PSYCHOLOGY

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

Chair: Professor Noah Sandstrom

- Anna Miley Akerstedt, STINT - Research Scholar
- Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience; on leave 2023-2024
- Jeremy D. Cone, Associate Professor of Psychology
- Eliza L Congdon, Assistant Professor of Psychology
- Rebecca J. Crochiere, Assistant Professor of Psychology
- Susan L. Engel, Senior Lecturer in Psychology; Senior Faculty Fellow, Rice Center for Teaching, The Class of 1959 Director of Program in Teaching
- Yunshu Fan, Visiting Assistant Professor of Psychology
- Steven Fein, Professor of Psychology
- Alex Flores, Assistant Professor of Psychology; on leave Fall 2023
- Cynthia Guo, Visiting Assistant Professor of Psychology
- Amie A. Hane, Professor of Psychology; affiliated with: Psychology, Public Health, Neuroscience; on leave Spring 2024
- Nicole T. Harrington, Visiting Assistant Professor of Psychology
- Kris N. Kirby, Professor of Psychology
- Nate Kornell, Professor of Psychology, Chair of Cognitive Science Program; affiliated with: Psychology, Cognitive Science; on leave Fall 2023
- Jennifer McQuaid, Visiting Lecturer in Psychology
- Shivon A. Robinson, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience
- Marlene J. Sandstrom, Hales Professor of Psychology; on leave 2023-2024
- Noah J. Sandstrom, Chair and Professor of Psychology; affiliated with: Psychology, Neuroscience
- Kenneth K. Savitsky, Professor of Psychology
- Catherine B. Stroud, Professor of Psychology

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.

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PSYC 100  (W) Intensive: 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 areas such as advertising, law, economics and business, and politics will also be discussed.

Requirements/Evaluation: two in-class exams, one paper (5 pages), and a final exam

Prerequisites: permission of a dean

Enrollment Limit: 25

Enrollment Preferences: students who need to make up a deficiency

Expected Class Size: NA

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

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in PSYC 100 and PSYC 40.

Distributions: (D3)

Winter 2024

LEC Section: 01  M-F 10:00 am - 12:00 pm M-F 1:30 pm - 3:30 pm  Jeremy D. Cone

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: Lectures will be presented during the scheduled time. To complement the lectures, students will participate in two short discussions/laboratory experiences that will be offered at a variety of times outside the lecture period.
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: 180
Enrollment Preferences: First-year students and sophomores
Expected Class Size: 180
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
Attributes: NSCI Required Courses  TEAC Teaching Sequence Courses

Fall 2023
LEC Section: 01  MWF 10:00 am - 10:50 am  Jeremy D. Cone,  Ryan Smith

Spring 2024
LEC Section: 01  MWF 10:00 am - 10:50 am  Kris N. Kirby,  Ryan Smith,  Shivon A. Robinson,  Cynthia Guo,  Jeremy D. Cone,  jdc2 J. Crochiere

PSYC 127  (S) The Psychology of Success  (WS)
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). We will talk about barriers to success, the search for success, and the cost of searching for success. Each week we will read a book or a set of articles (or possibly documentaries or podcasts). One partner will write a paper and the other will write a response. This course is not meant to make you more successful; the goal is to think critically about important issues, use evidence to make arguments, be skeptical, and practice writing and speaking in a convincing and engaging way.
Requirements/Evaluation: written work and discussion of that work; a five-page paper will be due every other week and a one-page response will be required other weeks
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)  (WS)
Writing Skills Notes: Students will submit a paper every other week (minimum 5 pages), and in alternate weeks they will write a response to their partner's paper. The instructor will provide detailed feedback on the papers.

Spring 2024
TUT Section: T1  TBA  Nate Kornell

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. You must register for lab and lecture with the same instructor.
Requirements/Evaluation: research reports, 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: (D3)  (QFR)
Quantitative/Formal Reasoning Notes: This course has problem sets focused on experimental design and quantitative data analysis. Students will help design and conduct experiments, analyze the data, and report their findings.

Attributes: COGS Related Courses  PHLH Statistics Courses

Fall 2023
LEC Section: A1  TR 11:20 am - 12:35 pm  Steven Fein
LAB Section: A2  W 1:00 pm - 4:00 pm  Steven Fein
LEC Section: B3  TR 8:30 am - 9:45 am  Noah J. Sandstrom
LAB Section: B4  R 1:00 pm - 4:00 pm  Noah J. Sandstrom

Spring 2024
LEC Section: A1  TR 11:20 am - 12:35 pm  Steven Fein
LAB Section: A2  W 1:00 pm - 4:00 pm  Steven Fein
LEC Section: B3  TR 11:20 am - 12:35 pm  Kris N. Kirby
LAB Section: B4  W 1:00 pm - 4:00 pm  Kris N. Kirby
LEC Section: C5  MR 1:10 pm - 2:25 pm  Catherine B. Stroud
LAB Section: C6  T 1:00 pm - 4:00 pm  Catherine B. Stroud

PSYC 212 (F) Neuroscience
Cross-listings: NSCI 201 / BIOL 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.

Requirements/Evaluation: Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, midterm 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
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 212(D3) NSCI 201(D3) BIOL 212(D3)
Attributes: COGS Interdepartmental Electives  NSCI Required Courses  PSYC 200-level Courses

Fall 2023
LEC Section: 01  TR 9:55 am - 11:10 am  Matt E. Carter, Shivon A. Robinson
LAB Section: 02  M 1:00 pm - 4:00 pm  Martha J. Marvin
LAB Section: 03  T 1:00 pm - 4:00 pm  Martha J. Marvin
LAB Section: 04  W 1:00 pm - 4:00 pm  Martha J. Marvin

PSYC 221 (F) Cognitive Psychology
This course surveys research on human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.

**Requirements/Evaluation:** daily quizzes, 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:** (D3)

**Attributes:** COGS Interdepartmental Electives PSYC 200-level Courses TEAC Teaching Sequence Courses

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**Fall 2023**

**LEC Section:** 01 MWF 12:00 pm - 12:50 pm Nate Kornell

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

**Cross-listings:** 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.

**Requirements/Evaluation:** midterm and final exams, and 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.

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites. Do not contact the instructor to plead for special enrollment consideration.

