PSYCHOLOGY

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

Chair: Professor Noah Sandstrom

- Stephanie A. Cardenas, Visiting Assistant Professor of Psychology
- Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Neuroscience Program
- Jeremy D. Cone, Associate Professor of Psychology; on leave Spring 2022
- Eliza L Congdon, Assistant Professor of Psychology
- Rebecca J. Crochiere, Assistant Professor of Psychology
- Susan L. Engel, Senior Lecturer in Psychology, The Class of 1959 Director of Program in Teaching
- Steven Fein, Professor of Psychology
- Cynthia Guo, Visiting Assistant Professor of Psychology
- Amie A. Hane, Professor of Psychology, Chair of Public Health Program; affiliated with: Neuroscience Program, Public Health Program
- Laurie Heatherington, Edward Dorr Griffin Professor of Psychology
- Kris N. Kirby, Professor of Psychology; on leave 2021-2022
- Nate Kornell, Professor of Psychology, Chair of Cognitive Science Program; affiliated with: Cognitive Science Program
- Shannon Moore, Visiting Assistant Professor of Psychology
- Shivon A. Robinson, Assistant Professor of Psychology; affiliated with: Neuroscience Program
- Marlene J. Sandstrom, Dean of the College, Hales Professor of Psychology; affiliated with: Psychology Department
- Noah J. Sandstrom, Chair and Professor of Psychology; affiliated with: Neuroscience Program
- Kenneth K. Savitsky, Professor of Psychology
- Stephanie J. Steele, Visiting Assistant Professor of Psychology
- Catherine B. Stroud, Associate Professor of Psychology; on leave Spring 2022
- Safa R. Zaki, Dean of the Faculty, Class of 1924 Professor of Psychology; affiliated with: Psychology Department

MAJOR

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

- PSYC 101 Introductory Psychology
- PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:

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

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.
Three 300-level courses from at least two of the areas listed below:

Area 1: Behavioral Neuroscience (courses with middle digit 1)
Area 2: Cognitive Psychology (courses with middle digit 2)
Area 3: Developmental Psychology (courses with middle digit 3)
Area 4: Social Psychology (courses with middle digit 4)
Area 5: Clinical Psychology (courses with middle digit 5)
Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)
Area 7: Educational Psychology (courses with middle digit 7)

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

One 400-level Psychology course.

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

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

**COURSE NUMBERING RATIONALE**

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

**THE DEGREE WITH HONORS IN PSYCHOLOGY**

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

**STUDY ABROAD**

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

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

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

**FAQ**

- Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. In addition, the course content
Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. Students are required to take at least one empirical project course (which includes a lab component and data collection). This must be completed at Williams.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. The empirical project course must be completed here (see answer to previous question above). Other major requirements that must be completed here are the Senior Seminar and our Statistics and Experimentation course (PSYC 201). On very rare occasions students have been given credit for PSYC 201 taken elsewhere, but this is extremely unlikely. Most institutions break the material up into two different courses, or don’t include all of the components that we feel are an important foundation for the major.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

Yes. Students should be sure that have taken PSYC 201 PRIOR to their senior year at the latest. It is best to take it during sophomore year whenever possible.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

There have been instances.

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**PSYC 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

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**Fall 2021**

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

**Spring 2022**

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

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**PSYC 127 (F) 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.

Fall 2021

TUT Section: T1  TBA  Nate Kornell

**PSYC 158 (S) Freud: A Tutorial** (WS)

**Cross-listings:** PSYC 158  HIST 485

**Secondary Cross-listing**

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

PSYC 158 (D2) HIST 485 (D2)

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

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year
PSYC 161 (F) Nonviolence and Positive Psychology

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

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

Prerequisites: not open to first-year students

Enrollment Limit: 9

Enrollment Preferences: selection will be based on student interviews

Expected Class Size: 9

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

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

Distributions: (D2)

Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology

Not offered current academic year

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

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

Quantative/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 2021

LEC Section: A1   TF 1:10 pm - 2:25 pm   Kenneth K. Savitsky
LAB Section: A2   M 1:00 pm - 4:00 pm   Kenneth K. Savitsky
LEC Section: B3   TR 11:20 am - 12:35 pm   Steven Fein
LAB Section: B4   W 1:00 pm - 4:00 pm   Steven Fein

Spring 2022

LEC Section: A1   TF 1:10 pm - 2:25 pm   Shivon A. Robinson
PSYC 212 (F) Neuroscience

Cross-listings: BIOL 212 PSYC 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, two midterm exams, and a final exam.

