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

Chair: Professor Noah Sandrom


On leave fall/spring: L. Smalarz
On leave fall only: L. Heatherington, K. Kirby

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 they 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.

Requirements/Evaluation: two lab reports, unit quizzes, and a final exam
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: 160
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: NSCI Required Courses  TEAC Teaching Sequence Courses

Fall 2019
LEC Section: 01    MWF 10:00 am - 10:50 am     Nate Kornell, Clarence J. Gillig

Spring 2020
LEC Section: 01    MWF 10:00 am - 10:50 am     Noah J. Sandstrom, Clarence J. Gillig

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  (F)  Freud: A Tutorial  (WS)
Cross-listings: HIST 485  PSYC 158
Secondary Cross-listing
This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, “Analysis Terminable and Interminable.” In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

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

Requirements/Evaluation: papers, exams, and problem sets

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

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

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

Distributions: (D2) (QFR)

Attributes: COGS Related Courses  PHLH Statistics Courses

Fall 2019

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

Spring 2020

LEC Section: A1  MR 1:10 pm - 2:25 pm  Kenneth K. Savitsky
LAB Section: A2  W 1:00 pm - 3:40 pm  Kenneth K. Savitsky
LEC Section: B1  Cancelled
LAB Section: B2  Cancelled
LEC Section: C1  MR 1:10 pm - 2:25 pm  Kris N. Kirby
LAB Section: C2  T 1:00 pm - 4:00 pm  Kris N. Kirby

PSYC 212  (F)  Neuroscience

Cross-listings: BIOL 212  NSCI 201  PSYC 212

Secondary Cross-listing

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week and laboratory, every other week

Requirements/Evaluation: a lab practical, lab reports, two hour exams and a final exam

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

Enrollment Limit: 72

Enrollment Preferences: sophomores and Biology and Psychology majors

Expected Class Size: 72

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

Unit Notes: does not satisfy the distribution requirement for the Biology major

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

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

Fall 2019

LEC Section: 01     TR 9:55 am - 11:10 am     Tim J. Lebestky,  Shivon A. Robinson
PSYC 221 (S) Cognitive Psychology
This course surveys current research on human cognition. Topics include perception, attention, learning, education, memory, psychology and law, categorization, language, judgment, decision making, reasoning, intelligence, problem solving, and consciousness.

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

Spring 2020
LEC Section: 01 MWF 9:00 am - 9:50 am Nate Kornell

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

Class Format: discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Limit: 25
Enrollment Preferences: first-year and sophomore students
Expected Class Size: 25
Grading: yes pass/fail option, no fifth course option
Unit Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 222 (D2) COGS 222 (D2) PHIL 222 (D2)
Attributes: Linguistics PHIL Contemp Metaphysics & Epistemology Courses PSYC 200-level Courses

Fall 2019
LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

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

**Class Format:** discussion

**Requirements/Evaluation:** attendance and active class participation, 3 exams (2 midterms and final), and regular writing assignments

**Prerequisites:** PSYC 101

**Enrollment Limit:** 50

**Enrollment Preferences:** sophomores and junior Psychology majors

**Expected Class Size:** 50

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

**Distributions:** (D2)

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

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**PSYC 242 (F)(S) Social Psychology**

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

**Requirements/Evaluation:** two in-class exams, one paper and a final exam

**Enrollment Limit:** 50

**Expected Class Size:** 50

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

**Distributions:** (D2)

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

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**Fall 2019**

LEC Section: 01 MR 1:10 pm - 2:25 pm Eliza L Congdon

**Spring 2020**

LEC Section: 01 Cancelled

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**PSYC 252 (F)(S) Psychological Disorders**

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

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

**Prerequisites:** PSYC 101; open to first-year students

**Enrollment Limit:** 50

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

**Expected Class Size:** 50
PSYC 258 (S) Language and Literacy Development

Cross-listings: JAPN 258  PSYC 258

Secondary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 25

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

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

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
JAPN 258 (D1) PSYC 258 (D1)

