

PSYCHOLOGY AT STANFORD UNIVERSITY:

*A Guide to Undergraduate Programs and Degrees
2007-2008*

TABLE OF CONTENTS

Introduction: Faculty and Student Remarks	2
The Psychology Major	4
Specialization Tracks	6
Cognitive Sciences Track	6
Health and Development Track	8
Mind, Culture, and Society Track	10
Neuroscience Track	12
Preparing for Graduate Work in Psychology	13
Designing a Pre-Professional Curriculum	13
Preparation for a Career in Business	14
Preparation for a Career in Education	14
Preparation for a Career in Law	15
Preparation for a Career in Medicine	15
Preparation for a Career in Clinical Psychology, Counseling, or Social Work	15
The Psychology Minor	16
Registration for Classes	17
Transfer Credit	17
Petitions	18
Research Experience	18
Senior Honors Program	18
Multiple and Secondary Majors	20
Coterminal A.M. Degree	20
Opportunities at Bing Nursery School	20
Department of Psychology Colloquium Series	21
Student Organizations	21
Stanford Undergraduate Psychology Association (SUPA)	21
Psi Chi: The National Honor Society in Psychology	22

INTRODUCTION: FACULTY AND STUDENT REMARKS

The psychology major offers excellent training in how to understand human behavior using scientifically rigorous methods. A judicious selection of psychology courses can provide an excellent background for those of you planning careers in Business, Education, Law, Medicine, and Social work, as well as Psychology. The Faculty Advisors and Student Services Office can help you select courses that will provide a strong foundation for your career goals. In the following pages, we illustrate a variety of ways in which the psychology major may be tailored to fit different interests and career goals.

The psychology major is also one that offers students a variety of opportunities for active involvement. For those of you who choose psychology as a major, we hope you will take advantage of the many opportunities it provides for direct involvement in ongoing research, for participating in our active undergraduate psychology association (SUPA), and for designing and conducting your own studies through our Senior Honors Program.

We hope that this brochure will stimulate your curiosity, answer many of your initial questions, and better prepare you to consider and explore the rich possibilities that a psychology major may offer you.

Ellen M. Markman
Professor

Majoring in psychology is not for everyone. It does not appeal to those who seek quick and simple answers to complex problems, nor to those who want the “approved solution” to the questions of why humans act, think and feel as they do. But if you are someone who enjoys mysteries, gets excited by challenging puzzles, is curious about human nature, intrigued by observing animal behavior, thinks about the HOW and WHY of YOU, then you’ll find psychology a rewarding and even empowering major.

There is no field of knowledge with such an enormous breadth of interest as can be found in psychology — from the micro analysis of the functioning of single nerve cells to the macro functioning of urban communities, from invertebrate reflex behavior, to the perception of a newborn child, to the prejudice of a group, to the decision-making process of national governments. We have it all. While many psychologists study fundamental processes of human development, brain functioning, learning, motivation, emotion, memory, judgment, language, personality, mental disorders, and social interactions — for the sheer joy of understanding them better — others seek to apply psychological knowledge to improve the quality of our lives.

The Stanford Psychology Department has been the top-ranked department in the country for nearly two decades.

That reputation is earned by the creative and prolific contributions to basic knowledge in psychology that our faculty has generated through its pioneering research and original

theories. In addition, our graduate students continue this tradition by going on to productive careers at other universities and major research centers. Although we all work very hard at our trade, we also take pride in our commitment to teaching excellence, both at the undergraduate and graduate levels. There are few other comparable psychology departments where so many senior professors teach undergraduates the introductory level courses in a variety of areas. In addition, we all work with undergraduate research assistants in our laboratories, typically in research teams led by one of our graduate research assistants.

The faculty and graduate students are a resource for you to exploit wisely and well while you are majoring in psychology with us. The staff in the main office and throughout Jordan Hall enjoy their contacts with students — feel free to ask them for advice and direction. We also have the Stanford Undergraduate Psychology Association (SUPA), which you are invited to join as soon as you declare your major. It is my pleasant task to help coordinate activities that enhance undergraduate psychology education at Stanford — let me know if I'm missing something that needs attending to, or if there is some thing we have not thought of yet that will help you to get the best possible liberal arts education during your time at Stanford.

Philip G. Zimbardo
Professor

At Stanford I discovered that doing research in psychology really fascinates me. I worked on some interesting and important projects with faculty whom I soon realized were in the forefront of many areas of psychology. In my senior year I developed my own project and found faculty generous with their advice, guidance, and resources. I was able to continue research on my own after graduation. As I look back I realize that the strength and relative small size of the department provided me with a unique opportunity for both intellectual stimulation and personal contact.

One of the most appealing aspects about majoring in psychology is that it is an excellent preparation for many fields of study, e.g., medicine, law, education, business. Some professors in the department work in more than one discipline. If students are interested in a professional school they may want to find these professors and offer their time to assist them in research or discuss future plans. The range of applications of a psychology major are limitless. Research and paraprofessional experience are just two examples of the numerous opportunities provided by the Psychology Department, of ways students can discover what really interests them.

THE PSYCHOLOGY MAJOR

Unit Requirements

All students declaring a major in Psychology must complete a minimum of 70 units of course work in Psychology, 60 of which must be taken in the Psychology department. The remaining 10 units must be pre-approved your faculty advisor. These courses should represent a coherent thematic focus. One way to achieve this focus is through a specialization track.

All courses taken to satisfy the 70 unit requirement must be taken for a grade of 'C-' or better, except for courses offered only on a S/NC (Satisfactory/No Credit) basis. Advanced placement (AP) credit may no longer be used toward the Psychology major requirements.

