PSYCHOLOGY
(Disp II, with some exceptions as noted in course descriptions)

Chair: Professor Noah Sandrom


On leave Fall/Spring:
- Professor L. Heatherington.
- Professor K. Kirby.
- Professor B. Zimmerberg.

On leave Spring only:

MAJOR

For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

- PSYC 101 Introductory Psychology
- PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:
- COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
- NSCI 201/BIOL 212/PSYC 212 Neuroscience
- PSYC 221 Cognitive Psychology
- PSYC 232 Developmental Psychology
- PSYC 242 Social Psychology
- PSYC 252 Psychological Disorders
- PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.

Three 300-level courses from at least two of the areas listed below:
- Area 1: Behavioral Neuroscience (courses with middle digit 1)
- Area 2: Cognitive Psychology (courses with middle digit 2)
- Area 3: Developmental Psychology (courses with middle digit 3)
- Area 4: Social Psychology (courses with middle digit 4)
- Area 5: Clinical Psychology (courses with middle digit 5)
- Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)
- Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation Empirical Lab Course.

One 400-level Psychology course.

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.
THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need to take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

STUDY ABROAD

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:

- Meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad.
- Take PSYC 201 (Experimentation and Statistics) in the sophomore year.
- Think ahead to the 300-level courses they are interested in taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students’ opportunity to choose the particular 300-level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that they are not able to do both, or is restricted in the choice of study-abroad programs.

FAQ

- Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.
- Can your department or program typically pre-approve courses for major/concentration credit?
  - Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.
- What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
  - Course title and description, complete syllabus, including readings/assignments, and exams or other written work. In addition, the course content cannot overlap substantially with material already taken at Williams.
- Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
  - No.
- Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
  - Yes. Students are required to take at least one empirical project course (which includes a lab component and data collection). This must be completed at Williams.
- Are there specific major requirements that cannot be fulfilled while on study away?
  - Yes. The empirical project course must be completed here (see answer to previous question above). Other major requirements that must be completed here are the Senior Seminar and our Statistics and Experimentation course (PSYC 201). On very rare occasions students have been given credit for PSYC 201 taken elsewhere, but this is extremely unlikely. Most institutions break the material up into two different courses, or don’t include all of the components that we feel are an important foundation for the major.
- Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
  - Yes. Students should be sure that have taken PSYC 201 PRIOR to their senior year at the latest. It is best to take it during sophomore year whenever possible.
- Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
PSYC 11  (W) Designing your Life and Career After Williams

This course takes a psychological approach to helping you figure out what to do with your life. We start by reviewing your life story up until now and determining how it has shaped you. We discuss, for example, whether you feel pressured to go down a certain road, whether you feel torn between your head and your heart, or whether you feel directionless. Then we take stock of who you really are now, including your core interests, tendencies, strengths, and weaknesses. We try to identify life designs that play to your signature strengths, as opposed to situations that are a setup for frustration and failure. The class encourages you to let go of comparing yourself to your peers, as different people need different things. You explore your underlying values and what you find most important in life. You consider the level of meaning you need in your work, as well as how much you care about money, status, fame, independence, connection, and creativity. The class introduces you to the concept of "flow," the feeling you get when engaging in activities that provide ideal levels of challenge and mastery. By designing lives and careers that promote flow states, you will be most likely to thrive and not merely succeed. Indeed, it is important not to design a life that appears successful but feels miserable. Your choice of a romantic partner can also have huge implications for the trajectory of your life. The class helps you to identify typical traps, such as staying with someone who is a bad match, and discusses how to make constructive relationship choices. Ultimately, as there are likely multiple valid life and career paths for you to take, you identify and develop three different plans that feel authentic and inspiring to you. 

Adjunct Instructor Bio: Dr. Johnson received his B.A. from Williams College, his Ph.D. in clinical psychology from Yale University, and is a Clinical Associate Professor at Brown University. He has taught this Winter Study for the last two years and deeply enjoys mentoring students around career issues.

Class Format: mornings
Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference given to juniors and seniors
Grading: pass/fail only
Materials/Lab Fee: cost of book(s)

Not offered current academic year

PSYC 12  (W) Alcohol 101: Examining and Navigating the College Drinking Scene

Seventy-two percent of college students report that they used alcohol at least once within the past 30 days. Where is the line between fun and danger? This course will examine the realities of the role of alcohol in the social lives of college students. Students will engage in active discussions of readings, videos, and myths vs. facts, as well as personal observations and opinions. Class structure will involve 3-hour classes that meet twice weekly. Participants will learn scientific facts about alcohol, including how it gets metabolized in the body differently in men and women, and how to recognize and respond to the signs of alcohol poisoning. Films will include evocative footage and interviews, such as "College Binge Drinking and Sober Reflections." We will hear from an expert in trauma and sexual assault and explore the significant role of alcohol in sexual assault on college campuses. We will discuss alcohol-related medical emergencies and problem-solve strategies to stay safe when choosing to use alcohol. Statistical data from colleges here in the Northeast will be reviewed, including survey results from the Core Institute and the Harvard School of Public Health Alcohol study. The course culminates in a final peer education presentation each student develops over the first 3 weeks through independent study outside of class on a related topic of their own choosing approved by the instructor.

