

PSYCHOLOGY
UNDERGRADUATE MAJORS
MANUAL

Academic Year 2011-2012

Includes changes starting with the class of 2013

<http://www.wesleyan.edu/psyc/ugrad/psychman.pdf>

YOU AND YOUR MAJOR

A GUIDE TO THE
WESLEYAN UNIVERSITY
PSYCHOLOGY DEPARTMENT

<http://www.wesleyan.edu/psyc/>

Written by Psi Chi

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Preface

Welcome to the Psychology Major!

As you well know, psychology is a diverse field, and the Wesleyan Psychology Department provides its students with a wide variety of opportunities. At the beginning of your academic career (and even as an upper-class student), these resources and opportunities can seem overwhelming.

This guide aims not only to condense and collate the available information about the Department, but to provide a student-to-student perspective on the best way to get the most out of your psychology education at Wesleyan. Although most of the information presented is factual, we have supplemented bare facts with opinions and insight that we, members of Wesleyan's chapter of Psi Chi, have gained through experience with the department.

We hope this added perspective will assist you as you navigate through your own uncharted academic waters.

Enjoy!

-- Psi Chi Officers

--Psi Chi Faculty Sponsor, Scott Plous

--Updates by Admin., Asst., Catherine Race

Faculty 11-12	Area of Expertise	Interests/Research
Hilary Barth	Developmental	Numerical cognition, cognitive development, cognitive neuroscience.
Sarah Carney (Visiting Asst. Prof.)	Social, Personality	Law and Psychology, social/cultural narratives of responsibility, death penalty mitigation, intersection of race, class, and gender on cultural conceptions of blame and exoneration.
Lisa Dierker (Chair of Department)	Developmental, Personality-Psychopathology	Development of nicotine dependence; Group-based statistical methods; Psychiatric and substance use comorbidity.
Toshi Imada (Post Doctoral Fellow)	Social, Culture	Cultural differences/similarities in cognition, emotion, motivation, and their development
Barbara Juhasz	Cognition	Word recognition; eye movements during reading; sentence processing.
Matthew Kurtz	Cognition	Measurement and treatment of neurocognitive deficits in patients with severe psychopathology. Rehabilitation in severe psychopathology
Jill Morawski	Social, Gender Studies	History of psychology, social psychology, psychology of gender, science studies, feminist studies
Andrea Patalano	Cognition	Categorization; planning; decision making; reasoning.
Scott Plous	Social	Prejudice and discrimination; ethical issues relating to animals and the environment.
Patricia Rodriguez Mosquera (fall sabbatical)	Cultural	Culture and ethnicity; emotions; insult and devaluation.'
Charles Sanislow	Psychopathology, Personality, Clinical Neuroscience	Conceptualization, diagnosis, and treatment of affective pathologies including depression, post-traumatic stress, and borderline personality disorder.
John Seamon (spring leave)	Cognitive, Neuroscience	Memory; cognitive processes; cognitive neuroscience.
Anna Shusterman	Developmental	Language and conceptual development; language and thought; spatial and numerical reasoning.
Emily Slusser (Post Doctoral Fellow)	Developmental	Cognitive and conceptual development, numerical cognition, language acquisition and linguistics (syntax and semantics).
Robert Steele	Social, Personality-Psychopathology	Cultural psychology (race, class and gender); modern myth.
Steven Stemler	Educational, Quantitative	Intelligence, psychometrics, educational psychology, conflict resolution.
Ruth Striegel	Personality-Psychopathology	Etiology and treatment of eating disorders; gender & psychopathology.
Clara Wilkins	Social	Prejudice, stereotyping and the self; perceptions of anti-White bias; variation in minorities' physical appearance.

How to Declare Psychology as a Major

So you've decided to spend the next couple of years roaming the corridors of Judd Hall? A wise and worthy decision. But wait -- there's one thing you should do prior to declaring your major: Take two psychology classes in the psychology department, and receive a B or higher in each. Starting with the class of 2013, satisfaction of the Stage 1 General Education Expectation is required for admission to the major. Transfer students declaring a major must receive a B or better in two psychology courses from their previous institution.

What if you took a psychology class and received a grade lower than a B? You can still become a psychology major once you've received a B in another psychology class before the first week of your junior year. **Students must declare psychology as their major by the first week of their junior year.**

Finding a Faculty Advisor

At this point, you've completed what is necessary for admission into the major. Now that you can be accepted to the psychology major -- congratulations! -- you need to find a faculty member who will act as your mentor, counselor, and form-signer. There are four simple steps to securing an advisor:

- ❶ Think about who you want to serve as your advisor. This person might be someone you've taken a class from, someone who has research interests that appeal to you, or someone you've heard good things about.
- ❷ Once you have an available candidate in mind, contact that person or drop by her or his office hours to ask whether an advising relationship might be possible.
- ❸ At the time you declare psychology as your major, let the psychology major administrator (Cathy Race) know your preference. Cathy is the one who ultimately matches advisees with advisors, and even though there is no guarantee that you'll end up with your top choice, Cathy makes every effort to accommodate student preferences as long as faculty members have roughly the same number of advisees. If you have no preferred candidate to serve as advisor, Cathy will simply assign one to you. She will assign advisors over spring break.
- ❹ Cathy approves all on-line Major Declaration Requests. Once assigned, your advisor will be noted in your e-portfolio.

In other words, this process is relatively straightforward and should not be the source of any stress. Remember that your faculty advisor will not be the only professor to guide you through your years in the Psychology Department. As you advance in your studies, and as your academic interests become more focused, you will usually develop fruitful working relationships with other professors.

