

PSYCHOLOGY

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

Chair: Professor Noah Sandstrom

- Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Neuroscience Program
- Jeremy D. Cone, Assistant Professor of Psychology
- Eliza L Congdon, Assistant Professor of Psychology
- Susan L. Engel, Senior Lecturer in Psychology, The Class of 1959 Director of Program in Teaching; on leave Spring 2021
- Steven Fein, Professor of Psychology
- Amie A. Hane, Professor of Psychology, Chair of Public Health; affiliated with: Public Health Program, Neuroscience Program; on leave Spring 2021
- Nicole T. Harrington, Visiting Assistant Professor of Psychology
- Laurie Heatherington, Edward Dorr Griffin Professor of Psychology
- Kris N. Kirby, Professor of Psychology
- Nate Kornell, Associate Professor of Psychology; on leave 2020-2021
- Shivon A. Robinson, Assistant Professor of Psychology; affiliated with: Neuroscience Program
- Marlene J. Sandstrom, Dean of the College, Hales Professor of Psychology; affiliated with: Psychology Department
- Noah J. Sandstrom, Chair and Professor of Psychology; affiliated with: Neuroscience Program
- Kenneth K. Savitsky, Professor of Psychology
- Jeremy C Simon, Visiting Assistant Professor of Psychology
- Stephanie J. Steele, Visiting Assistant Professor of Psychology
- Catherine B. Stroud, Associate Professor of Psychology
- Safa R. Zaki, Dean of the Faculty, Professor of Psychology; affiliated with: Psychology Department

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 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:

There have been instances.

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: The lectures will be done remotely. There will also be opportunities for small group sessions for labs and/or discussion sections. These will be scheduled at a variety of times to accommodate student schedules. Some of these labs/sections will be remote, but we are hoping that some may have an in-person element.

Requirements/Evaluation: five unit quizzes, a final exam, and two brief lab reports (or related brief reports, depending on the availability of labs)

Prerequisites: none

Enrollment Limit: 160

Expected Class Size: 160

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

Distributions: (D2)

Attributes: NSCI Required Courses TEAC Teaching Sequence Courses

Fall 2020

LEC Section: R1 MWF 10:40 am - 11:30 am Steven Fein, Clarence J. Gillig

Spring 2021

LEC Section: 01 TBA Kris N. Kirby

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.

Requirements/Evaluation: 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 (S) 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 PHIL Related Courses

Spring 2021

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.

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

Not offered current academic year

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: Prof. Savitsky's section will be taught remotely. Synchronous lectures and lab meetings will be recorded for those who can't attend but synchronous participation is preferred, especially in lab. In Prof. Cone's section, many lectures will be held via synchronous, remote gatherings. Periodically, students who can meet in person will gather for discussions, problem solving sessions, and lab work with others joining remotely. You must register for lab and lecture with the same instructor.

Requirements/Evaluation: research reports, exams, and weekly problem sets

Prerequisites: PSYC 101; not open to first-year students except with permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Psychology majors

Expected Class Size: 12

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

Distributions: (D2) (QFR)

Quantative/Formal Reasoning Notes: This course has weekly problem sets focused on experimental design and quantitative data analysis. Students will design and conduct several experiments, analyze the data, and report their findings.

Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2020

LEC Section: H1 MW 10:00 am - 11:15 am Jeremy D. Cone

LAB Section: H2 T 1:00 pm - 3:00 pm Jeremy D. Cone

LEC Section: R3 MW 10:00 am - 11:15 am Kenneth K. Savitsky

LAB Section: R4 W 1:00 pm - 3:00 pm Kenneth K. Savitsky

Spring 2021

LEC Section: 01 TBA Catherine B. Stroud, Noah J. Sandstrom, Jeremy C Simon

PSYC 212 (F) Neuroscience

Cross-listings: BIOL 212 NSCI 201 PSYC 212

Secondary Cross-listing

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers. Lectures will be pre-recorded and shared asynchronously. Students will be divided into small groups (~6 students each) that will meet synchronously with the instructors once a week for 30 minutes to further discuss concepts covered in the lecture. These meetings will take place within the scheduled class period and be in either in-person or online formats. If in-person numbers are too low to populate a given discussion subgroup, then that group would meet via the previously described online format. The lab component will be available to remote students in modified form, and will cover much of the same content as the in-person sections. Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, two midterm exams, and a final exam.

