

LSC Use Only: Proposal No: _____ LSC Action Date: AP-12/15/11
 UWUCC Use Only: Proposal No: 11-67C UWUCC Action Date: App-2/20/12 Senate Action Date: App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Ray Pavloski	Email Address Pavloski@iup.edu
Proposing Department/Unit Psychology	Phone 724-357-2426

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: **PSYC 101, General Psychology**

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Walter T. ...</i>	10/28/2011
Department Chairperson(s)	<i>Ryan ...</i>	10/28/2011
College Curriculum Committee Chair	<i>June Kade ...</i>	11/29/11
College Dean	<i>Diane ...</i>	12/9/11
Director of Liberal Studies (as needed)	<i>Scott H. ...</i>	2/20/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S Sedquist</i>	2/28/12

Received
FEB 20 2012

Received
JAN 23 2012

Received
DEC 9 2011

Liberal Studies Liberal Studies

Liberal Studies

General Psychology

Overview of Changes from original syllabus of record – updating to new Liberal Studies Curriculum

1. **Objectives** – The most important change was to be sure the course objectives are aligned with the Expected Student Learning Outcomes (EUSLO) for Social Science Liberal Studies Courses.
2. **Updated** – a more detailed list of topics and subtopics covered in the course
3. **Updated** – textbook and non-textbook readings have been updated
4. **Added** – a bibliography of sources used to prepare for the course has been added

General Psychology

PSYC 101

Syllabus of record

1. Catalog Description

PSYC 101 General Psychology 3 Class hours, 0 lab hours, 3 credits (3c-01-3cr)

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

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO).

Students completing the course should be able to:

Objective 1:

Demonstrate a basic understanding of the principles, terminology, research methods, and theories which characterize the field of scientific psychology.

EUSLO 1:

Informed Learners

Rationale:

The course content will require students to evaluate our natural and social world by examining individual and group behavior. This will be accomplished by illustrating how the scientific method is used observe to explain and predict behavior. Students will be exposed to past and present theoretical perspectives regarding behavior and how these perspectives were developed based on past and present research methods. Topics such as social psychology and abnormal psychology are well suited for considering cross cultural and global issues such as prejudice, discrimination, and social responsibility. An emphasis on psychology as a science as well as the field's contributions to people's lives will be used to highlight psychology's relationship to other disciplines in the sciences and humanities. An assignment that highlights the science of psychology would be to have students identify a recent issue related to psychology presented in the popular press. A class discussion can demonstrated the (almost) universal inadequacies of the media presentations of psychological research.

Objective 2:

Think critically about the complexity of human behavior and mental processes and the complex interactions of physiological, individual, and social factors with appropriate attention to human diversity (e.g. gender, race, and culture).

EUSLOs 1 and 2:

Informed and Empowered Learners

Rationale:

Students will be expected to develop an appreciation for the complex influences on human behavior (biological, social, cultural, etc.). In addition the traditions from which these perspectives were developed and research findings that support the complex interactions of multiple factors on behavior will be emphasized. Empowered Learners: As Empowered Learners students will be expected to critically analyze how the complexity of behavior is studied through various research approaches and to synthesize this information into complex understanding of variables that influence behavior. Empowered Learning will also be encouraged as students are asked to apply what they have learned in the course to complete an assignment (eg. paper or exam) analyzing the complexity of behavior using a non-textbook reading.

Objective 3:

Display a critical attitude with respect to the informal psychological theories they have developed and to evaluate those informal theories in light of empirical research that characterizes modern psychology.

EUSLO 2:

Empowered Learners

Rationale:

As Empowered Learners, students will be expected to evaluate the origins of their own views of individual and group behavior. They will be expected to examine how their experiences were shaped by multiple variables. Students will also be expected to consider how research in psychology can be applied to address and inform their theories about the behavior of themselves and others. An assignment that demonstrates the inadequacies of informal theories would be to divide the class into two or more groups and give them brief written descriptions of the same event that emphasize different aspects of that event. Then have students generate causes of the observed behavior. The groups will differ in their causes providing the opportunity to discuss multi-causation.