To sum up: If you have a specific faculty member in mind with whom you want to act as your advisor, ask. If not, the department will take care of you, so don't worry.

Requirements for the Major

NOTE: Other university courses that count towards the fulfillment of psychology requirements can be found in Addendum 1 in the back of this manual.

Admission. At this point, you have been accepted into the major. Ten psychology credits are required to complete the major. You have a great deal of freedom in terms of which courses you can apply towards the degree, but there are certain guidelines you need to follow. Here are the requirements:

Introductory psychology. These courses provide a broad overview of psychology. One route to satisfy this requirement is by taking PSYC 101 (Psychological Science), which is a seminar-style First Year Initiative (FYI) course limited to roughly 20 students. Another route is to take PSYC 105 (Foundations of Contemporary Psychology), which is a larger lecture-style course. Also see the AP Credits section for an additional route. *Only one of the three will count towards the major.*

Psychology statistics. These courses provide an introduction to data analysis in psychology. One route is to take PSYC 200 (Statistics: An Activity-Based Approach), which is a relatively small class, PSYC 201 (Psychological Statistics), or PSYC 280 Applied Data Analysis. Either way, the ideal time to take a statistics course is probably your sophomore year. *Only one statistics course counts towards the major.* Approved courses outside the department: MATH 132, MATH 232, ECON 300, SOC 256/GOVT 366, or BIOL 320/E&ES 320.

Research methods. These courses provide specific skills with which to evaluate and perform research. One course in methods of research is required. These courses are numbered PSYC 202-219. Again, the ideal time to take this course is typically your sophomore year (after

introductory psychology and before more advanced coursework). You are welcome to take more than one research methods course if they interest you. Alternatively, this requirement can be fulfilled by taking one of the Advanced Research courses (PSYC 380-399), but seats are more limited to these advanced courses.

Breadth requirement. Students must choose a minimum of one course from each of the three columns:

COLUMN 1	COLUMN 2	COLUMN 3
PSYC 220 COGNITIVE PSYCHOLOGY	PSYC 230 DEVELOPMENTAL PSYCHOLOGY	PSYC 260 SOCIAL PSYCHOLOGY
PSYC 221 HUMAN MEMORY	PSYC 233 ADOLESCENT PSYCHOLOGY	PSYC 261 CULTURAL PSYCHOLOGY
PSYC 222 SENSATION & PERCEPTION	PSYC 245 PSYCHOLOGICAL MEASUREMENT	PSYC 263 EXPLORING SOCIAL PSYCHOLOGY
PSYC 223 PSYCHOLINGUISTICS	PSYC 251 PSYCHOPATHOLOGY	PSYC 265 CULTURE IN PSYCHOLOGY: AN INTRODUCTION TO THEORY & RESEARCH
PSYC 228 CLINICAL NEUROPSYCHOLOGY	PSYC 255 POSITIVE PSYCHOLOGY <i>(New – offered in Spring '12)</i>	PSYC 267 <i>(New – offered in Spring '12)</i>
PSYC 239 FUNCTIONAL ANATOMY OF THE HUMAN BRAIN	PSYC 259 DISCOVERING THE PERSON	PSYC 277 PSYCHOLOGY AND THE LAW
PSYC 240 BEHAVIORAL NEUROBIOLOGY	PSYC 274 CULTURAL & HISTORICAL PERSPECTIVES ON PSYCHOLOGICAL DISORDERS	PSYC 290 PSYCHOLOGY OF GENDER
PSYC 247 NEUROSCIENCE PERSPECTIVES ON PSYCHOPATHOLOGIES		

Specialized. These courses (**PSYC 300-399**) aim to ensure that students study at least one subfield of psychology in depth. A student must take one specialized course that deepens the knowledge she or he gained in a "Breadth Requirement" course. This is a nice way of pursuing a field of interest; at the end of your time at Wesleyan you'll feel like a mini-expert in at least one area. Advanced Research courses (Psyc 380-399) will satisfy either specialized or Research Methods courses.

Electives. To reach the ten credits necessary for the major, you may count any other courses, tutorials, or teaching apprenticeships offered by the department (exception: only 1 intro psychology course and 1 stats course are accepted towards the major). In addition, you can count any other courses approved by the department chair (e.g., study abroad, transfer courses) toward completion of the major. As long as you've completed at least ten psychology credits and met the other requirements, you can proudly march down that graduation aisle as a psychology major.

Foreign language requirement Starting with the class of 2013, learning a language other than one's own enhances an understanding of and engagement with persons from cultures not one's own. Psychology majors are required to work toward achieving language proficiency in a second language. Specifically, two semesters of intermediate level (or, if the student chooses an "uncommonly taught language," two semesters at any level) of language study in a language of the student's choice are required for completion of the major. **NOTE: List of university foreign language courses can be found in Addendum 2 in the back of this manual.** Students for whom English is a second language or students who can demonstrate mastery of a foreign language at the intermediate level (by language placement test) may opt out of the language requirement.

Cultural immersion experience or other immersion experience. Starting with the class of 2013, three new components have been added to the psychology major: (1) a cultural immersion experience in a culture other than one's own, (2) a foreign language requirement, and (3) satisfaction of Stage II General Education requirements. Additionally, the number of transfer courses that can be counted towards the major has been increased so that students are able to fulfill major course requirements while abroad (see transfer credits). Direct interaction with other cultures through study abroad facilitates an understanding of cultures not one's own and of global issues. Psychology majors need to spend at least one semester engaged in a cultural immersion experience. Study abroad automatically fulfills the requirement. Students may petition to fulfill the requirement with a cultural immersion experience within the U.S., with a summer program, or with other equivalent experience.