Class Format: Lectures will be pre-recorded and shared asynchronously. Students will be divided into small groups that will meet synchronously with the instructors once a week for 30 minutes to further discuss concepts covered in the lecture. The lab component will be available to remote students in modified form, and will cover much of the same content as the in-person sections.

Requirements/Evaluation: Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, two midterm exams, and a final exam.

Prerequisites: PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

Enrollment Limit: 36

Enrollment Preferences: sophomores and Biology and Psychology majors

Expected Class Size: 36

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:

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

Fall 2020

LAB Section: 03 M 1:00 pm - 3:00 pm Martha J. Marvin

LAB Section: 04 Cancelled

LAB Section: 06 T 1:00 pm - 3:00 pm Martha J. Marvin

LAB Section: 07 T 3:30 pm - 5:30 pm Martha J. Marvin

LAB Section: 08 W 1:00 pm - 3:00 pm Martha J. Marvin

LAB Section: 09 W 3:30 pm - 5:30 pm Martha J. Marvin

LAB Section: H10 W 8:00 pm - 10:00 pm Martha J. Marvin

LEC Section: H2 TR 11:30 am - 12:45 pm Shivon A. Robinson, Tim J. Lebestky

LEC Section: R1 TR 11:30 am - 12:45 pm Tim J. Lebestky, Shivon A. Robinson

LAB Section: R5 M 8:00 pm - 10:00 pm Martha J. Marvin

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.

Requirements/Evaluation: two midterms and a final exam

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 TEAC Teaching Sequence Courses

Spring 2021

LEC Section: 01 TBA Kris N. Kirby

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

Cross-listings: PSYC 222 PHIL 222 COGS 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: This hybrid course will meet in-person and will also be available for remote video attendance and participation. Remote students will be expected to attend class synchronously with the in-person lecture and will not be able to watch lectures at other times, so must be available during the class hours in the catalog. Supplemental material--e.g., office hours, study sessions for exams, background discussion for weekly assignments--will be delivered on-line.

Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises

Prerequisites: PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended. It is not necessary to contact the instructor to indicate a special interest in the course.

Enrollment Limit: 20

Enrollment Preferences: sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.

Expected Class Size: 20

Grading: no 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) PHIL 222 (D2) COGS 222 (D2)

Attributes: Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2020

LEC Section: H1 TR 11:30 am - 12:45 pm Joseph L. Cruz

PSYC 232 (F) 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, parenting, and family systems.

Class Format: This course will be taught entirely remotely. Live, synchronous lectures will take place on Zoom during scheduled course meeting hours (in Eastern Standard time). Students may be assigned to smaller student groups for some class projects. Those groups are permitted to meet on campus following appropriate safety protocols and if everyone in the group is comfortable with the arrangement. Otherwise, all course-related meetings and class presentations will occur remotely.

Requirements/Evaluation: The main form of evaluation will be 3 online written exams (2 midterm, 1 final). Depending on enrollment numbers, there

may be an oral exam component to supplement the online exams. Students will also be expected to participate in smaller "book/journal club" meetings throughout the semester and from these meetings, will produce 5 brief writing assignments (2-3 pages each) and a final 15-20 minute group presentation. Attendance is required and active participation during lectures is strongly encouraged.

Prerequisites: PSYC 101

Enrollment Limit: 30

Enrollment Preferences: Preference will be given to sophomores and junior psychology majors and senior psychology majors who still need to fulfill a 200-level requirement.

Expected Class Size: 30

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

Distributions: (D2)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2020

LEC Section: R1 MR 1:30 pm - 2:45 pm Eliza L Congdon

PSYC 242 (F)(S) Social Psychology

A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.

