

## Faculty

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Andrew J. Niemiec  
*Associate Professor*

Tabitha W. Payne  
*Visiting Assistant Professor*

Charles E. Rice  
*Professor Emeritus*

Rowland H. Shepard  
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*Assistant Professor*

Linda M. Smolak  
*Chair, Professor*

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*Samuel B. Cummings Professor  
(on leave)*

At Kenyon, psychology is taught as the scientific study of behavior and mental processes. The psychology curriculum provides an opportunity for majors and nonmajors to examine diverse theoretical views and findings in such areas as physiological psychology, cognition, human development, perception, personality, social behavior, and abnormal psychology. At all levels of study, the department gives students the opportunity to pursue research and to

become involved in the work of local educational and mental-health agencies that are affiliated with the Off-Campus Activities in Psychology Program (OAPP).

## New Students

Look for the ♦ symbol, which designates those courses particularly appropriate for first-year students or second-year students new to the psychology curriculum.

PSYC 101 and PSYC 102, the introductory courses, are prerequisites for all other psychology courses. The first semester (PSYC 101) covers the basic processes underlying behavior, such as physiological, cognitive, and motivational factors. NEUR 112 (Introduction to Neuroscience) can be used as a substitute for PSYC 101 and as a prerequisite for the basic-processes courses in psychology. The second semester (PSYC 102) emphasizes behavior in various contexts, covering personality and the social, abnormal, and developmental aspects of behavior.

## Requirements for the Major

Students majoring in psychology must earn at least 5 units of credit in the psychology department. PSYC 101, PSYC 102, and PSYC 200 are required of majors, and majors are strongly advised to complete PSYC 200 by the end of their sophomore year. A grade of C- or better in PSYC 200 is required in order to declare a major in psychology.

Majors are required to have a balanced curriculum within the discipline that reflects coursework concerning the basic processes of behavior as well as behavior in context. To satisfy the basic process requirement, 1 unit of work must be completed by earning at least 1/2 unit of credit in any two of the following categories: (1) learning and motiva-

tion; (2) sensation and perception; (3) comparative; (4) physiological or neuropsychology; and (5) psychology of language or cognition. The behavior-in-context requirement can be fulfilled by taking at least 1/2 unit of credit in any two of the following categories: (1) child development or adult development; (2) abnormal; (3) personality; (4) the psychology of women or race and ethnicity; and (5) social.

Further, students are expected to take one 1/2-unit course in research methods in the basic process area (i.e., research methods in biopsychology, research methods in physiological psychology, research methods in cognitive psychology, research methods in learning and motivation, or research methods in sensation and perception) as well as one 1/2-unit course involving research methods employing a contextual approach to behavior (i.e., research methods in developmental psychology, research methods in social psychology, research methods in personality, research methods for studying gender, or research methods in cross-cultural psychology).

The Senior Exercise for psychology majors consists of two portions. The first portion involves a standardized multiple-choice exam that evaluates the student's breadth of knowledge in psychology. The second portion requires that the student write a research proposal in some area of psychology.

Students who do excellent work are encouraged to apply to the department chair during the second semester of their junior year if they are interested in admission to the Honors Program. Participants complete a large-scale research project or literature review on an approved topic of their choice during their senior year. Each project is supervised by a single faculty member, but is also reviewed periodically by all members of the department prior to an oral examination by an outside examiner in the spring.

## Year Courses

### Individual Study

PSYC 493Y-494Y (1 unit)  
Staff

Students conduct independent research under the supervision of a member of the department. This course is restricted to juniors and seniors. Prerequisites: permission of instructor and department chair, along with demonstrated special interest.

### Senior Honors

PSYC 497Y-498Y (1 unit)  
Staff

This is a program for senior candidates for honors in psychology, culminating in a senior honors thesis. The course will consist of a research project in some area of psychology. Students who wish to conduct an honors project must meet each of the following three criteria: (1) the student must have a GPA of 3.5 in psychology and an overall GPA of 3.3; (2) the student must have participated in a psychology-department-approved research experience (which might be research in a research methods course, independent study, or summer lab work); and (3) the student must have completed a minimum of 4 units in psychology and have taken the appropriate core courses for the proposal before the senior year. It is also recommended that the student have had exposure to calculus and other courses within the Natural Sciences Division.

