

## PSYCHOLOGY

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

**Chair: Professor Noah Sandstrom**

- 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
- Martin Forster, STINT - Research Scholar
- Cynthia Guo, Visiting Assistant Professor of Psychology
- Amie A. Hane, Professor of Psychology; affiliated with: Psychology, Public Health, Neuroscience; on leave Spring 2024
- 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
- Madison Sewell, Visiting Assistant 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.

### **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)

Not offered current academic year

### **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 2024

LEC Section: 01 MWF 10:00 am - 10:50 am Noah J. Sandstrom, Nate Kornell, Madison Sewell, Jeremy D. Cone, jdc2 J. Sandstrom

Spring 2025

LEC Section: 01 MWF 10:00 am - 10:50 am Marlene J. Sandstrom, Nate Kornell, Madison Sewell, Jeremy D. Cone, Noah J. Sandstrom, nsandstr Smith

### **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.

Not offered current academic year

### **PSYC 201 (F)(S) Experimentation and Statistics (QFR)**

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. 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 2024

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 W 1:00 pm - 4:00 pm Kenneth K. Savitsky

LEC Section: B3 TR 9:55 am - 11:10 am Kris N. Kirby

LAB Section: B4 T 1:00 pm - 4:00 pm Kris N. Kirby

Spring 2025

LEC Section: A1 MR 1:10 pm - 2:25 pm Kenneth K. Savitsky

LAB Section: A2 T 1:00 pm - 4:00 pm Kenneth K. Savitsky

LEC Section: B3 MR 2:35 pm - 3:50 pm Rebecca J. Crochiere

LAB Section: B4 W 1:00 pm - 4:00 pm Rebecca J. Crochiere

LEC Section: C5 TR 11:20 am - 12:35 pm Amie A. Hane

LAB Section: C6 R 1:00 pm - 4:00 pm Amie A. Hane

### **PSYC 212 (F) Neuroscience**

**Cross-listings:** BIOL 212 / NSCI 201

#### **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:**

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

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

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Shivon A. Robinson, Charlotte L. Barkan

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 (S) 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:** Three essay exams

**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

Spring 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Kris N. Kirby

**PSYC 222 (F) 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:** 25

**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:** 25

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

**Distributions:** (D3)

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

PHIL 222(D2) PSYC 222(D3) COGS 222(D2)

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

Fall 2024

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

**PSYC 232 (F)(S) Developmental Psychology**

An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, 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 a 200-level requirement.

**Expected Class Size:** 50

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

**Distributions:** (D3)

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

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Madison Sewell

Spring 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Madison Sewell

### **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:** 50

**Enrollment Preferences:** Psychology majors with fewer than three 200-level courses will receive priority followed by sophomores.

**Expected Class Size:** 50Fa/140Sp

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

**Distributions:** (D3)

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

Fall 2024

LEC Section: 01 MR 2:35 pm - 3:50 pm Alex Flores

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Steven Fein

### **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 2024

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

Spring 2025

LEC Section: 01 TR 8:30 am - 9:45 am Marlene J. Sandstrom

### **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 (S) 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, project proposal (5 pages), empirical project paper (5-7 pages), poster and poster presentation, participation in all phases of the empirical project research experience (experiment design, data collection, data graphing, data analysis) including oral and written presentation of key findings.

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

**Enrollment Limit:** 16

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

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

PSYC 312(D3) NSCI 322(D3)

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

Spring 2025

SEM Section: 01 TR 8:30 am - 9:45 am Victor A. Cazares

LAB Section: 02 W 1:00 pm - 4:00 pm Victor A. Cazares

### **PSYC 313 (F) 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. 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 use disorder. 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 written assignments.