Attributes: Linguistics

Not offered current academic year

PSYC 272 (S) Psychology of Education

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

Class Format: lecture/discussion

Requirements/Evaluation: two exams and a final project

Prerequisites: PSYC 101

Enrollment Limit: 50

Enrollment Preferences: Psychology majors and those who plan to become teachers
**Expected Class Size:** 50

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

**Distributions:** (D2)

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

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**Spring 2020**

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

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

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

**Primary Cross-listing**

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

**Class Format:** empirical lab course

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

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

**Enrollment Limit:** 16

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

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

NSCI 313 (D3) PSYC 313 (D3)

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

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**Spring 2020**

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

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

**PSYC 314  (S)  Drug Addiction and Obesity: Tales of a Disordered Brain**

**Cross-listings:** NSCI 314  PSYC 314

**Primary Cross-listing**

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

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

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

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

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

Distributions: (D3)

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

NSCI 314 (D3) PSYC 314 (D3)

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

Spring 2020

SEM Section: 01 TR 11:20 am - 12:35 pm Matthew M. Clasen
LAB Section: 02 W 1:00 pm - 4:00 pm Matthew M. Clasen

PSYC 315 (F) Hormones and Behavior

Cross-listings: NSCI 315 PSYC 315

Primary Cross-listing

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

Class Format: empirical lab course

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

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

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

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

Distributions: (D3)

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

NSCI 315 (D3) PSYC 315 (D3)

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

Not offered current academic year

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

Cross-listings: PSYC 317 NSCI 317

Primary Cross-listing

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

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

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

Enrollment Limit: 10

Enrollment Preferences: Neuroscience concentrators and Psychology majors

Expected Class Size: 10

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

Distributions: (D3)

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

PSYC 317 (D3) NSCI 317 (D3)

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

Not offered current academic year

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

Cross-listings: INTR 223 PSYC 318

Primary Cross-listing

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

Class Format: seminar

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

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

Enrollment Limit: 12

Enrollment Preferences: Studio Art majors; Psychology majors

Expected Class Size: 12

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

Distributions: (D3)

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

INTR 223 (D3) PSYC 318 (D3)

Attributes: PSYC Area 1 - Behavioral Neuroscience

Spring 2020

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

PSYC 319 (F)(S) Neuroethics (WS)

Cross-listings: STS 319 NSCI 319 PSYC 319

Primary Cross-listing

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

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

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

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distributions:** (D2) (WS)

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

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

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

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

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**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

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**Fall 2019**

TUT Section: T1  TBA  Noah J. Sandstrom

**Spring 2020**

TUT Section: T1  Cancelled

**Spring 2020**

SEM Section: 01  TR 11:20 am - 12:35 pm  Safa R. Zaki
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 (S) Choice and Decision Making
One aspect of "being human" is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, "fast and frugal" heuristics, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.

Class Format: empirical lab course
Requirements/Evaluation: problem sets, essay papers, class and lab participation, and a research report
Prerequisites: PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110
Enrollment Limit: 16
Enrollment Preferences: senior Psychology majors who need the course to fulfill the major
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: COGS Interdepartmental Electives PHLH Decision-Making by Institutions + Individuals PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course

Spring 2020
SEM Section: 01 Cancelled
LAB Section: 02 Cancelled

PSYC 327 (F) Cognition and Education
This class will focus on basic research into the cognitive processes underlying learning. How does the mind encode, store, and retrieve knowledge? How do learners (and teachers) manage their own learning? How do educational practices depart from what research recommends? The readings will be scientific articles. Students will do original research.

Class Format: empirical lab
Requirements/Evaluation: class participation, daily quizzes, research papers
Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor
Enrollment Limit: 16
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 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, 12- to 15-page final paper, project and lab report

Prerequisites: PSYC 232 or permission of the instructor

Enrollment Limit: 16

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

Expected Class Size: 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 2020

SEM Section: 01  MWF 8:30 am - 9:45 am  Eliza L Congdon

LAB Section: 02  R 1:00 pm - 4:00 pm  Eliza L Congdon

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.

