

Poverty and Human Capability Studies 450 (0)— Shepherd Alliance Summer Internship

Prerequisites: Poverty and Human Capability Studies 101 and successful application for Shepherd Alliance. Eight-week summer internship working with individuals and communities. Supervised work with agencies in business and economic development, community organizing, education, environmental advocacy, healthcare, law, religious ministry, and social services that serve impoverished persons and communities. Eight weeks of full-time work is preceded by an orientation to prepare the interns and followed by a closing conference for interns to reflect critically on what they have learned. W&L students work with students from other participating colleges. Students keep journals reflecting on their work. Financial support is available; in rare instances the Shepherd Program director may approve other internship programs to meet this requirement, but approval must be in advance with special conditions and stipulations.

Beckley.

Fall

PSYCHOLOGY (PSYC)

PROFESSORS LORIG, MARGAND,
J. SILVEIRA STEWART
ASSOCIATE PROFESSORS R. STEWART,
MURDOCK, WOODZICKA
ASSISTANT PROFESSORS FULCHER, WHITING

MAJORS

The department offers a **psychology** major leading to either a Bachelor of Arts or a Bachelor of Science degree. The choice of degree program should be determined after consultation with a member of the department. Both degree programs emphasize research methodology and would be appropriate for students interested in pursuing graduate study in psychology or allied fields. The B.S. program places greater emphasis on experimentation and research than does the B.A. program.

Bachelor of Arts: The **psychology** major leading to a Bachelor of Arts degree requires completion of 42 credits in psychology and cognate fields distributed as follows:

1. Three courses selected from Psychology 111, 112, 113, and 114
2. Psychology 120, 250, 304, 403, and either Psychology 202 or 210
3. At least one additional course selected from Psychology 150, 202, 210, 215, 230, 235, and 240
4. Two courses selected from Psychology 251, 252, 253, 254, 255, 257, 258, 261, 262, 265, and 269
5. Eight or nine additional credits in psychology or cognate courses approved by the department.

Bachelor of Science: The **psychology** major leading to a Bachelor of Science degree requires completion of 49 or 50 credits in psychology and cognate fields distributed as follows:

1. Three courses selected from Psychology 111, 112, 113, and 114
2. Psychology 120, 250, 304, 403, and 473
3. Two courses selected from Psychology 251, 252, 253, 254, 255, 257, 258, 261, 262, 265, and 269
4. Six credits selected from Psychology 351, 352, 353, 354, 355, 357, 361, 362, 365, and 369
5. 12 credits in biology, chemistry, computer science, mathematics, and physics, exclusive of Chemistry 100 and Physics 150 and 151.

HONORS: An Honors Program in psychology is offered for qualified students; see department head for details no later than the Winter Term of the sophomore year.

Psychology 111 (3)—Brain and Behavior

An introduction to behavioral neuroscience including the physiological bases of sensation, learning and memory, motivation, cognition, and abnormal behavior. (SC, GE6c) Lorig, J. Silveira Stewart, R. Stewart.

Fall, Winter

Psychology 112 (3)—Cognition

An introduction to human information processing, including an examination of perception, attention, memory, problem solving, and language. (SC, GE6c), *Whiting*.

Fall, Winter

Psychology 113 (3)—Principles of Development

An introduction to the development of individual capacities from conception through the life span. Analysis of thought and behavior at different stages of growth with special emphasis on the period from infancy through adolescence. (SS3, GE6c) *Fulcher, Margand*.

Fall, Winter

Psychology 114 (Sociology 114) (3)—Introduction to Social Psychology

The scientific study of how individuals' feelings, thoughts, and behavior are affected by others. Topics include prejudice, the self, interpersonal attraction, helping, aggression, attitudes, and persuasion. (SS3 as psychology only; GE6c as psychology only)

Woodzicka.

Fall

Psychology 120 (3)—Quantitative Literacy in the Behavioral Sciences

Students learn the basics of collecting, interpreting, and presenting data in the behavioral sciences. Data from a variety of sources such as questionnaires, psychological tests, and behavioral observations are considered. Students learn to use and to evaluate critically statistical and graphical summaries of data. They also study techniques of searching the literature and of producing written reports in technical format. Individual projects include oral presentations, creating technical graphics, and publishing on the World Wide Web. (SS3, GE6c) *Staff*.

Spring

Psychology 150 (3)—Psychoactive Drugs and Behavior

An introduction to broad psychological perspectives of drug use, misuse, and abuse. The pharmacological and physiological actions of psychoactive drugs, as well as personality and social variables that influence their use, are considered. Emphasis is given to historically significant and currently popular drugs of abuse. (SC, GE6c) *R. Stewart*.

Spring

Psychology 202 (3)—Theories of Personality

Prerequisites: Three credits in psychology and junior standing. An examination of the principal interpretations of personality development and organization. Biological, psychodynamic, humanistic, existential, cognitive, and trait approaches to personality are discussed.