Objective 4:

Apply their knowledge of psychology to their daily lives and to critical issues within society.

EUSLO 3:

Responsible Learners

Rationale:

As Responsible Learners students are asked to consider how our understanding of the multiple influences on behavior has led to improvements in people's lives. For example students will be asked to consider how biological, social, and cultural factors influence our perspectives on mental illness and its treatment. Topics like social psychology will be a platform for students to consider ways in which research on topics like prejudice, discrimination, and responsibility can be applied to better understand their own views of the world and current and past behavior of individuals and groups. An assignment that demonstrates the importance of psychology to everyday life would be to present a piece of legislation currently being debated in Congress,

evaluate the arguments for and against this legislation, and determine which position is best supported by psychological science.

3. Course Outline

A. Historical perspective on the science of psychology (4 hours)

1. The early era
2. Behaviorism
3. Cognition
4. Freud to modern clinical psychology
5. Recent trends

B. Methods in psychology (4 hours)

1. The scientific method
2. Gathering and evaluating evidence
3. Research approaches in psychology
4. Ethical considerations in psychology research

Exam 1 (1 hour)

C. Biological bases of behavior and mental processes (4 hours)

1. Anatomy and function of cells in the nervous system
2. Neurotransmitters, drugs, and behavior
3. Anatomy of the nervous system
4. Studying the nervous system and behavior

D. Sensation and perception (4 hours)

1. Vision
2. Nonvisual senses

E. Learning and memory (4 hours)

1. Classical conditioning
2. Operant conditioning
3. Other forms of learning

4. Types of memory

5. Amnesia

Exam 2 (1 hour)

F. Developmental Psychology (4 hours)

1. Genetics through infancy

2. Childhood

3. Adolescence

4. Life span development

G. Social Psychology (4 hours)

1. Social perception and cognition

2. Attitudes and persuasion

3. Interpersonal influence

4. Power of the social situation

H. Cognition (4 hours)

1. Attention

2. Problem solving

3. Intelligence

Exam 3 (1 hour)

* Instructors will also be expected to cover 2 of the following areas on the last section of the course (Motivation and emotion, Individual differences, Psychopathology, and Treatment of psychopathology). Below is an example of how the latter two topics would be covered.

I. Psychopathology (3 hours)

1. Defining abnormal behavior psychological disorders

2. Classifying psychological disorders

3. Characteristics of major psychological disorders

Class discussion of non-text book (1 hour)

J. Treatment of psychopathology (3 hours)

1. Psychotherapy

2. Drug therapy

Exam 4 (Final Exam Period - 2 hours)

4. Evaluation Methods

1. 80% Four examinations (20% for each exam) – three exams during the semester and a fourth during exam week. Exams will be multiple choice exams.
2. 20% Students will be required to complete an assignment (paper or exam) in which they relate a non-textbook reading to their life and or to principles discussed in the course.
3. Students taking this course are also required to choose one of the following in order to complete the course. Students must agree to be part of the Psychology Department Subject Pool, for which they may be contacted to serve as participants in one or more research studies at IUP that have been approved by the Institutional Review Board. As an alternative to participation in the subject pool students can choose a read and review assignment option in which they are asked to read and write a review of 3 articles in the field of psychology. While no points are awarded for this activity, the participation and debriefing after study give students insight into the methods used in psychological science and make this a learning experience for students. Students will be informed as to due dates for the read-and-review option. Assignments are read by staff for their completion and conformity to review guidelines which emphasize a comprehensive summary of each article. Failure to complete one of the options by the completion of the semester will result in an Incomplete for the course. The student will be given the following semester to fulfill this requirement. If the work is completed the student's grade will be changed to that which was earned during the semester in which the course was taken. If the work is not completed, the Incomplete grades will automatically be changed to an "F". Staff keeps up-to-date records of the status of students who select the read-and-review options and informs them of the necessity deadlines for completion of this assignment.

