

ECON	332	Industrial Organization
HIST	326	English Law and Government before the American Revolution
HIST	365	U.S. Constitutional History
JOUR	304	Media Law
PHIL	352	Freedom, Culpability and Punishment
POL	205	Introduction to American Public Policy Process
POL	312	Judicial Process
POL	313	Constitutional Law and Politics
POL	314	Constitutional Rights and Liberties
POL	326	International Law and Organization
POL	414	Seminar in Law and Judicial Politics

**B. Fostering critical thinking about society**

HIST	361	American Thought and Culture Since the Civil War
PHIL	221	Critical Thinking
PHIL	351	Political and Legal Philosophy
POL	373	Political Thought from Marx to the Present
POL	375	American Political Thought

**C. Providing useful skills and improving analytical ability**

ACCT	211	Financial Accounting
COMM	103	Public Speaking
ECON	251	Principles of Macroeconomics
ECON	252	Principles of Microeconomics
ENGL	200	Written English
	<i>or</i>	
ENGL	300	Advanced Writing: Theory and Practice
MATH	101	Finite Mathematics
	<i>or</i>	
MATH	113	Calculus I
PHIL	223	Formal Logic

**Psychology (PSY)**

Giebenhain (chair), Amel, Buri, Chalkley, Johnson, Mabry, Robinson-Riegler, Scott, WilliamsMorris, Winton

The courses and programs offered by the Department of Psychology are meant to be a part of a liberal arts education, teaching the basic principles and theory of the science of psychology, preparing students for graduate study in psychology and for careers in human services and other occupations for which a psychology background is valuable, introducing psychology to non-majors, serving other programs on campus and enabling students to make practical applications of psychology to their own lives.

**Psychology Honor Society**

Psi Chi, the National Honor Society in psychology, was founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. The St. Thomas chapter was established in 1997. Students who have a grade point average of at least 3.00 in psychology, rank in the highest 35 percent of their class, and who have completed at least three semesters of college coursework, including nine hours in psychology, are eligible to apply for membership.

The Department of Psychology also recognizes selected students each year for outstanding research, service, and academic achievements.

Transfer students majoring in psychology must successfully complete at least twenty-four credits in psychology at the University of St. Thomas.

**Major in Psychology**

111	General Psychology
212	Research Methods in Psychology
422	History and Systems (to be taken during the senior year)

*Plus two laboratory courses from:*

321	Current Research Issues in Social Psychology
322	Sensation and Perception
323	Learning and Memory

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325 Research Issues in Cognition

401 Physiological Psychology

*Plus one of:*

200 Psychology of Infancy and Childhood

202 Lifespan Development (students may not receive credit for both 202 and 200)

203 Psychology of Adolescence

204 The Psychology of Adulthood and Aging

*Plus one of:*

121 Social Psychology

301 Psychopathology

302 Personality Theories

*Plus one of:*

206 The Brain and Human Behavior

275 Cognition

400 Seminar in Cognitive and Language Development

*Plus three elective courses in psychology*

A total of 44 credits in psychology are required for the major. Twenty of the 44 credits in psychology must be 300- or 400-level courses.

*Allied requirements:*

All of the following or an adequate substitute approved by the chair:

BIOL 101 General Biology

*or*

BIOL 105 Human Biology

*Plus:*

MATH 101 Finite Mathematics

(or MATH 108-109, 111 or 113; student should take highest level for which eligible)

QMCS 220 Statistics I

Students should take the following courses in the following order:

MATH 101 (or 108-109 or 111 or 113)

QMCS 220

PSY 212

These courses should be taken early in the college career, since they are prerequisites for some required courses in psychology.

A student should consult early with her/his department adviser to have her/his plan approved.

