Psychology

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The mission of the Department of Psychology undergraduate program is to educate students about the major research findings and theories in the field of psychology, and to train them to use an empirical approach to understanding human behavior. Specifically, the program endeavors to provide students with

- Broad exposure to the basic concepts and ethical issues of psychology
- Education in the scientific method, including applied research opportunities
- Strong critical-thinking and written-communication skills, including the ability to evaluate and convey the evidence for claims regarding human behavior
- Experience through internship and practicum opportunities at partnering community organizations

Faculty

Jennifer Ablow, associate professor (developmental psychopathology, attachment, interpersonal emotional arousal and regulation). BA, 1988, Colorado, Boulder; PhD, 1997, California, Berkeley. (1999)

Nicholas Allen, Ann Swindells Professor of Clinical Psychology (adolescent development and mental health, mood disorders, developmental social and affective neuroscience). BS 1985, MS, 1988, PhD, 1993, Melbourne. (2013)

Holly Arrow, professor (group dynamics, psychology of war). BA, 1977, Elmira; MFA, 1982, Colorado; MA, 1995, PhD, 1996, Illinois, Urbana-Champaign. (1996)

Edward Awh, professor (working memory, selective attention, functional neuroimaging). BA, 1989, Northwestern; PhD, 1996, Michigan. (1998)

Dare A. Baldwin, professor (language acquisition, semantic development, cognitive development). BA, 1982, California, Berkeley; MSc, 1984, California, Santa Cruz; PhD, 1989, Stanford. (1993)

Elliot Berkman, assistant professor (affective neuroscience, self-regulation, quantitative methods for neuroimaging). BA, 2002, Stanford; PhD, 2009, California, Los Angeles. (2010)

Paul Dassonville, associate professor (cognitive neuroscience, perception, sensorimotor integration). BS, 1986, Texas A & M; PhD, 1992, California, Los Angeles. (1999)

Kimberly Andrews Espy, professor (developmental cognitive neuroscience); vice president for research and innovation; dean, Graduate School. BA, 1985, Rice; MA, 1988, PhD, 1994, Houston. (2011)

Philip A. Fisher, professor (prevention research, stress neurobiology, foster care). BA, 1986, Bowdoin College; MS, 1990, PhD, 1993, Oregon. (2008)

Jennifer J. Freyd, professor (trauma psychology). BA, 1979, Pennsylvania; PhD, 1983, Stanford. (1987)

Gordon C. Nagayama Hall, professor (sociocultural context of psychopathology, sexual aggression). BS, 1977, Washington (Seattle); PhD, 1982, Fuller Theological Seminary. (2001)

Sara D. Hodges, professor (social cognition, construction of social judgments). BA, 1989, Rhodes; MA, 1992, PhD, 1995, Virginia. (1995)

Clifford Kentros, associate professor (systems neuroscience, spatial memory, genetics). BA, 1988, South Florida; PhD, 1996, New York University. (2003)

Heidemarie K. Laurent, courtesy research associate (biology of stress regulation, interpersonal relationships, mindfulness). BA, 2001, Scripps College; PhD, 2008, Massachusetts, Amherst. (2013)

Robert Mauro, associate professor (social, emotions, psychology and law). AB, 1979, Stanford; MS, 1981, Yale; PhD, 1984, Stanford. (1984)

Ulrich Mayr, Robert and Beverly Lewis Professor in Neuroscience (cognitive, cognitive aging, neurocognitive analysis). BA, 1988, PhD, 1992, Berlin. (2000)

Jeffrey Measelle, associate professor (developmental psychology, emotional development, family). BA, 1985 Brown; PhD, 1997, California, Berkeley. (1999)

Pranjal Mehta, assistant professor (social neuroscience, status hierarchies, social decision-making). BA, 1999, Williams College; PhD, 2007, Texas, Austin. (2011)

Louis J. Moses, professor (social and cognitive development). BA, 1983, Western Australia; PhD, 1991, Stanford. (1993)

Helen Neville, Robert and Beverly Lewis Endowed Chair in Neuroscience; professor (cognitive neuroscience). BA, 1968, British Columbia; MA, 1970, Simon Fraser; PhD, 1975, Cornell. (1995)

Jennifer Pfeifer, associate professor (developmental and social cognitive neuroscience, adolescent self-perception and emotion processing). BA, 2000, Stanford; MA, 2003, PhD, 2007, California, Los Angeles. (2008)

Gerard Saucier, professor (personality beliefs and values, psychometrics). BA, 1978, North Carolina, Chapel Hill; MA, 1984, PhD, 1991, Oregon. (1997)

Margaret E. Sereno, associate professor (visual cognition, neural network modeling, brain imaging). BA, 1983, Northern Illinois; PhD, 1989, Brown. (1991)

Azim Shariff, assistant professor (religion, morality, cultural and evolutionary psychology). BSc, 2004, Toronto; MA, 2006, PhD, 2010, British Columbia. (2010)

Paul Slovic, professor (judgment, decision-making, risk assessment). BA, 1959, Stanford; MA, 1962, PhD, 1964, Michigan. (1986)

