

# PSYCHOLOGY

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Courses given in Psychology have the subject code PSYCH. For a complete list of subject codes, see Appendix.

The courses and research opportunities in the Department of Psychology introduce students to the corpus of data on, and explanations of, human nature and human behavior. Through the study of abnormal behavior, aging, child development, cognitive processes, decision making, emotion, group behavior, infancy, language, learning and memory, personality, social perception, visual perception, and other related topics, students are introduced to the properties of sensory, cognitive, and affective systems, and of their interrelationships; to the reciprocal effects of one person on another; and to the effects on behavior of the physical, social, and cultural environment. The research programs of the faculty and students focus on the study of basic psychological mechanisms and, where appropriate, on relating basic research to the analyses and solutions of important societal problems.

The department, housed in Jordan Hall, maintains shop facilities and many computer-equipped laboratories. Bing Nursery School, located on campus at 850 Escondido Road, provides a laboratory for child observation, training in nursery school teaching, and research. It was constructed with funding from the National Science Foundation and a special grant from Mrs. Anna Bing Arnold and Dr. Peter Bing.

The department provides (1) courses designed for the general student, (2) a major program leading to the degree of Bachelor of Arts, including options for honors and a specialization in one of four content area tracks, (3) a minor program, (4) a coterminal master's degree program leading to the degree of Master of Arts, and (5) programs of graduate study and research leading to the degree of Doctor of Philosophy. Applications are not accepted for the master's degree except as noted below.

## UNDERGRADUATE PROGRAMS BACHELOR OF ARTS

*Major Requirements*—All students declaring a major in Psychology must complete a minimum of 70 units of course work in Psychology, 60 of which must be taken in the Psychology department. The remaining 10 units must be pre-approved by the student services office or faculty adviser. These courses should represent a coherent thematic focus. One way to achieve this focus is through a specialization track. All courses taken to satisfy the 70-unit requirement must be taken for a grade of 'C-' or better (except for courses offered only on a satisfactory/no credit basis). All majors must take PSYCH 1, Introduction to Psychology, and PSYCH 10, Introduction to Statistical Methods, or a comparable Statistics course. Advanced placement (AP) credit may no longer be used toward the Psychology major requirements. Beyond these two required courses, students must complete at least five of the following ten core Psychology courses, with a minimum of two from each area A and B:

### *Area A Courses:*

BIOSCI 20. Introduction to Brain and Behavior (formerly PSYCH 20)

PSYCH 30. Introduction to Perception

PSYCH 45. Introduction to Learning and Memory

PSYCH 55. Introduction to Cognition and the Brain

### *Area B Courses:*

PSYCH 60. Introduction to Developmental Psychology

PSYCH 70. Introduction to Social Psychology

PSYCH 75. Introduction to Cultural Psychology

PSYCH 80. Introduction to Personality Psychology

PSYCH 90. Introduction to Clinical Psychology

PSYCH 95. Introduction to Abnormal Psychology

Students who declared a major in Psychology prior to the 2002-03 academic year may choose any five of the ten core courses. Students who declared a major in Psychology prior to the 2005-06 academic year may choose to adhere to the 55-unit major requirement, taking PSYCH 1 and 10, five core courses, and elective courses, totaling 55 units.

Students must take one Writing in the Major (WIM) course in Psychology, and should check the *Stanford Bulletin* yearly as these courses may change. The department also strongly recommends that all majors take at least one advanced seminar.

Students may count up to 10 units of research and independent study (including but not limited to PSYCH 194, 195, 281) toward the Psychology major. Students who are teaching assistants for a Psychology course or are enrolled in the senior honors program are allowed up to 15 units in independent study and research. Any units beyond the limit of 10 or 15 may be counted toward the 180 units required for graduation.

Summer Quarter Psychology courses are not equivalent to courses given during the regular academic year and, while applicable toward the 70 units needed for the major, may not be used to fulfill the core course requirement. Additionally, a course taken during the Summer Quarter cannot be used to replace the grade of a non-Summer Quarter course, even if the title and units of the two courses are the same.

*Beyond the Minimal Requirements*—The following recommendations may be helpful to students who wish to plan a program which goes beyond the minimal requirements listed above:

1. Within the general major, the student may take advanced undergraduate or graduate courses, including seminars. The student may also take advantage of widespread opportunities for directed research, working closely with individual faculty and graduate students.
2. The student may apply to the Senior Honors Program, described below.
3. The student may elect to pursue one of four specialization tracks: Cognitive Sciences; Health and Development; Mind, Culture, and Society; or Neuroscience, described below.

The training obtained from the pursuit of any of these options is valuable not only for students considering graduate work in psychology, but also for those thinking of professional careers outside of psychology in fields such as business, counseling, education, law, or medicine.

## MINORS

*Declaration*—Students who wish to declare a minor field of concentration in Psychology must do so no later than the deadline for their application to graduate.

*Requirements*—Completion of a minimum of 35 units in Psychology is required for the minor, including PSYCH 1, Introduction to Psychology, and PSYCH 10, Introduction to Statistical Methods, or a comparable statistics course. Advanced placement (AP) credit may no longer be used towards the Psychology minor. The minor must include three of ten core courses, with a minimum of one from each of two areas (A: BIOSCI 20; PSYCH 30, 40, 45, 50; and B: 60, 70, 75, 80, 90, 95) and elective Psychology courses of at least three units each, totaling 35 units. Students who declared a Psychology minor prior to the 2002-03 academic year may choose any three of the ten core courses. Students who declared a Psychology minor prior to the 2005-06 academic year may choose to complete seven total courses: PSYCH 1 and 10, three core courses, and two elective courses. Independent study and research cannot be counted toward the minor. Summer Quarter Psychology courses are not applicable toward the 35 units needed for the minor. All courses used to fulfill the requirements of the minor must be passed with a grade of 'C-' or better.

## TRANSFER CREDIT

Evaluation of transfer credit for the Psychology major or minor is a three-step process. First, in order to submit an undergraduate petition for transfer credit, a student must already have declared Psychology as a major or minor. Second, Stanford credit for courses completed at other institutions must be granted by the External Credit Evaluation section of the Registrar's Office. Those units can then be applied toward the 180 required for graduation. Third, the Psychology department evaluates the courses to determine if they can be applied toward Psychology major or minor requirements. To have a course evaluated, students complete an undergraduate petition form (available from the student services office) and submit it with a course syllabus and a copy of the signed transcript from the External Credit Evaluation section showing the number of Stanford units granted for the course.

Psychology majors must complete at least 43 units of course work toward their major at Stanford. No more than 10 units of transfer credit may be counted toward the Psychology minor. Both majors and minors may use only one transfer course towards fulfilling the core course requirements. Additional courses may be used to fulfill the 70-unit requirement, but do not count as core courses.

## SPECIALIZATION TRACKS

Students in the major program, including those in the senior honors program, may elect to specialize in one of four tracks: Cognitive Sciences; Health and Development; Mind, Culture, and Society; or Neuroscience. Specialization tracks consist of a coherent set of courses leading to advanced undergraduate or even graduate level courses in an area. In the ideal case, the student who specializes would acquire an understanding of a range of psychological processes, as well as an appreciation of the significance of these processes in the chosen area of application. In this way, specialization could facilitate the student's preparation for a professional career in, for example, medicine, business, or counseling, as well as for graduate work in Psychology.