### Concentration in Behavioral Neuroscience

111 General Psychology

212 Research Methods in Psychology

422 History and Systems (to be taken during the senior year)

*Plus one of:*

200 Psychology of Infancy and Childhood

202 Lifespan Development (students may not receive credit for both 202 and 200)

203 Psychology of Adolescence

204 The Psychology of Adulthood and Aging

*Plus one of:*

121 Social Psychology

301 Psychopathology

302 Personality Theories

*Plus:*

206 The Brain and Human Behavior

207 Alcohol, Other Drugs and Behavior

322 Sensation and Perception

401 Physiological Psychology

*Plus:*

Two elective courses in psychology

*Allied requirements:*

All of the following or an adequate substitute approved by the chair:

BIOL 101 General Biology

*or*

BIOL 105 Human Biology

*Plus:*

MATH 101 Finite Mathematics  
(or MATH 108-109, 111 or 113; student should take highest level for which eligible)

QMCS 220 Statistics I

Students should take the following courses in the following order:

MATH 101 (or 108-109 or 111 or 113)

QMCS 220

PSY 212

These courses should be taken early in the college career, since they are prerequisites for some required courses in psychology.

*Recommended:*

Those students planning to pursue graduate study in behavioral neuroscience should consider:

493, 494 Research

Additional courses in biology and chemistry (consult the Behavioral Neuroscience adviser)

### **Teacher Licensure**

*For secondary teacher licensure, see Social Studies in the Department of Teacher Education.*

### **Minor in Psychology**

111 General Psychology

*Plus two of:*

121 Social Psychology

151 Cross-Cultural Psychology

200 Psychology of Infancy and Childhood

202 Lifespan Development (students may not receive credit for both 202 and 200)

203 Psychology of Adolescence

204 The Psychology of Adulthood and Aging

205 Psychology of Women

206 The Brain and Human Behavior

207 Alcohol, Other Drugs and Behavior

212 Research Methods in Psychology

242 Industrial/Organizational Psychology

275 Cognition

288 Psychology of Marriage and the Family

*Plus two of:*

301 Psychopathology

302 Personality Theories

308 Motivation and Emotion

313 Psychological Testing

321 Current Research Issues in Social Psychology

322 Sensation and Perception

323 Learning and Memory

325 Research Issues in Cognition

400 Seminar in Cognitive and Language Development

401 Physiological Psychology

422 History and Systems

424 Clinical Psychology

428 Theories of Counseling and Psychotherapy

Students should consult early with a department adviser to have their plan approved.

### **111 General Psychology**

An introduction to the scientific study of behavior and experience, maturation and development, sensation and perception, learning, imagination and thinking, language and speech, motivation and emotion, conflict and adjustment, personality, intelligence and psychological measurement.

### **121 Social Psychology**

A survey of theories and research findings in social psychology. Topics covered include attitude change, love and liking, aggression, stereotypes and altruism and conformity.

Prerequisite: 111

### **151 Cross-Cultural Psychology**

This course is designed to cover the issues and themes current in the field of cross-cultural psychology. Examples of such issues include: cultural variation along the lines of collectivism and individualism; psychological principles that might be universal compared to those that are culturally specific;

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how content and context affect psychological functioning, and variation within as well as between cultures. A range of substantive areas within psychology will be examined, including social, developmental, organizational, cognitive, health psychology, and psychology of emotion. Examples will be drawn from a range of non-Western cultures (e.g., Japan, India, Liberia) as well as various cultures within the United States (e.g., African-American, Hispanic, American Indian). Emphasis will be placed on how Western and non-Western cultures differ from each other, on how non-Western cultures differ from each other, and on how intra-cultural variation also plays important roles in psychological functioning. This course fulfills the Human Diversity requirement in the core curriculum. Prerequisite: PSY 111

### **200 Psychology of Infancy and Childhood (202)**

An introduction to issues and theories of development dealing with infancy, toddlerhood, and early and middle childhood. The course covers physical, intellectual, emotional, personality, and social development. Mechanisms of heredity, as well as the relative effects of heredity and environment also are covered.

Prerequisite: 111

### **202 Lifespan Development (200)**

Principles and theories of development throughout the life span; interplay among the physical, emotional, social and intellectual variables in the process of growth and development.

