The aim of the Psychology Department is to provide students with an understanding of human behavior that will support their ability to add to scientific knowledge, to help others, and to participate as informed members of our society. One path to this goal involves mastery of the theoretical concepts psychologists use in describing and understanding behavior; the other involves competence in the use of the scientific methodologies employed in the study of behavior. We emphasize the importance of both concepts and methods across diverse topic areas within psychology, including biological, cognitive, social, personality, and culture.

**LEARNING GOALS**

- Students will gain a broad understanding of human behavior, from a variety of perspectives.
- Students will learn to treat questions and claims about behavior rigorously, with an empirical approach.
- Students will master the skills to contribute new knowledge in the field.

**MAJOR REQUIREMENTS**

The psychology major contains a breadth requirement, a general research requirement, a discipline-specific research requirement, and a senior project, as described below:

**Breadth Requirement**

- One semester of introductory psychology: PSYC 100 (Foundations of Psychology).
- PSYC 200 (Experimental Methods and Statistics), or Bryn Mawr PSYC 205.
- Six additional psychology courses beyond the introductory level, with at least one taken from each of the following groups:
  - social and personality psychology
  - biological psychology
  - cognition
  One of these courses must be a full-credit 300-level course (i.e., a seminar).
- See the Psychology Student Guidebook on the departmental website for details on which classes fulfill each of these groups.
- Two half-credit laboratory courses, which should be completed by the end of the junior year.
- One of the following senior thesis options:
  - two semesters of empirical senior research
  - a one semester non-empirical senior thesis and an additional psychology course beyond the introductory level.

We typically accept equivalent courses at Bryn Mawr or other institutions, with permission of the department, to fulfill major requirements. Most advanced courses offered in Bryn Mawr's Psychology Department satisfy the advanced course requirement; however, not all of them fit into the above designated areas. See the Psychology Student Guidebook for a breakdown of BMC courses by area.

**Research Requirement**

The research requirement of the major trains students to think scientifically about psychological questions and to understand empirical approaches to the discipline. In addition, students obtain hands-on training in conducting behavioral research and answering original research questions.

**General Research Training**

Students take one semester of Experimental Methods and Statistics (PSYC 200). In this lecture and lab course, students will learn the principles of statistics and research design. In lab sessions, students put the statistical techniques that they learn during lectures into practice by designing and conducting several different kinds of data collection and analyses. This course is equivalent to PSYC 205 at Bryn Mawr; either PSYC 200 or BMC PSYC 205 will be offered in each semester. Either of these courses is a prerequisite for the following lab course requirement.

**Discipline-Specific Research Training**

Lab courses: Majors are required to take two half-credit 300-level lab courses offered in specialized areas of the major. These courses typically have PSYC 200 (Experimental Methods and Statistics) as a prerequisite.

Senior Research: By the time psychology majors reach the senior year, they are well prepared to carry out their senior research requirement. If students choose the year-long original empirical project, they will be involved in all phases of the research process; from formulating the questions,
designing the study, collecting and analyzing data, and presenting the research both orally and in writing. If students choose the one-semester non-empirical thesis, they will conduct an in-depth literature review of a given topic along with his or her own original synthesis and analysis of the issues.

MINOR REQUIREMENTS
The Haverford minor in psychology consists of six credits in psychology including: PSYC 100 (Foundations of Psychology), and five additional psychology courses beyond the introductory level, with at least one from two of the following groups:
• social and personality psychology
• biological psychology
• cognition.

See the Guidebook on the departmental website for details on which classes fulfill the requirements for each of these groups.

SENIOR PROJECT
The senior thesis experience is the capstone of the psychology major. In a typical thesis project, each student works closely with a faculty adviser and a small group of fellow seniors to carry out an original research study. A detailed description of this process is set out in the annual departmental Guide to the Psychology Senior Thesis Experience (available as PDF download or from the department chair).

In the course of this project, students apply skills and knowledge that they acquired during previous coursework in the psychology major. Thesis students do not merely learn about research that has already been done in psychology. Rather, they collect new data to address questions of interest. In this way, the thesis embodies the highest level of scholarship, in which students strive to contribute original knowledge to the field.

The thesis project is typically carried out over two semesters. In the first semester, students work to identify a conceptual question of interest, read and integrate background literature on that topic, and formulate a novel research plan. In the second semester, students carry out their proposed studies by collecting data, statistically analyzing the results of the study, and interpreting how the results relate to the study’s original hypothesis. Both semesters involve intensive writing, with detailed feedback from the faculty adviser.