5. Grading Scale

Grading scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% and below

6. Undergraduate Course Attendance Policy

IUP attendance policy in the catalog will be followed.

7. Required Textbook/ Non-textbook Readings *

Textbook:

Meyers, David (2011) Exploring Psychology, 8th edition. Worth Publishers. ISBN-13: 978-1-4292-1635-7

Example non-textbook readings (each instructor will assign one):

Deiner, E. & Biswas-Deiner, R. (2008). Happiness: Unlocking the Mysteries of Psychological Wealth. Wiley-Blackwell. ISBN-13: 978-1405146616

Kaysen, Susanna (1993). Girl Interrupted. Vintage books. ISBN- 978-0679746041

Lilienfeld, S.O., Lynn, S.J.L., Ruscio, J. & Beyerstein, B.L. (2010). *50 Great Myths of Popular Psychology*. Wiley-Blackwell. ISBN978-1-4051-3111-7

Ramachandran, Vilayanur & Blakeslee, Sandra (1999). *Phantoms in the Brain: Probing the Mysteries of the Human Mind*. Harper Perennial. ISBN: 9780688172176

Ramachandran, V.S. (2012). *The Tell-Tale-Brain: A Neuroscientist's Quest for What Makes Us Human*. W.W. Norton & Company. ISBN-13: 978-0393340624.

Sacks, O. (2008). *Musicophilia: Tales of Music and Brain*. Vintage Books. ISBN-13 978-1400033539

* Each instructor will choose her or his textbook and non-textbook reading(s).

8. Special Resource Requirements

None

9. Bibliography

Bradbury, Ray (1953). *Fahrenheit 451*. Ballantine Books. ISBN: 978-0-7432-4722-1

Carlson, Neil (2011). *Foundations of Behavioral Neuroscience*. Allyn and Bacon, ISBN: 978-0-205-79035-7

Comer, Ronald (2010). *Fundamentals of Abnormal Psychology*. Worth Publishers. ISBN: 9781429216333

Eichenbaum, Howard (2008). *Learning & Memory*. W. W. Norton & Co. ISBN: 0393924475

Goldstein, Bruce (2010). *Sensation and Perception*. Cengage Learning. ISBN: 9780495601494

Hothersal, David (2003). *History of Psychology*. McGraw Hill. ISBN: 978-0072849653

Myers, David (2009). *Social Psychology*. McGraw-Hill, ISBN: 9780073370668

Ray, William (2011). *Methods Toward a Science of Behavior and Experience*. Wadsworth Publishers. ISBN: 978-0495594918

Steinberg, Laurence; Bornstein, Marc; Vandell, Deborah; & Rook Karen (2011). *Life-Span Development: Infancy Through Adulthood*. Cengage Learning. ISBN: 9780618721566

Viney, Wayne & King, D. Brett (2003). *History of Psychology, Ideas and Context*. Allyn and Bacon. ISBN: 0-780205-335824

Answers to Liberal Studies Questions

1. There are several strategies the psychology department will use to assure that basic equivalency exists across sections of General Psychology. As noted on the syllabus of record we will require instructors for this course to cover 7 topics and then they will have a choice of two

of four other topics which are listed. The chair of the department will be responsible for communicating this requirement and the requirement for the use of a non-textbook reading for those teaching this course. Faculty will be encouraged to share their syllabi, non-textbook readings, and related assignments with others teaching the course.

2. The perspectives and contributions of ethnic and racial minorities and women are central in the study of psychology. Most introductory psychology courses integrate these issues into the coverage of most topics. Most notably within the topics of social psychology, developmental psychology, individual differences, and psychopathology issues related to these groups and the perspectives and contributions of these groups are highlighted. For example, differences between ethnic groups, cultures, and genders are often discussed when covering the frequencies of psychological disorders, and most recently published textbooks address explicitly the contributions of female psychologists.