Required Courses

1. The following two introductory courses:
PSYCH 1 Introduction to Psychology
PSYCH 10 Introduction to Statistical Methods
2. Five of the following ten core courses, with a minimum of two from each area A and B:

Area A Courses:

BIOSCI 20 Introduction to Brain and Behavior (formerly PSYCH 20)
PSYCH 30 Introduction to Perception
PSYCH 45 Introduction to Learning and Memory
PSYCH 55 Introduction to Cognition and the Brain

Area B Courses:

PSYCH 60 Introduction to Developmental Psychology
PSYCH 70 Introduction to Social Psychology
PSYCH 75 Introduction to Cultural Psychology
PSYCH 80 Introduction to Personality Psychology
PSYCH 90 Introduction to Clinical Psychology
PSYCH 95 Introduction to Abnormal Psychology

Students who declared the Psychology major prior to the 2002-2003 academic year may take any five of the ten core courses. Students who declared a major in Psychology prior to the 2005-2006 academic year may choose to adhere to the 55-unit major requirement, taking PSYCH 1, PSYCH 10, five core courses and elective courses, totaling 55 units.

3. Students must take one Writing in the Major course (designated WIM) in Psychology, and should check the Stanford Bulletin yearly as these courses may change.

Additionally, the department strongly recommends that all majors take at least one advanced seminar.

Students may count up to 10 units of independent study, research, and practica (including but not limited to PSYCH 194, 195, 281) toward the Psychology major. Students who are teaching assistants for a Psychology course or who are enrolled in the senior honors program are allowed up to 15 units in independent study, research, and practica. Any units beyond the limit of 10 or 15 may be counted toward the 180 required for graduation.

Please note that Summer Quarter Psychology courses are not equivalent to courses given during the regular academic year and, while applicable toward the 70 units needed for the major, may not be used to fulfill the core course requirement. Additionally, a course taken during the Summer Quarter cannot be used to replace the grade of a non-Summer Quarter course, even if the title and units of the two courses are the same.

Transfer Credits/Petitions

Evaluation of transfer credit for the Psychology major or minor is a three-step process. First, in order to submit an undergraduate petition for transfer credit, you must have already declared Psychology as a major or minor. Second, Stanford credit for courses completed at other institutions must be granted by the External Credit Evaluation section of the Registrar's Office. Those units can then be applied toward the 180 required for graduation. Third, the Psychology department evaluates the courses to determine if they can be applied toward Psychology major or minor requirements. To have a course evaluated, students complete an undergraduate petition form (available online) and submit it to the Student Services Office. Attached with the petition please include a course syllabus and a copy of the signed transcript from the External Credit Evaluation section showing the number of Stanford units granted for the course.

Psychology majors must complete at least 43 units of course work toward their major at Stanford. No more than 10 units of transfer credit may be counted toward the Psychology minor. Both majors and minors may use only one transfer course towards fulfilling the core course requirements. Additional courses may be used to fulfill the 70 unit requirement, but do not count as core courses.

Students may also petition courses they wish to count toward their Psychology Major taken at Stanford University, but outside of the Psychology Department. Please fill out a petition and submit it to the Student Services Office along with a course description and a copy of your transcript.

Psychology Major Declaration Process

To declare a psychology major, first obtain a Proposed Program Form from our website at http://psychology.stanford.edu/undergraduate_forms.html or stop by the Student Services Office (SSO). Fill out the form, making sure to meet with and have your Psychology faculty advisor sign it. Next, acquire your student file from your freshman advisor or get a copy from your first major. Bring the Proposed Program Form and your student file to the SSO for approval. Your final step is to declare psychology as your major on Axess.

Senior Honors Program

The Senior Honors Program in Psychology is designed for qualified students who wish to pursue a year of intensive supervised independent research. Students apply to the program at the end of their junior year. Admission is based on academic performance, previous research experience and recommendations by faculty and/or graduate students. Students interested in the program should involve themselves in research as early as possible and acquire a broad general background in psychology as well as a deep background in their chosen area. For additional information, see the department Senior Honors Program handout online. Please note that you may not declare Honors on Axess until you have been accepted into the program.

Specialization Tracks

Students in the major program, including those in the Senior Honors Program, may elect to specialize in one of four tracks: Cognitive Sciences; Health and Development; Mind, Culture, and Society; or Neuroscience. Specialization tracks consist of a coherent set of courses leading to advanced undergraduate or even graduate level courses in an area.

Specialization in a track is optional, although students who do not wish to complete all the requirements for a track may still want to use the track as a guideline for an integrated program in Psychology. Students who choose to complete a specialization track must meet the requirements for the major plus the additional requirements designated for the track. Typically the courses required for a track include one or two required courses, four to six recommended courses in Psychology, one or two advanced seminars, and three to four courses in related disciplines. Psychology courses completed for the track count toward satisfying the major requirements. Courses from other departments listed for the tracks may count toward the 10 outside units for the major requirement, but must be pre-approved by your faculty advisor. For more information about the tracks and required courses, please look online.

Advising

A student's primary resources in preparing a study program are the faculty advisors, other faculty members working in areas related to the student's interests, and the Student Services Offices. Other resources may include the SUPA Peer Advisors and other psychology students.

