

CURRICULUM PROPOSAL FORM  
UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

LS-10  
Approved  
12-8-88

UWUCC USE ONLY  
NUMBER \_\_\_\_\_  
ACTION \_\_\_\_\_  
DATE \_\_\_\_\_

I. TITLE/AUTHOR OF PROPOSAL

COURSE/PROGRAM TITLE: PC 101 General Psychology


DEPARTMENT: Psychology

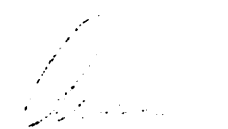
CONTACT PERSON: D. E. Grover

II. APPROVALS

  
DEPARTMENT CURRICULUM COMMITTEE

  
DEPARTMENT CHAIRPERSON

  
COLLEGE CURRICULUM COMMITTEE

  
COLLEGE DEAN

  
DIRECTORY OF LIBERAL STUDIES

\_\_\_\_\_  
PROVOST

(WHERE APPLICABLE)

(WHERE APPLICABLE)

III. TIMETABLE

DATE SUBMITTED  
TO UWUCC \_\_\_\_\_

SEMESTER/YEAR TO  
BE IMPLEMENTED FALL/89

YEAR TO BE  
PUBLISHED IN  
CATALOG \_\_\_\_\_

IV. DESCRIPTION OF CURRICULUM CHANGE

- I. CATALOG DESCRIPTION
- II. COURSE OBJECTIVES
- III. COURSE OUTLINE
- IV. EVALUATION METHODS
- V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS
- VI. SPECIAL RESOURCE REQUIREMENTS

V. Required Textbooks, Supplemental Books and Readings

A. Required Text (Examples)

1. Myers, D. C.; Psychology  
Straub, R.O.; Discovering Psychology (Study Guide)
2. Wade/Tavris; Psychology  
Sugar & Calabrese; Student Resource Manual (Study Guide)
3. Wortman/Loftus; Psychology  
Dunn: Student Study Guide to accompany Psychology

B. Required non-text readings

The following list is offered as an example of readings that would be considered appropriate. Selection would vary across instructors and not be limited by this particular list.

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2. Axline, V. Dibs: In Search of Self.
3. Cialdini, R. B. Influence: Science and Practice.
4. Crichton, M. The Terminal Man.
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18. Lorenz, K. On Aggression.
19. Luria, A. The Mind of the Mnemonist. & The Man With a Shattered World.
20. Orwell, G. 1984.
21. Rubin Jordi: and Lisa and David.
22. Sacks, O. The Man Who Mistook His Wife for a Hat.
23. Sheehan, S. Is There No Place on Earth for Me?.
24. Skinner, B.F. About Behaviorism. & Walden Two.

VI. Special Resources Required

None

LIBERAL STUDIES COURSE APPROVAL FORM

PART I. BASIC INFORMATION

A. FOR WHICH CATEGORY (IES) ARE YOU PROPOSING THE COURSE? CHECK ALL THAT APPLY.

KNOWLEDGE AREA:

X  SOCIAL SCIENCES

B. ARE YOU REQUESTING REGULAR OR PROVISIONAL APPROVAL FOR THIS COURSE?

X  REGULAR                      \_\_\_\_\_ PROVISIONAL

C. DURING THE TRANSITION FROM GENERAL EDUCATION TO LIBERAL STUDIES, SHOULD THIS COURSE BE LISTED AS AN APPROVED SUBSTITUTE FOR A CURRENT GENERAL EDUCATION COURSE, THUS ALLOWING IT TO MEET ANY REMAINING GENERAL EDUCATION COURSE(S)?

\_\_\_\_\_ YES                       X  NO

IF SO, WHICH GENERAL EDUCATION COURSE(S)  NA

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? CHECK ALL THAT APPLY AND ATTACH AN EXPLANATION.

