

SIMON FRASER UNIVERSITY

MEMORANDUM

S. 76-174

SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject Curriculum Changes, Course Changes  
and New Course Proposals, Department  
of Psychology

Date 10th December, 1976

Action taken by the Senate Committee on Undergraduate Studies at its meeting of December 7th, 1976 gives rise to the following motion:

MOTION

That Senate approve and recommend approval by the Board of Governors the Department of Psychology course and program changes, as set forth in S.76-174, specifically including:

- i) Description and prerequisite change - PSYC 180-3 Brain and Behaviour (To delete requirement of a high school or university Biology since instructors do not require it.)
- ii) Change in title - PSYC 201-3 from "General Experimental Psychology" to "Research Methods in Psychology". (To more accurately reflect the calendar description and the way the course is taught.)
- iii) Prerequisite change - PSYC 321-3 Intelligence and Creativity from "Prerequisite: PSYC 101-3. Recommended: One of PSYC 201, 210, MATH 101, ECON 332, BISC 202." to "Prerequisite: PSYC 101-3. Recommended: PSYC 201 or 207.
- iv) Prerequisite change - PSYC 340-3 Psychopathology (To delete "Recommended: PSYC 304-3" leaving "Prerequisite: PSYC 101-3")
- v) Description and prerequisite change - PSYC 365-3 Psycholinguistics. English 111-3 (no longer offered) and 212-3 will not be prerequisite: the latter will be recommended along with LING 220-3. The description has been modified to reflect the emphasis of faculty members in the Department.
- vi) Prerequisite change - PSYC 406-3 Validation Techniques from "PSYC 201, 210 and either PSYC 306 or 305." to "Prerequisite: PSYC 201, 210 (or a course in statistics). Recommended: PSYC 306-3"



10th December, 1976

SENATE

- vii) Prerequisite change - PSYC 407-3 Evaluation Techniques from "PSYC 406. PSYC 411 and 310 and CMPT 360 are recommended" to "Prerequisite: PSYC 201, 210 (or a course in statistics). Recommended: PSYC 306-3".
- viii) Change in prerequisites for upper division seminars to require (in addition to stated courses), 90 hours of credit or permission of the Department for PSYC 415-5, 420-5, 425-5, 430-5, 435-5, 440-5, 444-5, 450-5, 451-5, 460-5, 470-5, 480-5, 485-5
- ix) New course - PSYC 452-5 Social and Moral Development
- x) New course - PSYC 456-5 Psychology of Adulthood and Aging
- xi) New course - PSYC 491-3 Selected Topics in Psychology
- xii) New course - PSYC 492-5 Selected Topics in Psychology
- xiii) Change in regulations, Directed Studies



Daniel R. Birch

/cp

SIMON FRASER UNIVERSITY SCUS 76-51

MEMORANDUM

Mr. H. Evans Secretary, SCUS	From Sheila Roberts Secretary Faculty of Arts Curriculum Committee
Curriculum Changes, Course Subject Changes and New Course Proposals Psychology	Date December 1, 1976

The Faculty of Arts Curriculum Committee at recent meetings approved the attached changes of regulations and courses, and New Course Proposals, for the Department of Psychology. Would you please put these on the next agenda of SCUS.

*Sheila Roberts.*

SR:ET

Atts.

## CALENDAR SUBMISSION

1977-1978

DEPARTMENT OF PSYCHOLOGY

## - COURSE + PROGRAM CHANGES

p. 200 PSYC 180-3

Change of Description; (Pre-requisites):  
 From: "A general introduction to the role of the central nervous system in understanding some of the most important phenomena of behavior and experience. Considers such questions as the physiological basis of memory storage; the neurophysiological basis of hunger, thirst, sex drives, sleep, dreaming and emotional reactions. As a minimal background the student should have had at least one high school or university course in biology.

to: "A general introduction to the role of the central nervous system in understanding some of the most important phenomena of behavior and experience. Considers such questions as the physiological basis of memory storage; the neurophysiological basis of hunger, thirst, sex drives, sleep, dreaming and emotional reactions.

Rationale: Instructors of this course do not require students to have a biology background. Therefore the description/prerequisite has been removed to bring the Calendar into line with current practice.

SEE APPENDIX A

p. 200 PSYC 201-3

Title Change: From: "General Experimental Psychology"

to: "Research Methods in Psychology"

Rationale: General experimental psychology is often taken to refer to a limited area of Psychology defined by content rather than method.