Specialization in a track is optional, although students who do not wish to complete all the requirements for a track may still want to use the track as a guideline for an integrated program in Psychology. Students who choose to complete a specialization track must meet the requirements for the major plus the additional requirements designated for the track. Typically the courses required for a track include one or two required courses, four to six recommended courses in Psychology, one or two advanced seminars, and three or four courses in related disciplines. Psychology courses completed for the track count toward satisfying the major requirements. Courses from other departments listed for the tracks may count toward the 10 outside units for the major requirement, but must be pre-approved by the student services office or faculty adviser. The Mind, Culture, and Society track includes a two quarter research practicum; students are encouraged to

apply for this track by Autumn Quarter of their junior year. Application forms are available from the student services office. There is no application for the other tracks, but all tracks must be declared on Axess and students must submit a track form that can be found at [http://www-psych.stanford.edu/undergraduate\\_forms.html](http://www-psych.stanford.edu/undergraduate_forms.html) or at the student services office. Completion of a track is noted on a student's transcript, but not on the diploma. Information about the required and recommended courses for each track is available from the student services office.

## HONORS PROGRAM

The senior honors program is designed for exceptionally able Psychology majors who wish to pursue a year of intensive supervised independent research. Admission to the program is made at the end of the student's junior year on the basis of (1) excellent academic performance, (2) previous research experience, and (3) two letters of recommendations by faculty and/or graduate students. An information meeting about the program is held in Winter Quarter. Applications are available late Spring Quarter and are to be turned in to the student services office with a current transcript and recommendations by June 1 prior to the student's senior year.

Students interested in the program should involve themselves in research as early as possible and should acquire a broad general background in Psychology, including statistics, and a deep background in their chosen area. The honors program is particularly appropriate for students planning to go to graduate school in Psychology or in other social sciences, as well as in computer science, business, law, and medicine.

During Autumn Quarter of their senior year, honors program students participate in a weekly seminar. Initially, discussions are on general methods and issues in psychological research, but most of the sessions are devoted to discussions of students' presentations of their proposed research. During the quarter, students meet with their advisers to develop their experimental program and begin data collection. At the end of Autumn Quarter, students turn in a written proposal. Winter and Spring quarters are devoted to completing the research, analyzing the data, and writing the thesis, which is submitted mid-May. Students give oral presentations of their projects at the annual Honors Convention, scheduled for the day between classes and exams. This convention is attended by undergraduates, graduate students, and faculty.

## GRADUATE PROGRAMS MASTER OF ARTS

The Department of Psychology normally offers a Master of Arts degree only to students concurrently enrolled in its Ph.D. program or to students currently pursuing Stanford B.A. or M.A. degrees. Admission to the program is by Psychology faculty nomination only. All applicants must satisfy University residency requirements for the degree and are responsible for consulting with their primary departments or the Financial Aid Office about the effects of the proposed program on their current funding. General University requirements for the master's degree are described in the "Graduate Degrees" section of this bulletin.

Stanford undergraduate students who would like advanced training in Psychology may apply for a coterminal M.A. degree in Psychology. To do so, students should consult with the student services officer in the department. Along with a coterminal program application, applicants must submit (1) a statement of purpose, (2) a preliminary program plan specifying the courses in which they intend to enroll to fulfill degree requirements, (3) at least two letters of recommendation from Stanford faculty members familiar with their academic work, (4) a current Stanford undergraduate transcript, and (5) a written nomination by a member of the Psychology faculty willing to serve as the student's master's degree adviser. This program is limited in size and admission is selective. Applicants must have earned a minimum of 120 units towards graduation as shown on the undergraduate transcript. The department's deadline for the submission of an application to the coterminal program is January 10.

For University coterminal degree program rules and University application forms, see <http://registrar.stanford.edu/shared/publications.htm#Coterm>.

In exceptional cases, students concurrently enrolled in another doctoral or professional program at Stanford may also apply for the M.A. degree. Such applicants also consult with the department's student services officer.

Students must complete at least 45 units of Psychology courses for the degree. (For coterminal degree students, course work for the master's degree may not duplicate courses taken for the undergraduate degree.) Of these 45 units, at least 27 must be in Psychology courses numbered 200 or above. Units from research, teaching, independent study, and lab courses, such as PSYCH 258, 269, 275, 281, 282, and 297, may not be counted toward these 27 units. Two of the graduate courses of at least 3 units each (one from Area A and one from Area B below) are required. In addition, at least one upper division statistics course is required. The course must be approved by the student's adviser. It is recommended that all coterminal students enroll in PSYCH 196, Contemporary Psychology. In addition to the unit and course requirements, coterminal students are required to serve as a teaching assistant for one Psychology course. Details about the teaching assistantships are available upon acceptance to the program.

All courses to be counted toward the master's degree must be passed with a grade of 'B-' or better (unless the course is offered only on a satisfactory/no credit basis). Units from research, teaching, practica, independent study, and lab courses, such as PSYCH 258, 269, 275, 281, 282, and 297, may be counted toward the remaining required 18 units. Psychology courses numbered in the 100-level and courses from other Stanford departments may be used to satisfy the remaining 18 units. Courses specifically for undergraduates (i.e., undergraduate honors courses) may not be counted toward the master's program unit requirements. Demonstration of competence in the design and execution of psychological research is also required for receipt of the master's degree. This demonstration entails completion of a master's thesis. If the student is currently doing a senior honors thesis, this honors thesis may be accepted as proof of research competence provided the honors thesis is judged to be master's level research by the student's adviser and the department's Committee on Graduate Studies. If the student has just completed an honors thesis in Psychology in the prior year, the student would be expected to continue independent research during the coterminal year and to submit thesis research in a written report which, together with the completed honors thesis, would constitute the master's thesis. All students are required to make an oral presentation of their research during the Spring Quarter, and to present their thesis or written report by June 1.

#### Area A Courses:

- 202. Cognitive Neuroscience
- 205. Foundations of Cognition
- 210. Memory and Learning
- 214. Psycholinguistics
- 221. Applied Vision and Image Systems
- 228. Ion Transport
- 251. Affective Neuroscience
- 261. Emotion
- 261A. Learning and Cognition in Activity

#### Area B Courses:

- 211. Developmental Psychology
- 212. Social Psychology
- 213. Personality and Psychopathology
- 215. Mind, Culture, and Society
- 217. Topics and Methods in Cultural Psychology
- 259. Emotions: History, Theories, Research
- 271. Applications of Social Psychology

## DOCTOR OF PHILOSOPHY

There are no specific course requirements for admission to the doctoral program. However, an applicant should have research experience as an undergraduate, as well as the equivalent of an undergraduate major in psychology. The major focus of the doctoral program is on research training, and admission is highly selective.

Applicants for admission must submit their scores on the general Graduate Record Examination as part of the application. GRE subject scores are strongly encouraged.

General University requirements for the Ph.D. are described in the "Graduate Degrees" section of this bulletin.

In addition to fulfilling Stanford University requirements for the degree, the following departmental requirements are stipulated.

*First-Year Course Requirements*—During the first year of graduate study, the student must take 207, Proseminar for First-Year Ph.D. Graduate Students, at least one approved graduate statistics course, and at least two core courses from the list following:

- 202. Neuroscience
- 205. Foundations of Cognition
- 211. Developmental Psychology
- 212. Social Psychology
- or 215. Mind, Culture, and Society
- 213. Personality

Students in each area may be required to take up to two additional non-core graduate courses in their area of specialization.

The student is expected to spend at least half of the time in research from the beginning of the first year of graduate study to the completion of the Ph.D., normally taking no more than 10 units of course work each quarter. At the end of the first year of graduate study, the student must file with the department a written report of the first-year research activities. The deadline for filing this report is June 1.