Class Format: Lectures will be remote. We will also have some discussion meetings with smaller groups (primarily during the regular class time) and possibly an occasional other small-group activity). These also will probably be remote, but there is a possibility we will have some in-person element, depending on how things are going on campus and the availability of rooms.

Requirements/Evaluation: two in-class exams, one paper (7 - 10 pages), and an optional final exam

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Psychology majors

Expected Class Size: 30

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

Distributions: (D2)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2020

LEC Section: R1 TR 9:45 am - 11:00 am Steven Fein, Kenneth K. Savitsky

Spring 2021

LEC Section: 01 TBA Kenneth K. Savitsky, Steven Fein

PSYC 252 (F)(S) Psychological Disorders

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: depression, bipolar disorder, the schizophrenias, dissociative disorders, anxiety disorders, personality disorders, eating disorders, addictions, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.

Class Format: This course will be offered remotely, and all meetings will be synchronous. Class meetings will include lecture, discussion, and use of small breakout groups for experiential activities and small group work. Attendance at all meetings will be strongly encouraged, and participation will be evaluated. This course will meet 2 (of the possible 3) days per week; those 2 days may vary on a weekly basis.

Requirements/Evaluation: short papers (total of 10 pages distributed over assignments), 2 in-class exams, and participation

Prerequisites: PSYC 101; open to first-year students

Enrollment Limit: 30

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

Expected Class Size: 30

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

Distributions: (D2)

Attributes: PSYC 200-level Courses

Fall 2020

LEC Section: R1 MWF 11:45 am - 1:00 pm Catherine B. Stroud

Spring 2021

LEC Section: 01 TBA Stephanie J. Steele

PSYC 258 (S) Language and Literacy Development

Cross-listings: PSYC 258 JAPN 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?

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:

PSYC 258 (D2) JAPN 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: 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

Not offered current academic year

PSYC 312 (S) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology

Cross-listings: NSCI 322 PSYC 312

Primary Cross-listing

This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience using the research tools discussed in class to explore novel research questions.

Class Format: empirical lab course

Requirements/Evaluation: class presentations, participation in discussions, midterm exam, and participation in all phases of the empirical project research experience including oral and written presentation of key findings

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 322 (D3) PSYC 312 (D3)

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

Spring 2021

SEM Section: 01 TBA Victor A. Cazares

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, five short position papers (approximately 2 pages double-spaced), an APA style empirical paper (approximately 20 pages double-spaced) and 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)

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

NSCI 313 (D3) PSYC 313 (D3)

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

Spring 2021

SEM Section: 01 TBA Shivon A. Robinson

PSYC 315 (F) Hormones and Behavior

Cross-listings: PSYC 315 NSCI 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, approximately seven 1-2 page response papers, midterm, written (15-20 page) 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: no pass/fail option, no fifth course option

Distributions: (D3)

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

PSYC 315 (D3) NSCI 315 (D3)

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

Not offered current academic year

PSYC 319 (S) Neuroethics (WS)

Cross-listings: NSCI 319 PSYC 319 STS 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.

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: (D3) (WS)

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

NSCI 319 (D3) PSYC 319 (D3) STS 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 as 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

Not offered current academic year

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

Requirements/Evaluation: short papers, class presentation, and research paper

Prerequisites: PSYC 221 or 222 or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Cognitive Science concentrators

Expected Class Size: 16

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

Distributions: (D2)

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

Not offered current academic year

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: students will meet in pairs with the instructor for an hour each week

Requirements/Evaluation: 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

Not offered current academic year

PSYC 326 (F) Choice and Decision Making

Being human means that we sometimes 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 rationality, the debate over cognitive biases, fast and frugal heuristics, impulsivity and self-control, addictions and bad habits, paternalism, and moral decision making.

Class Format: Lectures and labs will be remote, conducted via Zoom during the scheduled time slots, with recordings posted on Glow for students who cannot attend during those slots.