Sanjay Srivastava, associate professor (interpersonal perception and self-perception, social functions of emotions, personality dynamics and development). BA, 1995, Northwestern; PhD, 2002, California, Berkeley. (2004)

Marjorie Taylor, professor (development of imagination and creativity). BS, 1979, MS, 1981, Acadia; PhD, 1985, Stanford. (1985)

Don M. Tucker, professor (emotion, cognition, neuropsychology). BA, 1969, Colorado; MS, 1972, PhD, 1974, Pennsylvania State. (1984)

Nash Unsworth, associate professor (working memory, memory and attention differences, memory search and retrieval). BS, 2001, Idaho State; PhD, 2006, Georgia Institute of Technology. (2010)

Edward Vogel, professor (visual memory, event-related potentials, fMRI). BA, 1994, Puget Sound; PhD, 2000, Iowa. (2001)

Michael Wehr, associate professor (systems neuroscience, auditory neurophysiology, cortical circuits). ScB, 1991, Brown; PhD, 1999, California Institute of Technology. (2005)

Emeriti

Lewis R. Goldberg, professor emeritus. AB, 1953, Harvard; MA, 1954, PhD, 1958, Michigan. (1960)

Barbara Gordon-Lickey, professor emerita. AB, 1963, Radcliffe; PhD, 1966, Massachusetts Institute of Technology. (1969)

Marvin Gordon-Lickey, professor emeritus. AB, 1959, Oberlin; MA, 1962, PhD, 1965, Michigan. (1967)

Douglas L. Hintzman, professor emeritus. BA, 1963, Northwestern; PhD, 1967, Stanford. (1969)

Ray Hyman, professor emeritus. AB, 1950, Boston University; MA, 1952, PhD, 1953, Johns Hopkins. (1961)

Carolin Keutzer, associate professor emerita. BA, 1960, MA, 1963, PhD, 1967, Oregon. (1967)

Daniel P. Kimble, professor emeritus. BA, 1956, Knox; PhD, 1961, Michigan. (1963)

Peter M. Lewinsohn, professor emeritus. BS, 1951, Allegheny; MA, 1953, PhD, 1955, Johns Hopkins. (1965)

Edward Lichtenstein, professor emeritus. BA, 1956, Duke; MA, 1957, PhD, 1961, Michigan. (1966)

Richard A. Littman, professor emeritus. AB, 1943, George Washington; PhD, 1948, Ohio State. (1948)

Richard Marrocco, professor emeritus. BA, 1965, California, Los Angeles; PhD, 1972, Indiana. (1973)

Michael I. Posner, professor emeritus. BS, 1957, MS, 1959, Washington (Seattle); PhD, 1962, Michigan. (1965)

Mary K. Rothbart, professor emerita. BA, 1962, Reed; PhD, 1967, Stanford. (1969)

Myron Rothbart, professor emeritus. BA, 1962, Reed; PhD, 1966, Stanford. (1969)

Norman D. Sundberg, professor emeritus. BA, 1947, Nebraska; MA, 1949, PhD, 1952, Minnesota. (1952)

Robert L. Weiss, professor emeritus. BA, 1952, PhD, 1958, State University of New York, Buffalo. (1966)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

- **Bachelor of Arts**
- **Bachelor of Science**
- **Minor**

Undergraduate Studies

All students participate in and collaborate on research as part of the academic course sequence. Students are encouraged to gain additional research experience through research assistant positions in faculty labs and the undergraduate honors thesis program. The psychology major affords students great flexibility in selecting upper-division courses to fit individual goals and interests. Classroom and internship opportunities are enriched by numerous faculty research programs that range in levels of analysis and intellectual focus. An undergraduate degree in psychology provides the background for a broad range of careers, including social services, education, law, or graduate programs in psychology.

Preparation

High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Language and mathematical skills are also highly desirable. In general, the broad liberal-arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers

Some students major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling in the public schools. Others prepare for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Career information is also available on the American Psychological Association website.

Review of Courses

Lower-Division Courses

Among lower-division courses, psychology is introduced as a social science by the following courses:

PSY 201	Mind and Brain	4
PSY 304	Biopsychology	4
PSY 202	Mind and Society	4
PSY 330	Thinking	4
PSY 348	Music and the Brain	4
PSY 366	Culture and Mental Health	4
PSY 376	Child Development	4
PSY 380	Psychology of Gender	4

Transfer students should plan to take no more than two lower-division courses before starting upper-division work. The introductory courses should be chosen with an eye toward prerequisites for upper-division courses and toward providing a broad background in the field. Transfer equivalents for lower-division courses are evaluated case by case. Check with the department's head advisor to determine equivalency of completed introductory work.

Upper-Division Courses

Upper-division courses fall into three categories:

1. Courses that teach research skills and methodologies (Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303)).
2. Other 300-level courses are of broad interest to many different majors throughout the university as well as to psychology majors
3. Area courses, numbered 410 to 480, designed for psychology majors, may be open to other students who fulfill the prerequisites by obtaining instructor approval

Group Requirements

For psychology courses approved to fulfill social science or science group requirements, see the current course list on the registrar's website, registrar.uoregon.edu/common/group_courses.php .

