

**Georgetown University
Department of Psychology**

**Majors and Minors
Undergraduate Handbook
2009-2010**

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**GEORGETOWN UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
UNDERGRADUATE HANDBOOK
MAJORS AND MINORS**

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Summary of Required Courses for Majors

Majors are required to take at least 10 courses to fulfill the four requirements that are specified below. Graduation as a major in psychology requires that the student achieve a 2.5 grade point average in completed psychology courses.

Core Courses and Areas of Study

I. Majors are required to take the following three courses:

- 1) **PSYC-001. General Psychology** (3 credits)
- 2) **MATH-040. Probability and Statistics** (4 credits)*

* MATH-040 Probability and Statistics must be taken prior to PSYC-002 Research Methods and Statistics; it may be taken before PSYC-001 General Psychology.

- 3) **PSYC-002. Research Methods and Statistics** (3 credits)

II. Majors are required to take one Core course from each of the Three Areas of Study

The 3 Areas of Study are:

- Area 1. Conceptual and Developmental Foundations
- Area 2. Social and Personality
- Area 3. Cognitive and Biological Basis

III. Majors are required to take any two courses at the Seminar Level

Seminar Courses are at the 300-level.

IV. Majors are required to take two additional courses from the combined offerings of Core, Seminar, and Elective Categories

Summary of Required Courses for Minors

Minors are required to take six courses:

Minors are required to take:

001 General Psychology

Minors are required to take one core course from each of the three areas of study

The 3 Areas of Study are:

- Area 1. Conceptual and Developmental Foundations
- Area 2. Social and Personality
- Area 3. Cognitive and Biological Basis

Minors are required to elect two additional courses from the combined offerings of core, seminar, and elective courses.

The Undergraduate Psychology Program

The Undergraduate Psychology Program encompasses psychology as both a social and a natural science. Students are encouraged to select courses from a broader array of core groupings.

Declaring a Major or Minor in Psychology

To declare a **major** in psychology, students should first obtain a Major/Minor Declaration Form from the College Dean's Office (108 White-Gravenor). If the student intending to declare a major in Psychology knows which departmental faculty member she/he would like to have as an advisor, the student should then arrange to meet with that faculty member, who can sign the student's declaration of major form identifying him/herself as the advisor. The student should then proceed directly to the Dean's office with the signed form. The prospective major who is not prepared to request a specific faculty member as an advisor should take the declaration of major form to one of the Co-Directors of Undergraduate Studies (named below). After consulting with the student, the Co-director will assign an advisor and provide the necessary signature on the form, which the student will then take to his/her Dean's office. A student in another school who wishes to declare a **minor** in psychology must pick up the proper form from his or her own dean's office, and then obtain the signature of one of the Co-directors of undergraduate studies in the Psychology Department.

For majors, advisors can serve many roles including helping students plan their curriculum, providing research and teaching assistant opportunities, or providing career advice. Although a particular faculty member will act as an official advisor, the department strongly encourages students to meet and seek advice from several different faculty members. Not only are these relationships fulfilling, but they become especially important when the need arises for Graduate School recommendations. All professors have scheduled office hours, but are willing to see students by appointment as well.

If you have specific questions about the Major or Minor, and cannot find the answers in the Undergraduate Handbook, please contact one or both of the Co-Directors of the Undergraduate Program:

Professor W. Gerrod Parrott parrottg@georgetown.edu
Professor David Crystal crystald@georgetown.edu

Planning a Well-Balanced Program of Study

Students and advisors are expected to develop a program of electives and cognate courses in other disciplines to provide the course sequences most appropriate to their specific goals. In planning lecture classes and tutorials, it is useful for students to know who is likely to be on sabbatical or on leave in coming semesters. Information on sabbaticals and leaves of absence are subject to change, therefore students should confirm such information on the web directory at <http://www3.georgetown.edu/departments/psychology/about/7669.html>.

A well-balanced program refers to more than just psychology courses. One important consideration is the selection of an appropriate minor or a second major. Students are not required to have a minor, but many psychology majors have found that minors such as biology, physics, chemistry, mathematics, philosophy, English, sociology, government, cognitive science, or computer science very helpful. A

minor broadens one's perspective of his or her own discipline. Students may consider taking a double major, which often means having fewer elective courses, but a more structured degree program. A number of well-known psychologists have strong backgrounds in other disciplines. One should begin to look for cognate fields in one's first or second year. A student's choice of a minor depends heavily upon their professional goals and general interests. For suggestions of cognate areas appropriate to a particular specialty area consult one of the faculty members with interests in that area. Consult the professors' biographies in the appendices and departmental web page for faculty research and professional interests. Advisors may have further suggestions. If interested in applying to graduate school in psychology, it is important to follow a broad course of study. Of particular importance is a strong background in research methods and statistics.

There are two rules in the College that should be kept in mind when planning a program:

The first is that no first or second year student may take two courses in a single department in a given semester.

The second rule usually does not become an issue until your senior year. *One is not allowed to count more than 14 courses in psychology toward graduation.* If a student takes too many psychology courses in their first three years, he or she may not be able to take any for credit toward graduation in their senior year. Count carefully. The deans seldom grant exceptions to this rule.

Please Note: Students are responsible to know the requirements for the Major or Minor in psychology. It is also the student's responsibility to meet those requirements.

Required Courses for Majors

Majors are required to take at least 10 courses to fulfill the four requirements that are specified below. Graduation as a major in psychology requires that the student achieve a 2.5 grade point average in completed psychology courses.

Core Courses and Areas of Study

I. Majors are required to take the following three courses:

- 1) **PSYC-001. General Psychology** (3 credits)
- 2) ***MATH-040. Probability and Statistics** (4 credits)

*MATH-040 Probability and Statistics must be taken prior to PSYC-002 Research Methods and Statistics; it may be taken before PSYC-001 General Psychology.

- 3) **PSYC-002. Research Methods and Statistics** (3 credits)

II. Majors are required to take three Core courses, one from each of the Three Areas of Study.

Area 1.

Conceptual and Developmental Foundations

- 111 Philosophy of Psychology
- 114 Philosophy of Psychology: Cognitive Science
- 115 Philosophy of Psychology: Wittgenstein
- 160 Childhood and Adolescence
- 161 Lifespan Development
- 203 Research Methods in Qualitative and Cultural Psychology
- 216 History of Modern Psychology
- 262 Early Child Development
- 263 Psychology of Aging
- 264 Nature, Nurture and Human Development
- 266 Families, Parenting, and Child Development

Area 2.

Social and Personality

- 140 Social Psychology
- 144 Social Psychology: Biological and Cultural Aspects
- 150 Theories of Personality
- 151 Abnormal Psychology
- 242 Cultural Psychology
- 252 Community Psychology

Area 3.

Cognitive and Biological Basis

- 120 Physiological Psychology
- 121 Behavioral Neuroscience
- 130 Cognition
- 131 Learning
- 223 Monkeys, Apes, Humans
- BIO-226 Animal Behavior
- 231 Psychology of Memory
- 232 Sensation and Perception
- 234 Cognitive Neuroscience
- 235 Social and Affective Neuroscience

III. Majors are required to take two courses at the Seminar Level. *Note: Additional seminar courses may count as electives.

ICOS-202 Research Modules in Cognitive Science
312 Statistical Thinking in Psychological Research
313 Psychology of Individual and Group Differences
321 Clinical Neuropsychology
IDST-324 Critique of Social Science
LING-333 Cross-cultural Communications
340 Social Psychology of Emotion
345 Emotion and the Arts
347 Special Topics in Psychology
353 Culture and Psychopathology
358 Empathy, Altruism and Aggression
361 Children and Technology
362 Theories of Development
363 Developmental Psychopathology
365 Science, Politics, Children
366 Evolutionary and Human Behavior
367 Infancy
368 Children, Families, and the Law
370 Psychology and Literature
371 Contemporary Research on Emotion
372 Multiculturalism, Democracy and Intergroup Relations
374 Key Thinkers in Developmental Psychology
PHIL-401 Philosophy and Psychoanalysis: Language
LING-451 Bilingualism

IV. ELECTIVES

***Electives count toward the major, but do not count toward filling the area requirements.**

ICOS-201 Introduction to Cognitive Science

Required Courses for Minors

Minors are required to take six courses.