## First-Semester Courses

### Introduction to Psychology: Basic Processes

◆ PSYC 101 (1/2 unit)  
Staff

Psychology is the study of behavior and mental processes. In this introductory course, which is a prerequisite for all of the other psychology courses, you will explore a variety of areas in which psychologists conduct research, and you will learn about the process of conducting research. For example, you will study

the biological foundations of behavior, sensory and perceptual processes, and learning and memory. The course is for first-year students and sophomores.

### Statistical Analysis in Psychology

QR PSYC 200 (1/2 unit)  
Smolak, Krieg

In this course, students will learn to conduct a variety of statistical tests that are commonly used in psychological research. In addition, the skills of choosing the appropriate statistical tests for particular research designs, and writing and interpreting the results of statistical analyses, will be emphasized. The computer statistical package SPSS will be used. Prerequisite: PSYC 101 and PSYC 102. Enrollment limited. Psychology and neuroscience majors have preference.

### Physiological Psychology

PSYC 305 (1/2 unit)  
McFarlane

This course will investigate the relationships among the brain, the body, and behavior. Material covered will include neuroanatomy as well as the organization and function of the central and peripheral nervous systems as well as the endocrine system. The ways in which this knowledge can be used to understand sensory and motor phenomena will be explored as a prelude to attempts to relate knowledge of human and animal physiology to psychological processes such as motivation, thought, mood, learning, and emotion. Prerequisite: PSYC 101 or NEUR 112. Enrollment limited.

### Sensation and Perception

PSYC 307 (1/2 unit)  
Niemic

This course focuses on the ways in which the brain gathers, processes, and interprets information from the external environment in order to construct an internal representation that the organism construes to be reality. The goal is to provide students with an understanding of the evolution, structure, and function of various sensory systems as well as an understanding of how the brain interprets incoming sensations and turns them into perceptions that allow

organisms to act on their environment. Prerequisite: PSYC 101 or NEUR 112. Enrollment limited.

### Abnormal Psychology

PSYC 321 (1/2 unit)  
Levine

This course provides students with an introductory overview of the nature, causes, and treatment of adolescent and adult mental disorders, including anxiety disorders, mood disorders, schizophrenia, and organic mental disorders. In the process, there will be discussion of critical issues and controversies in this field, such as the definition of abnormality and the labeling of abnormal behavior. Students will also read detailed case histories. Prerequisites: PSYC 101 and PSYC 102. Enrollment limited.

### Child Development

PSYC 323 (1/2 unit)  
Smolak

This course focuses on normal human development from conception through adolescence. Biological and social influences on development are considered with an emphasis on their interaction. Prerequisites: PSYC 101 and 102. Enrollment limited.

### Social Psychology

PSYC 325 (1/2 unit)  
Fenigstein

Social psychology is the systematic study of social behavior. In general, it examines how we are affected by our social environment: how we perceive and interpret the behavior of others and the social situation, how we respond to others and they to us, and the nature of social relationships. Application of social psychological theory and methodology is encouraged through participation in small-scale laboratory or field observational studies. Prerequisites: PSYC 101 and PSYC 102. Enrollment limited.

### Theories of Personality

PSYC 326 (1/2 unit)  
Levine

This course introduces students to major approaches to understanding both consistencies in individual behavior and differences between individuals. This survey will focus on

six paradigms: psychodynamic, phenomenological, dispositional, social learning, cognitive, and existential. Prerequisites: PSYC 101 and PSYC 102. Enrollment limited.

### **Clinical Psychology**

PSYC 342 (1/2 unit)  
*Shpungin*

This course will focus on the practice of psychotherapy, or the clinical treatment of psychological disorders. Through readings, in-class exercises, discussions, and films, students will be exposed to several major schools of therapeutic thought (e.g., psychodynamic, person-centered, cognitive-behavioral, systems). The strengths, limitations, and criticisms of these therapeutic modalities will be explored, and their usefulness with diverse psychological problems and populations will be discussed. Case studies from the instructor's experiences as a therapist will be used to further highlight the material. Prerequisites: PSYC 101 and PSYC 102. Enrollment limited.

### **Human Sexual Behavior**

PSYC 344 (1/2 unit)  
*Fenigstein*

This course examines the biological, psychological, and social bases of human sexuality. Topics include the physiology of sex functions, variations of sexual behavior, nature and treatment of sexual malfunctions, sexual identity and attitudes, sex differences in social behavior, and the social dynamics of sexual interaction. Prerequisites: PSYC 101 and 102. Enrollment limited.