Major Requirements

Required courses must be taken for letter grades and passed with C– or better. Elective psychology courses may be taken pass/no pass. Students must take 12 elective credits, 8 of which must be actual content courses.

Bachelor of Arts Degree Requirements

Upper-Division Prerequisite Set I [1,2]		
MATH 111	College Algebra (or equivalent) [1]	4
or MATH 243	Introduction to Methods of Probability and Statistics	
PSY 201	Mind and Brain	4
PSY 202	Mind and Society	4
Select one of the following:		8
WR 121 & WR 122	College Composition I and College Composition II	
WR 121 & WR 123	College Composition I and College Composition III	
Upper-Division Prerequisite Set II [2,3]		
PSY 302	Statistical Methods in Psychology	4
PSY 303	Research Methods in Psychology	4
Upper-Division Courses [2,4,5]		
Select two of the following:		8
HPHY 333	Motor Control	
LING 396	Language and Cognition	
or PSY 440	Psycholinguistics	
PSY 410	Experimental Course: [Topic] (Evolutionary Psychology)	
PSY 433	Learning and Memory	
PSY 435	Cognition	
PSY 436	Human Performance	
PSY 438	Perception	
PSY 445	Brain Mechanisms of Behavior	
PSY 449	Human Neuropsychology	
PSY 450	Hormones and Behavior	
PSY 475	Cognitive Development	
PSY 476	Language Acquisition	
Select two of the following:		8
PSY 420	Psychology and Law	
PSY 456	Social Psychology	
PSY 457	Group Dynamics	
PSY 458	Decision-Making	
PSY 459	Cultural Psychology	
PSY 461	Imagination	
PSY 468	Motivation and Emotion	
PSY 469	Psychopathology	
PSY 471	Personality	
PSY 472	Psychology of Trauma	
PSY 473	Marital and Family Therapies	
PSY 478	Social Development	
PSY 480	Development and Psychopathology	
Additional Requirements		12
Other biology, chemistry, or physics courses		
Total Credits		56

1. Should be completed by the end of sophomore year.
2. Required courses must be taken for letter grades and passed with C– or better.
3. Should be completed by the end of junior year.
4. A total of 36 credits must be from courses in the upper division. A maximum of 4 credits in any Research: [Topic] (PSY 401) or Practicum: [Topic] (PSY 409) may be applied to the upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty advisor.
5. Elective psychology courses may be taken pass/no pass. Students must take 12 elective credits, 8 of which must be actual content courses.

Bachelor of Science Degree Requirements

Upper-Division Prerequisite Set I [1,2]		
MATH 111	College Algebra (or equivalent) [1]	4
or MATH 243	Introduction to Methods of Probability and Statistics	
PSY 201	Mind and Brain	4
PSY 202	Mind and Society	4
Select one of the following:		8
WR 121 & WR 122	College Composition I and College Composition II	
WR 121 & WR 123	College Composition I and College Composition III	
Upper-Division Prerequisite Set II [2,3]		
PSY 302	Statistical Methods in Psychology	4
PSY 303	Research Methods in Psychology	4
Upper-Division Courses [2,4,5]		
Select two of the following:		8
HPHY 333	Motor Control	
LING 396	Language and Cognition	
or PSY 440	Psycholinguistics	
PSY 410	Experimental Course: [Topic] (Evolutionary Psychology)	
PSY 433	Learning and Memory	
PSY 435	Cognition	

PSY 436	Human Performance	
PSY 438	Perception	
PSY 445	Brain Mechanisms of Behavior	
PSY 449	Human Neuropsychology	
PSY 450	Hormones and Behavior	
PSY 475	Cognitive Development	
PSY 476	Language Acquisition	
Select two of the following:		8
PSY 420	Psychology and Law	
PSY 456	Social Psychology	
PSY 457	Group Dynamics	
PSY 458	Decision-Making	
PSY 459	Cultural Psychology	
PSY 461	Imagination	
PSY 468	Motivation and Emotion	
PSY 469	Psychopathology	
PSY 471	Personality	
PSY 472	Psychology of Trauma	
PSY 473	Marital and Family Therapies	
PSY 478	Social Development	
PSY 480	Development and Psychopathology	
Additional Requirements		12
Other biology, chemistry, or physics courses		
Total Credits		56

1 Should be completed by the end of sophomore year.

2 Required courses must be taken for letter grades and passed with C– or better.

3 Should be completed by the end of junior year.

4 A total of 36 credits must be from courses in the upper division. A maximum of 4 credits in any Research: [Topic] (PSY 401) or Practicum: [Topic] (PSY 409) may be applied to the upper-division credits. Practicum credits must be earned at a practicum site approved by the head undergraduate faculty advisor.

5 Elective psychology courses may be taken pass/no pass. Students must take 12 elective credits, 8 of which must be actual content courses.

Planning a Program

Besides attending lecture courses, students may participate in seminars, reading and conference courses, laboratory work, and other means of gaining experience.

