

Psychology at Berkeley

**GRADUATE PROGRAM**

**IN PSYCHOLOGY**

2010-2011



UNIVERSITY OF CALIFORNIA  
BERKELEY

<http://psychology.berkeley.edu>

# Table of Contents

## **Table of Contents**

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- 1 Program Overview
- 2 Behavioral Neuroscience
- 4 Change, Plasticity, and Development
- 6 Clinical Science
- 8 Cognition, Brain, and Behavior
- 12 Social/Personality
- 16 Organized Research Units and Institutes
- 17 Departmental Facilities
- 18 Admission to Graduate Study
- 19 Financial Aid
- 20 How and When to Apply

## Program Overview

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The goal of the graduate program in Psychology at the University of California, Berkeley is to produce scholar-researchers with sufficient breadth to have perspective on the entire field of psychology and sufficient depth to permit significant independent research. The members of the Department have organized themselves into five graduate training areas. These areas reflect a sense of intellectual community among the faculty and correspond with both traditional and emerging designations in the field. Each graduate training area has a distinctive stamp placed upon it by the faculty and students that make up the program. Our students enter graduate training and fulfill the requirements established by the existent training areas listed below. These requirements vary from area to area but always involve a combination of courses, seminars, and supervised independent research. Students are also encouraged to take courses outside the Psychology Department, using the unique faculty strengths found on the Berkeley campus to enrich their graduate training. Visit us at our Web site: <http://psychology.berkeley.edu>.

## Behavioral Neuroscience

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The Behavioral Neuroscience program encompasses faculty and students united by a common interest in the neurobiological/physiological bases of behavior, including but not limited to circadian and seasonal rhythms, sex differentiation and behavior, energy balance, bird song and animal communication, animal spatial orientation and navigation, gene-environment interactions, selective attention and visual perception, social behavior, attachment, developmental processes, physiological substrates of emotion and stress, biological substrates of human motivation, and localization of human brain function using fMRI. The methodologies currently employed by faculty and students cover the entire spectrum from non-invasive study of animals and humans to computational, cellular, molecular and neuroimaging analyses.

Researchers in the program provide training in a variety of modern behavioral, cellular and molecular, neuroanatomical, and neurobiological techniques necessary to approach questions of interest using animal and human model systems. Available methodologies include electrophysiology, ERP, fMRI, immunohistochemistry, in situ hybridization, autoradiography, radioimmunoassay, tract tracing, central and peripheral pharmacological manipulations, lesioning and targeted gene knockout approaches, protein and mRNA detection/quantification, quantitative RT-PCR, and high throughput and targeted genetic screening.

Laboratories in the Behavioral Neuroscience area focus on animal behavior, sensory physiology, biological rhythms, and ethological approaches. Research programs in this area are extensively integrated with those involving human research. Areas of specialty within this track include:

- Hormones and Behavior
- Sensory Systems
- Neural Basis of Learning and Memory
- Neuroethology

## Core Faculty

### **DARLENE FRANCIS**

*Assistant Professor*  
*Psychology & Public Health*  
Ph.D., McGill University  
Behavioral neuroscience, developmental psychobiology, animal models, stress, maternal care, gene-environment interaction.

### **LANCE KRIEGSFELD**

*Assistant Professor*  
Ph.D., Johns Hopkins Univ.  
Behavioral neuroendocrinology, circadian biology, reproductive behavior and physiology, seasonality/photoperiodism, behavioral genetics, behavioral neuroscience.