Class Format: afternoons
Requirements/Evaluation: 5-page paper; final project
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: permission of instructor
Grading: pass/fail only
Materials/Lab Fee: cost of books

Not offered current academic year
PSYC 13 (W) Practical Preparation for Work After Williams: Standing Out Instead of Fitting In!

Cross-listings: LEAD 13  PSYC 13

Secondary Cross-listing

Students will dramatically enhance and expand their own practical professional competencies and personal attributes by gaining specific skills valuable and relevant for success in the real-world of work! Dynamic sessions are conducted by an exceptionally accomplished instructor focusing on character, interpersonal astuteness, communicating skills, leading effective change, financial statement literacy, decision-making under pressure, and thinking critically about and acting intentionally for personal development. Knowledge is transferred in the classroom through fast-paced, concise student-led discussion, live interaction with seven world-class guest speakers, individual communications exercises, role-playing, and personal one-on-one mentoring by the instructor. Preparing for productive class discussions and participation requires reading three short books (The Headmaster; Killer Angels; Breaking Through) and various articles, watching selected videos, understanding material provided in a subject matter guidebook, completing a private Birkman assessment online, as well understanding wide-ranging human performance through an encapsulated case study of the people at the Battle of Gettysburg. Benefits realized by students from all classes can be applied to any enterprise, including business, entrepreneurial initiatives, education, non-profits, and public sector governmental service. Students prepare a 5-page paper on a topic of their choosing that is work-shopped in a tutorial peer evaluation format prior to submission to the instructor. A one-page personal development action plan is also prepared that remains confidential between the student and the instructor in order to provide private individual mentoring and coaching. Class meetings are conducted with lots of fun starting in mid-morning for 1 hour and 45 minutes Monday through Thursday during Winter Study with an estimated three hours of daily preparation (about 20 hours per week) necessary by each student in order to take ownership for achieving and enjoying the full learning experience. Course Daily Agenda: http://www.intersolvegroup.com/wp-content/uploads/WilliamsWinterStudyAgenda2019.pdf Adjunct Instructor Bio: http://www.intersolvegroup.com/leadership-profile/

Class Format: Monday through Thursday 10-11:50 AM

Requirements/Evaluation: class participation based on materials provided for daily preparation, a 5-page paper reviewed in a tutorial peer format and evaluated by the instructor, and a one-page personal development action plan

Prerequisites: the only prerequisite is a keen and purposeful desire to learn and develop oneself through a practical applied experience

Enrollment Limit: 12

Enrollment Preferences: diversity and inclusion of geographic, economic and social background will be considered in order to assemble a spirited mix of participants

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 13  PSYC 13

Not offered current academic year

PSYC 14 (W) JA SelCom: A Case Study in Selection Processes

This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in selection? These are just a few of the questions that we will seek to understand through guest speakers from The Davis Center, Psychology Department, Admissions, and the Career Center. The majority of the time will be dedicated towards applying these ideas in selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality.

Class Format: mornings and afternoons

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: preference given to sophomores and admission is based on quality of the application

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Not offered current academic year
PSYC 15 (W)  Ephquilts! An Introduction to Traditional Quilting

This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: *Pieces of the Past* by Nancy J. Martin; *Stitching Memories: African-American Story Quilts* by Eva Ungar Grudin; *Sunshine and Shadow: The Amish and Their Quilts* by Phyllis Haders; *A People and Their Quilts* by John Rice Irwin; *Treasury of American Quilts* by Cyril Nelson and Carter Houck; *The Quilt: New Directions for an American Tradition*, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. *Extensive time will be spent outside of class working on assigned projects.* Adjunct Instructor Bio: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

Class Format: afternoons

Requirements/Evaluation: formal public exhibit

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference given to seniors, juniors, first years

Grading: pass/fail only

Materials/Lab Fee: cost to student $250

Attributes: EXPE Experiential Education Courses

Not offered current academic year

PSYC 16 (W)  Self Compassion: The Benefits and Challenges

Ever put yourself down when things aren't going well? Offering yourself compassion is often recommended by therapists and is a skill taught in some modes of therapy. What is the basis for this recommendation? How is self-compassion put into practice? What makes it so challenging? You will learn about the elements of self-compassion, explore and experience different ways of offering yourself compassion, and discuss your experiences. You will look at ways that self-compassion can positively impact your mental health, your work, your play, and your relationships. You will be taught self-compassion skills, including mindfulness practices and recognizing and challenging negative self-talk, among others. You will be asked to practice these skills between classes, do some reading, and reflect on your experiences. Adjunct Instructor Bio: Becky is a licensed clinical social worker. She has worked as a psychotherapist with Integrative Wellbeing Services here at Williams since 2014. She has explored the topics of compassion and self-compassion both professionally and personally.