Concentrations in Psychology

Concentration in Cognitive Science. Interested students have the opportunity to specialize in cognitive science within the major. To earn recognition for this specialization, the following conditions must be met. First, four courses related to Cognitive Science must be included among Breadth Requirements, Specialized Seminar, or Electives. These include Cognitive Psychology, Memory, Sensation and Perception, Developmental Psychology, Cognitive Neuroscience, Behavioral Neurobiology, and Psycholinguistics, and various 300-level advanced seminars. Second, at least one of the four courses must be a 300-level Specialized course clearly related to Cognitive Science. Third, two additional courses are required from outside the department that are closely related to cognitive science (see the Cognitive Science Concentration Worksheet for a list of approved courses). Fourth, a semester-long research tutorial must be completed in an area of cognitive science (the research tutor must approve the tutorial for this purpose prior to its commencement). In light of these requirements, students undertaking this concentration have the option to petition to be exempted from the major's new cultural immersion requirement. (The worksheet is submitted in February of the second semester of the senior year).

Concentration in Cultural Psychology Culture and Psychology considers how the vast domain of culture and society is studied by psychologists, how cultural dynamics influence individuals, and how cultural practices define the various psychologies we practice. Many areas within psychology contribute to the study of cultures, these include: psychological measurement, social psychology both experimental and qualitative, clinical psychology, developmental, historical psychology, and cultural psychology. Beyond psychology, scholars in allied human sciences contribute to better understanding the dynamic relation of culture and psychology. Methods and theories abound in Culture and Psychology. Some focus on comparative research, others on ways of bringing the presence of underrepresented populations into scholarly projects, and some examine socio-political differences both between and within societies. While investigating social structures such as race, ethnicity, religion, gender, sexuality, and class often are central to works in this area, also of importance is understanding how such forces come to manifest themselves within the field of psychology and in our collective psychologies.

Miscellaneous Information

Oversubscription. This is a scary word that people start throwing around during senior year but should know about since their first year. It can seem rather confusing, so here are the facts:

- A maximum of 14 credits taken in Psychology (including any courses cross-listed in Psychology) can be counted toward graduation. You are allowed 15 credits with a senior project and 16 credits with an honors thesis.
- Within these 14 (or 15 or 16, depending) credits, no more than 12 (or 13 or 14, depending) courses numbered 201 or higher count toward graduation.
- The University imposes other restrictions on the kind of classes you can take. You are allowed only 2 TA tutorials, a total of 2 student forums or 1 PHED and 1 student forum, a total of 4 individual and group tutorial credits, and a total of 4 independent study and education-in-the-field credits.
- It is important to remember that even if you oversubscribe, those extra credits will still remain on your transcript and be factored into your grade point average.

Credits requirements. Ten psychology credits are required to fulfill the major. Nine of the 10 credits needed for the major must be graded. (Introductory and statistic courses must be taken graded.) Starting with the class of 2013, an additional 2 foreign language credits and completion of Stage Gen. Ed. II are also required. Transfer courses for introductory psychology and statistics must also be taken for a grade.

Transfer credits. Students may transfer up to three psychology credits from other departments or institutions (including AP Psychology) or, if from study abroad, three psychology credits plus one credit from within the United States. These courses must be pre-approved by the chair. Even though a transfer credit may have been approved toward a university credit, it must also be specifically approved toward the psychology major. Transfer credits cannot be counted toward admission to the program unless you are a transfer student (please request the Reg. Ofc. to send a copy of your transcript from your previous institution to the psychology dept. so that all your psychology courses can be reviewed for acceptance to the major). A list of acceptable transfer courses from other Wesleyan departments can be found at the end of this document.

Teaching Apprentice credits. No more than two teaching apprentice credits can be counted toward the major.

Tutorial credits. No more than four tutorial credits can be counted toward the major, or six including the senior thesis tutorials.

Advanced Placement and International Baccalaureate credits. Students who receive an AP score of 5 or 4 or an IB score of 6 or 7, and complete a full-credit breadth requirement course, may receive 1.00 credit. This credit may fulfill the introductory course requirement. AP and IB credits may not be counted towards admission to the major. AFTER completing the necessary course, the student must contact the Registrar's Office for the AP credit, or contact the Dean's Office for the IB credit. AP and IB credits count as transfer credits. AP and IB credits will apply towards **over-subscription** in the department. The AP or IB credit counts as the one non-graded course allowed towards the major.

Education in the Field

Here are the guidelines for field experiences:

1. Education in the Field credits are given only for internships where the intern does not receive a salary.
2. The Education in the Field experience must be *preapproved by the chair* before the start of the internship.
3. The internship clearly must have educational value, as described in a statement the student provides prior to the start of the internship. Describe what the learning goals are and how those goals will be achieved.
4. The student needs to have a faculty mentor who oversees the internship experience and approves the course. At the internship site, the student has to have a local mentor who will provide guidance and who will attest at the end of the experience that the student has met the educational goals and performed his/her duties to the local mentor's satisfaction. The letter also needs to specify the number of hours the student has devoted to the internship. Course credit only will be given once this letter has been received by the department chair.
5. The number of credits received for the internship experience depend on the number of hours spent in internship related activities. As a rule of thumb, a minimum average of 12 hours per week for the duration of a semester are required for 1 course credit. Only hours spent subsequent to the approval of the Education in the Field will count; there is no retroactive approval of time toward an Education in the Field course.