Sample Program

The sample program shown provides an idea of a typical course load during the freshman year for a student working on a bachelor's of science.

First Year		
Fall		**Credits**
Art and Letters elective		4
WR 121	College Composition I	4
Mathematics		4
Science elective		4
Winter		
Arts and letters elective		4
WR 122 or 123	College Composition II	4
Mathematics		4
Social science elective		4
Spring		
Arts and letters elective		4
PSY 201 or 202	Mind and Brain	4
Mathematics		4
Science elective		4
	Total Credits:	48

Departmental requirements for a psychology major are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the advisor.

Peer Advising

The psychology department’s peer advisors attempt to make academic advising more effective, welcoming, and efficient.

Questions about the university system (e.g., how to read the schedule of classes, grading procedures, where to seek financial assistance, how to plan a course schedule) and specific inquiries about the department’s norms, opportunities, facilities, and faculty members are welcome.

During the school year, the peer advising office in Straub Hall has regularly scheduled hours. Psychology students are invited to use the facilities (a small library, journals, and graduate school brochures) and to talk informally with a friendly peer advisor.

Preparation for Graduate Study

A bachelor’s degree is seldom sufficient qualification for professional work in psychology; at least a master’s degree is required for most positions. Students should not undertake graduate work unless their grades in undergraduate psychology and related courses have averaged mid-B (3.00) or better.

Prospective graduate students in psychology are advised to take courses in related fields such as anthropology, biology, computer science, chemistry, linguistics, mathematics, philosophy, physics, and sociology. Strong preparation in quantitative methods is advisable. Reading knowledge of at least one second language appropriate to psychology also may be useful.

Honors Curriculum

Students with excellent records who plan to pursue a career in psychology may consider applying to the departmental honors program upon completion of PSY 303. The honors program centers on an independent research project, which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply is available online, psychology.uoregon.edu/undergraduate/academics/honors-program .

Minor Requirements

Special Studies: [Topic] (PSY 199) does not count toward the minor.

PSY 201 & PSY 202	Mind and Brain and Mind and Society	8
PSY 302 & PSY 303	Statistical Methods in Psychology and Research Methods in Psychology	8
Select three of the following:		12
HPHY 333	Motor Control	
PSY 410	Experimental Course: [Topic] (Evolutionary Psychology)	
PSY 420	Psychology and Law	
PSY 433	Learning and Memory	
PSY 435	Cognition	
PSY 436	Human Performance	
PSY 438	Perception	
PSY 440	Psycholinguistics	
or LING 396	Language and Cognition	
PSY 445	Brain Mechanisms of Behavior	
PSY 450	Hormones and Behavior	
PSY 456	Social Psychology	
PSY 457	Group Dynamics	
PSY 458	Decision-Making	
PSY 459	Cultural Psychology	
PSY 461	Imagination	
PSY 468	Motivation and Emotion	
PSY 469	Psychopathology	
PSY 471	Personality	
PSY 472	Psychology of Trauma	
PSY 473	Marital and Family Therapies	
PSY 476	Language Acquisition	
PSY 478	Social Development	
PSY 480	Development and Psychopathology	
Total Credits		28

All 28 credits must be taken for letter grades and passed with a C– or better. At least 16 credits must be upper division.

Middle and Secondary School Teaching Careers

The College of Education offers a fifth-year program for middle-secondary teaching in social studies. This program is described in the **College of Education** section of this catalog.

- **Master of Arts**
- **Master of Science**
- **Doctor of Philosophy**

Graduate Studies

The department emphasizes graduate work at the doctoral level, but an individualized master's degree program is available to a limited number of students.

Master's Degree Program

The individualized master's degree program does not lead to a PhD. The degree—either a master of arts (MA) or a master of science (MS)—requires 45 credits of course work. Application materials and information may be obtained from the department website. Clinical training is not available in the master's program.

Doctoral Degree Programs

The five chief PhD program options are clinical, cognitive-neuroscience, systems neuroscience, developmental, and social-personality.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental laboratories for human research, and well-equipped animal laboratories.

Applicants to the PhD program in psychology must take the aptitude test and submit the score from the Graduate Record Examinations (GRE) and provide three letters of recommendation on special forms provided by the department. Detailed information about admission, including application forms and information about awards and graduate teaching fellowships (GTFs), may be obtained from the department website.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. Each student's program is planned in relation to background, current interests, and future goals. Research experience and a dissertation are required of PhD candidates; teaching experience is recommended, and opportunities to teach are available.

Requirements for Doctoral Students

PSY 611–613	Data Analysis I-III	12
Three of five core courses		
PSY 607	Seminar: [Topic] (three terms: Research, Ethics, Research)	1-5
First-year research requirement		
Supporting area requirement		
Major preliminary examination		
Doctoral dissertation		

More detailed information regarding the department's graduate programs and application procedures may be obtained from the department website.

For general regulations governing graduate work at the university, see the **Graduate School** section of this catalog.