Core Courses and Areas of Study

001 General Psychology (required for majors and minors)

Minors are required to take one core course from each of the three different areas:

Area 1.

Conceptual and Developmental Foundations

- 111 Philosophy of Psychology
- 114 Philosophy of Psychology: Cognitive Science
- 115 Philosophy of Psychology: Wittgenstein
- 160 Childhood and Adolescence
- 216 History of Modern Psychology
- 216 Early Child Development
- 263 Psychology of Aging
- 264 Nature, Nurture and Human Development
- 266 Families, Parenting, and Child Development

Area 2.

Social and Personality

- 140 Social Psychology
- 144 Social Psychology: Sociological Approaches
- 150 Theories of Personality
- 151 Abnormal Psychology
- 242 Cultural Psychology
- 252 Community Psychology

Area 3.

Cognitive and Biological Basis

- 120 Physiological Psychology
- 121 Behavioral Neuroscience
- 130 Cognition
- 131 Learning
- 223 Monkeys, Apes, Humans
- BIOL-226 Animal Behavior
- 231 Psychology of Memory
- 232 Sensation and Perception
- 234 Cognitive Neuroscience
- 235 Social and Affective Neuroscience

Minors are required to take two additional courses from the following list or any other course from the preceding lists at any level and from any areas:

ICOS- 202 Research Modules in Cognitive Science
312 Statistical Thinking in Psychological Research
313 Psychology of Individual and Group Differences
321 Clinical Neuropsychology
IDST-324 Critique of Social Science
LING-333 Cross-cultural Communications
340 Social Psychology of Emotion
345 Emotion and the Arts
347 Special Topics in Psychology
353 Culture and Psychopathology
358 Empathy, Altruism, and Aggression
361 Children and Technology
362 Theories of Development
363 Developmental Psychopathology
365 Science, Politics, Children
366 Evolutionary Perspectives on Development and Cognition
367 Infancy
368 Children, Families, and the Law
370 Psychology and Literature
371 Contemporary Research on Emotion
372 Multiculturalism, Democracy and Intergroup Relations
374. Key Thinkers in Developmental Psychology
PHIL-401 Philosophy and Psychoanalysis: Language
LING-451 Bilingualism

IV. ELECTIVES

***Electives count toward the major, but do not count toward filling the area requirements.**

ICOS-201 Introduction to Cognitive Science

Reading and Research Tutorials

The Department of Psychology offers a variety of Reading and Research Tutorials. Reading tutorials ordinarily involve a review of professional literature on a subject agreed upon by the student and faculty member. Research tutorials involve either empirical or theoretical research of a more original nature.

Students are encouraged to enroll in reading tutorials and independent research tutorials. Both reading and research tutorials taken under the guidance of a member of the Georgetown University Psychology Department faculty or under the collaborative guidance of a faculty member at another institution and a member of the Georgetown University Psychology Department faculty can be counted as elective courses toward the major. However, neither reading nor research tutorials can be used to *satisfy the distribution requirements of the major*. Research tutorials are particularly recommended for any student wishing to pursue graduate study in psychology.

Research Tutorials typically involve a student conducting a small project as part of the larger, ongoing research program of a faculty member. In most cases, a faculty member is not able to accept more than a few students for tutorials each semester.

In planning an undergraduate program, majors should keep in mind that no more than fourteen (14) courses in psychology may be counted towards graduation. All courses are three (3) credits unless arrangements are made with the professor prior to registration. Permission of the instructor is required for all tutorials. Specific requirements are agreed upon between the student and faculty member, but typically, tutorials involve regular weekly meetings and require a paper due at the end of the semester. Tutorial registration forms may be obtained from the College Dean's Office (108 White-Gravenor) and must be completed prior to registration.

Tutorial Course Numbers

401. Reading Tutorial in Psychology I	411. Research Tutorial in Psychology I
402. Reading Tutorial in Psychology II	412. Research Tutorial in Psychology II
403. Reading Tutorial in Psychology III	413. Research Tutorial in Psychology III
404. Reading Tutorial in Psychology IV	414. Research Tutorial in Psychology IV

Tutorial Section Numbers

02 Phillips	10 Mann	16 Pribram	25 Woolard	
03 Calvert	07 Harre	11 Moghaddam	17 Barr	26 Chentsova-Dutton
	08 Howard	13 Parrott		27 Marsh
05 Crystal	09 Lamiell	15 Sabat	24 Vaidya	

Majors are advised to consult with faculty members early if they wish to do a tutorial. Students who are unsure which faculty members to approach for a tutorial on a given subject should consult with their advisor. Information about individual faculty is located on the Psychology Department website at <http://www3.georgetown.edu/departments/psychology/faculty/>.

Important: Tutorial Forms are to be signed by

1. Professor with whom you are taking the tutorial
2. The Department Chair:
Professor Lamiell

Courses

001. General Psychology (3 credits) Fall and Spring. *Professors Barr, Crystal, Lamiell, Moghaddam, Parrott, Sabat, and Marsh.* This introductory course surveys the field and acquaints the student with the major areas of Psychology, including perception, memory, cognition, neuroscience, learning, motivation, emotion, personality, social behavior, development, and psychopathology.

PSYC 001. GENERAL PSYCHOLOGY IS A PREREQUISITE FOR ALL PSYCHOLOGY COURSES.

MATH-040 - Probability and Statistics (4 credits) *Professors Caraballo and Sullivan.* Topics include graphical and numerical methods for describing data, probability and sampling distributions, estimation, hypothesis testing, and simple linear regression with inference. *Some knowledge of calculus is desirable but not required.* Fall and Spring.

002. Research Methods and Statistics (3 credits) *Professors Barr, Howard, Vaidya and Woolard.* This course offers an introduction to the logic of research design and to descriptive and inferential statistics. The goals are to prepare students to design, analyze, interpret, and report on their own research, and to evaluate critically the work of others. Emphasis is placed on the logical bases of psychological measurement, research design, and statistical inference. The topics to be covered include the nature of both correlation and experimental studies, confounds and ways of dealing with them, reliability, internal and external validity, frequency distributions, measures of central tendency, variability, graphic presentation of data, hypothesis testing, correlation, and an introduction to the analysis of variance. Each student conducts a research project in an area chosen by the student. Students also write critical summaries of published research. *Pre-requisite: PSYC-001. Majors are strongly encouraged to complete this course in their sophomore year and no later than their junior year.* Fall and Spring.

Areas of Study

Area 1. Conceptual and Developmental Foundations

111. Philosophy of Psychology (3 credits) *Professor Lamiell.* This course is concerned with philosophical issues relevant to psychology conceived as a scientific discipline. Following a brief sketch of psychology's historical emergence as a field of inquiry certifiably distinct from philosophy, attention will be turned to an analysis of the philosophical issues with which psychologists must come to terms. Considered here, among other things, will be questions pertaining to the models of science psychology has variously embraced, the nature of knowledge, the nature of explanation, determinism, and reductionism. Also considered will be ethical issues that arise for psychologists in their various roles as basic scientists, as clinical practitioners, and as expert advisors to the framers of social policy. *Prerequisite: PSYC-001.*

114. Philosophy of Psychology: Cognitive Science (3 credits) *Professor Harré.* Philosophy of psychology is concerned with the main principles presupposed by psychology as a science. In this course we focus on psychology as 'cognitive science'. In the first part the requirements for a discipline to be counted as a science are spelled out with reference to the history of attempts to create a psychological science. The principles on which the analysis of psychological phenomena are based are covered in the second section, leading on to a study of computational models of cognition (Artificial Intelligence) based on the analogy between brains and computers. Connectionism, the most

recent development in computer based psychology, is explained and illustrated by detailed study of the use of connectionist models in the neuropsychology of some important cognitive process, such as remembering. *Prerequisite: PSYC-001.*