*Second-Year Course Requirements*—By the end of the second year of graduate study, the student must complete the core courses listed above and take a second approved graduate course in statistics.

*Third-Year Major Area Paper*—During the first week of Autumn Quarter of the fourth year, the student must turn in a Conceptual Analysis of the Dissertation Area (CADA). This paper provides a general framework for the research topic of the dissertation, addresses the central issues within the specialty area, and reviews the pertinent literature. Typically, the analysis has the kind of scope found in the opening chapters of the more traditional dissertations, but the exact format and scope of the paper is a joint decision made by student and adviser.

Prior to Autumn Quarter, the student should select two faculty members to read this paper and give feedback and commentary on it. These should be two faculty members most likely to serve later on the orals committee of the dissertation. A portion of the paper, revised as appropriate, can then become the first section of the actual dissertation proposal.

If the student should radically change the area of the dissertation research after the CADA has been written, the formal CADA procedure does not need to be repeated for the second dissertation topic. The student is still expected, however, to be knowledgeable about the literature and problems of any research topics being pursued for the dissertation.

*Minor Requirements*—The candidate must complete either a University minor satisfactory to the minor department, or elect to have the minor waived by selecting 12 upper-level units. These 12 units may be fulfilled by either (a) non-core graduate courses in Psychology, excluding any non-core graduate courses required by a particular area, or (b) graduate-level courses in other departments comparable in quality to Psychology's graduate courses. If there is any question about comparability, students should consult the Graduate Education Committee before taking the course.

*Dissertation Reading Committee*—The candidate must select a dissertation reading committee satisfactory to the department. The minimum membership of this committee must be (1) the principal dissertation adviser, (2) a second member from within the department, and (3) a third member chosen from Psychology or another department.

*Orals*—The candidate must pass the University oral examination, which is based on the dissertation proposal, not on the completed dissertation. The reason for this policy is to permit the oral examination to serve the function of guiding and improving the proposed research. This function can best be served if the oral examination is scheduled early in the year in which the dissertation research is conducted. It is therefore expected that the oral examination be taken by the end of the Autumn Quarter of the fourth year.

*Dissertation Requirements*—The candidate must complete a dissertation satisfactory to the dissertation reading committee.

Ph.D. candidacy expires five years after admission to candidacy at the end of the second year of study. Reapplication requires department reexamination.

## STUDENT EVALUATIONS

*First-Year Evaluation*—It is the department's policy to evaluate the progress of each graduate student at the end of the first year of graduate study. As part of the procedure, each student is required to file with the department a report of the first-year research activities.

Students should discuss this report and the evaluation procedures with their adviser as early as possible in their first year. The report is due on June 1. If the student fulfills the academic promise displayed upon entrance, he or she is invited to continue to the doctorate.

The first-year evaluation is primarily based on three factors:

1. quality of research carried out in the first year
2. performance in courses (especially required courses)
3. recommendations of the adviser (including a commitment on the part of that adviser to continue in that role)

*Second-Year Evaluation*—A similar evaluation is conducted at the end of the second year of graduate training involving the same criteria as the first year; however, the student is not required to submit a paper. Students who do not make satisfactory progress during the second year may be dropped from the program.

## THE DOCTORAL TRAINING PROGRAM

As indicated by the requirements described above, a student may concentrate in any one of several areas within psychology. Regardless of area, however, the training program places emphasis on the development of research competence, and students are encouraged to develop those skills and attitudes that are appropriate to a career of continuing research productivity.

Two kinds of experience are necessary for this purpose. One is the learning of substantial amounts of technical information. A number of courses and seminars are provided to assist in this learning, and a student is expected to work out a program, with his or her adviser, to attain this knowledge in the most stimulating and economical fashion.

A second aspect of training is one that cannot be gained from the courses or seminars. This is firsthand knowledge of, and practical experience with, the methods of psychological investigation and study. These methods include ways of behaving with the people or animals being studied. Students are provided with whatever opportunities they need to reach those levels of competence representative of doctoral standing. Continuing research programs, sponsored by members of the faculty, offer direct opportunities for experience in fields represented by the faculty's many research interests.

Each student achieves competence in unique ways and at different rates. Each student and adviser share in planning a program leading to the objectives discussed. The student is expected to spend half of his or her time on research and normally takes no more than 10 units of course work per quarter.

## TEACHING REQUIREMENT

The department views experience in supervised teaching as an integral part of its graduate program. Regardless of the source of financial support, all students serve as teaching assistants for five Psychology courses during their graduate study. Of the courses, two should be PSYCH 1, Introduction to Psychology, and/or PSYCH 10, Statistical Methods. Students are discouraged from participating in teaching during the first year of graduate study. Students typically progress from closely supervised teaching to more independent work. Some students may be invited to offer a supervised, but essentially independent, seminar during their final year of graduate study.

## PH.D. MINOR

Candidates for the Ph.D. degree in other departments may elect a minor in Psychology. To obtain a minor, the student must complete 20 units of course work at the graduate level in the Department of Psychology, excluding PSYCH 275 (graduate-level research). Crosslisted graduate courses

can be used to satisfy this requirement. All courses counting toward the Ph.D. minor must be passed with a grade of 'B-' or better (unless the course is offered only on a satisfactory/no credit basis).

## COGNITIVE SCIENCE PROGRAM

Psychology participates, along with the departments of Computer Science, Linguistics, and Philosophy, and the School of Education, in an interdisciplinary program of cognitive science. The program is intended to provide students with an interdisciplinary education as well as a deeper concentration in psychology. Doctoral students in Psychology are eligible to participate in the cognitive science program. Students who complete the requirements receive a special designation in cognitive science along with the Ph.D. in Psychology. To receive this field designation, students must complete 30 units of approved courses, 18 of which must be taken in two disciplines outside of psychology. For information or course approval, see the student services officer.

## PSYCHOLOGY COLLOQUIUM

The Psychology Colloquium meets on most Wednesday afternoons at 3:45. Speakers from Stanford and other institutions present topics of current interest. Graduate students are expected to attend.

## COURSES

WIM indicates that the course satisfies the Writing in the Major requirement.

## SUMMER SESSION

The courses announced for the Summer Session are those regularly scheduled in the department curriculum. Additional courses may be announced by Stanford Summer Session at <http://summer.stanford.edu>.

## STANFORD INTRODUCTORY SEMINARS

**PSYCH 7Q. Language Acquisition**—Stanford Introductory Seminar. Preference to sophomores. Debates concerning how biology guides linguistic development; theories about the nature and origins of human language abilities; and experimental research on the emergence of understanding in infancy.

*3 units, Aut (Fernald, A)*

**PSYCH 12Q. Self Theories**—Stanford Introductory Seminar. Preference to sophomores. The impact of people's self theories, their beliefs in a fixed self versus a self that can be developed through motivation and performance in school, business, sports, and relationships. How self theories develop and can be changed. Readings include research articles and popular writings. GER:DB-SocSci

*3 units, Win (Gross, J)*

**PSYCH 13N. Culture and Social Relationships**—Stanford Introductory Seminar. Preference to freshmen. How does culture influence how people relate to others including romantic partners, family, friends, acquaintances, and strangers? The cultural norms, values, and structures that shape expectations of and interactions with others. GER:DB-SocSci

*3 units, Win (Tsai, J)*

**PSYCH 16N. Amino Acids and Affect**—Stanford Introductory Seminar. Preference to freshmen. How serotonin, dopamine, and norepinephrine influence people's emotional lives.