Clinical Psychology

The clinical psychology program at the University of Oregon has a strong tradition of clinical research training on topics of relevance to both the theory and practice of psychology. Accredited by the American Psychological Association (750 First Street NE, Washington DC 20002-4242, 202-336-5979), the program has been a member of the Academy of Psychological Clinical Science and is also accredited by the Psychological Clinical Science Accreditation System. The research strengths of the present clinical faculty comprise child and adult psychopathology, sociocultural context of psychopathology, adult depression, infant mental health, child and family assessment, sexual aggression, treatment and prevention of child-adolescent problem behavior, and treatment of depression. Other nonclinical faculty members in the Department of Psychology also present a range of scholarly activities that may be of interest to clinical students.

The objective of the program is to educate and train clinical psychologists to expand the scientific understanding of psychological problems and their treatment. It is based on the clinical scientist model, the

conviction that theory, research, and clinical training provide information essential for posing research questions designed to develop a better understanding of human behavior. The program's emphasis is research on the causes, correlates, and consequences of psychopathology and human distress, and the use of such knowledge to develop informed and effective interventions. While experiences in interventions and prevention constitute an important element of the training mission, these experiences serve primarily to inform the student's understanding of basic psychological problems. Individuals with career goals in clinical service are not likely to find the program to be satisfying in terms of the philosophy embraced or the breadth of clinical training offered.

The program is designed to be relatively flexible to permit study tailored to the individual's interests. The training has three stages. The first is accomplished in the first two years of the necessary foundation for a career as a clinical scientist. In the second stage, the student progresses to establish an area of expertise, culminating in a major preliminary examination, a supporting area requirement, and ultimately the doctoral dissertation. This involves roughly the second and third years of the program. The last stage is the student's selection of an clinical internship approved by the American Psychological Association. Doctoral students are actively engaged in research, most typically in association with members of the psychology faculty. The formal requirements are minimized to maximize time for developing a close working relationship with faculty members, and for establishing the student's own scholarly specialty and research program. The program of training is designed to facilitate (1) the acquisition of comprehensive knowledge about psychology as a science; (2) the integration of issues and matters of specific relevance to clinical psychology; and (3) the pursuit of research questions within the student's designated area of expertise from a broad perspective informed by theory, empirical research, and clinical involvement.

Course requirements for clinical students cover topics in clinical ethics and methods, intervention science, child and adult psychopathology, clinical psychobiology, assessment, cultural diversity, history, and systems, and two years of intervention practicums. Additional information is provided in the *Guide to the Clinical Program* and the *Doctoral Student Handbook* located on the department website.

Cognitive Psychology and Cognitive Neuroscience

The University of Oregon has a strong program for training students in cognitive psychology, cognitive neuroscience, and systems neuroscience. While students work closely with faculty members in research, the student's development of an independent research direction is encouraged. Research areas include the following:

- cognitive and neural basis of perception
- cortical sensory information processing
- the molecular and cellular basis of memory
- visual cognition
- selective attention
- working memory
- long-term memory
- executive control
- action
- language processing
- brain plasticity
- information processing and trauma

Training is closely geared to students' backgrounds and goals. An informal weekly seminar allows graduate students and faculty members to present their research. Many instructors and students interested in cognitive psychology and cognitive neuroscience attend these seminars, which are particularly useful in acquainting first-year students with their professors. In addition, there are opportunities to participate in formal seminars and in a variety of other research groups. Research facilities are ample and easily accessible; students are able to conduct research on almost any topic in cognitive psychology and cognitive neuroscience.

The Department of Psychology is affiliated with the Robert and Beverly Lewis Center for Neuroimaging, which is also home for the department's cognitive neuroscience and social psychology faculty. Students and faculty members of the Department of Psychology are among the main users of the imaging center. Many students receive training in the skills necessary for carrying out functional imaging research. Faculty members and students also make use of the on-campus Transgenic Mouse Facility to apply new molecular and genetic tools in systems neuroscience research.

The cognitive psychology faculty are also members of the Institute of Cognitive and Decision Sciences (http://icds.uoregon.edu) and the Institute of Neuroscience, (http://www.neuro.uoregon.edu) which have established a record of facilitating interdisciplinary research in systems neuroscience, cognitive neuroscience, cognition and instruction, and social cognition and decision-making. Opportunities for training in the many disciplines related to cognition and cognitive neuroscience are provided through close links to these centers.

Developmental Psychology

The Department of Psychology at the University of Oregon has recently expanded the scope of its developmental program with the addition of new faculty members and new emphases in the graduate curriculum. Our current program offers extensive coverage of development during infancy, childhood, and early adolescence. Several areas of research are strongly represented including cognitive development, social-emotional development, developmental psychopathology, and developmental social neuroscience. Particular areas of expertise within these broad areas include imagination, theory of mind, executive functioning, self-concept, infant processing of action, and the relation between early social understanding and language learning. Collaborations among developmental, cognitive, clinical, and social faculty members and students are common. The developmental group also has strong links to the Oregon Social Learning Center, Child and Family Center, Oregon Research Institute, and the interdisciplinary Institute of Cognitive and Decision Sciences. A developmental emphasis in the clinical program offers clinical students an opportunity for extensive involvement in developmental research through the development and psychopathology training program. In addition, clinical students may gain experience with children through child-focused practicums in the Psychology Clinic.