### **Affiliates**

JACK GALLANT  
LUCIA JACOBS  
ANN KRING  
ROBERT LEVENSON  
MARY MAIN  
FREDERIC THEUNISSEN  
JONATHAN WALLIS

### **Emeriti**

KAREN DE VALOIS  
STEPHEN GLICKMAN  
IRVING ZUCKER

## **Change, Plasticity, and Development**

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The Change, Plasticity, and Development program is designed to prepare graduate students to become researchers and teaching faculty in the field of developmental psychology. This area in our department is broadly defined to include study of behavioral changes throughout life and the interdisciplinary approach of modern psychology and neuroscience. Although each graduate student's program is to a large extent tailored to the student's abilities and interests, the program gives all students thorough education in all aspects of the field, including the basic facts, theories, concepts, and methods of psychology and biology. Cognitive and language development, brain development and plasticity, evolution, psychopathology, perception, emotion, and social development are covered in proseminars and/or graduate seminars.

There is strong research emphasis throughout the program. Each student designs and conducts an extensive independent research project during the second year, under the supervision of the faculty, and completes dissertation research during the fourth or fifth year. The program is sufficiently individualized to permit interested students to coordinate their developmental studies with another field, such as cognitive psychology, clinical psychology, neuroscience, linguistics, or education.

## Core Faculty

### **JOSEPH CAMPOS**

*Professor*

Ph.D., Cornell University

Social-emotional development in infancy, especially emotional communication and perception of emotion; and the relation of motor development to cognitive, social and emotional development

### **ALISON GOPNIK**

*Professor*

D.Phil., Oxford University

Cognitive development, causal inference and learning, theory of mind, psychology and philosophy.

### **CARLA HUDSON KAM**

*Associate Professor*

Ph.D., University of Rochester

First and second language acquisition, working memory and language acquisition, relationship between language acquisition and language form and change.

### **LUCIA JACOBS**

*Associate Professor*

Ph.D., Princeton University

The evolution of cognition and its neural mechanisms: developmental, species and sex differences in spatial memory and orientation.

### **MARY MAIN**

*Professor*

Ph.D., Johns Hopkins Univ.

Attachment; individual differences in relationship representation in discourse, drawing, and narrative; functional disorders of consciousness; ethology.

### **FREDERIC THEUNISSEN**

*Associate Professor*

Ph.D., UC Berkeley

Auditory perception: speech, music; auditory physiology; vocal learning in songbirds.

### **Fei Xu**

*Professor*

Ph.D., Massachusetts

Institute of Technology

Cognitive and language development, infant cognition, statistical inference.

### **Affiliates**

OZLEM AYDUK

SILVIA BUNGE

DARLENE FRANCIS

STEPHEN HINSHAW

DACHER KELTNER

ROBERT KNIGHT

KAIPING PENG

QING ZHOU

MARTIN BANKS

(Optometry)

ELLIOT TURIEL

(Education)

### **Emeriti**

CAROLYN COWAN

PHILIP COWAN

JONAS LANGER

DAN SLOBIN

READ TUDDENHAM

JOHN WATSON

## Clinical Science

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Faculty and students of the Clinical Science program are involved in scholarly inquiry, systematic research, and clinical work concerned with the etiology, assessment, treatment, and prevention of psychological disturbance and related psychosocial processes. We provide a comprehensive education in clinical science as well as opportunities for students to focus on areas of special interest. Students prepare for future roles as researchers and teachers in university and medical settings and as leaders in supervising the provision of human services in community agencies. This program is not designed for individuals seeking careers in private practice.

The core Clinical Science faculty reflects diversity in theoretical viewpoint and in level of intervention, ranging from individuals to couples, families, peer groups, and communities. Affiliated faculty from other areas of the Department and the University, and clinicians from the community contribute to the Clinical Science program through the provision of seminars, research opportunities, and supervised practicum experience.

A central resource for student learning and research is the Psychology Clinic. Our location, in a major multicultural region, provides opportunities to work with diverse and specialized populations. We maintain a strong commitment to the training of ethnic minorities in clinical science.

The Clinical Science program has been accredited by the American Psychological Association since 1948.

## Core Faculty

### **ALLISON HARVEY**

*Associate Professor*  
Ph.D., University of New South Wales, Australia  
Adult psychopathology particularly sleep disorders (insomnia and sleep disturbance across psychiatric disorders with a focus on bipolar disorder) in adults and teenagers; comorbidity; transdiagnostic approaches; cognitive behavior therapy; cognitive and emotional processes; genetics.