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: 12

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

Expected Class Size: 12

Grading: no 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

Fall 2020

SEM Section: R1 TR 11:30 am - 12:45 pm Kris N. Kirby

LAB Section: R2 T 1:00 pm - 3:00 pm Kris N. Kirby

PSYC 327 (S) Cognition and Education

In this class we will read scientific articles about two interrelated topics. One is societal issues in schooling, such as fads, charter schools, tracking, dropping out, international differences, and segregation. The other is principles in the cognitive psychology of learning, such as desirable difficulty, that can be used to improve educational practice.

Requirements/Evaluation: daily quizzes, 3 presentations, 2 annotated bibliographies, 2 research papers, 1 essay, and class participation

Prerequisites: 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 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

Requirements/Evaluation: class participation, discussion leader, weekly open-notes reading quizzes, individual 12- to 15-page final paper based on empirical group research project

Prerequisites: PSYC 201 and 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: 16

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

Distributions: (D2)

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

Spring 2021

SEM Section: 01 TBA Eliza L Congdon

PSYC 334 (F) Defining and Disrupting the School-to-Prison Pipeline

Cross-listings: PSYC 334 AFR 318

Secondary Cross-listing

The school-to-prison pipeline describes a system of processes that pushes children out of school into jails and prisons. This course will explore the pipeline and the relationships between school, prison, and society. We will begin with the history and creation of the modern-day school-to-prison pipeline, focusing on the educational and public policies that encourage the criminalization of "others", with particular emphasis on folks of color and under-resourced communities. We will also look to firsthand accounts from those pushed into the pipeline to humanize the topic and engage in thoughtful and compassionate discussion. Together, we will define "school" and "prison", identifying how these definitions are aligned with the most current iteration of the pipeline, and how they can help us as we work to dismantle it.

Requirements/Evaluation: Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

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

PSYC 334 (D2) AFR 318 (D2)

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

Fall 2020

SEM Section: H1 TR 9:45 am - 11:00 am Kelsey M. Jones

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: Classes will be held synchronously, live and in Zoom.

Requirements/Evaluation: active class participation, weekly three-page papers, two oral presentations (20 minutes each and using PowerPoint), and one final 10-12 page paper on an independent research topic related to course content

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

Enrollment Limit: 12

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 12

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

Fall 2020

SEM Section: R1 TR 9:45 am - 11:00 am Amie A. Hane

PSYC 337 (S) Critical Perspectives in Special Education

Cross-listings: AFR 324 PSYC 337

Secondary Cross-listing

What makes special education "special"? This course will explore the role, purpose, and function of special education in the United States. Given special education's assumption of dis/ability (Baglieri, 2012), we will also create collective and individual frameworks for discussing and deconstructing dis/ability. This course will examine history, policy, and pedagogy related to special education; we will also discuss how law and school practices have systemically and systematically excluded students of color from general education classrooms, leading to the overrepresentation of Black, Indigenous, and Latinx children in special education. We will listen to narratives shared by people with dis/abilities and our educational histories to understand how personal connections to special education influence our current beliefs and future practice.

Requirements/Evaluation: Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 324 (D2) PSYC 337 (D2)

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

Spring 2021

SEM Section: 01 TBA Kelsey M. Jones

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.

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

Not offered current academic year

PSYC 341 (S) Stereotypes, Prejudice, and Discrimination

Cross-listings: PSYC 341 WGSS 339

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:

PSYC 341 (D2) WGSS 339 (D2)

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

Not offered current academic year

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.

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: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

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

Distributions: (D2)

Attributes: PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Spring 2021

SEM Section: 01 TBA 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.

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

Not offered current academic year

PSYC 348 (F) Psychology of Prejudice (DPE)

Prejudice is everywhere. This class is intended to help you understand why. Readings and discussion will seek to illuminate the roots of prejudice, its many forms, and how it may be reduced. We will investigate how scientists measure undesirable and even unacknowledged attitudes, and consider the effects of people being unaware of their own biases, both psychologically and societally. Overall, we will use scientific evidence to inform our understanding of social identities, their complexities, and their consequences, and students will design and conduct empirical research projects based on the course material.

