

### **Physical Education**

Non-credit Physical education courses include tennis, badminton, basketball, floor hockey, golf, self-defense, aerobics, soccer, step-aerobics, yoga, personal fitness (taking advantage of the Wells Fitness Center), running programs, rock climbing, sailing, horseback riding, softball, fly fishing, windsurfing, and weight training. Courses offered through other Claremont Colleges may also be elected.

### **Teams and Clubs**

CMS offers the following team sports: baseball (men), basketball (men and women), cross-country (men and women), diving, football (men), golf, lacrosse (women), soccer (men and women), softball (women), swimming (men and women), tennis (men and women), track and field (men and women), volleyball (women), and waterpolo (men and women). For a listing of Club sports, consult the departmental web page.

## **PSYCHOLOGY**

Psychology courses offer valuable background for a broad diversity of careers in which understanding of human and social processes is useful. The major in psychology may be elected by students who are interested in preparation for graduate study in psychology and by those who regard it as a liberal arts foundation for other careers. In addition to the helping professions, CMC psychology majors have developed professional roles in education, law, administration, health care, business, and public service. Given the diversity of career interests of students and the richness of course offerings available at The Claremont Colleges, students are strongly encouraged to develop consultative relationships with faculty members of the department.

Some unique features of the psychology program at CMC include opportunities for students to get experience in applied research programs. Students may participate in the work of the Claremont Autism Center, the Center for Applied Psychological Research, the Reading Research Lab, The Berger Institute of Work, Family, and Children, or the Kravis Leadership Institute. Several of these programs offer students opportunities for paid research and internships during the summer.

### **Major Requirements**

The major in psychology requires ten courses in psychology, distributed as follows:

- 1. Psychology 30. Introduction to Psychology**
- 2. Two core courses (below 99)**

Students must select **one course from two of the following three clusters:**

- **Cluster I: Social (92), Political (93), and Organizational (37) Psychology**
- **Cluster II: Abnormal (70), Behavioral (65), and Developmental (81) Psychology**
- **Cluster III: Cognitive (40), and Neuropsychology (95jt, 96)**

- 3. Psychology 109. Introduction to Statistics for Psychologists**
- 4. Psychology 110-111. Research Methods**, together with the **Research Practicum**
- 5. Four upper division elective courses in psychology** (numbered above 100 at CMC)

Notes: - At least six of the courses in the major must be completed at CMC

- *Psychology 110-111* should be taken before the senior year.

- *Psychology 109* should be taken before Psychology 110-111.

In unusual circumstances, exceptions to these rules may be approved by the department chair. Students who do not complete *Psychology 110-111* before the senior year are not eligible for honors in the major (see below).

## Senior Thesis in Psychology

The senior thesis is a general education requirement and should serve as a capstone experience to a student's undergraduate education. Students must complete a senior thesis in at least one of their major areas under supervision of a faculty reader who teaches within that major, unless granted a special exception.

Students interested in receiving honors in psychology are required to complete a two-semester empirical psychology thesis project. Candidates for honors must register for the full credit course *Psychology 198. Psychology Senior Research Seminar* in the first semester, and the senior thesis course in the second semester. The senior thesis and the senior research seminar may not be counted as courses in the major. For further information on honors, see "Honors in Psychology" below

## Special Options for Majors

### *Dual Majors*

Students with a dual major including psychology must complete the same course requirements as students with a full major in psychology except for the number of elective courses (they take at least two electives). At least four major courses must be taken at CM.

Students with a dual major including psychology are encouraged to write their *senior thesis* on a topic in their major. For further information, see "Senior Thesis in Psychology" above.

Please note the restrictions on honors in the major for students with a dual major under "Honors in Psychology" below. For further information on dual majors and the requirements for the other field of study of the dual major, please check the appropriate sections of this catalog.

### *Honors in Psychology*

To qualify for honors in psychology, students must:

- Have a GPA in psychology courses of at least "B+" (10.00) at the beginning of the senior year and at time of graduation
- a grade of B+ (10.00) or higher in Psychology 109
- a grade of B+ (10.00) or higher in both Psychology 110 and 111
- Complete a two-semester empirical research thesis project in psychology (see above)
- Present a report on the completed research project at a formal conference held shortly after theses are turned in. Following this conference the faculty in psychology selects the students to be awarded honors on the basis of criteria included with the instructions for thesis preparation.