*3 units, Win (Knutson, B)*

**PSYCH 17N. Language and Society: How Languages Shape Lives**—Stanford Introductory Seminar. Preference to freshmen. Do people who speak different languages think differently? What role does language play in politics, law, and religion? The role of language in individual cognition and in society. Breaking news about language and society; the scientific basis for thinking about these broad issues. GER:DB-SocSci

*3 units, Aut (Boroditsky, L)*

**PSYCH 21N. Conflict, Dispute, Resolution, and the Pursuit of Justice**—Stanford Introductory Seminar. Preference to sophomores. Topics include negotiation, human misunderstanding and conflict, and agreements. Emphasis is on psychological processes and barriers to dispute resolution, and strategies for overcoming those barriers.

3 units, Spr (Ross, L)

**PSYCH 22N. The Psychology of Everyday Morality**—Stanford Introductory Seminar. Preference to freshmen. How psychology applies the scientific method to understand moral behavior. When and why people do or do not act morally. Emphasis is descriptive versus normative; focus is on findings of social science, their implications and shortcomings, and psychological research. Sources include classic papers and recent empirical reports.

4 units, Spr (Monin, B)

## OPEN TO ALL STUDENTS

**PSYCH 1. Introduction to Psychology**—Human behavior and mental processes including the nervous system, consciousness, learning, memory, development, emotion, psychopathology, interpersonal process, society, and culture. Current research. GER:DB-SocSci

5 units, Aut (Gross, J), Win (Monin, B), Spr (Kirkham, N)

**PSYCH 10. Introduction to Statistical Methods: Precalculus**—(Same as STATS 60/160.) Techniques for organizing data, computing, and interpreting measures of central tendency, variability, and association. Estimation, confidence intervals, tests of hypotheses, t-tests, correlation, and regression. Possible topics: analysis of variance and chi-square tests, computer statistical packages. GER:DB-Math

5 units, Aut (Walther, G), Win (Thomas, E), Spr (Switzer, P),  
Sum (Richards, W)

**PSYCH 30. Introduction to Perception**—Perceptual psychology and sensory neuroscience, emphasizing vision and hearing. Topics include anatomy and physiology of the eye and ear, and of the visual and auditory areas of the brain, pitch and loudness perception, speech perception, color vision, depth and motion perception, and object and face recognition. Recommended: 1. GER: DB-NatSci

3 units, Aut (Wandell, B)

**PSYCH 45. Introduction to Learning and Memory**—The literature on learning and memory including cognitive and neural organization of memory, mechanisms of remembering and forgetting, and why people sometimes falsely remember events that never happened. Cognitive theory and behavioral evidence integrated with data from patient studies and functional brain imaging. Recommended: 1.

3 units, Spr (Wagner, A)

**PSYCH 55. Introduction to Cognition and the Brain**—Major topics in cognitive psychology and neuroscience, including empirical approaches to perception, language, learning, memory, knowledge representation, problem solving, and reasoning. WIM

4 units, Win (Boroditsky, L)

**PSYCH 60. Introduction to Developmental Psychology**—Psychological development from birth to adulthood, emphasizing infancy and the early and middle childhood years. The nature of change during childhood and theories of development. Recommended: 1. GER:DB-SocSci

3 units, Aut (Johnson, S)

**PSYCH 60A. Introduction to Developmental Psychology Section**—Guided observation of children age 2-6 at Bing Nursery School. Corequisite: 60.

2 units, Win (Hartman, B; Lomangino, A)

**PSYCH 70. Introduction to Social Psychology**—Theory and empirical research in social psychology: conformity, obedience, helping, and aggression; attitudes, persuasion, identity and roles; person perception, attribution, and social judgment; interpersonal and intergroup relationships, social conflict, prejudice, and stereotyping. Original research proposal. Recommended: 1. GER:DB-SocSci, WIM

4 units, Spr (Eberhardt, J; Markus, H)

**PSYCH 75. Introduction to Cultural Psychology**—The cultural sources of diversity in thinking, emotion, motivation, self, personality, morality, development, and psychopathology. Recommended: 1. GER:DB-SocSci, EC-GlobalCom, WIM

5 units, Spr (Markus, H)

**PSYCH 80. Introduction to Personality Psychology**—Concepts and research methods, major theoretical approaches, and related empirical findings. The psychodynamic, trait, biological, humanistic, behavioral, social learning, cognitive, and cultural perspectives. Recommended: 1. GER:DB-SocSci

3 units, Spr (Tsai, J)

**PSYCH 90. Introduction to Clinical Psychology**—Topics include the history of clinical psychology, models and assessment of personality, behavior, cognition, psychopathology, and approaches to the treatment of abnormal behavior. Emphasis is on current theory, research, issues in, and the role of clinical psychology in contemporary society. Recommended: 1. GER:DB-SocSci

3 units, Aut (Culver, J)

**PSYCH 95. Introduction to Abnormal Psychology**—The nature, origin, and treatment of a variety of psychological disorders from various psychological and biomedical perspectives. Historical and current controversies in the field. Recommended: 1. GER:DB-SocSci

3 units, Spr (Hong, J)

**PSYCH 101. Community Health Psychology**—(Same as HUMBIO 128.) Social ecological perspective on health emphasizing how individual health behavior is shaped by social forces. Topics include: biobehavioral factors in health; health behavior change; community health promotion; and psychological aspects of illness, patient care, and chronic disease management.

4 units, Spr (Heaney, C)

**PSYCH 102. Longevity**—(Same as NENS 202.) Interdisciplinary. Challenges to and solutions for the young from increased human life expectancy: health care, financial markets, families, work, and politics. Guest lectures from engineers, economists, geneticists, and physiologists.

3 units, Win (Rando, T; Carstensen, L)

**PSYCH 110. Research Methods and Experimental Design**—Structured research exercises and design of an individual research project. Prerequisite: consent of instructor. GER:DB-SocSci, WIM

5 units, Win (Lepper, M)

**PSYCH 120. Cellular Neuroscience: Cell Signaling and Behavior**—(Same as BIOSCI 153.) Neural interactions underlying behavior. Prerequisites: 1 or basic biology. GER: DB-NatSci

4 units, not given this year

**PSYCH 121. Ion Transport and Intracellular Messengers**—(Graduate students register for 228.) Ion channels, carriers, ion pumps, and their regulation by intracellular messengers in a variety of cell types. Lab demonstrations and hands-on introduction to techniques such as patch clamping. Recommended: 120 or introductory course in biology or human biology.

1-3 units, Spr (Wine, J)

**PSYCH 125. Beyond Stereotype Threat: Claiming a Rightful Place in an Academic Community**—(Same as CTL 130.) Stereotype threat as mitigating the quality of a student's test performance; its impact on academic success at Stanford. How to reduce the impact of stereotype threat on Stanford students.