SPECIALIZATION TRACKS

Psychology majors, including those in the Senior Honors Program, may also elect to specialize in one of four tracks: Cognitive Sciences; Health and Development; Mind, Culture, and Society; and Neuroscience. Specialization tracks consist of a coherent set of courses leading to advanced undergraduate or even graduate level courses in an area. In the ideal case, the student who specializes acquires an understanding of a range of psychological processes, as well as an appreciation of the significance of these processes in the chosen area of application. In this way, specialization could facilitate the student's preparation for graduate work in psychology or a related field, or for professional training in law, medicine, business, or counseling.

Specialization in a track is optional, although students who do not wish to complete all the requirements for a specialization track may still want to use the track as a guideline for an integrated program in psychology. Students may officially only complete one track. The specialization track appears on the student's transcript, but does not appear on the student's diploma. Courses taken to fulfill psychology major requirements may also be used to fulfill track requirements. Courses from outside the Department of Psychology that are taken to fulfill track requirements do not count toward the completion of the Psychology major. There is an application for the Mind, Culture and Society Track and all tracks must be declared on Axess.

In general, track requirements are as follows:

- a. the required courses
- b. at least 4 elective psychology courses
- c. at least 4 units of pre-professional experience or research experience
- d. at least 1 advanced seminar
- e. at least 3 approved courses from related disciplines outside the department

Each track has a list of approved outside courses, which is by no means exhaustive. If a student feels a course falls within the domain of a track and wants to take it, he or she should consult with a faculty advisor for the track to see if the course will qualify as an outside course. To receive track credit for the course, the student must get the track advisor's signature, verifying his or her approval, and give it to the Student Services Office.

Cognitive Sciences Track

Faculty Advisors: Lera Boroditsky and Michael Ramscar

Ideal for students interested in the workings of the mind and the brain, as well as artificial intelligence; design of objects, environments, interfaces, and information; human computer interaction; language; and eyewitness testimony. The track includes courses in perception, language, cognition, and neuroscience in the Psychology Department with recommendations for courses in the Computer Science, Philosophy, and Linguistics Departments.

Required Courses

PSYCH 55 Introduction to Cognition and the Brain

Elective Psychology Courses (students must take at least 4 courses)

PSYCH 30 Introduction to Perception
PSYCH 45 Introduction to Learning and Memory
PSYCH 120 Cellular Neuroscience: Cell Signaling and Behavior
PSYCH 122 Human Behavioral Biology
PSYCH 130 Introduction to Cognitive Science
PSYCH 131 Language and Thought
PSYCH 137 Birds to Words: Cognition, Communication, and Language
PSYCH 141 Cognitive Development

Approved Outside Courses (students must take at least 3 courses)

CS 103A	Discrete Mathematics for Computer Science
CS 103B	Discrete Structures
CS 103X	Discrete Structures (Accelerated)
CS 106B	Programming Abstractions
CS 109	Introduction to Computer Science (not currently offered)
CS 121	Introduction to Artificial Intelligence
LINGUIST 120	Introduction to Syntax
LINGUIST 130A	Introduction to Linguistic Meaning
PHIL 57	Introductory Logic
PHIL 80	Mind, Matter, and Meaning
PHIL150/250	Basic Concepts in Mathematical Logic (same as LINGUIST 135)
PHIL 151/251	First-Order Logic
PHIL 152/252	Computability and Logic
PHIL 181/281	Philosophy of Language
PHIL 184/284	Theory of Knowledge
PHIL 186/286	Philosophy of Mind

At Least 4 Units of Pre-professional or Research Experience

Prior approval of a faculty track advisor is required.

At Least 1 Advanced Seminar

Prior approval of a faculty track advisor is required.

Note: The list of outside courses is by no means exhaustive. Students who feel a course falls within the domain of the Cognitive Sciences Track should consult a faculty track advisor for approval.

HEALTH AND DEVELOPMENT TRACK

Faculty Advisor: Susan Johnson

Ideal for students interested in medicine (especially psychiatry or pediatrics), clinical psychology, education (at all levels), or health psychology. The track includes courses and research opportunities in developmental and abnormal psychology, as well as courses in Human Biology, Cultural and Social Anthropology, Education, and Sociology Departments.

Required Courses

PSYCH 60	Introduction to Developmental Psychology
PSYCH 90	Introduction to Clinical Psychology

Elective Psychology Courses (students must take at least 4 courses)

BIOSCI 20	Introduction to Brain and Behavior (formerly Psych 20)
PSYCH 45	Introduction to Learning and Memory
PSYCH 50	Introduction to Cognitive Neuroscience
PSYCH 55	Introduction to Cognition and the Brain

PSYCH 70	Introduction to Social Psychology
PSYCH 80	Introduction to Personality Psychology
PSYCH 95	Introduction to Abnormal Psychology
PSYCH 101	Community Health Psychology
PSYCH 102	Longevity
PSYCH 137	Birds to Words: Cognition, Communication, and Language
PSYCH 140	Research Methods in Developmental Psychology
PSYCH 141	Cognitive Development
PSYCH 142	Social Development
PSYCH 143	Developmental Anomalies
PSYCH 149	The Infant Mind: Cognitive Development over the First Year
PSYCH 158	Emotions: Histories, Theories, and Research
PSYCH 162	Psychology of Gender
PSYCH 163	Interpersonal Basis of Abnormal Behavior
PSYCH 168	Emotion Regulation

**Examples of Approved Outside Courses
(students must take at least 3 courses)**

ANTHSCI 171	Aging: From Biology to Social Policy
BIOSCI 150	Human Behavioral Biology
CASA 82/282	Medical Anthropology
EDUC 141	Race, Education, and Media
EDUC 170	Gender and Education (not currently offered)
HUMBIO 3B	The Human Predicament
HUMBIO 117A	Community Health: Assessment and Planning I
HUMBIO 117B	Community Health: Assessment and Planning II
HUMBIO 126	Adolescent Development
HUMBIO 156	Human Developmental Biology and Medicine (also DBIO 156)
SOC 150	The Family