**Expected Class Size:** 20

**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 222(D3) PHIL 222(D2) COGS 222(D2)

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

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**Spring 2024**

**LEC Section:** 01 TR 9:55 am - 11:10 am 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, parenting, and family systems.

**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:** Preference will be given to sophomores and junior psychology majors and senior psychology majors who still need to fulfill
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 areas such as advertising, law, economics and business, and politics will also be discussed.

Requirements/Evaluation:  two in-class exams, one paper 5 - 10 pages), and a final exam
Prerequisites:  none
Enrollment Limit:  90
Enrollment Preferences:  Psychology majors; then sophomores and first-years.
Expected Class Size:  90
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)
Attributes:  PSYC 200-level Courses  TEAC Teaching Sequence Courses

Fall 2023
LEC Section: 01  MR 1:10 pm - 2:25 pm  Jeremy D. Cone

Spring 2024
LEC Section: 01  TF 2:35 pm - 3:50 pm  Kenneth K. Savitsky

PSYC 252  (F)(S)  Clinical Psychology
A study of the phenomenology, etiology, and treatment of psychopathology: depression, bipolar disorder, the schizophrenias, anxiety disorders, personality disorders, eating disorders, substance use disorders, and other health-related issues. The course emphasizes an integrative approach which analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.

Class Format:  In the Fall semester, class will only meet 2 of the 3 possible days each week, determined by the instructor.

Requirements/Evaluation:  short papers, 2 in-class exams, and participation
Prerequisites:  PSYC 101 or 5 on the AP Psychology test; open to first-year students
Enrollment Limit:  50
Enrollment Preferences:  Psychology majors, then sophomores, then by seniority
Expected Class Size:  50
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)
Attributes:  PHLH Methods in Public Health  PSYC 200-level Courses

Fall 2023
LEC Section: 01  MWF 11:00 am - 12:15 pm  Catherine B. Stroud
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, no fifth course option
Distributions: (D3)
Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses
Not offered current academic year

PSYC 312 (F) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology
Cross-listings: NSCI 322
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 in using animal models to study complex behavior and their associated neural mechanisms.

Requirements/Evaluation: class presentations, participation in discussions, two article previews (1-2 pages each), literature review (5 pages), research project proposal (5 pages), oral presentation of project proposal.
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)
Enrollment Limit: 19
Enrollment Preferences: Psychology majors and Neuroscience concentrators
Expected Class Size: 19
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 312(D3) NSCI 322(D3)
Attributes: BIGP Courses NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience
Not offered current academic year

PSYC 313 (S) Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic
Cross-listings: NSCI 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.

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:

PSYC 313(D3) NSCI 313(D3)

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

Spring 2024

SEM Section: 01  TR 11:20 am - 12:35 pm  Shivon A. Robinson
LAB Section: 02  W 1:00 pm - 4:00 pm  Shivon A. Robinson

PSYC 314 (S) Learning and Memory in Health and Disease

Cross-listings: NSCI 314

Primary Cross-listing

This class will examine the neuroscientific basis of different types of learning and memory (such as declarative memory, motor memory, and associative memory), including the brain circuits, cellular mechanisms, and signaling pathways that mediate these different processes. In addition, we will explore how these processes can be disrupted in different diseases and disorders (such as Alzheimer's disease or post-traumatic stress disorder) and we will discuss the strategies and targets for therapeutic intervention. Class meetings will include a mix of lectures, discussions, and student presentations. Critical evaluation of peer-reviewed studies involving both human and animal models will serve as a foundation for class discussions. Working in small teams, students will also design and conduct an empirical project related to the course material.

Requirements/Evaluation: In-class presentations and participation in discussions, completion of an empirical research project which will include a project proposal (3-5 pages), data collection and analysis, and a final report (10-20 pages) along with a poster presentation.

Prerequisites: PSYC 212/NSCI 211/NSCI 212

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
PSYC 316  (S)  Neuroscience of Decision-Making

Cross-listings: NSCI 316

Primary Cross-listing
Humans are constantly making decisions: big and small, conscious and unconscious. This seminar will explore different aspects of the decision-making process, including (1) the algorithms for decision-making, (2) the neurological basis of decision-making and (3) the psychological, social, and physiological factors that influence our decision-making. We will examine how scientific approaches can help us understand complex social issues related to decision making. For example: how can stereotypes be understood as a failure in belief updating; how does confirmation bias lead to partisanship; and how to think of xenophobia from the "explore-exploit trade-off" perspective? In this course, we will explore how the brain and its neural networks contribute to these phenomena. The laboratory component of the course will introduce the research tools for studying different aspects of decision-making, including experimental paradigms, computational models and methods of analysis. Students will apply these tools to collaboratively design and conduct behavioral experiments and will analyze neural recording data to understand the relationship between neural activity and decision-making behaviors. Over the course of the semester, students will have the opportunity to develop skills in computer programming to better understand computational models and data analysis.

Requirements/Evaluation: Class presentations, participation in discussions, keeping a decision journal, short response papers and laboratory assignments, participation and presentation of empirical laboratory studies.

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

Enrollment Limit: 16

Enrollment Preferences: Psychology majors, Neuroscience concentrators, and Cognitive Science 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 316(D3) NSCI 316(D3)

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

Spring 2024

SEM Section: 01   TR 9:55 am - 11:10 am   Yunshu Fan
LAB Section: 02   M 1:00 pm - 4:00 pm   Yunshu Fan

PSYC 319  (F)  Neuroethics  (WS)

Cross-listings: STS 319 / NSCI 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:

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

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 323 (F) Visual Consciousness (WS)

Cross-listings: COGS 323

Secondary Cross-listing

Consciousness is considered as the 'last great mystery of science.' In this course we are going to delve into one of the most well-studied areas of this mystery, that is visual consciousness. Do you really perceive everything you look at? Are you aware of everything you see? Is our visual experience a grand illusion? We will start our investigation of such questions by reading about various approaches in understanding human consciousness. Then, we are going to apply these approaches to perception, and discuss theoretical and empirical controversies in visual consciousness. Finally, we are going to focus on evaluating empirical studies that attempt to resolve such controversies. The goal of this course is to build a bridge between theory and experimentation by learning how to interpret the results of scientific studies to shed light on theoretical and philosophical debates in the literature.