Class Format: mornings and afternoons

Requirements/Evaluation: one 2- to 3-page reflection paper will be due each week; a weekly log of mindfulness activities will also be kept and submitted

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: random selection if over-enrolled

Grading: pass/fail only

Materials/Lab Fee: $10

Not offered current academic year

PSYC 17 (W)  "Cultural Cliteracy": Introduction to Transformative Sexuality Education

This course will introduce students to transformative sexuality education. Transformative sexuality education assumes students will experience major shifts in their sexual knowledge, attitudes, and behaviors. Undergraduates commonly report inadequate sex education in high school, concern that students are sexually harassed, assaulted, or raped during their four years in residence and that little opportunity exists on campus for students to talk with each other candidly about sexual issues. The course is designed to improve the sexual culture on the Williams College campus by expanding knowledge, fostering skills, and providing opportunities for intergroup dialogue. Students will explore topics such as communication and sexual communication, gender diversity, enthusiastic consent, pleasure in and out of committed relationships, hookup culture, models of sexual functioning,
BDSM/kink culture, and sexual identity. Topics will be examined through an intersectional lens. A variety of methods will help engage students with course material. Lectures by the instructors, large and small group discussions, role-plays, practice of empathy, intimacy, interviewing skills, reading literary fiction, DVD screenings, anonymous class surveys, and taking sexual histories promote students' learning. Sexually explicit material is used in this course, following trauma-informed practices and guidelines specifying best pedagogical practices. Each class session is designed to create activities that will lead students to achieve at least three learning objectives. Evaluation will be based on submission of a journal entry related to each class session and a journal entry related to a reading/movie due each class session. Students will submit a final paper and creative project. Attendance and participation are crucial to successful completion of this course.

**Class Format:** afternoons

**Requirements/Evaluation:** class attendance and participation; 5-page paper; 2- to 3-page paper; final project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores and juniors will be given priority

**Grading:** pass/fail only

**Materials/Lab Fee:** cost of books

*Not offered current academic year*

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**PSYC 18 (W) Call In Walk In training for Peer Health**

**Cross-listings:** PSYC 18 SPEC 18

**Secondary Cross-listing**

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies.

**Class Format:** mornings

**Requirements/Evaluation:** final project

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** current active members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health

**Grading:** pass/fail only

**Materials/Lab Fee:** none

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 18 SPEC 18

*Not offered current academic year*

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**PSYC 21 (W) Psychology Internships**

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law or other setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

**Class Format:** by appointment
Requirements/Evaluation: evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation

Prerequisites: approval by Noah Sandstrom is required

Enrollment Limit: 20

Enrollment Preferences: random selection

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

Not offered current academic year

PSYC 22 (W) Introduction to Research in Psychology
This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. In addition, students should discuss with faculty what the weekly time requirements will be.

Class Format: determined by faculty/research

Requirements/Evaluation: evaluation will be based on the quality of research participation, student's lab journal, and either an oral presentation or a written 10-page report of the research project

Prerequisites: permission of faculty mentor

Enrollment Limit: POI

Enrollment Preferences: selection will be based on evaluation of departmental application and number of faculty available as mentors

Grading: pass/fail only

Materials/Lab Fee: none

Not offered current academic year

PSYC 31 (W) Senior Thesis: Psychology
To be taken by students registered for Psychology 493-494.

Class Format: thesis

Requirements/Evaluation: determined by faculty

Prerequisites: PSYC 493 or NSCI 493

Grading: pass/fail only

Materials/Lab Fee: $0

Distributions: (D2)

Winter 2020

HON Section: 01    TBA    Noah J. Sandstrom

PSYC 99 (W) Independent Study: Psychology
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Distributions: (D2)
PSYC 101 (F)(S) Introductory Psychology

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Class Format: lecture

Requirements/Evaluation: two lab reports, unit quizzes, and a final exam

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 160

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: NSCI Required Courses  TEAC Teaching Sequence Courses

PSYC 127 (F) The Psychology of Success

This course will examine the psychology of success from a scientific perspective. After considering what success means, we will examine two broad influences on success: personality (e.g., intelligence, grit, and mental illness) and environment (e.g., schooling, parenting, and practice). Other topics will include how discrimination affects success, cross-cultural differences in how children are cared for, and the self-help industry.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on written work and discussion of that work. A five page paper will be due every other week

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: highest priority will be given to incoming first-years followed by rising sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Not offered current academic year

PSYC 158 (F) Freud: A Tutorial (WS)

Cross-listings: HIST 485  PSYC 158

Secondary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, "Analysis Terminable and Interminable." In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the
tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 485 (D2) PSYC 158 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia PHL Related Courses

Fall 2019

TUT Section: T1 TBA Thomas A. Kohut

PSYC 161 (F) Nonviolence and Positive Psychology

In this course we will explore the theory and practice of nonviolence in the context of research in Positive Psychology. Nonviolence means choosing not to threaten or injure others, and its practice requires cultivating personal qualities that enable such a choice. Positive Psychology refers to the scientific study of those qualities that enable people to live happy and fulfilling lives. We will begin by studying the history and moral theories of nonviolence. We will then evaluate the claims of those theories regarding the positive effects of nonviolence by discussing research on psychological benefits to the practitioner, attitude change in the adversary, and effects on the larger community. Topics will include self-control, empathy, forgiveness, tolerance, aggression, resisting violent assault, civil disobedience, and courage. Along the way we will introduce basic concepts in research design and interpretation of data to help us evaluate the research with a critical eye. This course is a part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. * Please note the atypical class hours, Tuesday, 4:45-8:30 pm.

