

LCS Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 93-16
Action: App 12/14/93
Date: Sen App 3/1/94

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: PC 355 Comparative Psychology
Suggested 20 Character Course Title: Comparative Psychology
Department: Psychology
Contact Person: Dr. Marv Lou Zanich, x4528

II. If a course, is it being proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

[Signature]
Department of Psychology
Curriculum Committee

[Signature]
Department of Psychology
Chairperson

[Signature]
College of Natural Sciences
and Math Curriculum
Committee

[Signature]
College of Natural Sciences
and Math Dean

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

Catalog Description

PC 355: Comparative Psychology

3c-01-3sh

Prerequisite: PC101

Survey of animal behavior patterns and control mechanisms including learning, development, communication, and social behavior. Emphasis is on the relationship of the animal to its environment and on the relationship of animal models to human behavior.

PC 355: Comparative Psychology
Course Outline

Dr. Mary Lou Zanich
Office: 316 Clark Hall
Phone: x 4528 (357-4528) or x 2426 (357-2426 - Department Office)
Hours: ;or By Appointment

COURSE OBJECTIVES:

1. To examine basic patterns of animal behavior from both an ethological-ecological and comparative psychological approach.
2. To explore the biological, psychological, and environmental factors which influence animal behavior.
3. To examine the representation of psychological processes in animals.
4. To explore the concept of adaptation and the adaptive significance of various patterns of behavior.
5. To explore and come to an understanding of the notion of "organisms as adapted wholes."
6. To explore the application of animal models to an understanding of human behavior.
7. To examine cultural perceptions of animals and to explore the complex interactions between humans and other animals.
8. To explore ethical issues in animal research and treatment.

REQUIRED TEXTS:

Drickamer, L. C. & Vessey, S. H. (1992). Animal behavior: Concepts, processes, and methods. (3rd. ed.) Dubuque: Wm. C. Brown. (DV)

Hoage, R. J. (Ed.). (1989). Perceptions of animals in American culture. Washington, D.C.: Smithsonian. (H)

ADDITIONAL READINGS (On reserve):

Budiansky, S. The ancient contract.
Chance, P. We're only human.
Cowley, G. The wisdom of animals.
Gould, J.L. & Marler, P. Learning by instinct.
Gould, S. J. The episodic nature of evolutionary change. (1)
Gould, S. J. A biological homage to Mickey Mouse. (2)
Leuba, J. H. Morality among the animals.

| <u>DATE</u> | <u>TOPIC</u> | <u>READINGS</u> |
|-------------|--|--------------------------------|
| | <u>Historical and Contemporary Approaches</u> | |
| Week 1 | Introduction | |
| | Bestiaries to Boojums: History | DV 1, 2; Leuba, Chance; H 1, 2 |
| Week 2 | Classical Ethology; Early Animal Psychology; Methods | DV 3; Beach; H 3, 4 |
| | <u>Biological Foundations</u> | |
| Week 3 | Genetics, Evolution, and Speciation | DV 4; Gould 1 |
| | Behavior Genetics | DV 5 |
| Week 4 | The Nervous System and Behavior | DV 6 |
| | Hormones and Behavior | DV 7 |
| | Biological Rhythms | DV 8 |

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|---------|-----------------------------------|-------------------------------|
| | <u>Basic Processes</u> | |
| Week 5 | EXAM 1 | |
| | Sensation and Perception | DV pp. 81 - 85, 223 - 228 |
| Week 6 | Learning | DV 10; Gould & Marler; H 7, 9 |
| Week 7 | Communication; Cognition | DV 11; Cowley; Handouts |
| & 8 | Animal Consciousness? | |
| Week 9 | Ontogeny: Development | DV 9 |
| | <u>Individual Patterns</u> | |
| Week 10 | Habitat Selection | DV 16 |
| | Locomotion, Navigation, Migration | DV 15 |
| | EXAM 2 | |
| Week 11 | Functional Patterns: Feeding & | DV 17 |
| & 12 | Survival | |
| | Defense Against Predation | DV pp. 355 - 361 |
| | <u>Social Behavior</u> | |
| Week 13 | Reproduction | DV 13 |
| | Parenting | DV 14; Gould 2; H 5 |
| Week 14 | Social Behavior; Sociobiology | DV 12, 20 |
| | Evolution of Behavior | DV 19; Budiansky |
| Week 15 | EXAM 3 (Exact Date TBA) | |

EVALUATION: Grades will be based on the total number of points amassed during the semester in accordance with the following levels of proficiency: A = 90%, B = 75%, C = 60%, D = 50% and F = below 50%. Approximately 3/4 of your grade will be based on class tests/assignments; the remaining 1/4 of your grade will be based on a final paper. Class preparation and participation are expected and will be a factor in your grade; quality class participation is the only deciding factor in borderline grades. No extra-credit assignments are permitted.

EXAMS/QUIZZES: In-class exams will cover lecture and textbook material as well as additional assigned readings and films. The first two exams will include take-home components. Exams are not specifically cumulative but you will be asked to integrate new material with that already covered. Exam questions are of all types. Quizzes (announced and unannounced) are possible.

ASSIGNMENTS: All assignments are due at the beginning of class on the due date. Anything submitted after that point is late. University procedures regarding Academic Integrity (inc. plagiarism) will be followed.