Prerequisite: 111

### **203 Psychology of Adolescence**

This course reviews the principles, theories, research and application of physical, psychological and social growth during the adolescent's relationships with adults and peers, their sex attitudes and behaviors, moral development and religious values, school and vocational choices, alienation and commitment.

Prerequisite: 111

### **204 The Psychology of Adulthood and Aging**

Theories of and research in physical, emotional, social, personality and intellectual development in adulthood and in old age. This course will emphasize the psychological adjustment to the stresses and demands (e.g., vocation, marriage, retirement, bereavement) the individual encounters during those developmental stages.

Prerequisite: 111

### **205 Psychology of Women**

An examination of physiological, experiential, and social factors affecting the psychological development of women and their status as adults. Topics include: biological and social learning factors in the development of sex roles and other prescribed behavior patterns, the development of performance and intellectual skills, achievement motivation, identity and self-esteem, changing concepts of sex roles, women and psychological disorders, global women's issues, etc. This course fulfills the Human Diversity requirement in the core curriculum.

Prerequisite: 111

### **206 The Brain and Human Behavior**

An examination of brain systems that subserve human behavior. Topics include: human development, consciousness, social behavior, cognition, emotion and abnormal behavior.

Prerequisite: 111

### **207 Alcohol, Other Drugs and Behavior**

The course surveys some basic facts and principles of administration, absorption, transport, action, deactivation and elimination of drugs. Various classes of drugs; their effects on mood, behavior, and consciousness; their use and misuse; and phenomena of chemical dependency and its treatment modalities are discussed. Lectures, readings, films, tapes and invited speakers are employed.

Prerequisite: 111

### **212 Research Methods in Psychology**

Research designs and problems, with emphasis on operationalization of concepts, development of hypotheses, specific research designs, sources of error, literature reviews, data collection, data analysis and use of APA format. Three lecture and two laboratory hours per week.

Prerequisites: 111 and QMCS 220

### **242 Industrial/Organizational Psychology**

This course presents basic concepts of psychology as they apply everyday in the workplace. Topics to be covered include measurement and its applications in the workplace (e.g., personnel decisions and performance appraisals), worker training, worker attitudes and motivation, worker adjustment, health and safety, leadership, communication and group behavior and development of the organization.

Prerequisite: 111

**275 Cognition**

This course will provide an overview of cognitive processes, the processes that collectively comprise what is commonly termed “thinking.” Topics discussed will include perception, attention, remembering, language, problem solving, reasoning, and social cognition. The course will focus on how these processes operate in everyday situations, as well as empirical (laboratory) investigations of these processes. Connections between cognitive psychology and other areas of psychology (e.g., clinical, biological) will also be discussed.

Prerequisite: 111

**288 Psychology of Marriage and the Family**

An examination of the psychological concepts, issues, challenges and changes relevant to marriage and family today. Topics include intimacy, liking and loving, power and control, gender, marriage and family therapy, and the psychological effects of marriage vs. non-marriage, divorce, and various parenting styles.

Prerequisite: 111 and junior standing or permission of the instructor

**295, 296, 297, 298 Topics**

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the “Departments and Curricula” section of this catalog.

**301 Psychopathology**

This course sets forth a framework for understanding abnormal or maladaptive behavior. It will investigate specific diagnostic categories (such as depression and schizophrenia), causal factors and treatments of these maladaptive patterns.

Prerequisite: 111 and junior standing

**302 Personality Theories**

A review of major theories of personality, including psychoanalytic, behavioristic, humanistic and trait-factor approaches.

Prerequisite: 111

**308 Motivation and Emotion**

Survey of research and theories related to specific motives (such as hunger and thirst) as well as approaches to emotional states such as anger, happiness and sadness. Relevant research will be drawn from both the social and physiological branches of psychology.

Prerequisites: 111 and junior standing

**313 Psychological Testing**

This course provides an overview of the principles of testing and measurement, particularly as they relate to the practice of psychology and education. The course examines the theories underlying individual and group-administered tests in such areas as intelligence, aptitude, achievement, interests, personality, neuropsychological and educational tests. Various controversial issues in the field of testing will also be addressed including ethics, bias, computer-based assessment, and testing of special populations.