Murdock.

Winter

Psychology 210 (3)—Principles of Abnormal Behavior

Prerequisite: Psychology 111. A study of the symptoms, causes, and treatment of various types of mental disorder and abnormal behavior. An empirical approach to addressing abnormal behavior will be emphasized.

Murdock.

Fall

Psychology 215 (3) – Evolutionary Psychology

Prerequisite: Psychology 111, 112, 113, or 114, or permission of the instructor. A seminar exploring evolutionary theory and mechanisms as they relate to current human behavior. This course takes a scientific approach to explain the evolutionary advantages of both culturally appropriate and inappropriate behaviors. Topics may include, but are not limited to, aggression and sexual competition; mate selection; altruism and cooperation between individuals; cognitive abilities; and morality and deception. (SS3) *Whiting*.

Spring

Psychology 230 (3)—Contemporary Issues in Child Development

Prerequisites: Psychology 113 and permission of the instructor. The specific topic in this course will vary from year to year. However, each involves seminars on current problems or issues related to the development of children. Examples include issues in child and family policy; effect of media on children; and effects of poverty on families. Some topics require students to participate in observation and/or testing of children in addition to classroom work. May be repeated for degree credit with permission and if the topics are different. *Margand*.

Fall, Spring

Psychology 235 (3)—Effects of Poverty on Families and Children

Prerequisite: Psychology 113 or Poverty 101. This course explores the problem of child and family poverty in the U.S., the issues it raises for psychologists and social policy makers, and the implications that poverty and social policy have for children's development. Major areas addressed in this class include prenatal/infant health issues; cognitive, emotional, and educational development in early childhood; rural vs. urban poverty; the effects of parental behavior; neighborhood and community distress (such as exposure to violence, inadequate schools and community resources) on development; and the outcome of these on adolescent identity and adult achievement. The course focuses on the U.S. but draws on comparative research about the experiences of many subgroups within the U.S. and in other countries. *Margand*.

Winter

Psychology 240 (3)—Adult Development and Aging

Prerequisite: One course in psychology or sociology or permission of the instructor. Examination of current topics in aging research. Material includes literature from biology as well as psychology. Topics include neurophysiological changes accompanying maturation; mental health issues; age-related changes in cognitive function; alterations in intra- and intergenerational relationships during adulthood; and cross-cultural perspectives on aging. (SS3, GE6c) *Whiting.*

Winter

Psychology 250 (4)—Research Design and Analysis

Prerequisite: Psychology 120. Students learn about the design and analysis of psychological research, with particular emphasis on experimentation. Students learn statistical inference appropriate for hypothesis testing, and they use standard statistical packages to analyze data. Laboratory course. *Murdock, Whiting, Woodzicka.*

Fall

Psychology 251 (3)—Learning and Retention

Prerequisite or corequisite: Psychology 250. The experimental examination of a broad range of learning and memory phenomena. Discussion, reading, exercises, and writing focus on three areas: basic, automatic, animal, and human conditioning; thoughtful and deliberate human learning; and how we define ourselves by what we learn and remember. Students also consider the applications of the phenomena of learning and memory in areas of their own interest. *Staff.*

Not offered 2007-2008

Psychology 252 (3)—Sensation Measurement and Perception

Prerequisites: Neuroscience 120, or Psychology 111 and 250 (pre- or corequisite). Problems associated with perceptual encoding, scaling, stimulus localization, and the contextual and social determinants of sensation measurement and perception are considered. *Lorig.*

Fall

Psychology 253 (3)—Neural Mechanisms of Motivated Behaviors

Prerequisites: Neuroscience 120, or Psychology 111 and 250 (pre- or corequisite). The anatomical, physiological, and neurochemical bases for behaviors are considered. Some examples of behaviors to be discussed include thirst and drinking, ingestion, reproduction, and learning. *R. Stewart.*

Fall 2008 and alternate years

Psychology 254 (3)—Attention and Memory

Prerequisites: Psychology 112; prerequisite or corequisite: Psychology 250. An examination of the theories and mechanisms associated with attention and memory processes. Topics may include: selective attention, inhibition, working memory, and higher-level memory processes. The functioning of the above processes in abnormal patient populations is also examined.

Whiting.

