

# Psychology and Philosophy

## Chair: Paul Galvin

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*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

## The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 9 (Social and Behavioral Sciences) requirement is satisfied through the completion of the Psychology major.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. PSYC 101 General Psychology or PSYC 200 Psychology of Development is a prerequisite for all other psychology courses except where otherwise noted. Students should refer to course descriptions in the department listings for prerequisite requirements.

## Grade Recommendations

The Psychology Department strongly recommends that all Psychology majors achieve a grade of C- or higher in PSYC 101 General Psychology (or PSYC 200 Psychology of Development as required for Coordinate Education majors) and MATH 117 Introduction to Statistics. These courses provide the essential foundation for subsequent psychology courses, and a basic grasp of the concepts introduced in these two courses is essential.

## Admission to the Major (Post Matriculation)

Matriculated students who wish to declare a major in Psychology must apply for acceptance to the Psychology Department by September 30<sup>th</sup> in the fall semester or by February 15<sup>th</sup> in the spring semester. Students are to contact the Department Chair to discuss their interests and obtain information on the application procedure. Applicants will be notified of the action on their applications before the advising period for the following semester.

## PSYCHOLOGY MAJOR

### Departmental Requirements for Major:

#### Core Department Courses (5):

PSYC 101      General Psychology **or**  
\*PSYC 200    Psychology of Development

*Note: Only Coordinate Education majors may substitute PSYC 200 Psychology of Development for PSYC 101 General Psychology.*

PSYC 291 Research I: Descriptive and Correlational Research Methods

PSYC 391 Research II: Quasi-Experimental and Experimental Research Methods

**Two (2) of the following four (4) 400-level Capstone courses:**

PSYC 450 Empirical Research Thesis in Psychology

PSYC 460 History and Systems in Psychology

PSYC 480 Psychology Seminar

PSYC 495 Internship in Psychology

**Major-related core courses (3):**

BIOL 142 Introduction to Human Biology **or**

CHEM 131 Science - Environment and Health

MATH 117 Introduction to Statistics

PHIL 102 Introduction to Ethics: Why Be Moral? **or**

PHIL 105 Introduction to Political and Social Philosophy **or**

PHIL 118 Introduction to the Philosophy of Science

*Each of these major-related core courses also may be used to meet general education requirements.*

**CONCENTRATION IN GENERAL PSYCHOLOGY (UPSG)**

**Seven (7) Psychology Courses:**

**Domain Courses (4):**

All Psychology majors are required to complete one (1) course in each of the following four (4) domains of psychological knowledge:

**Biological Domain**

*One (1) of the following:*

PSYC 225 Biopsychology

PSCY 245 Health Psychology

PSYC 280 Sensation and Perception

**Developmental Domain**

*One (1) of the following:*

PSYC 201 Child Development

PSCY 212 Adolescent Development

PSYC 231 Adult Development

**Learning and Cognition Domain**

*One (1) of the following:*

PSYC 271 Principle of Behavior Modification

PSCY 236 Psychology of Learning

PSYC 263 Cognitive Psychology

**Sociocultural Domain****One (1) of the following:**

PSYC 215	Personality Psychology
PSCY 224	Social Psychology
PSYC 259	Cultural Psychology
PSYC 286	Psychology of Women

**Upper-Level Electives (3):**

All majors will complete **three (3) additional upper-level Psychology courses** (i.e., 300- and/or 400-level). The choice of upper-level courses is up to the student. It is recommended that students consult with their advisors in the selection of upper-level course options.

**Psychology majors who are also Coordinate Majors in Education**

Coordinate majors in Education who major in Psychology must take PSYC 200 Psychology of Development, a course required for provisional teaching certification.

Psychology majors who do not complete the Coordinate Major in Education or a Secondary Education Minor may use PSYC 200 Psychology of Development as a psychology elective. Any student in this situation will also need to complete PSYC 101 General Psychology if graduating as a Psychology major.