Class Format: seminar

Requirements/Evaluation: class attendance and participation, short essays, and a final paper

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: selection will be based on student interviews

Expected Class Size: 9

Grading: yes pass/fail option, no fifth course option

Unit Notes: this class will include 9 Williams students and 9 inmates

Distributions: (D2)

Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology
PSYC 201  (F)(S)  Experimentation and Statistics  (QFR)
An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis.

Class Format: lecture/lab
Requirements/Evaluation: papers, exams, and problem sets
Extra Info: two sections; must register for the lab and lecture with the same instructor
Prerequisites: PSYC 101; not open to first-year students except with permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)  (QFR)
Attributes: COGS Related Courses  PHLH Statistics Courses

Fall 2019
LEC Section: A1  TF 2:35 pm - 3:50 pm  Jeremy D. Cone
LAB Section: A2  W 1:00 pm - 4:00 pm  Jeremy D. Cone
LEC Section: B1  TR 9:55 am - 11:10 am  Kenneth K. Savitsky
LAB Section: B2  W 1:00 pm - 4:00 pm  Kenneth K. Savitsky

Spring 2020
LEC Section: A1  MR 1:10 pm - 2:25 pm  Steven Fein
LAB Section: A2  W 1:00 pm - 3:40 pm  Steven Fein
LEC Section: B1  TF 1:10 pm - 2:25 pm  Laura Smalarz
LAB Section: B2  W 1:00 pm - 4:00 pm  Laura Smalarz
LEC Section: C1  MR 1:10 pm - 2:25 pm  Kris N. Kirby
LAB Section: C2  T 1:00 pm - 4:00 pm  Kris N. Kirby

PSYC 212  (F)  Neuroscience
Cross-listings: BIOL 212  NSCI 201  PSYC 212
Secondary Cross-listing
A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week; laboratory, every other week
Requirements/Evaluation: a lab practical, lab reports, two hour exams and a final exam
Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor
Enrollment Limit: 72
Enrollment Preferences: sophomores and Biology and Psychology majors
Expected Class Size: 72
Grading: yes pass/fail option, no fifth course option
Unit Notes: does not satisfy the distribution requirement for the Biology major
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 221 (S) Cognitive Psychology

This course surveys current research on human cognition. Topics include perception, attention, learning, education, memory, psychology and law, categorization, language, judgment, decision making, reasoning, intelligence, problem solving, and consciousness.

Class Format: lecture
Requirements/Evaluation: three midterms, a cumulative final exam, two short essays, and weekly quizzes
Prerequisites: PSYC 101 or permission of instructor
Enrollment Limit: 50
Enrollment Preferences: Psychology majors
Expected Class Size: 50
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: COGS Interdepartmental Electives PSYC 200-level Courses

Spring 2020

PSYC 222 (F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings: PSYC 222 COGS 222 PHIL 222
Secondary Cross-listing
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Grading: yes pass/fail option, no fifth course option
Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 222 (D2) COGS 222 (D2) PHIL 222 (D2)
Fall 2019
LEC Section: 01    TR 11:20 am - 12:35 pm     Joseph L. Cruz

**PSYC 232  (F)(S) Developmental Psychology**
An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, and family systems.

Class Format: lecture/discussion
Requirements/Evaluation: attendance and active class participation, 3 exams (2 midterms and final), and regular writing assignments
Prerequisites: PSYC 101
Enrollment Limit: 50
Enrollment Preferences: sophomores and junior Psychology majors
Expected Class Size: 50
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Attributes: PSYC 200-level Courses  TEAC Teaching Sequence Courses

Fall 2019
LEC Section: 01    MR 1:10 pm - 2:25 pm     Eliza L Congdon
Spring 2020
LEC Section: 01    Cancelled

**PSYC 242  (F)(S) Social Psychology**
A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.

Class Format: lecture
Requirements/Evaluation: two in-class exams, one paper and a final exam
Enrollment Limit: 50
Expected Class Size: 50
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: PSYC 200-level Courses  TEAC Teaching Sequence Courses

Fall 2019
LEC Section: 01    TF 1:10 pm - 2:25 pm     Laura Smalarz
Spring 2020
LEC Section: 01    MR 1:10 pm - 2:25 pm     Jeremy D. Cone

**PSYC 252  (F)(S) Psychological Disorders**
A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, eating disorders, addictions, alcoholism, and others. The course emphasizes an
integrative approach which incorporates and analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.

