PSYCHOLOGY
(Div 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
- Eliza L Congdon, Assistant Professor of Psychology; on leave 2022-2023
- 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; on leave 2022-2023
- 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
- Kris N. Kirby, Professor of Psychology
- Nate Kornell, Professor of Psychology, Chair of Cognitive Science Program; affiliated with: Cognitive Science Program
- Jennifer McQuaid, Visiting Lecturer in Psychology
- Shannon Moore, Visiting Assistant Professor of Psychology
- Shivon A. Robinson, Assistant Professor of Psychology; affiliated with: Neuroscience Program; on leave 2022-2023
- Marlene J. Sandstrom, Hales Professor of Psychology; on leave 2022-2023
- Noah J. Sandstrom, Chair and Professor of Psychology; affiliated with: Neuroscience Program
- Kenneth K. Savitsky, Professor of Psychology
- Catherine B. Stroud, Associate Professor of Psychology
- Safa R. Zaki, Dean of the Faculty, John B. McCoy and John T. McCoy Professor of Psychology; affiliated with: Psychology Department

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

- PSYC 101 Introductory Psychology
- PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:
- COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
- NSCI 201/BIOL 212/PSYC 212 Neuroscience
- PSYC 221 Cognitive Psychology
- PSYC 232 Developmental Psychology
- PSYC 242 Social Psychology
- PSYC 252 Psychological Disorders
- PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.

Three 300-level courses from at least two of the areas listed below:
Area 1: Behavioral Neuroscience (courses with middle digit 1)

Area 2: Cognitive Psychology (courses with middle digit 2)

Area 3: Developmental Psychology (courses with middle digit 3)

Area 4: Social Psychology (courses with middle digit 4)

Area 5: Clinical Psychology (courses with middle digit 5)

Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)

Area 7: Educational Psychology (courses with middle digit 7)

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

One 400-level Psychology course.

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

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

**COURSE NUMBERING RATIONALE**

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

**THE DEGREE WITH HONORS IN PSYCHOLOGY**

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

**STUDY ABROAD**

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

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

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

**FAQ**

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

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

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

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

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. In addition, the course content cannot overlap substantially with material already taken at Williams.
Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
Yes. Students are required to take at least one empirical project course (which includes a lab component and data collection). This must be completed at Williams.

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

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Yes. Students should be sure that have taken PSYC 201 PRIOR to their senior year at the latest. It is best to take it during sophomore year whenever possible.

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

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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

**Fall 2022**
LEC Section: 01  MWF 10:00 am - 10:50 am  Noah J. Sandstrom,  Clarence J. Gillig

**Spring 2023**
LEC Section: 01  MWF 10:00 am - 10:50 am  Kris N. Kirby,  Clarence J. Gillig

**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.

Not offered current academic year

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 201  (F)(S)  Experimentation and Statistics  (QFR)
An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

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

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

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

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

Distributions: (D3) (QFR)

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

Attributes: COGS Related Courses  PHLH Statistics Courses

Fall 2022

LEC Section: A1  TR 11:20 am - 12:35 pm  Amie A. Hane
LAB Section: A2  R 1:00 pm - 4:00 pm  Amie A. Hane
LEC Section: B3  MR 1:10 pm - 2:25 pm  Catherine B. Stroud
LAB Section: B4  W 1:00 pm - 4:00 pm  Catherine B. Stroud

Spring 2023

LEC Section: A1  TR 9:55 am - 11:10 am  Victor A. Cazares
LAB Section: A2  W 1:00 pm - 4:00 pm  Victor A. Cazares
LEC Section: B3  MWF 11:00 am - 12:15 pm  Jeremy D. Cone
LAB Section: B4  T 1:00 pm - 4:00 pm  Jeremy D. Cone
LEC Section: C5  TR 11:20 am - 12:35 pm  Kris N. Kirby
LAB Section: C6  W 1:00 pm - 4:00 pm  Kris N. Kirby

PSYC 212  (F) Neuroscience

Cross-listings: BIOL 212  NSCI 201  PSYC 212

Secondary Cross-listing

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers.