**MINORS****MINOR IN PSYCHOLOGY (5 COURSES)**

The following courses are required to complete this minor:

PSYC 101	General Psychology
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*Four (4) additional Psychology courses in at least three (3) of the four (4) domains:*

**Biological Domain**

PSYC 225	Biopsychology
PSCY 245	Health Psychology
PSYC 280	Sensation and Perception

**Developmental Domain**

PSYC 201	Child Development
PSCY 212	Adolescent Development
PSYC 231	Adult Development

**Learning and Cognition Domain**

PSYC 271	Principle of Behavior Modification
PSCY 236	Psychology of Learning
PSYC 263	Cognitive Psychology

**Sociocultural Domain**

PSYC 215	Personality Psychology
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PSCY 224	Social Psychology
PSYC 259	Cultural Psychology
PSYC 286	Psychology of Women

### MINOR IN PHILOSOPHY (5 COURSES)

The following courses are required to complete this minor:

PHIL 103 Introduction to Logic

Four (4) additional philosophy courses, two (2) of which must be at the 200-level or above

### MINOR IN NEUROSCIENCE (5 COURSES)

The University offers an interdisciplinary minor in Neuroscience. To complete a minor in Neuroscience, four (4) of the five (5) courses must be taken outside the student's major department. Students interested in a minor in Neuroscience should see the coordinator in the Biology Department or the chair of the Psychology & Philosophy Department. **Note:** Courses bearing general education credit may be used to satisfy both the minor and general education goals.

Students who are neither Biology nor Psychology majors must take both BIOL 142 Introduction to Human Biology and PSYC 101 General Psychology. No additional elective is required.

#### Four (4) Required Courses:

BIOL 142 Introduction to Human Biology (Goal 7, lab) **or**

PSYC 101 General Psychology (Goal 9)

(Non Biology or Psychology majors must take both courses)

BIOL/PSYC 225 Biopsychology\*

BIOL/PHIL 222 Bioethics (Goal 4)

PSYC 263 Cognitive Psychology\* or  
BIOL 325 Neurobiology\*

#### One (1) Elective Courses:

One elective from the following list:

##### Biology:

BIOL 220 Animal Behavior\*

BIOL 417 Endocrinology\*

##### Interdisciplinary/Interdepartmental:

INTD 310 Drug Addiction\*

INTD 410 Neuropharmacology\*

##### Psychology:

PSYC 245 Health Psychology\*

PSYC 280 Sensation & Perception\*

\* Indicates course has a prerequisite

**COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

<b>Psychology Courses</b>		<b>Goal(s)</b>
PSYC 101	General Psychology	9
PSYC 200	Psychology of Development	9
PSYC 201	Child Psychology	9
PSYC 212	Adolescent Psychology	9, 12
PSYC 224	Social Psychology	9, 12
PSYC 231	Psychology of Adulthood and Aging	9
<b>Philosophy Courses</b>		
PHIL101	Invitation to Philosophy	4
PHIL102	Introduction to Ethics: Why be Moral?	4, 12
PHIL103	Introduction to Logic	4
PHIL105	Introduction to Political and Social Philosophy	4, 12
PHIL118	Introduction to Philosophy of Science	4
PHIL/BIOL 222	Bioethics	4

**PSYCHOLOGY COURSE DESCRIPTIONS****PSYC 101 General Psychology (Gen. Ed. Goal 9)**

An introduction to the basic concepts of psychology including research methods in psychology, biological bases of behavior, learning, memory, development, social psychology and psychopathology. Students are exposed to principles, issues, theories and research findings in these areas.

**PSYC 200 Psychology of Development (Gen. Ed. Goal 9)**

An overview of major theories of development from the prenatal period through adolescence. Topics include the work of Piaget, Erikson, Kohlberg, Bronfenbrenner, Vygotsky, and brain research. Normative patterns in areas such as physical growth, cognition, morality, emotion, language acquisition, and socialization are addressed within the cultural context of the family. Interrelationships between cognitive developments and other developmental domains are stressed. Discussions and field applications encourage the critical evaluation of theoretical and normative information.

Prerequisites: Sophomore status and status as a Coordinate Education major or Education minor.

**PSYC 201 Child Development (Gen. Ed. Goal 9)**

An introduction to the study of the child from conception to the onset of adolescence. Basic concepts and theories of child development are studied, particularly those relevant to the psychological processes of perception, cognition, social interaction, and affective and moral development.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development or sophomore status.

