U09 365
Learning & Memory

Fall 2020

Course Description
This course offers a broad survey of our current knowledge of learning and memory and will focus on the acquisition of both simple associations and more complex skills and types of memories. We will review several behavioral theories, including classical and operant conditioning. The course will also address human information processing, current perspectives on knowledge representation, and their implication for understanding and recall.

Prerequisite: U09 100

Instructor Information
Sara Estle, Ph.D.
sjestle@wustl.edu
(314) 503-6393
I will check email and the online classroom daily and can also be reached by phone. I will respond to emails and voicemail messages within 48 hours.

Textbook

Course Overview
The goal of this course is to introduce students to the scientific study of learning and memory. Each week we'll focus on specific portions of a chapter, beginning with a brief historical overview of the study of psychology and behavior. Next, we will complete the Learning Module which includes classical conditioning, operant conditioning; and finally, generalization, discrimination, and similarity. Next, we will complete the Memory Module which includes episodic and semantic memory, skill memory, and working memory and cognitive control. Finally, we will complete the Integrative Topics Module, specifically addressing emotional learning and memory as well as social learning and memory. Throughout each of the modules, we will discuss how basic research findings have spurred the development of new diagnoses and treatments for a variety of neurological and psychiatric disorders. We will examine these topics primarily through our weekly discussions. The discussions are designed to reinforce and expand upon the assigned readings in the text.
Technology Requirements

Participation in this course will require the following basic technology:

- A computer with reliable Internet access
- A web browser
- Acrobat Reader

Grading Information

Quizzes (N = 13):
20 points x 12 quizzes (240 points total)
15 points x 1 quiz (15 points total)

Discussions (N = 24):
5 points x 9 discussions (45 points total)
10 points x 14 discussions (140 points total)
15 points x 1 discussion (15 points total)

455 points

Grading Scale:

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Assignment Overview

Readings: Readings should be completed prior to submitting assignments or taking quizzes for the week.

Discussions: On average, there are two discussion questions for each week. After completing all assigned readings, post your answers to the discussion questions in both topics. While I encourage communication in the Discussions area, each individual is responsible for writing their own post. No collaboration is allowed and no group postings will be accepted.

Discussion posts should be complete, clear, and a minimum of 100 words (~2 paragraphs). For some discussion questions, you are required to reply to at least one of your classmates’ posts. Each reply should address the posted subject and should be at least 1 paragraph in length (50 words). Replies such as "great post" will not be accepted.

Quizzes: Quizzes are available beginning at 6:00 AM (CT) on Tuesday. You must submit your quiz by midnight (CT) on Sunday. All but one of the quizzes are comprised of 20 multiple choice questions (1 point each) and are open-book. The Week 4 quiz is comprised of 15 multiple choice questions (1 point each).
Course Schedule

Week 1 – The Psychology of Learning & Memory

- **Readings:** Chapter 1.
- **Introductions:** Due Tuesday, 9/15
  - Introduce yourself in the "Introductions" thread. Please include your name, profession, hobbies, interest in psychology, and any other information that can help us get to know you.
- **Discussion 1:** Due Wednesday, 9/16, 10 pts
  - Identify Aristotle’s three principles of associationism. For each principle, provide an example of an association that you have formed, making clear how the example illustrates Aristotle’s principle.
- **Discussion 2:** Due Friday, 9/18, 10 pts
  - In your own words, describe both the behavioral and cognitive approaches to psychology. Clearly identify a strength and weakness associated with each approach. Which approach seems most compelling to you and why?
  - Reply to a classmate’s post (due Saturday, 9/19)
- **Quiz 1:** Complete Quiz 1, which consists of multiple choice questions. The quiz will cover Chapter 1 and is due by midnight Sunday, 9/20.