Class Format: lecture

Requirements/Evaluation: two in class exams and a final exam

Prerequisites: PSYC 101; open to first-year students

Enrollment Limit: 50

Enrollment Preferences: Psychology majors, then sophomores, then by seniority

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: PSYC 200-level Courses

PSYC 258 (S) Language and Literacy Development

Cross-listings: JAPN 258 PSYC 258

Secondary Cross-listing

Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How "natural" is it to learn to read?

Class Format: seminar

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Unit Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

JAPN 258 (D1) PSYC 258 (D1)

Attributes: Linguistics

Not offered current academic year

PSYC 272 (S) Psychology of Education

This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning,
and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** two exams and a final project

**Prerequisites:** PSYC 101

**Enrollment Limit:** 50

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 50

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PSYC 200-level Courses TEAC Teaching Sequence Courses

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**Spring 2020**

**LEC Section:** 01  TF 1:10 pm - 2:25 pm  Susan L. Engel

**PSYC 313  (S)  Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic**

**Cross-listings:** NSCI 313  PSYC 313

**Primary Cross-listing**

Opioid misuse, including addiction, has emerged as a major health epidemic in the United States. This course will explore the science of opioids as well as the historical and societal context surrounding their use and abuse. We will examine the neurobiological mechanisms through which opioids interact with pain pathways and reward circuits within the brain and we will explore how changes in these systems contribute to opioid tolerance, dependence, and addiction. We will consider how genetic, environmental and behavioral factors can powerfully influence these processes. Finally, we will consider alternative approaches to pain management as well as interventions for the treatment of opioid abuse. Students will be expected to design and conduct an empirical project related to the course material. Critical evaluation of peer-reviewed primary literature from animal and human studies will serve as a foundation for class discussions. Evaluation will be based on class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project.

**Class Format:** empirical lab course

**Requirements/Evaluation:** class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** NSCI Group B Electives  PSYC Area 1 - Behavioral Neuroscience  PSYC Empirical Lab Course

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**Spring 2020**

**SEM Section:** 01  TF 2:35 pm - 3:50 pm  Shivon A. Robinson

**LAB Section:** 02  R 1:00 pm - 4:00 pm  Shivon A. Robinson

**PSYC 314  (S)  Drug Addiction and Obesity: Tales of a Disordered Brain**
Drug addiction and obesity are two of the biggest health problems facing our world today. Although obesity and drug addiction are two qualitatively different disorders, recent literature suggests that they share similar neural substrates. The first third of this class will discuss the behavioral and neural underpinnings of drug addiction, the second third of this class will discuss the behavioral and neural underpinnings of obesity, and the last third of the class will discuss their interaction in many different facets. In so doing, students will learn about the animal models used to study drug addiction and obesity (i.e., intravenous self-administration, intracranial self-stimulation, conditioned place preference, conditioned taste avoidance, and locomotor sensitization) and the neurobiological techniques used to understand their underlying mechanisms (i.e., DREADDs, optogenetics, and immunohistochemistry). Utilizing these tools, students will design and conduct an empirical laboratory experiment to study these dysregulated behaviors.

Class Format: seminar

Requirements/Evaluation: presentations and participation in discussions; written assignments; weekly lab meetings will be held and empirical projects presented in a final poster session

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 314 (D3) PSYC 314 (D3)

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Matthew M. Clasen

LAB Section: 02 W 1:00 pm - 4:00 pm Matthew M. Clasen

PSYC 315 (F) Hormones and Behavior

Cross-listings: NSCI 315 PSYC 315

Primary Cross-listing

In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

Class Format: empirical lab course

Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

NSCI 315 (D3) PSYC 315 (D3)
PSYC 317 (S) Nature via Nurture: Topics in Developmental Psychobiology

Cross-listings: PSYC 317 NSCI 317

Primary Cross-listing

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.

Class Format: tutorial

Requirements/Evaluation: each week, students will either present an oral argument based on a 5-page position paper or respond to their partners’ paper; Weekly lab meetings will be held and empirical projects presented in a final poster session

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)

Enrollment Limit: 10

Enrollment Preferences: Neuroscience concentrators and Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 317 (D3) NSCI 317 (D3)

Attributes: NSCI Group B Electives PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

PSYC 318 (S) Image, Imaging, and Imagining: The Brain and Visual Arts

Cross-listings: INTR 223 PSYC 318

Primary Cross-listing

This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist’s motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how “outsider” artists have portrayed brain syndromes and mental states. Students will conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.

Class Format: seminar

Requirements/Evaluation: a midterm, in class writing assignments, participation in class discussions, and a final project

Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors; Psychology majors

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D3)
PSYC 319 (F)(S)  Neuroethics (WS)

Attributes: PSYC Area 1 - Behavioral Neuroscience

Spring 2020

SEM Section: 01    TF 1:10 pm - 2:25 pm    Betty Zimmerberg

PSYC 319  (F)(S)  Neuroethics
Cross-listings: STS 319  NSCI 319  PSYC 319

Primary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Class Format: tutorial

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 319 (D2) NSCI 319 (D3) PSYC 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise a their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives  PSYC Area 1 - Behavioral Neuroscience

PSYC 322 (S)  Concepts: Mind, Brain, and Culture

Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.