Social and Personality Psychology

The Department of Psychology at the University of Oregon offers graduate training in both basic and applied domains of social and personality psychology. Research interests of the faculty include the following:

- structure, development, and change dynamics of personality attributes and belief systems
- attitudes, values, and moral sentiments
- self and identity processes

- interpersonal perception
- social interaction, relationships, and group dynamics
- attribution, perspective taking, and related social cognitive processes
- decision making, emotion, and risk perception
- emotion regulation
- psychology and the law

Systems Neuroscience

The University of Oregon offers graduate and postdoctoral study in the neurosciences through the Institute of Neuroscience with faculty members from the Departments of Biology, Human Physiology, and Psychology. The program is focused on laboratory-based neuroscience directed toward understanding relationships between nervous systems and behavior. Students take courses in psychology and neuroscience during the first two years in the program. The required core neuroscience curriculum includes courses in cellular neuroscience, systems neuroscience, and cognitive neuroscience. Other formal and informal courses provide instruction in electrophysiology, neuroanatomy, neuroethology, and biochemistry. The program is designed to train students to become independent research scientists in neuroscience.

Our current faculty represents approaches to the study of the brain at many levels, ranging from behavioral to molecular. Each faculty member maintains an active research program, and graduate students may gain laboratory and research experience working in these programs. Students have an opportunity to learn modern techniques in electrophysiology, neuroanatomy, molecular neuroscience, and behavior. Research programs of the psychology faculty include the genetic and neural bases of learning and memory, sensory information processing in cortical circuits, environmental influences on the development of the nervous system, and the neurobiology of visual attention. Neuroscience research programs of the biology faculty include brain mechanisms of sound localization, the electrophysiology and anatomy of hair cells, and the control of chemotaxis in *Caenorhabditis elegans*.

For more information on the Institute of Neuroscience's interdisciplinary program, see the **Neuroscience** section of this catalog.

Courses

PSY 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PSY 201. Mind and Brain. 4 Credits.
Introduction to perception, memory, learning, and cognition.

PSY 202. Mind and Society. 4 Credits.
Introduction to topics in clinical, personality, social, and developmental psychology.

PSY 302. Statistical Methods in Psychology. 4 Credits.
Probability and statistics applied in psychological research. Topics include descriptive statistics, hypothesis testing, correlation, regression, and design of experiments. With laboratory.
Prereq: MATH 111 or 243; WR 121; pre- or coreq: PSY 201, 202. Sophomore standing.

PSY 303. Research Methods in Psychology. 4 Credits.
Use of library and bibliographic methods, handling of survey data, coding, interviews, standardized tests, and experiments.
Prereq: PSY 201, 202, 302; WR 122 or 123.

PSY 304. Biopsychology. 4 Credits.
Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

PSY 330. Thinking. 4 Credits.
Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems.

PSY 348. Music and the Brain. 4 Credits.
Explores the neural correlates of our perception of tonality, harmony, melody, and rhythm and how these relate to neurobiology, brain damage, and cognitive neuroscience.

PSY 366. Culture and Mental Health. 4 Credits.
Role of culture in the definition and maintenance of mental health and the definition and treatment of mental illness.

PSY 376. Child Development. 4 Credits.
Survey of social, intellectual, and personality development in infancy, childhood, and adolescence.

PSY 380. Psychology of Gender. 4 Credits.
Critical analysis of evidence for sex differences, gender roles, and the effect of gender on traditional issues in psychology. Topics include parenthood, violence, and sexual orientation.

PSY 383. Psychoactive Drugs. 4 Credits.
Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overuse; therapies for correcting drug problems.

PSY 388. Human Sexuality. 4 Credits.
The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; sexual orientation; frequency and significance of various types of sexual behavior; sexual inadequacy; sexual deviation.

PSY 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

PSY 401. Research: [Topic]. 1-21 Credits.
Repeatable.

PSY 403. Thesis. 1-12 Credits.
Repeatable.

PSY 405. Reading and Conference: {Topic]. 1-21 Credits.
Repeatable.

PSY 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

PSY 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PSY 408. Laboratory Projects: [Topic]. 1-9 Credits.
Repeatable.

PSY 409. Practicum: [Topic]. 1-9 Credits.
Repeatable.

PSY 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

PSY 412. Applied Data Analysis. 4 Credits.
Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use. Honors only.
Prereq: PSY 303.

PSY 420. Psychology and Law. 4 Credits.
Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision-making, criminal defenses, profiling, polygraphy, and mental-health law.
Prereq: PSY 303.

PSY 433. Learning and Memory. 4 Credits.
Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information.
Prereq: PSY 303.

PSY 435. Cognition. 4 Credits.
Issues of memory; coding for storage, control processes for storage; attention and cognitive control; analysis of more complex cognitive tasks; approaches to problem solving.
Prereq: PSY 303.

PSY 436. Human Performance. 4 Credits.
Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems.
Prereq: PSY 303.