Students with a *dual major* in psychology who wish to be considered for *honors* in psychology will only receive honors if they satisfy the following conditions:

- complete all requirements for a *full major* in psychology and are granted honors, *or*
- qualify and receive honors in *both fields* of their dual major. See "Honors in the Major" for details.

### *Psi Chi*

Psi Chi is the national honorary society for psychology majors. To be eligible, students must be in the top third of their class at CMC and have taken at least two psychology courses. Each semester the Psychology faculty and present members of Psi Chi elect new members from among those who are eligible. For further information, contact the Psi Chi advisor, Professor Murphy.

### **Autism Center**

Students in psychology with interests in clinical interventions and behavior modification with autistic children have the opportunity to participate in the work at the Leon Strauss Foundation Autism Clinic of The Claremont Autism Center. For further information, contact Professor Charlop-Christy.

### **Center for Applied Psychological Research**

The research center explores the applications of psychological theories and research to two broad areas: the legal system and intergroup relations. Students in psychology contribute to research in areas such as jury decision-making, expert testimony, the prediction of dangerousness, interrogations and false confessions, the death penalty, stereotyping, prejudice, and intergroup conflict. For further information, contact Professor Constanzo, Professor Krauss, or Professor Levin.

### **Reading Research Laboratory**

This research laboratory studies the cognitive development of normal reading skills, and formulates remediation strategies to help children who are having difficulty learning to read (dyslexia). Students conduct cognitive psychology experiments and make physiological recordings of brain functions (evoked potentials). For further information, contact Professor Chase.

### **Study Abroad**

All CMC students have the opportunity to apply for study abroad during their junior year. Psychology majors are encouraged to take advantage of CMC's study abroad programs but need to consider the following:

1. Options for students planning to study abroad during the entire junior year:
  - Complete *Psychology 109. Introduction to Statistics for Psychologists*, or the equivalent, in the fall of the sophomore year; and the *Research Methods* courses (110-111) in the spring of the sophomore year.
  - In unusual circumstances, and with special permission of the department chair, students may take the *Research Methods* courses and *Statistics* in the same semester of the sophomore year.
2. Options for students planning to study abroad for one semester during the junior year
  - Students planning to do a one-semester senior thesis, rather than a two-semester empirical thesis may, with the permission of the department chair, complete the *Research Methods* courses in the fall semester of the senior year. This option allows students to study abroad for one semester during the junior year and complete *Statistics* in the other semester. However, it is still strongly recommended that all students complete the *Research Methods* courses before the senior year. Students with a one-semester thesis are not eligible for honors in psychology.
  - Take *Statistics* in the summer and the *Research Methods* courses during the semester they are on campus in the junior year.
  - With permission of the chair, students may complete *Statistics* while abroad. This option is only available at selected programs.

Students studying abroad during the (second semester of the) junior year must obtain a thesis reader before going abroad.

### **Leadership Sequence**

CMC has a special interdisciplinary sequence in leadership. Core courses in the sequence include the following psychology courses: Psychology 37. *Organizational Psychology*, Psychology 93. *Political Psychology*, and Psychology 140. *Leadership*, along with several elec-

tives. See appropriate section of catalog or contact Professor Riggio for further information on the Leadership Sequence.

## Legal Studies

CMC offers a multi-disciplinary dual major in Legal Studies. Major courses in the legal studies major include the following psychology courses: Psychology 188. *Psychology and Law*, Psychology 180. *Forensic Psychology*, and Psychology 190. *Advanced Psychology and Law*.

See appropriate section of catalog or contact Professor Krauss or Professor Costanzo for further information on the Legal Studies program.

## Neuroscience

A major in neuroscience is available for students with a strong interest in the physical and life sciences. This major is an excellent preparation for medicine and other health professions. Majors may also go on to graduate programs either in psychology or biology or to specialized graduate programs in psychobiology or neuroscience. For further information on the Neuroscience program, see “Science” or contact Professor Chase.