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

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

Enrollment Limit: 72

Enrollment Preferences: Sophomores and Biology and Psychology majors

Expected Class Size: 72

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

Distributions: (D3)

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

Fall 2022
LEC Section: 01    TR 9:55 am - 11:10 am    Matt E. Carter,  Shannon Moore
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 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.  There is no need to contact the instructor to indicate special interest in the course.
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 2022
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

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: 180
Enrollment Preferences: Psychology majors; then sophomores and first-years.
Expected Class Size: 90
Grading: yes pass/fail option, yes fifth course option
Distributions: (D3)
Attributes: PSYC 200-level Courses  TEAC Teaching Sequence Courses

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

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PSYC 272  (S)  Psychology of Education

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

Class Format: discussion

Requirements/Evaluation: two exams and a final project

Prerequisites: PSYC 101

Enrollment Limit: 50

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

Expected Class Size: 50

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

Distributions: (D3)

Attributes: PSYC 200-level Courses  TEAC Teaching Sequence Courses

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Spring 2023

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

PSYC 312  (F)  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.
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

Not offered current academic year

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

Cross-listings: PSYC 314  NSCI 314

Primary Cross-listing

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

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

**Prerequisites:** PSYC 212/NSCI 201/BIOL 212

**Enrollment Limit:** 16

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

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

PSYC 314 (D3) NSCI 314 (D3)

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

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Shannon Moore

LAB Section: 02 T 1:00 pm - 4:00 pm Shannon Moore

**PSYC 319 (F) 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.

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

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom
PSYC 322 (S) Concepts: Mind, Brain, and Culture

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

Class Format: empirical lab course
Requirements/Evaluation: short papers, class presentation, and research paper
Prerequisites: PSYC 221 or 222 or permission of instructor
Enrollment Limit: 16
Enrollment Preferences: Psychology majors and Cognitive Science concentrators
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course
Not offered current academic year

PSYC 323 (F) Visual Consciousness (WS)
Cross-listings: PSYC 323 COGS 323
Secondary Cross-listing

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

Requirements/Evaluation: 5 - 7 page essays every other week, and 2-page response papers to their partner's essays in alternate weeks
Prerequisites: COGS 222 (same as PHIL 222 or PSYC 222); or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Cognitive Science concentrators and Psychology majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 323 (D3) COGS 323 (D2)

Writing Skills Notes: In a tutorial format, students will receive detailed feedback on their writing each week from the professor, as well as from their partner. Students will receive timely comments on their writing skills, with suggestions for improvement. The written essays will be discussed during tutorial meetings.
Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Fall 2022
TUT Section: T1 Cancelled
PSYC 326 (F) Choice and Decision Making

Being human means that we sometimes make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include rationality, the debate over cognitive biases, fast and frugal heuristics, impulsivity and self-control, addictions and bad habits, paternalism, and moral decision making.

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

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

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2)

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, empirical research papers, an essay, and class participation

Prerequisites: PSYC 221 or 222, or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

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

Distributions: (D3)

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

Spring 2023

SEM Section: 01   TR 11:20 am - 12:35 pm    Nate Kornell
LAB Section: 02   M 1:00 pm - 4:00 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 and examine the concept of "visual illusion". We will focus on research methodologies used in vision science and look into how we can use such methodologies to explain visual illusions. We will learn about how our visual system processes certain visual features in our environment, such as motion, color, depth and shape. Learning about these processes will make us appreciate how everything we see around us can be a visual illusion.