Class Format: empirical lab course
**PSYC 324 (S) Great Debates in Cognition**

The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient evidence for a system in vision that can become aware of things without actually "seeing" them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this class, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.

**Class Format:** tutorial; students will meet in pairs with the instructor for an hour each week

**Requirements/Evaluation:** evaluation will be based on weekly papers and oral arguments

**Prerequisites:** PSYC 221 or 222 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Cognitive Science concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** COGS Interdepartmental Electives  PSYC Area 2 - Cognitive Psychology  PSYC Empirical Lab Course

Not offered current academic year

**PSYC 326 (S) Choice and Decision Making**

One aspect of "being human" is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, "fast and frugal" heuristics, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.

**Class Format:** empirical lab course

**Requirements/Evaluation:** problem sets, essay papers, class and lab participation, and a research report

**Prerequisites:** PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110

**Enrollment Limit:** 16

**Enrollment Preferences:** senior Psychology majors who need the course to fulfill the major

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** COGS Interdepartmental Electives  PHLH Decision-Making by Institutions + Individuals  PSYC Area 2 - Cognitive Psychology  PSYC Empirical Lab Course
PSYC 327  (F)  Cognition and Education
This class will focus on basic research into the cognitive processes underlying learning. How does the mind encode, store, and retrieve knowledge? How do learners (and teachers) manage their own learning? How do educational practices depart from what research recommends? The readings will be scientific articles. Students will do original research.

Class Format: empirical lab

Requirements/Evaluation: class participation, daily quizzes, research papers

Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives  PSYC Area 2 - Cognitive Psychology  PSYC Empirical Lab Course  TEAC Teaching Sequence Courses

Not offered current academic year

PSYC 332  (S)  Children's Mathematical Thinking and Learning
Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive science, education, and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected in community schools, with the permission of parents, teachers, and children. Your results will be written-up in for your final paper, which will be in the style of an empirical journal article.

Class Format: community-based data collection in local schools which may need to take place outside of scheduled lab meeting hours

Requirements/Evaluation: class participation, discussion leader, weekly open-notes reading quizzes, 12- to 15-page final paper, project and lab report

Prerequisites: PSYC 232 or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors, upperclassmen, students with a demonstrated interest in the course material

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 3 - Developmental Psychology  PSYC Empirical Lab Course  TEAC Teaching Sequence Courses
PSYC 335  (F)  Early Experience and the Developing Infant

The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.

Class Format: seminar

Requirements/Evaluation: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent project

Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: NSCI Group C Electives PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course

Fall 2019

SEM Section: 01  TR 9:55 am - 11:10 am  Amie A. Hane
LAB Section: 02  T 1:00 pm - 4:00 pm  Amie A. Hane

PSYC 338  (S)  Inquiry, Invention and Ideas

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

Class Format: seminar

Requirements/Evaluation: three 3-5 page essays, two child observations and a 7-10 page final paper

Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: preference given to Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Spring 2020

SEM Section: 01  W 1:10 pm - 3:50 pm  Susan L. Engel

PSYC 341  (S)  Stereotypes, Prejudice, and Discrimination

Cross-listings: WGSS 339  PSYC 341

Primary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or
group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 339 (D2) PSYC 341 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Spring 2020

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

PSYC 342 (S) Social Judgment

This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on exploring how ideas from the judgment and decision-making literature can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people’s judgments and decisions as they pertain to their happiness and well-being, exploring how concepts in the judgment and decision-making literature can help us to understand why certain types of outcomes are more satisfying than others and why people sometimes choose in ways that fail to maximize their well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

Class Format: Seminar

Requirements/Evaluation: a series of short papers; two essay exams; written and oral report of a research proposal

Prerequisites: PSYC 242 and PSYC 201, or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Psychology majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 4 - Social Psychology

Spring 2020

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeremy D. Cone

PSYC 346 (S) Environmental Psychology

Cross-listings: ENVI 346 PSYC 346

Primary Cross-listing
This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans’ disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Class Format: seminar

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Environmental Studies concentrators

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 346 (D2) PSYC 346 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Spring 2020

SEM Section: 01  MR 1:10 pm - 2:25 pm  Kenneth K. Savitsky

PSYC 349 (S) Psychology and Law

This course examines the legal system in light of psychological research findings, Supreme Court rulings, wrongful conviction cases and illustrative crimes. The law’s informal theories of human behavior will be compared to what psychologists know on the basis of theories and research regarding such topics as Miranda, lie detection, police interrogation, false confessions, eyewitness identification, repressed and recovered memories, forensic evidence, and juries. The course will also explore the psychological mechanisms underlying legal decisions, and demonstrate how psychological findings can contribute to legal system reform.