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

Enrollment Limit: 72

Enrollment Preferences: sophomores and Biology and Psychology majors

Expected Class Size: 72

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

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

Distributions: (D3)

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

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

Fall 2021

LEC Section: 01 TR 9:55 am - 11:10 am Tim J. Lebestky, Victor A. Cazares
LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin
LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin
LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

PSYC 221 (F) Cognitive Psychology

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

Requirements/Evaluation: two midterms and a final exam

Prerequisites: PSYC 101 or permission of instructor

Enrollment Limit: 50

Enrollment Preferences: Psychology majors

Expected Class Size: 50

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

Distributions: (D3)

Attributes: COGS Interdepartmental Electives PSYC 200-level Courses TEAC Teaching Sequence Courses
PSYC 222  (F)(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

Cross-listings:  PSYC 222  PHIL 222  COGS 222

Secondary Cross-listing

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

Requirements/Evaluation:  midterm and final exams, and weekly exercises

Prerequisites:  PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

Enrollment Limit:  20

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

Expected Class Size:  20

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

Unit Notes:  meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

Distributions:  (D3)

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

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

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

Fall 2021
LEC Section: 01  MW 7:00 pm - 8:15 pm   Joseph L. Cruz
LEC Section: 02  TR 11:20 am - 12:35 pm   Omer Daglar Tanrikulu

Spring 2022
LEC Section: 01  TR 11:20 am - 12:35 pm   Omer Daglar Tanrikulu

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 2021
LEC Section: 01  TF 1:10 pm - 2:25 pm   Amie A. Hane
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:  65
Enrollment Preferences:  Psychology majors; then sophomores and first-years.
Expected Class Size:  65
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)
Attributes:  PSYC 200-level Courses  TEAC Teaching Sequence Courses

PSYC 252  (F)(S)  Psychological Disorders
A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: depression, bipolar disorder, the schizophrenias, anxiety disorders, personality disorders, eating disorders, substance use disorders, and others. The course emphasizes an integrative approach which analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.
Requirements/Evaluation:  short papers, 2 in-class exams, and participation
Prerequisites:  PSYC 101; open to first-year students
Enrollment Limit:  50
Enrollment Preferences:  Psychology majors, then sophomores, then by seniority
Expected Class Size:  50
Grading:  yes pass/fail option,  yes fifth course option
Distributions:  (D3)
Attributes:  PSYC 200-level Courses

PSYC 258  (S)  Language and Literacy Development
Cross-listings:  PSYC 258  JAPN 258
Secondary Cross-listing
Language is uniquely a human function and fundamental to one's participation in society. Children learn to talk in the first three years of life at an impressive speed. However, in order to successfully participate in academic and social life, it is critical for one to develop literacy skills. Learning to read is a multifaceted process that involves various cognitive resources. This course is an introduction to language development and literacy
acquisition in first language and in a cross-linguistic environment including Japanese, Chinese and English. Linguistic concepts such as phonology, syntax and morphology will be introduced as we discuss the acquisition processes. Questions to be addressed include: How does a child develop oral language from birth? How does a child learn the meaning of words? How is learning to talk and read similar or different across various languages? How is learning to read different from learning to speak? How “natural” is it to learn to read?

Requirements/Evaluation: active participation in the class discussion, weekly reaction paper, quiz, final paper
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Japanese, Chinese, Asian Studies, and Psychology majors
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Unit Notes: Psychology majors, this course counts as a 200-level elective in psychology but does not count as one of the three 200-level courses for the major; for Asian Studies, Chinese, and Japanese majors, this course counts as a comparative requirement course
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 258 (D2) JAPN 258 (D1)
Attributes: Linguistics
Not offered current academic year

PSYC 272 (F) 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

Fall 2021
LEC Section: 01 MWF 8:30 am - 9:45 am Susan L. Engel

PSYC 312 (S) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology
Cross-listings: NSCI 322 PSYC 312
Primary Cross-listing
This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and
resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience 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:

NSCI 322 (D3) PSYC 312 (D3)

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

Spring 2022

SEM Section: 01 TR 9:55 am - 11:10 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 PSYC 313

Primary Cross-listing

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

Requirements/Evaluation: class presentations, participation in discussions and empirical projects, five short position papers (approximately 2 pages double-spaced), an APA style empirical paper (approximately 20 pages double-spaced) and poster presentation of the empirical project.