## General Education Requirement Information

Any CMC psychology course numbered 99 or lower fulfills the College’s requirement for a general education course in the social sciences. (Psychology 95jt. Foundations of Neuroscience, *does not* meet the requirement.)

For the general education requirement in the *social sciences* and *the humanities*, CMC students majoring in psychology must take designated courses in all four fields of the social sciences (economics, government, history, and psychology), and in two of the four fields of the humanities (literature, philosophy, religious studies, and literature in a foreign language). Psychology majors with a dual or double major in the humanities must take courses in three humanities fields. For further information, see “Degree Requirements.”

## Psychology Courses at the Other Claremont Colleges

The other Claremont Colleges offer lower level psychology with the same or similar titles and descriptions as the courses at CMC. CMC students may use these for the general education requirement in psychology or for the core courses for the major. Majors may use some psychology courses offered at the other Claremont Colleges as elective courses.

## The Faculty

Professors: Charlop-Christy, Chase (on leave, AY), Conger, Costanzo, Halpern (Chair), and Riggio; Associate Professors: Levin, and Murphy (on leave, second semester); Assistant Professors: Cook, Krauss, and Paris; Visiting Assistant Professor: K. Brown

## Courses

### 30. Introduction to Psychology.

A survey of the major areas of scientific psychology including such topics as perception, learning, motivation, child development, personality, social behavior, and abnormal psychology. First semester. K. Brown, Charlop-Christy, Staff. Second semester. Staff

### 37. Organizational Psychology.

Applies psychological theory and research to problems of work and other organizations. Topics include individual motivation and satisfaction, group dynamics and productivity, leadership, organizational structure, and the effects of external environments on internal organizational processes. First semester. Riggio. Second semester. Staff

### 40. Cognitive Psychology.

Introduction to the experimental study of the human mind. In this course the mind is studied as a com-

plex system that processes information. Topics include attention, perception, learning, memory, language processing, problem solving, and reasoning. First semester. K. Brown, Cook

**65. Behavioral Psychology.**

Introduction to applied behavioral analysis. Course material includes the broad implications of behaviorism and the application of behavior modification techniques to a wide range of individuals from children to psychotic adults, and in various settings from the home to the organization. (Not offered in 2005-2006.)

**70. Abnormal Psychology.**

Explores the etiology, assessment, and treatment of the major classes of psychological disorders, including mood, psychotic, substance use, anxiety, eating, and personality disorders. Special topics include problems in defining "abnormality," risks and benefits of psychiatric diagnosis, research methods, and ethical issues. First semester. Krauss. Second semester. Charlop-Christy

**81. Developmental Psychology.**

Explores the development of the child from infancy through adolescence. Topics include theoretical foundations of development, prenatal development, physical development, cognition and intelligence, and the role of parents, peers, and school in social and emotional development. First and second semester. K. Brown

**92. Social Psychology.**

An introduction to theories and principles that describe how people think about, influence, and relate to one another. Topics include attitudes, people's explanations of social behaviors, conformity, persuasion, attraction, aggression, and prejudice. Second semester. Staff

**93. Political Psychology.**

This course provides an introduction to the interdisciplinary field of political psychology, spanning the traditional fields of psychology, political science, history, and sociology. The course will cover both classical debates and current trends of research, with an emphasis on the following topics: a history of political psychology, authoritarian personality theory and political attitudes, personality and political leadership, the nature and structure of political thought, public opinion and voting behavior, political socialization, mass media in politics, elite decision-making, intergroup and international conflict in politics, and destructive obedience and genocide. Second semester. Staff

**95jt. Foundations of Neuroscience.**

An introduction to the nervous system and behavior that explores the philosophical and historical development of the most fundamental issues in neuroscience. Emphasis will be placed on the experiments and methodology that most influenced our understanding of the nervous system, and the close relationship between technological advances and the development of neuroscience. Topics include study of the mind/body problem, localization of brain function, neural representation of knowledge, and consciousness. Laboratory study of the chemical, electrical, and cognitive functions of the nervous system will be included. Also listed as Biology 95. Team taught by The Claremont Colleges Neuroscience faculty. (This course does not meet the general education requirement in psychology.) Second semester. Copp and Staff

**96. Introduction to Neuropsychology.**

Can a college professor who suffered a stroke, really mistake his wife for a hat? In this course, the complex relationship between the brain and cognitive functions will be introduced. Students will learn about what parts of the brain are involved in different aspects of psychological functions, such as facial recognition, language, emotions, or memory. Clinical cases of patients who suffered different types of brain damage will be discussed along with the study of neuroanatomy and neurophysiology. (Not offered in 2005-2006.)