An alternative option is a one-semester, non-empirical project that may be appropriate in some circumstances. In the one-semester project, a student conducts an in-depth literature review of a given topic along with his or her own original synthesis and analysis of the issues, and submits a paper that relates this work.

Senior Project Learning Goals
The senior thesis is envisioned as a capstone experience in which students are required to integrate the content knowledge and skills acquired in the earlier parts of our curriculum to a specific research question of interest. This, in turn, leads to increasingly sophisticated critical thinking skills that vary somewhat between one vs. two semester projects but can be summarized as follows:

For two semester projects, students are to:
• thoroughly review the extant literatures on the chosen topic and integrate those literatures into a cohesive rationale for an empirical project.
• develop and articulate testable hypotheses that are contextualized within the psychological literature using the scientific method of inquiry.
• design and conduct a rigorously conceived empirical study to test the stated hypotheses, using the methods that are normative within that discipline.
• analyze the empirical data that has been collected using the appropriate statistical techniques to test the stated hypotheses, and interpret those analyses with respect to the stated hypotheses.
• describe the results of the study using (a) correct statistical notation and (b) clear, concise, and accessible language.
• interpret the results and discuss how they relate to past research findings and/or theory on the chosen topic.
• identify the strengths and limitations of the current project.
• imagine directions for future research and applications based on the findings of the study conducted.
• work cohesively within a collaborative lab group (if conducting research in a group).
• communicate the study in the form of a written research report that is clear and sophisticated with regards to scholarly writing.
• present the project orally to the department (faculty and peers) clearly and concisely.
• demonstrate mastery of the research topic and ownership of the empirical project.

For one-semester projects, students are to:
• thoroughly review the extant literatures on the chosen topic and integrate those literatures into a cohesive summary of past work.
• develop a novel theoretical framework or original application of the literature.
• communicate their work in the form of a written manuscript that is clear and sophisticated with regards to scholarly writing.
• present the project orally to the department (faculty and peers) clearly and concisely.
• demonstrate mastery of the research topic and ownership of the project.

Senior Project Assessment
Senior thesis work is assessed via two main components: the strength of the student’s paper and their contribution to the thesis project.

• The paper is evaluated on a number of criteria, including the thoroughness of the background literature review, its overall organization, accuracy, style, the student’s creative input, their ability to integrate different ideas in a novel and cogent fashion and finally, whether arguments and conclusions are persuasive given the issues at hand. Each student is expected to hand in an individual paper, even if he or she is working as part of a thesis group.
• The student’s degree of active involvement in the senior thesis experience is also assessed. During the fall semester, we consider the extent to which each student helps shape the study questions, design, and methodology of the project. During the spring, we consider the effort expended in the data collection and analysis phases of the study, and the contribution to project presentations and the final poster. Although the paper is weighted more heavily than the project contribution in arriving at the final course grade, it is possible to write an excellent paper but receive a significantly lower grade due to insufficient involvement with the project.

The primary research adviser and second reader will evaluate work based on the above criteria. Final grades are determined by a consensus process involving all department members, who will discuss each student’s performance and compare it with other students, both past and present, in order to arrive at a fair evaluation of your work.

For a two-semester thesis, the following criteria are used grading the first semester paper:

**4.0** work for the first semester indicates a paper that has gone above and beyond a summary of the relevant literature in terms of scope, synthesis and integration. In addition to reflecting a nearly flawless paper that provides a coherent rationale for the study to be undertaken, this grade can also represent exceptional or original independent contributions, or individual effort that has gone beyond what is normally expected. A grade of 4.0 is not commonly awarded during the first semester.

**3.7** work for the first semester indicates an extremely thorough, coherently organized, and generally well-written summary of the literature that identifies all of the seminal work that has led up to the current study. In addition, this grade reflects that the rationale for the current study is abundantly clear and the procedures to be used are well-described. There may be improvements that can be made to this paper, but there are no major areas of deficiency.

**3.3** work for the first semester reflects a good to very good paper that needs improvement in one or more areas. The literature review may need to be more thorough, or the literature better summarized or integrated. The writing may be choppy or difficult to follow in some areas. There may be conceptual gaps that lead to an incomplete rationale for the study to be undertaken.