Week 2 – Habituation, Sensitization, & Familiarization

- **Readings:** Chapter 3, excluding pp. 91-105.
- **Discussion 1:** Due Wednesday, 9/23, 5 pts
  - Share an example from your own experience in which you observed the habituation of a behavior. Also, please share an example in which behavior became sensitized.
- **Discussion 2:** Due Friday, 9/25, 10 pts
  - Suppose that you are an experimenter observing the behavior of a laboratory rat. You notice that after repeated exposures to a loud noise, the rat no longer appears to startle. There are three possible explanations for this: 1) the rat’s hearing receptors have become fatigued and are no longer registering the sound (i.e., sensory adaptation); 2) the rat’s muscles have become fatigued, so he is no longer able to startle; 3) the rat has habituated to the noise. How could you use dishabituation to determine which of these processes is at work? What would you expect to see in this procedure if habituation was the correct explanation for the previous decrease in response?
- **Quiz 2:** Complete Quiz 2, which consists of multiple choice questions. The quiz will cover the assigned reading for this week and is due by midnight Sunday, 9/27.

Week 3 – Classical Conditioning, Part 1

- **Readings:** Chapter 4, pp. 115-129 (stop at “Error Correction and the Modulation of US Processing”)
- **Discussion 1:** Due Wednesday, 9/30, 15 pts
  - Watch the following clip from “Seinfeld”:
    https://www.youtube.com/watch?v=RRbg7K75w0I, or if you have access to “The Office” (Netflix), watch the opening 2 minutes of Season 3, Episode 15, “Phyllis’s Wedding”. In your post, identify the US, UR, CS, and CR in the example that you chose. In addition, please share both an appetitive and aversive classical conditioning example from your own experiences. Clearly identify the US, UR, CS, and CR in both examples.
- **Quiz 3:** Complete Quiz 3, which consists of multiple choice questions. The quiz will cover the assigned portion of Chapter 4 and is due by midnight Sunday, 10/4.

Week 4 – Classical Conditioning, Part 2

- **Readings:** Chapter 4
• pp. 129-132 (stop at “Error-Correction Learning”)
• pp. 143-147 (stop at “Brain Substrates”)
• pp. 159-163

**Discussion 1:** Due Wednesday, 10/7, 10 pts
- Recently, psychologists have suggested that schizophrenia may be the result of an inability to ignore irrelevant or redundant information in the environment. Several researchers have employed Kamin’s Blocking Effect to evaluate this suggestion. Suppose that you were to design a study, comparing the Blocking Effect between two groups, in order to evaluate the above claim. Who would you choose for the two groups? How would you set up the experiment to test for the presence of blocking? If schizophrenia is indeed the result of an inability to ignore irrelevant information, what would you expect to find in your study?

**Discussion 2:** Due Friday, 10/9, 10 pts
- Deficits in classical conditioning can be found in Alzheimer’s patients which suggests a promising early diagnostic tool. Using PsycINFO or Google Scholar, find an empirical journal article that describes the application of classical conditioning studies to another clinical population. Describe the basic findings here. Also, be sure to provide the full reference for the article in your post.

**Quiz 4:** Complete Quiz 4, which consists of multiple choice questions. The quiz will cover the assigned portions of Chapter 4 and is due by midnight Sunday, 10/11.

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**Week 5– Operant Conditioning, Part 1**

- **Readings:** Chapter 5, pp. 167-179
- **Discussion 1:** Due Wednesday, 10/14, 10 pts
  - There are many reports of successful applications of token economies: Ayllon & Azrin (1968), which deals with token economies in mental hospitals; Stainback et al. (1973), which deals with token economies in elementary school classrooms; Ayllon et al. (1979), which describes token programs in prisons; Barkley (1996), which deals with token systems for children and teens with ADHD; and Keller & Sherman (1982) which outlines the use of token economies in college and high school courses. Search PsycINFO or Google Scholar for other examples of the application of token economies and share your findings here. Also, identify a time when your behavior was maintained by a token economy.

- **Discussion 2:** Due Friday, 10/16, 10 pts
  - Skinner often argued against the use of punishment in modifying behavior. His argument was based on two observations: 1) punished behavior often returns after the punishment is removed, and 2) punishment comes at a “tremendous cost” including the fact that it induces fear, often elicits aggression, justifies inflicting pain on others, and often replaces one undesirable response with another, such as when a child spanked for wrongdoing cries instead. Identify a time when someone tried to modify your behavior via punishment, or identify a time when you tried to modify someone else’s behavior via punishment. Was it successful? That is, did the behavior decrease as a function of the punishment? Did you experience/observe either of the concerns outlined by Skinner above? In what situations do you think punishment is an acceptable approach to behavior modification?