	PRIMARY	SECONDARY
A. INTELLECTUAL SKILLS AND MODES OF THINKING		
1. INQUIRY, ABSTRACT LOGICAL THINKING, CRITICAL ANALYSIS, SYNTHESIS, DECISION MAKING, AND OTHER ASPECTS OF THE CRITICAL PROCESS.	<u> X </u>	_____
2. LITERACY—WRITING, READING, SPEAKING, LISTENING	_____	<u> X </u>
3. UNDERSTANDING NUMERICAL DATA	_____	<u> X </u>
4. HISTORICAL CONSCIOUSNESS	_____	<u> X </u>
5. SCIENTIFIC INQUIRY	<u> X </u>	_____
6. VALUES (ETHICAL MODE OF THINKING OR APPLICATION OF ETHICAL PERCEPTION)	_____	<u> X </u>
7. AESTHETIC MODE OF THINKING	_____	_____
B. ACQUIRING A BODY OF KNOWLEDGE OR UNDERSTANDING ESSENTIAL TO AN EDUCATED PERSON	<u> X </u>	_____

C. UNDERSTANDING THE PHYSICAL NATURE OF HUMAN BEINGS \_\_\_\_\_ X \_\_\_\_\_

D. CERTAIN COLLATERAL SKILLS:

1. USE OF THE LIBRARY \_\_\_\_\_
2. USE OF THE COMPUTING TECHNOLOGY \_\_\_\_\_

Explanation of Responses: PART II

Students enrolling in General Psychology are for the most part confronted with new subject matter and a new vocabulary. One of the primary goals of the course is to encourage critical thinking about the issues in modern psychology. Indeed some of the appropriate recent texts are written with this goal explicitly in mind (e.g. Wade and Tavris). As a scientific discipline psychology can not be understood without a knowledge of the methods of scientific inquiry. Traditionally General Psychology courses address the nature of scientific methodology early in the course and carry the theme throughout the course.

In terms of liberal studies goals accomplished as a secondary benefit by students taking FC 101, explanations follow:

**Literacy:** Unlike many other courses, students in FC 101 General Psychology are confronted with what is essentially new vocabulary. Learning to read, write, speak and listen to these new concepts should contribute to their intellectual development.

**Numerical Data:** As a science, one of the goals of psychology is to produce a set of mathematical laws related to human behavior and mental processes. The student is exposed to the nature and limitations of statistical analysis of behavioral data. (E.G., the fact that correlation does not imply causation.)

**Historical Consciousness:** An attempt is made to explore the relatively young science of psychology in historical perspective. The fundamental philosophical problems (e.g., mind-body, nature-nurture) which are the basis of psychology as an area of inquiry are addressed in a scientific manner.

The evolution of psychology as a science within the context of the history of the development of modern science is discussed.

**Values:** It is impossible to describe or discuss human behavior without a consideration of ethics. (e.g., ethics of research with human and animal subjects)

**Physical:** Throughout the course humans are treated as biological

systems. An attempt is made to understand the physical bases for psychological processes. (e.g., neuroanatomy and function)

This course is proposed to meet a knowledge area requirement and most would agree that an understanding of behavior and mental processes is essential for an educated person in modern society.

#### E. Liberal Studies Criteria

- X   1. CONFRONT THE MAJOR ETHICAL ISSUES WHICH PERTAIN TO THE SUBJECT MATTER: REALIZE THAT ALTHOUGH SUSPENDED JUDGEMENT IS A NECESSITY OF INTELLECTUAL INQUIRY, ONE CANNOT LIVE FOREVER IN SUSPENSION; AND MAKE ETHICAL CHOICES AND TAKE RESPONSIBILITY FOR THEM.

The issues are addressed, and the consequences of various choices are explored. (E.g. The use of human and animal subjects in psychological research)

- X   2. DEFINE AND ANALYZE PROBLEMS, FRAME QUESTIONS, EVALUATE AVAILABLE SOLUTIONS, AND MAKE CHOICES.

The emphasis throughout the course is on critical scientific inquiry.

- X   3. COMMUNICATE KNOWLEDGE AND EXCHANGE IDEAS BY VARIOUS FORMS OF EXPRESSION, IN MOST CASES WRITING AND SPEAKING.

Questions and discussions are encouraged in class and supplemental readings are evaluated by means of written reports.

- X   4. RECOGNIZE CREATIVITY AND ENGAGE IN CREATIVE THINKING.

In the section of the course dealing with cognitive processes students are exposed to definitions of creativity and the characteristics of creative thought are discussed. It is hoped that this will encourage more creative thinking.

- X   5. CONTINUE LEARNING EVEN AFTER THE COMPLETION OF THEIR FORMAL EDUCATION.