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

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

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

Distributions: (D3)

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

NSCI 313 (D3) PSYC 313 (D3)

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

Fall 2021

SEM Section: 01 MR 1:10 pm - 2:25 pm Shivon A. Robinson
PSYC 315  (F)  Hormones and Behavior

Cross-listings: PSYC 315  NSCI 315

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

Class Format: empirical lab course

Requirements/Evaluation: presentations and participation in discussions, approximately seven 1-2 page response papers, midterm, written (15-20 page) and oral presentation of the research project

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

Enrollment Limit: 16

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 16

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

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 315 (D3) NSCI 315 (D3)

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

Not offered current academic year

PSYC 319  (S)  Neuroethics  (WS)

Cross-listings: PSYC 319  NSCI 319  STS 319

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

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

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

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience concentrators

Expected Class Size: 10

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

Distributions: (D3)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
PSYC 322 (S) Concepts: Mind, Brain, and Culture

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

Class Format: empirical lab course
Requirements/Evaluation: short papers, class presentation, and research paper
Prerequisites: PSYC 221 or 222 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and Cognitive Science concentrators
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course

PSYC 324 (S) Great Debates in Cognition

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

Class Format: students will meet in pairs with the instructor for an hour each week
Requirements/Evaluation: weekly papers and oral arguments
Prerequisites: PSYC 221 or 222 or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Psychology majors and Cognitive Science concentrators
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

PSYC 326 (F) Choice and Decision Making

Being human means that we sometimes make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include rationality, the debate over cognitive biases, fast and frugal heuristics, impulsivity and self-control, addictions and bad habits, paternalism, and moral decision making.
**Class Format:** Lectures and labs will be remote, conducted via Zoom during the scheduled time slots, with recordings posted on Glow for students who cannot attend during those slots.

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

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

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

**Distributions:** (D2)

**Attributes:** COGS Interdepartmental Electives  PHLH Decision-Making by Institutions + Individuals  PSYC Area 2 - Cognitive Psychology  PSYC Empirical Lab Course

**Not offered current academic year**

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

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

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

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

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 19

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

**Distributions:** (D3)

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

**Spring 2022**

**SEM Section:** 01  TR 11:20 am - 12:35 pm  Nate Kornell

**PSYC 328 (S) Cognitive Approaches to Visual Perception**

**Cross-listings:** PSYC 328  COGS 328

**Secondary Cross-listing**

When you open your eyes, you immediately perceive your environment in great detail. Seeing is so quick and effortless that people mistakenly think that vision works like a camera. However, the reason it feels effortless is due to the tremendous amount of complex processes and computations that take place in your brain whenever you open your eyes. In this course, we will explore such processes from a computational perspective. How does cognitive psychology approach visual perception? What is the relationship between perception and cognition? How can we experimentally study visual consciousness? In addition to exploring such questions, we will also examine how our visual system processes certain visual features in our environment, such as motion, color, depth and shape.

**Requirements/Evaluation:** Class participation, weekly take-home quizzes, weekly short commentaries on readings, class presentation, individual 12- to 15-page final paper

**Prerequisites:** PSYC 221, COGS/PHIL/PSYC 222, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Cognitive Science concentrators

**Expected Class Size:** 19

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

**Distributions:** (D3)
This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 328 (D3) COGS 328 (D2)

Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Spring 2022

SEM Section: 01    MWF 8:30 am - 9:45 am     Omer Daglar Tanrikulu

PSYC 332  (F) 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

Fall 2021

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

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

PSYC 333  (S) Children’s Minds  (WS)

Humans stand out in the animal world for their capacity to develop ideas and consider those of other people. Where does this capacity come from, and how does it develop? Why do some people seem more inclined to consider ideas than others? What can schools do to foster the pursuit of ideas?