**103a. Mentoring.**

This course is the first course of a two-semester sequence in mentoring. Mentors are required to give a nine-month commitment to the school children and receive a total of one-and-a-half course credit. The first course, which students take in the Fall semester, is designed to enhance leadership capabilities and provide understanding of the role mentors play in business and societal organizations. Students will complete background readings on the role of mentoring throughout history and the relationship of mentoring to leadership, as well as research on the factors that lead to successful mentoring relationships. Students will receive instruction in topics such as communication skills, cultural sensitivity, team building skills, tutoring skills, crisis management, conflict resolution, and adolescent development. Once instruction is completed, students will be paired with pupils from the junior high school to serve as mentors and use the knowledge and skills they have gained. Students receive one full course credit for

the course in the Fall semester for 103a, and a one-half course credit for successful completion of 103b in the Spring semester. (Not offered in 2005-2006.)

**103b. Practicum in Mentoring.**

This is a practicum continuation of Psychology 103a. Within this practicum, students continue their mentoring work with local area students. Course requirements include a research paper, directed journaling, devising and delivering lessons, and group projects. This is a one-half credit course. Prerequisite: Psychology 103a must be completed in the preceding fall semester. (Not offered in 2005-2006.)

**109. Introduction to Statistics for Psychologists.**

This course emphasizes the role of statistics in psychological research. The course covers both descriptive and inferential statistics and will include: hypothesis testing, the role of sampling distributions, the use of statistical techniques such as t-tests, analysis of variance, correlation, multiple regression, and the use of non-parametric statistics. Throughout the course, students will use computerized statistical packages. First semester. Cook. Second semester. Levin

**110. Research Methods.**

Introduction to the logic of research design. Emphasis is on true experiments in the laboratory and the field. Other topics include quasi-experiments, questionnaire construction, systematic observation, archival analysis, and the use of physiological measures. Explores the uses of theory, as well as practical and ethical constraints on psychology research. This course must be taken concurrently with its laboratory, *Psychology 111L, Research Methods Practicum*. Prerequisites: One course in psychology numbered 99 or lower, Psychology 109, Introduction to Statistics for Psychologists, or equivalent. Note: This course must be taken prior to the senior year. First semester. Costanzo. Second semester. Cook, Staff

**111. Research Methods Practicum.**

In this companion course to Psychology 110, students apply principles of design to their own research. Students first conduct a team research project, or computerized project, and present their findings in a poster session. Then students conceive and conduct an individual research project. This project entails a review of relevant scientific literature, development of an appropriate research design, data collection, statistical analysis, and interpretation of findings. Research findings are presented both orally and in writing. This is a one-half credit course and must be taken *concurrently with Psychology 110, Research Methods*. First semester. Costanzo. Second semester. Cook, Staff

**115. Psychology and Contemporary Social Problems.**

A study of selected psychological problems and issues prevalent in society. An analysis of problems, possible causes, relevant psychological literature, and possible solutions, as well as current public policy. Addresses problems such as drug abuse, gangs, child abuse, teenage pregnancy, AIDS, homelessness and the effects of TV. Prerequisites: One psychology course and permission of instructor. (Not offered in 2005-2006.)