115. Philosophy of Psychology: Wittgenstein (3 credits) *Professor Harré.*

Wittgenstein has emerged as one of the most influential philosophers of the modern era. His insights have been taken up in fields as diverse as linguistics, literary theory, and religion. In psychology he had the unique role of one of the originators of computational theories in cognitive science and as a major source for contemporary discursive psychology, with its emphasis on language. In this course, his early work is covered briefly, while his later studies of central concepts are investigated in depth, including "meaning", "rule-following", "future directed thought", "intentions", and perception. Wittgenstein's aim was as much to free us from the spell of misunderstandings of our language as to advance positive claims about meaning, religious faith or cognition. *Pre-requisite: PSYC-001.*

160. Childhood and Adolescence (3 credits) *Professor Calvert.*

This course integrates theory and research focusing on dimensions of normal, personal, social and cognitive growth from infancy through adolescence. The development of human behaviors and processes such as attachment, prosocial behaviors, altruism, self concept, aggression, sex typing, intelligence and moral reasoning are examined. *Pre-requisite: PSYC-001.*

216. History of Modern Psychology (formerly Psychology 110) (3 credits) *Professor Lamiell.*

Beginning with the intellectual context provided by the major currents of 19th century thought, this course traces the development of scientific psychology from its official founding in Leipzig in 1879 up to the present. Greatest emphasis will be placed on developments occurring between 1900 and 1950. Some major undercurrents of thought as well as the most salient features of scholarship within the mainstream of the discipline will be considered. The overriding objectives of the course are to acquaint the student with psychology's past and, through this acquaintance, to sharpen the student's critical perspective on psychology's present. *Pre-requisite: PSYC-001.*

262. Early Child Development (3 credits) *Professor Phillips.*

This course engages students in a critical examination of the interdisciplinary literature on early child development from the prenatal period up to school entry. The central debate about the role of early experience in development will provide a unifying theme for the course. The traditional domains of development (social, emotional, language, cognitive) will be addressed in the context of debates about nature-nurture, parenting and the role of the family, child care and early intervention, the influence of culture and the community, and the role of public policies. Research on children displaying both typical and atypical development, as well as those who experience environmental insults such as toxic exposures and child abuse, will be included. *Pre-requisite: PSYC-001. An Introductory Methods or Statistics class is highly recommended.*

263. The Psychology of Aging (3 credits) *Professor Howard.*

When we study child development, we study our personal and collective past, whereas the study of aging focuses on our future. This course will examine the nature and causes of the psychological changes that accompany human aging. Theories concerning the biological, social, and cultural influences on aging will be considered. The course will examine patterns of change and stability over the adult years. We will ask whether the changes that occur are inevitable and irreversible. Particular emphasis will be placed on the changes in mental life that accompany advancing age, both as viewed from without by observers (including researchers) and from within by aging individuals themselves (in autobiographical accounts). The course will emphasize the ways in which people compensate for the losses that come with added years (including the general slowing of mental and motor processes, the

deaths of loved ones) by taking advantage of the gains (including accumulated wisdom and perspective, additional leisure time). *Prerequisite: PSYC-001.*

264. Nature, Nurture and Human Development (3 credits) *Professor Sheila Walker.*

As an introductory level course in the field of developmental behavioral genetics, the lectures will draw on a comprehensive text book and a collection of readings to explore issues related to how nature and nurture influence human development. Basic behavioral genetic research methods will be introduced, and studies examining the contribution of genes and the environment to developmental outcomes (e.g. personality, cognitive abilities, and psychopathology) will be evaluated. The search for genes (molecular genetics) will be discussed, and the promise as well as ethical issues stemming from research findings in this arena. It is expected that by the end of the course, students will have a general understanding of current research findings and an awareness of the implications of such research for the present and the future. *Prerequisite: PSYC-001.*

266. Families, Parenting, and Child Development (3 credits) *Professor Deborah Phillips.*

Families provide the most influential context for children's development. This class will first consider the question, "What is a family?" through examining the history and changing demographics of American families. We then explore theories and models for understanding how family relationships and experiences are associated with child development from infancy through adolescence. We will address within-family dynamics (including gene-environment interactions) and ecological models that embed the family in broader community, cultural, and societal contexts. The class will conclude with a consideration of both enduring and contemporary family policy issues. *Prerequisites: PSYC-001. An Introductory Methods or Statistics class is highly recommended. Prerequisites: PSYC 001, PSYC 002, and PSYC 160 or permission of instructor.*

Area 2. Social and Personality

140. Social Psychology (3 credits) *Professor Parrott.*

This course examines the social foundations of human nature by addressing the following aspects of social life: (a) social influence; (b) social roles and public behavior; (c) inferences about other people; and (d) interpersonal relations and groups. Among the topics to be considered are: the social origins of knowledge and of self, the influence of public behavior on social and moral norms, persuasion, impression management, social emotions, judgment of responsibility and character, interpersonal attraction, aggression, altruism, group dynamics, and inter-group conflict. The course will concentrate on the level of analysis of the individual, but will include sociological and evolutionary perspectives where appropriate. *Prerequisite: PSYC-001.*

144. Social Psychology: Evolutionary and Cultural Aspects (3 Credits) *Professor Harré*

In recent year two new apparently distinct trends in social psychology have emerged – Sociobiology and Cultural psychology. Darwinian selection processes have created a human genome which was well adapted to Neolithic life. After an introduction to the basic principles of Sociobiology we study several examples of recent research into the possible genetic controls of certain behavioural tendencies in modern people. However, studies of other cultures have shown that some of our social behavior is learned. We look into the developmental processes by which cultural norms are acquired and how these norms influence our behavior. Several examples of research into culturally determined patterns of behavior show in detail how at least part of our life style comes about. The course is completed with some suggestions as to how these trends can be brought together into a unified psychology. Reading suggestions include Mark Ridley's *Nature via Nurture* and Vivian Burr's *Social Constructionism*. *Prerequisite: PSYC-001*

150. Theories of Personality (3 credits) *Professor Chentsova-Dutton.*

This course is intended to introduce students to the diverse ways of conceptualizing, assessing, studying, and treating personality. Personality psychology is a scientific study of the whole person. In lecture and readings, we will consider trait, biological, psychodynamic, humanistic, cultural and behavioral approaches to understanding human personality. When discussing each of these approaches, we will focus on its ability to account for individual differences in emotions, thoughts, motivation and behavior, and their stability and change. Our class time will include lecture, watching and discussing video case studies and class discussions and exercises. *Prerequisite: PSYC-001.*

151. Abnormal Psychology (3 credits) *Professors Crystal and Chentsova-Dutton*

This course looks at abnormality (madness), and civilization's attempts to comprehend, punish, banish, and treat it. We will examine selective historical and current problems and answers: such as who is abnormal, what types of abnormality exist, what are the causes, and what are the remedies. Theoretical, legal, and ethical challenges to the discipline, along with newer trends and future perspectives, close the course. *Prerequisite: PSYC-001.*

242. Cultural Psychology (3 credits) *Professor Chentsova-Dutton.*

Human beings do not develop and function in a cultural vacuum. Cultural psychology is the field of study that focuses on the cultural constitution of psychological phenomena. In this course, we will consider current theories and research on culture, race, and ethnicity and will examine evidence suggesting psychological processes are culture- and context-dependent. Students will gain a better understanding of the ways in which sociocultural contexts influence psychological processes, such as self, agency, motivation, emotion, cognition, and relationships, learn about empirical methods in cultural psychology, and achieve a better appreciation of diversity within and outside of the United States. Class meetings will be comprised of lecture, discussion, and class exercises. *Pre-requisite: PSYC-001.*

252. Community Psychology (formerly PSYC-152) (3 credits) *Professor Woolard.*

This course introduces students to the science and practice of community psychology, which emphasizes understanding and changing larger social contexts. Community psychologists work on many of the social issues facing communities today such as juvenile violence, homelessness, child abuse, and welfare reform. They combine theory, research, and action to promote health and prevent problems in communities, groups, and individuals. We examine the field's major orienting concepts: stress and coping, prevention, empowerment, and resilience. We evaluate the field's guiding principles: knowledge within a value system, the role of context, importance of diversity, commitment to social change, and orientation toward strengths. Because the field of community psychology resulted from psychologists' active questioning of the prevailing models of science and practice, students will be encouraged to question and debate their views. *Prerequisite: PSYC-001.*