The research methods discussed in PSYC 201 are not limited to the strictly experimental variety.

The title would be brought into correspondence with the complementary course PSYC 210: Data Analysis in Psychology.

The proposed change would substitute a title that more accurately reflects the calendar description which would be unchanged and the substance of

the course as it is now taught.  
*Students with credit for PSYC 201 under its former title cannot take this course for further credit.* SEE APPENDIX B

p. 201

PSYC 321-3

Change in Prerequisites: From: "Prerequisite: PSYC 101-3.

Recommended: One of PSYC 201, 210, MATH 101, ECON 332, BISC 202."

to: "Prerequisite: PSYC 101-3.

Recommended: PSYC 201 or 207."

Rationale: Experience teaching this course indicates that the former recommended courses were less appropriate than the two Psychology courses.

SEE APPENDIX C

p. 202

PSYC 340-3

Change in Recommend Prerequisite: From: "Prerequisite: PSYC 101-3.

Recommended: PSYC 304-3."

to: "Prerequisite: PSYC 101-3."

Rationale: The way the course is currently taught, Instructors of this course have found that PSYC 304 is not a useful prerequisite.

SEE APPENDIX D

p. 203

PSYC 365-3

Change in Description: "From: "Treats language behavior from a linguistic point of view to provide an integrated study in terms of both structural and functional aspects. Included among the topics covered are first language acquisition, second language learning and bilingualism, linguistic relativism, speech disorder, and social determinants of speech."

to: "Treats language behavior from a linguistic point of view to provide an integrated study in terms of both structural and functional aspects. Treats language from a psychological point of view. Acquisition of the mother language in the first years of life is the main focus of the course. Other topics may include: second language acquisition, and bilingualism, linguistic relativism, and social determinants of speech."

Change in Prerequisites: From: "Prerequisites: PSYC 101-3 and ENGL 111-3 or 212-3.

RECOMMENDED: LING 220-2"

to: "Prerequisite: PSYC 101-3

Recommended: ENGL 212-3 or LING 220-3."

Rationale: This course is now being taught by Dr. W. Turnbull and Dr. V. Modigliani, who have changed the direction of the course slightly. The prerequisite change also reflects the change in approach. English 111 is no longer offered. English 212 does not necessarily provide useful background.

SEE APPENDIX E

~~Rationale: Instructors in these courses have found that it is unnecessary to take 371 and 372 sequentially, as the material taught in 372 does not build upon that taught in 371. They also have found that it is not necessary for students to have taken all three pre-requisites before entering the course; previous credit in one of them with the second taken concurrently provides adequate preparation.~~

~~SEE APPENDICES F & G~~

p. 204

PSYC 406

Change in Prerequisites: From: "PSYC 201, 210, and either PSYC 306 (or 305)."

to: "Prerequisites: PSYC 201, 210, (or a course in statistics).

Recommended: PSYC 306-3."

PSYC 407

Change in Prerequisites: From: "PSYC 406. PSYC 411 and 310 and CMPT 360 are recommended."

to: "Prerequisites: PSYC 201, 210, (or a course in statistics).

Recommended: PSYC 306-3."

4  
Rationale: These courses are not necessarily sequential. The previous prerequisites excluded many students from these courses who could have benefited from them, and are not essential background for these courses.

SEE APPENDICES H & I

p. 204

Upper Division  
Seminars

PSYC 415-5

Change in Prerequisites: From: "PSYC 310-5."  
to: "PSYC 310-5, and 90/<sup>hours of</sup>credits or permission of the department."

PSYC 420-5

Change in Prerequisite: From: "PSYC 302-3 (or 220-3.)"

to: "PSYC 302-3 (or 220-3), and 90 hours of credits or permission of the department."

PSYC 425-3

Change in Prerequisite: From: "PSYC 320-3."

to: "PSYC 320-3, and 90 hours of credits or permission of the department."

PSYC 430-5

Change in Prerequisite: From: "PSYC 303-3 (or 220-3.)"

to: "PSYC 303-3 (or 220-3), and 90 hours of credits or permission of the department."

PSYC 435-5

Change in Prerequisite: From: "PSYC 335-3."

to: "PSYC 335-3, and 90 hours of credits or permission of the department."

p. 205

PSYC 440-5

Change in Prerequisite: From: "PSYC 304-3 (or 240-3)."

to: "PSYC 304-3 (or 240-3), and 90 hours of credits or permission of the department."