Requirements/Evaluation: 5 - 7 page essays every other week, and 2-page response papers to their partner's essays in alternate weeks

Prerequisites: COGS 222 (same as PHIL 222 or PSYC 222); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Cognitive Science concentrators and Psychology majors

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:

COGS 323(D2) PSYC 323(D3)

Writing Skills Notes: In a tutorial format, students will receive detailed feedback on their writing each week from the professor, as well as from their partner. Students will receive timely comments on their writing skills, with suggestions for improvement. The written essays will be discussed during tutorial meetings.

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.

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)
PSYC 327 (S) Cognition and Education

This class will examine two interrelated topics in education. One is societal issues in schooling, such as educational inequality, tracking, dropping out, international differences, and fads. The other is principles in the cognitive psychology of learning, such as desirable difficulty, that can be used to improve educational practice. The readings will mostly be scientific articles.

Requirements/Evaluation: Daily quizzes, student presentations, empirical research papers, an essay, and class participation
Prerequisites: PSYC 221 or 222
Enrollment Limit: 19
Enrollment Preferences: Psychology majors
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Spring 2024
SEM Section: 01 TF 2:35 pm - 3:50 pm Nate Kornell

PSYC 328 (S) Cognitive Approaches to Visual Perception

Cross-listings: COGS 328
Secondary Cross-listing

When you open your eyes, you immediately perceive your environment in great detail. Seeing is so quick and effortless that people mistakenly think that vision works like a camera. However, the reason it feels effortless is due to the tremendous amount of complex processes and computations that take place in your brain whenever you open your eyes. In this course, we will explore such processes from a computational perspective and examine the concept of "visual illusion". We will focus on research methodologies used in vision science and look into how we can use such methodologies to explain visual illusions. We will learn about how our visual system processes certain visual features in our environment, such as motion, color, depth and shape. Learning about these processes will make us appreciate how everything we see around us can be a visual illusion.

Requirements/Evaluation: Class participation, weekly take-home quizzes, weekly short commentaries on readings, class presentation, individual 10-page final paper
Prerequisites: PSYC 221, COGS/PHIL/PSYC 222, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Cognitive Science concentrators
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
This course is cross-listed and the prefixes carry the following divisional credit:
COGS 328(D2) PSYC 328(D3)
Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

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 either online or 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: (D3)

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

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Eliza L Congdon

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

**PSYC 333 (S) Children's Minds (WS)**

Humans stand out in the animal world for their capacity to develop ideas and consider those of other people. Where does this capacity come from, and how does it develop? Why do some people seem more inclined to consider ideas than others? What can schools do to foster the pursuit of ideas? Young children ask questions, tell stories, speculate, invent, and predict. By middle childhood, they are capable of constructing ideas about any number of complex topics: death, justice, infinity, and the nature of time, to name four. Yet by adolescence only some people are disposed to pursue ideas. We will examine data on children who collect objects (such as bugs or rocks) and information (about things like dinosaurs, contagion, and death), and examine the role such collections play in the capacity to construct ideas. We will consider research on how and when children puzzle over philosophical problems (for example, identity and fairness), how they learn to plan, their ability to learn from thought experiments, their emerging conception of what an idea is, and what they know about knowledge and its role in shaping beliefs and making decisions. We will also spend time looking at individual and cultural variation, as well as the influence of adults. We will read work in developmental, educational and cognitive psychology, as well as anthropology.

Requirements/Evaluation: Each week one member of the tutorial pair will write a 5-7 page essay answering a specific question, and the other member of the pair will write a response. The goal is for each student to write 5-6 papers, and 5-6 responses during the term.

Prerequisites: PSYC 232 or PSYC 272

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D3) (WS)

Writing Skills Notes: Students will receive extensive feedback on their writing each week, both from the professor and their partner. Further, students will have the opportunity to rewrite two of their papers in light of the feedback that they receive during the semester.

Attributes: PSYC Area 3 - Developmental Psychology TEAC Related Courses

Not offered current academic year

**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, weekly three-page papers, two oral presentations (20 minutes each and using PowerPoint), and one final 12-15 page final lab report

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distributions:** (D3)

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

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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 thought papers, one empirical project, and a final journal-style paper reporting on your research.

**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:** (D3)

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

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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
PSYC 344 (F) Contemporary Social Psychology

This is a course about current research in social psychology—research that builds on the old classics, and research that opens up new areas of study. We'll consider topics of current interest, such as implicit bias, political polarization, moral judgment, emotion, social media, cultural influences on cognition, and more. Throughout the course, we'll think about how new studies verify, refute, or qualify older studies, and how psychological science progresses. This course is meant as a follow-up to PSYC 242 and assumes knowledge of social psychology.

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

Prerequisites: PSYC 242

PSYC 345 (S) Psychology and Politics

This course will explore the field of political psychology primarily from a social psychological perspective, though also from a political science perspective. The goal of this course is to develop an understanding of how people's personalities, identities, and social contexts shape their political attitudes and behavior. Topics will include polarization, partisanship, political engagement, authoritarianism and belief in conspiracy theories, stereotyping and prejudice, media effects, and emotion. Throughout the course, we will consider the relationship between psychology and our political institutions. We will evaluate how psychology can be used to help our institutions better embody democratic values and, conversely, how it has been used to further anti-democratic actions as well.

Requirements/Evaluation: Class participation, weekly reaction papers on course readings (1-2 pages), constructive participation in the empirical research project, independent write-up of the research project (10-20 pages), poster/oral presentation of the project.

Prerequisites: PSYC 201 and PSYC 242 or permission of instructor
PSYC 346  (F)  Environmental Psychology

Cross-listings:  ENVI 346

Primary Cross-listing

This is a course on contemporary social psychology as it pertains to the natural environment. Our two primary questions in this course are: (1) how can research and theory in social psychology help us understand the ways in which people engage with threats to the natural environment?, and (2) how can social psychology help us encourage environmentally responsible behavior and sustainable practices? 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 environmental solutions.