  - Reply to a classmate’s post (due Saturday, 10/17).

- **Quiz 5:** Complete Quiz 5, which consists of multiple choice questions. The quiz will cover the assigned portions of Chapter 5 and is due by midnight Sunday, 10/18.
Week 6– Operant Conditioning, Part 2

- **Readings:** Chapter 5, pp. 180-192 and pp. 202-209
- **Discussion 1:** Due Wednesday, 10/21, 10 pts
  - Students often confuse the terms “negative reinforcement” and “punishment”. It’s important to remember that reinforcement always results in the increase in a behavior while punishment always results in the decrease in a behavior. The terms “positive” and “negative” refer to whether the outcome is the addition or removal of a stimulus. In your post, please provide an example of both negative reinforcement and punishment (either positive or negative) from your own experience. Clearly identify the response, outcome, and whether the behavior increased or decreased in each example. Also, be sure to clearly label your examples with the proper term (e.g., “positive punishment”).
  - Reply to a classmate’s post (due Saturday, 10/24)
- **Quiz 6:** Complete Quiz 6, which consists of multiple choice questions. The quiz will cover the assigned portions of Chapter 5 and is due by midnight Sunday, 10/25.

Week 7– Generalization & Discrimination Learning

- **Readings:** Chapter 6
  - pp. 213-217 (stop at “The Challenge of Incorporating Similarity into Learning Models”)
  - pp. 224-230 (stop at “Beyond Similarity”)
  - pp. 254-263
- **Discussion 1:** Due Wednesday, 10/28, 5 pts
  - Research on discrimination learning has also been conducted on Alex, the famous African gray parrot who died in 2007. There are many videos of him available on YouTube (e.g., https://www.youtube.com/watch?v=dKvVaRlz0Y4). Do you think Alex’s behavior resembles the linguistic skills of humans? Why or why not?
  - Reply to a classmate’s post (due Saturday, 10/31)
- **Discussion 2:** Due Friday, 10/30, 10 pts
  - There are several examples of complex discrimination and generalization in nonhuman animals. For example, Porter & Neuringer (1984) demonstrated that pigeons could discriminate between the music of Bach and that of Stravinsky and that the pigeons could also generalize this learning to novel composers of similar styles. Search PsycINFO or Google Scholar for other examples of complex discrimination and generalization in nonhuman animals and share your findings here. How do these findings impact the way you think about animal cognition?
  - Reply to a classmate’s post (due Saturday, 10/31).
- **Quiz 7:** Complete Quiz 7, which consists of multiple choice questions. The quiz will cover the assigned portions of Chapter 6 and is due by midnight Sunday, 11/1.

Week 8– Episodic & Semantic Memory, Part 1

- **Readings:** Chapter 7, pp. 267-280 (stop at “When Memory Fails”)
- **Discussion 1:** Due Wednesday, 11/4, 5 pts
  - Describe your earliest childhood memory. How sure are you that this is a “true” episodic memory vs. a personal semantic memory acquired by hearing family stories or watching videos/seeing pictures of the event?
- **Discussion 2:** Due Friday, 11/6, 10 pts
  - Based on the assigned material, please list at least three suggestions for optimizing study strategies. Also, what would you suggest that instructors do in order to increase memory for the material presented in their classes?
  - Respond to a classmate’s post (due Saturday, 11/7).
- **Quiz 8:** Complete Quiz 8, which consists of multiple choice questions. The quiz will cover assigned portions of Chapter 7 and is due by midnight Sunday, 11/8.
Week 9 – Episodic & Semantic Memory, Part 2

- **Readings:** Chapter 7, pp. 280-289 and pp. 302-308
- **Discussion 1:** Due Wednesday, 11/11, 5 pts
  - Bernstein, Laney, Morris, & Loftus (2005) implanted false memories of getting sick as children while eating dill pickles or hard boiled eggs. Later, the subjects showed reduced self-reported liking of and willingness to eat those foods. Do you think similar tactics could be used to broaden dietary preferences? What about implanting false memories for other “good” outcomes, like getting along with your co-workers, or even reducing the negative emotional impact of upsetting memories? Would such tactics be ethical?
  - Respond to a classmate’s post (due Saturday, 11/14).