PSYC 444-5

Change in Prerequisite: From: "PSYC 340-3."

to: "PSYC 340-3, and 90 hours of credits or permission of the department."

PSYC 450-5

Change in Prerequisite: From: "PSYC 351-3 (or 350-3) or 355-3."

to: "PSYC 351-3 (or 350-3) or 355-3, and 90 hours of credits or permission of the department."



PSYC 451-5 Change in Prerequisite: From: "PSYC 351-3 (or 350-3)."

to: "PSYC 351-3 (or 350-3), and 90 hours of credits or permission of the department."

PSYC 460-5 Change in Prerequisite: From: "PSYC 360-3."

to: PSYC 360-3, and 90 hours of credits or permission of the department."

PSYC 470-5 Change in Prerequisite: From: "PSYC 370-3."

to: "PSYC 370-3, and 90 hours of credits or permission of the department."

PSYC 480-5 Change in Prerequisite: From: "PSYC 380-3."

to: "PSYC 380-3, and 90 hours of credits or permission of the department."

PSYC 485-5 Change in Prerequisite: From: "PSYC 385-3."

to: PSYC 385-3, and 90 hours of credits or permission of the department."

Rationale: The present practice has been for Instructors to approve each student admitted into Upper Division Seminars. By increasing the requirement for these Seminars to 90 hours of credit the administration of these courses will be simplified. Only those students with fewer than 90 hours will require permission of the department.

PSYC 452-5 New Course Proposal SEE APPENDIX J

PSYC 456-5 New Course Proposal SEE APPENDIX K

PSYC 491-3 New Course Proposal SEE APPENDIX L

PSYC 492-5 New Course Proposal SEE APPENDIX M

Directed Studies Change in Regulations: From: "Students taking the Major or Honors in Psychology may count no more than eight credit hours of Directed Studies toward the required number of upper division Psychology credits."

to: "These courses make it possible for a single student or a small group of students to work with a faculty member on a reading or a research project of mutual interest. The most common

reasons for a student taking such a course are:

- a) The continuation of a reading or research project begun in a 400 level seminar;
- b) Covering material not covered in the regular course offerings;
- c) The completion of a research or reading project which does not fall within the terms of reference of other courses.

Directed studies courses may not duplicate material covered in other Psychology courses. An Honors project may not be initiated in a directed studies course. ~~If an honors project grows out of such a course the department may change the directed studies number to PSYC 490-5, the first part of the honors project.~~

The minimum entry requirements are a B average and at least 60 accumulated credits. In addition permission of the department is required. Students wishing to do a directed studies course must complete an application form in conjunction with the intended instructor. It may be obtained from the Department office.

Students taking the Major or Honors in Psychology may count no more than eight credit hours of Directed Studies toward the required number of upper division Psychology credits."

Rationale: The Department wishes to define in the Calendar their philosophy behind directed studies courses. It has been found in the past that students who are not eligible for these courses have registered in them.

COURSE PROPOSAL FORM

ONLY

A.

Calendar Information

Department: Psychology

Abbreviation Code: Psyc Course Number: 180 Credit Hours: 3 Vector: 2-1-0

Title of Course: Brain and Behaviour

Calendar Description of Course: A general introduction to the role of

central nervous system in understanding some of the most important phenomena of behaviour and experience. Considers such questions as the physiological basis of memory storage, the physiological basis of hunger, thirst, sex drives, sleep, dreaming and emotional reactions.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

NONE

What course (courses), if any, is being dropped from the calendar if this course is approved: NONE

2. Scheduling

How frequently will the course be offered? No change

Semester in which the course will first be offered? No change

Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course

To serve as a general introduction into the relationship between brain function and behaviour for individuals who have not had any previous background.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date:

Nov 4 '76

Dec. 7/76

Dec. 7/76

Department Chairman

Dean

Chairman, SCUS

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

APPENDIX

B.

~~NEW COURSE PROPOSAL ONLY~~

CHANGE OF COURSE TITLE

ONLY

Calendar Information

Department: PSYCHOLOGY

Abbreviation Code: PSYC Course Number: 201 Credit Hours: 3 Vector: 2-0-2

Title of Course: RESEARCH METHODS IN PSYCHOLOGY

Calendar Description of Course: (No change). Considers problems of research and experimentation with illustrations from the major areas of psychology. Topics include: formulation of testable questions; control or elimination of extraneous influences; measurement of effects; evaluation of results; choice of variables which most appropriately represent the concepts under study; instrumentation. Provides a background for senior psychology courses since it offers a basis for conduct and critical evaluation of research.