**116. The Psychology of Child, Family and Work.**

Emphasizes the psychological impact of changing societal influences on children and family structure. Reviews the empirical literature on the impact of current changes and crises in several domains including: school systems, the workplace, child care and medical services. Main issues identified and debated to generate potential solutions and potential changes in public health policies regarding: economic and work related factors, the impact of technological and medical advances, trends in the educational system, and current social crises (AIDS, substance abuse, etc.) First and second semester. Halpern

**118. Seminar in Prejudice and Intergroup Relations.**

Overview of theory and research on the psychology of prejudice and intergroup relations, including theories of personality, social categorization, stereotyping, group conflict, group identity, and social dominance. Explores individual, group, and societal factors which lead to prejudice, ways in which members of disadvantaged groups cope with and respond to prejudice, and ways in which prejudice can be reduced. Prerequisite: One course in psychology. (Not offered in 2005-2006.)

**119. Seminar in Clinical Research and Assessment (with Practicum).**

This course teaches research and assessment procedures that determine the effectiveness of clinical interventions. Students will learn to assess treatment outcomes for individual patients. Emphasis will be on single-subject designs used primarily in behavior therapy, along with comparisons of treatment groups with waiting list control groups. Students will observe and participate in the use of these procedures in the Claremont Autism Center, which will serve as their clinic milieu. Lecture plus practicum component. Prerequisites: Psychology 65 and permission of instructor. First semester. Charlop-Christy

**120. Seminar in Behavior Modification (with Practicum).**

This course offers field experience in the application of behavior modification principles with autistic

children at CMC's Claremont Center for the Study of Autism. Each student works in a supervised individual capacity in areas such as teaching an individual child, training parents to work with their children, and observing and scoring videotape measures of child and parent interactions. Emphasis of this course is placed on providing students with the opportunity to utilize their knowledge of behavior principles in a real-life setting, participate in research, record behavior, and analyze treatment effectiveness. Lecture plus practicum component. Prerequisites: Psychology 65 and permission of instructor. Second semester. Charlop-Christy

**122. Seminar in Developmental Psychology (with Practicum).**

This course is designed to provide study in the area of developmental psychology. Explores theories of development, developmental research methodology, physical development, cognitive development, and social development from infancy through adolescence. A practicum component will allow students to relate theory to actual childhood populations through observations and participation in the CMC Children's School or in local elementary schools. Lectures plus practicum component. Prerequisite: One psychology course or permission of instructor. Second semester. K. Brown

**130. Seminar in Psychology of Reading.**

Examines the cognitive processes that go on in the mind as readers extract information from the printed page. Topics include writing systems, word perception, text comprehension, and learning to read. Particular attention will be given to developmental dyslexia. Prerequisite: Permission of the instructor. Second semester. Chase

**140. Leadership.**

Examines the broad range of theoretical and empirical literature on effective leadership in organizations. Theories are related to leadership in business, politics, and social movements. Topics include contingency, transactional, transformational, cognitive, gender, and cultural influences on leadership processes; ethical considerations; and integrative approaches. Prerequisites: One psychology course and permission of instructor. First and second semester. Conger

**146L. Physiological Psychology.**

Provides a sophisticated understanding of neuroanatomy and neurophysiology and their relation to behavior. Addresses such topics as the organization and regulation of sexual behavior, sleep, sensory processing, language, and mental disorders. Includes some laboratory work. Alternate years. Prerequisites: Psychology 95 and permission of instructor. Second semester. Staff

**150. Child Psychopathology.**

The study of various disorders of childhood ranging from mild behavior problems through autism and childhood schizophrenia. The course will review the description, diagnosis, etiology, and treatment of each disorder and will examine the implications of research findings for education, placement, institutionalization, and public policy. First semester. Charlop-Christy

**170. Cross-Cultural Psychology.**

Introduces students to the study of psychological processes across cultures. Examines the impact of culture on human development, social behavior, the perception of different groups in society, values, cognitions, emotions, and personality. Specific topics include: cross-cultural research methods, research and theory on social perception and groups, acculturation, intercultural relations, and sex, class, and ethnic group differences in social perception and behavior, including families and interpersonal relationships. Prerequisite: one lower division psychology course (under 100). (Not offered in 2005-2006.)

**177. Organizational Communication and Leadership.**

This course examines the role of communication in the development and perpetuation of organizational culture. The course focuses on the relationship between the organization's external environment and internal processes, e.g. strategic planning, decision-making, functional specialization, and leadership. Prerequisites: Psychology 37 and permission of instructor. (Not offered in 2005-2006.)