- **Discussion 2:** Due Wednesday, 11/11, 5 pts
  - Amnesia often follows head injuries (e.g., car or bicycle accident, sports injury), but can also follow precipitating events such as emotional stress. If you have experienced such amnesia, and are comfortable sharing your story, please do so. For those of you who have not experienced such an event, or who are uncomfortable sharing here, please identify a novel example from a media source (TV, movie, book). For either your personal experience, or the media example, describe how far the amnesia extends before/after the event. Was there both anterograde and retrograde memory loss?

- **Quiz 9:** Complete Quiz 9, which consists of multiple choice questions. The quiz will cover the assigned portions of Chapter 7 and is due by midnight Sunday, 11/15.

Week 10 – Skill Memory

- **Readings:** Chapter 8, pp. 311-330
- **Discussion 1:** Due Wednesday, 11/18, 10 pts
  - Identify an acquired skill that you have learned. Describe how the acquisition of this skill progressed through Fitts’s three-stage model of skill learning (i.e., cognitive, associative, and autonomous stages).
- **Discussion 2:** Due Friday, 11/20, 5 pts
  - Musical or artistic prodigies are quite relevant to the topic of skill memory. Conduct an internet search to locate a specific example of such a prodigy. Describe the individual and his/her talent here. Do you think these talents are born or made? Why?
  - Respond to a classmate’s post (due Saturday, 11/21).
- **Quiz 10:** Complete Quiz 10, which consists of multiple choice questions. The quiz will cover the assigned portion of Chapter 8 and is due by midnight Sunday, 11/22.

Thanksgiving Break

Week 11 – Working Memory & Cognitive Control

- **Readings:** Chapter 9, pp. 351-371
- **Discussion 1:** Due Wednesday, 12/2, 5 pts
  - Go to the following website and complete the Stroop task: [http://faculty.washington.edu/chudler/java/ready.html](http://faculty.washington.edu/chudler/java/ready.html). Also, try your hand at the n-back task (available here: [http://cognitivefun.net/test/4](http://cognitivefun.net/test/4)). Describe your experiences here.
- **Discussion 2:** Due Friday, 12/4, 10 pts
  - Many elaborate multitasking moments occur while driving a car. Identify a nondriving behavior that you (or someone you’ve observed) has exhibited while driving a car. Discuss the role of Baddeley’s divisions of working memory during these behaviors. That is, how might the visuospatial sketchpad, phonological loop, and central executive have been involved?
  - Respond to a classmate’s post (due Saturday, 12/5).
Quiz 11: Complete Quiz 11, which consists of multiple choice questions. The quiz will cover the assigned portions of Chapter 9 and is due by midnight Sunday, 12/6.

Week 12– Emotional Influences on Learning

- **Readings:** Chapter 10, pp. 395-409 (stop at “Effect of Emotions on Memory Storage and Retrieval"

- **Discussion 1:** Due Wednesday, 12/9, 10 pts
  - The authors of your textbook raise the interesting question of whether animals have emotions and if so, whether their emotions are similar to human emotions. The question of whether animals also have empathy is an interesting extension. For many, empathy implies a level of perspective-taking that only humans possess. Take a few minutes to watch the following TED Talk on moral behavior in animals: https://www.youtube.com/watch?v=GcJxRqTs5nk. Do you think that dogs experience sadness? Do you think that dogs recognize sadness in people? How do you know? Do you think their sadness is based on empathy (that is, are they reacting to a sad person because they are taking the perspective of that sad person)?
  - Respond to a classmate’s post (due Saturday, 12/12).

- **Discussion 2:** Due Friday, 12/11, 5 pts
  - The “Learning and Memory in Everyday Life” box on p.409 discusses the idea of “immunizing” against learned helplessness by providing early experience in small, surmountable challenges, before the animal is confronted with a more severe stressor. This seems to contradict common practices in our current culture, which carefully inoculate children against failure (e.g., everyone who plays in a t-ball league gets a trophy). Is there a way to reconcile the tension between these two ideas?
  - Respond to a classmate’s post (due Saturday, 12/12).

