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 (F) 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)

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)

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)

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 Latínx 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)

Spring 2021

SEM Section: R1 TR 8:00 am - 9:15 am 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: The lectures will be done remotely. There will also be opportunities for small group sessions for labs and/or discussion sections. These will be scheduled at a variety of times to accommodate student schedules. Some of these labs/sections will be remote, but we are hoping that some may have an in-person element.

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: 160

Expected Class Size: 160

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

Distributions: (D2)

Fall 2020

LEC Section: R1 MWF 10:40 am - 11:30 am Steven Fein, Clarence J. Gillig

Spring 2021

LEC Section: R1 MWF 10:40 am - 11:30 am Kris N. Kirby, Clarence J. Gillig

PSYC 221 (S) Cognitive Psychology

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

Class Format: This course will be taught entirely remotely. Live, synchronous lectures will take place on Zoom during scheduled course meeting hours (in Eastern Standard time).

Requirements/Evaluation: two midterms and a final exam

Prerequisites: PSYC 101 or permission of instructor

Enrollment Limit: 30

Enrollment Preferences: Psychology majors

Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2021
LEC Section: R1  TR 9:45 am - 11:00 am  Kris N. Kirby

PSYC 232  (F) 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.

Class Format: This course will be taught entirely remotely. Live, synchronous lectures will take place on Zoom during scheduled course meeting hours (in Eastern Standard time). Students may be assigned to smaller student groups for some class projects. Those groups are permitted to meet on campus following appropriate safety protocols and if everyone in the group is comfortable with the arrangement. Otherwise, all course-related meetings and class presentations will occur remotely.

Requirements/Evaluation: The main form of evaluation will be 3 online written exams (2 midterm, 1 final). Depending on enrollment numbers, there may be an oral exam component to supplement the online exams. Students will also be expected to participate in smaller "book/journal club" meetings throughout the semester and from these meetings, will produce 5 brief writing assignments (2-3 pages each) and a final 15-20 minute group presentation. Attendance is required and active participation during lectures is strongly encouraged.

Prerequisites: PSYC 101
Enrollment Limit: 30
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: 30
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)

Fall 2020
LEC Section: R1  MR 1:30 pm - 2:45 pm  Eliza L Congdon

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 the areas of advertising, law, business, and health will also be discussed.

Class Format: Lectures will be remote. We will also have some discussion meetings with smaller groups (primarily during the regular class time) and possibly an occasional other small-group activity). These also will probably be remote, but there is a possibility we will have some in-person element, depending on how things are going on campus and the availability of rooms.

Requirements/Evaluation: two in-class exams, one paper (7 - 10 pages), and an optional final exam
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Psychology majors
Expected Class Size: 30
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2020
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,  yes fifth course option
Distributions:  (D2)

Not offered current academic year

PSYC 327  (S)  Cognition and Education
This class will examine major issues in education. The topics will include international differences in education, educational inequality, dropping out, the teaching labor force, why we have college, cognitive psychology in the classroom, and more. Each student will attend one meeting per week with me and one other student.

Class Format: This hybrid class will be taught synchronously. Students will be matched up in pairs, and hopefully pairs can be arranged such that if a student wants to meet in person they can be paired with another student who wants to meet in person. Meetings will last one hour. Attendance will be required.

Requirements/Evaluation:  You will be required to submit a paper (5-7 pages) every other week. The alternate weeks you will read your partner’s paper and write a reaction paper. The assignments will include non-fiction books, journal articles, podcasts, and documentaries. You will also be asked to find additional sources to write about in your papers. Evaluation will be based on papers, reaction papers, and participation.
Prerequisites:  PSYC 221 or 222, or permission of instructor
Enrollment Limit:  10
Enrollment Preferences:  Psychology majors
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)

PSYC 332  (S)  Children’s Mathematical Thinking and Learning
Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive science, education, and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also
tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected 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: (D2)

Not offered current academic year

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)

Fall 2020

SEM Section: H1    TR 9:45 am - 11:00 am    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)

Spring 2021

SEM Section: R1 TR 8:00 am - 9:15 am 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:** (D2)

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)

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)

Fall 2020

SEM Section: H1  MWF 8:15 am - 9:30 am  Susan L. Engel