6. Education in the Field courses are graded pass/fail only. Psychology majors are advised that they may only count 1 course with pass/fail toward their major.

General Recommendations

- Take breadth requirement courses early on in your psychology career. This is a good idea because it allows you to identify specific fields of interest as soon as possible.
- Take Statistics in the fall of your sophomore year, as recommended by most Psychology faculty members. The techniques you'll learn in this class are essential for the data analysis in your thesis, if you decide to do one.
- Take research methods as soon after statistics as possible, to lay a foundation for more advanced courses down the line. Don't leave either of them for your senior year!
- Plan ahead. Required courses are not offered every semester, so keep yourself informed. Take statistics and research methods early to set up more advanced coursework. With statistics and research methods under your belt, you are well prepared to write a thesis. Also, by planning ahead you have time to study abroad and take classes in other interesting areas.

Research Opportunities

One of the main benefits of attending a small university is that undergraduates can work directly on a professor's research. At Wesleyan, every professor is a researcher as well as a teacher. Take advantage of this. Research opportunities appear in many forms -- as credited classes and tutorials, as volunteer or (occasionally) paid positions, or as work-study assistantships. If doing research sounds interesting to you, give it a shot. Research experience can help clarify future career choices, and it can make you more competitive for jobs and/or graduate school admissions after you leave Wesleyan.

Research methods classes. The purpose of research methods classes is to teach you about the techniques and conceptual frameworks that psychologists use. By the end of the semester, each student typically designs and carries out an experiment, either individually or in a small group. These courses usually have 12-18 students and give you great experience doing hands-on research.

400-level group tutorials. These are small courses taken by students who are jointly working on a particular research topic. Besides being a way to get credit for doing research,

there is usually a class meeting once a week to discuss progress, difficulties encountered, and findings. Students are generally left to work on their own between these meetings. For this reason, these classes can be considered an approximation to a "real-life" research group (or more than an approximation if the tutorial is integrated with the faculty member's actual research).

Senior honors thesis tutorials. These one-on-one tutorials, numbered **PSYC 409** in the fall semester and **PSYC 410** in the spring semester, are usually the most intensive and individualized form of professor-student research that goes on at Wesleyan. The research is designed and carried out by a student under the supervision of a professor. Often the student's research is an offshoot of research the professor is currently working on, although it can also be a completely original idea (even one that is not research-based). Writing a thesis is a challenging experience, so you shouldn't take this plunge if you anticipate being over committed to other time-consuming projects and courses in your senior year. Theses are submitted in early April of your senior year and are judged by two readers as meriting departmental "Honors" or "High Honors." The honors thesis will be discussed in more detail later in the Guide.

How to Get Involved with Research

Getting involved in research is a fairly straightforward process. If you have taken a class with a professor and loved the topic (or the professor), chat with that person about how you can become involved in research ("the earlier the better," but it really is never too late to get some research experience). Don't be afraid to talk to professors -- working with you is part of their job, and you will not be the first student who has approached them!

If you are eligible for work-study assistance, you might also keep an eye open for flyers posted in Judd Hall, visit the Office of Financial Aid web site, or talk with a professor. Usually work-study positions involve a fixed number of work hours per week, and often the work schedules are so flexible that students can come into the lab and complete their work when it is convenient for them. To compete effectively for these positions, act quickly when the notices are posted and have a résumé or transcript available. Your best bet is to contact Margaret Loomer (mloomer@wesleyan.edu), if you're looking for a position or have been hired.

Writing an Honors Thesis

A thesis topic, although the subject of much worry and anticipation, is generally not something you have to think about immediately after declaring your Psychology major. The prerequisites for writing a thesis and the appropriate paperwork to be submitted to the Registrar's Office are covered in more detail later in this section.

The Psychology Department does not have a formal application process to be accepted to write a thesis -- **it's up to you to find a faculty member willing to supervise you.** During your junior year, talk with professors about your ideas and ask them whether it might be possible to work on a thesis during your senior year. Ideally, this process could start around the end of first semester junior year, although it often doesn't occur until second semester.

Many students end up writing a thesis as a result of previous research they have carried out with that professor (which is why many theses are offshoots of professor's research). Because a professor can only take on a limited number of advisees, preference tends to go to those who have had previous experience working with that professor. However, do not become discouraged if you are not already working with a professor. Even well into your second semester junior year, you can talk to professors about their areas of interest and explore the possibility of working with a professor with whom you've had little prior experience. Or, talk with your faculty advisor to brainstorm about thesis ideas.

Once you've decided that a thesis is something you want to do, talk to your advisor and other faculty members or students for advice. All in all, graduating students report that writing a thesis was among the most challenging and exciting academic experiences available to them at Wesleyan.

Achieving Departmental Honors in Psychology

The Process

- Step 1: Determine eligibility (see “Basic Requirements section below)
- Step 2: Find an advisor (see the “Advisor Requirements” section, providing specific information for each psychology professor)
- Step 3: Thesis students must also: (1) enroll in the fall (PSYC409) and spring (PSYC410) thesis tutorials; and (2) file a Statement of Intention with the department (Cathy Race) by October 1 of their senior year. This statement should include the student's name, name of

the tutor, and the topic of the thesis. Honors or High Honors in psychology will be awarded on the basis of completed research presented in the thesis. A completed thesis must be handed in by a date (in mid-April) specified by Honors College. A thesis will be evaluated by a minimum of two readers jointly determined by the tutor and the student, one of whom is the tutor.