### **Psychology of Race and Ethnicity**

PSYC 345 (1/2 unit)  
*Lyubansky*

This course explores theoretical and experiential issues pertaining to race, culture, and ethnicity in the field of psychology. These issues are considered both individually and in social contexts as they relate to human behavior. Readings, films, discussions, in-class exercises, and out-of-class assignments will be used to investigate the development of racial and ethnic identity, group stereotypes, and

intergroup prejudice, as well as to examine the impact of race and ethnicity on various aspects of living, including intelligence, social and sexual relationships, and mental health. As part of the course requirements, students will be asked to interpret and process personal experiences with these issues and integrate them with class readings and lectures. Prerequisites: PSYC 101 and PSYC 102. Enrollment limited.

### **Adolescence**

PSYC 348 (1/2 unit)  
*Krieg*

This course will provide students with an overview of important issues in adolescent psychology, from early adolescence to young adulthood. The major physical, cognitive, social, and emotional developments that occur during this transitional period will be covered. Influences on adolescent development such as family, peers, school, work, and culture will also be explored. Prerequisites: PSYC 101 and PSYC 102. Enrollment limited.

### **Psychological Problems in Context: A Service-Learning Course**

PSYC 351 (1/2 unit)  
*Shpungin*

Service-learning is an educational method which utilizes campus-community partnerships to attain a specific learning goal. This course will utilize service-learning to show how psychological problems are affected by multiple-level factors, including individual, family, community, and cultural factors. The course will consist of (a) an in-classroom component, in which students will be introduced to theories and research on the course topic, utilizing traditional methods such as readings, discussions, classroom exercises, and films; (b) a service component, in which students will be required to spend a minimum of five hours a week volunteering at a predetermined community setting; and (c) a personal-reflection component, in which students will use journaling and other self-reflection tools to synthesize their classroom and community learning. Prerequisites: PSYC 101 and PSYC

102. Enrollment limited. Preference given to juniors and seniors.

### **Research Methods in Cognitive Psychology**

PSYC 402 (1/2 unit)  
*Payne*

This course is designed with three specific goals: (1) to provide an understanding of basic research and design; (2) to cover essential issues, history, and debate in the field of cognitive psychology; and (3) to give students hands-on experience with some of the classic experiments in the field. The course will include lectures and discussion, as well as laboratory exercises in which students will participate in computerized experiments, collect data, and learn how cognitive psychologists make inferences about mental processes using observable performance measures. The course also requires students to create their own research proposal and present it in class. Prerequisites: PSYC 200 and PSYC 301, or PSYC 306. Enrollment limited.

### **Research Methods in Sensation and Perception**

QR PSYC 406 (1/2 unit)  
*Niemiec*

This methods course teaches students the skills necessary for conducting research in sensation and perception. It will provide students with firsthand experience with a number of concepts and measurement techniques as well as an understanding of the ways in which sensory psychologists investigate how the brain gathers, processes, and interprets information from the external environment in order to construct an internal representation of reality. Students will learn to design experiments; collect, analyze, and present data using computer software packages; and write a scientific paper. Prerequisites: PSYC 200 and previous or concurrent enrollment in either PSYC 307, PSYC 301, or PSYC 305 as well as permission of the instructor. Enrollment limited.

**Research Methods in Developmental Psychology**QR PSYC 421 (1/2 unit)  
*Krieg*

This course explores the methods used in life-span developmental psychology research. Among the issues addressed are: ethics of research with children and elderly, developmental research designs, developing measures, and data analysis. Prerequisites: PSYC 200 and either PSYC 322 or 323. Enrollment limited.

**Research Methods in Cross-Cultural Psychology**QR PSYC 424 (1/2 unit)  
*Lyubansky*

This course, which is structured to facilitate “learning by doing,” explores methods for examining psychological constructs within and between cultures. In addition to learning through lectures and discussions, students will work with existing datasets. They will also undertake their own studies examining some aspect of culture, race, or ethnicity—designing the study, collecting and analyzing data, and writing up the results. In addition to a variety of qualitative and quantitative methodologies, the course will emphasize research ethics, critical evaluation of research studies, and report writing. Prerequisites: PSYC 200 and one of the following: PSYC 325, PSYC 345, or PSYC 326. Enrollment limited.