At Least 4 Units of Pre-professional or Research Experience

PSYCH 146	Observation of Children
PSYCH 147	Development in Early Childhood
PSYCH 171	Research Seminar on Aging
PSYCH 195	Special Laboratory Projects

At Least 1 Advanced Seminar

PSYCH 124	Seminar on Psychophysiology
PSYCH 144	Conceptual Organization and Development
PSYCH 145	Seminar on Infant Development
PSYCH 154	Selected Topics in Affective Disorders
PSYCH 162	Seminar on Psychology of Gender
PSYCH 166	Seminar on Personal and Social Change
PSYCH 167	Seminar on Aggression

Note: The list of outside courses is by no means exhaustive. Students who feel a course falls within the domain of the track should consult, Susan Johnson, faculty track advisor, for approval.

MIND, CULTURE, AND SOCIETY TRACK

Faculty Advisors: Hazel Markus and Jennifer Eberhardt

Ideal for students interested in social or cultural psychology, education, media, business, or law. The track focuses on the mutual constitution of mind, culture, and society, aiming to provide students with a comprehensive understanding of how psychological experience is afforded and shaped by the meanings and practices of the significant sociocultural contexts of people's lives. Considerable attention will also be given to how psychological experience perpetuates and reinforces these contexts. The primary emphasis is on contexts created by culture, social structure, race, ethnicity, and gender. Students must apply for admittance to this track prior to June 30 of their sophomore year using the attached application form.

Students admitted to the track must take all four of the required courses. The lists of recommended psychology and outside courses provided here, however, are not intended to be exhaustive. Admitted students should meet with their faculty advisor to design an appropriate course of study and receive approval for the psychology and outside courses they plan to take.

Required Courses

PSYCH 75	Cultural Psychology
PSYCH 155	Introduction to Comparative Studies in Race and Ethnicity
PSYCH 173	Mind, Culture, and Society Research Lab (for Juniors only)
PSYCH 177	Senior Seminar on Mind, Culture, and Society

Recommended Psychology Courses

(students must take at least 4 courses)

PSYCH 70	Introduction to Social Psychology
PSYCH 101	Community Health Psychology
PSYCH 102	Longevity
PSYCH 110	Research Methods and Experimental Design
PSYCH 158	Emotions: History, Theories, and Research
PSYCH 162	Psychology of Gender
PSYCH 165	Peace Studies
PSYCH 178	Stigma and Marginality
PSYCH 180	Social Psychological Approaches to Stereotyping and Prejudice
PSYCH 215	Mind, Culture, and Society Graduate Seminar
PSYCH 217	Topics and Methods in Cultural Psychology

Recommended Outside Courses

(students must take at least 3 courses)

AFROAM 105	Introduction to African and African American Studies
AMSTUD 160	Perspectives on American Identity
CASA 16	Native Americans in the 21 st Century: Encounters, Identity, & Sovereignty
CASA 88	Theories in Race and Ethnicity
CASA 151/251	Cultural Studies
EDUC 156A	Understanding Racial and Ethnic Identity

EDUC 177	Education of Immigrant Studies: Psychological Perspectives
EDUC 178X	Latino Families, Languages, & Schools
EDUC 179	Urban Youth and Their Institutions: Research and Practice
EDUC 197	Education and the Status of Women: Comparative Perspective
EDUC 201A	History of African American Education
EDUC 212X	Urban Education
EDUC 273X	Gender and Higher Education
EDUC 292	Cultural Psychology
FEMST 101	Introduction to Feminist Studies
FEMST 120	Introduction to Queer Studies
HISTORY 59	Introduction to Asian American History
HISTORY 62	Introduction to African American History
HISTORY 64	Introduction to Race and Ethnicity in the American Experience
HISTORY 162	Introduction to Chicana/o Life and Culture
HISTORY 166	Introduction to African American History: The Modern African American Freedom Struggle
HISTORY 258	History of Sexuality in the United States
HISTORY 260	Race and Ethnicity in the American Metropolis: Case Study of Los Angeles
HISTORY 265	New Research in Asian American History
HUMBIO 102A, 102B	Children, Youth, and the Law
HUMBIO 104	Aging: From Biology to Social Policy
HUMBIO 123	Adolescent Sexuality
HUMBIO 141	Race, Poverty, and the Environment
HUMBIO 169	Critical Issues in International Women's Health
LINGUIST 156	Language and Gender
NATIVEAM	Language, Culture, and Education in Native North America
PHIL 30	Introduction to Political Philosophy (also ETHICSOC 30)
PHIL 77	Methodology in Ethics: Translating Theory into Practice (also ETHICSOC 77)
PHIL 80	Mind, Matter, and Meaning
PHIL 177	Philosophical Issues Concerning Race and Racism (also POLISCI 136)
POLISCI 121	Urban Politics
POLISCI 131	Children's Citizenship: Justice Across Generations
POLISCI 221T	Politics of Race and Ethnicity in the United States
POLISCI 226S	Asian Americans in Politics
POLISCI 231S	Contemporary Theories of Justice
PUBLPOL 168	The Matrix of Change: Managing Diversity
SOC 115A	Social Structure, Culture, and the Economy
SOC 122	Sociology of Culture
SOC 136	Law and Society
SOC 138	American Indians in Comparative Historical Perspective
SOC 139	American Indians in Contemporary Society
SOC 140	Introduction to Social Stratification
SOC 141A	Social Class, Race, Ethnicity, and Health
SOC 142	Sociology of Gender
SOC 143	Prejudice, Racism, and Social Change
SOC 144	Race and Crime in America

SOC 145	Race and Ethnic Relations
SOC 148	Racial Identity
SOC 149	The Urban Underclass
SOC 150	The Family

There are no additional research or seminar requirements for the Mind, Culture, and Society Track.