Area 3. Cognitive and Biological Basis

120. Physiological Psychology (3 credits) *Professor Sabat.*

This course has two principal objectives: (a) to present the major research methods and findings in the neural sciences as they pertain to relationships between neural and psychological processes and (b) to discuss critically the validity of physiological explanations of psychological events. *Prerequisite: PSYC-001.*

121. Behavioral Neuroscience (3 credits) *Staff.*

This is a lecture course that introduces and discusses the key principles of the fast-paced and interdisciplinary field of Neuroscience. Since one approach to understanding human behavior is to consider ourselves from a biological perspective, the course objectives are to identify and discuss the

fundamental cellular and physiological components of the brain and examine how they come together to generate and/or interact with complex behaviors. *Prerequisite: PSYC-001.*

130. Cognition (3 credits) *Professors Howard and Vaidya.*

The major goals of this course are to present the theories and methods psychologists have developed in their study of human memory, language, and thought, and to demonstrate the practical applications of these theories and research findings to such everyday activities as studying and problem solving. The course consists of three major sections: memory, language, and thinking. The memory section analyzes the evidence for multiple memory systems, and considers ancient and contemporary techniques for remembering in light of current psychological research and theory. The language section focuses on the mental processes and capacities that underlie our ability to acquire, produce, and comprehend language. The thinking section discusses reasoning, decision-making, creativity, and problem solving. *Prerequisite: PSYC-001.*

131. Learning (3 credits) *Staff.*

This course introduces students to methods and findings in the study of human and animal learning. Basic phenomena of Pavlovian and operant conditioning are examined first. These include acquisition and extinction, discrimination, stimulus generalization, secondary reinforcement, chaining, coding, and memory. Next, explanations of learning are examined critically in order to foster those skills necessary to evaluate classic theories of learning such as those of Skinner, Hull, and Tolman. Finally, the class will focus on methods of constructing more viable learning theories and examining critically the relationship between animal and human psychology. *Prerequisite: PSYC-001.*

223. Monkeys, Apes, and Humans (3 credits) *Professor Mann.*

This course focuses on the social, ecological, and evolutionary processes that have shaped primate (including human) behavior and social organization. Field studies will be emphasized over studies of captive animals. The first part of the course will be devoted to learning about different primate species, where they live, what their lives are like, and their social organization. We will then turn to specific topics including conflict, cooperation, reconciliation, aggression between social groups, dominance hierarchies, mating and reproductive strategies, parental care, juvenile and adolescent socialization and development, sex differences, and finally, to comparisons between ourselves and other primates. Slides, videos, and a field trip are used to help students become familiar with our closest kin. *Prerequisite: PSYC-001.*

BIOL- 226. Animal Behavior (3 credits) *Professor Mann.*

This course will focus on basic concepts in evolutionary theory and ethology, and field studies in animal behavior. Topics include parental investment in their young, sexual selection and mate choice, somatic effort (foraging strategies, defense from predation), cooperation and conflict, social organization, kin selection, and ethological methods. By the end of the course, students will understand the basics of evolutionary theory, and have some ideas as to why some animals have diverse patterns of behavior while others show similar patterns. They will also understand how ethological data are collected and analyzed. *Prerequisite: PSYC-001 and BIOL-104.*

231. The Psychology of Memory (3 credits) *Professor Howard.*

Memory is characterized both by extraordinary powers and by puzzling limitations. Examples of these extremes can be seen in all of us; we recall details of events experienced in childhood, yet find ourselves unable to think of the single item for which we drove to the grocery store. Other extremes of memory are witnessed only in unusual individuals; mnemonists with apparently limitless photographic memories stand in sharp contrast to individuals who suffer from amnesia so severe that they have forgotten who they are. Everyday we keep track of our own autobiographies and our plans for the

future. This course explores such powers and limitations, and considers critically what they reveal about the nature of human memory. Among the topics considered are mnemonists, techniques for improving memory, amnesia, the development and aging of memory in the individual, autobiographical memory and self, eye witness testimony, trauma, the effects of brain damage on memory. The course will be particularly focused on how memory is experienced in real world contexts. The course will also include sections on how memory and memory disorders are portrayed in the media and will require reviewing and critiquing popular books and movies (e.g. *Memento* (written by a GU alumnus)). The course is conducted as a seminar and workshop. Students read and lead discussions of the assigned articles, and, working either alone or as part of a group, they design and conduct their own studies of memory. *Prerequisites: PSYC-001, PSYC-002, PSYC-130, and permission of the instructor.*

232. Sensation and Perception (formerly PSYC-132) (3 credits) *Staff.*

Sensation and perception are the means by which we become aware of the world and of ourselves. This course presents an introduction to the phenomena and sensory processes that play a role in visual, auditory and somatosensory perception. Topics include light and the visual pathways, contrast and contours, motion and space perception, color, depth, and size as well as perceptual development and learning. In addition, sound, the physiology of the auditory system, and language perception are examined. We also explore the cutaneous senses (pain, touch and temperature), as well as the chemical senses of taste and smell. Particular concern is directed to the role of physiology and information processing models in understanding human perception. *Prerequisite: PSYC-001.*

234. Cognitive Neuroscience (3 credits) *Professor Vaidya.*

Cognitive neuroscientists study the relation between the mind and brain. Cognitive neuroscience is a new discipline, having been named only in the 1970s, when advances in the brain sciences and the psychological sciences converged to offer new ways of attacking enduring questions about how the brain enables the mind. This course considers how cognitive neuroscientists use modern techniques such as behavioral analyses of brain-damaged individuals, and brain imaging techniques (such as PET and MRI) to investigate the brain bases of perception, attention, memory, language, thought, motor control, development, adaptation, and consciousness. *Prerequisite: PSYC-001.*

235. Social and Affective Neuroscience (3 credits) *Professor Marsh*

This course will be aimed at understanding the nature of human emotional and social experiences and behavior. We will begin by learning about the brain processes that underlie basic emotional processes. This will provide a foundation for considering what emotion is—how do we define it? How do we measure it? We will next move into considering individual emotions, including basic emotions like anger, rage, fear and anxiety. We will then move into considering social emotions, like affiliation, love, and empathy, and the social processes that arise from emotion responses, including stereotyping and prejudice. Throughout, we will consider the neural substrates emotions, homologies in other species, and the psychiatric disorders that may arise when dysfunction arises in social and emotional processes. *Prerequisite: PSYC-001.*

Seminar Courses

ICOS: 202. Research Modules in Cognitive Science (3 credits) *Professor Portner.*

This course introduces students to some of the research strategies in the different disciplines of Cognitive Science, by using faculty research programs at Georgetown as examples. Approximately twelve Main Campus and Medical Center faculty offer research modules, of which students select three. In each module, students learn about and become engaged in some of the current research of the faculty member. A paper is normally required to complete each module. This course is required for

Cognitive Science Minors, but open to all students *Prerequisite ICOS-201. Permission of instructor required. More details on the modules and instructions for enrolling are on the Cognitive Science home page: <http://www.georgetown.edu/departments/cognitivescience/courses.html>*

301. Human Learning and Education. (3 credits) *Professor Sussman.*

This course provides an overview of human learning from the perspective of educational psychology. The focus is on major theories of learning, as well as related cognitive, affective, and educational concepts. The course will begin with brief coverage of two learning theories - behaviorism and social learning theory. Afterward, much of the semester will examine cognitive theories, including theories of cognitive development, memory, and complex cognitive processes (e.g., problem solving and intelligence). The lengthy section on cognition will be followed by motivation and its effects on learning. Although the educational implications of each topic will be considered throughout the course, the last few topics will cover more practical issues related to learning and education, such as early intervention, education policy, students with special needs, and assessment. Students in this class will develop analytical skills by critically examining what they have read, develop research and writing skills through a formal research paper, and practice oral communication and presentation skills through classroom discussions and presentations. Limited to 15 students. *Prerequisites: PSYC-001 and permission of instructor.*