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:  19

Enrollment Preferences:  Psychology majors, Environmental Studies majors, and Environmental Studies concentrators

Expected Class Size:  19

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

Distributions:  (D3)

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

PSYC 346(D3) ENVI 346(D3)

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

Not offered current academic year

PSYC 349  (S)  Psychology and Law  (DPE)

This course focuses on applications of psychology to the administration of justice. Drawing from the areas of social, personality, cognitive, and developmental psychology, we will look critically at the processes of criminal justice. We will compare the law’s informal theories of human behavior with what psychologists know on the basis of empirical studies. We will cover a number of contemporary topics including police-civilian interactions, custodial interrogations, false confessions and guilty pleas, forensic evidence, deception detection, eyewitness identifications, alibi generation and corroboration, repressed and recovered memories, and jury selection and decision-making. We will also discuss methodological issues associated with conducting research in psychology and law. In the laboratory component of the course, students will design and conduct their own empirical research projects based on course readings and topics. These semester-long projects will be conducted collaboratively in pairs or teams.

Class Format:  empirical lab course

Requirements/Evaluation:  attendance and active class participation, several brief (1-2 page) reading response papers, (2-3) class presentations, written/oral project proposal (4-5 pages), participation empirical project (experiment design, data collection, data visualization, data analysis, interpretation), final APA-style research paper (15-20 pages), oral presentation of the research project

Prerequisites:  PSYC 201 and either PSYC 242 or PSYC 221

Enrollment Limit:  16

Enrollment Preferences:  Psychology majors

Expected Class Size:  16

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

Distributions:  (D3)  (DPE)

Difference, Power, and Equity Notes:  We will explore the differing dynamics of power between legal actors and consider the psychological and structural factors that contribute to vulnerability, coercion, and inequality in the justice system. Through discussions of race, age, body, gender, disability, and stigmatized identities, this course will encourage students to challenge assumptions of objectivity and fairness in our legal system.

Attributes:  JLST Interdepartmental Electives  PSYC Area 4 - Social Psychology  PSYC Empirical Lab Course

Not offered current academic year
PSYC 351 (F) Clinical Neuropsychology

Clinical neuropsychology is a fascinating interdisciplinary subfield within clinical psychology that investigates the relationship between brain functions and behavior, including emotions and cognition. In this course, we will consider different cognitive functions, as well as an array of pediatric and adult neurological disorders, such as epilepsy, Parkinson's disease, stroke, and traumatic brain injury. Course goals include understanding the behavioral and cognitive characteristics associated with disorders and their underlying biology, how assessment tools are used in the diagnostic process, and how interventions may be implemented to improve function. To achieve these goals, we will discuss case studies and research articles, and we will take a hands-on approach by learning how to administer and interpret neuropsychological tests, paying particular attention to their strengths, limitations, and generalizability. We will also explore how neuropsychological test results can inform clinical interventions. Throughout these discussions, we will consider the ethical issues associated with neuropsychological testing and intervention.

Class Format: Class will only meet 2 of the 3 possible days each week, determined by the instructor.

Requirements/Evaluation: Attendance and active participation in class and online discussions, three 2-page papers with peer review, one group project/presentation, one final case report (5-7 pages)

Prerequisites: PSYC 201 and PSYC 252 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Psychology majors

Expected Class Size: 19

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

Distributions: (D3)

Attributes: NSCI Group C Electives PSYC Area 5 - Clinical Psychology

Fall 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Anna Miley Akerstedt

PSYC 354 (F) Health Psychology

In this course, students will contrast the traditional biomedical model of health with the biopsychosocial model of health with a goal of understanding how biological, psychological, and sociocultural factors influence health and well-being. We will explore psychological theory and research that targets health promotion, disease prevention, and management of chronic illness. Course readings will include empirical articles, excerpts from popular science books, and news/media articles on public health issues. Discussions will center on using the biopsychosocial model to better understand health processes (e.g., stress, substance use, physical inactivity) and outcomes (e.g., insomnia, diabetes, heart disease), with a special focus on health disparities among historically disadvantaged groups in the United States. Students also will learn about cognitive, behavioral, and mindfulness-based treatments ("behavioral medicine") that promote healthy behavior and the management of chronic illness/disease (e.g., pain, HIV/AIDS, cancer). All students will design and conduct an empirical research project based on the course material.

Requirements/Evaluation: class presentations, reading responses, participation in class discussions, completion of an empirical project, APA-style empirical paper (10-20 pages double-spaced) and poster/oral presentation of the empirical project.

Prerequisites: PSYC 201 and PSYC 252, 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: (D3)

Attributes: PHLH Bioethics + Interpretations of Health PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Rebecca J. Crochiere

LAB Section: 02 W 1:00 pm - 4:00 pm Rebecca J. Crochiere
PSYC 356  (S) Asylum: Understanding the Psychological Effects of Persecution, Trauma, and the Migration Experience

Asylum is a specific form of humanitarian relief granted to an individual who can legally establish a history of previous persecution, or fear of future persecution, on account of their race, religion, nationality, political opinion, or membership in a particular social group. What are the psychological effects of being physically and emotionally persecuted because of who you are, what you believe, and/or your identity? Using the framework of asylum, we will study the effects of persecution, loss, and displacement on mental health and well-being, and the psychological impacts of traumatic stress and of seeking asylum in the United States. Through close reading of empirical studies, case studies, narratives, and legal writing, we will consider the psychological outcomes most frequently reported by asylum seekers, as well as the effects of traumatic stress on attachment and interpersonal relationships, family functioning and the capacity for recovery and post-traumatic growth. We will explore various types of persecution (e.g., gender-based violence, gang-violence, political persecution, and family separation) and their global health context. Finally, we will examine the social determinants, legal frameworks, and social justice implications of therapeutic interventions and resettlement. Students will also explore the clinical literature on psychological outcomes and how this research is informing both psychotherapy and social service interventions in the US and humanitarian settings across the globe. Guest speakers will punctuate our time over the semester, so that students can understand the role of lawyers, clinicians (medical and psychological) and global mental health researchers in addressing issues of forced displacement.

