

WILLIAMS PROGRAM IN TEACHING

Director: Susan Engel

The Program in Teaching offers a coordinated cluster of courses, advising and field work that give students the opportunity to study the ideas, questions, and practices involved in good teaching at all levels. The Program seeks to promote and facilitate an exchange of ideas about teachers, learners, and schools, within and beyond the Williams campus. The Program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach.

Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology, for example) and the process of teaching those topics to elementary and high school students. The Program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study.

No specific major is required to participate—although some lend themselves easily to certification, such as Mathematics, English, Biology, American History, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work. More information can be found at program-in-teaching.williams.edu.

TEAC Related Courses

AMST 379 (S) American Pragmatism

Cross-listings: PHIL 379 AMST 379

Secondary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least two PHIL courses

Enrollment Limit: 25

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Expected Class Size: 12-15

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

Distributions: (D2)

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

PHIL 379 (D2) AMST 379 (D2)

Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Spring 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Steven B. Gerrard

SEM Section: 01 MR 1:10 pm - 2:25 pm Steven B. Gerrard

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

Humans stand out in the animal world for their capacity to develop ideas and consider those of other people. Where does this capacity come from, and

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

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

Prerequisites: PSYC 232 or PSYC 272

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D3) (WS)

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

Attributes: PSYC Area 3 - Developmental Psychology TEAC Related Courses

Spring 2022

TUT Section: T1 TBA Susan L. Engel

PSYC 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

TEAC Teaching Sequence Courses

AFR 318 (F) Defining and Disrupting the School-to-Prison Pipeline

Cross-listings: PSYC 334 AFR 318

Primary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

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

PSYC 334 (D2) AFR 318 (D2)

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

Fall 2021

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

AFR 324 (S) Critical Perspectives in Special Education

Cross-listings: AFR 324 PSYC 337

Primary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 324 (D2) PSYC 337 (D2)

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

Spring 2022

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

PSYC 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 2021

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

Spring 2022

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

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 2021

LEC Section: 01 Cancelled

PSYC 232 (F)(S) Developmental Psychology

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

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

Prerequisites: PSYC 101

Enrollment Limit: 50

Enrollment Preferences: Preference will be given to sophomores and junior psychology majors and senior psychology majors who still need to fulfill a 200-level requirement.

Expected Class Size: 50

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

Distributions: (D3)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2021

LEC Section: 01 TF 1:10 pm - 2:25 pm Amie A. Hane

Spring 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Amie A. Hane

PSYC 242 (F)(S) Social Psychology

A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in areas such as advertising, law, economics and business, and politics will also be discussed.

Requirements/Evaluation: two in-class exams, one paper 5 - 10 pages), and a final exam

Prerequisites: none

Enrollment Limit: 65

Enrollment Preferences: Psychology majors; then sophomores and first-years.

Expected Class Size: 65

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

Distributions: (D3)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2021

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

Spring 2022

LEC Section: 01 TR 9:55 am - 11:10 am Steven Fein

PSYC 272 (F) Psychology of Education

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

Class Format: discussion

Requirements/Evaluation: two exams and a final project

Prerequisites: PSYC 101

Enrollment Limit: 50

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

Expected Class Size: 50

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

Distributions: (D3)

Attributes: PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2021

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

PSYC 327 (S) Cognition and Education

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

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

Prerequisites: PSYC 221 or 222, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Psychology majors

Expected Class Size: 19

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

Distributions: (D3)

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

Spring 2022

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

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

Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive science, education, and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected either online or in community schools, with the permission of parents, teachers, and children. Your results will be written-up in for your final paper, which will be in the style of an empirical journal article.

Class Format: community-based data collection in local schools

Requirements/Evaluation: class participation, discussion leader, weekly open-notes reading quizzes, individual 12- to 15-page final paper based on empirical group research project

Prerequisites: PSYC 201 and PSYC 232 or permission of the instructor

Enrollment Limit: 16

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

Expected Class Size: 16

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

Distributions: (D3)

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

Fall 2021

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

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

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

Cross-listings: PSYC 334 AFR 318

Secondary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

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

PSYC 334 (D2) AFR 318 (D2)

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

Fall 2021

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

PSYC 337 (S) Critical Perspectives in Special Education

Cross-listings: AFR 324 PSYC 337

Secondary Cross-listing

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

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

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Africana Studies concentrators and Psychology Majors

Expected Class Size: 20

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

Distributions: (D2)

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

AFR 324 (D2) PSYC 337 (D2)

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

Spring 2022

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

PSYC 338 (S) Inquiry, Invention and Ideas

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

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

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

Enrollment Limit: 16

Enrollment Preferences: preference given to Psychology majors

Expected Class Size: 16

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

Distributions: (D3)

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

Not offered current academic year

PSYC 372 (F) Advanced Seminar in Teaching and Learning

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

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

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 16

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

Expected Class Size: 16

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

Distributions: (D2)

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

Not offered current academic year

PSYC 373 (F) Critical Issues in Learning and Teaching

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

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

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

materials, or doing brief interviews) and some coordination with one another outside of class time.

Prerequisites: PSYC 232 or PSYC 272 or permission of instructor

Enrollment Limit: 12

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

Expected Class Size: 12

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

Distributions: (D2)

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

Not offered current academic year