

We've Got Issues

Willamette University Psychology Department Quarterly Newsletter

From the Chair

Well, here we are at the end of the fall semester already. By most accounts, this semester has seemed to go by quickly. I wanted to update you on some changes to the Psychology Major. Most of these changes will not affect our current majors, but I wanted to make you aware of the changes nonetheless.

We have renumbered PSYCH 110, Introductory Psychology, as PSYCH 210. The purpose for this change is twofold. First, we wanted to use the 100-level designation only for courses which do not count toward a Psychology major and minor (our MOI courses). Second, we wanted students to expect that our introductory course would be more demanding than perhaps some have expected given the 100-level designation.

There is also a change to our Research Methods & Analysis sequence which will affect students currently en-

rolled in PSYCH 252, Research Methods & Analysis I, as well as those who will enroll in the future. The change will not affect students who have previously completed the course. Because of the fact that PSYCH 253, Research Methods & Analysis II, is a continuation and extension of the materials learned in PSYCH 252, we have changed the prerequisite for PSYCH 253. Students must now demonstrate writing-centered and quantitative and analytical proficiency in PSYCH 252 (thus, earning a grade of C- or better) before they can take PSYCH 253. The reason for this change requires an explanation. In our experience (and those of our students), those who do not earn at least a C- in PSYCH 252 typically struggle in PSYCH 253. We have seen students take PSYCH 253 repeatedly in an attempt to master this

course despite the fact that they had not mastered PSYCH 252. Thus, it makes pedagogical sense for students to demonstrate proficiency in PSYCH 252 before proceeding to PSYCH 253.

There is one final change I would like to note. Given our emphasis on empiricism and the scientific method, we are now going to require all psychology majors to take one lab-based course in another discipline in the sciences (either Biology, Chemistry, Physics, Environmental Science or through IDS 220). Students can choose which course to take but will probably be best served by selecting a course based on a compatible interest in psychology. For example, those students interested in Biopsychology would probably be best served by a Biology course; those interested in Sensation and

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Mark Your Calendar

Mark your calendars for these upcoming events...

Friday, December 7th

Last Day of Classes

Monday, December 10th

Final Exams Begin

Late December

Mass collapse of students and faculty at end of term!!

2002

Monday, January 14th

Classes Begin!!

MLK, Jr. Campus Celebration

Friday, January 25th

Last day to add/drop classes

Tuesday, February 1st

Founder's Day (Willamette's 160th Anniversary!)



Happy Holidays!

From the Chair (continued from Page 1)

Perception may prefer a Physics course, etc. We hope that this requirement will strengthen our student's understanding and application of the scientific method, in general, aiding our students in the understanding of the scientific method as it applies to psychology.

If you peruse the Psychology Department website (and who doesn't), you will see that those changes are already reflected in the description of the major. You should also note that there are courses which used to be offered which

have been deleted. These courses are: Exceptional Children in Schools, Cognitive Behavior Modification, Psychological Tests and Measurements, Psychology and Public Policy, History and Systems of Psychology, Topics in Social Cognition, and Advanced Design and Statistics. These courses were not able to be offered regularly enough to remain in the catalog, although some of these courses may occasionally reappear as topical courses or seminars.

The members of the Psychology De-

partment wish you all well as you finish up your classes and finals. We hope you have a safe and enjoyable holiday break and we look forward to seeing most of you back in January!

Meredy Goldberg Edelson, Chair
Psychology Department

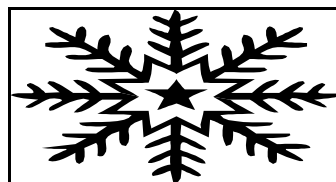
Spring 2002 Psychology Courses

The following courses will be offered during the Spring 2002 semester:

Ecological Psychology, Introduction to Psychology, Cross-Cultural Communications, Research Methods & Analysis I/II, Developmental Psychology: Adolescence, Theories of Personality, Clinical/Abnormal Psychology, Personnel/Industrial Psychology, Principles of Behavior Analysis, Health Psychology, Biopsychology, Psychological Theories of

Dreams, Human Experimental Psychology, Techniques of Counseling, Independent Study, Internship/ Thesis.