Class Format: This is a hybrid course for both remote and in-person students. We will meet on campus twice a week for seminar-style discussions, with a synchronous video link provided for those who are not physically present. Weekly lab sessions will primarily be conducted remotely, with students completing projects over the course of the semester in groups of 3 or 4. This structure is subject to change, however, in consultation with the whole class about their experience.

Requirements/Evaluation: participation in class discussions, oral reports, several brief (1-2 page) writing assignments, and participation in the empirical project including a final written report

Prerequisites: PSYC 201 and PSYC 242 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 12

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course introduces students to the phenomenon of prejudice, including racism, sexism, and other forms. It will explore the psychological origins of prejudice and students will discuss and develop empirically-supported strategies for reducing prejudice.

Attributes: PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Fall 2020

SEM Section: H1 MW 11:45 am - 1:00 pm Jeremy C Simon

LAB Section: H2 T 1:00 pm - 3:00 pm Jeremy C Simon

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.

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.**

Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper

Prerequisites: PSYC 252

Enrollment Limit: 15

Enrollment Preferences: senior, then junior, Psychology majors; you **MUST** have permission of instructor to register for this course

Expected Class Size: 15

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

Distributions: (D2)

Attributes: EXPE Experiential Education Courses PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Not offered current academic year

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

Spring 2021

SEM Section: 01 TBA Laurie Heatherington

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

The 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, an exploration of cultural factors/issues of diversity and social justice, and current/future directions in this particular area of research and clinical practice. 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, and/or conducting online surveys. These projects will be completed in pairs or teams.

Class Format: This course will be taught remotely; seminar discussions will occur synchronously twice/week to maximize the opportunity for active group participation of these pressing topics. Empirical labs will also occur synchronously each week; these labs are particularly well-suited to be adapted to remote instruction and will include full group discussions and activities, as well as "breakout" pair/group meetings to focus on empirical projects.

Requirements/Evaluation: attendance and active class participation, weekly 2-3 page reading response papers, student-led discussions (3 per student), a 4-5 page project proposal, a 15-20 page APA-style research paper, poster/oral presentation of the research paper

Prerequisites: PSYC 201 and PSYC 252 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Psychology majors

Expected Class Size: 12

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

Distributions: (D2)

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

Fall 2020

SEM Section: R1 TF 1:30 pm - 2:45 pm Stephanie J. Steele

LAB Section: R2 R 1:00 pm - 3:00 pm Stephanie J. Steele

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.

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

Not offered current academic year

PSYC 358 (F) Developmental Psychopathology: Trajectories of Risk and Resilience

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, poverty) 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: This course will be offered remotely. Each week the professor and the tutorial pair will meet for 60 minutes in a synchronous online meeting. The meetings will be scheduled between 9am and 4pm EST based upon student and professor availability. Attendance will be required at the weekly synchronous online meeting.

Requirements/Evaluation: six 5-page papers, six 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

Fall 2020

TUT Section: RT1 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.

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

Not offered current academic year

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

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

Not offered current academic year

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 development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

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

PSYC 373 (F) Critical Issues in Learning and Teaching

In this seminar we will take a deep dive into several key topics in education. We will examine psychological research as well as a range of other materials (essays, film, recordings of children and personal experiences) to help answer a series of questions, including: Does the kind or quality of schooling have a measurable impact on children? How do you create curriculum? How does one conduct high quality classroom observations? What do good teachers have in common? What is the best way to help teachers get better at what they do? Can remote learning work well in K-12 settings?

Class Format: The course will be taught in a hybrid form (remotely for some and in person for others). Students will meet in small groups with the professor. Each group will meet for a tutorial-like session once a week. We will use students' papers as a jumping off point for our discussions.

Requirements/Evaluation: Regular class attendance and full participation (whether remote or in-person), five 5-page papers, and regular written responses to other students' papers. We will also do a variety of in-class activities that may require some independent preparation (gathering materials, or doing brief interviews) and some coordination with one another outside of class time.

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Psychology majors and those involved in the Program in Teaching

Expected Class Size: 12

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

Distributions: (D2)

Attributes: PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2020

SEM Section: H1 MWF 8:15 am - 9:30 am Susan L. Engel

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: This course will meet in a hybrid or remote format determined in collaboration with the supervising faculty member.