### **STEPHEN HINSHAW**

*Professor and Chair*  
Ph.D., UC Los Angeles  
Developmental psychopathology; risk factors for attentional and conduct disorders; child psychopharmacology; multimodality interventions; stigma and mental illness.

### **SHERI JOHNSON**

*Professor*  
Ph.D., University of Pittsburgh  
Socioenvironmental factors, goal striving, and emotion in the etiology and psychosocial treatment of bipolar disorder.

### **ANN KRING**

*Professor*  
Ph.D., SUNY at Stony Brook  
Schizophrenia; emotion and psychopathology; gender and emotion; emotion in social interaction.

### **ROBERT LEVENSON**

*Professor*  
Ph.D., Vanderbilt University  
*Director*, Graduate Program in Clinical Science and Psychology Clinic  
Affective neuroscience; emotion, impact of normal aging and neurological diseases on emotional functioning.

### **QING ZHOU**

*Assistant Professor*  
Ph.D., Arizona State University  
Developmental psychopathology, the roles of temperament, emotion-related processes, and family socialization in child and adolescent development, cultural influences on socio-emotional development.

### **Affiliates**

SONIA BISHOP  
OLIVER JOHN  
DACHER KELTNER  
JOHN KIHLSSTROM  
CHRISTINA MASLACH  
SHELDON ZEDECK

RICARDO MUÑOZ  
(Psychiatry, UCSF)  
KURT ORGANISTA  
(Social Welfare)  
LONNIE SNOWDEN  
(Social Welfare)

LAURA MASON  
*Associate Director*,  
Psychology Clinic

### **Emeriti**

CAROLYN COWAN  
PHILIP COWAN  
RHONA WEINSTEIN

## **Cognition, Brain, and Behavior**

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The Cognition, Brain, and Behavior program offers integrative training in the psychological and biological underpinnings of cognition. Students and faculty in this area conduct research in a variety of domains, including sensory and perceptual processes; cognitive control, memory, language, reasoning, and action. Specific research interests include the following: the cognitive and neural bases of visual processes, selective attention, working memory, consciousness, human learning and memory, spatial processes; cognitive control, inferential reasoning, cognitive and language development, motor control, sleep and cognition, and cognitive disorders associated with brain injury. All students take a core curriculum of proseminars and seminars to provide coursework in sensory processes, cognitive psychology, cognitive neuroscience, and computational modeling.

Many of the CBB faculty are members of the Helen Wills Neuroscience Institute. The Institute supports a number of technologies for cognitive neuroscience research including a 3T MRI scanner at the UC Berkeley Brain Imaging Center, a fully-equipped transcranial magnetic stimulation (TMS) lab, and facilities for EEG research. Additional resources and training opportunities involving interdisciplinary research are provided area affiliations with the Institute of Cognitive and Brain Science, the Redwood Center for Computational Neuroscience, and graduate programs in Vision Science, Bioengineering, Biophysics, and Education.

## Core Faculty

### **SONIA BISHOP**

*Assistant Professor*  
Ph.D., Kings College London  
Cognitive neuroscience, affective neuroscience, frontal function, attention, neural mechanisms underlying cognition/emotion interactions, neuro-cognitive function in affective disorders, genetic influences upon neural and cognitive function.

### **SILVIA BUNGE**

*Associate Professor*  
*Psychology & Neuroscience*  
Ph.D., Stanford University  
Cognitive neuroscience and developmental cognitive neuroscience; cognitive control and prefrontal function.

### **MARK D'ESPOSITO**

*Professor*  
M.D., SUNY, Syracuse  
College of Medicine  
Working memory and frontal lobe function, functional MRI, cognitive neuroscience.