PLEASE NOTE: Two courses are still open : Personnel/Industrial Psychology and Developmental Psychology: Adolescence. All other courses are currently closed. Information & complete course listings can be found at <http://www.willamette.edu/registrar/spring.html> or www.willamette.edu/cla/psychology



Congratulations and

Best Wishes

to the following
December Graduates:

Elizabeth Childs
Jeff Golimowski
Kristin Solberg

Give Psychology its Due by Matt Snodgrass—Psychology major

Without a doubt, how one is perceived is drastically influenced by one's choice of study. From Greek Recruitment to casual conversation, one's personality is perceived as part-and-parcel to his or her chosen major. Computer science majors are expected to be hermetic; theatre majors: obnoxious; and, philosophy majors: aloof. Each personality attribution is wholly presumptions, yes, but partially true. None, however, is more stigmatizing than that of a psychology major. Not for insight into metacognition, nor theories of social interaction, nor even for developmental pathways is the perspective of the psychology major sought. Only when libidinal sex drives and penis envy are jokingly mentioned do psychology majors get a glance. It should

be a formal law that when in the presence of a psychology major, non-majors must perform bad psychoanalysis. Worse still, the psychology major is always presumed to be psychoanalyzing the interpersonal relationships of his peers and professors. Were it not for sexual preoccupation of Freudian theory, I might enjoy being constantly associated with such an influential figure.

As a psychology major, I vehemently protest not being associated with other achievements of the discipline. Why am I not consulted for techniques of electro-shock therapy? Why am I not blamed for teaching dogs to feel helpless? Who ever asked me about how to condition fear in infants? Freud's theories cower in comparison with unethical ex-

perimentation. The stigma laid on psychology majors is not exclusively the fault of the layperson. Perhaps the discipline has become rather soft. The surge of internal review boards and peer editing has taken the punch out of the field. Without gory experiments to quote, the layperson is forced to resort to Freud as a means to insult the psychology major. I propose a relaxation in APA standards to spare psychology majors the emotional trauma of being stigmatized with boring Freudian theory. Risqué experimentation will give psychology majors a renewed sense of self worth attracting thousands of undergraduates to the field each eager to perform experiments of their own.

Becoming Empowered *by Meredy Goldberg Edelson*

There are many ways that individuals can be victimized. As a nation, we have recently experienced the shock, horror, and sense of powerlessness that can come with acts of violence. When an individual or a group of individuals are victimized (through violence, oppression, or discrimination), there are seemingly two possible reactions; one can remain a victim or one can become a survivor. To become a survivor means to reclaim the lost power that occurred when one was victimized; one needs to become empowered. There are many definitions for empowerment, but I prefer the feminist conceptualization.

From a feminist perspective, empowerment is defined not as **power over** someone, but as **power to** do something.

If we think of empowerment as power over another, we are setting the stage for continued victimization. One person takes power from another; one is more powerful, the other is less powerful. It is this very differential that creates opportunities for victimization. After all, how many victims of violence, oppression, or discrimination do you know who had more power than the person who victimized them? It is well documented that those with less power are at greater risk for victimization, and victimization is linked to many negative outcomes including increased rates of mental illnesses, criminal behavior, substance use, and health problems. Thus, defining empowerment as power over another is not acceptable and will only breed more victimization.

On the other hand, if we define empowerment as the power to do something, we conceptualize power in terms of agency or action. We acknowledge that a person is competent to effect change to better his/her status and that he/she has the potential to reclaim the power which is lost with victimization. Empowerment, conceptualized in this way, has been shown to be positively related to one's well-being, sense of autonomy, independence, and self control. Additionally, empowerment viewed in this way does not take power away from another. Given the increasingly violent society in which we live, it is important to ask ourselves in what ways do we personally, and do we as a nation, wish to become empowered.

And now a word from Psi Chi...