Fall

Psychology 255 (4)—Cognitive Neuroscience

Prerequisites: Neuroscience 120, or Psychology 111 and 250 (pre- or corequisite). An examination of the role of the central nervous system in the production of human behavior. Special emphasis is placed on the contribution of the cerebral cortex to cognitive activity and to the effects of brain injury on psychological processes. Laboratories focus on neuropsychological testing and basic concepts in the brain's distribution of complex function. Laboratory course. *Lorig.*

Winter

Psychology 257 (3)—Psychobiology of Development

Prerequisites: Neuroscience 120, or Psychology 111 and 250 (pre- or corequisite). Examination of the development of biological systems involved in various behaviors with special emphasis on the neural mechanisms of behavior. Both human and animal studies are considered. Some topics include evolution and behavior; developmental neurobiology; biological bases of sexual and gender identity; and development of play behaviors and temperament. *J. Silveira Stewart.*

Winter

Psychology 258 (3)—Neural Mechanisms of Sensory and Motor Function

Prerequisites: Neuroscience 120, or Psychology 111 and 250 (pre- or corequisite). An examination of the neural mechanisms of sensory and motor function. Topics include polymodal sensory integration and sensorimotor integration in the spinal regulation of movement. Plasticity of sensory and motor processes is also discussed. Both human and animal data are considered. *R. Stewart.*

Fall 2007 and alternate years

Psychology 261 (3)—Socioemotional Development

Prerequisites: Psychology 113; prerequisite or corequisite: Psychology 250. Examination of the theoretical and developmental aspects of emotions. Topics include understanding emotional states and the role of socialization practices on emotional expression. *Margand.*

Winter

Psychology 262 (3)—Gender Role Development

Prerequisites: Psychology 113; prerequisite or corequisite: Psychology 250. This course provides the student with an overview of gender-role development: How do children learn to be boys and girls? What role do biological factors play in different behaviors of boys and girls? Does society push boys and girls in different directions? We discuss children's evolving ideas about gender, and what can be done to change these ideas (or whether they need to be changed at all). Through the examination of these questions and issues, the course introduces students to the major theories of gender-role development, the research methods used to measure children's gender-role behaviors and attitudes, and the current research in the field. *Fulcher.*

Fall

Psychology 265 (3)—Developmental Psychopathology

Prerequisites: Psychology 113 and 210; Prerequisite or corequisite: Psychology 250. This course utilizes a biopsychosocial perspective to explore atypical developmental processes. The course examines risk and protective factors that contribute to the development of social, emotional, behavioral difficulties, and competencies in childhood and adolescence. How children's psychological disorders are currently conceptualized, assessed and treated in clinical settings is also considered. *Murdock.*

Fall

Psychology 269 (3)—Stereotyping, Prejudice, and Discrimination

Prerequisites: Psychology 114; Prerequisite or corequisite: Psychology 250. This course examines cognitive and affective processes involved in stereotyping, prejudice, and discrimination. Causes and social implications of prejudice involving various stigmatized groups (e.g., African-Americans, women, homosexuals, people of low socioeconomic status, overweight individuals) are examined. Participants focus on attitudes and behaviors of both perpetrators and targets of prejudice that likely contribute to and result from social inequality. *Woodzicka.*

Winter

Psychology 304 (3)—History and Systems of Psychology

Prerequisites: Six credits in psychology and junior standing. A seminar examining the evolution of modern psychology from its origins in philosophy and natural science to contemporary systems and theory, with special emphasis on fundamental psychological issues., *J. Silveira Stewart.*

Spring

Psychology 305 (Philosophy 305) (3)—Speech and Cognition

Prerequisite: Six credits in philosophy and/or psychology. An examination of speech, speech acts, discourse, and understanding. *Staff.*

Not offered in 2007-2008

Psychology 351 (3)—Directed Research in Cognition

Prerequisite: Permission of the instructor. Directed research on a variety of topics in cognition. May *not* be repeated. *Whiting.*

Not offered 2007-2008

Psychology 352 (3)—Directed Research in Sensation Measurement and Perception

Prerequisite: Permission of the instructor. Directed research on a variety of topics in sensation measurement and perception. May *not* be repeated. *Lorig.*

Winter

Psychology 353 (3)—Directed Research in Systems Neuroscience

Prerequisite: Permission of the instructor. Directed research on a variety of topics in systems neuroscience. May *not* be repeated. *R. Stewart.*

Winter

Psychology 354 (3)—Directed Research in Attention and Memory

Prerequisite: Permission of the instructor. Directed research on a variety of topics in attention and memory. May *not* be repeated. *Whiting.*

Winter

Psychology 355 (3)—Directed Research in Cognitive Neuroscience

Prerequisite: Permission of the instructor. Directed research on a variety of topics in human neuropsychology. May *not* be repeated. *Lorig.*

Fall

Psychology 357 (3)—Directed Research in Psychobiology

Prerequisite: Permission of the instructor. Directed research on a variety of topics in psychobiology, emphasizing neural development, regeneration, and sensory systems. May *not* be repeated. *J. Silveira Stewart.*

Winter 2008 and alternate years

Psychology 361 (3)—Directed Research in Socioemotional Development

Prerequisite: Permission of the instructor. Directed research on a variety of topics associated with emotional development. May *not* be repeated. *Margand.*