312. Statistical Thinking in Psychological Research (3 credits) *Professor Lamiell.*

This course has two major objectives. One is for the student to achieve technical competence in the use of the parametric statistical procedures most common to psychological research, including t-tests, analysis of variance, and simple and multiple linear correlation and regression. The other is for the student to gain a critical perspective on the history of statistical thinking in psychological research, and how such thinking has come to dominate contemporary understandings of psychological phenomena. Consistent with the former objective, students will be extensively involved in computational exercises. Consistent with the latter objective, students will be expected to bring their historical knowledge to bear on a critical analysis of some field of contemporary psychological investigation. *Prerequisites: PSYC-001 and PSYC-002.*

313. The Psychology of Individual and Group Differences (3 credits) *Professor Lamiell.*

Psychologists' interest in the assessment and systematic study of the characteristic differences between individuals and groups emerged around the turn of the 20th century, against the background of a general experimental psychology concerned only with those features of psychological life common to us all. The concepts and methods of this new "differential" psychology, as the psychology of individual and group differences would come to be known, came to serve as the foundation for all forms of psychological testing in schools, clinics, the workplace and the military, and those same concepts and methods have also framed mainstream conceptions of individual and group "personalities." This course treats not only of the methodological principles of "differential" psychology, " but also of the discipline's philosophical foundations, of the historical context within which it emerged and has prospered, and of its significant impact on the contemporary thinking about psycho-social phenomena. *Pre-requisite: PSYC-001 and PSYC-002 or permission of instructor.*

321. Clinical Neuropsychology (3 credits) *Professor Sabat.*

In this course, a study will be made of the behavioral, physiological, and psychological effects of brain damage in the human being, and the assets and limitations of the methods used to assess such damage. Explored will be cases in which the effects are permanent, as well as reversible or progressive. Topics will include the effects of stroke, tumors, biochemical changes, and other neurological disorders upon the senses, perception, learning, memory, attention, and personality. Extant theories of brain function

will be discussed in light of the effects of brain damage. Students will also be required to spend 3-5 hours each week working with brain injured people at a placement designated by the instructor.

Prerequisites: PSYC-001, PSYC-120 or PSYC-121, and permission of the instructor.

IDST-324: Critique of Social Science (3 credits) *Professor Lamiell.*

This course is the "capstone" seminar for students earning the minor in the Interdisciplinary Studies program in Social and Political Thought. The course is devoted to a critical examination of the very idea of understanding human behavior scientifically, and hence will be devoted primarily to discussions of important historical, philosophical, and methodological issues in social science. Special emphasis will be placed on statistical thinking as it has come to dominate the thinking of modern social scientists. Some extant critiques of social science will also be discussed. The objective of this course is for the participants to achieve a critical perspective on social science not only as an academic discipline but as a social - and hence moral - force. *Prerequisite: PSYC-001 and permission of the instructor.*

340. Social Psychology of Emotion (3 credits) *Professor Parrott.*

This seminar examines the psychology of emotion, emphasizing cognitive, social, and cultural aspects that have been studied from the perspective of social psychology. The course addresses questions such as the following: How do emotions affect thought, motivation, and social interaction? What determines whether they are functional or dysfunctional? In what ways are emotions influenced by culture? What is known about specific emotional states, such as shame, guilt, jealousy, or envy? The class is taught in a seminar format requires class attendance and participation. Readings will be at an advanced level, and multiple writing assignments will be required. *Prerequisites: PSYC-001, PSYC-140 and permission of the instructor.*

341 Emotions and Psychopathology (3 credits) *Professor Chentsova-Dutton.*

When are emotions functional and when are they dysfunctional? What do "flat affect" and "flashbacks" feel like? Is it possible to feel depressed and elated at the same time? Do psychopaths feel fear? This seminar will focus on answering these and similar questions on the linkages between emotional and social processes and how they are (or are not) disrupted in different types of psychopathology. We will begin with a review of the basic emotional processes and contemporary theories of emotions. We will continue with a discussion of methodological issues associated with study of emotion in diverse populations. We will then examine the role of emotions in etiology, presentation and treatment of several mental disorders, including mood disorders (unipolar depression and bipolar disorder), anxiety disorders (phobias and PTSD), schizophrenia, psychopathy, alcohol abuse, and borderline personality disorder. Our class time will include discussion, watching and discussing video case studies and class exercises. *Prerequisite: PSYC 001.*

358. Empathy, Altruism, and Aggression (3 credits) *Professor Abigail Marsh*

Are humans innately selfish or empathic? What do we mean when we say "empathy?" Do selfish or empathic behaviors succeed best in the long term? What is a psychopath? In this seminar, we will explore these questions and others related to cognitive, emotional, and behavioral aspects of empathy in interpersonal interactions. We will begin with an exploration of the multiple ways that empathy can be defined and conceptualized, with a focus on the differences among empathy, empathic accuracy, and perspective-taking. As the course continues, we will examine the neural structures that subserve empathic abilities, how the capacity for empathy develops during childhood, the relationship between empathy and both altruistic and aggressive behaviors, and psychopathologies associated with impaired empathic capacities. The course will be taught as a seminar, and all students are expected to participate. Readings will be drawn from recent and classic academic literature. *Prerequisites: Psyc-001, and any one of: Psyc-120, Psyc-121, Psyc-234, or permission of instructor.*

345. Emotion and the Arts (3 credits) *Professor Parrott.*

This course examines psychological theories and research on the expression and elicitation of emotions by various art forms, such as music, literature, comedy, film, and painting. Topics will include the elicitation of emotions by representational and abstract arts, structural elements that affect emotions, the role of audience knowledge and expectations in producing emotions, the role of the social and cultural context, the appeal of negative emotions in the context of art, the functions of aesthetic emotions, the relation between aesthetic and nonaesthetic emotions, and artistic depiction of emotions. The class will strive to integrate psychology with the humanities, and will consider what artistic works and endeavors can teach psychologists about emotion. In addition to advanced readings in psychology, the course will require detailed study of a set of core artistic works from 19th century Europe, including a close reading of a novel and detailed analysis of "classical" music. Six papers are assigned. *Prerequisites: PSYC-001, and permission of the instructor. In addition, students must have some background in music and literature. If you are interested in taking this class, you must meet with Prof. Parrott to discuss your interests and background.*

347. Special Topics in Psychology (3 credits) *Staff*

This course can vary in content from semester to semester, and indeed from section to section in the same semester. Each section of this course will typically be taught by an advanced graduate student in the Psychology Department, and will explore material bearing on that student's doctoral dissertation. Since the course content varies in the manner described, a student may enroll in the course more than once.

353. Culture and Psychopathology (3 credits) *Professor Crystal.*

This course explores a portion of the accumulated evidence for a relativistic, rather than a universal, model of psychological disturbance. In this relativistic model, the experience and manifestation of mental illness is shaped primarily by indigenous beliefs and cultural value systems. Reading material will be drawn from the psychological, sociological, and anthropological literature using a wide variety of sources including books, empirical studies, theoretical essays, and ethnographies. Among the topics to be considered are cross-cultural differences in classification and epidemiology, the relation between culture and theories of psychopathology, culture-bound syndromes, cross-cultural perspectives on depression, aggression, eating disorders, and schizophrenia, and cultural variations in treatment and healing practices. *Prerequisites: PSYC-001 and PSYC-151 or PSYC-241.*

361. Children and Technology (3 credits) *Professor Calvert.*

This course explores the impact of information technologies such as television, computers, CD-ROM, and the Internet on children's social, cognitive, and physical development. Current social policy concerns are addressed. *Prerequisites: PSYC 001 and PSYC 160 or PSYC 262 or permission of the instructor.*

362. Theories of Development (3 credit) *Professor Calvert.*

This course analyzes the general logic, assumptions and principles of the fundamental theories of psychology including psychoanalytic, social learning, behavior analysis, ethological and cognitive developmental paradigms. The course focuses on the basic question of how development happens. *Prerequisites: PSYC-001 and PSYC-160 or PSYC-262 or permission of the instructor.*

