Psychology at Haverford  
*Fall 2017*

Psychology applies the methods of the social and biological sciences to the problems of mind, brain, and behavior that have fascinated thinkers for eons. Some of the deepest puzzles (“How does the brain produce behavior? What is the nature of human memory? How do environments and genes produce normal and abnormal behavior?”) are now yielding to systematic scientific investigation.

The psychology program at Haverford is designed to help students understand the evolutionary, physiological, cognitive, social, and intrapersonal processes underlying behavior and experience. It further aims to integrate this understanding with opportunities to engage in research projects that span a wide range of approaches to scientific psychology. We emphasize research and the scientific approach to psychology because we feel that a liberal arts education and informed participation in the real world require a critical understanding of how scientific methods can (and cannot) be applied to human behavior. Our faculty members are active researchers as well as teachers who can offer students collaborative research opportunities.

**Beginning Your Study of Psychology**

For the vast majority of students, the first step in studying psychology at Haverford is to enroll in Psychology 100, Foundations of Psychology. *We are offering three sections of the course this Fall and two sections in the Spring.* This course provides a broad introduction to the field of psychology and serves as the prerequisite for more advanced courses in the major. A parallel course at Bryn Mawr (PSYC 105) can also be taken to substitute for the Haverford Foundations course. Students with AP Psychology credit from high school (and a score of 4 or 5 on the AP exam) have the option to waive the Foundations course and enroll in upper-level courses; this should be done only after consultation with a faculty member in the Psychology Department.

Because Foundations is designed as an introductory course with first-year students in mind, we reserve the majority of seats in the course for first year students. To ensure access to students who have a strong motivation to take the course in the first year, we prioritize the spring semester slots to first year students who attempted unsuccessfully to enroll in the course in the fall. Students who did not try to enroll in the course in the fall or those who got in but chose not to enroll in the fall will be entered into a lottery for the remaining slots.

**Preparing to Major in Psychology**

We recommend that students interested in majoring in Psychology take PSYC 100 (Foundations of Psychology) during their first year at Haverford. It does not matter if Foundations is taken in the Fall or Spring semester of the first year; as long as it is taken that year, students will be on-track for the major. After taking Foundations in the first year, it is recommended that prospective majors take Experimental Methods and Statistics (PSYC 200 at Haverford or PSYC 205 at Bryn Mawr) during the sophomore year. This course is offered once a year at Haverford, and in the alternate semester at Bryn Mawr. Along with Stats/Methods, students should consider registering for one or two other 200-level Psychology courses during the sophomore year.

[http://www.haverford.edu/psych/](http://www.haverford.edu/psych/)
The Psychology Major

- PSYC 100 (Foundations) - 1 credit
- PSYC 200 (Methods & Stats; lecture and lab) - 1 credit
- Six upper-level courses (200- or 300-level) - 6 credits total
  - One course each from biological, cognitive, social/personality areas
  - Three additional courses
  - At least one of the six must be a 300-level seminar
- Two half-credit 300-level labs - 1 credit
- Two semesters of senior thesis work (or one semester + additional course) - 2 credits

TOTAL = 11 credits

Haverford Psychology Faculty in 2016-2017

* = Teaching PSYC 100 this year.

- **Laura Been**, Assistant Professor. Ph.D., Georgia State University. Behavioral neuroscience; neurobiology of motivated behaviors; sexual and aggressive behaviors.

- **Marilyn Boltz**, Professor. Ph.D., Ohio State University. Memory and cognition; time and behavior; psychology of music; cross-modal perception; social cognition; psycholinguistics.


- **Elizabeth Gordon**, Visiting Assistant Professor. Ph.D., Temple University. Clinical psychology, anxiety disorders, evolutionary psychology.

- **Nicholas Jones**, Laboratory Instructor and Research Coordinator. M.S., Villanova University. Cognition, visual attention.

- **Mary Ellen Kelly**, Visiting Assistant Professor. Ph.D., Carleton University. Neuroscience, CNS injury and epilepsy, epileptogenesis.

- **Benjamin Le**, Associate Professor. Ph.D., Purdue University. The social psychology of close relationships; commitment processes; social networks; closeness and distance in relationships (on sabbatical 2017-18; not teaching).

- **Jennifer Lilgendahl**, Department Chair and Associate Professor. Ph.D., University of California, Berkeley. Personality, self-identity, and narrative processes.

- **Lauren Sherman**, Visiting Assistant Professor. Ph.D., UCLA. Developmental cognitive neuroscience.

- **Laura Sosinksy**, Visiting Assistant Professor. Ph.D., Yale University. Early child development, applied developmental science.

- **Thomas Wadden**, Visiting Professor. Ph.D., University of North Carolina at Chapel Hill. Health psychology, obesity, eating disorders, public health, clinical psychology.

- **Shu-wen Wang**, Assistant Professor. Ph.D., University of California, Los Angeles. Clinical psychology, cross-cultural psychology, stress and coping, social support, Asian-American mental health.

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