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

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

Prerequisites: PSYC 232 or PSYC 272
Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D3) (WS)

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

Attributes: PSYC Area 3 - Developmental Psychology TEAC Related Courses

Spring 2022

TUT Section: T1 TBA Susan L. Engel

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

Cross-listings: PSYC 334 AFR 318

Secondary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

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

PSYC 334 (D2) AFR 318 (D2)

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

Fall 2021

SEM Section: 01 W 7:00 pm - 9:40 pm Kelsey M. Jones

PSYC 335 (F) Early Experience and the Developing Infant

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

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

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

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

Enrollment Limit: 12

Enrollment Preferences: Psychology majors and Neuroscience concentrators
PSYC 337 (S) Critical Perspectives in Special Education

Cross-listings: AFR 324  PSYC 337

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

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

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 324 (D2) PSYC 337 (D2)

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

Spring 2022
SEM Section: 01    W 7:00 pm - 9:40 pm     Kelsey M. Jones

PSYC 338 (S) Inquiry, Invention and Ideas

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

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

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

Enrollment Limit: 16

Enrollment Preferences: preference given to Psychology majors

Expected Class Size: 16

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

Distributions: (D3)

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

Not offered current academic year
PSYC 341  (S)  Stereotypes, Prejudice, and Discrimination  
Cross-listings:  PSYC 341  WGSS 339  
Primary Cross-listing  
This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.  
Class Format:  empirical lab course  
Requirements/Evaluation:  weekly brief papers, oral reports, two longer papers  
Prerequisites:  PSYC 201 and 242  
Enrollment Limit:  16  
Enrollment Preferences:  senior, then junior Psychology majors  
Expected Class Size:  16  
Grading:  yes pass/fail option,  yes fifth course option  
Distributions:  (D2)  
This course is cross-listed and the prefixes carry the following divisional credit:  
PSYC 341 (D2) WGSS 339 (D2)  
Attributes:  AMST Comp Studies in Race, Ethnicity, Diaspora  ASAM Related Courses  PSYC Area 4 - Social Psychology  PSYC Empirical Lab Course  TEAC Related Courses  
Not offered current academic year  

PSYC 342  (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; two essay exams; 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 2021  
SEM Section: 01  TF 2:35 pm - 3:50 pm  Jeremy D. Cone  

PSYC 346  (S)  Environmental Psychology
This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans’ disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

**Class Format:** empirical lab course

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

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

**Enrollment Limit:** 16

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

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

PSYC 346 (D3) ENVI 346 (D3)

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

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**PSYC 349 (S) Psychology and Law (DPE)**

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

**Class Format:** empirical lab course

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

**Prerequisites:** PSYC 201 and either PSYC 242 or PSYC 221

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

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

**Distributions:** (D3) (DPE)

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

**Attributes:** JLST Interdepartmental Electives PSYC Area 4 - Social Psychology PSYC Empirical Lab Course
PSYC 352 (F) Clinical and Community Psychology
This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency. Students must complete a brief survey about their interests and schedule in order to place them in an agency. Students should email the instructor to obtain the survey as well as receive permission to register for this course.

Requirements/Evaluation: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper
Prerequisites: PSYC 252
Enrollment Limit: 15
Enrollment Preferences: senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
Attributes: EXPE Experiential Education Courses PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

PSYC 353 (F) High-Risk Behaviors in Psychopathology: A Transdiagnostic Approach to Treatment and Research
This seminar will provide students with a comprehensive understanding of the science, study, and treatment of high-risk behaviors commonly seen in severe psychopathology. Course topics will include: alcohol and substance use, disordered eating, impulsivity (for example, in the context of bipolar and borderline personality disorder), and self-injurious thoughts and behaviors (SITBs). Readings will involve empirical studies and theoretical papers that have shaped the study of these behaviors and their relationship/presence in DSM-5 psychological disorders. Additionally, readings will include studies that have examined prevalence rates of these behaviors, current models of etiology, distal and proximal indicators of risk, assessment and safety planning, science-based interventions, cultural factors/issues of diversity and social justice, and ethical considerations in research and treatment. Students will evaluate published research based on theory, methodological rigor, ethical considerations, diversity/inclusion, and current gaps in the literature that contribute to difficulty in predicting, preventing, and treating high-risk behaviors in clinical practice. Students will write a detailed grant proposal, including a review of the relevant literature, based on a selected course topic and framed as a potential future research study that would address an existing gap in the literature.

Requirements/Evaluation: Attendance and active class participation, student-led discussions, 3 page grant proposal draft, 10-15 page final grant proposal with a brief oral presentation of the proposed project
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
PSYC 355 (S) Psychotherapy: Theory and Research

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

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

Prerequisites: PSYC 201 and PSYC 252

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

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

Distributions: (D3)

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

Spring 2022

SEM Section: 01    TR 8:30 am - 9:45 am    Laurie Heatherington

LAB Section: 02    T 1:00 pm - 4:00 pm    Laurie Heatherington

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

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

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

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

Prerequisites: PSYC 201 and PSYC 252 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Psychology majors

Expected Class Size: 12

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

Distributions: (D3)

Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course
PSYC 357  (F)  Depression
This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. Throughout the course, students will evaluate current research based on theory, methodological rigor, and potential impact on prevention and intervention efforts.