**3.0** work for the first semester indicates that although the paper is good, there are several areas in which improvement can be made. For example, the literature review may have been too scant or poorly integrated. That is, the paper may have included summaries of appropriate studies without integrating how those studies support an important point or how they relate to the study that you are undertaking. The literature review may not have been thorough enough or may have relied too heavily on non-primary sources. In general, the reader may have had a difficult time understanding how the literature review culminates in the problem to be addressed in the current study.

**REQUIREMENTS FOR HONORS**
The department awards honors to majors who show...
exceptionally high attainment in their coursework and demonstrate work in senior research or senior thesis and related research courses that is of superior quality.

CONCENTRATIONS AND INTERDISCIPLINARY MINORS

Minor in Neuroscience
The minor in neuroscience is designed to allow students with any major to pursue interests in behavior and the nervous system across disciplines. The Psychology Department offers courses that contribute to this minor, and many of our majors elect to complete this minor.

Multidisciplinary Health Studies Minor
The goal of the Multidisciplinary Health Studies Minor is to give greater context to the issues facing health professionals on local, national, and global scales. The structure of this program is intentionally multidisciplinary, bringing scientists together with social science and humanities professors to guide students through the political, cultural and ethical questions that relate to health issues worldwide. The Psychology Department contributes several courses to the Multidisciplinary Health Studies Minor, which is popular with our majors.

Concentration in Education
The Bryn Mawr-Haverford Education Program invites students to study the discipline of education; explore the interdisciplinary field of educational studies; begin the path of teacher preparation for traditional classrooms; and participate in teaching experiences in a range of classroom and extra-classroom settings. Given its connection to psychology, some of our majors choose to concentrate in the Bryn Mawr-Haverford Education Program.

FACILITIES
A description of laboratories, equipment and other special facilities for this program is available on the departmental website.

FACULTY
Jennifer Lilgendahl
Chair and Associate Professor

Laura E. Been
Assistant Professor

Marilyn G. Boltz (on leave 2016-2017)
Professor

Rebecca J. Compton
Professor

Elizabeth Gordon
Visiting Assistant Professor

Mary Ellen Kelly
Visiting Assistant Professor

Benjamin Le
Associate Professor

Patrick Rich
Visiting Assistant Professor

Tom Wadden
Visiting Professor

Shu-wen Wang (on leave 2016-2017)
Assistant Professor

COURSES

PSYCH100 FOUNDATIONS OF PSYCHOLOGY
Gordon, Kelly, Rich, Lilgendahl
An introduction to the study of mind and behavior. Topics include biological, cognitive, personality, abnormal, and social psychology, as well as a general consideration of the empirical approach to the study of behavior. Anti-requisite: AP Psychology or IB Psychology credit, as noted on transcript. Social Science (SO)

PSYCH200 EXPERIMENTAL METHODS AND STATISTICS
Benjamin Le
Three hours lecture, one 90-minute lab/week plus time spent collecting data outside of scheduled lab hours. A general overview of the experimental method and its use in the psychological study of behavior, coupled with in-depth treatment of statistics as applied to psychology research. Lab exercises focus on designing experiments, collecting data, applying statistical methods (using a commercial data analysis software package), and presenting data through written assignments. Prerequisite(s): PSYC 100 or PSYC 105 or equivalent. Social Science (SO), Quantitative (QU)

PSYCH209 ABNORMAL PSYCHOLOGY
Elizabeth Gordon
A review of major clinical and theoretical literature pertaining to the definition, etiology, and treatment of important forms of psychopathology. Prerequisite(s): Psychology 100 or consent. Crosslisted: HLTH; Social Science (SO)

**PSYCH213 MEMORY AND COGNITION**  
*Patrick Rich*  
An interdisciplinary study of ways in which memory and other cognitive processes manifest themselves in everyday life. Topics addressed include memory for faces and geographical locations; advertising; eyewitness testimony; autobiographical memory; metacognition; mood and memory; biological bases of cognition; human factors; decision-making; and cognitive diversity. Prerequisite(s): PSYC 100 or PSYC 105 or Psychology AP Score 4+ or consent; Social Science (SO)

**PSYCH215 INTRODUCTION TO PERSONALITY PSYCHOLOGY**  
*Jennifer Lilgendahl*  
An examination of the fundamental issues and questions addressed by personality psychology, including: What is personality? What are its underlying processes and mechanisms? How does personality develop and change over time? What constitutes a healthy personality? This course will explore these questions by considering evidence from several major approaches to personality (trait, psychodynamic, humanistic, and social-cognitive), and it will encourage students to develop a dynamic understanding of human personality that is situated within biological, social, and cultural contexts. Prerequisite(s): PSYC 100 or PSYC 105 or Psychology AP Score 4+ or consent; Social Science (SO)