Basic Requirements

Honors Thesis in Psychology. By the beginning of their spring semester junior year, Psychology majors who have earned at least a B+ average in all psychology courses, and have earned at least a B average in all non-psychology courses, may pursue Honors in psychology by writing a thesis. Honors will be awarded only if both readers evaluate the thesis worthy of Honors.

High Honors Thesis in Psychology. In addition to the above, Psychology majors must also have met the University's General Education requirements, in order to pursue High Honors in Psychology by writing a thesis. High Honors will be awarded only if both readers evaluate the thesis as truly exceptional, i.e., worthy of High Honors.

Calculating GPA. In order to evaluate eligibility for High Honors, grades are needed for all courses, including transfer courses; to calculate psychology GPA, only use the grades earned in your psychology classes.

University Grading System

Only letter graded courses receive a numerical value.

A+	= 98.3	C-	= 71.7
A	= 95.0	D+	= 68.3
A-	= 91.7	D	= 65.0
B+	= 88.3	D-	= 61.7
B	= 85.0	E+	= 58.3
B-	= 81.7	E	= 55.0
C+	= 78.3	E-	= 51.7
C	= 75.0	F	= 45.0

Converting Grade to Numeric Value. The grade needs to be converted to its numeric value and then multiplied by the credit value of the course. You then sum these computed values for all courses and divide it by the sum of the credits.

Example:

Eng 111, A for 1.00 credit = $95.0 \times 1.0 = 95.0$

Psyc 115, B for .5 credit = $85.00 \times .5 = 44.5$

Fren 113, B+ for 1.5 credit = $88.3 \times 1.5 = 132.45$

The sum of above calculated course value is 271.95 you divide this by the sum of credits 3.0 which give the GPA of 90.65 for the three courses.

Advisor Requirements

Listed below are the research interests (in italics) and requirements each psychology faculty has specified for students who wish to complete thesis research with the professor. Also noted is whether the professor will be accepting thesis students for 2010/11.

Professor Barth

Cognitive development

- Cognitive Psychology, Developmental Psychology, or another course with Professor Barth, minimum grade of B+
- Research Methods, Advanced Research course, Research Tutorial, or summer research with Professor Barth, prior to senior year
- Statistics and Methods courses pre-thesis (ideally)
- Contact Professor Barth to discuss your request for thesis advising during second semester junior year at the latest
- 2011/12: Accepting thesis students

Professor Dierker

Patterns of psychopathology in families, development of substance abuse and dependence, treatment of emotional and behavioral disorders in children

- QAC201 or PSYC200 or research with Professor Dierker the summer prior to senior year.
- 2011/12: Accepting thesis students

Professor Juhasz

Reading in adults, general visual cognition.

- Research with Professor Juhasz (as a volunteer, for work-study, or as an individual tutorial for credit) prior to senior year or prior course with Professor Juhasz.
- Statistics prior to senior year.
- 2011/12: Accepting thesis students

Professor Kurtz

Identification and treatment of neuropsychological deficits in schizophrenia

- Statistics course (PSYC or in another department)

- Clinical neuropsychology class with Professor Kurtz
- Research with Professor Kurtz by second semester of Junior year.
- 2011/12: Accepting thesis students

Professor Morawski

History of Psychology, Social Psychology, Psychology of Gender, Science Studies, Feminist Studies

- Course with Professor Morawski
- 2011/12: Accepting thesis students

Professor Patalano

Cognitive psychology of judgment, decision making, and reasoning

- Judgment and Decision Making course with Professor Patalano
- (Consideration to students who only took Cognitive Psychology with Professor Patalano)
- Statistics course prior to senior year
- Research with Professor Patalano prior to senior year
- 2011/12: Accepting thesis students

Professor Plous

Prejudice and discrimination, ethical issues relating to animals and the environment, the development of mobile and web-based psychology

- Psychological Statistics
- One course with Professor Plous
- Will be on spring sabbatical: not accepting students.

Professor Rodriguez Mosquera

Culture and ethnicity; emotions; insult and devaluation

- Cultural Psychology course or Emotions seminar with Prof. Rodriguez Mosquera.
- Statistics course (in Psychology or in another department).
- Prior research with Professor Rodriguez Mosquera (for work-study, as a volunteer, or as an individual tutorial for credit).
- Will be on fall sabbatical: not accepting students.

Professor Sanislow

Psychopathology, Personality, Clinical Neuroscience

- Psychopathology and Advance Research Methods with Professor Sanislow, both courses completed junior year or before
- Statistics Course must be completed pre-thesis
- 2011/12: Accepting thesis students

Professor Seamon

Memory, cognitive processes, cognitive neuroscience

- Psyc/NS&B 221: Human Memory
- Research with Professor Seamon beginning sophomore or junior year (through Psyc 381 or a research tutorial)
- Will be on spring leave: not accepting students.

Professor Shusterman

Language and conceptual development, language and thought, spatial and numerical reasoning

- Thesis projects are generally reserved for students who begin on-going work with Prof. Shusterman before fall of senior year; accepting new lab members in 2011/2012.
- Should plan to have taken Research Methods, Statistics, and Developmental Psychology by first semester senior year.

Professor Steele

Cultural psychology (race, class, and gender), modern myth.