Requirements/Evaluation: class participation, five 2-page (double spaced) response papers, 2 class presentations, final paper (study proposal)
Prerequisites: PSYC 201; PSYC 252 recommended
Enrollment Limit:  19
Enrollment Preferences: Psychology majors
Expected Class Size:  19
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)
Attributes:  PSYC Area 5 - Clinical Psychology

Fall 2021
SEM Section: 01    MWF 11:00 am - 12:15 pm    Catherine B. Stroud

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

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

Requirements/Evaluation: six 5-page papers, six short response papers, and participation in discussions
Prerequisites: PSYC 252; PSYC 201 recommended
Enrollment Limit:  10
Enrollment Preferences: Psychology majors and Public Health concentrators
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D3)
Attributes:  PHLH Reproductive, Maternal and Child Health  PSYC Area 5 - Clinical Psychology

PSYC 359  (S)  Anxiety: Responses to Danger, Both Real and Imagined
This is an advanced course on anxiety that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, sexual assault, and natural and community disasters. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field.
Class Format: As many of our meetings will be held in-person as reasonably feasible. Students who are on-campus will be encouraged to attend the seminar in person. Those who are unable to attend in person will join remotely. Students will be required to meet with me in small groups prior to their presentation to review their presentation/discussion plan. These meetings will occur in person or remotely, depending on scheduling availability.

Requirements/Evaluation: Regular attendance and active class participation (whether in person or remote) - students will be randomly quizzed and/or asked to summarize or discuss material from the assigned readings and graded for their preparedness; midterm examination; one final 8-10 page literature review paper based on course content; one group presentation with discussion.

Prerequisites: PSYC 252

Enrollment Limit: 16

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

Expected Class Size: 16

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

Distributions: (D2)

Attributes: PSYC Area 5 - Clinical Psychology

Not offered current academic year

PSYC 372 (F) Advanced Seminar in Teaching and Learning

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

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

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 16

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

Expected Class Size: 16

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

Distributions: (D2)

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

Not offered current academic year

PSYC 373 (F) Critical Issues in Learning and Teaching

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

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

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

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: Psychology majors and those involved in the Program in Teaching
**Expected Class Size:** 12

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

**Distributions:** (D2)

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

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)

Fall 2021

IND Section: 01  TBA  Noah J. Sandstrom

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

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

**Prerequisites:** Permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Upperclass students

**Expected Class Size:** NA

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

**Distributions:** (D3)

Spring 2022

IND Section: 01  TBA  Noah J. Sandstrom

**PSYC 401 (F) Psychology in Popular Discourse: A Critical Examination**
This course considers several important contemporary topics from diverse psychological perspectives. These topics—which may include issues such as personal and external influences on success; technology and relationships; addiction—will be introduced via popular books, films, or podcasts, and we will analyze them more deeply with original research articles from across multiple approaches and sub-disciplines of psychology. A central goal in this course is for students to develop and apply the skills necessary to critically evaluate psychological ideas as they exist in the broader popular culture. The course will primarily be discussion based, and the students will lead these discussions.

**Class Format:** student-facilitated discussions

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

**Prerequisites:** senior Psychology majors, or permission of instructor in rare cases
Enrollment Limit: 36 (12/sec)
Enrollment Preferences: senior Psychology majors
Expected Class Size: 36
Grading: no pass/fail option, yes fifth course option
Distributions: (D3)

Not offered current academic year

PSYC 403 (F) The Psychology of Love
This seminar will examine psychological approaches to the study of attraction, affiliative bonds, attachment, and relationship health across the lifespan. These topics will be introduced via review articles, books, and films. Students will analyze these topics more deeply with presentations and student-led discussions of original research articles from across multiple perspectives and subdisciplines of psychology.