Requirements/Evaluation: Determined by individual instructors

Prerequisites: Permission of instructor

Enrollment Limit: none

Enrollment Preferences: Upperclass students

Expected Class Size: NA

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

Distributions: (D2)

Fall 2020

IND Section: H1 TBA Noah J. Sandstrom

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.

Requirements/Evaluation: Determined by individual instructors

Prerequisites: Permission of instructor

Enrollment Limit: none

Enrollment Preferences: Upperclass students

Expected Class Size: NA

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

Distributions: (D2)

Spring 2021

IND Section: 01 TBA Noah J. Sandstrom

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: 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

Expected Class Size: 36

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

Distributions: (D2)

Not offered current academic year

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: Class will meet remotely in live, synchronous settings. Student discussion leaders will also meet with Professor over Zoom in advance of co-leading live, online discussions. Each class will begin with analysis of student-selected music that is used to generate a class playlist on Spotify. Movie nights will be held together as watch parties.

Requirements/Evaluation: participation in class discussion, selection and presentation of relevant empirical papers, three position papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior Psychology majors

Expected Class Size: 12

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

Distributions: (D2)

Fall 2020

SEM Section: R1 MW 10:00 am - 11:15 am Amie A. Hane

PSYC 405 (F) Why Do We Believe What We Believe?

As scientists, we aspire to hold beliefs that are based in evidence. As humans, however, we are likely to embrace beliefs influenced by a variety of social, historical, cultural, political, racial and religious factors. In this class, we will explore the question of why we cling to certain beliefs, even in the face of significant contradictory evidence. For example, what assumptions do we make about strangers and why are we so convinced these assumptions are correct? How does our culture affect our parenting choices and why do we hold them so fiercely? What assumptions do we make

about the nature of memory and are these assumptions valid? Are there "defensive moves" that we make when we are challenged racially, even when we are committedly antiracist? And, if so, why? In class, we will explore source material from popular culture: books, films, podcasts and popular press articles, and we will examine claims made about different belief systems. We will then critically evaluate these claims by exploring the available empirical psychological evidence. The format of this class is student-led discussions.

Class Format: My goal is to conduct as many of our classes in-person as reasonably feasible. Students who are on-campus will be encouraged to attend the seminar in person. Those who are unable to attend in person will join remotely. Students will be required to meet with me in small groups prior to leading discussions to review their discussion plan. These meetings will occur in person or remotely, depending on scheduling availability.

Requirements/Evaluation: Students will be required to develop and lead rigorous generative discussions with their classmates several times during the semester. In addition, students will be expected to actively participate in discussions and to write three 5-7 page position papers.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior Psychology majors

Expected Class Size: 12

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

Distributions: (D2)

Fall 2020

SEM Section: H1 MR 3:15 pm - 4:30 pm Nicole T. Harrington

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: 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

Enrollment Preferences: senior Psychology majors

Expected Class Size: 10

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

Distributions: (D2)

Not offered current academic year

PSYC 408 (F) The Psychology of College

What do people learn in college? Are students fundamentally transformed by their college experience, and if so, what specific features of college actually make a difference? Most people's ideas about the impact of college come from personal experience, and the strongly held views of journalists, filmmakers, college spokespeople, relatives and public figures. Those beliefs are often misguided. Yet research can help us develop an accurate picture of just what it is that college does and doesn't do. Drawing on films, popular books and articles, as well as research from across the subdisciplines within psychology, we will examine some of the most common beliefs, and then delve into the psychological evidence that supports or refutes them. Our goal will be to develop a scientifically-based understanding of the psychological impact of college, and redesign various features of college to reflect our conclusions. Empirical work on this topic presents unique methodological challenges, so we will also spend some time designing studies that overcome those challenges.

Class Format: Students who are on-campus are encouraged to attend the seminar in person. Those who are unable to attend in person will join remotely. Students should expect several additional small group meetings outside the scheduled time period for additional discussions, to plan presentations, etc.