Nature of Course:

Lecture / Laboratory  
Prerequisites (or special instructions):

PSYC 101-3

*Students with credit for Psyc 201 under its former title cannot take this course for further credit*  
What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Every semester

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible? Drs. Blackman, Modigliani, Beyerstein, Davis, Weinberg.

3. Objectives of the Course: Psychology 201 is a research methodology course rather than a content course. It is designed to give an appreciation of the various strategies and tactics used in scientific research in general and psychological research in particular. The lectures and readings describe research methods and the rationale underlying them, while the lab periods will provide an opportunity to put them into practice. It is hoped that by the end of the course students will have sufficient competence (a) to design and carry out their own research and (b) to critically assess the research of others.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: Nov 4 '76

Dec. 7/76

Dec. 7/76

[Signature]  
Department Chairman

J. M. Munro  
Dean

[Signature]  
Chairman, SCUS



SENATE COMMITTEE ON UNDERGRADUATE STUDIES

APPENDIX D

~~NEW COURSE REQUEST FORM~~

CHANGE IN RECOMMENDED

PREREQUISITES

Calendar Information

Department: \_\_\_\_\_ ONLY

Abbreviation Code: PSYC Course Number: 340 Credit Hours: 3 Vector: 2-0-2

Title of Course: Psychopathology

Calendar Description of Course: Centers on the elaboration and evaluation of theoretical and research models. Deals with: problems of definition and classification of pathological behavior; identification and measurement of relevant variables; problems of research design; factors involved in the development of specific symptoms; considerations of outcomes of therapy.

Nature of Course Lecture/Laboratory

Prerequisites (or special instructions): PSYC 101-3.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: Nov 17/76

Dec 7/76

Dec 7/76

[Signature]  
Department Chairman

[Signature]  
Dean

[Signature]  
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Change in Course Prerequisite and Description  
SENATE COMMITTEE ON UNDERGRADUATE STUDIES

ONLY

APPENDIX  
E.

NEW COURSE REQUEST FORM

Calendar Information

Department: Psychology

Abbreviation Code: Psyc Course Number: 365-3 Credit Hours: 3 Vector: 2-0-2

Title of Course: Psycholinguistics

Calendar Description of Course: Treats language from a psychological point of view.

Acquisition of the mother language in the first years of life is the main focus of the course. Other topics may include: second language acquisition, and bilingualism, linguistic relativism, and social determinants of speech.

Nature of Course Lecture/Laboratory

Prerequisites (or special instructions):

Prerequisite : Psyc 101-3

Recommended : ENGL 212-3 or LING 220-3

What course (courses), if any, is being dropped from the calendar if this course is approved: NONE

2. Scheduling

How frequently will the course be offered? As is presently given.

Semester in which the course will first be offered? NO CHANGE

Which of your present faculty would be available to make the proposed offering possible? V. MODIGLIANI and W. TURNBULL

3. Objectives of the Course

No change. The description of the course has been slightly changed and the prerequisites altered.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: NOV 4 '76

Dec 7/76

Dec. 7/76

[Signature]  
Department Chairman

J. M. Munro  
Dean

[Signature]  
Chairman, SCUS

SCUS 73-34b:-- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

~~NEW COURSE PROPOSAL FORM~~

CHANGE IN PREREQUISITES ONLY

Calendar Information

Department: PSYCHOLOGY

Abbreviation Code: PSYC Course Number: 406 Credit Hours: 3 Vector: 2-0-2

Title of Course: Validation Techniques

Calendar Description of Course: Theory presented with extensive practice in application of techniques that psychologists employ to determine effectiveness of various methods of assessing personality, aptitudes, etc. This course, in conjunction with PSYC 407, is important for those who plan to work in community settings.