Class Format: seminar

Requirements/Evaluation: exams, a series of papers

Prerequisites: PSYC 201 and PSYC 242 or permission of instructor

Enrollment Limit: 18

Enrollment Preferences: Psychology majors

Expected Class Size: 18

Grading: no pass/fail option, yes fifth course option

Unit Notes: either PSYC 347 or PSYC 349 may be taken for credit, but not both

Distributions: (D2)

Attributes: PSYC Area 4 - Social Psychology

Not offered current academic year

PSYC 352 (F) Clinical and Community Psychology

This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.
PSYC 355  (S)  Psychotherapy: Theory and Research

Psychotherapy is a young, barely 100-year old psychological endeavor which attempts to promote change and healing through social interaction. How can it be that talking with a psychotherapist can help people change -- emotionally, cognitively, and/or behaviorally -- and how exactly does it help people achieve relief from psychological disorders and problems? In this course, we will study some of the key approaches to psychotherapy by examining the theories and scientific research that surround them, and considering theory and research in juxtaposition. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, the "raw data" (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and how to evaluate claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated as well. All students will design and conduct an empirical research project based on the course material.

Class Format: empirical lab course

Requirements/Evaluation: attendance and active class participation, weekly 2-3 page reading response papers, APA style research report and poster/oral presentation of the research project

Prerequisites: PSYC 201 and PSYC 252

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PSYC Area 5 - Clinical Psychology  PSYC Empirical Lab Course

Not offered current academic year

PSYC 356  (F)  The Science of Suicide and Related Psychopathology

This course will provide students with a comprehensive understanding of the science and study of suicide and related psychopathology (e.g., non-suicidal self-injury) in both clinical and community samples. Course topics will include prevalence across the lifespan, current models of etiology, distal and proximal indicators of suicide risk, risk assessment and safety planning, suicide prevention and science-based interventions, and an exploration of cultural factors/issues of diversity. Readings will involve empirical studies and theoretical models that have shaped the study of suicidality, and recent studies that have taken a multidisciplinary approach (e.g., neuropsychological research; machine learning) to understanding suicide. Students will evaluate published research based on theory, methodological rigor, ethical considerations, diversity/inclusion, and current gaps in the literature that contribute to difficulty in predicting and preventing suicide. Students will design and conduct an empirical research project based on the course readings and topics discussed, such as analyzing existing data sets, examining media depictions/reporting, conducting surveys, and employing analogue research.

Class Format: Empirical lab course
PSYC 357  (F)  Depression
This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. Throughout the course, students will evaluate current research based on theory, methodological rigor, and potential impact on prevention and intervention efforts.

Class Format: seminar
Requirements/Evaluation: class participation, five 1 page response papers, 2 class presentations, final paper
Prerequisites: PSYC 201; PSYC 252 recommended
Enrollment Limit: 18
Enrollment Preferences: Psychology majors
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Attributes: PSYC Area 5 - Clinical Psychology

Fall 2019
SEM Section: 01  TR 8:30 am - 9:45 am  Catherine B. Stroud
LAB Section: 02  W 1:10 pm - 3:50 pm  Stephanie J. Steele

PSYC 358  (S)  Developmental Psychopathology: Trajectories of Risk and Resiliency
Why do some youth develop psychopathology in the face of adversity whereas others do not? How do we define psychological disorders in youth? Is resilience a static trait, or can it be promoted? How do we prevent youth from developing psychopathology? In this course, students will address these and other questions using a risk and resilience framework that examines the interactions among multiple risk and protective factors in the pathway to psychopathology. Specifically, students will examine the interactions between individual characteristics (e.g., neurobiological, interpersonal, cognitive, and emotional factors) and environmental contexts (e.g., family, school, peer, early adversity) in the development of risk and resiliency. Application of etiological models and empirical findings to prevention and intervention approaches will be explored. Throughout the course, students will evaluate current research based upon theory, methodological rigor, and clinical impact.

Class Format: Tutorial
Requirements/Evaluation: five 5-page papers, five short response papers, and participation in discussions
Prerequisites: PSYC 252; PSYC 201 recommended
Enrollment Limit: 10
Enrollment Preferences: Psychology majors and Public Health concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Attributes: PHLH Reproductive, Maternal and Child Health  PSYC Area 5 - Clinical Psychology

Spring 2020
TUT Section: T1  TBA  Catherine B. Stroud

PSYC 359  (S) Anxiety: Responses to Danger, Both Real and Imagined
This is an advanced course on anxiety that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, rape, and natural disasters. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field.

Class Format: seminar
Requirements/Evaluation: active class participation, frequent response papers, midterm examination and final term paper
Prerequisites: PSYC 252
Enrollment Limit: 18
Enrollment Preferences: Psychology Majors; preference given to those with outstanding major requirements
Expected Class Size: 18
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: PSYC Area 5 - Clinical Psychology

PSYC 361  (S) Psychology of Nonviolence
Nonviolence refers to choice behavior in interpersonal interactions in which physical injury to others is rejected as an option. In this course we will study moral and psychological theories of nonviolence, and evaluate the empirical support for their central claims of psychological benefits to the practitioner, attitude change in the adversary, and positive exemplary effects on social interaction. Topics include empathy, tolerance, forgiveness, aggression, courage, resisting violent assault, and civil resistance.