### **JACK GALLANT**

*Professor*  
Ph.D., Yale University  
Organization and function of the visual system; shape representation in vision; visual selective attention; brain reading and brain-machine interfaces; statistical algorithms for nonlinear system identification and encoding/decoding problems.

### **THOMAS GRIFFITHS**

*Assistant Professor*  
*Psychology & Cognitive Science*  
Ph.D., Stanford University  
Computational models of cognition, including causality, categorization, inductive inference, probabilistic reasoning, language learning, and cultural evolution; machine learning; Bayesian statistics.

### **RICHARD IVRY**

*Professor*  
Ph.D., University of Oregon  
Motor control and motor learning, cognitive constraints on skill, human performance, cognitive control, cognitive neuroscience and neuropsychology.

### **JOHN KIHLSSTROM**

*Professor*  
Ph.D., Univ. of Pennsylvania  
Cognition in personal and social contexts; unconscious mental processes; memory; hypnosis; social cognition; personality; experimental psychopathology; health cognition and behavior.

### **ROBERT KNIGHT**

*Professor*  
M.D., Northwestern University  
Attention and memory; neuropsychology and physiology; cognitive neuroscience.

## **TANIA LOMBROZO**

*Assistant Professor*  
Ph.D., Harvard University  
Cognitive psychology of explanation and understanding; concepts, theories, and causality; moral reasoning; philosophy and psychology.

## **WILLIAM PRINZMETAL**

*Adjunct Professor*  
Ph.D., Claremont Graduate School  
Visual perception, attention, and cognition.

## **LYNN ROBERTSON**

*Adjunct Professor*  
Ph.D., UC Berkeley  
Cognitive neuroscience of object and space representation, visual search and feature binding. Functional hemispheric asymmetries in attention and perceptual organization. Effects of brain damage on visual-spatial abilities.

## **ELEANOR ROSCH**

*Professor*  
Ph.D., Harvard University  
Cognition, concepts, causality, cross-cultural and Eastern psychologies, psychologies of religion.

## **ARTHUR SHIMAMURA**

*Professor*  
Ph.D., University of Washington  
Cognitive neuroscience, frontal lobe function, basic memory research.

## **MATTHEW WALKER**

*Assistant Professor*  
Ph.D., Newcastle University (MRC Fellowship)  
Understanding the role of sleep in human brain function using a combined cognitive and multimodal neuroimaging (fMRI, EEG, sleep recordings) approach, with a focus on: learning and memory, brain plasticity and emotional regulation.

## **JONATHAN WALLIS**

*Assistant Professor*  
*Psychology & Neuroscience*  
Ph.D., University of Cambridge  
Understanding the role of the prefrontal cortex in the organization and control of goal-directed behavior. This is achieved by combining sophisticated behavioral methods with techniques for recording the activity of groups of prefrontal neurons.

## **DAVID WHITNEY**

*Associate Professor*  
Ph.D., Harvard University  
Visual perception and attention; visually guided action; cognitive neuroscience.

## **THOMAS WICKENS**

*Professor*  
Ph.D., Brown University  
Quantitative models in cognitive psychology; statistics and data analysis.

## **Affiliates**

JOSEPH CAMPOS  
ALISON GOPNIK  
CARLA HUDSON KAM  
FEI XU

MARTIN BANKS  
(Optometry)  
BARBARA MELLERS  
(Business)  
MICHAEL RANNEY  
(Education)  
DAVID WESSEL  
(Music)

## **Emeriti**

SUSAN ERVIN-TRIPP  
ERVIN HAFTER  
DANIEL KAHNEMAN  
GEOFFREY KEPPEL  
JONAS LANGER  
STEPHEN PALMER  
DONALD RILEY  
DAN SLOBIN  
ANNE TREISMAN

## Social/Personality

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The Social/Personality program is devoted to training graduate students for careers in research and teaching. The core faculty members and several affiliates conduct research and provide intensive training in six core areas of the field:

- Self, identity, and culture
- Social cognition
- Emotion, motivation, and health
- Personality processes and adult development
- Interpersonal and intergroup relations
- Groups and organizations.