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

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

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

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

Distributions: (D2)
PSYC 338  (S)  Inquiry, Invention and Ideas

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

Class Format: seminar
Requirements/Evaluation: three 3-5 page essays, two child observations and a 7-10 page final paper
Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: preference given to Psychology majors
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Attributes: PSYC Area 3 - Developmental Psychology  TEAC Teaching Sequence Courses

Spring 2020
SEM Section: 01    W 1:10 pm - 3:50 pm     Susan L. Engel

PSYC 341  (S) Stereotypes, Prejudice, and Discrimination

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

Class Format: empirical lab course
Requirements/Evaluation: weekly brief papers, oral reports, two longer papers
Prerequisites: PSYC 201 and 242
Enrollment Limit: 16
Enrollment Preferences: senior, then junior Psychology majors
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 339 (D2) PSYC 341 (D2)

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

Spring 2020
LEC Section: 01 R 1:00 pm - 4:00 pm Steven Fein
LAB Section: 02 M 1:00 pm - 4:00 pm Steven Fein

PSYC 342 (S) Social Judgment
This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on exploring how ideas from the judgment and decision-making literature can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people's judgments and decisions as they pertain to their happiness and well-being, exploring how concepts in the judgment and decision-making literature can help us to understand why certain types of outcomes are more satisfying than others and why people sometimes choose in ways that fail to maximize their well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

Class Format: Seminar
Requirements/Evaluation: a series of short papers; two essay exams; written and oral report of a research proposal
Prerequisites: PSYC 242 and PSYC 201, or permission of instructor
Enrollment Limit: 18
Enrollment Preferences: Psychology majors
Expected Class Size: 18
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Attributes: PSYC Area 4 - Social Psychology

Spring 2020
SEM Section: 01 TF 2:35 pm - 3:50 pm Jeremy D. Cone

PSYC 346 (S) Environmental Psychology
Cross-listings: ENVI 346 PSYC 346

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

Class Format: seminar
Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research
Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and Environmental Studies concentrators
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
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 2020

SEM Section: 01  TR 9:55 am - 11:10 am  Laurie Heatherington
LAB Section: 02  T 1:00 pm - 4:00 pm  Laurie Heatherington

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

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

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

Prerequisites: none

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

Fall 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm  Stephanie J. Steele
LAB Section: 02  W 1:10 pm - 3:50 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

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**Fall 2019**

SEM Section: 01    TR 8:30 am - 9:45 am     Catherine B. Stroud

**PSYC 358  (S) 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) in the development of risk and resiliency. Application of etiological models and empirical findings to prevention and intervention approaches will be explored. Throughout the course, students will evaluate current research based upon theory, methodological rigor, and clinical impact.

**Class Format:** Tutorial

**Requirements/Evaluation:** five 5-page papers, five short response papers, and participation in discussions

**Prerequisites:** PSYC 252; PSYC 201 recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Public Health concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

**Attributes:** PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

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**Spring 2020**

TUT Section: T1    TBA     Catherine B. Stroud

**PSYC 359  (S) Anxiety: Responses to Danger, Both Real and Imagined**

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

**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
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

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

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.

Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
PSYC 398 (S) Independent Study: Psychology
Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar’s Office and should submit it to the department chair for approval prior to the beginning of the drop/add period.

Class Format: independent study
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2020
IND Section: 01 TBA Noah J. Sandstrom

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)

Fall 2019
SEM Section: 01 Cancelled
SEM Section: 02 MR 1:10 pm - 2:25 pm Matthew M. Clasen
SEM Section: 03 TF 1:10 pm - 2:25 pm Matthew M. Clasen

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

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.

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

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.

Class Format: independent study
Prerequisites: permission of the thesis advisor
Winter Study

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**PSYC 10  (W)  Yoga, Mindfulness and Creativity**