**PSYC 212 Adolescent Development (Gen. Ed. Goals 9, 12)**

An introduction to the study of the adolescent from the onset of puberty to the beginnings of adulthood. Topics include biological changes, identity development, the adolescent's relations with parents and peers, cognitive changes, moral development, achievement, and work issues. Special topics may include sexuality, drug abuse, delinquency, and psychopathology examined in the context of the adolescent's formation of his or her identity. Within each topic of development, current research findings regarding the specific issues of race, class, and gender as they apply to adolescent development are discussed.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development or sophomore status.

**PSYC 215 Psychology of Personality**

A comprehensive survey of the major classical and contemporary theories of personality. The course includes a critical analysis of how individual differences are assessed within each theoretical framework. Situational and cultural implications for family, work, therapy, and education are considered.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 224 Social Psychology (Gen. Ed. Goals 9, 12)**

An introduction to the factors and processes involved in people's understanding of themselves, others, and social interactions. Attention is given to research in such areas as social perception, gender, group interaction, attitude formation and change, aggression, social influence, interpersonal attraction, prejudice and discrimination, and pro-social behavior with particular emphasis given to differences relating to gender, race, and class.

Prerequisite: PSYC 101 General Psychology or sophomore status.

**PSYC 231 Adult Development (Gen. Ed. Goal 9)**

An introduction to factors and issues affecting the development of individuals from young adulthood through the senior years. Topics may include developmental changes in sensory and biological processes, cognition, personality, familial and peer relationships, vocational and recreational goals, and bodily and mental health. *Note: Students cannot receive credit for both this course and either both PSYC 213 Psychology of Adult Development and PSYC 214 Psychology of Aging.*

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development or sophomore status.

**PSYC 236 Psychology of Learning**

An introduction to human learning from early conceptions to current psychological theories. Basic concepts and theories of learning are examined including classical conditioning, instrumental learning, operant conditioning, and social learning theory. Animal studies serve as the background for addressing current research in human behavior.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 245 Health Psychology**

An introduction to the biological, psychological, and social factors related to the promotion of health and the prevention of illness. The body's nervous, endocrine, digestive, and circulatory systems will be explored as well as how they can influence and be influenced by exercise, addiction, diet, stress, and social factors. The reciprocal interaction of the mind and body is emphasized. *Note: Students cannot receive credit for both this course and PSYC 208 Health Psychology.*

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development, or sophomore status.

**PSYC 259 Cultural Psychology**

An introduction to the importance of culture and ethnicity in explaining what were once considered universal psychological behaviors and processes. This course focuses on topics such as intercultural communication, research methods, cognition, gender, health, emotion, language, personality, abnormal psychology, and developmental processes across cultures and ethnicities. *Note: Students cannot receive credit for both this course and PSYC 340 Cultural Psychology.*

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 263 Cognitive Psychology**

An introduction to the experimental study of mental processes that underlie perception, attention, memory, reasoning, and problem solving. These processes are considered from a variety of perspectives that may include computational, neuroscientific, parallel processing, and developmental. Emphasis is placed on methodological issues, theoretical interpretations, and practical applications. *Note: Students cannot receive credit for both this course and either PSYC 262 Learning, Memory and Cognition or PSYC 362 Cognitive Psychology.*

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 271 Principles of Behavior Modification**

A consideration of various applications of learning theory and conditioning principles to social and individual problems. Techniques such as systematic desensitization, aversive conditioning, social modeling, token economies, and self-control procedures (e.g., biofeedback) are described. The application of these techniques is examined for a variety of problems, e.g., anxiety, psychotic and antisocial behaviors, phobias, alcoholism, smoking, and sexual dysfunction.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 280 Sensation and Perception**

A study of how sensory organs transform physical energy in the environment into the psychological experience of perception. The neurophysiological processes involved in sensation and perception are highlighted. Topics include the structure and function of the visual cortex; color, motion, and depth perception; sound localization; and speech perception.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 286 Psychology of Women**

An examination of the psychological development of women from birth through maturity. Topics may include biological bases of psychological sex differences; sex roles in work, family, and social relations; the historical context of stereotypes and attitudes toward women; development of women's self concept; and cross-cultural comparisons.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 291 Research I: Descriptive and Correlational Methods**

An introduction to psychology as a science with a focus on descriptive and predictive research methods. Quantitative approaches including observational, survey, and correlational designs are covered, and qualitative approaches may also be introduced. Students conduct empirical research individually and/or in groups. Students develop skills in locating and understanding published research, formulating research questions, collecting data, following ethical guidelines, using statistical software to analyze findings, preparing written APA (American Psychological Association)-style reports, and presenting their research in poster and/or presentation formats. *Note: Students may not receive credit for both this course and PSYC 251 Psychology Research I: Methods.*