- Psyc 204 and Psyc 261
- Must have taken a class with Professor Steele
- 2011/12: accepting students

Professor Stemler

Intelligence, psychometrics, educational psychology, conflict resolution

- PSYC 245 OR research with Professor Stemler for at least one semester
- 2011/12: accepting students

Professor Striegel

Etiology and treatment of eating disorders; body image concerns

- Statistics
- One course with Professor Striegel-Moore
- At least one semester research or work study experience with Professor Striegel-Moore
- 2011/12: Accepting thesis students

Professor Wilkins

(To be added.)

- 2011/12: No accepting thesis students

Library Resources

Nearly all psychology books and journals are located in the Science Library (the exception being the HM, HQ, HV and L Library of Congress classification, which are in Olin Library). If you need help in finding and using either these types of resources or learning how to use the library's online databases, reference librarians are located in the Science Library or Olin Library to assist you. The Science Library as well as Olin Library has several networked public computers and printers, which are also available for all of your wildest research needs with access to the **PsycINFO**, **MedLine**, other databases, and the **CTW** online catalogue. Hours for both libraries change during the summer from the rest of the year and are posted on a page linked from the library's home page <http://www.wesleyan.edu/libr>. If you need to make a photocopy from a psychology journal (they do not circulate), the Science Library is equipped with two

photocopiers, one color and one black and white. Black and white copies are 10 cents per copy and color copies are 75 cents per copy.

PsycINFO is the most important tool any psychology student has in doing a literature search (a popular assignment in psychology classes). Just visit the Wesleyan library's home page (www.wesleyan.edu/libr) and click on the "Indexes and Databases" category. PsychINFO is an American Psychological Association database of professional and academic literature that pertains to psychology and other related disciplines. Bibliographic searches can be kicked off by entering a key word related to your topic. Sometimes these keywords must be fiddled with to ensure the most efficient search (e.g. making your keyword broader or narrower in scope). Other possibilities include searching by title, author, or journal title. Another useful library database is **Health and Psychosocial Instruments (HAPI)**, which allows you to search for surveys, attitude scales, and other measurement instruments on a given topic.

MedLine is also accessible from the "Indexes and Databases" link from the Wesleyan library home page. It is a biomedical database organized by the National Library of Medicine. It is searchable by key word or by using the database's Medical Subject Headings (MeSH). The MeSH feature includes a "meta-thesaurus" which puts medical terminology into understandable terms. You can also use these terms to narrow or broaden your search.

CTW is the electronic library catalogue for the **C**onnecticut College, **T**rinity College, and **W**esleyan University libraries. You can search this catalogue using an array of variables including title, author, publication year, language, format, item type, and library. Again, instructions accompany every icon. If you find that Wesleyan owns what you're looking for, you're all set, but if only Trinity or Connecticut College has it, then you'll need to order it through CTW and wait 48 hours (approximately) until it arrives. And if the item you're looking for isn't listed in CTW, you can order it through the **ILLIAD** system (Interlibrary Loan). Although the wait will be approximately two weeks for items ordered through ILLIAD, interlibrary loan does provide you with a way to obtain materials from libraries outside the CTW system.

Helpful Web Sites

In the last few years there has been a tremendous increase in online resources available to Wesleyan psychology students. Rather than explaining all the resources in detail here, we encourage you to check them out yourself. Through the web, you can find every professor's

office hours, links to most of the leading professional associations, psychology career information, and more. Also, Social Psychology Network (a web site maintained here at Wesleyan) has a search engine that will allow you to do keyword searches of more than 14,000 different psychology-related resources.

Here are a few of the main psychology websites that are worth checking out:

Helpful Wesleyan Websites

Psychology Department – Major Requirement Worksheet for Classes of 2011 and 2012	http://www.wesleyan.edu/psyc/ugrad/major_requirement_2012.pdf
Psychology Department – Major Requirement Worksheet for Class of 2013	http://www.wesleyan.edu/psyc/ugrad/major_requirement_2013.pdf
Psychology Department – Cognitive Science Concentration for Psychology Majors Worksheet	http://www.wesleyan.edu/psyc/ugrad/cog_sci_concentration.pdf
Psychology Department – Cultural Psychology Concentration for Psychology Majors Worksheet	http://www.wesleyan.edu/psyc/ugrad/cultural_psyc_concentration.pdf
Psychology Department – Psi Chi Honors Society	http://www.wesleyan.edu/psyc/recognitions/psichi.html
Psychology Department – Thesis Guidelines	http://www.wesleyan.edu/psyc/ugrad/ugrad_thesis.html
BA/MA Program – Psychology Department	http://www.wesleyan.edu/psyc/grad/grad_BA_MA.html
BA/MA Program – Office of Graduate Student Services	http://www.wesleyan.edu/grad/AcademicResource/bama.html
Career Resource Center	http://www.wesleyan.edu/crc/
Dean's Office – Transfer Credit Form	http://www.wesleyan.edu/deans/forms.html
Dean's Office – Education in the Field Form	http://www.wesleyan.edu/deans/forms.html
Office of Financial Aid	http://www.wesleyan.edu/finaid/
Office of International Studies - For Students	http://www.wesleyan.edu/ois/students.html
Registrar's Office	http://www.wesleyan.edu/registrar/
Registrar's Office – AP Credit Form	http://www.wesleyan.edu/registrar/
Registrar's Office – Honors Thesis Guide	http://www.wesleyan.edu/registrar/honors.html
Social Psychology Network	http://www.socialpsychology.org
The Language Resource Center	http://www.wesleyan.edu/lrc/