**Individual Study**PSYC 493 (1/2 unit)  
*Staff*

The student conducts independent research under the supervision of a member of the department. The course is restricted to juniors and seniors. Prerequisites: permission of instructor and department chair, along with demonstrated special interest.

**Second-Semester Courses****Introduction to Psychology: Behavior in Context**◆ PSYC 102 (1/2 unit)  
*Staff*

This is the second part of the introductory psychology course. While PSYC 101 dealt with basic processes of behavior, in PSYC 102 you will examine behavior in context. You will study developmental psychology, personality and social psychology, psychological disorders, and other issues. Prerequisite: PSYC 101 or NEUR 112.

**Statistical Analysis in Psychology**QR PSYC 200 (1/2 unit)  
*Krieg*

See first-semester course description.

**Cognitive Psychology**PSYC 301 (1/2 unit)  
*Payne*

This course will consider research and theories regarding basic cognitive processes such as memory and perception, as well as higher level thinking processes such as decision-making, language processing, and social cognition. Emphasis will be on the study of laboratory research, with discussion of how the findings relate to real-world cognition. Prerequisites: PSYC 101 and PSYC 102. Enrollment limited.

**Comparative Psychology**PSYC 302 (1/2 unit)  
*Niemiec*

Comparative psychology is the study of behavior and mental processes of organisms, including humans. Until Darwin published his theory of evolution, it was commonly accepted that a huge gulf exists between human and nonhuman animals. In this course we will examine human and animal behavior and mental activity from an evolutionary perspective, that is, from a perspective in which humans are part of the continuum of life forms that inhabit the planet. We will consider the notion that, in contrast to the usual anthropocentric view of behavior and mental

processes, many of the same evolutionary and ecological principles explain both human and animal behavior. Prerequisites: PSYC 101 or NEUR 112. Enrollment limited.

**Psychology of Learning and Motivation**PSYC 303 (1/2 unit)  
*Staff*

This course is concerned with the basic theories and principles underlying the concepts of learning and motivation as they apply to animal and human behavior. A thorough review will be made of the theoretical issues, experimental methods, and findings relevant to the processes of learning and motivation. Finally, a major part of the course will be concerned with how the fields of learning and motivation have been applied to societal problems (e.g., special education, drug addiction, behavioral therapy, biofeedback, and self-control). Prerequisite: PSYC 101 or NEUR 112. Enrollment limited.

**Neuropsychology**PSYC 304 (1/2 unit)  
*McFarlane*

This course will examine recent advances in our understanding of brain mechanisms involved in human higher mental processes. With a focus on cortical functions, the course will range from the study of brain development in infancy, across a variety of deficits attributable to brain dysfunction, to a consideration of assessment and treatment. Prerequisite: PSYC 101 or NEUR 112. Enrollment limited.

**Abnormal Psychology**PSYC 321 (1/2 unit)  
*Levine*

See first-semester course description.

**Psychology of Women**PSYC 346 (1/2 unit)  
*Smolak*

Psychological research about women is examined critically in this course. Topics such as gender differences, gender stereotypes, hormonal effects on women's behavior, eating disorders, and violence against women will be addressed with particular attention to

the effects of sociocultural factors on the research in these areas. A variety of learning tools (e.g., conducting projects, engaging in discussion, taking exams) will be used by the class.

Prerequisites: PSYC 101 and PSYC 102. Enrollment limited.

### **Community Psychology**

PSYC 350 (1/2 unit)  
*Shpungin*

This course will explore the major concepts, theories, and research in the field of community psychology, which developed in the 1960s as a counter-reaction to some of the practices and philosophies of clinical psychology. Students will be introduced to the history of this split and to the main tenets of the field, including a focus on prevention, an emphasis on human strengths, an ecological view of psychological problems (i.e., disorders seen as an interaction between individuals and their environments), an interest in social justice, and a preference for treatment and assessment at the community, rather than individual, level. Prerequisites: PSYC 101 and PSYC 102. Enrollment limited.

### **Psychological Problems in Context: A Service-Learning Course**

PSYC 351 (1/2 unit)  
*Shpungin*

See first-semester course description.

