Department of Psychology Courses

Note on Course Numbers
Each Carnegie Mellon course number begins with a two-digit prefix which designates the department offering the course (76-xxx courses are offered by the Department of English, etc.). Although each department maintains its own course numbering practices, typically the first digit after the prefix indicates the class level: xx-1xx courses are freshmen-level, xx-2xx courses are sophomore level, etc. xx-6xx courses may be either undergraduate senior-level or graduate-level, depending on the department, xx-7xx courses and higher are graduate-level. Please consult the Schedule of Classes (https://enr-apps.as.cmu.edu/open/SOC/SOCServlet) each semester for course offerings and for any necessary pre-requisites or co-requisites.

85-102 Introduction to Psychology
Fall and Summer: 9 units
This course examines major areas of scientific psychology in some depth, the attempt being to develop basic models of our behavior and thought that explain wide areas of our functioning. The primary focus is on the areas of neural and motivational control of behavior, memory and thought, social interaction, and psychological development. Specific topics within these areas include brain function, motivational control systems, learning, cognitive and perceptual information processing, problem solving, obedience and conformity, social interaction, emotion, attitude consistency and change, how our social, cognitive and language functions develop, the importance of childhood to adult functioning, and psychopathology. In addition to the lecture, the course includes a weekly recitation section meeting and weekly short WEB-based laboratory experiences in which students get to perform actual experiments, interpret real data, and experience many psychological phenomena.

85-211 Cognitive Psychology
Fall and Spring: 9 units
How do people perceive, learn, remember, and think? This course will consider perception, language, attention, learning, memory, reasoning, and decision making. Experimental findings and formal models will be discussed in each part of the course.

85-213 Human Information Processing and Artificial Intelligence
Fall: 9 units
This class will review various results in cognitive psychology (attention, perception, memory, problem solving, language) and use of artificial intelligence techniques to simulate cognitive processes.
Prerequisites: 15-122 or 15-150.

85-219 Biological Foundations of Behavior
Fall: 9 units
This course will provide students with a general introduction to the underlying biological principles and mechanisms which give rise to complex human cognitive, perceptual and emotional behavior. Topics to be covered include: the anatomical structure of nerve cells and how they communicate, properties of brain organization and function, processing in sensory and motor systems, biological characteristics of human cognition, and neural and hormonal influences on health and emotion. This course will focus on how emerging methods and approaches are beginning to make it possible for psychologists, computer scientists, and biologists to gain an integrated understanding of complex behavior.

85-221 Principles of Child Development
Fall and Spring: 9 units
This course is about normal development from conception through adolescence. Topics include physical, perceptual, cognitive, emotional and social development. Students will learn facts about children at various points in development, theories about how development works, and research methods for studying development in infants and children. Students will be encouraged to relate the facts, theories and methods of developmental psychology to everyday problems, social issues and real world concerns.

85-241 Social Psychology
Fall and Spring: 9 units
The focus of this course will be on how peoples behavior, feelings and thoughts are influenced or determined by their social environment. The course will begin with lectures and readings on how social psychologists go about studying social behavior. Next, various topics on which social psychologists have done research will be covered. These topics will include: person perception, prejudice and discrimination, the nature of attitudes and how attitudes are formed and changed, interpersonal attraction, conformity, compliance, altruism, aggression, group behavior, and applications of psychology to problems in health care, law, politics, and the environment. Through readings and lectures on these topics, students will also be exposed to social psychological theories.

85-251 Personality
Intermittent: 9 units
The primary purpose of personality psychology is to understand human uniqueness—how and why it is that one person differs from others, in terms of the ways he or she thinks, feels, and acts. Students in the course will be exposed to several broad theoretical perspectives, each of which attempts to capture and understand the origins and consequences of individual distinctiveness from a slightly different vantage point. Included among these approaches are the dispositional, psychoanalytic, learning, phenomenological, and cognitive self regulation perspectives. This is a survey course and is intended to provide students with a broad background of theory and research in the area. Class meetings consist primarily of lecture, but there is some discussion too. In addition, classroom exercises will allow students to test their own personalities.