One goal of this course is to increase the students awareness of and curiosity about behavior and mental processes. If we are successful we would hope that this would carry over to situations outside the classroom and beyond the students university career. Since one is confronted by a variety of behaviors and at least the products of mental processes all the time, this increased awareness and curiosity should encourage such learning. Moreover, students are given a formal structure for such continuing education through our discussions of learning, memory and problem solving.

- X   6. RECOGNIZE RELATIONSHIPS BETWEEN WHAT IS BEING STUDIED AND CURRENT ISSUES, THOUGHTS, INSTITUTIONS, AND/OR EVENTS.

One of the principle devices used by instructors in General Psychology is to consistently relate psychological principles and the findings of psychological investigations to the students' daily lives. This should help increase awareness of the relationship between psychological knowledge and an understanding of events, issues and institutions within societies. Social issues (e.g., prejudice) are also dealt with specifically as part of the course.

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? PLEASE ATTACH ANSWERS TO THESE QUESTIONS.**

- A. IF THIS IS A MULTIPLE-SECTION, WHAT ARE THE STRATEGIES THAT YOUR DEPARTMENT WILL USE TO ASSURE THAT BASIC EQUIVALENCY EXISTS?

As indicated in the attached syllabus the department has agreed on a common core of topics to be covered in all sections. Although texts use in the course are selected by the individual instructors the content of all the main line texts is fairly standard and the number of different texts used is small. The department does exercise oversight on text choices by part time instructors when they are involved in this course.

- B. LIBERAL STUDIES COURSES MUST INCLUDE THE PERSPECTIVES AND CONTRIBUTIONS OF ETHNIC AND RACIAL MINORITIES AND OF WOMEN WHEREVER APPROPRIATE TO THE SUBJECT MATTER. IF YOUR ATTACHED SYLLABUS DOES NOT MAKE EXPLICIT THAT THE COURSE MEETS THIS CRITERION, PLEASE APPEND AN EXPLANATION OF HOW IT WILL.

This criterion is addressed throughout the course and explicitly in the sections dealing with "Individual Differences", "Developmental" and "Social" psychology. Many appropriate supplemental readings are available related to these issues (e.g. Numbers 7,9,11 & 12 on the sample list) Many texts include a separate chapter on "Gender".

- C. LIBERAL STUDIES COURSES MUST REQUIRE THE READING AND USE BY STUDENTS OF AT LEAST ONE, BUT PREFERABLY MORE, SUBSTANTIAL WORKS OF FICTION OR NONFICTION (AS DISTINGUISHED FROM TEXTBOOKS, ANTHOLOGIES, WORKBOOKS OR MANUALS). YOUR ATTACHED SYLLABUS MUST MAKE EXPLICIT THAT THE COURSE MEETS THIS CRITERION.

See sample supplemental reading list included in generic syllabus.

- D. IF THIS IS AN INTRODUCTORY COURSE INTENDED FOR GENERAL STUDENT AUDIENCE, IT SHOULD BE DESIGNED TO REFLECT THE REALITY THAT IT MAY WELL BE THE ONLY FORMAL COLLEGE INSTRUCTION THESE STUDENTS WILL HAVE IN THAT DISCIPLINE, INSTEAD OF BEING DESIGNED AS THE FIRST COURSE IN A MAJOR SEQUENCE. THAT IS, IT SHOULD INTRODUCE THE DISCIPLINE TO THE STUDENT RATHER THAN INTRODUCE STUDENTS INTO THE DISCIPLINE. IF THIS IS SUCH AN INTRODUCTORY COURSE, HOW IS IT DIFFERENT FROM WHAT IS PROVIDED FOR BEGINNING MAJORS?

The content included in FC 101 General Psychology is designed and the

course is taught as a survey of the approaches, methods and findings in this diverse field and their relation to other disciplines and sciences. Indeed it appears to us that General Psychology might have or at least could have been the exemplar for the derivation of the criteria for inclusion of a course in the social science knowledge area of liberal studies. Because few students are exposed to Psychology before reaching the university, the course serves the same function for majors and nonmajors.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO LISTED?

THE ATTACHED SYLLABUS SHOULD INDICATE HOW YOUR COURSE MEETS EACH CRITERION YOU CHECK. IF IT DOES NOT DO SO EXPLICITLY, PLEASE ATTACH AN EXPLANATION.