**PSYCH217 BEHAVIORAL NEUROSCIENCE**  
*Laura Been, Mary Ellen Kelly*  
Interrelations between brain, behavior, and subjective experience. The course introduces students to physiological psychology through consideration of current knowledge about the mechanisms of mind and behavior. Prerequisite(s): an introductory course in PSYC or BIOL or consent; Crosslisted: PSYC and BIOL; Natural Science (NA)

**PSYCH222 EVOLUTIONARY AND COMPARATIVE PSYCHOLOGY**  
*Elizabeth Gordon*  
This course uses an evolutionary framework to examine the ultimate function of human and non-human animal behavior. Core topics include aggression, affiliation, sexuality, emotion, psychiatric illness, and culture. The class incorporates scholarly material from a variety of fields including developmental psychology, ethology, primatology, and human behavioral ecology. Prerequisite(s): PSYC 100 or PSYC 105 or Psychology AP Score 4+ or consent; Social Science (SO)

**PSYCH224 SOCIAL PSYCHOLOGY**  
*Benjamin Le*  
This course is designed as an in-depth exploration into the field of social psychology. Topics include impression formation, perceiving groups, social identity, attitudes/persuasion, social influence, group processes, aggression/altruism, and interpersonal attraction will be discussed. In addition to these specific topic areas, overarching themes and theoretical issues, within the field of social psychology will be emphasized throughout the course. Students will become familiar with the research that has contributed to the current social psychology knowledge base. Prerequisite(s): PSYC 100 or PSYC 105 or Psychology AP Score 4+ or consent; Social Science (SO)

**PSYCH238 PSYCHOLOGY OF LANGUAGE**  
*Staff*  
An interdisciplinary examination of linguistic theory, language evolution, and the psychological processes involved in using language. Topics include speech perception and production, processes of comprehension, language and the brain, language learning, language and thought, linguistic diversity, and conversational interaction. Prerequisite(s): PSYC 100 or PSYC 105 or Psychology AP Score 4+ or consent; Social Science (SO)

**PSYCH242 CULTURAL PSYCHOLOGY**  
*Staff*  
An examination of cultural variations in psychological process, covering development, personality, social behavior, neuroscience and genetics, and acculturation and multiculturalism. Prerequisite(s): PSYC 100; Social Science (SO)

**PSYCH245 HEALTH PSYCHOLOGY**  
*Thomas Wadden*  
Explores psychological processes that influence health, from a socio-structural perspective. Topics include: personality and disease, stress and illness, chronic health conditions, health promotion and
disease prevention through behavior change, and the importance of lifestyles and social environment. Prerequisite(s): PSYC 100 or equivalent; Crosslisted: HLTH; Social Science (SO)

**PSYCH260 COGNITIVE NEUROSCIENCE**  
*Rebecca Compton*  
An examination of the neural basis of higher mental functions such as object recognition, attention, memory, spatial functions, language, and decision-making. Major themes include mind/brain relationships, localization of function, and the plasticity of the brain. Lottery preference to Psych majors & Neuroscience minors. Prerequisite(s): PSYC 100 or PSYC 105 or Psychology AP Score 4+ or consent; Natural Science (NA)

**PSYCH302 PSYCHOLOGY OF JUDGMENT AND DECISION MAKING**  
*Staff*  
This course examines the psychological processes involved in decision making from the perspective of fast/slow cognitive processes and will present views on what constitutes rational decision making. Prerequisite(s): PSYC 213, 220, 224, 238, 260, or 280; Social Science (SO)

**PSYCH304 ENVIRONMENTAL PSYCHOLOGY & CONSERVATION**  
*Benjamin Le*  
An examination of the links between the natural environment and psychological mechanisms using lenses of cognitive, social, and personality psychology, with a focus on conservation behavior and environmentalism. Prerequisite(s): at least one of the following classes: PSYC 213, 215, 220, 224, 280, 303, 325, 335; OR PSYC 100 and at least one ENVS course; OR instructor’s consent. In short, there are two pathways to this course: (a) prior coursework in cognitive, social, or personality psychology or (b) Intro Psych and prior coursework in ENVS; Social Science (SO)