363. Developmental Psychopathology: Disturbances of Childhood and Adolescence (3 credits) *Professor Crystal.*

The past 20 years have seen an increasing awareness of the fact that adult psychopathology has its roots in various developmental deviations that begin in early childhood. Such an awareness has led both researchers and clinicians to intensify their study of developmental disturbances among children

and adolescents, and has given birth to a new field, developmental psychopathology. This course introduces students to this burgeoning new area of inquiry that focuses on the intersection of developmental and clinical psychology. The unique aspects of taking a developmental approach to understanding psychopathology will be emphasized. Among the topics to be considered are concepts of vulnerability and resilience, assessment and diagnosis of childhood disorders, and the manifestation in children and adolescents of depression, anxiety disorders, aggression, hyperactivity, schizophrenia, and eating disorders. In addition, the course includes a three hour/week practicum with emotionally disturbed children at a local residential treatment center. *Prerequisites: PSYC 001 and PSYC 151.*

365. Science, Children, and Politics (3 credits) *Professor Phillips.*

This course is designed to engage students in a critical examination of the relation between knowledge and advocacy, and the influence of both on the development of child policy in the United States. Students will be introduced to the opportunities, dilemmas, and constraints that affect the relation between science and policy, particularly federal legislative policies for children and families. Roles for psychologists in the policy arena, as well as ethical issues associated with these roles will also be explored. *Prerequisites: PSYC-001 and permission of the instructor. Preferably a course on child, adolescent, or life-span development (PSYC 160, PSYC-161 or PSYC-262).*

366. Evolution and Human Behavior (3 credits) *Professor Mann.*

This course will focus on comparative life histories of mammals including the basics of evolution and life-history theory and relate this specifically to behavioral development. For example, we will examine what selection pressures favored our prolonged infancy and juvenile periods relative to other mammals and why menopause is so rare. Why do males develop more slowly than females in most mammals but have shorter lifespans? This course is divided into major developmental periods (prenatal growth, infancy, juvenile period, adolescence, early-mid and late adulthood) and we will focus on significant aspects of each period. *Prerequisites: PSYC-001.*

367. Infancy (3 credits) Fall. *Professor Barr.*

From conception until the end of the 2nd year of life humans undergo dramatic brain and behavior development. During that time, they learn to walk and talk, and think. How do psychologists examine such dramatic change? The class will cover prenatal development and disruption to development caused by teratogens, such as alcohol. We will then cover topics of social, cognitive, and language development during infancy. We will look at different methodological approaches taken to examine infant behavior, including behavioral tasks such as habituation and imitation tasks, and electrophysiological methods such as event-related potentials (ERP). Each student will be required to write a paper, either critiquing an experiment or theory or proposing an experiment, based on lectures and related readings. The course will aim to strengthen research and critique skills and to examine theoretical reasoning behind early infant learning. Grades will depend on classroom participation, a paper and a final essay based exam. *Prerequisites: PSYC-001 and PSYC-160 or Psych-262 or permission of the instructor.*

368. Children, Families, and the Law (3 credits) *Professor Woolard.*

Psychology research and practice can inform several areas of law affecting children and families, including child maltreatment, adolescent reproductive rights, juvenile delinquency, and child custody, among others. We will examine the psychological assumptions about the interests of children, parents, and the state that are present in the law. We will also investigate how psychological theory and research is designed and applied to legal dilemmas facing children and families. Readings will come from both law and psychology. *Prerequisites: PSYC-001 and PSYC-160, or permission of instructor.*

370. Psychology and Literature (3 credits) Professor Moghaddam.

Insights from selected great works of literature and psychological science are used to explore the self, emotions and culture, intelligence, personality, conformity, obedience, group dynamics, collective conflict and war. The relationship between literature and psychological science is also explored. Prerequisite: PSYC-001.

371. Contemporary Research on Emotion (3 credits) Professor Parrott.

This seminar covers the traditional psychological approaches to emotion: biological, cognitive, communicative, psychopathological, developmental, and functionalist. Recent theory and research will be examined and critically evaluated. The goals of the class will be to develop an understanding of the multifaceted nature of emotions and an awareness of how they function in everyday life. The course will be taught in seminar format, with class participation expected of all students. Readings are drawn from the academic literature and are at an advanced level. Students will write two papers designed to develop their skills at observation, research, and analysis, and will help lead one of the classes.

Prerequisite: PSYC-001 and permission of instructor.

372. Multiculturalism, Democracy, and Intergroup Relations (formerly PSYC-342) (3 credits)

Professor Moghaddam.

This seminar involves a critical examination and integration of three areas of psychological research and their policy implications in national and international context. The research areas concern, first, intergroup relations; second, perceived distributive, interactional and procedural justice; third, changing trends in cultural and linguistic diversity. A central theme in discussions concerns the psychological conditions for democracy and meritocracy. *Prerequisites: PSYC 001 and PSYC 140.*

374. Key Thinkers in Developmental Psychology (3 credits). Professor Harré

The course will be based on the lives and works of six important contributors to our understanding of human development: Ivan Pavlov, Sigmund Freud, Jean Piaget, Lev Vygotsky, Ludwig Wittgenstein and Jerome Bruner. Other theorists such as Konrad Lorenz and John Bowlby will be considered. The course will be in five main parts. 1. A brief overview of how psychology developed in the 20th century. 2. Foundations of behaviorism in the researches of Pavlov. 3. Two important proposals for schedules of development, from Freud and Piaget. 4. The cultural-historical-instrumental psychology of Vygotsky, which ties in with Wittgenstein's emphasis on language, culminating in the work of Bruner. There will be a midterm and a final, with the alternative of a research paper for one of the examinations. Readings: Chapters from Harré, *Key Thinkers in Psychology* will be available on the blackboard as well as some original source material from the above authors. Moghaddam's *Great Ideas in Psychology* will be a useful supplementary text. *Prerequisites: PSYCH 001*

Elective Courses

ICOS: 201. Introduction to Cognitive Science (3 credits) Professor Portner.

Cognitive Science is the study of the mind, i.e., of how knowledge is acquired and used. Cognitive scientists use theories and methods drawn from many disciplines including cognitive psychology, neuroscience, philosophy of mind, linguistics, computer science, artificial intelligence, physics, mathematics, biology, and anthropology. They ask questions such as: How do people acquire language? What are the neural bases of perceiving, learning and remembering? What is the nature of knowledge? Can machines think? How do experts differ from novices? Are there innate ideas? How did human intelligence evolve? This course introduces students to the conceptual frameworks and methods used in the various disciplines which constitute cognitive science. The course is team-taught by professors from several Main Campus and Medical Center departments. The format is

lecture/discussion. *This course is required for cognitive science minors, but open to all students. It is cross-listed in Psychology and so counts toward that major. No prerequisites.*

250. The Psychology of Criminal Behavior (3 credits) Staff.

Criminal behavior is generally viewed as either the product of certain factors which reside within an individual or as a function of external forces, compelling a person to act. Frequently, the criminal act is "forced" into an existing theory of behavior; sometimes the explanation "explains" the behavior, but often it fails to answer completely why the person so acted. Rather than attempting to fit criminal actions into an already existing explanation of human behavior, this course will examine various theories for those behaviors and search for additional reasons and explanations for those acts. Developmental issues will be specifically explored, as the class struggles to gain a fuller understanding of factors influencing behavior, including family, biological, social and environmental determinants. The course will also explore recent developments in criminal behavior, such as the proliferations of violence in today's society and current correctional treatment issues. *Prerequisites: PSYC-001.*

Honors Program

PSYC-499 HONORS SYMPOSIUM (3 credits)

This course recognizes the Psychology Department's Honors Program.

The Psychology Department announces a new Honors Program to provide enriched research training for a small group of the most motivated and accomplished psychology majors. The Honors Program will provide students with the opportunity to be immersed in the research process under the mentorship of a faculty member. In close interaction with their mentor, students will complete a research project that will constitute a novel contribution to the psychological sciences.