Requirements/Evaluation: Class participation, weekly take-home quizzes, weekly short commentaries on readings, class presentation, individual 10-page final paper

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

Enrollment Limit: 19
Enrollment Preferences: Cognitive Science concentrators

Expected Class Size: 19

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

Distributions: (D3)

This course is cross-listed and the prefixes carry the following divisional credit:
PSYC 328 (D3) COGS 328 (D2)

Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Spring 2023
SEM Section: 01 Cancelled

PSYC 332 (F) Children’s Mathematical Thinking and Learning

Are babies statistical experts? Will I ever be good at calculus? 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

Not offered current academic year

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.
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

Not offered current academic year

PSYC 335  (S)  Early Experience and the Developing Infant

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

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

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

Enrollment Limit:  16

Enrollment Preferences:  Psychology majors and Neuroscience concentrators

Expected Class Size:  16

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

Distributions:  (D3)

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

Not offered current academic year

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: 16

Enrollment Preferences: Psychology majors

Expected Class Size: 16

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

Distributions: (D3)

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

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeremy D. Cone
LAB Section: 02 W 1:00 pm - 4:00 pm Jeremy D. Cone

PSYC 344 (S) Contemporary Social Psychology

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

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

Prerequisites: PSYC 242

Enrollment Limit: 19

Enrollment Preferences: Psychology majors

Expected Class Size: 19

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

Distributions: (D3)

Attributes: PSYC Area 4 - Social Psychology

Spring 2023

SEM Section: 01   TF 2:35 pm - 3:50 pm   Kenneth K. Savitsky

PSYC 346  (F) Environmental Psychology

Cross-listings: PSYC 346 ENVI 346

Primary Cross-listing

This is a course on contemporary social psychology as it pertains to the natural environment. Our two primary questions in this course are: (1) how can research and theory in social psychology help us understand the ways in which people engage with threats to the natural environment?, and (2) how can social psychology help us encourage environmentally responsible behavior and sustainable practices? Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of environmental solutions.

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

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

Enrollment Limit: 19

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

Expected Class Size: 19

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

Distributions: (D3)

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

PSYC 346 (D3) ENVI 346 (D3)

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

Fall 2022

SEM Section: 01   MWF 8:30 am - 9:45 am   Kenneth K. Savitsky

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

Spring 2023

SEM Section: 01  MWF 11:00 am - 12:15 pm  Stephanie A. Cardenas

LAB Section: 02  R 1:00 pm - 4:00 pm  Stephanie A. Cardenas

**PSYC 354  (S) Health Psychology**

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

**Requirements/Evaluation:** class participation, weekly 1-page (double-spaced) reading response papers, empirical project paper (10-20 pages), and poster/oral presentation of the research project

**Prerequisites:** PSYC 201 and PSYC 252, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

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

**Distributions:** (D3)

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

Spring 2023

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

LAB Section: 02  W 1:00 pm - 4:00 pm  Rebecca J. Crochiere

**PSYC 356  (F) Asylum: Understanding the Psychological Effects of Persecution, Trauma, and the Migration Experience**

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

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

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

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

**Distributions:** (D2)

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

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**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

**Expected Class Size:** 19

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

**Distributions:** (D3)

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

*Not offered current academic year*

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

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

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

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19
PSYC 359  (S) Anxiety: Responses to Danger, Both Real and Imagined
This is an advanced course on anxiety that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, sexual assault, and natural and community disasters. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field.

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

Prerequisites: PSYC 252
Enrollment Limit: 16
Enrollment Preferences: Psychology Majors; preference given to those with outstanding major requirements
Expected Class Size: 16
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
Attributes: PSYC Area 5 - Clinical Psychology
Not offered current academic year

PSYC 362  (S) Cultural Psychology
What is culture? How does culture influence the way we think and behave? How is culture represented, impacted, and transformed in the digital age? This course will introduce you to the field of cultural psychology, and explore the role of cultural meanings, practices, and institutions on human psychology. We will discuss how culture emerges in human development and examine how the same psychological processes that give rise to rich cultural practices also bear negative consequences on our society, such as stereotype and prejudice. We will also examine how human culture is transformed through digital devices and represented on social media. Through the course, you will learn to critically examine human behaviors in the contexts of diverse cultural beliefs, to reflect on your own upbringings through a cultural lens, and to gain an appreciation for cultures other than your own.