NEUROSCIENCE TRACK 2007-2008

Faculty Advisors: Kalanit Grill-Spector, James Gross, Brian Knutson, Anthony Wagner, and Brian Wandell.

Ideal for students interested in the physical processes that give rise to mind and behavior. This track provides good preparation for students interested in medicine, neuroscience, behavioral medicine, and vision sciences, including ophthalmology and optometry. The coursework and research training within this track emphasize neuroimaging methods and the relationship between brain, perception, and behavior.

Completion of either the Biology core or the Human Biology “A” core is strongly recommended for students in the Neuroscience Track.

Required Courses

BIOSCI 20	Introduction to Brain and Behavior (formerly Psych 20)
PSYCH 30	Introduction to Perception
PSYCH 55	Introduction to Cognition and the Brain
PSYCH 120	Cellular Neuroscience: Cell Signaling and Behaviors

Elective Psychology Courses (students must take at least 4 courses)

PSYCH 45	Introduction to Learning and Memory
PSYCH 112	Research Methods in Cognitive Psychology (not currently offered)
PSYCH 121	Ion Transport and Intracellular Messengers
PSYCH 125	Affective Neuroscience
PSYCH 161	Seminar on Emotion
PSYCH 168	Seminar on Emotion Regulation
PSYCH 202	Cognitive Neuroscience (formerly called Neuroscience)
PSYCH 203	Foundations of Vision
PSYCH 204A	Computational Neuroimaging
PSYCH 204B	Computational Neuroimaging: Analysis Methods
PSYCH 206	Behavioral Neuroscience
PSYCH 210	Foundations of Memory
PSYCH 221	Applied Vision and Image Systems
PSYCH 250	High-level Vision
PSYCH 259	Emotions: Histories, Theories, and Research
PSYCH 267	Vision and Image Processing
PSYCH 276	Computational Neuroscience

Approved Outside Courses (students must take at least 3 courses)

BIOSCI 150/250	Human Behavioral Biology
BIOSCI 158	Developmental Neurobiology

BIOSCI 109/209 The Human Genome and Disease: Simple Organisms as Model Systems, for Mice and Men (also HUMBIO 114)
NBIO 206 The Nervous System (also NEPR 216)

At Least 4 Units of Pre-professional or Research Experience

Prior approval of a faculty track advisor is required.

At Least 1 Advanced Seminar

Prior approval of a faculty track advisor is required.

Note: The list of outside courses is by no means exhaustive. Students who feel a course falls within the domain of the Neuroscience Track should consult a track faculty advisor for approval.

PREPARING FOR GRADUATE WORK IN PSYCHOLOGY

Students considering graduate school in psychology, or those who simply wish to pursue a broader and more rigorous academic program, are advised to combine advanced courses in several sub-areas of psychology and related fields with a research focus in one area of special interest.

Advanced seminars are offered each quarter for the study of a number of specialized topics. Although seminars are described in the *Stanford Bulletin*, students should also check the Time Schedule carefully each quarter, as new seminars may be added or existing ones changed. Other sources of information about seminars include the Student Services Office and announcements on bulletin boards in the main office of Jordan Hall.

Other suggestions for students considering graduate school in psychology:

A. Research experience, particularly in the junior and senior year, is highly desirable for anyone considering graduate work in psychology. For those interested in clinical psychology, counseling psychology, etc., some type of paraprofessional experience is also recommended.

B. Courses in statistics (beyond PSYCH 10), mathematics, and computer sciences are becoming increasingly important and helpful for graduate work.

C. Advanced courses in fields related to psychology (e.g., linguistics, anthropology, biology, and physiology) will further strengthen students' programs.

D. The Senior Honors Program is strongly recommended for students interested in graduate work in psychology.

DESIGNING A PRE-PROFESSIONAL CURRICULUM

It is difficult to suggest a typical four-year program in psychology, because each student's program is specifically tailored to his or her needs and interests. The major lends itself easily to specialization. In fact, the Psychology Department now officially recognizes the value of such specialization and offers four specialization tracks for students who want to increase the depth and sharpen the focus of their major. The four

tracks are Cognitive Sciences; Health and Development; Mind, Culture, and Society; and Neuroscience. Students considering graduate work in psychology or professional careers in law, medicine, business, or human engineering will find the training received in any of these options to be quite valuable.

Because psychology is concerned with a wide range of social behaviors, study in this field provides a strong foundation for those students considering careers that involve interacting with people. Students considering careers in business, education, law, medicine, clinical psychology, counseling or social work can benefit from extensive course work in psychology. For students with these career interests, the following course recommendations have been prepared by the faculty for each career area:

Preparation for a Career in Business

Psychology is a highly relevant field of study that is often recommended as a major for students planning to pursue an M.B.A. degree. Graduate schools of business such as Stanford's are primarily looking for students with a strong liberal arts background that focuses on both writing and quantitative skills. Thus an appropriate undergraduate program would emphasize a broad understanding of human nature and social behavior as well as a functional grasp of mathematical concepts. Many individual courses in psychology satisfy these criteria, and the following are particularly recommended.