Prerequisites: PSYC 101 General Psychology or PSYC 200 Psychology of Development, MATH 117 Introduction to Statistics, and sophomore status. **Psychology majors only.**

**PSYC 304 Psychology of Careers**

An introduction to research on career development and the contemporary workforce. The course provides an overview of the major theories of career choice, including trait-factor, developmental, and sociological approaches. The structure of vocational interests, values, personality, and abilities is discussed. Finally, research on contemporary aspects of work is introduced, with possible topics including work-family conflict, the virtual workplace, downsizing, job search strategies, changing psychological contracts, and the contingent workforce.

Prerequisites: Declared Psychology major or minor; and at least second-semester sophomore status; and completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains.

**PSYC 305 Human Relations**

Designed to provide students with an opportunity to study and to experience the small group situation in which the focus is on understanding the dynamics of interpersonal behavior and on developing communication skills. Topics include self-concept, person perception, verbal and non-verbal communication, and conflict resolution. *Note: Students cannot receive credit for PSYC 3XX Human Relations and either PSYC 258 Human Relations or PSYC 305 Human Relations.*

Prerequisites: Completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains.

**PSYC 310 Psychological Testing**

An introduction to the methods used in constructing and standardizing psychological tests. This course provides an overview of the many different varieties of tests, ranging from standardized tests of aptitude and achievement to individually administered projective tests. The use of psychological tests in schools, industry, social service agencies, and clinics is discussed. **Note:** Students who have taken PSYC 275 Introduction to Psychological Testing cannot receive credit for PSYC 310 Psychological Testing.

Prerequisites: Completion of General Education Goal 2 requirement; and completion of two (2) Domains.

**PSYC 313 Developmental Disabilities**

The study of disorders commonly observed in infants and children. Disorders resulting from genetic abnormalities and environmental factors are studied, including mental retardation, cystic fibrosis, sickle-cell anemia, fetal alcohol syndrome, prematurity, failure-to-thrive, and learning disabilities. Current interventions and treatments are examined.

Prerequisites: Completion of the Developmental Domain and one (1) of the other three (3) remaining Domains.

**PSYC 318 Educational Psychology**

An advanced course on psychological research topics relevant to the classroom, such as achievement, motivation, self-esteem, creativity and intelligence, testing and assessment, and peer relationships. An examination of issues relevant to gender, race, and social class within educational settings are included from a psychological perspective. The psychological implications of school transitions, mainstreaming of special needs students, tracking, sports and extracurricular activities, and clinical disorders manifested in the classroom may be covered.

Prerequisites: Completion of the Developmental Domain and one (1) of the other three (3) remaining Domains.

**PSYC 322 Abnormal Psychology**

An examination of some of the behaviors classified as abnormal by the most recent version of the Diagnostic Statistical Manual (DSM). Problems in defining abnormality are discussed, and such major theoretical approaches to causation and treatment as the biological, psychoanalytic, behavioristic, and humanistic are compared. Opportunity for field trips or field experience may be offered.

Prerequisite: Completion of two (2) of the four Domains.

**PSYC 338 Industrial-Organizational Psychology**

An introduction to psychological principles applied to the workplace and the field of industrial-organizational psychology. Possible topics include job analysis, test development, selection procedures, training, performance appraisal, job satisfaction, motivation, leadership, work stress, and careers. Research, practical applications, and cultural influences on work behavior are discussed.

Prerequisites: Completion of General Education Goal 2 requirement; and completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains.

**PSYC 341 Group Dynamics**

An examination of the structure, function, and interactive processes of groups. Research methods appropriate for the study of groups are stressed, and research findings are discussed. Special attention is given to interaction patterns and to personality attributes that influence modes of group interaction.

Prerequisites: Completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains.

**PSYC 345 Directed Study in Psychological Research**

An opportunity for the advanced student in psychology to participate as a research assistant in a faculty-initiated and directed project. Ability to work with a degree of independence and to complete assigned tasks in accordance with the instructor's guidance is expected. The instructor is responsible for specifying the research topic(s), materials, and methodology. The student and the supervising professor are responsible for determining a contract that identifies the course objectives and the means for evaluating the student's performance. The course may be taken twice to allow students to pursue projects that require more than one semester, or to work closely with more than one faculty member.