The greatest obstacles to creativity are distraction and stress. The goal of this course is to unplug, refresh, and reunite with your creative, productive, true self. Exploring the correlation between yoga, mindfulness and creativity, we will practice yoga, tour the wonderful museums in our area, make individual mandalas in an art workshop, and go on a 2-night/3-day stay at the renowned yoga retreat Kripalu. In this class, focused primarily on yoga, students will meet 4 - 5 hours per week to practice open-level yoga, and explore the core asanas (yoga poses), healthy alignment, asana variations and creative sequencing, as well as other techniques to cultivate mindfulness: pranayama (breath work) and meditation. Time in the yoga studio will be complemented by visits to the Clark Art Institute, the Williams College Museum of Art, and MassMoCA. In these museums, we will be guided by museum staff and learn how their philosophies and practices relate to our focus on creativity and mindfulness. We will take ample time for mindful observation, and some of our yoga practice may take place inside these museum galleries. Throughout the course, students will be expected to journal on various open-ended prompts and occasionally discuss them. After the first two weeks we will participate in a mandala making workshop led by local artist Zoe Doucette. Whether we think of ourselves as artistic or not, this workshop will encourage us to create something visually unique and personally meaningful. The highlight of the course will come at the end, when we'll spend two nights and three days at the world-renowned yoga retreat Kripalu, located in nearby Stockbridge, MA, where students will be free to explore a variety of classes and yoga styles, vegan food, meditation, and more. Back on campus, we will end the course in the same biometrics lab in which the course began, in order to assess how our yoga practice and breathing techniques have affected our heart rates. Final projects will consist of 1. Regular journal entries 2. Creative visual project (mandala or other) 3. 3-5-page research paper or 3-5-minute presentation on breathing techniques or guided meditation.  

**Adjunct Instructor Bio:** Mary Edgerton is a certified yoga instructor at Williams College. She also teaches throughout Berkshire County through her business NightSkyYoga.com.

**Requirements/Evaluation:** journaling 3x/week and final project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** preference will be given to seniors

**Grading:** pass/fail only

**Materials/Lab Fee:** $360 and approximately $30 for books

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**PSYC 11  (W)  Designing your Life and Career After Williams**

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

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

Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: preference will be given to juniors and seniors if the course is overenrolled
Grading: pass/fail only
Materials/Lab Fee: approximately $51 for books

Winter 2020
LEC Section: 01 MTW 10:00 am - 11:50 am Ben Johnson

PSYC 12 (W) Towards a Fuller Life: The Role of Joy, Creativity, Play and Gratitude
What does it mean to live a full life? How does one bring joy, creativity, play and gratitude into daily living? In this experiential course, students will explore concepts and complexities related to play, creativity, joy and gratitude across cultures and develop realistic practices for integrating these qualities into daily life. Students will participate in discussions, experiential activities, wellbeing challenges, journaling and community projects. Out of class time will emphasize practice opportunities for each of the pillars of the course.

Requirements/Evaluation: weekly practice plan and reflection papers
Prerequisites: ability to laugh--out loud or silently
Enrollment Limit: 16
Enrollment Preferences: at the discretion of the instructor
Grading: pass/fail only
Materials/Lab Fee: $10

Winter 2020
LEC Section: 01 TBA Alysha B. Warren, Wendy Adam

PSYC 13 (W) Designing for People
Cross-listings: PSYC 13 CSCI 13
Secondary Cross-listing
Many technologically-innovative and aesthetically-beautiful products fail because they are not sensitive to the attitudes and behaviors of the people who interact with them. The field of Human Factors combines aspects of psychology with software development, education, architecture, and physiology, and other fields, to design objects that provide an easy, enjoyable, efficient and safe user experience. The course will provide students with a theoretical framework for analyzing usability, as well as practical knowledge of a variety of human factors testing methodologies. The course will examine the usability of a wide variety of designed objects, including buildings, publications, websites, software applications, and consumer electronics gadgets. Students will demonstrate their understanding of human factors theory through a short paper and participation in class discussion. Students identify a usability problem and design a solution which they will evaluate by heuristic analysis and a usability test with 8-10 human test subjects. Findings will be presented on the final day. Adjunct Instructor Bio: Rich Cohen ’82 has designed communications, social networking and education applications used by over 100 million people and has conducted usability research on four continents.