PSYCH 10: Introduction to Statistical Methods
PSYCH 70: Introduction to Social Psychology
PSYCH 252: Statistical Methods for Behavioral & Social Sciences
PSYCH 156: Applications of Social Psychology
PSYCH 166: Seminar on Personal and Social Change

Interested students should consult the admissions brochure of the Graduate School of Business for other required courses, such as the calculus sequence.

Preparation for a Career in Education

The field of education encompasses a number of different academic areas. Psychology is one of several majors that provide a strong background for graduate work in education. For those students considering advanced work in child development, educational psychology, counseling psychology, or school psychology, a psychology major is particularly relevant, especially the Health and Development Track. Recommended courses include those that deal with human learning and development, some of which are cross-listed with courses offered in the School of Education.

PSYCH 60: Introduction to Developmental Psychology
PSYCH 252: Statistical Methods for Behavioral & Social Sciences
PSYCH 141: Cognitive Development
PSYCH 146: Observation of Children
PSYCH 147: Development in Early Childhood

Preparation for a Career in Law

A background in psychology can be enormously useful for the study and practice of law. There are so many interconnections between law and psychology that one can hardly go wrong in terms of course selection. It is important to apply and relate legal problems to the psychology course material. The following individual courses are especially useful in preparing for legal training.

PSYCH 10: Introduction to Statistical Methods
PSYCH 30: Introduction to Perception
PSYCH 55: Introduction to Cognition and the Brain
PSYCH 60: Introduction to Developmental Psychology
PSYCH 70: Introduction to Social Psychology
PSYCH 95: Introduction to Abnormal Psychology
PSYCH 131: Language and Thought
PSYCH 142: Social Development
PSYCH 156: Applications of Social Psychology
PSYCH 163: The Interpersonal Basis of Abnormal Behavior
PSYCH 166: Seminar on Personal and Social Change
PSYCH 167: Seminar on Aggression

Preparation for a Career in Medicine

Psychology is highly recommended as a major for premedical students interested in psychiatry or neurology and is a valuable major for any premedical student who plans to practice medicine. What specific psychology courses are best for premedical students? This is a complex question. While courses in physiological psychology may seem most relevant, courses in other areas such as cognitive processes and abnormal psychology provide information of enormous practical value for the future physician. The intended area of medical specialization will also influence the choice of courses. For example, a future pediatrician would benefit particularly from courses in developmental psychology. Courses in research methods as well as independent research through the Senior Honors Program also provide valuable training for students heading for medical school.

Preparation for a Career in Clinical Psychology, Counseling, or Social Work

While Stanford does not offer a graduate program in clinical psychology, a number of undergraduate courses are designed to acquaint students with the mental health field. Most of these courses are included in the Health and Development Track. Students who also want to gain more practical knowledge about normal and abnormal development can further explore the field through a clinical practicum. Individual undergraduate courses appropriate for students preparing for careers in clinical psychology, counseling, or social work include the following:

BIOSCI 20: Introduction to Brain and Behavior
PSYCH 55: Introduction to Cognition and the Brain
PSYCH 90: Introduction to Clinical Psychology
PSYCH 95: Introduction to Abnormal Psychology
PSYCH 163: The Interpersonal Basis of Abnormal Behavior
PSYCH 166: Seminar on Personal and Social Change

Students interested in clinical work with children or adolescents will also want to consider:

PSYCH 60: Introduction to Developmental Psychology

PSYCH 141: Cognitive Development

PSYCH 146: Observation of Children

PSYCH 147: Development in Early Childhood

THE PSYCHOLOGY MINOR

Unit Requirements

The completion of a minimum of 35 units in Psychology is required for the minor. All courses counting toward the minor must be passed with a minimum letter grade of 'C-' or better. Courses must be taken for a letter grade unless the course is only offered CR/NC. Students may not overlap ("double-count") courses for completing major and minor requirements, unless the overlapping courses constitute introductory skill requirements, such as Psych 10: Introduction to Statistical Methods. Advanced Placement (AP) credit may no longer be used toward the Psychology minor. Summer Quarter Psychology courses are not applicable toward the 35 units needed for the minor.

Required Courses

1. The following two introductory courses:

PSYCH 1 Introduction to Psychology

PSYCH 10 Introduction to Statistical Methods

2. Three of the following ten core courses, with a minimum of one from each area A and B:

Area A Courses:

BIOSCI 20 Introduction to Brain and Behavior (formerly PSYCH 20)

PSYCH 30 Introduction to Perception

PSYCH 45 Introduction to Learning and Memory

PSYCH 55 Introduction to Cognition and the Brain

Area B Courses:

PSYCH 60 Introduction to Developmental Psychology

PSYCH 70 Introduction to Social Psychology

PSYCH 75 Introduction to Cultural Psychology

PSYCH 80 Introduction to Personality Psychology

PSYCH 90 Introduction to Clinical Psychology

PSYCH 95 Introduction to Abnormal Psychology

Students who declared the Psychology minor prior to the 2002-2003 academic year may choose any three of the ten core courses. Students who declared a Psychology minor prior to the 2005-2006 academic year may choose to complete seven total courses: PSYCH 1, 10, three core courses, and two elective courses.

Elective psychology courses of at least three units each, making the total of all courses taken in Psychology 35 units. Independent study, research, and practica (Psychology 194 and 195) do not count as electives.