Requirements/Evaluation: Attendance and active participation, weekly reaction exercises (brief papers and presentations), and a final paper on an asylum-related topic of particular interest to the student.

Prerequisites: PSYC 252 is encouraged but not required. Students who have not taken PSYC 252 are encouraged to contact the instructor.

Enrollment Limit: 19

Enrollment Preferences: Psychology majors will have priority, but non-majors with interests in issues of asylum are encouraged to register.

Expected Class Size: 19

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

Distributions: (D2)

Attributes: PHLH Social Determinants of Health  PSYC Area 5 - Clinical Psychology

Spring 2024

SEM Section: 01  WF 11:00 am - 12:15 pm  Jennifer McQuaid

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 2-page (double spaced) response papers, 2 class presentations, final paper (study proposal)

Prerequisites: PSYC 201; PSYC 252 recommended

Enrollment Limit: 19

Enrollment Preferences: Psychology majors

Expected Class Size: 19

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

Distributions: (D3)

Attributes: PSYC Area 5 - Clinical Psychology

Not offered current academic year

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, 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.

**Requirements/Evaluation:** Evaluation will be based on oral participation, daily assignments, 1 presentation, and four 5-page position papers.

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distributions:** (D3)

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

Not offered current academic year

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**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, sexual assault, and natural and community 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:** Regular attendance and active class participation - students will be randomly quizzed and/or asked to summarize or discuss material from the assigned readings and graded for their preparedness; midterm examination; one final 8-10 page literature review paper based on course content; one group presentation with discussion.

**Prerequisites:** PSYC 252

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology Majors; preference given to those with outstanding major requirements

**Expected Class Size:** 16

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

**Distributions:** (D2)

**Attributes:** PSYC Area 5 - Clinical Psychology

Not offered current academic year

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**PSYC 361  (F)  Nonviolence and Positive Psychology**

In this course we will explore the theory and practice of nonviolence in the context of empirical research in Positive Psychology. Nonviolence refers to 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 personal qualities that enable people to live happy and fulfilling lives. We will begin by studying the history and moral theories of nonviolence. Using research from across the subdisciplines of psychology, we will then evaluate the empirical claims of those theories regarding psychological benefits of nonviolence to the practitioner, attitude change in the adversary, and effects on the larger community. An important focus of the course will be to critically assess the research methods and data analyses used in these studies. Topics will include self-control, gratitude, empathy, forgiveness, tolerance, courage, aggression, resisting violent assault, and civil disobedience.

**Class Format:** Class meetings will be primarily discussion-based

**Requirements/Evaluation:** Class attendance and participation, discussion leadership, literature searches for relevant empirical research papers, short papers in the form of research summaries, and a final paper in the form of an empirical research proposal.

**Prerequisites:** Any 200-level course in PSYC or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option
PSYC 362 (F) Cultural Psychology

What is culture? How does culture influence the way we think and behave? How does it affect the neuro underpinnings in our brain? How is culture represented, impacted, and transformed in the digital age? This course will introduce you to the field of cultural psychology, and explore the role of cultural meanings, practices, and institutions on human psychology. We will discuss how culture emerges through evolution and examine how the same psychological processes that give rise to rich cultural practices also bear negative consequences on our society, such as stereotype and prejudice. We will also examine how human culture is transformed through digitalization, immigration, and globalization, and how it is represented on mass media and social media. Through the course, you will learn to critically examine human behaviors in the contexts of diverse cultural beliefs, to reflect on your own upbringings through a cultural lens, and to gain an appreciation for cultures other than your own.

Requirements/Evaluation: Students are expected to participate in and periodically lead class discussions. As part of this, students must complete assigned readings prior to class meetings. Finally, students will participate in an individual or small-group project culminating in a written and oral presentation.

Prerequisites: PSYC 201 and at least one other 200-level psychology course

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

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

Distributions: (D3)

Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology

PSYC 363 (S) Media, Race, and U.S. Black Families

Cross-listings: AFR 384

Secondary Cross-listing

In this course, we will work to synthesize what we know about some of the key socializing forces for U.S. Black youth today. We will focus on how families, entertainment media, and the news can socialize Black children. Drawing on a range of theories and data we will examine how family members communicate about issues of identity and how media can come into play. What do we know about how U.S. Black families communicate about identity? What gaps remain in our knowledge, and how can we find the answers? What can we learn about today's media content when we apply research-informed lenses? What predictions can we make about its potential uses and effects among Black families? We will identify central research areas that warrant further attention and consider which methodologies would best work to fill those gaps. We will prioritize approaches that highlight the agency and strength of U.S. Black families and of youth themselves.

Requirements/Evaluation: 1 in-class presentation, two 2-5 page papers, and one 7-10 page final research proposal (that builds on the two shorter papers)

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Africana Studies Concentrators and Psychology Majors

Expected Class Size: 18

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 363(D2) AFR 384(D2)

Attributes:  AFR Core Electives  PSYC Area 6 - Other/Interdisciplinary Psychology  TEAC Teaching Sequence Courses

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:  12
Enrollment Preferences:  Psychology majors and those who plan to become teachers
Expected Class Size:  12
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)
Attributes:  EXPE Experiential Education Courses  PSYC Area 7 - Educational Psychology  TEAC Teaching Sequence Courses

Fall 2023
SEM Section:  01    W 1:10 pm - 3:50 pm    Susan L. Engel

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:  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, 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

Not offered current academic year

PSYC 377  (F)  Mapping Anti-Bias Education
In this course, we will use theories and data to define anti-bias education in childhood contexts and examine its application across U.S. schools and childcare centers, families, and the media environment. We will ask ourselves: What do we know about the need for anti-bias education among non-marginalized and marginalized children, including those who are minoritized for their ethnic-racial, gender, and/or sexual identities? How are various biases and identities shaped in childhood? Which media-based and interpersonal interventions can be effective with anti-bias education and why? What are some of the contemporary hesitations and challenges around implementing anti-bias education for educators, families, and children? What are some of the practices that marginalized families are already implementing? As we explore approaches and possibilities for anti-bias education across children's ecosystems, we will propose innovative recommendations for research and practice that have the potential to yield positive outcomes for today's children.