Prerequisites: Junior Status, and completion of two (2) of the four (4) Domains as specified by the instructor of record, and approval of the department chair. **Psychology majors only.**

**PSYC 348 Cognitive Neuropsychology**

An advanced study of human cognitive processes and the brain imaging techniques used to measure them. Topics include hemispheric specialization, consciousness, object recognition, working memory, attention, and brain damage/dysfunction. Clinical neuropsychology and comparative neuropsychology are introduced. The course emphasizes the relationship between theory and experimental research.

Prerequisites: Completion of the Biological Domain and one (1) of the other three (3) remaining Domains or a 200-level Biology laboratory course; or permission of the instructor.

**PSYC 353 Topics in Human Services**

Designed primarily for psychology majors who are completing a concentration in human services or who plan to take the PSYC 495 Internship in Psychology course with a placement in a human services agency. Topics include ethical issues, interviewing techniques, observational methods, communication skills applicable to counseling techniques, government regulations, and other topics relevant to effective functioning in a human services setting.

Prerequisite: Junior Status, and completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains; or permission of the instructor. **Psychology majors only.**

**PSYC 355 Contemporary Issues in Psychology**

An in-depth examination of a current psychological issue with particular emphasis on the contributions of recent research. Topic and instructor are announced each year.

Prerequisites: Junior Status, and completion of two (2) of the four (4) Domains as specified by the instructor of record. **Psychology majors only.**

**PSYC 369 Human Sexuality**

An examination of human sexual development. Issues in development of sexuality are presented from both a theoretical and research basis emphasizing psychological, biological, environmental, and cultural perspectives. Students are required to master the literature on social policy issues around topics that may include abortion, pornography, AIDS and the right to privacy, homosexuals and parenting, forced sexual behavior, contraception and sex, private sex between consenting adults, incest, and the decriminalization of prostitution. *Note: Credit is not given for both this course and CONS 270 Human Sexuality Education.*

Prerequisites: Junior status, Junior Status, and completion of two (2) of the four (4) Domains, and any one of the following courses: PHIL 102 Introduction to Ethics, PHIL 105 Introduction to Political and Social Philosophy, or PHIL 118 Introduction to Philosophy of Science; or permission of the instructor.

**PSYC 370 Developmental Psychopathology**

The study of functional disorders commonly originating before the age of 21. Psychiatric disorders resulting from genetic abnormalities and from environmental factors are studied, including affective and anxiety disorders, adjustment and conduct disorders, and posttraumatic stress disorders. Current medical and therapeutic treatments are examined. Familiarity with both normal child and normal adolescent development is strongly recommended.

Prerequisite: Completion of the Developmental Domain and one (1) of the other three (3) remaining Domains.

**PSYC 391 Research II: Quasi-Experimental and Experimental Methods**

An enhancement of student understanding of psychology as a science through advanced quantitative research methods focused on quasi-experimental and experimental designs. Students apply their knowledge and skills from PSYC 291 Research I: Descriptive and Correlational Methods. Individually and/or in groups, students select or manipulate independent variables, measure dependent variables, and control or account for extraneous variables. Findings are analyzed using appropriate statistics, prepared in written APA (American Psychological Association)-style reports, and disseminated in poster and/or presentation formats. *Note: Students may not receive credit for both PSYC 391 Research II: Quasi-Experimental and Experimental Methods and PSYC 351 Psychology Research II: Design and Statistical Applications.*

Prerequisites: Completion of PSYC 291 Research I: Descriptive and Correlational Methods with a minimum grade of C-, and permission of instructor. **Psychology majors only.**

**PSYC 403 Practicum in Teaching of Psychology**

An opportunity to serve as a teaching assistant on campus in a psychology course under the close supervision of the course instructor. Teaching assistants typically conduct class discussions, prepare class materials and demonstrations, assist in construction of examinations, and confer with students.