Class Format: discussion/seminar
Requirements/Evaluation: class attendance and participation, discussion leadership, one 5-page essay, and a final paper of approximately 10 page
Prerequisites: any 200-level course in PSYC or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology

PSYC 372  (F) Advanced Seminar in Teaching and Learning
This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum
How do we assess teaching practices and the students' learning? What does it take to be an educated person?

**Class Format:** seminar

**Requirements/Evaluation:** this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

**Prerequisites:** PSYC 232 or PSYC 272 or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses  PSYC Area 7 - Educational Psychology  TEAC Teaching Sequence Courses

Not offered current academic year

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**PSYC 397 (F) Independent Study: Psychology**

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval prior to the beginning of the drop/add period.

**Class Format:** independent study

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2019

IND Section: 01  TBA  Noah J. Sandstrom

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**PSYC 398 (S) Independent Study: Psychology**

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval prior to the beginning of the drop/add period.

**Class Format:** independent study

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2020

IND Section: 01  TBA  Noah J. Sandstrom

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**PSYC 401 (F) Psychology in Popular Discourse: A Critical Examination**

This course considers several important contemporary topics from diverse psychological perspectives. These topics—which may include issues such as personal and external influences on success; technology and relationships; addiction—will be introduced via popular books, films, or podcasts, and we will analyze them more deeply with original research articles from across multiple approaches and sub-disciplines of psychology. A central goal in this course is for students to develop and apply the skills necessary to critically evaluate psychological ideas as they exist in the broader popular culture. The course will primarily be discussion based, and the students will lead these discussions.

**Class Format:** seminar, student-facilitated discussions

**Requirements/Evaluation:** participation in class discussions, choosing relevant research articles, and three position papers

**Prerequisites:** senior Psychology majors, or permission of instructor in rare cases

**Enrollment Limit:** 36(12/sec)

**Enrollment Preferences:** senior Psychology majors
**PSYC 403 (F) The Psychology of Love**

This seminar will examine psychological approaches to the study of attraction, affiliative bonds, attachment, and relationship health across the lifespan. These topics will be introduced via review articles, books, and films. Students will analyze these topics more deeply with presentations and student-led discussions of original research articles from across multiple perspectives and subdisciplines of psychology.

- **Class Format:** seminar, student-facilitated discussions
- **Requirements/Evaluation:** participation in class discussion, selection and presentation of relevant empirical papers, three position papers
- **Prerequisites:** senior Psychology majors, or permission of instructor in rare cases
- **Enrollment Limit:** 12
- **Expected Class Size:** 12
- **Grading:** yes pass/fail option, yes fifth course option
- **Distributions:** (D2)

**Fall 2019**

SEM Section: 01  Cancelled

SEM Section: 02  MR 1:10 pm - 2:25 pm  Matthew M. Clasen

SEM Section: 03  TF 1:10 pm - 2:25 pm  Matthew M. Clasen

**PSYC 407 (F) Success and Failure**

The theme of this psychology senior seminar will be success. We will discuss the path to personal success, including the relative importance of hard work, genetic talent, and luck; barriers to success like poverty, discrimination, and incarceration; what parents should want, and do, for their children; how having a disability changes one's definition of success; what success means, and requires, during a war; and how science itself has been weakened by scientists' ambition for success. We will read a book or watch a film about each topic we choose, then delve deeper by reading and discussing scientific journal articles. Class meetings will be student-led discussions. You will learn how to assess an argument skeptically, seek additional evidence, and argue for solutions. You will practice useful life skills such as how to lead and participate in a meeting (i.e., a class discussion) and how to write engagingly and convincingly. The larger goal will be to leave this class more prepared to develop and communicate informed opinions in the future.

- **Class Format:** Seminar with student-led discussions
- **Requirements/Evaluation:** participating in and leading class discussions, choosing topics and readings, and writing essays
- **Prerequisites:** senior Psychology majors or permission of instructor in rare cases
- **Enrollment Limit:** 12
- **Expected Class Size:** 10
- **Grading:** no pass/fail option, yes fifth course option
- **Distributions:** (D2)

**Fall 2019**

SEM Section: 01  MR 1:10 pm - 2:25 pm  Amie A. Hane

SEM Section: 02  TF 1:10 pm - 2:25 pm  Matthew M. Clasen

SEM Section: 03  TF 2:35 pm - 3:50 pm  Nate Kornell

SEM Section: 04  MR 2:35 pm - 3:50 pm  Nate Kornell
PSYC 493  (F)  Senior Thesis: Psychology
Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our website.

Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494); senior Psychology majors meeting requirements for Honors
Prerequisites: permission of the thesis advisor
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Fall 2019
HON Section: 01  TBA  Noah J. Sandstrom

PSYC 494  (S)  Senior Thesis: Psychology
Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. This is part of a full-year thesis (493-494). Detailed guidelines for pursuing a thesis are available from the department and on our website.

Class Format: independent study
Prerequisites: permission of the thesis advisor
Grading: no pass/fail option, no fifth course option
Distributions: (D2)

Spring 2020
HON Section: 01  TBA  Noah J. Sandstrom