2-3 units, Win (Glickman, A)

**PSYCH 130. Introduction to Cognitive Science**—(Same as LINGUIST 144, PHIL 190, SYMBSYS 100.) The history, foundations, and accomplishments of the cognitive sciences, including presentations by leading Stanford researchers in artificial intelligence, linguistics, philosophy, and psychology. Overview of the issues addressed in the Symbolic Systems major. GER:DB-SocSci

4 units, Spr (Bresnan, J)

**PSYCH 131. Language and Thought**—(Graduate students register for 262.) The psychology of language including: production and understanding in utterances; from speech sounds to speaker's meaning; children's acquisition of the first language; and the psychological basis for language systems. Language functions in natural contexts and their relation to the processes by which language is produced, understood, and acquired. Prerequisite: 1 or LINGUIST 1. GER:DB-SocSci  
4 units, Aut (Clark, H)

**PSYCH 133. Human Cognitive Abilities**—(Same as EDUC 369.) Psychological theory and research on human cognitive abilities; their nature, development, and measurement; and their importance in society. Persistent controversies and new areas of research, recent perspectives on the nature-nurture debate and the roles of genetics, health and education in shaping HCAs. Prerequisite: PSYCH 1 or equivalent. (PSE) GER:DB-SocSci  
3 units, Win (Shavelson, R)

**PSYCH 134. Seminar on Language and Deception**—Deceptive, exploitative, and other noncooperative uses of language. How is language used to deceive or exploit? Where are these techniques practiced and why? What are the personal, ethical, and social consequences of these practices? Prerequisite: 131, LINGUIST 1, or PHIL 181. GER:DB-SocSci  
3 units, Win (Clark, H)

**PSYCH 137. Birds to Words: Cognition, Communication, and Language**—(Graduate students register for 239A; same as HUMBIO 145.) Although the communicative abilities of animals are determined by their genetic endowment, and human communicative skills dwarf those of other species, the relation between language and genetics remains the subject of debate. Is human language genetically specified? Or are human communicative powers just one facet of human cognitive advantage? Focus is on the nature and origins of language, using evidence from studies of animals, children, and adults. GER:DB-SocSci  
3 units, Win (Fernald, A)

**PSYCH 141. Cognitive Development**—Topics and issues on cognitive development, developmental changes in memory, conceptual organization, logical reasoning, and communication skills. Prerequisite: 1. GER:DB-SocSci  
3 units, Aut (Markman, E)

**PSYCH 143. Developmental Anomalies**—Developmental disorders and impairments. What the sparing of mental abilities in otherwise devastating disorders (or vice versa) tell about the mind and its development in the normal case? Examples of disorders and impairments: autism, congenital blindness, deafness, mental retardation, attachment disorder, and Williams syndrome. Prerequisites: 60, 141. GER:DB-SocSci  
3 units, Spr (Johnson, S)

**PSYCH 145. Seminar on Infant Development**—For students preparing honors research. Conceptual and methodological issues related to research on developmental psycholinguistics; training in experimental design; and collection, analysis, and interpretation of data.  
1-2 units, Win (Fernald, A)

**PSYCH 146. Observation of Children**—Learning about children through guided observations at Bing Nursery School, Psychology's lab for research and training in child development. Physical, emotional, social, cognitive, and language development. Recommended: 60. GER:DB-SocSci  
3-5 units, Aut (Hartman, B; Lomangino, A), Spr (Hartman, B)

**PSYCH 147. Development in Early Childhood**—Supervised experience with young children at Bing Nursery School. 3 units require 4 hours per week in Bing classrooms throughout the quarter; 4 units require 7 hours per week; 5 units require 10.5 hours per week. Seminar on developmental issues in the Bing teaching-learning environment. Prerequisite: 60 or 146, or consent of instructor.  
3-5 units, Aut, Win, Spr (Winters, J)

**PSYCH 149. The Infant Mind: Cognitive Development over the First Year**—How do babies learn so much in so little time? Emphasis is on cognitive and perceptual development, and the relationship between brain and behavior in infancy. Prerequisite: 1. Recommended: 60 or 141. GER:DB-SocSci  
3 units, not given this year

**PSYCH 152. Mediation for Dispute Resolution**—(Same as EDUC 131.) Mediation as more effective and less expensive than other forms of settling disputes such as violence, lawsuits, or arbitration. How mediation can be structured to maximize the chances for success. Simulated mediation sessions.  
3 units, Aut (Krumboltz, J)

**PSYCH 155. Introduction to Comparative Studies in Race and Ethnicity**—(Same as CSRE 196C, ENGLISH 172D.) How different disciplines approach topics and issues central to the study of ethnic and race relations in the U.S. and elsewhere. Lectures by senior faculty affiliated with CSRE. Discussions led by CSRE teaching fellows. GER:DB-SocSci  
5 units, not given this year

**PSYCH 156. Applications of Social Psychology**—(Graduate students register for 271.) The application of social psychological theory and research to evaluating the impact of social interventions, strategies, and shortcomings in personal and social decision making; the effects of mass media and other sources of social persuasion; conflict resolution and negotiation; applications in legal, medical, educational, and business settings. Prerequisites: 1 and 10, or consent of instructor.  
1-4 units, not given this year

**PSYCH 158. Emotions: History, Theories, and Research**—(Graduate students register for 259.) Theoretical and empirical issues in the domain of emotions. The history of emotion theories, current approaches, and the interaction between emotion and cognition.  
1-3 units, Aut (Zajonc, R)

**PSYCH 161. Emotion**—(Graduate students register for 261.) The scientific study of emotion. Topics: models of emotion, emotion antecedents, emotional responses (facial, subjective, and physiological), functions of emotion, emotion regulation, individual differences, and health implications. Focus is on experimentally tractable ideas. GER:DB-SocSci  
3 units, Win (Gross, J)

**PSYCH 162. The Psychology of Gender**—Research and theory on the socialization and psychological development of women and men. The biological, cultural, and social factors that influence gendered behavior. GER:EC-Gender  
4 units, not given this year

**PSYCH 163. Interpersonal Basis of Abnormal Behavior**—The role of interpersonal problems and processes in producing forms of psychopathology including neurotic reactions and schizophrenia. Conventional empirical methods clarify the origin, nature, and treatment of emotional and personality disorders. Prerequisite: 90. GER:DB-SocSci  
3 units, Win (Horowitz, L)

**PSYCH 166. Seminar on Personal and Social Change**—Social cognitive approaches to personal and social change. Applications of sociocognitive theory to the modification of psychological dysfunctions in familial, educational, medical, and organizational settings. Ethical and value issues in behavior change.  
3 units, not given this year

**PSYCH 167. Seminar on Aggression**—The causes and modification of individual and collective aggression. Major issues in aggression: social labeling of injurious conduct, social determinants of aggression, effects of the mass media, institutionally sanctioned violence, terrorism, psychological mechanisms of moral disengagement, modification of aggressive styles of behavior, and legal sanctions and deterrence doctrines.  
3 units, Win (Bandura, A)

**PSYCH 168. Emotion Regulation**—(Graduate students register for 268.) The scientific study of emotion regulation. Topics: historical antecedents, conceptual foundations, autonomic and neural bases, individual differences, developmental and cultural aspects, implications for psychological and physical health. Focus is on experimentally tractable ideas. GER:DB-SocSci  
3 units, Spr (Gross, J)

**PSYCH 171. Research Seminar on Aging**—Two quarter practicum exposes students to multiple phases of research by participating in a laboratory focusing on social behavior in adulthood and old age. Review of current research; participation in ongoing data collection, analysis, and interpretation. Prerequisites: 1, research experience, and consent of instructor.  
4 units, Aut, Win, Spr (Carstensen, L)

**PSYCH 173. Mind, Culture, and Society Research Lab**—For juniors in the Mind, Culture, and Society track. Offered over two quarters. Lecture series on current research topics. Research project in second quarter.  
2-3 units, Win, Spr (Eberhardt, J)

**PSYCH 177. Senior Seminar on Mind, Culture, and Society**  
3 units, Aut (Markus, H)

**PSYCH 178. Stigma and Marginality**—(Graduate students register for 263.) The perceptions and strategies of the targets of prejudice and discrimination, with emphasis on race and ethnicity. Topics: social perceptions and the judgments of targets, racial identity, behavioral consequences of prejudice and discrimination, and legal/policy implications. Readings from social psychology, African American studies, sociology, and law. Limited enrollment. GER:DB-SocSci  
3 units, not given this year