85-261 Abnormal Psychology
Fall and Spring: 9 units
The study of psychopathology is not an exact science; nor are there many clear-cut parameters with which to differentiate “normal” and “abnormal” behavior. This course will focus on learning about and understanding the range of behaviors which fall within the province of “abnormal” psychology. Its approach will be descriptive, empirical, theoretical and conceptual. Students will examine definitions of abnormality in an historical and contemporary context, explore issues relevant to diagnosis and patient care, be introduced to various psychological diagnostic categories, and develop an appreciation of the range of treatments for these disorders.

85-281 Introduction to Clinical Psychology
All Semesters: 9 units
This course is designed to introduce students to a wide variety of concepts in the area of clinical psychology. We will explore clinical psychology in an historical perceptive, ethics related to the practice of psychology, and various theories of psychotherapy (including psychoanalytic, psychodynamic, existential, and cognitive behavioral). Also, we will look at group theories underlying group therapy and family/systems therapy.
Prerequisites: 85-251 or 85-261.

85-310 Research Methods in Cognitive Psychology
Fall and Spring: 9 units
This is a course in which students develop the research skills associated with cognitive psychology and cognitive science. Students learn how to design and conduct experiments, and analyze and interpret the data they collect. The course covers a variety of experimental designs, e.g., factorial, Latin Squares. Analyses of response times, qualitative data, and signal detection are also covered. Cognitive modeling will also be discussed. Topics include mental imagery, memory, and perception. The class format consists of lectures, discussions and student presentations. You must have either taken 36-309 previously or 36-309 can be taken as co-req in Fall semester. In the Spring semester 36-309 is prerequisite.
Prerequisites: 85-211 or 85-213
Corequisite: 36-309.
85-314 Cognitive Neuroscience Research Methods
Intermittent: 9 units
This is a hands-on laboratory course designed to foster basic skills in the empirical approaches used in cognitive neuroscience research. Students will learn how to design experiments using both correlational and interference methods, learn basic analytical approaches and how to formally present empirical results. Topics will include MRI (structural and functional), electrophysiology, brain stimulation methods, neuropsychological approaches, experimental design (e.g., event-related vs. blocked trials) and basic data analysis. You must have taken 36-309 previously or be taking 36-309. A background in basic neurobiology, such as 85-219, and some experience with Matlab are encouraged but not required.
Prerequisite: 36-309.

85-320 Research Methods in Developmental Psychology
Fall and Spring: 9 units
This is a laboratory course, in which the student will have direct experience working with children, as well as writing research reports and designing and critiquing research in child development. The purpose of the course is to develop research expertise that will assist the student both in carrying out research and in evaluating the research of others. Special emphasis will be given to the unique methodological problems associated with the study of development. You must have either taken 36-309 previously or 36-309 can be taken as co-req in Fall semester. In the Spring semester 36-309 is prereq.
Prerequisite: 85-221.
Corequisite: 36-309.

85-340 Research Methods in Social Psychology
Fall and Spring: 9 units
This course is designed to provide students with the necessary knowledge to evaluate research, make transitions between theory and the operations that test the theory, and to design and carry out original research. Topics will include the nature of proof and causal inference, manipulation of independent variables, measurement of dependent variables, questionnaire design, experimental design, and quasi-experimental design. The design and ethical issues involved in doing research, survey, observational, and experimental techniques as applied in both field and laboratory settings will be covered. Students will be expected to critique completed research. They are also expected to design measures and complete their own original studies. During the course of the semester students will also be expected to design and carry out an original research project as well. You must have either taken 36-309 previously or 36-309 can be taken as co-req in Fall semester. In the Spring semester 36-309 is prereq.
Prerequisites: 85-241 or 85-251
Corequisite: 36-309.