Fall

Psychology 362 (3)—Directed Research in Developmental Psychology

Prerequisite: Permission of the instructor. Directed research on a variety of topics in developmental psychology. May *not* be repeated. *Fulcher.*

Fall

Psychology 365 (3)—Directed Research in Developmental Psychopathology

Prerequisite: Permission of the instructor. Directed research on a variety of topics in developmental psychopathology. May *not* be repeated. *Murdock.*

Winter

Psychology 369 (3)—Directed Research in Social Psychology

Prerequisite: Psychology 269 and permission of the instructor. Directed research on a variety of topics in social psychology. May *not* be repeated. *Woodzicka.*

Spring

Psychology 395 (1, 2, or 3)—Special Topics in Psychology

Prerequisite: *Permission of the instructor.* These seminars are designed to help the advanced student integrate his or her knowledge of specific fields into a comprehensive view of psychology, both as a science and as a profession. Specific topics vary and are determined, in part, by student demand. May be repeated for degree credit with permission and if the topics are different. *Staff.*

Psychology 403 (3)—Directed Individual Study

Prerequisites: *Six credits in psychology, junior standing, and permission of the head of the department.* This seminar involves independent reading and/or research and is taken by all majors during their senior year. Students are expected to prepare a detailed research proposal based on their independent work. May be repeated for degree credit with permission and if the topics are different. *Staff.*

Fall, Winter

Psychology 431 (1), 432 (2), 433 (3)—Tutorials in Psychology

Prerequisites: *Six credits in psychology and permission of the head of the department.* Advanced reading, study, or internships directed by a member of the staff to meet the needs of the individual student. May be repeated for degree credit with permission and if the topics are different. *Staff.*

Psychology 443 (3)—Honors Thesis Proposal

Prerequisite: *Honors candidacy.* Conferences, directed reading, and exploratory research culminating in the preparation of a proposal for honors thesis research, which will minimally include a clear statement of the problem being studied, a comprehensive literature review, and a feasible, detailed plan for the research. Must be taken no later than Spring Term of the junior year. *Staff.*

Fall, Winter, Spring

Psychology 453 (3), 456 (6)—Internship

Prerequisite: *permission of the department.* Supervised off-campus experience in a local agency, research organization, or other venues approved by the department. Requires a research paper in addition to off-campus activities. *Margand, Woodzicka.*

Psychology 473 (3)—Senior Thesis

Prerequisites: *Psychology 403 and permission of the department head.* Taken in the Winter Term of the senior year by all psychology majors seeking a Bachelor of Science degree. Students conduct a research project and prepare a thesis based on that research. *Staff.*

Winter

Psychology 493 (3-3)—Honors Thesis

Prerequisites: *Senior standing and Psychology 443.* Laboratory research culminating in an honors thesis. Honors candidates also present a public summary of their work. *Staff.*

Fall-Winter

PUBLIC SPEAKING (PSPK)

PROFESSOR RYAN

Public Speaking 201 (3)—Principles of Public Speaking

The student learns the principles of rhetoric in oral discourse and delivers five speeches. *Ryan.*

Fall, Winter

Public Speaking 203 (1)—Forensics

Students study the theory and practice of forensics. This course may be repeated with permission for a maximum of four credits. Credits taken in excess of this limit will be treated as repeats of the earliest unrepeatable credits of this kind. Students deliver two speeches. *Ryan.*

Not offered in 2007-2008

Public Speaking 301 (3)—Argumentation and Debate

A student masters the principles of argumentation and debate, with direct and cross-examination, and debates five times on moot legal cases. *Ryan.*

Fall

Public Speaking 302 (3)—Persuasion

Rhetorical theory from the Classical period to the present is the background to a study of persuasion in public speaking from 1930 to the present. *Ryan.*

Winter 2009 and alternate years

Public Speaking 303 (3)—American Public Address

The student studies the speaking and speeches of American orators with an emphasis on social agitators, religious preaching, Congressional speaking, and presidential addresses before 1930. *Ryan.*

Winter

Public Speaking 304 (3)—The Rhetorical Presidency

The student studies the 20th-century rhetorical presidency with special attention given to war rhetoric and inaugural addresses. *Ryan.*

Not offered in 2007-2008

Public Speaking 305 (3)—Seminar in Feminist Rhetoric

This course explores how black and white American women addressed the great theological, political, and social issues of their day in persuasive speeches from Puritan times to the present. Issues include women in the pulpit, slavery, woman's suffrage, prohibition, and welfare reform. *Ryan.*

Not offered in 2007-2008

Public Speaking 306 (3)—Classical Rhetoric

Students read in translation Plato's *Gorgias* and *Phaedrus*, Aristotle's *Rhetoric*, and the *Rhetorica ad Herennium*. Selected Greek and Latin orations are also studied. *Ryan.*

Not offered in 2007-2008