Prerequisite: 212

**321 Current Research Issues in Social Psychology**

Discussion of several specific research issues in contemporary social psychology. The course includes presentation of computer applications. An original research project is required. Four lectures and three laboratory hours per week.

Prerequisite: 121 and 212

**322 Sensation and Perception**

A study of the structure and function of sensory systems, the information that these systems provide the brain, and the subsequent interpretation of sensory information that we call perception. The course focuses on visual perception (e.g., brightness, color, form, depth, movement, constancy, illusions) and auditory perception (e.g., detection, discrimination, loudness, pitch) and incorporates art and music. Four lectures and three laboratory hours per week.

Prerequisite: 212

**323 Learning and Memory**

The basic concepts involved in simple associative learning are presented, along with theoretical and applied concerns. The analysis and modification of animal and human behavior by means of classical and instrumental conditioning are discussed. The course also will trace the history of the study of learning from its roots in philosophy to the current cognitive approach.

Prerequisite: 212

**325 Research Issues in Cognition**

This course will explore research issues in cognitive psychology, with special emphasis on cognitive psychology methodology, current research issues, hands-on research, and discussion/analysis of pri-

## Quantitative Methods and Computer Science

many research sources. Specific topics covered each semester may vary slightly. Examples of topics include: subliminal perception; automatic processing; implicit memory; eyewitness testimony; memory reconstruction; expertise and problem solving; the use of heuristics in decision making; person memory.

Prerequisite: 212 and 275

### **400 Seminar in Cognitive and Language Development**

Current theory and research regarding children's understanding, thinking processes, and language acquisition are discussed. Topics include knowledge acquisition, concept formation, grammatical development, and the nature of developmental change.

Prerequisites: 200 and one additional PSY course or permission of the instructor

### **401 Physiological Psychology**

A study of the brain, its function and its control of behavior. Neuroanatomical, neurophysiological, and biochemical substrates of behaviors associated with feeding, drinking, sex, sleep, arousal, emotion, learning and memory are examined. Four lectures and three laboratory hours per week.

Prerequisites: 212 and BIOL 101 (or equivalent)

### **407 Seminar in Behavioral Neuroscience**

Analysis and discussion of selected theories and new research concerning brain mechanisms that subserve behavior. Advances in methodology and instrumentation also will be examined.

Prerequisite: 401

### **422 History and Systems**

How contemporary psychology developed from its remote and more recent roots. Emphasis upon the contributions, contributors and perennial issues that led to psychology today and that could help to fashion its future.

Prerequisites: four courses in psychology

### **424 Clinical Psychology**

Study of the clinical application of the psychological processes in the evaluation, diagnosis and treatment of behavioral disorders

Prerequisites: 301 and three psychology courses or permission of instructor

### **428 Theories of Counseling and Psychotherapy**

Theories and procedures of counseling and psychotherapy are discussed, including psychoanalysis, client-centered therapy, cognitive therapy, behavior therapy, and others.

Prerequisites: 301 and three psychology courses or permission of the instructor

### **475, 476, 477, 478 Experiential Learning**

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### **483, 484, 485, 486 Seminar**

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### **487, 488, 489, 490 Topics**

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### **491, 492, 493, 494 Research**

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### **495, 496, 497, 498 Individual Study**

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

## **Public Relations**

*See Department of Journalism and Mass Communication.*

## **Quantitative Methods and Computer Science (QMCS)**

Schwebel (chair), Bennett, Hanna, Hansen, Jaede, Jarvis, Misra, Raymond, Sharrock, Sturm, Werness, West, Callaghan\*, Darling\*, Kaminski\*

Quantitative Methods and Computer Science is part of the liberal arts curriculum at the University of St. Thomas. The QMCS program is concerned with the areas of today's society that involve the collection, organization, processing, storage, retrieval, communication and use of information. The