FINAL PAPER: This paper will represent your attempt to integrate what we have talked about during the semester. You will select an animal species and prepare a "biography" of the animal you have chosen. In addition to the paper (minimum of 10 pages), you will prepare a one-page fact sheet about your animal to be distributed to your classmates.

MAKE-UPS: Make-ups to be taken without penalty will not be scheduled unless arrangements have been made with the instructor prior to the testing/due date. In the absence of such arrangements, make-ups may be permitted at the discretion of the instructor and may be penalized one letter grade for each elapsed day. The form of such make-ups is not necessarily the form of the original. Similar considerations apply to written assignments.

UNFORSEEN CIRCUMSTANCES: There are, of course, legitimate exceptions to these provisions. "Legitimacy" is a discretionary decision.

- N.B.:
1. While I will try to adhere as closely as possible to the course outline, dates and provisions are subject to change. Any such changes will be announced in class.
 2. Absence from class is not an excuse for the failure to know what is going on and to fulfill all course requirements. It is your responsibility to find out (from me or a class-mate) what we're doing (or did).

Bibliography

- Alcock, J. (1989). Animal behavior: An evolutionary approach. (4/e.) Sunderland, Massachusetts: Sinauer.
- Barnett, S. (1964). Instinct and intelligence: Behavior of animals and man. Englewood Cliffs, NJ: Prentice-Hall.
- Bonner, J.T. (1980). The evolution of culture in animals. Princeton: Princeton University Press.
- Chauvin, R. (1968). Animal societies. New York: Hill and Wang.
- Dewsbury, D. (1978). Comparative animal behavior. New York: McGraw-Hill.
- Dewsbury, D. (ed.) (1990). Contemporary issues in comparative psychology. Sunderland, MA: Sinauer.
- Goodenough, J., McGuire, B. & Wallace, R. (1993). Perspectives on animal behavior. New York: John Wiley.
- Gould, J. L. (1982). Ethology: The mechanisms and evolution of behavior. New York: W.W. Norton
- Griffin, D. R. (1992). Animal minds. Chicago: University of Chicago.
- Griffin, D. R. (1984). Animal thinking. Cambridge, Massachusetts: Harvard University.
- Hinde, R. (1970). Animal behavior: A synthesis of ethology and comparative psychology. (2/e.) New York: McGraw-Hill.
- Hinde, R. & Hinde, J. (1973). Constraints on learning: Limitations and predispositions. New York: Academic Press.
- Journal of Comparative Psychology: American Psychological Association.
- Lorenz, K. (1971). Studies in animal and human behavior. Cambridge, MA.: Harvard University Press.
- Ristau, C. A. (ed.) (1991). Cognitive ethology: The minds of other animals. Hillsdale, NJ: Lawrence Erlbaum.
- Roitblat, H. (1987). Introduction to comparative cognition. New York: W. H. Freeman.
- Wilson, E. O. (1975). Sociobiology. Cambridge, MA: Harvard Univ. Press

COURSE ANALYSIS

Section A: Details of the Course

- A1. The course is being proposed as a non-laboratory version of an existing laboratory course.
- A2. No changes in content of existing courses is required.
- A3. The course is a traditional course offering.
- A4. The course has not been offered on a trial basis.
- A5. Undergraduate course approval only.
- A6. Variable credit is not proposed.
- A7. Similar courses (e.g., Animal Behavior, Comparative Psychology) are taught at many institutions especially those with psychology departments offering a comprehensive major program of study.
- A8. No regulations require this course.

Section B: Interdisciplinary Implications

- B1. One instructor.
- B2. No new additional or corollary courses are needed.
- B3. This course focuses on a comparative study of animal behavior including humans. The emphasis is on psychological processes and on behavior. There is little or no overlap with courses addressing animals from a biological or zoological perspective.
- B4. No. The course is intended for psychology majors.

Section C: Implementation

- C1. Because the course is being proposed as a non-laboratory version of an already existing course, current resources are adequate. No additional faculty resources are required as the course will be offered as an alternative, not in addition, to the current laboratory version.
- C2. No grant funds are involved.
- C3. Once every two years.
- C4. One.
- C5. Thirty; not limited by resource availability.
- C6. No.
- C7. The course will become one of a set of courses students are required to take in one of the six core areas of the psychology curriculum for majors. No changes in credits required for graduation; no changes in the number of free electives available to majors.

Date: May 7, 1993

To: Dr. Hilda Richards
Provost

From: William G. Cale *W.G.C. AK*
Dean, NS&M

Subject: Curriculum Proposals

Attached please find several curriculum proposals submitted by departments in the College of Natural Sciences and Mathematics. Program changes for the BS in Education/Biology, BS in Geology, BS in Environmental Geoscience, BA in Psychology, and BA in Psychology/Applied Track, will not require an increase in the number of credits required or faculty workload hours.

Similarly, the proposed new courses do not necessitate additional resources. Those courses, BI 450/550 Pymatuning: Field Studies, MA 320 Mathematics for Early Childhood, PC 315 Experimental Developmental Psychology, PC 335 Experimental Social Psychology, PC 345 Human Cognition, PC 355 Animal Behavior, PC 356 Biopsychology, PC 390 Industrial- Organizational Psychology, PC 425 Experimental Organizational Psychology, are proposed in place of courses earlier deleted, courses previously offered as Special Topics, or as an alternative choice between laboratory or lecture versions of existing offerings. There will be no increase in the number of credits required and present faculty are well qualified to teach the proposed courses.