Requirements/Evaluation: weekly readings, leading two class discussions, and writing three 5-7 page papers

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior Psychology majors

Expected Class Size: 12

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

Distributions: (D2)

Fall 2020

SEM Section: H1 TR 11:30 am - 12:45 pm Susan L. Engel

PSYC 412 (F) Feelings & Emotions: Shaping the Brain and Society

This course will explore what emotions are, the evolutionary origins of emotions, and the tools and techniques researchers use to study emotions both in humans and in animal models. We will examine how brain state(s) may underlie different emotions and challenge widely held notions about how an individual's emotion can influence behavior and social factors. Questions we will explore include: Is it better to be emotional or rational? What are 'gut feelings'? Are there gender differences in emotionality and, if so, what are their origins? Popular press literature and scientific studies will fuel student-led discussions as we seek to develop an evidence-based understanding of emotions and how they shape the world around us.

Class Format: This is a hybrid course. Students who are on-campus are encouraged to attend the seminar in person. This course will meet 2 (of the possible 3) days per week; those 2 days may vary on a weekly basis. Those who are unable to attend in person will join remotely. Students should expect several additional small group meetings outside the scheduled time period for additional discussions, to plan presentations, etc.

Requirements/Evaluation: Course requirements include weekly readings, leading two class discussions, and writing three 5-7 page papers, including at least one newspaper-ready op-ed.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Senior psychology majors

Expected Class Size: 12

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

Distributions: (D2)

Fall 2020

SEM Section: H1 MWF 11:45 am - 1:00 pm Victor A. Cazares

PSYC 413 (F) The Resilient Mind

In this seminar, we will explore the psychological, environmental, and biological variables that shape an individual's response to stress and/or adversity. We will discuss how factors such as personality, coping style, social network/community, gender, brain mechanisms, and genes can influence one's ability to adapt and recover from a crisis. Students will critically examine depictions of resilience in popular literature and film, and employ empirical scientific articles from across multiple approaches and sub-disciplines of psychology to delve deeper into their analyses. Class meetings will be primarily discussion based and student-led, with the central goal of developing skills in forming and communicating evidence-based arguments.

Class Format: Class meetings will take place synchronously within the scheduled class period. Students will be able to attend class in-person or remotely via an online format.

Requirements/Evaluation: participating in and leading discussions, selection and presentation of relevant topics and readings, and three position papers (approximately 5-7 pages double-spaced)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior Psychology majors

Expected Class Size: 12

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

Distributions: (D2)

Fall 2020

SEM Section: H1 MR 1:30 pm - 2:45 pm Shivon A. Robinson

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. This is part of a full-year thesis (493-494). 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: This course will meet in a hybrid or remote format determined in collaboration with the supervising faculty member.

Requirements/Evaluation: Determined by thesis advisor

Prerequisites: permission of the thesis advisor

Enrollment Limit: none

Enrollment Preferences: Senior Psychology major

Expected Class Size: NA

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

Distributions: (D2)

Fall 2020

HON Section: H1 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. This is part of a full-year thesis (493-494). 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.

Requirements/Evaluation: Final written thesis and oral presentation.

Prerequisites: permission of the thesis advisor

Enrollment Limit: none

Enrollment Preferences: Senior Psychology majors

Expected Class Size: NA

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

Distributions: (D2)

Spring 2021

HON Section: 01 TBA Noah J. Sandstrom

Winter Study -----

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 another 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.

Requirements/Evaluation: 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 Ken Savitsky is required

Enrollment Limit: 20

Enrollment Preferences: random selection

Grading: pass/fail only

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.

Requirements/Evaluation: 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

Not offered current academic year

PSYC 31 (W) Senior Thesis: Psychology

To be taken by students registered for Psychology 493-494.

Requirements/Evaluation: determined by faculty

Prerequisites: PSYC 493 or NSCI 493

Enrollment Limit: POI

Enrollment Preferences: all will be enrolled

Grading: pass/fail only

Not offered current academic year

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

Not offered current academic year