**PSYCH309 LABORATORY IN ABNORMAL PSYCHOLOGY**  
*Elizabeth Gordon*  
Training in research on emotion and personality, including issues related to methodology and data analysis such as the design of psychometrically sound measures, various modes of data collection, and the interpretation of data. Prerequisite(s): past or concurrent enrollment in PSYC 209 (Abnormal Psychology) or PSYC 215 (Introduction to Personality Psychology) is required. Completion of PSYC 200 (Stats/Methods) is strongly recommended; however, concurrent enrollment with PSYC 200 may be permissible with instructor’s approval; Social Science (SO)

**PSYCH313 LABORATORY IN MEMORY AND COGNITION**  
*Patrick Rich*  
This half-credit laboratory will focus on the methods used to investigate the nature of perception, memory, and other cognitive behaviors. These various methodologies will be employed within a set of empirical studies designed to investigate particular topic areas within the field of cognition. Prerequisite(s): past or concurrent enrollment in PSYC 213 or PSYC 220 and completion of PSYC 200 is required; Social Science (SO)

**PSYCH315 LABORATORY IN PERSONALITY PSYCHOLOGY**  
*Jennifer Lilgendahl*  
An overview of methods used to conduct research on personality. Through lab activities and class projects, students will learn about important methodological topics within the study of personality, including measurement, reliability and validity, different modes of data collection (self-report questionnaires, interviews and narratives, observational and experimental approaches), and how to analyze and interpret personality data. Prerequisite(s): past or concurrent enrollment in PSYC 215 (Personality Psych) is required. Completion of Stats/Methods (PSYC 200 or PSYC 205) is strongly recommended; however, concurrent enrollment with Stats/Methods may be permissible with consent; Social Science (SO)

**PSYCH316 EMBODIED COGNITION**  
*Staff*  
Explores how cognitive processes such as memory, decision-making, and language are influenced by sensory, motor, and affective information from the body. Prerequisite(s): PSYC 200 and another course in cognition (e.g., PSYC 213, 220, 238, or 260), or by consent of the instructor; Social Science (SO)

**PSYCH317 LABORATORY IN BEHAVIORAL NEUROSCIENCE**  
*Laura Been*  
Prerequisite(s): past or concurrent enrollment in PSYC 217 (Behavioral Neuro) is required. Completion of Stats/Methods (PSYC 200 or PSYC
PSYCH318 NEUROBIOLOGY OF DISEASE
Mary Ellen Kelly
A survey of disorders of the central nervous system, providing both a clinical perspective on the disease and research-based outlook focused on the pathophysiological mechanisms that underlie the disease state. Crosslisted: Health Studies; Prerequisite(s): PSYC 217, 260, or Bryn Mawr PSYC 218; Natural Science (NA)

PSYCH321 REVOLUTIONS IN NEUROSCIENCE
Laura Been, Mary Ellen Kelly
An examination of developments in neuroscience that produced paradigm shifts in the field. The goal is to understand the science and the historical context of these ‘revolutions.’ Each unit will culminate with a lecture from a current leader in Neuroscience. Prerequisite(s): PSYC 200, 217; Natural Science (NA)

PSYCH324 LABORATORY IN SOCIAL PSYCHOLOGY
Benjamin Le
Prerequisite(s): completion of Stats/Methods (PSYC 200 or PSYC 205) and past or concurrent enrollment in Social Psychology (PSYC 224 or PSYC 208) or Applied Social Psychology (PSYC 280) is required; Social Science (SO)

PSYCH325 THEORY AND RESEARCH IN DYADIC PROCESSES
Benjamin Le
This course is designed as an in-depth examination of the field of close relationships. The major theories of close relationship will be emphasized, including examinations of evolutionary, attachment, interdependence, and cognitive approaches. In addition, research related to topics such as attraction, relationship development and maintenance, relationships and health, infidelity, violence in intimate relationships, and jealousy will be explored, with methodical concerns discussed within the context of each topic. Prerequisite(s): PSYC 100 or PSYC 105; Social Science (SO)

PSYCH327 SUPERSIZED NATION: UNDERSTANDING AND MANAGING AMERICA’S OBESITY EPIDEMIC
Thomas Wadden
An examination of the causes and consequences of obesity at individual and societal levels. Focuses on mechanisms of body weight regulation along with the wide-scale changes in diet, eating habits, and physical activity that have contributed to the obesity epidemic. Prerequisite(s): PSYC 100 or PSYC 105 or Psychology AP Score 4+, and one topical 200-level Psychology course (i.e., not PSYC 200, 205); Crosslisted: HLTH; Social Science (SO)