**180. Forensic Psychology.**

Examines the interaction of clinical psychology and law. Explores topics such as psychological testimony about insanity, competency to stand trial, child custody decision-making, guardianship, future dangerousness, and civil commitment. Legal standards regarding psychology expert testimony, and policy implications of these legal standards will be discussed. First semester. Kraus

**185. Health Psychology.**

The relationship of behavior to such variables as diet, exercise, sleep, stress, and smoking will be studied as factors involved in health and illness. Current psychological techniques for stress and anxiety management; coping with chronic pain; treating addictions; and dealing with medical compliance, surgery, chemotherapy, radiation, and dying may be included. Prerequisite: One psychology course. Second semester. Charlop-Christy

**186. Seminar in Organizational Development.**

Examines theories of organizational development and change from the perspective of individuals and groups in organizations, as well as from a structural, or organization design perspective. Basic concepts in organizational theory, and applied behavioral science are reviewed. Examples of organizational development interventions are examined using case studies and experimental learning activities. Includes an overview of strategies to measure the effectiveness of organizational development techniques.

Prerequisite: Psychology 37 or Government 121. (Not offered in 2005-2006.)

**187. Practicum in Organizational Intervention.**

This course offers field experience in the assessment of organizational problems and the design of organizational interventions. Over the course of the semester students will work with an outside client to diagnose organizational problems and their associated causes, and to recommend organizational interventions to address these problems. The final product of the course will involve a major written report and a formal presentation of findings to the client organization. Students will have the opportunity to use various software packages including statistical analysis, graphics, presentation, and project management software.

Prerequisites: Psychology 37 and permission of the instructor. (Not offered in 2005-2006.)

**188. Psychology and Law.**

Examines psychological assumptions and interpersonal processes in the American legal system. Issues such as police interrogation, plea bargains, jury selection, eyewitness identification, attorney persuasion tactics, jury decision-making, lie detection, the insanity defense, the effectiveness of prisons, and the death penalty are analyzed from a social-psychological perspective. Second semester. Costanzo

**189. Seminar in Clinical Psychology.**

Explores clinical psychologists' major areas of practice, including assessment (testing, observation, interviewing), psychotherapy from a variety of theoretical models, and clinical research. Ethical issues will be discussed throughout. The course will be enriched with case presentations, demonstrations, expert guest speakers, and practical exercises. Prerequisite: one psychology course and permission of instructor. Second semester. Krauss

**190. Advanced Psychology and Law.**

In-depth analysis of selected topics in legal psychology with an emphasis on current empirical research. This seminar is organized around a research project in some area of psychology and law. Students read original research in areas such as jury decision-making, expert testimony, eyewitness memory, the prediction of dangerousness, judicial decision-making, scientific evidence, and the death penalty. Students then review and evaluate the research literature, design a research project, collect data, and interpret their findings. Prerequisite: one psychology course and permission of instructor. (Not offered in 2005-2006.)

**198. Psychology Senior Research Seminar.**

This course is required of all students conducting year-long empirical senior theses in psychology. Key topics include research planning, literature searches, goal setting, thesis writing, and oral reporting.

Prerequisite: Permission of instructor. First semester. Costanzo

**199. Independent Study in Psychology.**

Students who have the necessary qualifications and who wish to investigate an area of study not covered in regularly scheduled courses may arrange for independent study under the direction of a faculty reader. (See "Academic Policies and Procedures" for details.) First and second semester. Staff

## RELIGIOUS STUDIES

The major in religious studies is a cooperative program offered jointly by Claremont McKenna, Pitzer, Pomona, and Scripps Colleges. The major is designed to serve both as a focus of a liberal arts education and as a pre-professional foundation for students planning to pursue the study of religion beyond the baccalaureate degree. Students in the major may enroll in religious studies courses offered at any of the undergraduate colleges, and advanced students may, with permission, enroll in master's-level courses in their area of specialization at The Claremont Graduate University.

While offering a broadly based and inclusive program in the study of religion for all liberal arts students, the major in religious studies affords the opportunity for more specialized work at the intermediate and advanced levels, in particular historic religious traditions, geographi-