3. Students taking General Psychology will be required to read a non-textbook reading. A sample reading can be found on the syllabus of record. It is expected that students will be required to write a short paper or answer questions related to this reading in which they related the reading to their experiences and material covered in the course.

4. Students who declare psychology as their major are encouraged to enroll in a majors only section of this course. The majors and non-majors versions of this course are similar and this is important given that so many students transfer into the major after taking this course and because some students receive AP credit for an appropriate course in high school. However, the majors version course has additional emphasis on careers in psychology and getting to know the faculty in the department and their areas of study. Overall the discipline of psychology will be introduced to the students in this course by illustrating the broad range of topics that psychology studies and how the study of psychological phenomena has implications that are not limited to our discipline but extend into almost any other field of study.

Appendix 1: Sample Exam

Exam 4

Student:

1. Which of the following students' statements is correct with respect to gender and emotions?
 - A. Loni says, "Men and women describe their emotions in the same way."
 - B. Burt says, "Only men think that women are more emotional than men are."
 - C. Chandra says, "Women are better at recognizing emotions than men are."
 - D. George says, "Women do not discuss their emotions as much as men do."
2. The first step in helping someone in the event of an emergency is _____.
 - A. realizing that the situation is an emergency
 - B. assessing whether one has the skills to help
 - C. deciding it is one's responsibility to assist the victim
 - D. weighing the consequences of helping versus not helping
3. In a college cross-country race, Jason brutally clipped his competitor with his spikes to slow him down. What type of act was this?
 - A. accidental
 - B. instrumental aggressive
 - C. hostile aggressive
 - D. assertive
4. Which of the following individuals is demonstrating obedience?
 - A. Katrina, who joins a sorority because her best friend did
 - B. Kenny, who spends Saturdays at the office to impress his boss
 - C. Riley, who turned down her stereo when her landlord told her to
 - D. Nathan, who stopped taking his psychology book to class when he noticed that no one else brought theirs
5. The amygdala is important in the recognition and experience of:
 - A. fear and anger.
 - B. happiness and contentment.
 - C. hunger and sexual desire.
 - D. All of these.
6. John Darley and Bibb Latané (1968) described the bystander effect as _____.
 - A. the tendency to attribute one's successes to internal causes and one's failures to external causes
 - B. the larger the proportion of similar attitudes we share with someone, the more likely we are to be attracted to him or her
 - C. the larger the group size, the more likely someone is to conform to group thinking and behavior
 - D. the greater the number of people who witness an emergency, the less likely any one of them is to help

7. The original Milgram study of obedience, in which people were told to provide electrical shocks to others, resulted in a(n):

- A. refusal to obey by the majority of subjects.
- B. initial obedience to authority by one third of the subjects followed by a refusal to obey by all subjects.
- C. obedience to authority by the majority of subjects.
- D. initial refusal to obey by the majority of subjects followed by obedience to authority by one third of subjects.

8. Emotions occur in response to:

- A. all events that we are appraising, both consciously and unconsciously.
- B. only those events that we are consciously appraising.
- C. only those events that are relevant to us.
- D. All of these.

9. Which of the following individuals is *not* expressing a basic emotion?

- A. Billy is ashamed that he earned an F on the final exam.
- B. Martin is disgusted he earned a D on the final exam.
- C. Sarah is happy she earned an A on the final exam.
- D. Jessica is surprised she earned a C on the final exam.

10. School breakfast programs make sure that children are not hungry so that they can focus on academic achievement. Which of the following views of motivation does this program reflect?

- A. Yerkes-Dodson law
- B. drive-reduction model
- C. Maslow hierarchical model
- D. optimal arousal model

11. Which of the following individuals is making an external or situational attribution?

- A. Marissa sees Chris trip and notes how clumsy he must be; she didn't see that the concrete of the sidewalk was crumbling.
- B. Ted's girlfriend is late meeting his friends and him for dinner, and he tells the group that she is probably stuck in traffic.
- C. Randy finds dirty dishes in the kitchen sink and comments that his daughter was just too lazy to wash them after she ate.
- D. Maureen tells her friends that her boyfriend could not choose a nice shirt to wear if it came out of the drawer and bit him.