**Requirements/Evaluation:** class presentations, participation in discussions, three position papers (approximately 2 pages double-spaced), an APA style literature review (approximately 5-7 pages double-spaced), a research proposal (approximately 5-7 pages double spaced) and an oral presentation of the 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 313(D3) NSCI 313(D3)

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

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 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 201/BIOL 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

**Not offered current academic year**

## **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

**Not offered current academic year**

## **PSYC 319 (S) 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:**

PSYC 319(D3) STS 319(D2) 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

Spring 2025

TUT Section: T1 TBA Noah J. Sandstrom

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

Despite the impression many people have, we really are amazingly good decision makers most of the time. Even so, we do make mistakes; occasionally we even make choices that we know are likely to turn out badly for us. In this course we will survey theoretical and experimental approaches to understanding both our strengths and weaknesses as decision makers. Topics include adaptive 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, and class participation

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distributions:** (D3)

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

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Kris N. Kirby

### **PSYC 327 (S) Cognition and Education**

This class will examine two interrelated topics in education. One is societal issues in schooling, such as recruiting teachers, tracking, international differences, and fads. The other is principles in the cognitive psychology of learning, such as metacognition, spacing effects, and retrieval practice, that can be used to enhance learning. Most of the readings will be scientific articles.

**Requirements/Evaluation:** Daily quizzes, student presentations, empirical research papers, an essay, and class participation

**Prerequisites:** PSYC 221 or 222

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Nate Kornell

LAB Section: 02 M 1:00 pm - 4:00 pm Nate Kornell

### **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 2025

SEM Section: 01 TR 9:55 am - 11:10 am Eliza L Congdon

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

### **PSYC 335 (F) Early Experience and the Developing Infant**

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

**Requirements/Evaluation:** active class participation, weekly three-page papers, two oral presentations (20 minutes each and using PowerPoint), a midterm, and one final 12-15 page paper

**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

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Amie A. Hane

### **PSYC 336 (S) Identity Development in Adolescence and Young Adulthood**

Who am I? How do others see me, and how do I want them to see me? What are my core values? Who do I want to become? These questions underlie what some theorists consider to be the fundamental developmental task of adolescence and young adulthood: Identity development. In this course, we will read and discuss the theoretical and empirical literature to understand how adolescents and young adults develop a unique, multifaceted sense of self. We'll explore how the biological, cognitive, and social transitions of this period prompt the development of identity. We'll also emphasize the role of family, peers, school, social media, and youths' own agency in informing their identity development. Special attention will be paid

to the topics of gender identity, racial and ethnic identity, sexual orientation, and personality.

**Requirements/Evaluation:** class participation, serving as discussion leader several times during the semester, one-page response papers due every class, one 5-7 page essay, individual 10-12 page research proposals, research proposal presentation

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

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 19

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

**Distributions:** (D3)

**Attributes:** PSYC Area 3 - Developmental Psychology

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Madison Sewell

### **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

Not offered current academic year

### **PSYC 341 (F) The Social Psychology of Prejudice**

**Cross-listings:** WGSS 339

Primary Cross-listing

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

**Class Format:** empirical lab course

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

**Prerequisites:** PSYC 201 and 242

**Enrollment Limit:** 16

**Enrollment Preferences:** senior, then junior Psychology majors

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

WGSS 339(D2) PSYC 341(D3)

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

Fall 2024

LEC Section: 01 W 1:10 pm - 3:50 pm Steven Fein

LAB Section: 02 T 1:00 pm - 4:00 pm Steven Fein

### **PSYC 342 (F) 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; written and oral report of a research proposal

**Prerequisites:** PSYC 242 and PSYC 201, 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:** PSYC Area 4 - Social Psychology

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Jeremy D. Cone

### **PSYC 344 (S) Contemporary Social Psychology**

This course surveys recent and cutting-edge findings published in social psychology in the last few years--research that builds on old classics, as well as research that opens up new lines of inquiry. We'll consider the latest research in each of the major subareas of social psychology (social influence, social cognition, and social relations). We'll also consider recent applications of social psychological thinking in law, business, health, and well-being. Throughout the course, we'll think about not just new ideas and new content areas but also about new methods and scientific approaches, modern data analytic strategies, and novel data sources (such as behavior on social media or linguistic analyses of text).