**PSYCH 179. The Psychology of Everyday Morality**—(Graduate students register for 270.) For graduate students, coterms, and senior Psychology majors. Traditional approaches focusing on how morality colors mundane human activities such as eating and on morality as defined by actors themselves rather than social scientists. Moral hypocrisy, food and disgust, taboo trade-offs, moral reproach, and prejudice with compunction. Limited enrollment. Prerequisite: 70 and consent of instructor.  
4 units, Spr (Monin, B)

**PSYCH 180. Social Psychological Perspectives on Stereotyping and Prejudice**—(Graduate students register for 245.) Classic and contemporary social psychological approaches to prejudice and stereotyping. Emphasis is on how stereotypes are employed and maintained, and the influence of stereotyping and prejudice on behavior in domains including education, employment, politics, and law. Limited enrollment. GER:DB-SocSci  
3 units, not given this year

**PSYCH 185. Contemporary Issues in Peace Studies**—(Graduate students register for 285; same as POLISCI 311.) Interdisciplinary. The challenges of pursuing peace in a world of conflict and regional, ethnic, and religious antagonisms. Historical, social, psychological, and moral perspectives. Current research in social psychology, political science, international relations, and negotiation theory. Student involvement in real-world efforts to identify and overcome the barriers that impede a peace settlement. Prerequisite: consent of instructor. GER:DB-SocSci  
3 units, Spr (Holloway, D)

**PSYCH 192. Career and Personal Counseling**—(Same as EDUC 134/234.) Methods of integrating career and personal counseling with clients and counselors from differing backgrounds. Practice with assessment instruments. Case studies of bicultural role conflict. Informal experience in counseling. (PSE)  
3 units, Spr (Krumboltz, J)

**PSYCH 193. Special Laboratory Research**—May be repeated for credit. Prerequisites: 1, 10, and consent of instructor.  
1-6 units, Aut, Win, Spr, Sum (Dweck, C)

**PSYCH 194. Reading and Special Work**—Independent study. May be repeated for credit. Prerequisite: consent of instructor.  
1-3 units, Aut, Win, Spr, Sum (Staff)

**PSYCH 195. Special Laboratory Projects**—Independent study. May be repeated for credit. Prerequisites: 1, 10, and consent of instructor.  
1-6 units, Aut, Win, Spr, Sum (Staff)

**PSYCH 196. Contemporary Psychology: Overview of Theory, Research, Applications**—Capstone experience for juniors and seniors that bridges course work with research opportunities. Lectures representing the department's areas: social, personality, developmental, neuroscience, and cognitive psychology. Faculty present current research. Discussions led by advanced graduate students in the field represented by that week's guest. Students write research proposals. Small grants available to students to conduct a pilot study of their proposed research. Limited enrollment. Prerequisite: consent of instructor. May be repeated for credit.  
3 units, Aut (Thomas, E)

**PSYCH 197. Advanced Research**—Limited to students in senior honors program. Weekly research seminar, independent research project under the supervision of an appropriate faculty member. A detailed proposal is submitted at the end of Autumn Quarter. Research continues during Winter and Spring quarters as 198. A report demonstrating sufficient progress is required at the end of Winter Quarter.  
1-4 units, Aut (Eberhardt, J)

**PSYCH 198. Senior Honors Research**—Limited to students in the senior honors program. Finishing the research and data analysis, written thesis, and presentation at the Senior Honors Convention. May be repeated for credit.  
1-4 units, Win, Spr (Eberhardt, J)

## PRIMARYLY FOR GRADUATE STUDENTS

Undergraduates admitted only by consent of instructor.

**PSYCH 202. Cognitive Neuroscience**—Graduate core course. The anatomy and physiology of the brain. Methods: electrical stimulation of the brain, neuroimaging, neuropsychology, psychophysics, single-cell neurophysiology, theory and computation. Neuronal pathways and mechanisms of attention, consciousness, emotion, language, memory, motor control, and vision. Prerequisite: 207 or consent of instructor.  
3 units, Spr (Winawer, J; Witthoft, N)

**PSYCH 204A. Computational Neuroimaging**—Advanced seminar. For students working with functional magnetic resonance imaging (fMRI). The physiological basis of the signal measured using fMRI. Possibilities for experiment design and interpretation of the signal with respect to other physiological and behavioral measurements. Emphasis is on experimental design, software tools, and pulse sequences for fMRI experiments.  
1-3 units, Spr (Wandell, B)

**PSYCH 204B. Computational Neuroimaging: Analysis Methods**—Data analysis techniques for neuroimaging data using real and simulated data sets. Basic MR physics and BOLD signals. Topics include: linearity of the fMRI signal; time versus space resolution tradeoffs; and correlation analysis. Reverse engineering: can cognitive states be predicted from brain activation?  
1-3 units, alternate years, not given this year

**PSYCH 205. Foundations of Cognition**—Topics: attention, memory, language, similarity and analogy, categories and concepts, learning, reasoning, and decision making. Emphasis is on processes that underlie the capacity to think and how these are implemented in the brain and modeled computationally. The nature of mental representations, language and thought, modular versus general purpose design, learning versus nativism. Prerequisite: 207 or consent of instructor.  
1-3 units, not given this year

**PSYCH 207. Professional Seminar for First-Year Ph.D. Graduate Students**—Required of and limited to first-year Ph.D. students in Psychology. Major issues in contemporary psychology with historical backgrounds.  
2-3 units, Aut (Carstensen, L)

**PSYCH 210. Foundations of Memory**—Memory and human cognition. Behavioral and neural data indicate that memory is not a unitary faculty but consists of multiple systems that support learning and remembering, each with its own processing characteristics and neurobiological substrates. What is known about memory emphasizing the cognitive and neural architectures of working, declarative, and nondeclarative memory.

3 units, Aut (Wagner, A)

**PSYCH 211. Developmental Psychology**—Prerequisite: 207 or consent of instructor.

1-3 units, Win (Markman, E; Dweck, C)

**PSYCH 212. Social Psychology**—Prerequisite: 207 or consent of instructor.

1-3 units, Aut (Lepper, M; Ross, L)

**PSYCH 213. Personality and Psychopathology**—Theory and research. Prerequisite: 207 or consent of instructor.

1-3 units, Spr (Horowitz, L)

**PSYCH 214. Psycholinguistics**—Prerequisite: graduate standing in Psychology or consent of instructor.

1-3 units, not given this year

**PSYCH 215. Mind, Culture, and Society**—Social psychology from the context of society and culture. The interdependence of psychological and sociocultural processes: how sociocultural factors shape psychological processes, and how psychological systems shape sociocultural systems. Theoretical developments to understand social issues, problems, and polity. Works of Baldwin, Mead, Asch, Lewin, Burner, and contemporary theory and empirical work on the interdependence of psychology and social context as constituted by gender, ethnicity, race, religion, and region of the country and the world. Prerequisite: 207 or consent of instructor.

3 units, Win (Markus, H; Steele, C)

**PSYCH 217. Topics and Methods in Cultural Psychology**—Conceptual and methodological issues in cultural psychology. Possible topics: the mechanisms by which culture influences psychological and social processes in monocultural and multicultural contexts; relations between culture and biology; measurement of culture; development of culturally appropriate instruments and tasks; and use of questionnaire, interview, observational, and physiological methods to study cultural influences on human behavior. May be repeated for credit.

1-3 units, Win (Tsai, J)

**PSYCH 218. Early Social Cognitive Development**—Current literature on social and cognitive development in infancy emphasizing the interface between the two domains. May be repeated for credit.