Requirements/Evaluation: Weekly 1-page reflection papers (graded on a pass/fail basis), one 3-5 page mid-term paper, one final 7-10 page paper or approved project

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Africana Studies Concentrators and Psychology Majors

Expected Class Size: 18

Grading: yes pass/fail option, yes course option

Distributions: (D2)

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

AFR 358(D2) PSYC 377(D2)

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

Not offered current academic year

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.

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 course option

Distributions: (D3)

Fall 2023

IND Section: 01 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
PSYC 402 (F) Blessings and Blunders of Human Memory

Nietzsche wrote that the forgetful are "blessed" because "they get the better even of their blunders." In what ways does forgetfulness serve us well? Is it possible, or even desirable, to have perfect memory? Can traumatic memories be repressed? Can false memories of committing a crime be implanted? Are "collective" memories subject to the same processes as individual memories? How do museums, monuments and sites (re)construct and tell a version of the past based on changing cultural identities? In this student-led seminar, we will attempt to answer these questions and more in the context of a broad exploration of the foundational concepts of human memory. We will examine the theories and methods researchers use to study individual and collective memories across varied domains, including clinical practice, romantic relationships, the justice system, and education. In this course, you will gain an evidence-based understanding of the nature of human memory through critical examinations of popular press literature, films, books, podcasts, and cutting-edge scientific studies.

Requirements/Evaluation: participate in and lead class discussions, three papers (approximately 5-7 pages double-spaced; including at least one publication-ready science communication piece)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: senior Psychology majors

Expected Class Size: 14

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

Distributions: (D3)

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.

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: (D3)

Fall 2023

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

PSYC 404 (F) Bias and Discrimination: Sources and Consequences

We often assume that our experiences reflect an objective reality, that the way we see the world is the way it really is. Yet research contradicts this notion, showing that our perceptual experiences are malleable and subjective. They are shaped by higher-order, top-down influences such as our cognitions, social groups, surroundings, motivations, emotions, and prior experiences. In this class, we will explore how subjective experiences and
idiosyncratic categorizations of people into social groups directly influence social justice outcomes across varied domains. For example, how do these differences in our subjective experience influence the ways in which people relate to one another? What are the implications for fair treatment across multiple factions of society, including education, employment, health care, and criminal justice? Are there effective interventions and policies for reducing gender, racial, and ethnic bias? For promoting inclusivity? If so, why are they effective? To develop an evidence-based understanding of bias and discrimination, we will critically analyze source materials from popular press literature, films, books, and podcasts, as well as empirical research from across multiple approaches and sub-disciplines of psychology. The class format will be primarily discussion based and student-led.

Class Format: student-led discussions

Requirements/Evaluation: weekly brief thought questions, lead two class discussions, select and present relevant empirical papers, three papers (5-7 pages)

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: senior Psychology majors

Expected Class Size: 12

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

Distributions: (D3)

Not offered current academic year

PSYC 405 (F) Why 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 on to them so fiercely? What assumptions do we make about the nature of memory, emotions and cognitions 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.

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: 14

Enrollment Preferences: senior Psychology majors

Expected Class Size: 14

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

Distributions: (D3)

Fall 2023

SEM Section: 01    MR 2:35 pm - 3:50 pm    Nicole T. Harrington

PSYC 406 (F) Are there any universal psychological phenomena? (DPE)

In this course, we will critically examine the ways culture, identities, power, systems, and privilege have shaped our understanding of human behavior as well as the consequences for policy, education, intervention, and prevention. Students will: a) evaluate the ways in which unmeasured cultural variables may have influenced the findings of seminal research articles and psychological theories; b) identify new methodological approaches, concepts, and processes that are revealed when we centralize people and topics that have been excluded from the research literature; c) examine ways the field has contributed to structural oppression and inequities; and d) design studies that provide robust tests of universality, elucidate the limits of universality, and have implications for addressing inequities. This student-led course will allow students to identify topics of interest in multiple sub-disciplines of psychology, select empirical readings, and lead class discussion.

Requirements/Evaluation: Course requirements include reading empirical articles, participating in class discussions, selecting relevant topics and readings for class discussions, leading 2 class discussions, and writing three empirically-based papers (approximately 5 pages double-spaced).
Prerequisites: None
Enrollment Limit: 14
Enrollment Preferences: Senior psychology majors
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D3) (DPE)

**Difference, Power, and Equity Notes:** Students will address the question of whether there any universal psychological phenomena. To do so, students will use scientific reasoning and quantitative skills to critically examine the ways culture, identities, power, systems, and privilege have shaped our understanding of human behavior as well as the consequences for policy, education, intervention, and prevention. Students will use an intersectional approach to understand the ways identity and systems shape psychological phenomena.

Fall 2023
SEM Section: 01    TF 1:10 pm - 2:25 pm     Catherine B. Stroud

**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 and discrimination; the importance of parents, family, teachers, and friends; and what we really mean by success. For each topic we cover, we will read a book or watch a film, then delve deeper by reading and discussing scientific journal articles. Class meetings will be student-led discussions. You will write three or four 5-7 page papers. The larger goal will be to practice useful life skills such as how to lead and participate in a meeting (i.e., a class discussion), how to write engagingly and convincingly, and how to assess an argument skeptically and discuss it using evidence.

Class Format: student-led discussions
Requirements/Evaluation: participate in and lead class discussions, choose class reading assignments, and write essays
Prerequisites: senior Psychology majors or permission of instructor in rare cases
Enrollment Limit: 14
Enrollment Preferences: senior Psychology majors
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Not offered current academic year

**PSYC 408  (F) The Psychology of College**
What happens to people while they're in college? Does it have an impact on people's core identity, the way they think, form relationships, or participate in society? 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.