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

Prerequisites: PSYC 201 and at least one other 200-level psychology course
Enrollment Limit: 19
Enrollment Preferences: Psychology majors
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
Attributes: PSYC Area 6 - Other/Interdisciplinary Psychology

Spring 2023
SEM Section: 01    TR 8:30 am - 9:45 am    Cynthia Guo
PSYC 363 (S) Media, Race, and U.S. Black Families

Cross-listings: AFR 384 PSYC 363

Secondary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Africana Studies Concentrators and Psychology Majors

Expected Class Size: 18

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 384 (D2) PSYC 363 (D2)

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

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

PSYC 372 (F) Advanced Seminar in Teaching and Learning

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

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

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D3)

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

Fall 2022

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

PSYC 373 (F) Critical Issues in Learning and Teaching
In this seminar we will take a deep dive into several key topics in education. We will examine psychological research as well as a range of other materials (essays, film, recordings of children and personal experiences) to help answer a series of questions, including: Does the kind or quality of schooling have a measurable impact on children? How do you create curriculum? How does one conduct high quality classroom observations? What do good teachers have in common? What is the best way to help teachers get better at what they do? Can remote learning work well in K-12 settings?

**Class Format:** Students will meet in small groups with the professor. Each group will meet for a tutorial-like session once a week. We will use students’ papers as a jumping off point for our discussions.

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

**Prerequisites:** PSYC 232 or PSYC 272 or permission of instructor

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

Not offered current academic year

**PSYC 377 (F) Mapping Anti-Bias Education**

**Cross-listings:** PSYC 377 AFR 358

**Secondary Cross-listing**

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

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

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies Concentrators and Psychology Majors

**Expected Class Size:** 18

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

**Distributions:** (D2)

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

PSYC 377 (D2) AFR 358 (D2)

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

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

**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 2022
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 2023
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 402 (F) Blessings and Blunders of Human Memory
Nietzsche wrote that the forgetful are "blessed" because "they get the better even of their blunders." In what ways does forgetfulness serve us well? Is it possible, or even desirable, to have perfect memory? Can traumatic memories be repressed? Can false memories of committing a crime be implanted? Are "collective" memories subject to the same processes as individual memories? How do museums, monuments and sites (re)construct and tell a version of the past based on changing cultural identities? In this student-led seminar, we will attempt to answer these questions and more in the context of a broad exploration of the foundational concepts of human memory. We will examine the theories and methods researchers use to study individual and collective memories across varied domains, including clinical practice, romantic relationships, the justice system, and education. In this course, you will gain an evidence-based understanding of the nature of human memory through critical examinations of popular press literature, films, books, podcasts, and cutting-edge scientific studies.

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

Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: senior Psychology majors
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D3)

Fall 2022
SEM Section: 01 TF 1:10 pm - 2:25 pm Stephanie A. Cardenas

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 sub-disciplines of psychology.

Requirements/Evaluation: participation in class discussion, selection and presentation of relevant empirical papers, three position papers
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: senior Psychology majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D3)
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
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

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
PSYC 408 (F) The Psychology of College
What happens to people while they're in college? Does it have an impact on people's core identity, the way they think, form relationships, or participate in society? Most people's ideas about the impact of college come from personal experience, and the strongly held views of journalists, filmmakers, college spokespeople, relatives and public figures. Those beliefs are often misguided. Yet research can help us develop an accurate picture of just what it is that college does and doesn't do. Drawing on films, popular books and articles, as well as research from across the subdisciplines within psychology, we will examine some of the most common beliefs, and then delve into the psychological evidence that supports or refutes them. Our goal will be to develop a scientifically-based understanding of the psychological impact of college, and redesign various features of college to reflect our conclusions. Empirical work on this topic presents unique methodological challenges, so we will also spend some time designing studies that overcome those challenges.