Nature of Course Lecture/Laboratory

Prerequisites (or special instructions): Prerequisites: PSYC 201-3 and a course in statistics  
Recommended: PSYC 306-3

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

3. Objectives of the Course

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: Nov 17/76

Dec. 7/76

Dec. 7/76

[Signature]  
Department Chairman

J. M. Munro  
Dean

[Signature]  
Chairman, SCUS



SENATE COMMITTEE ON UNDERGRADUATE STUDIES

APPENDIX I

~~NEW COURSE REQUEST FORM~~

CHANGE IN PREREQUISITES ONLY

Calendar Information

Department: PSYCHOLOGY

Abbreviation Code: PSYC Course Number: 407 Credit Hours: 3 Vector: 2-0-2

Title of Course: Evaluation Techniques

Calendar Description of Course: Theory presented with extensive practice in techniques of program evaluation. Deals with criterion development, estimation and evaluation of outcomes, and models for decision-making in classification, selection and placement. Relevant for research and professional service concerned with results of therapy and other interventions at individual, group and institutional levels.

Prerequisites (or special instructions):

Prerequisites: PSYC 201-3 and a course in statistics  
Recommended: PSYC 306-3

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

Objectives of the Course

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: Nov 17 / 76

Dec. 7/76

Dec. 7/76

[Signature]  
Department Chairman

[Signature]  
Dean

[Signature]  
Chairman, SCUS

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

APPENDIX

NEW COURSE PROPOSAL FORM

3.

Calendar Information

Department: PSYCHOLOGY

Abbreviation Code: PSYCH Course Number: 452 Credit Hours: 5 Vector: 0-5-0

Title of Course: Social and Moral Development

Calendar Description of Course: (Not to be included in calendar)

Reviews psychological theories and research on social and/or moral development. Contemporary literature is emphasized but it is embedded in historical context.

Nature of Course (Seminar)

Prerequisites (or special instructions):

PSYCH 351 or PSYCH 355 and 90 hours of credit or permission of the Department.

What course (courses), if any, is being dropped from the calendar if this course is approved:

NONE

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? Fall, 1978

Which of your present faculty would be available to make the proposed offering possible? Dr. E. Ames; Dr. J. Marcia; Dr. A. Paranjpe; Dr. D. Krebs

3. Objectives of the Course

To familiarize students with existing ideas about the nature of social and moral development and to encourage them to consider ways of testing them.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

- Faculty None
Staff None
Library None
Audio Visual None
Space None
Equipment None

Stamp: NOV 10 1978 Faculty of Arts

5. Approval

Date: Nov 4 '76 Dec. 7/76 Dec. 7/76
Department Chairman Dean Chairman, SCUS

The attached course outline has been used for several semesters in PSYCH 450, Developmental Psychology, by Dr. Krebs. The present arrangement is not satisfactory because PSYCH 450 deals with entirely different subject matter when given by other instructors. The present proposal is designed to create an additional course, which is more directly descriptive of the areas in developmental psychology that Dr. Krebs has taught under the 450 number, and which other instructors in the Psychology Department would like to teach.

For the sake of breadth, the title of the course describes a larger area than that covered by the attached course outline on moral development. In particular, the course would be expected occasionally to contain foci on ego development and identity formation (areas of expertise of Dr. Marcia and Dr. Paranjpe), and the development of sex identity (an area of expertise of Dr. E. Ames). Research on moral development, ego-development, and sex-typing overlap in psychology because they are all explained by behavioristic psychoanalytic or cognitive-developmental models.

The attached list of sample readings demonstrates that the areas contained under the concept social and moral development are well-established in contemporary psychology.

It is, perhaps, worth mentioning that the seminar on moral development outlined on the attached reading list was full to capacity every time it was offered.

Moral Development and Moral Behavior

Week 1: Sept. 10 - 17th

## IMPLICIT CONCEPTIONS OF MORALITY

Whenever anyone undertakes to learn a new field he is both more naive and more "pure" than he will be again. Although learning entails a decrease in naivety, there is an important sense in which learning can contaminate original ideas. Psychologists frequently study unimportant issues because the issues lend themselves to investigation; and they neglect the problems most people would like to solve. The purpose of the first week's assignment is to encourage you to explicate your implicit ideas about moral development and moral behavior--which is not an easy task. Please answer the following questions as thoroughly as you can:

1. What is moral behavior?; give examples.
2. What is a moral person?; Give examples of moral people (from your own experience, from literature, history etc.). Attempt to identify the basis upon which you think they are moral.
3. In what ways do you think people change in their moral orientation from childhood to adulthood.
4. Why do people behave morally or fail to behave morally?