SOCIAL SCIENCE CRITERIA:

- EXPLORE THE CRITICAL THINKING AND ANALYTICAL SKILLS EMPLOYED BY THE DISCIPLINE TO OFFER MEANINGFUL EXPLANATIONS OF SOCIAL AND INDIVIDUAL BEHAVIOR.
- ACQUAINT STUDENTS WITH THE VARIOUS APPROACHES, PERSPECTIVES AND METHODOLOGIES USED TO EXAMINE THE INTELLECTUAL QUESTIONS AND PROBLEMS OF THE DISCIPLINE(S).
- INCLUDE, WHERE APPROPRIATE, DISCUSSION OF OTHER CULTURES AND SUB-CULTURES, INCLUDING MINORITIES, AND THE ROLES OF WOMEN.
- ILLUSTRATE HOW A DISCIPLINE SHARES COMMON THEORIES AND METHODS WITH OTHER DISCIPLINES IN THE SOCIAL SCIENCES.
- PROMOTE AN UNDERSTANDING OF INDIVIDUALS, GROUPS, AND THEIR PHYSICAL AND SOCIAL ENVIRONMENT BY EXPLORING AND ANALYZING CONCEPTS DEVELOPED IN THE DISCIPLINE(S).

## GENERIC SYLLABUS

FC 101 General Psychology      Liberal Studies Social Science Elective

### I. Catalog Description

FC 101 GENERAL PSYCHOLOGY

3 credits  
(3c-01-3an)

An introduction to the scientific study of behavior and mental processes.

### II. Course Objectives

1. To introduce the student to contemporary theories, research methods and the terminology used in the broad field of psychology with appropriate attention to issues relating to minorities and women.
2. To motivate students to adopt a critical attitude with respect to the informal psychological theories they have developed over the years and to evaluate those informal theories in the light of the empirical research that characterizes modern psychology.
3. To show students how their new knowledge of psychology can be applied to their daily lives.

### III. Course Content

- A. Basic course Content (core content covered through readings and/or lecture in all FC 101 sections)
1. Historical perspective on the science of psychology and introduction to the methods of psychology
  2. Biological bases of behavior and mental processes
  3. Sensation and Perception
  4. Learning, Memory and Thinking
  5. Motivation and Emotion
  6. Individual Differences
- B. In addition, at least two of the following areas are covered:
1. Developmental Psychology
  2. Social Psychology
  3. Psychopathology

### IV. Evaluation Methods (Example)



## I. Catalog Description

FC 101 GENERAL PSYCHOLOGY

3 credits  
(3c-01-3sh)

An introduction to the scientific study of behavior and mental processes.

## II. Course Objectives

1. To introduce the student to contemporary theories, research methods and the terminology used in the broad field of psychology.
2. To motivate students to adopt a critical attitude with respect to the informal psychological theories they have developed over the years and to evaluate those informal theories in the light of the empirical research that characterizes modern psychology.
3. To show students how their new knowledge of psychology can be applied to their daily lives.

## III. Course Content

A. Basic course Content (core content covered through readings and/or lecture in all PC 101 sections). The departmental undergraduate committee will have responsibility for this coordination.

1. Historical perspective on the science of psychology and introduction to the methods of psychology
2. Biological bases of behavior and mental processes
3. Sensation and Perception
4. Learning, Memory and Thinking
5. Motivation and Emotion
6. Individual Differences

B. In addition, at least two of the following areas are covered:

1. Developmental Psychology
2. Social Psychology
3. Psychopathology

## IV. Evaluation Methods (Example)

The final grade for the course will be determined as follows:

50-80% Tests. Four to six objective tests consisting of multiple choice, completion, true-false, and/or short essay items.

0-20% Comprehensive final exam of the multiple choice or essay variety.

0-20% Quizzes (announced or unannounced) and written assignments based on supplemental readings.

0-10% Class participation

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- 0-20% Comprehensive final exam of the multiple choice or essay variety
- 0-20% Quizzes (announced or unannounced) and written assignments based on supplemental readings.
- 0-10% Class participation

V. Required Textbooks, supplemental books and Readings

A. Required Text (Examples)

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Straub, R.O.; Discovering Psychology (Study Guide)
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VI. Special Resources Required

None