaluate the role of information processing, modes of communication, and power in influencing a negotiated outcome. We see how the psychology of trust, reciprocity, fairness, cooperation, and competition can affect our ability to benefit from an exchange or contribute to the escalation of conflict. To better understand the dynamics of the negotiation process, we learn both through engaging in a variety of negotiation role-plays and relating these experiences to research findings.
Instructor(s): B. Keysar Terms Offered: Winter
Prerequisite(s): PSYC 25101 The Psychology of Decision Making is a prerequisite for this course, as it provides the conceptual foundations.

**PSYC 25750. The Psychology and Neurobiology of Stress. 100 Units.**
This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.
Instructor(s): G. Norman Terms Offered: Autumn
Equivalent Course(s): BIOS 29271

**PSYC 25950. The Psychology of Stereotyping and Prejudice. 100 Units.**
This course introduces concepts and research in the study of stereotyping and prejudice. Topics include the formation of stereotypes and prejudice; the processes that underlie stereotyping and prejudice; stereotyping and prejudice from the target’s perspective; and prejudice and stereotype reduction. The course will cover a variety of groups (e.g., race, gender, weight, and sexual orientation) and explore the implications of stereotyping and prejudice across a number of settings (e.g., educational, law, and health).
Instructor(s): J. Kubota Terms Offered: Spring
Equivalent Course(s): CRES 25950

**PSYC 27010. Psycholinguistics. 100 Units.**
This is a survey course in the psychology of language. We will focus on issues related to language comprehension, language production, and language acquisition. The course will also train students on how to read primary literature and conduct original research studies.
Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): LING 27010
PSYC 27950. Evolution and Economics of Human Behavior. 100 Units.
This course explores how evolutionary biology and behavioral economics explain many different aspects of human behavior. Specific topics include evolutionary theory, natural and sexual selection, game theory, cost-benefit analyses of behavior from an evolutionary and a behavioral economics perspective, aggression, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Note(s): CHDV Distribution, A*; 1*
Equivalent Course(s): CHDV 37950, PSYC 37950, BIOS 29265, CHDV 27950

PSYC 29200. Undergraduate Reading in Psychology. 100 Units.
No description available.
Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

PSYC 29700. Undergraduate Research in Psychology. 100 Units.
No description available.
Terms Offered: Autumn, Winter, Spring
Note(s): Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.

PSYC 29800. Honors Seminar. 100 Units.
This course is a reading and discussion of general papers on writing and research, and individual students present their own projects to the group. A literature review, data from ongoing or completed empirical projects, or portions of the thesis paper itself can be presented. Students are expected to give thoughtful feedback to others on their presentations and written work.
Instructor(s): B. Prendergast Terms Offered: Winter
Note(s): Open to third- or fourth-year students who are majoring in psychology and have begun their thesis project. Available for either quality grades or for P/F grading.