1-3 units, Win (Johnson, S)

**PSYCH 220. Topics in Cognitive Development**—Prerequisite: graduate standing in Psychology or consent of instructor.

1-3 units, not given this year

**PSYCH 221. Applied Vision and Image Systems**—The design and control of color imaging devices (display, printers, cameras, and scanners). Aspects of human vision relevant to software and hardware design. Topics: digital halftoning, color calibration, color metrics, flicker sensitivity, motion compensation, human spatial resolution, visual masking, JPEG principles, printer design, scanner design, and color software architecture. Lab.

1-3 units, Win (Wandell, B)

**PSYCH 223. Social Norms**—(Same as OB 630.) Research and theory on the origins and function of social norms. Topics include the estimation of public opinion, function of norms as ideals and standards of judgment, and impact of norms on collective and individual psychology. How to identify and formulate tractable research questions.

4 units, not given this year

**PSYCH 224. Learning Mechanisms**—The question of how learning mechanisms produce complex cognition. Topics encompass potential constraints on domain general learning mechanisms in cognition.

1-3 units, not given this year

**PSYCH 227. Seminar in Psycholinguistics: Models of Human and Machine Speech and Language Processing**—(Same as LINGUIST 247.) Recent research emphasizing probabilistic models. Focus is on the relationship between human and machine models.

2-4 units, Win (Jurafsky, D)

**PSYCH 228. Ion Transport and Intracellular Messengers**—(Undergraduates register for 121; see 121.)

1-3 units, Spr (Wine, J)

**PSYCH 230. Aping: Imitation, Control and the Development of the Human Mind**—Seminar. The idea that a childhood that prolongs a state of stimulus-bound helplessness beyond that of animals is the price human beings pay for the benefits of shared cognitive structures. How such structures enable social collaboration, language, and the transmission and sharing of knowledge. Sources include psychological data from animals and humans, and recent discoveries in neuroscience.

1-3 units, not given this year

**PSYCH 231. Graduate Seminar on Self-Efficacy**—The origins, mediating mechanisms, and effects of people's beliefs in their ability to control events in their lives. Alternative theories of perceived control; the nature and structure of self-efficacy belief systems; major sources of efficacy beliefs; processes through which they affect human functioning; developmental analysis of efficacy beliefs over life course; the application of self-efficacy theory to cognitive development, health functioning, clinical dysfunctions, organizational functioning, and athletic performance; the exercise of collective efficacy to accomplish social change.

1-3 units, not given this year

**PSYCH 232. Workshop on Neuroeconomics and the Neural Basis of Decision Making**—The computational processes the brain uses to make economic decisions; the neural basis of these processes. How these processes shape economic behavior. Neuroeconomics combines experimental techniques from neuroscience, psychology, and experimental economics, such as electrophysiology, fMRI, eye tracking, and behavioral studies, and models from computational neuroscience and economics. May be repeated for credit. Prerequisite: consent of instructor.

2 units, Win, Spr (Knutson, B)

**PSYCH 234. Topics in Affective Disorders**—Current research topics in the study of affective disorders. Topics: epidemiology and phenomenology of affective disorders, psychological theories of depression, gender differences in affective disorders, cognitive and social functioning of depressed persons, psychobiology of affective disorders, depression in children, postpartum depression, suicide issues in the treatment of depression, and cultural aspects of affective disorders. Prerequisite: graduate standing in Psychology or consent of instructor.

1-3 units, not given this year

**PSYCH 239A. Birds to Words: Cognition, Communication, and Language**—(Undergraduates register for 137; see 137; same as HUMBIO 145.)

3 units, Win (Fernald, A)

**PSYCH 243. General Development Seminar**—May be repeated for credit. Prerequisite: consent of instructors.

1-2 units, Win (Markman, E)

**PSYCH 244. Psychology of Aging**—Theory and research in gerontology. Normal and abnormal changes that occur in biological, cognitive, and psychological aging. Emphasis is on the environmental factors that influence the aging process. Prerequisite: graduate standing in Psychology or consent of instructor.

1-3 units, not given this year

**PSYCH 245. Social Psychological Perspectives on Stereotyping and Prejudice**—(Undergraduates register for 180; see 180.)

3 units, not given this year

**PSYCH 249. Human Motivation**—Current research and theory including questions concerning the nature of human motives, intrinsic motivation, self-regulation, the roles of affect and cognition, and lifespan and cultural influences on motivation. Prerequisite: graduate standing in Psychology or consent of instructors.

*1-3 units, Spr (Dweck, C; Lepper, M)*

**PSYCH 250. High-level Vision**—Theories and ongoing research. Topics: behavioral studies pertaining to representation of objects; generalization and invariances; learning new categories; neuropsychological deficits; properties of high-level visual areas in monkeys and human beings; and theories and models of object and face recognition.

*1-3 units, alternate years, not given this year*

**PSYCH 251. Affective Neuroscience**—Theory and research. Comparative and human research approaches map affective function to neuroanatomical and neurochemical substrates. Prerequisite: consent of instructor.

*3 units, Win (Knutson, B)*

**PSYCH 252. Statistical Methods for Behavioral and Social Sciences**—(Same as NENS 202.) For students who seek experience and advanced training in empirical research. Analysis of data from experimental through factorial designs, randomized blocks, repeated measures; regression methods through multiple regression, model building, analysis of covariance; categorical data analysis through two-way tables. Integrated with the use of statistical computing packages. Prerequisite: 10 or equivalent.

*1-6 units, Aut (Thomas, E)*

**PSYCH 253. Statistical Theory, Models, and Methodology**—Practical and theoretical advanced data analytic techniques such as loglinear models, signal detection, meta-analysis, logistic regression, reliability theory, and factor analysis. Prerequisite: 252 or EDUC 257.

*3 units, Spr (Thomas, E)*

**PSYCH 254. Frontiers of Personality**—New findings from fields such as genetics, neuroscience, medicine, and health psychology. Readings from current science journals with an emphasis on the interdisciplinary integration and applications of personality research.

*3 units, not given this year*

**PSYCH 255. Topics in Personality and Abnormal Psychology**—Topic varies every year. This year's topic is personality disorders. May be repeated for credit. Prerequisite: consent of instructor.

*1-3 units, Aut (Horowitz, L)*

**PSYCH 256. Topics in Language and Cognition**—Perspectives from psychology, computational modeling, and neuroscience. May be repeated for credit. Prerequisite: consent of instructor.

*1-3 units, not given this year*

**PSYCH 258. Graduate Seminar in Social Psychology Research**—For students who are already or are planning to become involved in research on social construal and the role that it plays in a variety of phenomena, notably the origin and escalation of conflict.

*1-3 units, not given this year*

**PSYCH 259. Emotions: History, Theories, and Research**—(Undergraduates register for 158; see 158.)

*1-3 units, Aut (Zajonc, R)*

**PSYCH 261. Emotion**—(Undergraduates register for 161; see 161.)

*3 units, Win (Gross, J)*

**PSYCH 261A. Learning and Cognition in Activity**—(Same as EDUC 295.) Methods and results of research on learning, understanding, reasoning, problem solving, and remembering, as aspects of participation in social organized activity. Principles of coordination that support cognitive achievements and learning in activity settings in work and school environments.

*3 units, Win (Pea, R)*

**PSYCH 262. Language and Thought**—(Undergraduates register for 131; see 131.)

*4 units, Aut (Clark, H)*

**PSYCH 263. Stigma and Marginality**—(Undergraduates register for 178; see 178.)

*3 units, not given this year*

**PSYCH 266. Current Debates in Learning and Memory**—Memory is not a unitary faculty, but consists of multiple forms of learning and remembering. The cognitive and neural architectures of memory, focusing on the application of functional brain imaging (primarily fMRI and ERP).