Practices and Procedures

Size of the Psychology Honors Class

The Honors class, by design, will be small. It will vary as a function of the number of faculty members willing and able to accept Honors students. To ensure a high quality of intensive research experience, each faculty member can mentor only one Honors student per academic year and, because of prior responsibilities, may not find it possible to mentor any Honors student in a particular academic year.

Criteria for Acceptance

1) The willingness of a full-time psychology faculty member to mentor a student is the most important criterion for acceptance into the Honors Program.

2) Students should have an overall GPA of 3.5 or higher. In very exceptional circumstances, an exemption to this rule may be issued by the faculty mentor.

3) Students should have completed or be currently completing Research Methods and Statistics (PSYC 002) when they apply. In very exceptional circumstances, an exemption to this rule may be issued by the faculty mentor.

Application Procedure

All interested students should complete the Honors Application Form which includes a summary of the proposed research project.

- 1) A completed Honors Application Form must be turned in to one of the Co-Directors of the Honors Program by the first day of pre-registration during the Spring semester of the student's 3rd year. An exemption from this rule may be issued by the faculty mentor.
- 2) The Honors thesis must be turned in to one of the Co-Directors by April 15 of the student's 4th year.

Ordinarily, students interested in joining the Psychology Honors Program should be fully engaged in the Program for at least the Fall and Spring semesters of their 4th year. However, the particular research approach and teaching schedules of some faculty may result in different timing for students interested in working with them. Further, in the case of students who plan to study abroad during the

junior year, the student and mentor must come to an agreement about how study abroad will affect the student's work as part of the Honors Program, prior to the student entering the Program. The Honors Program application can be found on the Psychology Department's website at:

<http://www3.georgetown.edu/departments/psychology/programs/undergrad/7884.html>

Nature of Psychology Honors Program Activity and Product

To graduate with Honors in Psychology, students must:

- (i) complete an Honors thesis that meets the set requirements by the specified deadline and agree to it being posted on the Honors Program webpage.
- (ii) participate in at least four Honors research 'brown-bag' meetings, and make a presentation about their Honors thesis in one such meeting.
- (iii) present a poster in the Annual Psychology Honors Research Conference to be held in the Spring semester of each year.

Honors Thesis

Ordinarily students will participate in an ongoing research program directed by a professor. The particular form and method of the project will be decided by the mentor and the student. However, the Honors thesis must 'stand alone', make a novel theoretical, empirical, or integrative contribution to a branch of psychology, and be of high enough quality to be submitted for publication or for presentation at a scientific professional instead--not all conferences are scientific, but all are professional conference. The faculty mentor will determine if the thesis meets these requirements and, in some cases, the mentor may invite a second reader to evaluate and contribute to the thesis.

'Brown-Bag' Honors Meetings

The Co-Directors of the Honors Program will coordinate six brown bag research meetings during each academic year, two in the Fall and four in the Spring semester. Each student will make at least one presentation at these meetings. The goal of these meetings is to provide the student with an insider's view of the research process. Students will critically discuss the literature related to their Honors Theses, as well as their progress.

Credit Hours

Students will register for 'Honors Symposium' PSYC 499 (3 credit hours) in the first semester of entrance to the Honors Program. This will count as fulfilling one of the two Seminar requirements for the Psychology Major.

Graduation with Honors

All students who successfully complete Honors requirements will have 'Honors Psychology Major Complete' recorded on their transcripts.

Honors Program Co-Directors

Honors Program Co-Directors for 2005-2008 are Prof. Fathali Moghaddam and Prof. Chandan Vaidya.

Other Opportunities for Psychology Majors

Research Experiences

If you are interested in pursuing a career in psychology, it is vital to gain research experience. Most graduate schools are interested in students who have more than an average amount of research experience. There are a number of ways for you to obtain this type of experience. First, you may enroll in one of the research tutorials offered by the Department. Second, consult with a faculty member; they frequently need help with their own research and you can become involved with them more directly. Third, search for research internships in the D.C. area. As the department receives notice of research opportunities and internships, information is sent via e-mail to all Psychology Majors and Minors. If you find that you are missing from this listserv, please e-mail psychology@georgetown.edu. Please be sure to give your full name and the email address that you wish messages to be sent.

Teaching Assistants

Teaching assistants must be highly qualified, advanced students. Faculty members usually choose their teaching assistants from among the very best students who have previously taken the course for which the assistantship is available. Inform your professor if you are interested.

Taking Courses at Other Universities in the D.C. Metropolitan area and United States

A large number of courses are available through other universities in the area, otherwise known as the Consortium. A list of schools in the Consortium is available on the Registrar's website. Psychology courses taken in the Consortium (or on other campuses around the country) must be approved in advance by your advisor and by your Dean. Of note: General Psychology (PSYC-001.) and Research Methods and Statistics (PSYC 002.) must be taken at Georgetown.

Applying to Other Professional Training Programs

Many Psychology Majors and Minors wish to pursue professional training in areas other than psychology. These often include medicine, law, education, business, and many others. For general advice, come to the Psychology Main Office (306 White Gravenor) to pick up the current handbook entitled, "Advice for Applying to Graduate Schools."

In addition to the normal degree requirements of a psychology major, some students wish to enroll in the Pre-Med program. This includes: Introductory Biology, General Chemistry, Organic Chemistry, Calculus, and Elementary Physics. If you wish to apply to medical school, it is important that you consult with a Dean of the College and Professor Moghaddam. As a pre-med major it is recommended to ask Professor Moghaddam to serve as your faculty advisor as he is a member of the Pre-Medicine Recommendation Committee.

Study Abroad

Each year, students can take advantage of study abroad programs by spending a semester or year abroad. There are a great many educational opportunities connected with these programs, but you must get written permission from your advisor. Study abroad provides a valuable and unforgettable educational experience. Speak with your advisor, or Dean of the College, as soon as you begin to think about foreign study. Remember that before you go abroad, your program must have the written approval of your advisor and your Dean if you are a major, and by one of the Co-Directors of Undergraduate Studies if you are a minor. Individual research projects may be transferable as electives

provided that such projects are credited as being courses at the host university.

The Georgetown Chapter of Psi Chi

In the spring of 1973, Georgetown established a chapter of Psi Chi, the National Honor Society which recognizes academic excellence and achievement in psychology. Admission to the Georgetown chapter follows the guidelines established by the national office of Psi Chi. Students who wish to be considered for admission to Psi Chi may obtain application forms from the web at <http://www.psichi.org>. Applications are due upon the beginning of the spring semester, decisions are made based on Psi Chi guidelines, and an induction ceremony is held in the spring. For more information on Psi Chi please visit the web at <http://www.psichi.org> or contact Professor Yulia Chentsova-Dutton.

Psychology Lecture Series

Every year the Department of Psychology sponsors lectures by outstanding scholars on matters of interest to psychologists. You are encouraged to attend these lectures as often as possible. Announcements are made in classes, are sent via e-mail and are on the web at <http://www.georgetown.edu/departments/psychology>.

Psychology Students Association

The Psychology Students Association is a group aimed at helping students to become more involved and more aware of those matters that involve psychology outside the classroom. PSA organizes several events per semester, including film viewings, discussions and invited speakers. Interested student should contact Professor Yulia Chentsova-Dutton.

Careers in Psychology

Many students are concerned about the career opportunities available in psychology. Advisors can be very helpful in selecting realistic career goals. Students should also plan to do some reading on their own. Job and internship information is posted on the Psychology bulletin boards located in the hallway of the 3rd floor of White-Gravenor building. Notices of opportunities are also sent via email from the Psychology Listserv. In addition, the libraries, career center, and the internet provide further reference on graduate programs and careers in psychology. In particular, many opportunities can be found on the website at the Center for Social Justice at Georgetown: http://socialjustice.georgetown.edu/getting_involved.html If you have further questions, please e-mail psychology@georgetown.edu.

Applying To Graduate School: General Considerations

Applying to graduate or professional school in any discipline can be a time consuming experience. Start very early. It is suggested to ask a faculty member to serve as a mentor at every step of the process. Don't apply without help. An application prepared with the consultation of a faculty member is almost certain to be better than one without any advice. In addition, professors from the Department have collaborated on a booklet about different graduate programs and tips for getting into them. The booklet Advice for Applying to Graduate School for Psychology Majors is available at the Main Office (306 WGR). As a general rule, when applying to graduate school, seek advice from faculty members who teach and/or research in the particular specialty you wish to pursue.