**Requirements/Evaluation:** a series of papers; written and oral reports of research

**Prerequisites:** PSYC 242

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Jeremy D. Cone

LAB Section: 02 W 1:00 pm - 4:00 pm Jeremy D. Cone

### **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

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Alex Flores

LAB Section: 02 R 1:00 pm - 4:00 pm Alex Flores

### **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:**

ENVI 346(D3) PSYC 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 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

Not offered current academic year

### **PSYC 353 (F) Family and School-Based Interventions**

The development of child psychopathology is influenced by a complex interplay of factors related to the individual (e.g., genetic risk), the family (e.g., instances of abuse), the school environment (e.g., incidents of bullying), and the broader context (e.g., socioeconomic factors like poverty). In comparison to adults, the manifestation of symptoms in children and adolescents is more directly linked to their immediate surroundings. Consequently, interventions primarily centered around the family and school settings are commonly employed in the prevention and treatment of psychological and behavioral issues. Throughout this course, we will delve into the associations between risk and protective factors from various settings and the emergence of externalizing and internalizing symptoms in children and adolescents. A comprehensive examination of the role of parenting and family dynamics in the origins of disorders in children will be undertaken. Our discussions will also encompass a spectrum of practical and ethical considerations associated with working with children and families. The objectives of this course include gaining an enhanced understanding of crucial risk and protective factors, exploring how such knowledge can be applied at the individual, family, and population levels, and grasping the utilization of behavior analysis and case conceptualization as tools for crafting precise and effective interventions for children and adolescents. To accomplish these objectives, we will analyze case studies and research articles, adopting a hands-on approach to applying knowledge of risk and protective factors in both assessment and intervention design. Emphasis will be placed on addressing the myriad practical and ethical challenges linked to working with children and families during these discussions.

**Requirements/Evaluation:** Attendance and active participation in discussions, two 5-7 page written papers, and one group project/presentation.

**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:** PSYC Area 5 - Clinical Psychology

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Martin Forster

### **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

Not offered current academic year

### **PSYC 355 (S) Psychotherapy: Theory and Research**

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

**Requirements/Evaluation:** attendance and active class participation, daily writing responses of 5-10 sentences related to course readings, 5 thought papers (2-3 pages in length), 2 small group oral presentations, and a 10-15 page final empirical project

**Prerequisites:** PSYC 201 and PSYC 252

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

Spring 2025

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

LAB Section: 02 R 1:00 pm - 4:00 pm Jennifer McQuaid

### **PSYC 356 (F) 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

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Jennifer McQuaid

**PSYC 357 (F) Clinical Psychology & Social Justice: Centering Marginalized Perspectives (DPE)**

In this course, students will evaluate the critical question of whether and how clinical psychology can address mental health disparities and promote social justice. Students will gain a substantive understanding of research and theory examining psychopathology, including historical perspectives, expression and conceptualization of psychopathology, etiological theories from varied disciplines, and intervention and prevention strategies. We will take a liberation psychology and intersectional approach to examine the ways in which various intersecting systems of oppression and privilege shape the mental health and lived experiences of individuals and communities. Throughout the course, we will center topics and people that have been epistemically excluded from the field of clinical psychology. Topics such as racism, discrimination, resistance, pride, collective care, and queer affirming interventions will be addressed and the voices of those with marginalized identities (for example, due to their race, ethnicity, gender identity, sexual orientation, immigration status) will be highlighted. Students will evaluate current research and theory with attention to bias, inequities, methodological rigor, and potential usefulness for promoting social justice, through prevention, intervention, and policy.

**Requirements/Evaluation:** Course requirements include: a) reading empirical articles; b) participating in class discussions; c) completing daily assignments; d) a 2-page research proposal (double-spaced); e) conducting a research project in a small group; f) a short presentation on a student-selected topic and reading; and g) a final research paper based upon the small group research project (approximately 15 double-spaced pages).