12. Professor Wagner told her psychology class that they must have performed poorly on their midterm exam because they are lazy and did not study. Professor Wagner is making

- A. an external attribution
- B. a dispositional attribution
- C. an example of a self-serving bias
- D. a stereotypic comment

13. At a meeting for brainstorming and team input, Tim thinks an idea his coworker has proposed for increasing sales is really stupid. He listens as six other coworkers praise the idea. When the manager asks Tim for his opinion, he says, "Great idea, boss!" The social psychological phenomenon that would best explain why Tim said the plan was great, even though he thought it was stupid, is:
- A. obedience.
 - B. social facilitation.
 - C. conformity.
 - D. cognitive dissonance.
14. The subjective experience of emotion can be understood by _____.
- A. brain imaging techniques
 - B. hormonal measurement assays
 - C. an independent rater's coding of facial expressions
 - D. someone's description of how they feel
15. Which of the following terms is used to refer to the perceived motivational state of tension that occurs when our bodies are in need?
- A. drive
 - B. motivation
 - C. emotion
 - D. need
16. When he enters a building, Troy does not hold the door for the next person coming in. He is said to be violating _____.
- A. a sanction
 - B. a social norm
 - C. an institution
 - D. a rule
17. Roscoe says he got an A on the psychology test because he is smart, but he got a D on the English test because the professor is mean and gave an unfair exam. Roscoe is most likely committing _____.
- A. an actor-observer bias
 - B. the fundamental attribution error
 - C. a self-serving bias
 - D. the ultimate attribution error

18. In the famous case of murder victim Kitty Genovese, psychologists speculate that no one came to her aid because of _____.

- A. the callousness of big-city residents
- B. failure to recognize the crime
- C. diffusion of responsibility
- D. a perceived inability to overcome the perpetrator

19. Alex is on the hockey team. According to research by Yerkes and Dodson (1908) on optimal arousal, in which of the following games would Alex probably perform best?

- A. A practice game at the beginning of the season, with no fans present
- B. A midseason game against an equally skilled team, with several fans present
- C. A championship game against his team's rival, with the arena filled with screaming fans
- D. He will perform equally at all of these games

20. Joanie goes to a wild fraternity party even though she doesn't really want to go, because she wants the other college students to think highly of her. Joanie's behavior reflects _____ social influence.

- A. upward
- B. informational
- C. normative
- D. none of these

21. Which of the following brain regions has been shown to consider goals and regulate social behavior and is also very active in the appraisal of emotions?

- A. the pituitary gland
- B. the hypothalamus
- C. the amygdala
- D. the prefrontal cortex

22. Evolutionarily speaking, an organism's ultimate purpose is to _____.
- A. perpetuate its genes
 - B. migrate to a favorable climate
 - C. create mutations in its species
 - D. select an appropriate mate
23. Thelma was upset, but now that she is watching a funny movie about cops and cats, she feels better. Her feeling better is evidence that which of the following physiological systems is now engaged?
- A. enteric nervous system
 - B. sympathetic nervous system
 - C. parasympathetic nervous system
 - D. central nervous system
24. At the bottom of Abraham Maslow's hierarchy are which of the following needs?
- A. physiological
 - B. love and belongingness
 - C. self-actualization
 - D. esteem
25. Biased attitudes against a group, or members of a group, is known as _____, while preferential treatment of members of group is referred to as _____.
- A. in-group/out-group bias; social rejection
 - B. schema-bias; out-group homogeneity
 - C. racism; bias
 - D. prejudice; discrimination
26. Charlie wants to be a lawyer so he can make \$250,000 per year. Charlie is being motivated by _____.
- A. display rules
 - B. an incentive
 - C. a need
 - D. a drive
27. Which of the following people is discriminating?
- A. Katia, who doesn't let men into her club
 - B. Marta, who thinks all Italians can cook well
 - C. Melvin, who can't stand women
 - D. LeBron, who paid for his mother's dinner
28. Which model of motivation purports that people have a need or drive to be challenged or stimulated to a certain degree?
- A. Yerkes-Dodson law
 - B. drive-reduction model
 - C. Maslow hierarchical model
 - D. optimal arousal model