PSY 438. Perception. 4 Credits.
Topics covered are color, size, shape, depth, distance, and movement. Examines the relationships between stimuli and perception, stimuli and the neural response, and the neural response and perception.
Prereq: PSY 303.

PSY 440. Psycholinguistics. 4 Credits.
Processes and structures underlying language use. Methods of studying language processing. Relationships between psycholinguistic data and observations from linguistics and neurophysiology.
Prereq: PSY 303.

PSY 445. Brain Mechanisms of Behavior. 4 Credits.
Organization of the mammalian brain. Structure and function of the neuronal systems underlying vision, perception, motivation, coordinated movement, sleep-wakefulness, learning and memory, and affective disorders.
Prereq: PSY 303, 304.

PSY 449. Human Neuropsychology. 4 Credits.
Integrative neural mechanisms of normal and abnormal processes in systems (e.g., selective attention, language, memory, object recognition, and emotion).
Prereq: PSY 303, 304.

PSY 450. Hormones and Behavior. 4 Credits.
Relationships among the brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress.
Prereq: PSY 303.

PSY 456. Social Psychology. 4 Credits.
Processes underlying social perception and social interaction. Topics include aggression, the self-concept, stereotyping and prejudice, conformity, persuasion, attraction, and helping.
Prereq: PSY 303.

PSY 457. Group Dynamics. 4 Credits.
Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior.
Prereq: PSY 303.

PSY 458. Decision-Making. 4 Credits.
Psychological processes involved in judgment and decision-making. Normative theories of ideal behavior contrasted with descriptive analysis of actual behavior.
Prereq: PSY 303.

PSY 459. Cultural Psychology. 4 Credits.
Examines interdependence between mind and culture in substantive domains such as social cognition, motivation, emotion, and psychopathology. Cultural pluralism, collective identities, tolerance, and diversity considered.
Prereq: PSY 303.

PSY 461. Imagination. 4 Credits.
Topics in human imagination, including creativity, children's pretend play, fiction writing, imagery, mental time travel, consciousness, dreaming, virtual worlds, and disorders of the imagination.
Prereq: PSY 303.

PSY 468. Motivation and Emotion. 4 Credits.
Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences.
Prereq: PSY 303.

PSY 469. Psychopathology. 4 Credits.
Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics.
Prereq: PSY 303.

PSY 471. Personality. 4 Credits.
Theory and methods for studying human traits, including personality measures and tests; studies of age, gender, and culture. Current research in personality.
Prereq: PSY 303.

PSY 472. Psychology of Trauma. 4 Credits.
Cognitive, neuropsychological, developmental, social, and clinical approaches to understanding trauma. Includes analysis of childhood trauma, sexual assault, domestic violence, terrorism, combat, and natural disasters.
Prereq: PSY 303.

PSY 473. Marital and Family Therapies. 4 Credits.
Behavioral basis of dyadic interactions; adult intimacy and love relationships. Clinical-counseling approaches: assessment, marital therapies, and evaluation. Models of marital adjustment and assessment of interpersonal relationships.
Prereq: PSY 303.

PSY 475. Cognitive Development. 4 Credits.
Intellectual development in children from infancy to adolescence with a focus on early childhood. Topics covered include perception, attention, memory, reasoning, conceptual structure, social cognition.
Prereq: PSY 303.

PSY 476. Language Acquisition. 4 Credits.
How children acquire language from the earliest speech sounds to full sentences. Topics include babbling, first words, word combinations, the relationship between cognition and language development.
Prereq: PSY 303.

PSY 478. Social Development. 4 Credits.
Theoretical issues and empirical studies of social-emotional development. Topics may include attachment, temperament, moral development, family interaction, self-image, aggression, and sex-role development.
Prereq: PSY 303.

PSY 480. Development and Psychopathology. 4 Credits.
Biological and environmental factors that shape normal and abnormal development. Analysis of how family functioning affects psychopathology and resilience in children and adolescents.
Prereq: PSY 303.

PSY 490. Honors in Psychology. 1 Credit.
Repeatable. Reading and conference. Repeatable twice for maximum of 3 credits each.
Prereq: Honors psychology majors only.

PSY 491. Honors is Psychology. 1 Credit.
Repeatable. Reading and conference. Repeatable twice for maximum of 3 credits each.
Prereq: Honors psychology majors only.

PSY 492. Honors in Psychology. 1 Credit.
Repeatable. Reading and conference. Repeatable twice for maximum of 3 credits each.
Prereq: Honors psychology majors only.

PSY 503. Thesis. 1-16 Credits.
Repeatable.

PSY 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PSY 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

PSY 512. Applied Data Analysis. 4 Credits.
Intermediate-level practical data analysis and interpretation. Topics include experimental design, analysis of variance, multiple regression, exploratory data analysis. Extensive computer use.

PSY 520. Psychology and Law. 4 Credits.
Introduction to topics of concern to both psychology and the law. Includes eyewitness identification, legal decision-making, criminal defenses, profiling, polygraphy, and mental-health law.