In addition to training in these core areas, the program encourages graduate students to develop their own research interests and build an independent research program. Students typically work with several program faculty, emphasizing mastery of multiple perspectives and methodologies in their chosen field of specialization. The program is characterized by considerable breadth and diversity, and provides students with special research opportunities, such as cross-cultural research exchanges (with Beijing University, China), access to unique longitudinal data bases, interdisciplinary training grants (e.g., culture; emotion), multi-method approaches (e.g., self-report, observational, archival, life-data, physiological), and biological perspectives on social behavior (e.g., evolutionary, neuroimaging). Additional resources include the interdisciplinary research facilities of several institutes here at Berkeley (e.g., Institute of Personality and Social Research, Institute for Research on Labor and Employment, and Institute of Human Development), as well as special relationships with professional schools of the University (e.g., Goldman School of Public Policy, Haas School of Business).

In addition to class work and research group meetings, two weekly meetings foster an exciting atmosphere of intellectual discovery and exchange: The weekly colloquium series features new research by leading social-personality researchers and the student-led Gordon Allport Society provides a weekly forum for graduate students to present new ideas and discuss ongoing research. Graduates of this program take positions at universities and colleges as well as in organizational and research settings.

## Core Faculty

### **OZLEM AYDUK**

*Associate Professor*  
Ph.D., Columbia University  
Cognitive-affective processes in regulating interpersonal behavior, with an emphasis on individual differences in rejection sensitivity, attachment and low self-esteem; emotion regulation and rumination; delay of gratification ability in children (its developmental precursors and longitudinal implications for functioning).

### **SERENA CHEN**

*Associate Professor*  
Ph.D., New York University  
Social bases of the self and identity, close relationships and cognition, social identity and intergroup relations, social power.

### **OLIVER JOHN**

*Professor*  
Ph.D., University of Oregon  
Self-concept; self-perception accuracy and biases; personality development and assessment across the life span; emotion experience and expression; cultural differences.

### **DACHER KELTNER**

*Professor*  
Ph.D., Stanford University  
Emotion; social interaction; individual differences in emotion; conflict and negotiation; culture.

### **CHRISTINA MASLACH**

*Professor*  
Ph.D., Stanford University  
Job burnout and health psychology; individuation and dissent, gender roles.

### **RODOLFO MENDOZA-DENTON**

*Assistant Professor*  
Ph.D., Columbia University  
Prejudice; stereotyping; cultural influences on social cognition; personality; intergroup processes; coping.

### **CHARLAN NEMETH**

*Professor*  
Ph.D., Cornell University  
Influence processes; decision making and creativity in small groups; managing innovation in organizations; psychology of creative scientists, artists and entrepreneurs.

### **KAIPING PENG**

*Associate Professor*  
Ph.D., University of Michigan  
Social: cultural psychology, culture and cognition, reasoning and judgment across cultures and domains, and cross-cultural understandings.

### **SHELDON ZEDECK**

*Professor*  
Ph.D., Bowling Green State University  
Industrial, organizational, and social psychology; personnel; cross-cultural work values; work and family issues; statistics and research methodology.

## **Affiliates**

JOHN KIHLMSTROM  
ANN KRING  
ROBERT LEVENSON  
CAMERON ANDERSON  
(Business)  
JACK GLASER  
(Public Policy)  
ROBERT MACCOUN  
(Public Policy)  
WILLIAM RUNYAN  
(Social Welfare)  
PHILIP TETLOCK  
(Business)

## **Emeriti**

JACK BLOCK  
MARTIN COVINGTON  
KENNETH CRAIK  
HARRISON GOUGH  
RAVENNA HELSON  
GERALD MENDELSON

## **Department-wide Affiliate**

PAUL EKMAN (Psychiatry, UCSF)