Prerequisite: Approval of the supervising course instructor. **Psychology majors only.**

**PSYC 450 Empirical Research Thesis in Psychology**

A culminating academic experience for Psychology majors during which students apply research methodology to the study of psychological topics. Working alone or in small groups, students complete at least one original empirical research project through stages of the research process, such as review of literature, hypothesis formulation, research design, data collection and analysis, and drawing conclusions. As one of the capstone courses for the major, students continue to develop their ability to think within the discipline, and they refine their communication skills through oral and written reports. They also apply and/or integrate knowledge about the scientific method, ethics, and diversity. Students create a final product for public dissemination. Research methods, content, and supervision structure may vary by instructor.

Prerequisites: Second-semester junior status, completion of PSYC 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, completion of one additional 300-level psychology course, and permission of instructor. **Psychology majors only.**

**PSYC 460 History and Systems of Psychology**

A culminating academic experience for Psychology majors during which students investigate the history of psychology from early Greek philosophers to present day researchers and discuss the future of psychology. To understand core principles in the field, students read original historical and contemporary works. As one of the capstone courses for the major, students continue to develop their ability to think within the discipline, and they refine their communication skills through oral and written reports. They also apply and/or integrate knowledge about the scientific method, ethics, and diversity. Students create a final project for public dissemination. *Note: Students cannot receive credit for this course and either PSYC 360 History and Systems of Psychology or PSYC 402 History and Systems of Psychology.*

Prerequisites: Second-semester junior status, completion of PSYC 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, completion of one (1) additional 300-level psychology course, and completion of one (1) of the following: PHIL 102 Introduction to Ethics, PHIL 105 Introduction to Political and Social Philosophy, or PHIL 118 Introduction to Philosophy of Science. **Psychology majors only.**

**PSYC 480 Psychology Seminar**

A culminating academic experience for Psychology majors during which students read original research and theoretical papers covering a single area in psychology and take an active role in leading class discussions. Laboratory or field research may be required. As one of the capstone courses for the major, students continue to develop their ability to think within the discipline, and they refine their communication skills through oral and written reports. They also apply and/or integrate knowledge about the scientific method, ethics, and diversity. Students create a final project for public dissemination. Topic and instructor to be announced each semester. *Note: Students cannot receive credit for both this course and PSYC 451 Psychology Seminar.*

Prerequisites: Second-semester junior status, completion of 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, and completion of one (1) additional 300-level psychology course. **Psychology majors only.**

**PSYC 490 Advanced Independent Study in Psychology**

An opportunity for the advanced student in psychology to conduct an in-depth investigation of a special topic or to carry out original research. Ability to work with a high degree of independence is expected. The student is responsible for arranging with the cooperating professor a contract that will specify topics or material to be covered, methods of study, and method of evaluation. The course may be taken twice to allow the student to pursue a project that requires more than one semester, or to work closely with more than one faculty member.

Prerequisites: Junior status, completion of PSYC 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, completion of one (1) additional 300-level psychology course, and approval of the supervising professor and department chair. **Psychology majors only.**

**PSYC 495 Internship in Psychology**

A culminating academic experience for Psychology majors during which students work in a supervised field placement. The field work involves a minimum of 8 hours per week (120 hours total) in an applied setting such as a community service agency, school, clinic, hospital, research facility or business. Students are responsible for securing a placement and presenting it to the course instructor for approval. The field work is supported by class meetings on campus, and career planning is integrated into the course. As one of the capstone courses for the major, students continue to develop their ability to think within the discipline, and they refine their communication skills through oral and written reports. They also apply and/or integrate knowledge about the scientific method, ethics, and diversity. Students create a final project for public dissemination. Students are encouraged to work with Career Services and Employer Relations for guidance on the internship search process.

Prerequisites: Junior status, completion of PSYC 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, completion of one (1) additional 300-level psychology course, and permission of instructor. **Psychology majors only.**

*The following course also carries credit as a Psychology elective:*

**BIOL/PSYC 225 Biopsychology**

An overview of the biological foundations of behavior and mental processes. Topics covered include the biological underpinnings or various domains in psychology such as emotion, motivation, perception, cognitive function, psychopharmacology, and hormone effects on the brain and behavior. **No Laboratory.**

Prerequisite: PSYC 101 General Psychology and one of the following biology courses: BIOL 101 Biology Concepts, BIOL 142 Human Biology, or BIOL 161 Cellular and Molecular Biology; or permission of instructor.