Some of you are probably familiar with theory and research on morality. If so, try to dismiss it -- the purpose of this exercise is to discover the sense of morality you have acquired from your personal experience.

Reading: None

- Assignment 1. (1) Do Piagetian tests
- (2) Do Kohlberg's tests
- (3) Paper - due Sept. 16th at the latest; Room CC 5245  
(I like to try to read them before the seminar)

Week 2: Sept. 17th - Sept. 24th

PIAGET'S THEORY OF MORAL DEVELOPMENT

The purpose of this session will be to understand what Piaget was attempting to do; why he chose the methods he did; and what he found. We should adopt an attitude of respect (if not admiration) for Piaget and attempt to understand him from his point of view, noting areas where we disagree. Contemporary research is replete with misconceptions of Piaget's theory. Before we can say whether Piaget was correct or incorrect, we must learn what he said. We will evaluate his theory critically in a later session.

Reading: Piaget, J. The moral judgment of the child, London: Routledge and Kegan Paul, 1932.

Concentrate on Part 1: Chapters: 1, 2, 5, 6, 8 and 9.

Assignment 2: Find children in the age range 5-16 and give them the same Piagetian tests that you took. Record their responses. If you need help transcribing them or dittoing them for seminar discussion, please see me. Be sure to have a copy for each member of the seminar by Sept. 24th.

Week 3:

PIAGET'S THEORY - Cont'd.

Reading: Piaget, J. The moral judgment of the child. (1932) Trans. Marjorie Gabain. Free Press, New York, 1965.

Part II: Chapters 1, 2, 5, 6.

Part III: Chapters 1, 3, 5, 7.

No Assignment.

Week 4: Sept. 24th - Oct. 1st

AN EVALUATION OF PIAGET'S THEORY OF MORAL DEVELOPMENT

Some of the research on Piaget's theory supplies a fair test of his ideas, and some does not. You should be constructively critical of all research. Read each study through, then go back to the results section. Ask yourself what the researchers found, and what it means. Examine the method section and ask yourself what the researchers could have found, given the design of the study. Finally supply your own interpretation of the results.

Readings: Bandura, A., and McDonald, F.J. (1963), The influence of social reinforcement and the behavior of models in shaping children's moral judgment, Journal of Abnormal and Social Psychology, vol. 67, pp. 274-81.

Cowan, P.A., Langer, J., Heavenrich, J., and Nathanson, M. (1969), Social learning and Piaget's cognitive theory of moral development, Journal of Personality and Social Psychology, vol. II, pp. 261-74.

Bandura, A. (1969b), Social learning of moral judgments, Journal of Personality and Social Psychology, vol. II, pp. 275-9.

(optional) Medinnus, G.R. (1962), Objective responsibility in children: a comparison with Piaget's data, Journal of Genetic Psychology, vol. 101, pp. 127-33.

Kugelmass, S., and Breznitz, S. (1967), The development of intentionality in moral judgment in city and kibbutz adolescents, Journal of Genetic Psychology, vol. III, pp. 103-11.

Assignment 3: A 3-5 page critical evaluation of Bandura's test of Piaget's theory - due: Sept. 30th CC 5245

Week 5: Oct. 1st - Oct. 8th

#### A REVIEW OF PIAGET'S THEORY, AND RELATED RESEARCH

What can we conclude about Piaget's contribution to the understanding of moral development?

Readings: Kay, W. Moral development: a psychological study of moral growth from childhood to adolescence. George Allen and Unwin Ltd., London, 1968, Ch. 6.

Graham, D. Moral learning and development: theories and research Wiley - Interscience, Great Britain, 1972. Chapters 11 and 12.

Hoffman, M. Moral development, In P. Mussen (Ed.). Charmichael's manual of Child Psychology, Vol. 2, 1970. pp. 264-276 (top 2 sentences).

Assignment 4: A 3-5 page paper summarizing your appraisal of Piaget's contribution. Due: Oct. 7th CC 5245

Week 6: Oct 8th - Oct. 15th

A CRITIQUE AND EVALUATION OF PIAGET'S RESEARCH ON MORAL DEVELOPMENT

No reading.

Assignment 5: Give Kohlberg's test to as many children aged 5-16 as you can. Record and transcribe responses; make a copy for everyone. Due at class, Oct. 15th.