## Organized Research Units and Institutes

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A special feature of the UC Berkeley campus is the existence of Organized Research Units and Institutes, which cut across departmental lines and frequently serve as homes for student and faculty research. These units and institutes include:

- Institute of Human Development  
*Co-Directors: Bruce Fuller & Elliot Turiel*
- Institute of Cognitive and Brain Sciences  
*Director: Richard Ivry*
- Institute of Personality and Social Research  
*Director: Robert Levenson*
- Field Station for the Study of Behavior, Ecology and Reproduction  
*Director: Stephen Glickman*
- Institute for Research on Labor and Employment  
*Director: Michael Reich*
- Helen Wills Neuroscience Institute  
*Director: Robert Knight*

## Departmental Facilities

The Department of Psychology is housed in Tolman Hall, a building shared with the Graduate School of Education. A library devoted to books and journals in psychology and education is maintained on the second floor of this building. The main office of the Psychology Department, as well as faculty offices, is on the third floor of Tolman Hall. Research rooms for carrying out a variety of studies with human subjects are on the basement, ground, fourth, and fifth floors. The basement also houses a human audition laboratory and an electronics shop. The Institute of Human Development is housed on the first floor of Tolman Hall, the Psychology Clinic on the second floor, and the Institute of Personality and Social Research on the fourth floor. The Institute of Cognitive and Brain Sciences, the Field Station for the Study of Behavior, Ecology and Reproduction, the Institute for Research on Labor and Employment, and the Helen Wills Neuroscience Institute are located elsewhere on campus and in the adjacent areas.

## Admission to Graduate Study

There are 120 active graduate students in the Psychology Department. Graduate students are admitted through a comprehensive selection process, with an acceptance rate that ranges between 3-18%, depending on the training area. By keeping the number of active graduate students to a select number, we are able to maintain a faculty-student ratio that is essential for good graduate education.

Admission to graduate study is based on a combination of factors including (1) prior relevant experience; (2) letters of recommendation; (3) the applicant's statement of purpose and personal history statement; (4) grades; and (5) Graduate Record Examination scores. We are particularly interested in students who have demonstrated a deep and focused interest in research prior to entering graduate study.

Graduate students are admitted both to the Department and for study in a particular training area. Students are also admitted into a particular faculty member's laboratory. All applications receive careful evaluation by admissions committees constituted by the graduate training areas listed above. It is essential that students carefully examine their own interest patterns and indicate on their application which area and which faculty members seem most relevant.

## Financial Aid

Graduate students receive financial support either from within the University or from extramural sources of funds. These sources include the following:

- Graduate Student Instructor Appointments
- Graduate Student Researcher Appointments
- Training Grants
- University Fellowships
- APA Minority Program Fellowships
- Extramural Fellowships (e.g., NSF Graduate Research Fellowships; NIH NRSA awards)

To apply for University fellowships or scholarships, fill out the appropriate forms in the Graduate Division application. Graduate students without special fellowships are generally supported as Graduate Student Instructors or Graduate Student Researchers.

## How and When to Apply

The Graduate Division application is available under the Graduate Admission section on the Web: <http://www.grad.berkeley.edu>.

The Department requires the general test of the Graduate Record Examination. The test needs to be completed no later than October 24, 2009, so that we receive the scores by the application deadline. The UC Berkeley institution code is 4833 and the major code for the Psychology Department is 2016.

### **Application Deadline: November 30, 2009**

All application materials are to be submitted online at <http://www.grad.berkeley.edu>. The Psychology Department highly recommends applicants to submit all application materials online and strongly prefers not to receive materials via postal mail.

For complete instructions on the Psychology Department's graduate application and admissions process, visit [http://psychology.berkeley.edu/graduate/grad\\_application.html](http://psychology.berkeley.edu/graduate/grad_application.html).

If after review of the online application information, you have questions about the admissions process, please contact the Psychology Department's Graduate Student Services Advisor at [psychgradinfo@berkeley.edu](mailto:psychgradinfo@berkeley.edu) or (510) 642-1382.