**PHILOSOPHY COURSE DESCRIPTIONS**

**PHIL 101 Invitation to Philosophy (Gen. Ed. Goal 4)**

A critical inquiry into life, death, and the meaning of human existence. Issues such as the nature of reality, knowledge, the problem of truth, the existence of God, free will, and justice are examined from varying perspectives and sources: Western, global, classical, or modern.

**PHIL 102 Introduction to Ethics: Why Be Moral? (Gen. Ed. Goals 4, 12)**

An exploration of moral reasoning, and the claims of morality on self and society through an assessment of ethical theories, both classical and modern. The course considers topics such as human sexuality and the preservation of integrity in human decision making. The dynamics of self and society and subjects of social responsibility are pursued by focusing attention on issues such as freedom and justice; rights and duty; race, gender, and class; and the meaning of work.

**PHIL 103 Introduction to Logic (Gen. Ed. Goal 4)**

A study of fundamental topics in logic: classical logic, truth functional logic, inductive reasoning, and informal fallacies. The study of logic is presented as a fascinating mental exercise and as the acquisition of skills essential to clear and reasonable thought and discourse.

**PHIL 105 Introduction to Political and Social Philosophy (Gen. Ed. Goals 4, 12)**

A study of conflicting philosophical views about politics and social institutions. Salient historical and contemporary theories including those of gender, race, and class are analyzed and discussed. Attention is given to the philosophical presuppositions directing socio-political institutions.

**PHIL 118 Introduction to Philosophy of Science (Gen. Ed. Goal 4)**

An introduction to commonly discussed philosophical issues about science, such as the matter in which scientific theories are justified. The course makes reference to specific episodes in the history of science, such as the adoption of the Copernican view that the earth travels around the sun, and the rejection of some ideas of classical physics in favor of modern relativity theory and quantum mechanics.

**PHIL 201 History of Ancient Philosophy**

Development of philosophical thought beginning with Thales. Attention is given to the pre-Socratics and their influence on Plato. Main emphasis is on Plato and Aristotle.

Prerequisite: One introductory philosophy course.

**PHIL 203 History of Modern Philosophy**

The main lines of philosophical thought from Francis Bacon through Kant. Primary attention given to the Continental Rationalists, British Empiricists, and the Kantian synthesis.

Prerequisite: One introductory philosophy course.

**PHIL 214 Aesthetics**

An examination of the role of art in human life, the nature of criticism, and the justifiability of critical judgment.

Prerequisite: One introductory philosophy course.

**PHIL 221 Contemporary Philosophy**

Analysis of recent philosophical trends and their major representatives: instrumentalism (Pierce, James, Dewey), existentialism (Jaspers, Heidegger, Sartre), logical and linguistic analysis (Russell, Wittgenstein, Carnap, Ayer, Ryle).

Prerequisite: One introductory philosophy course.

**PHIL/BIOL 222 Bioethics (Gen. Ed. Goal 4)**

An examination of moral issues in modern biology. Major theories of ethics, as well as biological aspects of development, genetics, genetic engineering, and the environment, are investigated. Themes such as brain death and euthanasia, abortion, scarcity of medical resources, reproductive control, patient confidentiality, and environmental issues are explored.

Prerequisite: One college biology course.

**PHIL 226 Nineteenth-Century Philosophy**

A study of Idealism, Materialism, Empiricism (Mill), and Existentialism (Kierkegaard and Nietzsche).

Prerequisite: One introductory philosophy course.

**PHIL 234 Environmental Ethics**

A critical inquiry into human values and habits as they reveal the good and the bad in human beings' relationships to nature or the environment. The course emphasizes the historical and ethical changes in the philosophy of nature and the natural world. Ways in which attitudes and values regarding nature are grounded in cultural, religious, and societal beliefs are also discussed.

Prerequisite: One introductory philosophy course.

**PHIL 490 Independent Study in Philosophy**

Topic(s) of philosophical interest to be chosen by the student.

Prerequisite: Two introductory courses or one introductory and one intermediate course in philosophy.

*The following course also carries credit as a Biology elective if taken as BIOL:*

**BIOL/PHIL 222 Bioethics (Gen. Ed. Goal 4)**

An examination of moral issues in modern biology. Major theories of ethics, as well as biological aspects of development, genetics, genetic engineering, and the environment, are investigated. Themes such as brain death and euthanasia, abortion, scarcity of medical resources, reproductive control, patient confidentiality, and environmental issues are explored.

Prerequisite: One college biology course.