Requirements/Evaluation: short paper and final project or presentation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Instructor seeks a diverse group of students with interests in design, psychology, and human-computer interaction
Grading: pass/fail only
Materials/Lab Fee: none
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 13 CSCI 13
PSYC 14 (W) JA SelCom: A Case Study in Selection Processes
The majority of the time will be dedicated toward selecting the next class of Junior Advisors, an undertaking that will allow students to examine selection processes in general. This course will explore the nature of selection processes. What does an optimal selection process look like? How do our implicit biases materialize in the selection? These are just a few of the questions that we will seek to understand through guest speakers from the Davis Center, Psychology Department, Admissions, and the Career Center. Readings will cover topics such as organizational behavior and human decision processes, social networks and organizational dynamics, and gendered wording and inequality. To enroll in this course, you must apply via this form (https://forms.gle/BjWAItTIFQweAvqc8) by 11:59 pm on October 25. Those who are not selected will be notified in time so that they can still register for another Winter Study course during the first round of registration.

Requirements/Evaluation: short writing assignments totaling 10 pages
Prerequisites: none
Enrollment Limit: 21-30
Enrollment Preferences: at the discretion of the instructor
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses

PSYC 15 (W) Ephquilts! An Introduction to Traditional Quilting
This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. “Woven” into the classes will be discussions of the history of quilting, the controversy of “art” quilts vs. “traditional” quilts, machine vs. hand-quilting and the growing quilting market. Reading list: Pieces of the Past by Nancy J. Martin; Stitching Memories: African-American Story Quilts by Eva Ungar Grudin; Sunshine and Shadow: The Amish and Their Quilts by Phyllis Haders; A People and Their Quilts by John Rice Irwin; Treasury of American Quilts by Cyril Nelson and Carter Houck; The Quilt: New Directions for an American Tradition, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for hardwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects. Adjunct Instructor Bio: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

Requirements/Evaluation: final project or presentation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: seniors, juniors, sophomores, first years
Grading: pass/fail only
Materials/Lab Fee: $250
Attributes: EXPE Experiential Education Courses

PSYC 16 (W) Self Compassion: The Benefits and the Challenges
Ever put yourself down when things aren't going well? Offering yourself compassion is often recommended by therapists and is a skill taught in some modes of therapy. What is the basis for this recommendation? How is self-compassion put into practice? What makes it so challenging? You will learn
about the elements of self-compassion, explore and experience different ways of offering yourself compassion, and discuss your experiences. You will look at ways that self-compassion can positively impact your mental health, your work, your play, and your relationships. You will be asked to practice skills between classes, do some reading, and reflect on your experiences.

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

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: at the discretion of the instructor

Grading: pass/fail only

Materials/Lab Fee: $10

Winter 2020

LEC Section: 01 TBA Alysha B. Warren, Michael J. Grinnell

PSYC 18 (W) Peer Health Call In Walk In Training

Cross-listings: PSYC 18 SPEC 18

Secondary Cross-listing

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies. Adjunct Instructor Bio: Laini is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 24

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

Grading: pass/fail only

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

PSYC 18 SPEC 18

Winter 2020

LEC Section: 01 M-F 10:00 am - 11:50 am Laini Sporbert

PSYC 19 (W) Living a Good Life: Insights from Philosophy and the Science of Human Nature

Cross-listings: PHIL 19 PSYC 19

Secondary Cross-listing

This course pairs central test from the classical and contemporary Western philosophical tradition with recent findings in cognitive science and related fields. In addition, life-long learners from the Berkshire Osher Life-Long Learning Institute will be paired with Williams students from all years and all readings from classical and contemporary western philosophy, and recent findings in the cognitive sciences will provide a context for intergenerational participants from the Osher Lifelong Learning Institute and Williams College to explore promising answers to fundamental questions like the following: What makes life most worth living? What is happiness? What are the components of human flourishing and how can they be best secured for as many people as possible, now and in the future? What kinds of answers can we anticipate from philosophical reflection and empirical research? Required reading: Selections from Plato Crito, The Republic and Aristotle Nicomachean Ethics; articles from psychology journals; books available at the college bookstore: Thomas Hurka The Best Things in Life; Jonathan Haidt The Happiness Hypothesis; Martin Seligman Learned Optimism; Williams MacAskell Doing Good Better. Adjunct Instructor Bio: Virginia O'Leary recede her Ph.D. in Social Psychology at Wayne State University in 1969. Her
early research was on women and work. Later she focused on resilience and thriving in the face of adversity and gender in cross-cultural context.