85-341 Organizational Communication
Spring: 9 units
Much of the work in groups and organizations consists of communication. You communicate to get information that will be the basis of decisions, to provide a vision for the people who work for and with you, to coordinate activity, and to sell yourself and your work. The goal of this course is to identify sources of communication problems within an organization and ways to overcome them. To do this requires that we know how communication normally works, what parts are difficult, and how to fix it when it goes wrong. The focus of this course is on providing you with broad understanding of the way communication operates within dyads, work groups, and organizations. This course is not a practicum in public speaking or writing, although you will get some experience writing, speaking, and managing impressions. Rather the intent is to give you theoretical and empirical underpinnings for the communication you will undoubtedly do when you return to work. Readings come from both the research and the managerial literatures. Among the topics considered are managerial communication, persuasion and conformity, self presentation and person perception, social networks. Cases and group projects give you an opportunity to apply what you’ve learned.
Prerequisites: 36-201 or 36-207 or 36-217 or 36-220 or 36-225 or 36-247 or 70-207.

85-352 Evolutionary Psychology
Intermittent: 9 units
This course will cover both the fundamentals of evolutionary psychology, including the theories of natural and sexual selection, with the overarching aim of providing an overview of the field at an advanced level. We will examine the relevance of evolutionary thinking to a range of psychological phenomena including problems of survival, long-term mating strategies, short-term sexual strategies, parenting, kinship, cooperative alliances, aggression and warfare, conflict between the sexes, and prestige, status, and social dominance. We will also examine evolutionary approaches to sensation and perception, development, consciousness, cognition, language, and abnormal behavior. Juniors and Seniors only or permission of instructor. Pre req: 85-102, 85-211, 85-221, 85-241 or 85-251.
Prerequisites: 85-102 or 85-211 or 85-221 or 85-241 or 85-251.

85-354 Infant Language Development
Intermittent: 9 units
While adults struggle to learn languages, almost all infants acquire language with seemingly little effort. This course examines infants’ learning abilities and language milestones. It will focus on several different theoretical accounts of language development, and the way empirical data can be used to assess those theories. The course is reading intensive, and evaluation will be based on both written assignments and oral participation.
Prerequisite: 85-221.

85-355 Introduction to Cognitive Neuroscience
Intermittent: 9 units
Cognitive neuroscience is an emerging interdisciplinary field in which psychological, physiological, and computational methodologies are brought to bear in understanding the neural basis of cognitive processes. In this course, we will consider the application of methodologies such as physiological recordings from neurons in awake, behaving animals, functional neuroimaging (PET and fMRI) of normal subjects performing cognitive tasks, behavioral studies of brain-injured patients with selective cognitive deficits, and computational modeling of normal and impaired processing, in understanding cognitive domains such as high-level vision and attention, learning and memory, reading and language, meaning and semantics, and the organization and control of action. In each instance, the emphasis will be on how the application of converging methodologies, particularly those related to brain organization and function, leads to important insights into the nature of cognitive processes that would be difficult to obtain through any one conventional methodology alone.
Prerequisites: 85-211 or 85-219.

85-356 Music and Mind: The Cognitive Neuroscience of Sound
Intermittent: 9 units
This course will take a multidisciplinary approach to understanding the neural systems that contribute to auditory perception and cognition, using music and speech as domains of inquiry. Students will master topics in acoustics, psychophysics, cognitive psychology, cognitive development, neuropsychology, and neurophysiology. The early part of the course will provide students with a common foundation in acoustics, signal processing, and auditory neuroscience. Later in the semester, the focus will turn to developing analytical skills through critical evaluation of primary-source experimental literature. Hands-on laboratories and homework sets in sound manipulation and experimentation also will constitute a means of learning about auditory cognitive neuroscience. Throughout, the focus will be upon understanding general cognitive and perceptual challenges in perceiving and producing complex sounds like speech and music. Topics may include biological vs. cultural influences, development in infancy, perception versus production, time perception, effects of experience on perceptual processing, comparative studies of animals, attention, development of expertise, effects of brain damage, and emotions. Topics will be approached from the perspective of cognitive neuroscience, in that we will attempt to understand the neural processes that give rise to auditory perception and cognition.
Prerequisites: (85-211 or 85-219 or 85-370) and (85-310 or 85-320 or 85-340).