PSY 533. Learning and Memory. 4 Credits.
Processes underlying learning and memory, including evolution. Topics range from simple forms of behavior change to the acquisition, retention, forgetting, and retrieval of symbolic information.

PSY 535. Cognition. 4 Credits.
Issues of memory; coding for storage, control processes for storage; attention and cognitive control; analysis of more complex cognitive tasks; approaches to problem solving.

PSY 536. Human Performance. 4 Credits.
Motor and intellectual capacities; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems.

PSY 538. Perception. 4 Credits.
Topics covered are color, size, shape, depth, distance, and movement. Examines the relationships between stimuli and perception, stimuli and the neural response, and the neural response and perception.

PSY 540. Psycholinguistics. 4 Credits.
Processes and structures underlying language use. Methods of studying language processing. Relationships between psycholinguistic data and observations from linguistics and neurophysiology.

PSY 545. Brain Mechanisms of Behavior. 4 Credits.
Organization of the mammalian brain. Structure and function of the neuronal systems underlying vision, perception, motivation, coordinated movement, sleep-wakefulness, learning and memory, and affective disorders.

PSY 549. Human Neuropsychology. 4 Credits.
Integrative neural mechanisms of normal and abnormal processes in systems (e.g., selective attention, language, memory, object recognition, and emotion).

PSY 550. Hormones and Behavior. 4 Credits.
Relationships among the brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress.

PSY 556. Social Psychology. 4 Credits.
Processes underlying social perception and social interaction. Topics include aggression, the self-concept, stereotyping and prejudice, conformity, persuasion, attraction, and helping.

PSY 557. Group Dynamics. 4 Credits.
Topics in small-group dynamics, including decision-making, conflict, and changes over time in group structure and behavior.

PSY 558. Decision-Making. 4 Credits.
Psychological processes involved in judgment and decision-making. Normative theories of ideal behavior contrasted with descriptive analysis of actual behavior.

PSY 559. Cultural Psychology. 4 Credits.
Examines interdependence between mind and culture in substantive domains such as social cognition, motivation, emotion, and psychopathology. Cultural pluralism, collective identities, tolerance, and diversity considered.

PSY 568. Motivation and Emotion. 4 Credits.
Adaptive human behavior; considers biological processes involved in emotions, how emotions interact with cognition, and social influences.

PSY 569. Psychopathology. 4 Credits.
Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics.

PSY 571. Personality. 4 Credits.
Theory and methods for studying human traits, including personality measures and tests; studies of age, gender, and culture. Current research in personality.

PSY 572. Psychology of Trauma. 4 Credits.
Cognitive, neuropsychological, developmental, social, and clinical approaches to understanding trauma. Includes analysis of childhood trauma, sexual assault, domestic violence, terrorism, combat, and natural disasters.

PSY 573. Marital and Family Therapies. 4 Credits.
Behavioral basis of dyadic interactions; adult intimacy and love relationships. Clinical-counseling approaches: assessment, marital therapies, and evaluation. Models of marital adjustment and assessment of interpersonal relationships.

PSY 575. Cognitive Development. 4 Credits.
Intellectual development in children from infancy to adolescence with a focus on early childhood. Topics covered include perception, attention, memory, reasoning, conceptual structure, social cognition.

PSY 576. Language Acquisition. 4 Credits.
How children acquire language from the earliest speech sounds to full sentences. Topics include babbling, first words, word combinations, the relationship between cognition and language development.

PSY 578. Social Development. 4 Credits.
Theoretical issues and empirical studies of social-emotional development. Topics may include attachment, temperament, moral development, family interaction, self-image, aggression, and sex-role development.

PSY 580. Development and Psychopathology. 4 Credits.
Biological and environmental factors that shape normal and abnormal development. Analysis of how family functioning affects psychopathology and resilience in children and adolescents.

PSY 601. Research: [Topic]. 1-21 Credits.
Repeatable.

PSY 602. Supervised College Teaching. 1-3 Credits.
Repeatable.

PSY 603. Dissertation. 1-16 Credits.
Repeatable.

PSY 605. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

PSY 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PSY 609. Practicum: [Topic]. 1-9 Credits.
Repeatable.

PSY 610. Experimental Course: [Topic]. 1-21 Credits.
Repeatable.

PSY 611. Data Analysis I. 4 Credits.
Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. With laboratory.

PSY 612. Data Analysis II. 4 Credits.
Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. With laboratory.
Prereq: PSY 611.

PSY 613. Data Analysis III. 4 Credits.
Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. With laboratory.
Prereq: PSY 612.

PSY 620. Psychopathology. 3 Credits.
Definition, measurement, and diagnosis of deviant behavior; includes critical reviews of research on the etiology, intervention, and outcome of major mental disorders.
Prereq: major standing.

PSY 621. Clinical Psychobiology. 3 Credits.
Research and theory from the neurosciences applied to clinical problems and biological therapies.
Prereq: major standing.

PSY 623. Personality Assessment. 3 Credits.
Theory, methods, and related research in approaches to personality assessment; includes projective and objective techniques.
Prereq: clinical psychology students only.

PSY 704. Internship: [Topic]. 1-15 Credits.
Repeatable.