Adjunct Instructor Bio: Tom Hodgson received his MA in philosophy from Yale University, after majoring in philosophy and in religion at Williams. He taught philosophy and coached various sports at Phillips Academy for 40 years, helped found the urban squash program in Lawrence, MA, and directed summer programs in Kunming, China. He currently coaches squash at Williams.

**Requirements/Evaluation:** 10-page paper; short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** lottery 15 Williams students 15 OLI students

**Grading:** pass/fail only

**Materials/Lab Fee:** $50 and cost of books

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

PHIL 19 PSYC 19

Winter 2020

LEC Section: 01  MR 10:00 am - 12:50 pm  Tom Hodgson, Virginia E. O'Leary

**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

Winter 2020

INT Section: 01  TBA  Kenneth K. Savitsky

**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

Winter 2020

RSC Section: 01  M 10:00 am - 11:50 pm  Jeremy D. Cone

**PSYC 23 (W) STEAM Sandboxes: Public Pedagogy and Transformative Learning**

**Cross-listings**: ARTH 23  PSYC 23  ARTS 23

**Primary Cross-listing**

Where, when, and how do children learn outside of school? What is STEAM education, and who has access to it? Why does creative youth development matter in our society? Creative problem solving—the flexibility, persistence, and openness to generate and apply novel solutions to problems—is essential for success in school, the workplace, and beyond. The Bay Area Discovery Museum (BADM) has developed a pedagogical framework for educators to build children's creative problem-solving skills through intentional experiences. We will use this framework to guide our exploration of informal learning environments, including museums, libraries, and other out-of-school places, investigating how children—and adults in their lives—access learning in STEAM content areas, especially the sciences and the arts. In addition to class meeting time, we plan to take two or three day-long field trips to local and regional museums and other educational sites. Alongside our research in the field and discussions in class, students will create a journal in the medium of their choice (written, visual, aural) to document and reflect on their learning. Students will also work individually or collaboratively to design a prototype for a STEAM exhibition, event, song, podcast, video, or project of their choosing that they will present at the end of the session. We welcome anyone with an interest in contributing to the field of education, making, creating, and innovating! This course is not limited to students with backgrounds in psychology, the sciences, or art. Class is scheduled for M and W afternoons with mandatory all- and partial-day field trips scheduled during Weeks 1-3. Dates of the field trips are TBD, and may fall either on Tuesdays, Wednesdays, or Thursdays. Helen Hadani, Director of Research at BADM, and Molly Polk, from the Center for Learning in Action, will co-teach this course. Adjunct Instructor Bio: Molly was the founding education coordinator and curator for Kidspace at MASS MoCA and has taught children of all ages in informal learning environments, including museum galleries and dance studios, ski trails and forest floors, food pantries and assisted living centers. She works with Williams students who teach and mentor K-6 students at Brayton and Greylock Schools in North Adams. Her research areas of interest include student-driven learning and equity of access in K-12 public education. Adjunct Instructor Bio: Helen Hadani is the Director of Research at the Center for Childhood Creativity (CCC)—the research and advisory division of the Bay Area Discovery Museum (BADM)—and authors publications that synthesize scientific findings on children's learning and cognition for parents and educators.

**Requirements/Evaluation**: final project (individual or collaborative) in a medium of choice, accompanied by an informal presentation; as part of the process in developing their final projects, students will work together to provide feedback to each other prior to presenting their work; a rubric based on the CREATE framework will be available for students to use as a guideline for their projects as they consider pedagogical approaches, design features, and the learning outcomes for young people

**Prerequisites**: none

**Enrollment Limit**: 10

**Enrollment Preferences**: students who have relevant experience through course- or fieldwork in Psychology and/or education will be given priority

**Grading**: pass/fail only

**Materials/Lab Fee**: $35

**This course is cross-listed and the prefixes carry the following divisional credit**: ARTH 23  PSYC 23  ARTS 23

Winter 2020

LEC Section: 01  MW 1:00 pm - 2:50 pm  Molly H. Polk, Helen S. Hadani

**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

Winter 2020
HON Section: 01  TBA  Amie A. Hane

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

Winter 2020
IND Section: 01  TBA  Noah J. Sandstrom