29. Which of the following is the part of the brain responsible for fighting, feeding, and reproductive behavior?
- A. hypothalamus
 - B. fornix
 - C. hippocampus
 - D. nucleus accumbens
30. Aiden has noticed that when going for a run in the park he runs faster when there are others running on the path than when he is running alone. This best illustrates the phenomenon of:
- A. social facilitation.
 - B. psychological arousal.
 - C. social loafing.
 - D. social norms.
31. Harry is fond of all the members of his baseball team, but he dislikes the members of the other teams, telling people they are all "dumb jerks." Harry is displaying a(n) _____.
- A. in-group bias
 - B. discrimination
 - C. actor-observer bias
 - D. self-serving bias
32. At a formal dinner, you are unsure of which fork to use for the appetizer so you check out which fork the other guests at the table are using and you follow suit. This is an example of the use of:
- A. informational social influence.
 - B. social loafing.
 - C. normative social influence.
 - D. social facilitation.
33. Dionne, who is from France, thinks that all people from Asian countries are the same, yet she is aware that everyone in France has different attitudes and behaviors. Dionne is experiencing the illusion of _____.
- A. out-group homogeneity
 - B. in-group bias
 - C. external attribution
 - D. prosocial behavior
34. _____ are biological deficiencies that motivate feelings of tension.
- A. Drives
 - B. Emotions
 - C. Moods
 - D. Needs

35. Rowan is spiritual, in touch with her emotions, kind to others, and working at a profession she finds rewarding. According to Maslow's theory, Rowan has most likely reached the level of _____.

- A. expressive suppression
- B. egocentrism
- C. reaction formation
- D. self-actualization

36. Research shows that the likelihood with which someone will conform to group behavior is affected by _____.

- A. unanimity
- B. culture
- C. group size
- D. all of these

37. Our schemas for how we anticipate that a member of a group ought to behave may give rise to _____ thinking.

- A. stereotypical
- B. consequential
- C. fundamental
- D. external

38. _____ is defined as the urge to move toward one's goals.

- A. Deprivation
- B. Motivation
- C. Self-actualization
- D. Emotion

39. Customer service representatives who answer phones for companies world-wide are often told to smile when they are interacting with callers, particularly those who may be angry. Which of the following explains why smiling while talking is important?

- A. It makes the representative feel happier and, therefore, he or she is friendlier to the caller, which the caller then perceives.
- B. When the representative is smiling, he or she talks faster which makes the caller feel more positive about the call.
- C. A customer can detect a Duchenne smile in the voice and, therefore, knows that the caller is actually happy to talk to them.
- D. When the representative is smiling, he or she talks in a lower tone which makes the caller feel that the call is an important one.

40. Mica is part of a large group picking up trash by the side of the road. Since there are so many of them working, they are taking it easy and working more slowly than they would if there were fewer people working. This best illustrates the phenomenon of:

- A. psychological arousal.
- B. social norms.
- C. social facilitation.
- D. social loafing.