### **Research Methods in Biopsychology**

QR PSYC 401 (1/2 unit)  
*Niemiec*

This introductory course teaches students the skills necessary for conducting research in biopsychology and neuroscience. It will provide students with firsthand experience with a number of concepts and measurement techniques as well as an understanding of the ways in which biopsychologists investigate the brain and its relationship to behavior. Students will learn to design experiments; collect, analyze, and present data using computer software packages; and write a scientific paper. Prerequisites: PSYC 101 and PSYC 200 or NEUR 112 as well as permission of the instructor.

### **Research Methods in Learning and Motivation**

PSYC 403 (1/2 unit)  
*Staff*

This methods course provides students with the critical skills for understanding and conducting research of behavior. By having direct experience in performing a variety of experiments, using both human and animal subjects, students will be actively engaged in collecting, analyzing, presenting, and interpreting data. Students will also learn about designing research projects, making valid conclusions, critiquing journal articles, and writing a scientific paper. Prerequisites: PSYC 200 and previous or concurrent enrollment in PSYC 303 or PSYC 302 or PSYC 304 or PSYC 305. Enrollment limited.

### **Research Methods in Physiological Psychology**

QR PSYC 405 (1/2 unit)  
*McFarlane*

This is a laboratory-methods course that focuses on research methods used in physiological psychology and behavioral neuroscience. The emphasis of the course will be on designing, conducting, and presenting research, as well as on mastering specific laboratory techniques. The primary goal is to examine the relationships between brain chemistry and behavior. To this end, students will engage in the designing and implementation of projects that examine these relationships using animal subjects. The course will also focus on data analysis and experimental design. Prerequisites: PSYC 101 and one of the following: PSYC 347, PSYC 305, or NEUR 112. Enrollment limited.

### **Research Methods in Personality**

QR PSYC 422 (1/2 unit)  
*Levine*

This course will examine a variety of methodologies used by psychologists who conduct research in the area of personality, individual differences, and abnormal psychology. The course includes lectures, discussions, and assignments designed to give students hands-on experience in designing

research, collecting and analyzing data, and relating their work to larger theories. During the course, students will also learn such things as how to design research that is ethical, how to critically evaluate research, and how to write professional reports in the style developed by the American Psychological Association. Prerequisites include: PSYC 200 and PSYC 326 or PSYC 321 or PSYC 346. Enrollment limited.

### **Research Methods in Social Psychology**

PSYC 423 (1/2 unit)  
*Fenigstein*

Social psychology attempts to understand the ways in which our thoughts and processes are affected by others. This course will examine the principles, methods, and problems of research in social psychology. Using a variety of formats, ranging from lectures, to discussion of research, to class and field demonstrations, students will become familiar with the ways in which research ideas are generated, critical evaluation of relevant research literatures, research design and methodology, data collection procedures using both laboratory and naturalistic settings, statistical analyses, and ways of presenting research consistent with journal publication. Prerequisites: PSYC 200 and past or current enrollment in PSYC 325. Enrollment limited.

### **Psychology of Ethnic Conflict**

PSYC 450 (1/2 unit)  
*Lyubansky*

Although group conflict is hardly new, the last decade has seen a proliferation of conflicts engaging intrastate ethnic groups, with approximately thirty such conflicts being fought each year in every part of the globe, including North America. Unlike traditional warfare, civilians comprise more than 80 percent of the casualties, and the economic and psychological impact on survivors is often so devastating that some experts believe that ethnic conflict is the most destabilizing force in the post-Cold War world. Although these conflicts also have

political, economic, and other causes, the purpose of this advanced seminar is to develop a psychological understanding of ethnic warfare. More specifically, the course will explore the function of ethnic, religious, and national identities in intergroup conflict. In addition, it will examine the roles of leaders, extremists (terrorists/ freedom fighters), victims, and bystanders, using psychological theory and research about individual and group behavior. The Israeli-Palestinian conflict will be used as a case study. However, most readings will not be conflict-specific, and students will be able to pick a different conflict for their written assignments. Enrollment is limited to fifteen students. Prerequisites: PSYC 102 and junior or senior status.

**Individual Study**

PSYC 494 (1/2 unit)

*Staff*

Students conduct independent research under the supervision of a member of the department. This course is restricted to juniors and seniors. Prerequisites: permission of instructor and department chair, along with demonstrated special interest.