

PREFACE



I am pleased to introduce the 2013 edition of the Undergraduate Journal of Psychology.

The discipline of psychology entails a broad intellectual effort, one that spans the social and life sciences. This volume reflects this breadth, with contributions spanning the many subfields of psychology.

At the University of California, Berkeley, our faculty are honored to have the opportunity to teach, and collaborate, with such a talented population of undergraduates. Across the country, psychology is a very popular major, frequently resulting in large classes at the lower and upper division. Nonetheless, as shown by the work presented here, undergraduate students are able to create an intimate learning experience through their research projects. They are able to not only engage in the intensive study of a problem that builds on their idiosyncratic interests, but, as important, gain skills in the scientific method. An important part of

this skill set is translating laboratory observations into a written work, one that makes clear the question at hand and then presents the results and conclusions in a concise and engaging manner. The reporting process is what makes science a cumulative, community endeavor. Our editors were pleased to receive submissions for this issue from universities and colleges across the country. The four articles you will find here have been selected as representative examples of this excellent body of work.

I also want to congratulate our student editors for assembling the journal. They have refined a different set of skills, helping shape the ideas and writings of other individuals to ensure that the papers are maximally impactful.

Congratulations to all of the participants who have put together this fine edition of the Undergraduate Journal of Psychology.

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