Helpful Graduate Sites

Career Resource Center	http://www.wesleyan.edu/crc/
NIH E-Reporter (RePORTER is an electronic tool that allows users to search a repository of NIH-funded research projects and access publications and patents resulting from NIH funding.	http://projectreporter.nih.gov/reporter.cfm

Helpful Other Sites

Social Psychology Network	http://www.socialpsychology.org
Social Psychology Network - Psychology Career Center	http://www.socialpsychology.org/career.htm
American Psychological Association	http://www.apa.org/
American Psychological Society	http://www.psychologicalscience.org/

Psi Chi Honors Society

Psi Chi is the National Honor Society in Psychology. It was founded in 1929 to maintain and promote excellence in psychology. The Wesleyan chapter was formed in 1993 and acts as both a resource for psychology students and as a majors group. At minimum, membership is a lifetime honor that will add to any résumé or application. However, there are many other benefits that Psi Chi offers. In addition to being a great way to meet other psychology majors, Psi Chi is an excellent resource for anyone involved in psychology. Psi Chi provides information about graduate schools, jobs, local internships, and volunteer summer opportunities. (Currently, Psi Chi is trying to encourage majors to become more involved with the department and to reach out to prospective majors).

Here are the membership requirements for Wesleyan's chapter of the Psi Chi Honors Society:

1. Completion of at least 3 semesters or 5 quarters of college coursework
2. Completion of 3 semesters of psychology
3. Registration for major standing in psychology
4. Undergraduates must have an overall cumulative GPA of 3.00. They must also demonstrate superior scholarship in psychology, earning a minimum GPA in psychology courses of 3.00

5. For graduate students, an average of "B" or better in all graduate courses, including psychology
6. High standards of personal behavior
7. Two-thirds affirmative vote of those present at a regular meeting of the Chapter

If you are interested in more information about the Wesleyan chapter of Psi Chi, visit its home page or contact any of the officers listed on the bottom of the webpage.

Conclusion

We hope this guidebook has been helpful. Don't forget that Cathy Race (undergraduate administrator in the Psychology Office) is an excellent resource as well. And remember, the Psi Chi Officers are students who have made it through the major and are always available to answer questions. Good luck in making all your psychology dreams come true!

ADDENDUM 1 (page 7)

TRANSFER UNIVERSITY COURSES TOWARDS PSYCHOLOGY MAJOR

The following courses from other Wesleyan departments can count towards the psychology major.

DEPT.	TITLE	AREA ACCEPTED (besides as an Elective)
Anth 344	Primate & Human Behavior	Elective
Biol 223	Integration of Clinical Experience & Life Science Learning	Elective
Biol 239/NS&B 239	Functional Anatomy of the Human Brain	Elective
Biol 320/E&ES 320	Quant. Mthds. for the Biological & Environ. Sciences	Statistics
Col 324	Freud & Psychoanalysis	Elective
Econ 211	Behavioral Economics	Elective
Econ 300	Quantitative Methods in Economics	Statistics
Engl 290	Psychoanalysis and Race: Studies in Latino/a and African American Literatures	Elective
Hist 251	World History: A Psychohistory of the Modern World	Elective
Hist 392	Historical Evolution of Power and the Human Psyche	Elective
Math 132	Elementary Statistics	Statistics
Math 232	Introduction to Mathematical Statistics	Statistics
NS&B 213	Behavioral Neurobiology (spring 07 and before)	Col. 1
Phil 217	Moral Psychology	Elective
Reli 293	Psychology & Religion	Elective
Sisp 202	Philosophy of Science	Elective
Soc 316	Community Research Seminar	Elective
Soc 256/Gov 366	Introduction to Quantitative Analysis	Statistics

ADDENDUM 2 (from page 9)

UNIVERSITY FOREIGN LANGUAGE COURSES

CHIN206-01Intermediate Chinese
CHIN217-01Third-Year Chinese
CHIN218-01Third-Year Chinese
CHIN221-01Fourth-Year Chinese
CHIN222-01Fourth-Year Chinese

HEBR202-01Intermediate Hebrew II
HEBR211-01Hebrew Literature

JAPN206-01Intermediate Japanese II
JAPN217-01Third-Year Japanese I
JAPN218-01Third-Year Japanese II
JAPN219-01Fourth-Year Japanese
JAPN220-01Fourth-Year Japanese

FREN112-01Intermediate French
FREN215-01Composition and Conversation

GRST211-01Intermediate German

ITAL112-01Intermediate Italian II
ITAL221-01Advanced Italian Practice in Context I
ITAL222-01Advanced Italian Practice in Context II

RUSS202-01Intermediate Russian II
RUSS301-01Third-Year Russian I
RUSS302-01Third-Year Russian II

SPAN112-01Intermediate Spanish II

LANG191-01Beginning American Sign Language II
LANG290-01American Sign Language and Current Issues
LANG291-01American Sign Language and Literacy Skills

LANG154-01Elementary Korean II

LANG156-01Portuguese (Romance Language Speakers) II

LANG158-01Elementary Arabic II

LANG166-01Elementary Hindi II

LAT102-01First-Year Latin: Semester II

GRK102-01 Introduction to Ancient Greek: Semester II
GRK201-01 Reading Greek Prose

ADDENDUM 3**CROSS-LISTED COURSES IN PSYCHOLOGY (updated 12/10)****NOTE: All courses can count as an Elective**