Psi Chi would like to welcome its new members: Josh Kennedy, Jessica Bakker, Jenny Lind Schaecher, Elizabeth Kawana, Matt Snodgrass, Kate Long, Kasey Sorenson, Lindsey Ogle, Christina Popeck and our new advisor, Jim Friedrich.

We are very excited to have such a great group of people interested in Psy-

chology. We will be having another membership drive around the end of spring semester for next year. Those of you who are interested feel free to pick up an application from the Psychology bulletin board. You may also attend one of our meetings to get more information about what we do.

This spring we are planning several events, including study sessions for the

GRE psych, lectures on both careers outside of psychology and within psychology related fields, and field trips to places around town. If you would like more information on one, or all of these events, please email me, Jessica Anderson, Psi Chi president, at janderso@willamette.edu. Non-members are encouraged to get involved.

Job Opportunities and Announcements

PSYCHOLOGY DEPARTMENT WORK STUDY STUDENT - SPRING 2002:

The Psychology Department is looking for a work study student for Spring Semester. Approximately 6 hours per week, afternoons preferred. Pay starts at \$6.50/hour. Duties include copying, bulk mailings, data entry, upkeep of Psychology bulletin board, and various other errands as assigned. If interested please send brief resume to Allisa Jones (ajones) 321 Smullin Hall.

GALT FOUNDATION:

Galt Foundation specializes in finding employment for people with disabilities. Part time positions are available on a regular basis in the Salem area with government agencies. Criminal check, drug test and driver's license are required. Wages from \$12.23-\$16.28/hour. Please call Cheryl at 503/361-1277 for more information.

60TH ANNUAL MEETING OF THE OREGON ACADEMY OF SCIENCE, SATURDAY, FEBRUARY 23, 2002: The meeting will be held on the campus of Pacific University.

Papers and works in progress in all areas of psychological thought, theory and research are invited. The deadline for receipt of abstracts is January 8, 2002. If you are currently engaged in empirical research we urge you to look into this opportunity to present your research findings. Complete information and submission instructions are on file in 321 Smullin. Please see Professor McBride (254 Smullin) for further information or questions.

**Willamette University
Psychology Department
Quarterly Newsletter**

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Please deliver to:

Dogs working to become empowered

www.willamette.edu/cla/psychology

Psychology Department Faculty (2001–2002)

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**ON STUDY LEAVE SPRING 2002,
Internship/ Thesis**

Jim Friedrich

Professor
252 Smullin Hall, 503/370.6435
jfriedri@willamette.edu

Research Methods & Analysis II, Person-
nel/Industrial Psychology, Internship/
Thesis

Patricia Gribble

Visiting Professor
(Will use Professor Solomon's Office)
260 Smullin Hall, 503/370-6964
pgribble@willamette.edu
Introduction to Psychology

Sue Koger

Associate Professor
201 Smullin Hall, 503/370-6341
skoger@willamette.edu
Ecological Psychology, Principles of Be-

havior Analysis, Biopsychology

Deborah Loers

Dean of Student Development/ Direc-
tor of Counseling
Baxter Hall, Bishop Wellness Center
503/370.6471

dloers@willamette.edu

Cross-Cultural Communication,
Techniques of Counseling

Larry McBride

Associate Professor
254 Smullin Hall, 503/370-6425
(no email address)

Intro to Psychology, Developmental
Psychology: Adolescence, Health Psy-
chology

Norm Reed

Visiting Professor
(Will use Professor Edelson's Office)
253 Smullin Hall
Clinical/Abnormal Psychology

Karen Solomon

Assistant Professor
260 Smullin Hall, 503/370-6964
ksolomon@willamette.edu

ON FAMILY LEAVE SPRING 2002

Mark Stewart

Assistant Professor
208 Smullin Hall, 503/370-6661
mstewart@willamette.edu
Research Methods & Analysis I, Semi-
nar: Human Experimental Psychology

Mary Ann Youngren

Professor
259 Smullin Hall, 503/370-6427
myoungre@willamette.edu
Internship/Thesis and Internship/
Thesis Orientation, Theories of Person-
ality, Psychological Theories of Dreams