PSYCH328 NEUROBIOLOGY OF SEXUAL BEHAVIOR
Laura Been
An examination of the neurobiology underlying sexual behavior. This seminar will focus on systems-level understanding of the neural regulation of both pre-copulatory and copulatory behavior, drawing from primary literature in invertebrate, rodent, and human model systems. Prerequisite(s): PSYC 100, PSYC 217; Natural Science (NA)

PSYCH335 SELF AND IDENTITY
Jennifer Lilgendahl
Who am I? How do I feel about myself? What is the story of my life? How people answer such questions and the implications of their answers, both over time and across situations in their lives, are the issues that are at the heart of this course on self and identity. Through a combination of lecture and discussion, we will examine the literature on self and identity from multiple disciplinary perspectives (biological, developmental, personality, social, and clinical) and apply scientific concepts to the analysis of socially important issues, current events, popular culture, and our own life experiences. Specific topics to be addressed include self and identity development in childhood and adolescence, self-esteem and its consequences, gender and self, culture and ethnic identity development, stigmatized selves and prejudice, and the connection between self/identity and mental health. Prerequisite(s): PSYC 210, 215, or 224, or Bryn Mawr PSYC 206 or 208; Enrollment Limit: 16; Div: I; Social Science (SO)

PSYCH337 STRESS AND COPING
Staff
An examination of theory and research on stress and coping processes, and their links with disease and mental health. Students will also learn and apply stress management techniques. Prerequisite(s): PSYC 100 or PSYC 105 or Psychology AP Score 4+, and one topical 200-level
PSYCHOLOGY

Psychology course (i.e., not PSYC 200, 205); Crosslisted: HLTH; Social Science (SO)

PSYCH342 LABORATORY IN CULTURAL PSYCHOLOGY
Staff
Provides hands-on research experience using qualitative and experimental methodologies to examine cultural psychology topics. Prerequisite(s): PSYC 200 and past or concurrent enrollment in PSYC 242; Social Science (SO)

PSYCH349 ANXIETY DISORDERS AND THEIR TREATMENT
Elizabeth Gordon
This seminar is in-depth examination of the etiology, maintenance, and treatment of mental disorders characterized by extreme and pervasive anxiety, including specific phobias, panic disorder, obsessive compulsive disorder, post-traumatic stress disorder, social anxiety disorder, and generalized anxiety disorder. Prerequisite(s): PSYC 209 (Abnormal Psychology); Social Science (SO)

PSYCH360 LABORATORY IN COGNITIVE NEUROSCIENCE
Rebecca Compton
An examination of methodologies used to study the neural basis of higher mental functions. Students will utilize both cognitive and electrophysiological (EEG, ERP) recording methods, and will examine methodological issues in hemodynamic neuroimaging and the study of patient populations. A half-credit course. Prerequisite(s): Stats/Methods (PSYC 200 or 205), or consent. The PSYC 260 lecture is not required for this lab; Natural Science (NA)

PSYCH390 SENIOR THESIS
Staff
Open to senior psychology majors doing a one semester thesis in current semester. Social Science (SO)

PSYCH391 SENIOR RESEARCH TUTORIAL IN COGNITION
Marilyn Boltz
Open to senior psychology majors. Social Science (SO)

PSYCH392 SENIOR RESEARCH TUTORIAL IN PERSONALITY
Jennifer Lilgendahl
Open to senior psychology majors. Social Science (SO)

PSYCH393 SENIOR RESEARCH TUTORIAL IN SOCIAL PSYCHOLOGY
Benjamin Le
Open to senior psychology majors. Social Science (SO)

PSYCH394 SENIOR RESEARCH TUTORIAL IN BEHAVIORAL NEUROSCIENCE
Mary Ellen Kelly, Laura Been
Open to senior psychology majors. Preference given to students minoring in Neuroscience. Natural Science (NA)

PSYCH395 SENIOR RESEARCH TUTORIAL IN COGNITIVE NEUROSCIENCE
Rebecca Compton
Open to senior psychology majors; Social Science (SO)

PSYCH396 SENIOR RESEARCH TUTORIAL IN CLINICAL PSYCHOLOGY
Elizabeth Gordon, Shu-wen Wang
Open to senior psychology majors; Social Science (SO)

PSYCH398 SENIOR RESEARCH TUTORIAL IN CULTURAL PSYCHOLOGY
Shu-wen Wang
Open to senior psychology majors; Social Science (SO)

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