Quiz 12: Complete Quiz 12, which consists of multiple choice questions. The quiz will cover the assigned portion of Chapter 10 and is due by midnight Sunday, 12/13.

Week 13– Emotional Influences on Memory

- **Readings:** Chapter 10
  - pp. 409-415 (stop at “Brain Substrates"
  - pp. 428-435

- **Discussion 1:** Due Wednesday, 12/16, 5 pts
  - Flashbulb memories are formed under conditions of extreme emotions and are particularly vivid and long lasting. Please share one of your flashbulb memories here. How confident are you in the accuracy of this memory? If someone else was with you, ask them about their flashbulb memory and see if their recollection is consistent with yours.
  - Respond to a classmate’s post (due Saturday, 12/19).

- **Discussion 2:** Due Friday, 12/18, 10 pts
  - Describe a phobia (or irrational fear) that you possess. Identify the US, UR, CS, and CR. Can you recall an actual incident when the CS was paired with the US? If not, how might the phobia/fear have been acquired? How could systematic desensitization be used to treat this phobia/fear?

Quiz 13: Complete Quiz 13, which consists of multiple choice questions. The quiz will cover the assigned portions of Chapter 10 and is due by midnight Sunday, 12/20.
Canvas Resources

Notice on Technical Requirements and Supported Browsers

- Canvas works best in the most recent version of all major browsers. You can also double check that your browser is supported here: https://community.canvaslms.com/docs/DOC-10720-67952720329
- Be sure you have downloaded the most recent version of Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.
- The use of audio and video tools within the content editor may require the use of Adobe Flash: https://helpx.adobe.com/flash-player.html

Technical Support

- This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call (314) 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software.) For additional Canvas support:
  - Chat with a Canvas Support Agent: https://cases.canvaslms.com/liveagentchat?chattype=student
  - Call the Canvas Support Line (Students): (844) 865-2581

- To access the course, go to the Canvas website (https://wustl.instructure.com). Login with your WUSTL Key.

Course Policies

WUSTL E-mail

All students are provided a WUSTL e-mail account when they enroll in classes at Washington University. You are responsible for monitoring e-mail from that account for important messages from the University and from your instructor.

Students should use e-mail for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

An online class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the online communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next few months. You must keep up with the schedule of reading and writing to successfully complete the class.

Late assignments will not be graded, unless the student can document that the cause was
“extraordinary circumstances beyond the control of the student” or prior approval was given. Late replies to other students will not receive a grade.

**Student Conduct**

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, because it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON’T TYPE IN ALL CAPS. This is hard to read and is considered “shouting”.
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc. 
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

**Expectations for Student Attendance**

You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able to see when you last logged into Canvas and how much time you’ve spent in various areas of the classroom. The class is not self-paced – we have specific due dates for all assignments, but you may work on the course at your own convenience within those parameters. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

**Course Evaluations**

I sincerely value your feedback about this course. University College students are encouraged to submit course evaluations at midterm and end-of-semester.

**Grades of “Incomplete”**

Grades of incomplete are rare and reserved for medical crises or other documented emergencies occurring late in the semester. Incompletes are reserved for students who were otherwise making satisfactory progress in the course prior to the emergency and will be allowed at the instructor’s discretion.

**Academic Honesty**

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. Proper citation and attribution techniques are summarized here. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: http://ucollege.wustl.edu/faculty/academic_integrity

**Academic Support**

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- Cornerstone: Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities. http://cornerstone.wustl.edu
• Writing Center: The Writing center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students, and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment. http://writingcenter.wustl.edu

• Arts and Sciences Computing. Arts and Sciences Computing operates two labs that are open to students, faculty, and staff. http://computing.artsci.wustl.edu/labs

• Library: Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more. http://library.wustl.edu

Student Accommodations
Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the Canvas accessibility statement for more information on these features (https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas) and reach out to the instructor should accessibility issues arise.

Inclusive Learning Environment Statement
The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Preferred Name Policy for Students
The Preferred Name Policy at Washington University lets students change their names in most university information systems without pursuing a legal name change. Learn more here: https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy-student-information/

Accommodations Based on Sexual Assault
The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek
criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

Bias Reporting
The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team: https://sites.wustl.edu/diversityinclusion/brss/