Write for catalogs and application forms no later than October of your senior year. Consult the web page for each program in which you are interested. Ask for all relevant information about the program of interest, including applications, financial aid, teaching assistantships, and research assistantships. Most applications are due by February 1st or shortly thereafter, but some are due as early as late December. It will take many hours to fill out the forms. Each application requires a carefully prepared essay.

Many programs are specialized; students should choose a program based on their interests. Speak with all of the faculty members who know you well and get their advice. Once you consider applying to a particular program, check (in this handbook) to see if any of the faculty members have ever attended that school. If they have, ask them to share their knowledge of the program and chances of being accepted. Most students apply to eight or ten different programs. Some programs are harder to get into than others.

It is not recommended to apply to schools where acceptance is considered relatively easy. As Georgetown graduates have demonstrated, many majors can compete successfully for admission to the very best graduate schools in the country. Faculty in the Department can help set sights at a realistic level. There are some disadvantages in competing with other Georgetown students for places in a particular graduate program since it is often the case that graduate schools do not take more than one person from a given undergraduate program. Since such situations may occur without any of the applicants being aware of the problem, it is wise to let the co-Directors of Undergraduate Studies, Professor Parrott and Professor Lamiell, know in writing where you are applying because they are likely to know if other Georgetown students have applied to the same programs.

Arrange to take the GRE (both the General and the Psychology Subject Tests) as early as possible. Most graduate schools require these tests. Information and application forms are available on the web at <http://www.gre.org>. Most graduate schools require at least three letters of recommendation from faculty members (usually in psychology) who know you well. A letter from a professor whom you met last week at the departmental picnic is not what graduate schools have in mind. Graduate schools want a detailed analysis of all of your strengths and weaknesses. Although there are exceptions, as a rule it is hard for a faculty member to write a very strong recommendation if your work in his/her class was lower than a B.

Present your requests for recommendations to your professors as early as possible - - at least one month before the application is due. If a graduate school receives a letter about you, but has no application in your name, they will assume that one is coming and start a file for you.

Standard Procedure for Asking for Letters of Recommendation

1. Inquire whether the professor is willing to write a strong letter. If so, provide the forms used by each graduate school, an addressed, stamped envelope for each letter, and copies of your transcript, curriculum vitae, and essay describing professional goals. With each request, include a brief note explaining why the program is of interest, the date on which the letter is due, and specify any faculty members at the graduate school with whom you would like to work. Also specify whether you are interested in a teaching or research assistantship.

2. A week before the application and letter of recommendation are due, call each school to which you have applied to be certain that your file is complete, i.e., all letters, scores and forms have been received.

3. If possible, arrange a visit to the graduate school. Talking to faculty members and current graduate students can provide you with valuable first-hand information about the program. Since psychology professors can give you advice on questions to ask and things to consider during your visits, consult one or two before you go. Although the field of psychology is highly competitive, there are still many excellent opportunities for highly-motivated, qualified students. When your applications have been

acted on, please let us know the results.

The Graduate Record Examination (GRE) Frequently Asked Questions

What is the GRE?

The Graduate Record Examination (GRE) is a general test which measures verbal, quantitative, and analytical writing skills that have been acquired over a long period of time and that are not related to any specific field of study. The GRE Subject Test is designed to help graduate school admission committees and fellowship sponsors assess the qualifications of applicants in specific fields of study. The tests also provide students with an assessment of their own qualifications. The Writing Assessment substantially expands the range of skills assessed by the GRE General Test and the GRE Subject Tests, including your ability to articulate complex ideas and effectively examine claims and accompanying evidence to support ideas with relevant reasons and examples to sustain a well-focused, coherent discussion.

The General Test Consists of Three Scored Sections:

Verbal

The verbal measure tests your ability to analyze and evaluate written material and synthesize information obtained from it, analyze relationships among component parts of sentences, and recognize relationships between words and concepts. Because students have wide-ranging backgrounds, interests, and skills, the verbal sections of the General Test use questions from diverse areas of experience. The areas tested range from the activities of daily life to broad categories of academic interest such as the sciences, social studies, and the humanities.

Quantitative

The quantitative measure tests your basic mathematical skills and your understanding of elementary mathematical concepts, as well as your ability to reason quantitatively and solve problems in a quantitative setting. The content areas included in the quantitative sections of the test are arithmetic, algebra, geometry, and data analysis. These are content areas usually studied in high school.

Analytical Writing

The analytical writing section consists of two analytical writing tasks: a 45-minute "Present Your Perspective on an Issue" task and a 30-minute "Analyze an Argument" task. The "Issue" task states an opinion on an issue of general interest and asks you to address the issue from any perspective(s) you wish, as long as you provide relevant reasons and examples to explain and support your views. The "Argument" task presents a different challenge — it requires you to critique an argument by discussing how well reasoned you find it. You are asked to consider the logical soundness of the argument rather than to agree or disagree with the position it presents. These two tasks are complementary in that the first requires you to construct a personal argument about an issue, and the second requires you to critique someone else's argument by assessing its claims.

The Subject Tests

The GRE Subject Tests are intended to indicate students' knowledge of the subject matter emphasized in many undergraduate programs as preparation for graduate study. Since past achievement is usually a good indicator of future performance, the scores are helpful in predicting students' success in graduate study. Because the tests are standardized, the test scores permit comparison of students from different institutions with different undergraduate programs. For some Subject Tests, sub-scores are provided in addition to the total score; these sub-scores indicate the strengths and weaknesses of individual

student's preparation, and they may help students plan their future studies.

Subject Tests are currently available in 8 disciplines: Biochemistry, Cell and Molecular Biology, Literature in English, Biology, Mathematics, Chemistry, Physics, Computer Science, and Psychology. The following information will help guide you if you decide to spend time preparing for the GRE. A general review of your college courses is probably the best preparation for the test. However, the test covers a broad range of subject matter, and no one is expected to be familiar with every question. Use the Subject Test practice book to become familiar with the types of questions used in the test, paying special attention to the directions. If you thoroughly understand the directions, you will have more time during the test to focus on the questions themselves.

When Should You Take the GRE? It is to your advantage to take the GRE in the early Fall of your senior year. Any later and graduate school admissions offices that you have applied to may not get the scores in time to make their admission decision.

When is the GRE offered and where can you take it? The General Test and Writing Assessment are separate tests that are given year-round at computer-based test centers worldwide. Appointments are scheduled on a first-come, first-served basis. You may take the computer-based General Test and the Writing Assessment once per calendar month up to 5 times per year. The written version of the GRE is given nationally several times every year. A computerized version of the General Test is administered almost daily at several testing centers in the D.C. area. To schedule your test you can call 1.800.GRE.CALL or register on-line at <http://www.gre.org>.

When Educational Testing Service says that scores will be available within four weeks, can you believe them? No. Although six weeks is most common, Educational Testing Service may take as long as eight weeks to report scores.

Can you be confident that your GRE scores will be sent to every place you designate? No. It is best to check with the intended recipient after a reasonable period of time, e.g., eight weeks. In all fairness to Educational Testing Service, lost scores are not always their fault. Scores can get lost in the mail or in graduate school offices. It could even be your own fault. Every year two or three students forget to tell Educational Testing Service where they want the scores sent. In that case, scores are sent only to the student.

If you take the GRE several times, which scores will be sent to graduates? All of your scores within a five year period will be sent to the graduate school(s) to which you apply. It is up to each graduate school to decide which scores they will use.

Which part of the GRE is required? Graduate programs have different requirements. Georgetown's new Graduate Program in Psychology requires the General test. Check with the school's requirements to which you are applying and proceed from there.

How should you prepare for the GRE? GRE General Test questions are designed to measure skills and knowledge gained over a long period of time. Although you might increase your scores to some extent by preparing for a few weeks or months before the test, last-minute cramming is unlikely to help.

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