Week 7: Oct. 15th - Oct. 22nd

KOHLBERG'S THEORY OF MORAL DEVELOPMENT: EARLY WORK

Kohlberg's theory grows out of the early research by Piaget. Kohlberg employs essentially the same method as Piaget, but makes finer distinctions.

Readings: Kohlberg, L. The child as moral philosopher. Psychology Today, Sept. 1968.

Kohlberg, L. The development of children's orientations toward a moral order: I. Sequence in the development of moral thought. Vita Humana, 1963, 6, 11-33.

Kohlberg, L. Development of moral character and moral ideology, in (Eds.) Hoffman and Hoffman, Review of Child Development Research, Vol. 1, N.Y. Russel Sage, 1964.

No assignment.

Week 8: Oct. 22nd - Oct. 29th

CASE STUDIES: ANALYSING RESPONSES TO KOHLBERG'S TEST OF MORAL JUDGMENT

The most basic assumption of Kohlberg's theory is that the things that people say about moral issues are derived from one of 6 basic structures of moral reasoning. One way of testing this assumption is to examine sets of responses and see whether they hang together in the way that Kohlberg predicts.

Assignment 6: Employing the relevant sections of Kohlberg's scoring manual, attempt to score the responses of three subjects to three dilemmas (scrambled so you don't know which subject responded to which dilemma, to be handed out in class). Do the responses appear to stem from the structures of reasoning that Kohlberg has defined? Which responses seem most moral? Order the responses to each of the three dilemmas in three groups. Rank order the responses to each dilemma (1-6) in terms of how moral they seem. Due: Oct. 28th  
CC 5245.

Week 9: Oct. 29th - Nov. 5th

RESEARCH ON KOHLBERG'S THEORY

Reading: Turiel, E. An experimental test of the sequentiality of developmental stages in the child's moral judgment. Journal of Personality and Social Psychology, 1966, 3, 611-618.

Blatt, M.M. and L. Kohlberg. The Effect of Classroom Moral Discussion Upon Children's Level of Moral Judgment, in Kohlberg and Turiel (Eds.) Recent Research in Moral Development. Holt, Rinehart and Winston, 1973.

Rest, James, Turiel, E. and Kohlberg, L. Level of Moral Development as a Determinant of preference and Comprehension of Moral Judgments Made by Others. Journal of Personality. Vol. 36, No. 1, June, 1969.

(optional) Kohlberg, L, and Kramer, Continuities and Discontinuities in childhood and adult moral development revisited, In Battaie and Schaie (Eds.) Life-span developmental psychology: Research and Theory. New York: Academic Press, 1974.

Selected portions of Kohlberg's chapter in Goslin's Handbook of Theory and Research.

Assignment 7: 3-5 page paper.

Most of the research on Kohlberg's theory has been done by his colleagues and students. Examine it carefully and evaluate it critically (esp. the Turiel study). Due Nov. 4th CC 5245.

Week 10: Nov. 5th - Nov. 12th

OVERVIEW OF KOHLBERG'S POSITION

Reading: Graham, D. Moral learning and development: theories and research. Wiley - Interscience, Great Britain, 1972.

Chapter 13.

Hoffman, M.L. Moral Development. In P.H. Mussen (Ed.) Carmichael's Manual of Child Psychology, Vol. 2, pp. 276 - top of p. 282.

Kohlberg, in Goslin (Ed.), Handbook of Socialization Theory and Research 1969.

Chapter I, pp. 347-360

Chapter III, pp. 369-389.

No Assignment.



Week 11: Nov. 12th - Nov. 19th

CRITIQUE OF KOHLBERG

Reading: Kurtines, W. and Greif, E.B. The development of moral thought: review and evaluation of Kohlberg's approach. Psychological Bulletin, 81, 1974.

Assignment 8: Write a 3-5 page critique of the Kurtines and Greif critique of Kohlberg's theory. Due: Nov. 18th CC 5245