Requirements/Evaluation: weekly readings, leading two class discussions, and writing three 5-7 page papers
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: senior Psychology majors
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
PSYC 409  (F) Growing Up

Growing up is a universal human experience, yet humans are shaped by distinct forces as they navigate infancy, childhood, adolescence, and adulthood. This seminar will zoom in on five key inflection points in the human lifespan (times when our environment or the choices we make may have an outsized impact on our life’s trajectory): 1) birth/infancy, 2) school entry, 3) adolescence, 4) emerging adulthood, and 5) death/dying. We will discuss popular media depictions of humans in each of these transition points (such as the film Babies, and the book Being Mortal). We will then compare, contrast, and evaluate these popular depictions of “growing up” or “growing old” with accounts from empirical research from all sub-disciplines of psychology. The empirical evidence will take the form of journal articles that match the themes of the media depiction but use the scientific method to try to characterize the cultural and personal forces that most affect the human experience and shape a person's identity in key moments of the lifespan. The course will be guided by broad questions such as -- To what extent do humans shape their own destiny versus being shaped by cultural, environmental, or genetic forces beyond their control? Are there some types of experience that are stronger predictors of long-term outcomes than others? Are there any human experiences that are truly universal? What can psychology, as a field, tell us about "growing up" as a human on this planet, and where might it fall short?

Class Format: Class will only meet 2 of the 3 possible days each week, determined by the instructor.

Requirements/Evaluation: Students are expected to co-lead discussions several times during the semester, choose empirical readings, participate in discussions, and write a total of three 5-7-page evidence-based argument papers.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Open only to senior psychology majors

Expected Class Size: 14

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

Distributions: (D3)

Fall 2023

SEM Section: 01    MWF 11:00 am - 12:15 pm     Eliza L Congdon

PSYC 411  (F) How do we think?

In this seminar, we will seek to understand how the mind operates and how various factors shape our thinking. We will explore how emotion, values, and beliefs influence cognitive processes and consider the means by which rationality and heuristics influence decision-making. We will compare algorithms used by the brain with those used in artificial intelligence systems. We will also examine how the ways we think shape our interactions with society. Through student-facilitated discussions, we will explore how psychological research informs our understanding of cognition. We will examine how accurately (or inaccurately) popular media reflect research findings. Students will identify gaps in our knowledge and propose novel research to fill those gaps. Finally, we will apply findings from the literature to help develop interventions to combat cognitive blind spots, distortions, and biases, and to foster happiness, well-being, and deeper connections.

Requirements/Evaluation: Students will serve as discussion facilitators several times during the semester. Students will be expected to actively participate in discussions. Assignments will include three 5-7 page papers of different types.

Prerequisites: None

Enrollment Limit: 14

Enrollment Preferences: Senior Psychology majors

Expected Class Size: 14

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

Distributions: (D3)

Fall 2023

SEM Section: 01    TR 9:55 am - 11:10 am     Yunshu Fan
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.

Requirements/Evaluation: Course requirements include weekly readings, leading at least two class discussions, and writing three papers: one literature review (5-7 pages), one claim- and empirically-driven paper (5-7 pages), and one op-ed (3 pages).

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: Senior psychology majors

Expected Class Size: 14

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

Distributions: (D3)

Not offered current academic year

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.

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)

Not offered current academic year

PSYC 414  (F)  Minding the Mind: Evaluating the Theory and Practice of Mindfulness

While mindfulness, both in idea and practice, has been around for centuries, its popularity has dramatically increased in recent years. But what is "mindfulness" and how effective is it in addressing psychiatric and/or physical conditions such as anxiety, depression, post-traumatic stress disorder, or chronic pain? In this course, we will examine mindfulness through both its popular depictions as well as through the critical evaluation of the scientific literature. We will investigate how mindfulness practices affect biological, behavioral, and cognitive processes. We will consider the myriad ways that mindfulness has been applied in "real world" settings including mental health, education, and interpersonal relationships.

Requirements/Evaluation: Students are expected to participate in and periodically lead class discussions. Students will write three 5-7 page papers

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: senior Psychology majors

Expected Class Size: 14

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

Distributions: (D3)

Not offered current academic year
PSYC 416  (F)  Psychology of Nonviolence

In this course we will explore the theory and practice of nonviolence in the context of empirical research in Positive Psychology. Nonviolence refers to 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 personal qualities that enable people to live happy and fulfilling lives. We will begin by studying the history and moral theories of nonviolence. Using research from across the subdisciplines of psychology, we will then evaluate the empirical claims of those theories regarding psychological benefits of nonviolence to the practitioner, attitude change in the adversary, and effects on the larger community. An important focus of the course will be to critically assess the research methods and data analyses used in these studies. Topics will include self-control, empathy, forgiveness, tolerance, courage, aggression, resisting violent assault, and civil disobedience.

Class Format: class meetings will be primarily discussion-based and student-led

Requirements/Evaluation: Class attendance and participation, discussion leadership, literature searches for relevant empirical research papers, short papers in the form of research summaries, and a final paper in the form of an empirical research proposal.

Prerequisites: PSYC 201

Enrollment Limit: 14

Enrollment Preferences: Senior Psychology majors

Expected Class Size: 12

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

Distributions: (D3)

Attributes: JLST Interdepartmental Electives

Not offered current academic year

PSYC 418  (F)  Suckers and Scammers

Virtually all of us are familiar with at least one account of a truly impressive scam - an event, device, or scheme that attracts attention, trust, and money, and then turns out to be a fake, sometimes with devastating consequences for everyone. What are the psychological processes and mechanisms employed by the scammers, as well as those who fall for such schemes? In this course we will consider several books and films that depict well-publicized recent examples (for instance, Bad Blood, The Rachel Divide, and The Talented Mr. Madoff). We'll use research from scientific journals to understand the psychology of both the scammer and those who fell for their schemes. We'll consider, among other things, the developmental origins of deception, what motivates people to pull one over on others, the role of identity maintenance, how we decide who to trust, and what it takes to convince oneself of something implausible. We'll use psychological research from all of the subdisciplines of psychology to find out what these cases might have in common, and also look at studies that illuminate unique features of each situation. Most class meetings will be student-led discussions. You will write three or four 5-7-page papers. The larger goals include: learning how to use scientific data to answer a wide range of questions about everyday life; how to engage in fruitful evidence-based argument; and how to write to think, and to persuade.

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: senior Psychology majors

Expected Class Size: 14

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

Distributions: (D3)

Not offered current academic year

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.