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

Requirements/Evaluation: participation in class discussion, selection and presentation of relevant empirical papers, three position papers
Prerequisites: none

Enrollment Limit: 12
Enrollment Preferences: senior Psychology majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D3)

Not offered current academic year

PSYC 404 (F) Bias and Discrimination: Sources and Consequences
We often assume that our experiences reflect an objective reality, that the way we see the world is the way it really is. Yet research contradicts this notion, showing that our perceptual experiences are malleable and subjective. They are shaped by higher-order, top-down influences such as our cognitions, social groups, surroundings, motivations, emotions, and prior experiences. In this class, we will explore how subjective experiences and idiosyncratic categorizations of people into social groups directly influence social justice outcomes across varied domains. For example, how do these differences in our subjective experience influence the ways in which people relate to one another? What are the implications for fair treatment across multiple factions of society, including education, employment, health care, and criminal justice? Are there effective interventions and policies for reducing gender, racial, and ethnic bias? For promoting inclusivity? If so, why are they effective? To develop an evidence-based understanding of bias and discrimination, we will critically analyze source materials from popular press literature, films, books, and podcasts, as well as empirical research from across multiple approaches and sub-disciplines of psychology. The class format will be primarily discussion based and student-led.

Class Format: student-led discussions
Requirements/Evaluation: weekly brief thought questions, lead two class discussions, select and present relevant empirical papers, three papers (5-7 pages)
Prerequisites: none

Enrollment Limit: 14
Enrollment Preferences: senior Psychology majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Fall 2021
SEM Section: 01 TR 9:55 am - 11:10 am Stephanie A. Cardenas
**PSYC 405 (F) Why We Believe What We Believe**

As scientists, we aspire to hold beliefs that are based in evidence. As humans, however, we are likely to embrace beliefs influenced by a variety of social, historical, cultural, political, racial and religious factors. In this class, we will explore the question of why we cling to certain beliefs, even in the face of significant contradictory evidence. For example, what assumptions do we make about strangers and why are we so convinced these assumptions are correct? How does our culture affect our parenting choices and why do we hold on to them so fiercely? What assumptions do we make about the nature of memory, emotions and cognitions and are these assumptions valid? Are there “defensive moves” that we make when we are challenged racially, even when we are committedly antiracist? And, if so, why? In class, we will explore source material from popular culture: books, films, podcasts and popular press articles, and we will examine claims made about different belief systems. We will then critically evaluate these claims by exploring the available empirical psychological evidence. The format of this class is student-led discussions.

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 12

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

**Distributions:** (D3)

Fall 2021

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

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

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

**Class Format:** student-led discussions

**Requirements/Evaluation:** participate in and lead class discussions, choose class reading assignments, and write essays

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

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 12

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

**Distributions:** (D3)

Fall 2021

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

**PSYC 408 (F) The Psychology of College**

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

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

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: senior Psychology majors

Expected Class Size: 12

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

Distributions: (D3)

Fall 2021

SEM Section: 01    TR 11:20 am - 12:35 pm     Susan L. Engel

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

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

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

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Senior psychology majors

Expected Class Size: 12

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

Distributions: (D2)

Not offered current academic year

PSYC 413  (F)  The Resilient Mind

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

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

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: senior Psychology majors

Expected Class Size: 12
PSYC 416  (F)  Psychology of Nonviolence
In this course we will explore the theory and practice of nonviolence in the context of empirical research in Positive Psychology. Nonviolence refers to choosing not to threaten or injure others, and its practice requires cultivating personal qualities that enable such a choice. Positive Psychology refers to the scientific study of those personal qualities that enable people to live happy and fulfilling lives. We will begin by studying the history and moral theories of nonviolence. Using research from across the subdisciplines of psychology, we will then evaluate the empirical claims of those theories regarding psychological benefits of nonviolence to the practitioner, attitude change in the adversary, and effects on the larger community. An important focus of the course will be to critically assess the research methods and data analyses used in these studies. Topics will include self-control, empathy, forgiveness, tolerance, courage, aggression, resisting violent assault, and civil disobedience.

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

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

Prerequisites: PSYC 201

Enrollment Limit: 14

Enrollment Preferences: Senior Psychology majors

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

Distributions: (D3)

Attributes: JLST Interdepartmental Electives

Fall 2021

SEM Section: 01      Cancelled

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 2021

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 2022

HON Section: 01  TBA  Noah J. Sandstrom

Winter Study ..................................................