85-358 Pro-Social Behavior
Fall: 9 units
This is an advanced seminar that focuses on social psychological research involving the examination of pro-social behavior. A heavy emphasis will be placed on classic research on helping (which investigates how, when, and why we help strangers), as well as the wide body of research on helping from, those who are closer to us). Research on both help-seeking and helping will be expected to read original research articles and chapters on assigned topics, and come to class prepared to discuss the material. Readings will consist of theoretical and empirical articles from psychology journals and related sources. Additional course requirements will involve short, weekly writing assignments, student presentations of research articles, and a written research proposal. Over the course of the semester, students will design and carry out a small-scale, original investigation on a topic of interest.
85-362 Applied Developmental Psychology
Intermittent: 9 units
This course will focus on the topic of attitude change and how various persuasive techniques are used to shape human response. The dynamics of propaganda and what makes the techniques effective on social and consumer decisions will be addressed. The primary goals of the course are to: 1) understand the dynamics of attitude change; 2) explore the mechanism by which attitude change techniques operate and 3) examine relevant theories and research in persuasion. Examples of topics covered include the origins of attitudes, how attitudes influence judgments, social power and attitude change, and how individual decisions are influenced by the mass media. Classic and contemporary research in the area of persuasion will be examined in the form of course readings and assignments. Prerequisite: 85-241.

85-380 In Search of Mind: The History of Psychology
Intermittent: 9 units
This course will focus on three aspects of the origin and growth of experimen-tal psychology. The first is the prehistory of psychology, where the connection of the discipline to the development of modern science, and in particular, its origins in philosophy and physiology, is examined. The second focus of the course is on the different approaches and attempts to define the field that have contested for dominance during much of the life of the discipline. The final major focus of the course is on the modern period (roughly the last forty years) where the influences that brought about the modern counter-revolution in psychology will be examined, and where some conjecture about likely future directions will occur. Two prior courses in psychology.

85-382 Consciousness and Cognition
Intermittent: 9 units
This course will examine the relationship between cognition and consciousness. One particular focus will be on the issue of how complex the processes that are largely unconsciously controlled may be and another is on the interaction of conscious and non-conscious processes in the control of cognition. We will also very briefly examine relevant ideas about consciousness that arise in other fields such as philosophy of mind and physics. The major topics to be included will be drawn from: the experience and functionality of consciousness, neuroscience approaches to consciousness, perceptual and attentional work on consciousness, cognition in altered states of consciousness (in particular, dreaming), implicit memory, and the proceduralization of higher level cognitive processes. The course will consist of our reading and discussing primary research literature from the above areas. There will be a number of short written assignments based on the weekly reading and a term paper. Prerequisites: 85-211 or 85-213.

85-385 Auditory Perception: Sense of Sound
Intermittent: 9 units
This course explores how our sense of hearing allows us to interact with the world. Students will learn about basic principles of sound, spatial sound, sound quality, hearing impairment, auditory perception, interactions with other modalities, and auditory cognition. Topics may also include musical acoustics, basic auditory physiology, sound-semantic associations, acoustic analysis, and sound-making gestures. We will consider not only simple laboratory-generated signals, but also more complex sounds such as those in our everyday environment, as well music and speech. Students will gain some in-class experience with generating sounds and analytic listening. After students reach a sophisticated level of understanding of the auditory fundamentals, they will apply their knowledge to the study of several current issues in auditory research. Prerequisites: 85-102 or 85-211.