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: (D3)

Fall 2023
HON Section: 01  TBA  Noah J. Sandstrom

PSYC 494  (F)(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: (D3)

Fall 2023
HON Section: 01  TBA  Noah J. Sandstrom
Spring 2024
HON Section: 01  TBA  Noah J. Sandstrom

Winter Study  ---------------------------------------------------------------

PSYC 10  (W)  Yoga, Creativity & Mindfulness
Winter Study is an ideal time to set new intentions, and to focus on physical and mental well-being. This course offers a retreat in which students can de-stress, refresh, and tap into their creative strength. Primarily a yoga class, we will meet 4-6 hours each week to deep dive into the mindful practice of yoga asana and pranayama. The course is a multi-faceted exploration of the intersection between creativity, mindfulness and yoga. We'll explore accessible ways to cultivate mindfulness, including a guided meditation with Professor Bernie Rhie. In addition to our time in the yoga studio, students are encouraged to keep a daily journal, responding to prompts, readings, and poetry. Early in the month, our group will go on a 2 day retreat at the renowned Kripalu Center for Yoga & Health in Stockbridge, Massachusetts. Located in a beautiful natural setting with breathtaking views, Kripalu offers a variety of daily yoga and mindfulness classes as well as delicious organic and vegan food. This will be a nourishing time for students to spend some healthy quiet time and to get to know each other better. Back on campus, we will continue to do yoga three times a week, and will also spend a full day at MassMoca, do some slow art looking, participate in a "sound bath," and even practice yoga within the galleries themselves. We will also visit the Clark Art Museum, where we’ll enjoy a mindful hike, followed by a guided tour looking at the intersection of art + mindfulness. Throughout the month, students will explore their own creativity, whether it's creative writing/journaling, or working with paper and colored pencils in a mandala making workshop. There will be a required reading list and a final creative project. We'll share our projects in the last week of the class, and examples might be leading a guided meditation, sharing a drawing, painting or poem, or designing a yoga or mindfulness self-practice.

Requirements/Evaluation: Presentation(s); Creative project(s)
Prerequisites: No experience in yoga is required, but it is recommended.
Enrollment Limit: 22
Enrollment Preferences: Preference will be given to a well rounded group of ages and personal pronouns. Students are requested to email in advance to express why they are interested in the course.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Mary Edgerton has taught yoga at Williams for many years, working with students, athletes, faculty and staff. She also offers multiple classes to other members of the community.

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression WELL Winter Study Wellness

Winter 2024

LEC Section: 01 MWF 10:00 am - 12:30 pm Mary M. Edgerton

PSYC 11 (W) Local Education Policy and Practice

This course allows students to gain fieldwork experience at local public, public charter, and independent educational institutions (elementary, middle, or high school) as they consider possible careers in teaching, education policy, and administration. Students are expected to commit 20-35 hours a week to their field placement and complete a relate projected under the guidance of their internship mentor as well as the instructor. Along with weekly class discussion, reflection, and reading, students will be afforded the opportunity to better understand a school, its students, and how policy and curriculum shape experiences of local elementary, middle, or high schoolers. We will consider questions of interest and importance to course participants regarding the field of education, such as: How has our own educational background influence our assumptions about what education should look like? What are some pressing issues facing the field of education today? How do different students experience the education system? How is curriculum created and delivered? What are some differences between public, public charter, and independent schools? What are ways in which the intersections of education, health policy, and the economy affect student learning? How can student learning be monitored and assessed?

The instructor can help students arrange internship placements, which must be finalized prior to the end of the fall semester. Internship proposals must outline a proposed schedule, goals, final project ideas, and a letter of confirmation from the field placement supervising mentor. We will have a group meeting before winter study to prepare for our field placements, and will gather weekly during Winter Study to debrief and discuss what you are learning and observing. Final evaluation will be based on students’ contribution to discussion, reflections on readings, and a submission of the student's choosing such as a curricular module, policy analysis, or 10-page.

Requirements/Evaluation: Paper(s) or report(s)

Prerequisites: Demonstrated interest in working or interning in elementary, middle, and secondary school environments.

Enrollment Limit: 10

Enrollment Preferences: Students who have completed courses in the Williams College Program in Teaching. Students interested in education as a career. Students with prior experience working or interning in elementary, middle, and secondary school environments.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Geraldine Shen ’01 is an Elementary School Coordinator at CLiA. She is a former management consultant, fundraising professional, curriculum coordinator, admissions officer, and nonprofit Executive Director with a MA Ed in Int'l Comparative Ed. Sarah Brill is the CLiA Williams Elementary School Science Coordinator with extensive K-12 teaching experience in science and art. Sarah has also worked as an art director, graphic designer, and illustrator for Storey Publishing.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2024

LEC Section: 01 TBA Geraldine Y. Shen, Sarah Brill

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

**Prerequisites:** approval by Jeremy Cone is required

**Enrollment Limit:** 20

**Enrollment Preferences:** Students who have taken a PSYC course

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2024

INT Section: 01   TBA   Jeremy D. Cone

**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. Enrollment will be limited by available space in faculty research labs

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

**Prerequisites:** Students who have taken a PSYC course.

**Enrollment Limit:** 12

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

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2024

RSC Section: 01   TBA   Rebecca J. Crochiere

**PSYC 31 (W) Senior Thesis: Psychology**

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

**Requirements/Evaluation:** determined by student's thesis advisor

**Prerequisites:** PSYC 493 or NSCI 493

**Enrollment Limit:** 20

**Enrollment Preferences:** all will be enrolled

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2024

HON Section: 01   TBA   Catherine B. Stroud
PSYC 40 (W) Intensive: 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 areas such as advertising, law, economics and business, and politics will also be discussed.

Requirements/Evaluation: two in-class exams, one paper (5 pages), and a final exam
Prerequisites: permission of a dean
Enrollment Limit: 25
Enrollment Preferences: students who need to make up a deficiency
Expected Class Size: NA
Grading: pass/fail only

Unit Notes: This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar’s Office will register students in PSYC 100 and PSYC 40.

Winter 2024
LEC Section: 01 M-F 10:00 am - 12:00 pm M-F 1:30 pm - 3:30 pm Jeremy D. Cone

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 2024
IND Section: 01 TBA Noah J. Sandstrom