**Prerequisites:** PSYC 201. PSYC 252 recommended.

**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:** Students will examine how clinical psychology can address mental health disparities & promote social justice. To do so, students will: use scientific reasoning & quantitative skills to critically examine how intersecting systems of oppression and privilege shape the mental health of individuals & communities; evaluate research and theory with attention to bias, inequities, and usefulness for promoting social justice; and conduct a research project using socially just research practices.

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

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Catherine B. Stroud

LAB Section: 02 M 1:00 pm - 4:00 pm Catherine B. Stroud

### **PSYC 358 (S) Developmental Psychopathology: Trajectories of Risk and Resilience**

Why do some youth develop psychopathology in the face of adversity whereas others do not? How do we define psychological disorders in youth? Is resilience a static trait, or can it be promoted? How do we prevent youth from developing psychopathology? In this course, students will address these and other questions using a risk and resilience framework that examines the interactions among multiple risk and protective factors in the pathway to psychopathology. Specifically, students will examine the interactions between individual characteristics (e.g., neurobiological, interpersonal, cognitive, and emotional factors) and environmental contexts (e.g., family, school, peer, early adversity, 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

### **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

**Distributions:** (D3)

**Attributes:** PSYC Area 6 - Other/Interdisciplinary Psychology

Not offered current academic year

### **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

**Expected Class Size:** 16

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

**Distributions:** (D3)

**Attributes:** PSYC Area 6 - Other/Interdisciplinary Psychology PSYC Empirical Lab Course

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

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 fifth course option

**Distributions:** (D3)

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

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

**Requirements/Evaluation:** Determined by individual instructors

**Prerequisites:** Permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Upperclass students

**Expected Class Size:** NA

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

**Distributions:** (D3)

Spring 2025

**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, four position papers, and a final presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 10

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

**Distributions:** (D3)

Fall 2024

**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 social situations and why are we so convinced these assumptions are correct? How does our culture affect our views of social phenomena such as psychological disorders, parenting, or educational systems 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) related to some of these issues 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:** 10

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 10

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

**Distributions:** (D3)

Fall 2024

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.

Not offered current academic year

**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. Students will write three 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:** 10

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 10

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

**Distributions:** (D3)

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Nate Kornell

### **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)

Not offered current academic year

### **PSYC 410 (F) Psychology of the Internet**

This course will explore the impact of the internet and digital technologies on human behavior, cognition, and society. We will draw from theoretical frameworks and empirical research across psychological subdisciplines as well as popular media sources. Specific topics will include online identity formation, digital communities, the psychological effects of social media, the proliferation of conspiracy theories and other extreme content, and the interplay between technology and mental health. Larger goals of the course include: using scientific data to understand real-world phenomena; crafting evidence-based arguments in conversation and in written form; leading and participating in productive group discussions; and equipping ourselves with analytical tools to navigate and contribute to the digital landscape thoughtfully and ethically.

**Requirements/Evaluation:** Weekly readings, leading and participating in class discussion, writing three 5-7 page papers.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior psychology majors

**Expected Class Size:** 10

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

**Distributions:** (D3)

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Alex Flores

### **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)

Not offered current academic year

### **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 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:** 10

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 10

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

**Distributions:** (D3)

Fall 2024

SEM Section: 01 TR 9:55 am - 11:10 am Susan L. Engel

**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 2024

HON Section: 01 TBA Noah J. Sandstrom

**PSYC 494 (S) Senior Thesis: Psychology**

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. 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)

Spring 2025

HON Section: 01 TBA Noah J. Sandstrom

**Winter Study -----**

**PSYC 21 (W) Psychology Internships**

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law, or another setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed

placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

**Requirements/Evaluation:** 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

Not offered current academic year

### **PSYC 22 (W) Introduction to Research in Psychology**

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

Not offered current academic year

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

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

**Requirements/Evaluation:** determined by 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

Not offered current academic year

### **PSYC 99 (W) Independent Study: Psychology**

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

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year