85-390 Human Memory
Intermittent: 9 units
Without memory, people would barely be able to function: we could not be able to communicate because we would not be able to remember meanings or words, nor what anyone said to us; we could have no friends because everyone would be a stranger (no memory of meeting anyone); we could have no sense of self because we could not remember anything about ourselves either; we could not predict anything about the future because we would have no recollections of the past; we would not know how to get around, because we would have no knowledge of the environment. This course will discuss issues related to memory at all levels: the sensory registers, i.e., how we perceive things; working or short-term memory, long-term memory or our knowledge base. We will discuss the differences between procedural/skill knowledge, and declarative/fact knowledge. The topics of memory monitoring, feeling and knowing, spread of activation within memory (priming), implicit memory, and amnesia will also be covered. Prerequisites: 85-211 or 85-213 or 85-340.

85-392 Human Expertise
Intermittent: 9 units
The process of becoming an expert involves many changes, some quantitative and some qualitative. This course will provide an up-to-date account of the theory and data concerning the development of expertise. Questions addressed include the following. What does it take to become an expert? Are experts born or made? Is the process of acquiring expertise common across different domains from music to sports to science? Research studied in the course will employ a variety of methodologies, from case studies to protocol analysis to computational modeling. Prerequisites: 85-211 or 85-213.
This course will provide an overview of parallel-distributed processing models of aspects of perception, memory, language, knowledge representa-
tion, and learning. The course will consist of lectures describing the theory
behind the models as well as their implementation, and students will get
detailed experience running existing simulation models on workstations.
Prerequisites: 85-211 or 85-213.

85-421 Language and Thought
Intermittent: 9 units
This course allows the student to explore ways in which the mind shapes
language and language shapes the mind. Why are humans the only species
with a full linguistic system? Some of the questions to be explored are: What
types of mental abilities allow the child to learn language? How are the
cognitive abilities needed to support the production and comprehension
of sentences in real time? How do these abilities differ between people?
Are there universal limits on the ways in which languages differ? Where do
these limitations come from cognition in general or the specific language
facility? Why is it so hard to learn a second language? Are there important
links between language change and cultural change that point to links
between language and culture?
Prerequisites: 80-150 or 80-180 or 85-211 or 85-213.

85-422 Infancy
Intermittent: 9 units
The purpose of this course is to provide students with an extensive
background in the field of infant development and to acquaint them with
the special methodological and theoretical problems that characterize
research in the field. The course will be discussion-oriented and every
student will be required to participate actively in both preparing for and
contributing to discussion. Specific content areas to be covered include
perception, memory, conceptual development, attachment, emotions, social
development, and the origins of language. We will cover general readings
as well as conflicting empirical studies and theoretical accounts that we will
attempt to disentangle and resolve in class discussion.
Prerequisite: 85-221.

85-423 Cognitive Development
Intermittent: 9 units
The general goals of this course are that students become familiar with the
basic phenomena and the leading theories of cognitive development, and
that they learn to critically evaluate research in the area. Piagetian and
information processing approaches will be discussed and contrasted. The
focus will be upon the development of children's information processing
capacity and the effect that differences in capacities have upon the child's
ability to interact with the environment in problem solving and learning
situations.
Prerequisite: 85-221.

85-424 Hemispheric Specialization: Why, How and What?
Intermittent: 9 units
The brain is divided into two hemispheres, raising a host of questions
about brain organization, hemispheric specialization and laterality. Despite
all the research devoted to these questions, our understanding of the
behavioral significance and neural basis of laterality remains limited. This
course will address the questions of "why", "how" and "what". We will
review the latest data and empirical results but will also develop a coherent
theoretical perspective, moving from molecular, genetic and evolutionary
considerations to cognitive and clinical factors in the understanding of one
of the most fascinating phenomena in neuroscience, neuropsychology,
psychiatry, neurology, and cognitive sciences. In addition to tackling a
major text in the field (The Two Halves of the Brain Edited by Hugdahl and
Westerdhausen), we will read the latest papers in the field. The class will be
almost entirely discussion-based and students will be responsible for doing
the readings ahead of time and being prepared for the discussion.
Prerequisites: 85-221 or 85-241 or 85-251.