PYSC	COURSE TITLE	CROSS-LISTED DEPT.	PSYC AREA
131	Service-learning Clinical Experience at CT Valley Hospital	BIO 131/NS&B	Elective
191 & 192	Science pedagogy for Elem School Students 1 and 2 (ampersand 2 sem course)	CHEM 241 / CHEM 241 (2 credits total)	Elective
202	Qualitative Rsch Mthds In Psyc	AMST 241/FGSS 203	Rsch Mthds
220	Cognitive Psychology	NS&B 220	Breadth col. 1
221	Human Memory	NS&B 221	Breadth col. 1
222	Sensation & Perception	NS&B 222	Breadth col. 1
225	Cognitive Neuroscience	NS&B 225	Breadth col. 1
228	Clinical Neuropsychology	NS&B 282	Breadth col. 1
239 *	Functional Anatomy of the Human Brain	NS&B/BIO 239	Breadth col. 1
240 *	Behavioral Neurobiology	NS&B 213/BIO 213	Breadth col. 1
247	Neuroscience Perspectives on Psychopathologies	NS&B 217	Breadth col. 1
259	Discovering the Person	SISP/AMST 259	Breadth col. 2
270 *	Psychology Of Women	FGSS 229	Breadth col. 2
280 *	Applied Data Analysis	QAC 201	Statistics
290	The Psychology Of Gender & Gendering Of Psychology	SISP/290/FGSS 290	Elective
298 *	World History: A Psychohistory Of The Modern World	HIST 251	Elective
310	Discovering The Person: History of the Psychological Sciences	SISP 312	Seminar
314	Theories in Psychology	SISP 314	Seminar
332	Feelings and Emotions	CHUM 332	Seminar
335	Seminar In Cognitive Neuroscience	NS&B 335	Seminar
336	Numbers in Minds: From (Non)Human Universality to Cultural Specificity	CHUM 336	Seminar
339	Cross-Cultural Childhoods	ANTH 239	Seminar
348	Origins of Knowledge	NS&B 348	Seminar
353 *	Neurobiology of Neurological Disorders	NS&B 353 / BIO 353	Seminar
361	Psychology Of Prejudice & Discrimination	AFAM 361	Seminar
381	Memory Theory & Research	NS&B 381	Seminar / RM
382	Research Seminar in Reasoning	NS&B 382	Seminar / RM
390	Experimental Investigations into Reading	NS&B 390	Seminar / RM

PYSC	COURSE TITLE	CROSS-LISTED DEPT.	PSYC AREA
392	Behavioral Methods in Affective Neuroscience	NS&B 392	Seminar / RM
393	Advanced Research in Cognition and Neuropsychiatric Illness	NS&B 393	Seminar / RM
500 *	Graduate Pedagogy	500	---

* HOSTED BY CROSS-LISTED DEPT

ADDENDUM 4

GENERAL EDUCATION COURSES IN PSYCHOLOGY

Natural Sciences & Mathematics (NSM)

PSYC 200	Stats: Activity-Based Approach
PSYC 201	Psychological Statistics
PSYC 222	Sensation and Perception
PSYC 228	Clinical Neuropsychology
PSYC 239	Functional Anatomy of the Human Brain
PSYC 240	Behavioral Neurobiology
PSYC 280	Applied Data Analysis
PSYC 307	Applied Quantitative Methods in Survey Research
PSYC 355	Psychology of Reading
PSYC 357	Seminar on Language & Thought
PSYC 392	Behavioral Methods in Affective Neuroscience

Social & Behavioral Sciences (SBS)

PSYC 105	Foundations of Contemporary Psychology
PSYC 110	Issues in Contemporary Psychology: What Makes Us Human?
PSYC 111	Myth, Magic, and Movies
PSYC 202	Qualitative Research methods in Psychology
PSYC 206	Research Methods in Cognitive Development and Education
PSYC 207	Research methods in Developmental Psychology: General
PSYC 208	Research Methods on Emotion
PSYC 213	Research Methods in Social Psychology
PSYC 220	Cognition
PSYC 221	Human Memory
PSYC 223	Psycholinguistics
PSYC 230	Developmental Psychology
PSYC 235	Health Psychology
PSYC 245	Psychological Measurement
PSYC 251	Understanding Psychopathology
PSYC 259	Discovering the Person
PSYC 260	Social Psychology
PSYC 261	Cultural Psychology
PSYC 263	Exploring Social Psychology
PSYC 265	Culture in Psychology: An Introduction to Theory and Research
PSYC 277	Psychology & the Law
PSYC 289	Masculinity: Psychology, Science and History
PSYC 290	The Psychology of Gender and the Gendering of Psychology
PSYC 297	Psychology of Language
PSYC 298	World History: A Psychohistory of the Modern World (HIST host)
PSYC 309	Social Stigma
PSYC 311	The Behavioral and Neural Basis of Attention
PSYC 314	Theories in Psychology
PSYC 321	Memory in the Movies
PSYC 322	Psychology of Decision Making

Social & Behavioral Sciences (SBS)

PSYC 329	Social, Cognitive, and Neural Costs of War
PSYC 332	Feelings and Emotions
PSYC 338	Masculinity
PSYC 340	Psychology of Self
PSYC 350	Seminar in Eating Disorders
PSYC 361	The Psychology of Prejudice & Discrimination
PSYC 365	Culture in Psychology: An Introduction to Theory and Research
PSYC 377	Cultural Phenomenology
PSYC 382	Research Seminar in Reasoning
PSYC 386	Advanced Research in Developmental Psychology