PSYC 10  (W) Yoga, Mindfulness & Creativity

The greatest obstacle to any kind of creativity is distraction and/or stress. The goal of this course is to encourage students to unplug, refresh, and to feel reunited with their intuitive, creative selves. Exploring the correlation between mindfulness, yoga and creativity, students will participate in a minimum of three yoga classes per week, will visit 2-3 local museums, and provided it is open again post pandemic, will stay for two nights at the renowned yoga center Kripalu, in Stockbridge, MA, where students can take a variety of classes and workshops, and enjoy the benefits of being at a retreat. Primarily a yoga class, in this course students will meet 4-6 hours per week to practice yoga, pranayama (breathing techniques) and guided meditation. We will also participate in an evening mandala making workshop in which each student will create an individual work of art. In addition, we will punctuate each week with visits to local museums, where we will have a guided tour and discussion with museum curators on the subject of mindfulness and creativity, followed by ample time for slow observation, and in some cases, time to practice yoga within the galleries themselves. If Kripalu is closed, we will take an alternate day trip, possibly to the Peace Pagoda in Grafton, NY. From either Kripalu or the Peace Pagoda, we will participate in a mindful hike together. Lastly, there will be a required reading list, in-class discussion on related topics, and students will be asked to keep a journal on various open-ended prompts. The last week of the course, students will take turns sharing creative projects they have been working on. Examples might be leading a 10-minute guided meditation, sharing a drawing, painting or poem, or designing a self practice.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: interest in yoga, mindfulness, psychology, or art

Enrollment Limit: 15

Enrollment Preferences: preference will be given to seniors and to a balance among the other years

Grading: pass/fail only

Unit Notes: Mary Edgerton has taught yoga at Williams for many years, working with students, athletes, faculty & staff. She also offers classes to the Berkshire community and has recently worked with the Clark to create 3 online videos. Blending creative sequencing, safe attention to alignment, and focus on the breath, she aims to provide a safe space in which to unplug and de-stress. Mary completed her teacher training at Triyoga, London, and has done multiple advanced trainings at Kripalu.

Materials/Lab Fee: $86 for course material costs and $235 for one night at Kripalu

Winter 2022

LEC Section: 01  MWF 2:00 pm - 4:00 pm  Mary M. Edgerton

PSYC 11  (W) Here for the Right Reasons: Bachelor/ette Franchise & What It Can('t) Teach Us About Relationships

Cross-listings: PSYC 11  WGSS 11

Secondary Cross-listing

The Bachelor/ette TV franchise has been on the air for 19 years and 25 seasons, and has included 2 Ephs trying to find love. We will use the series as a lens to examine healthy relationships (romantic and friend); what stories are we told and do we create about how relationships form and deepen? What are the “right” and “wrong” reasons to be “on this journey”? How did first reality TV and now social media shape our notions of public and private
in relationships? How do we have healthy relationships across identity differences? And of course, we will explore the meta-universe of the Bachelor/ette franchise: a media empire designed to tell straight, white love stories to an audience that is increasingly neither of those things and demanding more.

**Requirements/Evaluation:** regular short reflections and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** a short blurb asking about demonstrated interest

**Grading:** pass/fail only

**Unit Notes:** Meg Bossong '05 is the Director of Intimate Violence Prevention and Response at Williams. In that role, she works with student groups, colleagues, and the community to build a safer, more just, and thriving community free of intimate violence in its various forms, through prevention projects related to consent, healthy relationships, the built environment, and accountability. She is a regular viewer of The Bachelor/ette franchise, her problematic fav.

**Materials/Lab Fee:** none

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

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PSYC 11 WGSS 11
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Winter 2022

LEC Section: 01  MW 1:00 pm - 2:50 pm  Meg Bossong
LEC Section: 02  TR 1:00 pm - 2:50 pm  Meg Bossong

**PSYC 12 (W) Introduction to Racial Literacy: Navigating Racial Stress For Healthier Minds and Relationships**

**Cross-listings:** PSYC 12 AFR 12

**Primary Cross-listing**

Talking about race is really hard. This is true even when we know all of the "right" language; racial conversations are more emotional than they are intellectual. Sometimes, we dive in with the best intentions and then our racial stress gets in the way, causing us to misspeak, overreact, underreact, or freeze in a racial moment. These responses are all very human, and we all deserve to have healthier racial conversations with friends, family, colleagues, and the person we just met at the grocery store who has a lot of opinions they want to share with us! This course will introduce you to the theoretical and practical applications of racial literacy—the ability to read, interpret, and resolve racial stress (Stevenson, 2014). Developing strong skills in racial literacy allows us to navigate even the most stressful intrapersonal and interpersonal racial moments in personal and professional settings.