Transfer Credits/Petitions

Evaluation of transfer credit for the Psychology major or minor is a three-step process. First, in order to submit an undergraduate petition for transfer credit, you must have already declared Psychology as a major or minor. Second, Stanford credit for courses completed at other institutions must be granted by the External Credit Evaluation section of the Registrar's Office. Those units can then be applied toward the 180 required for graduation. Third, the Psychology department evaluates the courses to determine if they can be applied toward Psychology major or minor requirements. To have a course evaluated, students complete an undergraduate petition form (available online) and submit it to the Student Services Office. Attached with the petition please include a course syllabus and a copy of the signed transcript from the External Credit Evaluation section showing the number of Stanford units granted for the course.

No more than 10 units of transfer credit may be counted toward the Psychology minor. Both majors and minors may use only one transfer course towards fulfilling the core course requirements.

Psychology Minor Declaration Process

Students must complete their declaration of the minor on Axxess no later than when they file their application to graduate. In addition, students must obtain a Proposed Program Form from our website at http://psychology.stanford.edu/undergraduate_forms.html. Fill it out and bring the Proposed Program Form to the Student Services Office for approval. It is the obligation of the student to declare the minor. Students who have fulfilled the requirements, but do not declare the minor will not be credited with having completed it. Please note that, in addition to declaring the minor, students are required to complete the Major-Minor Course Approval Form prior to graduation. This form is available online through the registrar web site at http://www.stanford.edu/dept/registrar/pdf/MajMin_MultMaj.pdf.

REGISTRATION FOR CLASSES

Currently, students do not need to sign up in advance for any psychology courses, unless a special pre-registration website is noted in the Time Schedule. Students who sign up for Psychology 194 (Reading and Special Work) or Psychology 195 (Special Laboratory Projects) must register under the faculty member's name. Students must get permission from the faculty member (or graduate student with whom they will be working) before registering for research.

TRANSFER CREDIT

Evaluation of transfer credit for the psychology major or minor is a two step process. First, Stanford credit for courses completed at other institutions must be granted by the Transfer Credit Evaluation Office in the Office of the Registrar. Those units can then be applied toward the 180 required for graduation. Second, the Psychology Student Services Office will evaluate the courses to determine if they can be applied toward

psychology minor requirements. To have a course evaluated, students must complete an undergraduate petition form (available from the Student Services Office, Bldg. 420, Rm. 110) and submit it with a copy of the signed transcript from the Transfer Credit Evaluation Office and a course syllabus.

Transfer psychology majors must complete at least 28 units of course work in the Stanford Psychology Department, and no more than 10 transfer units can be counted toward the psychology minor. Students may use only one transfer course toward fulfilling the core course requirement of the major or minor. The units from additional core-equivalent transfer courses can be applied toward the major or minor, but the courses cannot be counted as one of the required core courses.

PETITIONS

Petitions are needed if a student would like unapproved courses to count towards the core requirements, to have other departmental courses count towards major credit, for tutorials (for example, those taken abroad) to count towards the major, or for any other exception to departmental requirements. The petition form is available from the Student Services Office and petitions are reviewed on a case by case basis for credit towards the psychology major.

RESEARCH EXPERIENCE

Studying psychology at Stanford give students the opportunity to become involved in ongoing research projects and to develop the skills necessary to conduct independent research. The first step in getting research experience is to serve as an “apprentice” (i.e. research assistant) with a researcher, working on a project of interest. Research positions are also posted on bulletin boards throughout the building.

In most cases, students serve as research assistants for academic credit. The general guideline is that 1 unit of credit is given for every 3 hours of work each week on the research project. Students working as research assistants should sign up for Psychology 195: Special Laboratory Projects, under the name of the faculty member sponsoring the research.

Students are encouraged to get involved in research early in their career as psychology majors, in order to have the opportunity to explore a number of different areas within the field and to develop skills in an area of special interest. For students interested in pursuing independent research, the Undergraduate Academic Life (UAL) office in Sweet Hall sponsors a number of different kinds of grants, including Small Grants for individual projects and Major Grants for larger projects and summer internships. Students should visit the UAL web site, <http://ual.stanford.edu> for more information.

SENIOR HONORS PROGRAM

Description

The Senior Honors Program in Psychology is designed for highly able and motivated Psychology majors who wish to pursue a year of intensive supervised independent research. Students interested in the program should involve themselves in research as early as possible and acquire a broad general background in psychology as well as a

deep background in their chosen area. They should also take statistics and are advised to take at least one of the laboratory or methods courses offered by the department.

Admission

Application forms for each year are made available online the beginning of Spring Quarter. Students apply to the program at the end of their Junior year by submitting an application, two letters of recommendation, and a transcript to the Student Services Office. At least one letter must be from a Stanford Psychology faculty member expressing in writing his or her willingness to serve as the student's honors advisor.

The application deadline is June 1, 2008. No late applications will be accepted. Admission to the honors program is based on academic performance (both in general courses and Psychology courses), previous research experience, and faculty or graduate student recommendations. Preference is given to students with a GPA of at least 3.0. Notification of acceptance will be made prior to the start of the Senior year.

Juniors may participate in the Honors Program only if they have (a) completed 130 units, (b) achieved Senior status, and (c) will have completed the major requirements by the end of the third year. Please note, that it is expected that participants will have a modest course load (formal classes plus research totaling about 15 units per quarter) so as to allow sufficient time for the research required for the Honors Program.

In some cases students may be allowed to participate in the Honors and co-term programs simultaneously. These requests are granted on an individual basis. For simultaneous Honors and co-term programs, the co-term faculty advisor must certify that the total Stanford research experience is commensurate with obtaining the Master's degree.

Program Overview

Autumn Quarter is devoted to a weekly seminar and to developing a concrete research proposal. The seminar includes general discussions of research, oral presentations, and discussions of each student's project. During this time students also meet regularly with their research sponsors, read background material, and plan their research. At the end of Autumn Quarter, students submit written research proposals.