85-426 Learning in Humans and Machines
Spring: 9 units
This course provides an introduction to probabilistic models of cognition.
The focus is on principles that can help to explain human learning and to
develop intelligent machines. Topics discussed will include categorization,
causal learning, language acquisition, and inductive reasoning.
Prerequisites: 15-111 or 15-121 or 15-122.
Instructor permission is required. Consider how each social factor develops, the extent to which we can alter (betrayal and conflict), discrimination, and socioeconomic status. We will discuss social support, social participation, social aspects of personality (e.g., health). Topics to be discussed include marriage, widowhood, loneliness, and related topics. This course will focus on the role that our social environment plays in our behavior, emotion, and cognition. The primary goal of this course is to introduce you to social psychological theory and research on the topic of relationships. Although a variety of relationship phenomena will be discussed, a heavy emphasis will be placed on research that addresses fundamental processes in close relationships. The coverage of material will include a review of historical roots and classic approaches to the scientific study of relationships, as well as exciting new research and theory on particular subtopics. The majority of class time is spent discussing and evaluating recent research. Special emphasis also is given to learning and critically evaluating the methodological tools that are used to study close relationships. The goal is for students to leave this course with a broad overview of the field and an in-depth understanding of particular subtopics. This is an advanced seminar in which students will be expected to read original research articles and chapters on assigned topics and come to class prepared to discuss the material. Readings will consist of theoretical and empirical articles from psychology journals and related sources. Additional course requirements will involve short, weekly writing assignments, student presentations of research articles, and a written research proposal. Over the course of the semester, students will design and carry out a small-scale, original investigation on a relationship topic of interest. Prerequisite: 85-340.

85-464 Psychology of Gender
Spring: 9 units
This course is devoted to the investigation of psychological gender rather than biological sex. That is, sex differences will be explored from a psychological (e.g., socialization) perspective. Implications of both male gender role and female gender role in the areas of relationships and health will be the course focus. Prerequisites: 85-241 or 85-251.

85-480 Internship in Clinical Psychology
All Semesters
This course introduces students to Clinical Psychology and related mental health fields. Students’ learning is facilitated through classroom-based activities and by learning about clinical research and/or practice in designated field settings. Students spend 3 hours per week in class and 6 hours per week in an applied or research setting. Please contact Dr. Beth Zimick if you are interested in enrolling at bethc@andrew.cmu.edu. Prerequisites: 85-251 or 85-261.

85-482 Internship in Psychology
Fall and Spring
The Internship in Psychology is designed to enable students to gain experience in professional settings related to their studies in Psychology and earn credit for the intellectual work involved. It is the students’ responsibility to locate an internship site and on-site supervisor, as well as to identify a CMU faculty sponsor. The student registers for the internship by submitting a completed internship form to Theresa Kurutz in Baker Hall 343.

85-484 Practicum in Child Development
Fall and Spring: 9 units
This guided field experience is designed to help students deepen their understanding of developmental psychology by assisting in a preschool or kindergarten classroom and discussing the ways that their experiences relate to the theories they have learned previously and to new readings. Each student will individually schedule a consistent 6 hours per week helping in a Children's School classroom (preferably 2 or 3 chunks of time). Classroom duties will include working one-on-one and with small groups of students as they do puzzles, art projects, dramatic play, etc., as well as helping with snack, playground supervision, classroom cleanup, and storytime. Each student will be expected to keep a journal 1) relating general experiences to developmental theories and 2) documenting the development of a particular child during the semester. All students will meet for a 1 hour weekly discussion with the director. Discussion topics and related readings will be selected collaboratively, based on issues/questions raised by the group's observations and discussions. Prerequisite: 85-221.
85-501 Stress, Coping and Well-Being
Intermittent: 9 units
This course will examine basic processes and theory about stress and coping from a psychological perspective. The first part of the course will explore topics related to the psychobiology of stress, stress measurement, and links between stress and health. The second part of the course will explore topics on mechanisms and theoretical perspectives on coping with stress. This will include a consideration of topics such as emotion regulation, self-regulation, coping with traumatic events, alternative medicine approaches, and resilience factors. This class is a small, upper level seminar that will consist of some lecture and extensive class discussion. Active class participation is required.
Prerequisites: 85-310 or 85-320 or 85-340.