Together, we will engage in racial storytelling, journaling, relaxation techniques, and debating, ending with roleplaying sessions to practice using our skills as we tackle stressors that cause the most racial anxiety. We will use personal stories as well as written, audio, and visual texts to practice reading and assessing racial stress, while developing "comeback lines" to directly address the racial tension at the center of the conflicts. In addition to attendance and various forms of in-class participation, you will be expected to keep a journal throughout the entire course. You will also share a reflection paper and a final project that describe your racial literacy journey as well as your plans for future racial literacy practice. We will meet twice a week for three-hour sessions, and you will be expected to complete assignments outside of class; these assignments are opportunities for practice and reflection as you build racial literacy skills. Anyone and everyone is welcome to join this course, regardless of background and/or personal experiences with race.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** preference given to seniors

**Grading:** pass/fail only

**Unit Notes:** Dr. Jones' scholarship focuses on dis/ability and giftedness in the narratives of and about Black and Brown youth, the racialized school-to-prison pipeline, and racial literacy education in schools. She works with schools to heal relationships damaged by racial stress, and is the Distinguished Visiting Professor of Education at Williams College for the 2021-2022 school year. She graduated from Williams in 2008.

**Materials/Lab Fee:** none

This course is cross-listed and the prefixes carry the following divisional credit:
Many innovative products and entrepreneurial endeavors fail because they are not sensitive to the attitudes and behaviors of the people who interact with them. The fields of Human Factors and Design Thinking combine aspects of psychology with software development, behavioral economics, architecture, and other fields, to create products and processes that provide an easy, enjoyable, efficient and safe user experience. The course will provide students with a theoretical framework for analyzing usability, as well as practical experience with iterative design techniques, prototyping, and user testing and feedback. Students will demonstrate their understanding of Human Factors theory through short presentations and participation in class discussion. Students will work in small groups to identify a usability problem and design a solution which they will evaluate by heuristic analysis and a usability test with 8-10 human test subjects.

Requirements/Evaluation: short paper and final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: instructor seeks a diverse group of students with interests in design, psychology, human-computer interaction, and other fields

Grading: pass/fail only

Unit Notes: Rich Cohen ’82 has designed communications, social networking and education applications used by over 100 million people and has conducted usability research on five continents.

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 13 CSCI 13
**Materials/Lab Fee:** $275

**Attributes:** EXPE Experiential Education Courses

Winter 2022

LEC Section: 01    MWF 1:00 pm - 3:50 pm    Debra S. Rogers-Gillig

**PSYC 17 (W) Intro to Art Therapy**

This course will be a multi-modal introduction to the field of art therapy. Through art-making and the study of primary source materials, students will explore the historical contexts, theoretical models, and practical applications of art therapy. Questions students will tackle: Where is the line between pathology and typically functioning? What is the role of the therapist? How can the therapist be collaborators with their clients? Who is the expert, really? What is context? How does the therapist's context inform their practice? Students will learn about art therapy in practice with a variety of populations and techniques. In addition to understanding the theoretical framework of art therapy, students will engage in a heuristic study of the role art has played in their lives. This course will be a combination of lecture, discussion, guest speakers, audio-visual material, student presentations, and art experiential.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** studio art majors and psychology majors will take priority

**Grading:** pass/fail only

**Unit Notes:** Kaye is a registered, board-certified art therapist. She has a BFA in Fiber and Material Studies from the Cleveland Institute of Art, and a MA in Art Therapy from the School of the Art Institute of Chicago. She founded ArtWorks, a community art studio in North Adams, where she teaches art classes and workshops for kids and adults, and runs a private practice. Kaye practices art therapy at BPI and is an Adjunct Professor in the graduate Art Therapy/Counseling program at Springfield College.

**Materials/Lab Fee:** none

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Winter 2022

LEC Section: 01    WR 10:00 am - 12:50 pm    Kaye Shaddock

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

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

**Secondary Cross-listing**

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

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** not applicable

**Grading:** pass/fail only

**Unit Notes:** Laini is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed.in Counseling Psychology with a specialty in addictions.

**Materials/Lab Fee:** none

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

PSYC 18 SPEC 18
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: 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: random selection

Grading: pass/fail only

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

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

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

Prerequisites: permission of faculty mentor

Enrollment Limit: POI

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

Grading: pass/fail only

Materials/Lab Fee: none
Prerequisites: PSYC 493 or NSCI 493
Enrollment Limit: POI
Enrollment Preferences: all will be enrolled
Grading: pass/fail only

Winter 2022
HON Section: 01 TBA Kenneth K. Savitsky

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

Winter 2022
IND Section: 01 TBA Noah J. Sandstrom