Requirements/Evaluation: weekly readings, leading two class discussions, and writing three 5-7 page papers
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: senior Psychology majors
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D3)
Not offered current academic year

PSYC 412 (F) Feelings & Emotions: Shaping the Brain and Society
This course will explore what emotions are, the evolutionary origins of emotions, and the tools and techniques researchers use to study emotions both in humans and in animal models. We will examine how brain state(s) may underlie different emotions and challenge widely held notions about how an individual's emotion can influence behavior and social factors. Questions we will explore include: Is it better to be emotional or rational? What are 'gut feelings'? Are there gender differences in emotionality and, if so, what are their origins? Popular press literature and scientific studies will fuel student-led discussions as we seek to develop an evidence-based understanding of emotions and how they shape the world around us.

Requirements/Evaluation: Course requirements include weekly readings, leading at least two class discussions, and writing three papers: one literature review (5-7 pages), one claim- and empirically-driven paper (5-7 pages), and one op-ed (3 pages).
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Senior psychology majors
Expected Class Size: 14
Grading: no pass/fail option, yes fifth course option
Distributions: (D3)

Fall 2022
SEM Section: 01 TR 8:30 am - 9:45 am Victor A. Cazares

PSYC 413 (F) The Resilient Mind
In this seminar, we will explore the psychological, environmental, and biological variables that shape an individual's response to stress and/or adversity. We will discuss how factors such as personality, coping style, social network/community, gender, brain mechanisms, and genes can influence one's ability to adapt and recover from a crisis. Students will critically examine depictions of resilience in popular literature and film, and employ empirical scientific articles from across multiple approaches and sub-disciplines of psychology to delve deeper into their analyses. Class meetings will be primarily discussion based and student-led, with the central goal of developing skills in forming and communicating evidence-based arguments.

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

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

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

Prerequisites: none

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

PSYC 418  (F) Suckers and Scammers

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

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 14

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

**Distributions:** (D3)

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**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)

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**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 2023

HON Section: 01    TBA     Noah J. Sandstrom

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

PSYC 10  (W) Yoga, Mindfulness & Creativity
Winter Study is an ideal time to set new intentions, and to focus on physical and mental well-being. The goal of this course is to create a nourishing environment in which students can de-stress, refresh, and reunite with their creative, productive selves. Primarily a yoga class, this course is also a multi-faceted exploration of mindfulness and creativity. Students will meet a minimum of 4 hours each week in which we deep-dive into the practice of yoga and breath work. Prof. Bernie Rhie will join in one day to lead a guided meditation. In addition to our time in the yoga studio, students will keep a daily journal, responding to prompts, readings, and poetry. Over the course of the first few weeks we will visit local museums such as the Clark, WCMA, and MassMoCA, where we will discuss the intersection of art + mindfulness, and in some cases, practice yoga within the galleries themselves. Students will also explore their own creativity, whether it’s creative writing/journaling, or working with paper and colored pencils in a mandala making workshop. Towards the end of the month, our group will have the opportunity to go on an overnight retreat at the renowned Kripalu Center for Yoga & Health in Stockbridge, Massachusetts. Located in a beautiful natural setting with breathtaking views, Kripalu offers a variety of daily yoga and mindfulness classes as well as delicious organic and vegan food. There will be a required reading list, discussion on related topics and towards the end of the course, students will share their creative projects. Examples might be leading a guided meditation, sharing a drawing, painting or poem, or designing a yoga or mindfulness self-practice.

Requirements/Evaluation: Final project or presentation
Prerequisites: No experience in yoga is required, but it is recommended.
Enrollment Limit: 20
Enrollment Preferences: Preference will be given to juniors and seniors as well as a balance of personal pronouns. Students are encouraged to email in advance to express why they are interested in the course.
Expected Class Size: NA
Grading: pass/fail only

Unit Notes: Mary Edgerton has taught student/faculty/staff yoga at Williams for 10 years. She completed her YTT at Triyoga in London and multiple advanced trainings at Kripalu. Her classes blend safe alignment, creative sequencing, and promote well-being.
Materials/Lab Fee: $100
Attributes: SLFX Winter Study Self-Expression WELL Winter Study Wellness

Winter 2023

LEC Section: 01    TBA     Mary M. Edgerton

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

Requirements/Evaluation: Final project or presentation. Weekly practice plan and reflection papers.
Prerequisites: ability to laugh -- out loud or silently
Enrollment Limit: 16
Enrollment Preferences: The first 16 enrolled
Expected Class Size: NA
Grading: pass/fail only
PSYC 16 (W) Self Compassion: The Benefits and the Challenges

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

Requirements/Evaluation: Short paper and final project or presentation. 2-3 page reflection paper will be due each week. A weekly log of mindfulness activities will also be kept and submitted.