85-505 Readings In Psychology
All Semesters
As the name implies, the emphasis in the Reading course is on reading articles and books in some specified area. The students work in the course must lead to the production of a written paper which will be read by the instructor directing the readings. Often the reading is related to a research project which the student may wish to conduct. Readings courses have also been used to give students an opportunity to receive instruction in areas which are not included elsewhere in our course listing. The course may be taken for any number of units up to 9, depending upon the amount of work to be done.

85-506 Readings in Psychology
All Semesters
As the name implies, the emphasis in the Reading course is on reading articles and books in some specified area. The students work in the course must lead to the production of a written paper which will be read by the instructor directing the readings. Often the reading is related to a research project which the student may wish to conduct. Readings courses have also been used to give students an opportunity to receive instruction in areas which are not included elsewhere in our course listing. The course may be taken for any number of units up to 9, depending upon the amount of work to be done.

85-507 Research in Psychology
Fall
This course may include field study, applied work, or laboratory research. The student should have previous training in the basic research skills that will be used in his/her project, especially statistical methods and experimental design. Independent Research Projects will be supervised by a faculty member and must result in a written paper. It is the students responsibility to make arrangements for independent study courses with individual faculty members. This should be done the semester before a student wishes to register for one of these courses. The course may be taken for any number of units up to 12, depending upon the amount of work to be done. Please contact the CMU psychology faculty member you wish to work with to get approval to enroll then email Emile Rendulic at emilier@andrew.cmu.edu in order to be registered for the course.

85-508 Research in Psychology
Spring
This course may include field study, applied work, or laboratory research. The student should have previous training in the basic research skills that will be used in his/her project, especially statistical methods and experimental design. Independent Research Projects will be supervised by a faculty member and must result in a written paper. It is the students responsibility to make arrangements for independent study courses with individual faculty members. This should be done the semester before a student wishes to register for one of these courses. The course may be taken for any number of units up to 12, depending upon the amount of work to be done.

85-601 Senior Thesis
Fall: 9 units
This course is intended for senior Psychology or Cognitive Science majors who wish to conduct a research project under the direction of a faculty advisor. The project topic is to be selected jointly by the student and the advisor. The project will culminate in a senior paper which will be presented to the Department Head at the end of Fall Semester. Prerequisite: Grade of B or better in a previous research course required to enter, grade of B or better in first semester of senior thesis course required to complete, and permission of instructor. A formal proposal is required in the first semester. This course differs from the Honors Thesis sequence (66-501,502) in that it does not require Honors standing in HSS (i.e., there are no GPA requirements). This course differs from Research in Psychology (85-507,508) in that the student's original contribution to the research is expected to be more substantial, and in that a final written report of the project is to be presented to the Department.

85-602 Senior Thesis
Spring: 9 units
This course is intended for senior Psychology or Cognitive Science majors who wish to conduct a research project under the direction of a faculty advisor. The project topic is to be selected jointly by the student and the advisor. The project will culminate in a senior paper which will be presented to the Department Head at the end of Fall Semester. Prerequisite: Grade of B or better in a previous research course required to enter, grade of B or better in first semester of senior thesis course required to complete, and permission of instructor. A formal proposal is required in the first semester. This course differs from the Honors Thesis sequence (66-501,502) in that it does not require Honors standing in HSS (i.e., there are no GPA requirements). This course differs from Research in Psychology (85-507,508) in that the student's original contribution to the research is expected to be more substantial, and in that a final written report of the project is to be presented to the Department.