Winter Quarter is devoted to data collection and initiation of data analysis. There are no weekly meetings, but several meetings will be planned for students to update one another on their progress and to review statistics and data analysis. At the end of Winter Quarter students turn in progress reports, outlining what they have accomplished and what still needs to be done. By this time, a significant portion of data collection should be completed.

Spring Quarter is typically spent on data analysis, making sense of the findings, completing the paper, and preparing a brief talk. Completed theses are due mid-May. The program culminates in an Honors Convention, held on Dead Day in June. Students present their research to an audience of faculty, undergraduate and graduate students, and other interested people (including family). Upon successful completion of the program, students graduate with Departmental Honors.

Courses and Requirements

Honors students register for Psychology 197: Advanced Research, 1-4 units, in Autumn Quarter and for Psychology 198: Senior Honors Research, 1-4 units, in Winter and Spring Quarters. The maximum units allowed for honors research is 12. Psychology 197 has a S/NC option only. Upon completion of the program, one letter grade is given for both quarters of Psych 198.

All honors thesis research can only be counted under Psychology 197 and 198, not other research courses such as Psychology 194 and 195. Honors students may only count up to 15 units of independent research (including Psychology 194, 195, 197, and 198) toward the psychology major.

All Honors students must submit a written statement from a Psychology faculty member that he or she will serve as the student's research advisor, and accepts the responsibility to supervise the student's honors research project. The Undergraduate Research Opportunity Office's grant requirements stipulate that at least one advisor for each Senior Honors research project must be a member of Stanford's Academic Council.

MULTIPLE AND SECONDARY MAJORS

Multiple Majors: Formal options exist for all Stanford undergraduates who are interested in pursuing more than one academic discipline. Please refer to the *Stanford Bulletin*, the Undergraduate Advising Center at Sweet Hall, and the Student Services Office in the Psychology Department. Please remember that participation in any multiple major program requires declaration of each major and that students may not overlap ("double-count") courses for the two majors, unless the overlapping courses constitute introductory skill requirements, such as Introduction to Statistical Methods (PSYCH 10).

Secondary Majors: Another type of major available to all Stanford students is the secondary major. This requires the student to complete all the requirements for two majors, with certain units counting toward both. The student then will receive his or her major degree along with the notation (on the transcript but not the diploma) that the requirements of both majors have been fulfilled.

COTERMINAL A.M. DEGREE

Stanford undergraduate students who would like advanced training in psychology may apply for a coterminal A.M. degree in psychology. To do so, students should download necessary forms off the website at:

http://www.psych.stanford.edu/undergraduate_coterm.html and submit them to the Student Services Office. This program is limited in size, and admission is highly selective. Students must apply to this program between their eighth and eleventh quarters of undergraduate study. The application deadline is January 10th.

OPPORTUNITIES AT BING NURSERY SCHOOL

Located on Escondido Road, Bing School was originally established to promote research in developmental psychology. The Bing School provides top quality early

education to approximately 300 children between eight months and six years of age. There are basically four ways that students may gain experience at Bing:

1. Coursework: Students may enroll in PSYCH 60/60A (5-unit option), 146 or 147.
2. As a research assistant: Students should contact faculty members and graduate students or Bing.
3. As a volunteer working with the children or assisting teachers.
4. As a teacher's aid: Work/Study positions are available. Interested students should call Bing at 723-4865 for more information.

DEPARTMENT OF PSYCHOLOGY COLLOQUIUM SERIES

The Psychology Department invites a number of guest lecturers from various universities to speak in Jordan Hall on their current research in psychology. Many students find it an enlightening experience to hear firsthand about recent studies in these lectures. An informal reception in the fourth floor lounge follows each colloquium, which allows students to ask questions about research, schools, and whatever else may interest them. A list of speakers is posted each quarter and advertised in the Psychology Department. A sign is posted by the front elevator on the day of each colloquium as a reminder. Colloquia are normally scheduled biweekly on Wednesday afternoons at 3:45 p.m. during the academic year.

STUDENT ORGANIZATIONS

Stanford Undergraduate Psychology Association (SUPA)

Faculty Advisor: Professor Susan Johnson

SUPA is a student-run organization linking students interested in psychology to other interested undergraduates, as well as to graduate students and faculty members. They are active throughout the year, organizing and participating in various academic and social events. SUPA's regular activities include informal lunches with members of the psychology community, information panels such as the "Applying to Graduate Schools" and "Careers in Psychology" forums, a Peer Advising program, research fairs, and department socials. We also have various community service projects throughout the year, including the annual Silent Auction that raises proceeds for a charity of choice. Everyone is welcome to get involved! For news on current activities, check the SUPA bulletin board on the first floor of Jordan Hall.

SUPA also offers the **Peer Advising** program. The Peer Advisors are psychology students who are available to field any questions other psychology students may have. Peer Advisors keep office hours regularly and maintain a Graduate School Library as well as information for undergraduates about careers in Psychology. Students interested in meeting with a peer advisor should check the SUPA bulletin boards or the website for office hours.

Psi Chi: The National Honor Society in Psychology

Faculty Advisor: Anne Fernald

Psi Chi was founded in 1929 to encourage, stimulate, and maintain excellence in scholarship, and to advance the science of psychology. Membership is open to graduate and undergraduate students in psychology who have at least a 3.7 G.P.A. in psychology courses and a 3.3 cumulative G.P.A. All students meeting the minimum requirements are invited to apply. Applications are available online.