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: First 16 will be enrolled

Expected Class Size: NA

Grading: pass/fail only

Attributes: WELL Winter Study Wellness

PSYC 17 (W) Introduction 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: 20

Enrollment Preferences: Art and Psychology Majors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Kaye is a registered, board-certified art therapist. She practices art therapy and teaches at Springfield College.

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

PSYC 20 (W) Designing your Life and Career after Williams, as well as Mastering the Basics of Personal Finance
This course takes a psychological approach to helping you determine what to do with your life. We start by reviewing your life story so far and determining how it has shaped you. We discuss, for example, whether you feel pressured to go down a certain road, whether you feel torn between your head and your heart, or whether you feel directionless. Then we take stock of who you really are now, including your core interests, tendencies, strengths, and weaknesses. We try to identify life designs that play to your signature strengths, as opposed to situations that are a setup for frustration and failure. The class encourages you to let go of comparing yourself to your peers, as different people need different things. You explore your underlying values and what you find most important in life. You consider the level of meaning you need in your work, as well as how much you care about money, status, fame, independence, connection, and creativity. The class introduces you to the concept of "flow," the feeling you get when engaging in activities that provide ideal levels of challenge and mastery. By designing lives that promote flow states, you will be most likely to thrive and not merely succeed. Indeed, it is important not to design a life that appears successful but feels miserable. Your choice of a romantic partner can also have huge implications for the trajectory of your life. The class helps you to identify typical traps, such as staying with someone who is a bad match, and discusses how to make constructive relationship choices. Ultimately, as there are likely multiple valid life and career paths for you to take, you identify and develop three different plans that feel authentic and inspiring to you. As most students are concerned about the financial implications of their life choices, this course also introduces you to the basics of personal finance. You will learn that making smart financial choices early in your life leads to freedom and high net worth.

Requirements/Evaluation: 10-page paper

Prerequisites: None. Just a willingness to keep an open mind about your path.

Enrollment Limit: 20

Enrollment Preferences: Juniors and Seniors given preference. Email me if you have a special reason you want to take it.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Dr. Johnson received his B.A. from Williams College, his Ph.D. in clinical psychology from Yale University, and is a Clinical Associate Professor at Brown University. He has taught this Winter Study several times and deeply enjoys mentoring students.

Attributes: STUX Winter Study Student Exploration  WELL Winter Study Wellness

Winter 2023

LEC Section: 01    TBA     Ben  Johnson

PSYC 21  (W)  Psychology Internships

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter Study in a mental health, business, education, law, or another setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

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

Prerequisites: approval by Noah Sandstrom is required

Enrollment Limit: 20

Enrollment Preferences: Students who have taken a PSYC course

Expected Class Size: NA

Grading: pass/fail only

Attributes: STUX Winter Study Student Exploration

Winter 2023

INT Section: 01    TBA     Nate Kornell
PSYC 22 (W) Introduction to Research in Psychology
This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. In addition, students should discuss with faculty what the weekly time requirements will be. Enrollment will be limited by available space in faculty research labs.

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

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

**Enrollment Limit:** 12

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

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023
RSC Section: 01   TBA   Kris N. Kirby

PSYC 31 (W) Senior Thesis: Psychology
To be taken by students registered for Psychology 493-494.

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

**Prerequisites:** PSYC 493 or NSCI 493

**Enrollment Limit:** 20

**Enrollment Preferences:** all will be enrolled

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023
HON Section: 01   TBA   Noah J. Sandstrom

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 2023
IND Section: 01   TBA   Noah J. Sandstrom