*3 units, Win (Wagner, A)*

**PSYCH 267. Human Memory: Facts, Fallacies, and Fragile Powers**—Seminar. Applications of memory concepts in everyday life and in social and clinical settings. Topics include personal identity, childhood amnesia, autobiographic memory, emotions and memory, memory distortions, illusions, self-serving biases, recovery of repressed memories, false memories, implicit memories, and unconscious influences on social behavior, with applications to psychopathology.

*1-3 units, Win (Bower, G)*

**PSYCH 268. Emotion Regulation**—(Undergraduates register for 168; see 168.)

*3 units, Spr (Gross, J)*

**PSYCH 269. Graduate Seminar in Personality Research**—May be repeated for credit. Prerequisite: graduate standing in Psychology.

*1 unit, Aut, Win, Spr (Gotlib, I)*

**PSYCH 270. The Psychology of Everyday Morality**—(Undergraduates register for 179; see 179.)

*4 units, Spr (Monin, B)*

**PSYCH 271. Applications of Social Psychology**—(Undergraduates register for 156; see 156.)

*1-4 units, not given this year*

**PSYCH 272. Special Topics in Psycholinguistics**—May be repeated for credit. Prerequisite: consent of instructor.

*1-3 units, Spr (Clark, H)*

**PSYCH 273. Graduate Seminar on Language, Cognition, and Perception: Language and Thought**—Current topics and debates. Readings from psychology, linguistics, neuroscience, ethology, anthropology, and philosophy. May be repeated for credit.

*3 units, Aut (Boroditsky, L)*

**PSYCH 275. Graduate Research**—Intermediate-level research with members of departmental faculty. Prerequisite: consent of instructor.

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**PSYCH 278. Neuroeconomics**—(Same as ECON 178/278.) Techniques from neuroscience and psychology to study how the brain makes economic decisions; implications for the social sciences, especially economics and political science. Topics include: brain processes related to reward, control, and attention; role of emotion in decision making; morality; emotion in social encounters; bargaining and strategic thinking; decision making and probability assessment in risky situations; intertemporal decision making; and addiction. Prerequisite: graduate background in neuroscience or economics, or consent of instructor.

*5 units, not given this year*

**PSYCH 279. Topics in Cognitive Control**—The processes that enable flexible behavior by biasing contextually relevant perceptual, mnemonic, and response representations or processing pathways. Cognitive control is central to volitional action, allowing work with memory, task/goal states, and overriding inappropriate responses. Current models of cognitive control, functional neuroimaging, and neuropsychological evidence.

*1-3 units, not given this year*

**PSYCH 281. Practicum in Teaching**—Enrollment limited to teaching assistants in Selected Psychology courses. May be repeated for credit.

*1-5 units, Aut, Win, Spr, Sum (Staff)*

**PSYCH 282. Practicum in Teaching PSYCH 1**—Logistical TA training including: preparing for sections; creating, proctoring, correcting exams; grading an iterative writing assignment; office hours; review sessions; developing audiovisual expertise; communicating via coursework. Review of student evaluations with instructor to set goals and strategies. Second quarter focuses on pedagogical improvement. Limited to current PSYCH 1 TAs. May be repeated for credit.

*1-2 units, Aut (Gross, J), Win (Monin, B), Spr (Kirkham, N)*

**PSYCH 283. International Conflict Resolution**—(Same as LAW 611, MS&E 459.) Sponsored by the Stanford Center on International Conflict and Negotiation (SCICN). Interdisciplinary colloquium. Conflict, negotiation, and dispute resolution emphasizing international dimensions including conflicts involving states, peoples, and political factions. Lectures by SCICN faculty and affiliated scholars, guest lecturers, and practitioners from around the world.

*1 unit, Win (Ross, L; Weiner, A)*

**PSYCH 285. Contemporary Issues in Peace Studies**—(Undergraduates register for 185; see 185; same as POLISCI 311.)

*3 units, Spr (Holloway, D)*

**PSYCH 290. Graduate Research Methods**—Primary tool use for psychologists: basics of experiment design; computer-based experiments; web-based experiments; data analysis packages and data presentation; exploratory statistics; eye-tracking methods; psychophysiology methods; survey construction; corpus and discourse analysis; and perhaps hypnosis. Prerequisite: Ph.D. student in Psychology.

*2 units, Win (Turan, B)*

**PSYCH 296. Methods in Personality and Social Psychology**—Focus is on developing a set of methodological skills in personality and social psychology. Experimental survey and multivariate methods. Topics: archival and correlational studies; experimental and quasi-experimental design; formulating the research problem; going from abstract ideas to concrete instances; handling research artifacts; measuring and analyzing change data; observational techniques; organizing data: professional and ethical issues; triangulation; validity and reliability of measurement. Practicum format. Research proposal. Prerequisite: graduate standing in Psychology or consent of instructor.

*1-3 units, not given this year*

**PSYCH 297. Seminar for Coterminial Master of Arts**—Contemporary issues and student research. Student and faculty presentations.

*1-2 units, Aut, Win, Spr (Thomas, E)*

**PSYCH 459. Frontiers in Interdisciplinary Biosciences**—(Same as BIOC 459, BIOE 459, BIOSCI 459, CHEMENG 459, CHEM 459.) (Crosslisted in departments in the schools of H&S, Engineering, and Medicine; students register through their affiliated department; otherwise register for CHEMENG 459.) For specialists and non-specialists. Sponsored by the Stanford BioX Program. Three seminars per quarter address scientific and technical themes related to interdisciplinary approaches in bioengineering, medicine, and the chemical, physical, and biological sciences. Leading investigators from Stanford and the world present breakthroughs and endeavors that cut across core disciplines. Pre-seminars introduce basic concepts and background for non-experts. Registered students attend all pre-seminars; others welcome. See <http://www.stanford.edu/group/biox/courses/459.html>. Recommended: basic mathematics, biology, chemistry, and physics.

*1 unit, Aut, Win, Spr (Robertson, C)*

## COGNATE COURSES

See respective department listings for course descriptions and General Education Requirements (GER) information. See degree requirements above or the program's student services office for applicability of these courses to a major or minor program.

**BIOSCI 150/250. Human Behavioral Biology**—(Same as HUMBIO 160.)  
*6 units, alternate years, not given this year*

**COMM 239. Questionnaire Design for Surveys and Laboratory Experiments: Social and Cognitive Perspectives**  
*4 units, Spr (Krosnick, J)*

**EDUC 233A. Counseling Interventions from a Multicultural Perspective**  
*3 units, Aut (LaFromboise, T)*

**EDUC 252. Introduction to Test Theory**  
*3-4 units, not given this year*

**EDUC 340. Psychology and American Indian Mental Health**  
*3-5 units, Spr (LaFromboise, T)*

**EDUC 353A. Problems in Measurement: Item Response Theory**  
*3 units, alternate years, not given this year*

**HUMBIO 127A,B. Community Health: Assessment and Planning**  
*4 units, A: Win, B: Spr (Heaney, C)*

**LINGUIST 140/240. Language Acquisition I**  
*4 units, Aut (Clark, E)*

**LINGUIST 241. Language Acquisition II: Pragmatics and Language Acquisition**  
*1-4 units, Win (Clark, E)*

**POLISCI 402. Methods of Analysis Program in the Social Sciences (MAPSS) Workshop**—(Same as COMM 310.)  
*1 unit, Aut, Win, Spr (Krosnick, J)*