41. Solomon Asch's classic study on conformity pressure showed that _____.
- A. diffusion of responsibility would keep a victim from receiving bystanders' help
 - B. most people would shock a harmless victim if given a command to do so
 - C. people do not adapt to social roles very quickly, especially if they change residence
 - D. the majority of people went along with group answers that were clearly wrong
42. Rebecca was extremely jealous of her brother's earning a full college scholarship, yet she knew she had to act proud of and happy for him. Rebecca is behaving according to _____.
- A. display rules
 - B. reappraisal
 - C. the Yerkes-Dodson law
 - D. vicarious reinforcement
43. How is the autonomic nervous system involved in an emotional experience?
- A. It is controlled by the circulatory and respiratory systems and mediates anxiety and fear.
 - B. It provides oxygen to muscles to increase their functioning.
 - C. It activates the bodily processes involved in an emotional response.
 - D. It triggers emotional responses such as joy and rage.
44. Brief, acute changes to experience and physiology that result from a response to a meaningful situation in the person's environment are called _____.
- A. moods
 - B. appraisals
 - C. emotions
 - D. drives
45. According to social psychological research, the optimal number of strangers to have nearby when you are in need of help is:
- A. two to three.
 - B. more than fifty.
 - C. five to ten.
 - D. one.
46. A company that produces a sports drink hires a popular, successful tennis player to promote its product. It runs television, radio, and Web commercials featuring the athlete winning tennis matches, smiling, and consuming the sports drink. According to social psychological research, which of the following is the most likely reason this sales tactic will work?
- A. We will associate the drink with the skill and popularity of the athlete and evaluate it positively.
 - B. We will become operantly conditioned to pair the drink's taste with social and biological reinforcers.
 - C. We will see others buying the sports drink and feel peer pressure to buy it.
 - D. We will probably be punished by our in-group for not buying the sports drink.

47. Which of the following is not an example of prejudice?
- A. Manuel says that all women should be able to cook.
 - B. Deborah will not hire members of a certain ethnic group.
 - C. Steve thinks people of a certain ethnicity are not trustworthy.
 - D. Nikki cannot afford to live in a higher-income neighborhood.
48. Which of the following individuals is committing the fundamental attribution error?
- A. Monique defends Claude's bad academic performance, noting that he works 50 hours a week at his job and still attends school.
 - B. Claude states that Nadia must have woken up on the wrong side of the bed today because she is so nasty and grumpy.
 - C. Carl asks Claude to go with him to the cafeteria to eat, and they both comment that the food will be really bad.
 - D. Nadia says that Claude gets bad grades because he is not intelligent enough to be in college.
49. Johnny is watching a movie, and the actors say something that could be either funny or upsetting. Other people in the audience begin laughing, so Johnny begins laughing and concludes the dialogue must be funny. This example illustrates the
- A. James-Lange Theory.
 - B. Cannon-Bard Theory.
 - C. Schachter-Singer Theory.
 - D. Maslow's Theory.
50. Sarah notices that whenever she talks to her philosophy professor, her heart races and she clinches her fists. Because of this, Sarah concludes that she must not like this professor. Sarah's interpretation would be supported by the
- A. Schachter-Singer Theory.
 - B. Maslow's Theory.
 - C. James-Lange Theory.
 - D. Cannon-Bard Theory.

Appendix 2: Former Psychology 101 Syllabus of Record

Psychology Department Five-year Review (2003-2008)

PSYC 101 - General Psychology

Credits: 3.00

84

Course Description

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

Course Objectives

Students completing the course should be able to

- A. demonstrate a basic understanding of the principles, terminology, research methods, and theories which characterize the contemporary field of scientific psychology
- B. think critically about the complexity of human behavior and mental processes and the complex interactions of physiological, individual, and social factors with appropriate attention to human diversity (such as gender, race, and culture)
- C. display a critical attitude with respect to the informal psychological theories they have developed and to evaluate those informal theories in the light of the empirical research that characterizes modern psychology
- D. apply their knowledge of psychology to their daily lives and to critical issues within our society

Course Outline:

Required:

1. Historical perspective on the science of psychology
2. Methods of psychology
2. Biological bases of behavior and mental processes
3. Sensation and Perception
4. Learning, Memory, and Thinking
5. Developmental Psychology
6. Social Psychology

Two of the following areas must be also covered:

7. Motivation and Emotion
8. Individual differences
9. Psychopathology
10. Psychotherapy