- The Psychology of Moral Behavior. D. Wright. Penguin Books, 1971.
- Moral Learning And Development: Theory and Research. D. Graham. Wiley - InterScience, 1971.
- The Development of Role-Taking and Communication Skills in Children. J. Flavell. Wiley, 1968.
- Moral Development. W. Kay. George Allen. Unwin, 1968.
- Handbook of Socialization Theory and Research. D. Goslin. Rand McNally, 1969.
- Values education. Meyer, J., Burnham, B., Cholvat, J. Wilfrid Laurier Univ. Press. 1975.
- Life-span developmental psychology. N. Datan and L.H. Ginsberg. Academic Press 1975.
- Moral development and moral behavior. T. Lickona (Ed.). Holt, Rinehart, Winston, 1976.
- Ego development. Jan Loevinger, Josey-Bass, 1976.
- Altruism and helping behavior. J. Macaulay and L. Berkowitz (Eds.) Academic Press, 1970.
- Conduct and Conscience. J. Aronfreed, Academic Press, 1970.
- Standard edition of the complete psychological works of S. Freud. London, Hogarth Press, 1961.
- The psychology of sex differences. Maccoby, E.A., and Jacklin, C.N. Stanford Univ. Press, 1974.

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- Beyer, B. K. Conducting moral discussions in the classroom. Social Education, April 1976, pp. 194-202.
- Blatt, M. M. The effects of classroom discussion upon children's moral judgment. Unpublished doctoral dissertation, University of Chicago, 1970.
- Blatt, M., & Kohlberg, L. Classroom discussion of morality (approximate title). Journal of Moral Education, 1975, 5(2), pages not known.
- Brickman, P., & Bryan, J. H. Moral judgment of theft, clarity and third party transfers that increase or decrease equality. Journal of Personality and Social Psychology, 1975, 31, 156-161.
- Brown, R., & Herrnstein, R. Psychology. Boston: Little Brown, 1975.
- D'Augelli, J. F., & Cross, H. J. Relationship of sex guilt and moral reasoning to premarital sex in college women and in couples. Journal of Consulting and Clinical Psychology, 1975, 43(1), 40-47.
- Edwards, C. P. Societal complexity and moral development: a Kenyon study. Ethos, 1975, 3, 505-527.
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- Fishkin, J., Keniston, K., & MacKinnon, C. Moral reasoning and political ideology. Journal of Personality and Social Psychology, 1973, 27(1), 109-119.
- Gorsuch, R. L., & Barnes M. L. Stages of ethical reasoning and moral norms of Carib youths. Journal of Cross-Cultural Psychology, 1973, 4, 283-301.
- Haan, N. Hypothetical and actual moral reasoning in a situation of civil disobedience. Journal of Personality and Social Psychology, 1975, 32, 255-270.
- Haan, N. Coping and defending: processes of self-environment organization. New York: Academic Press, in press.
- Haan, N., Block, J., & Smith, M. B. Moral reasoning of young adults; political-social behavior, family background, and personality correlates. Journal of Personality and Social Psychology, 1968, 10, 184-201.
- Haan, N., & Stroud, J. Moral and ego stages in relationship to ego processes: a study of "hippies". Journal of Personality, 1973, 41, 596-612.
- Haan, N., Langer, J., & Kohlberg, L. Family moral reasoning. Child Development, in press.

- Hansen, D. A. Personal and positional influences in formal groups: propositions and theory for research on family vulnerabilities to stress. Social Forces, 1965, 44, 202-210.
- Hansen, D. A., & Johnson, V. A. Rethinking family stress theory: the definitional aspect. In W. Burr, R. Hill, I. Reiss & I. Nye (Eds.), Contemporary theories about the family. New York: Free Press, in press.
- Hoffman, M. L. Developmental synthesis of affect and cognition and its implications for altruistic motivation. Developmental Psychology, 1975, 11, 607-622.
- Keasey, C. B. Implicators of cognitive development for moral reasoning. In D. DePalma & J. Foley (Eds.), Contemporary issues in moral development. Hillsdale, N. J.: Lawrence Erlbaum Associates, 1975.
- Kohlberg, L. A cognitive-developmental approach to socialization. In D. Goslin (Ed.), Handbook of socialization. New York: Rand McNally, 1969.
- Kohlberg, L. Continuities in childhood and adult moral development revisited. In Baltes & Schaie (Eds.), Life span developmental psychology: Research and theory. New York: Academic Press, 1973.
- Kohlberg, L. Moral stages and moralization: the cognitive-developmental approach. In T. Lickona (Ed.), Moral development and behavior. New York: Holt, Rinehart and Winston, 1976.
- Kohlberg, L., & Freundlich, D. Delinquency and moral stages (approximate title). In L. Kohlberg (Ed.), Recent research in moral development. New York: Holt, Rinehart and Winston, in preparation.
- Krebs, R. L. Some relations between moral judgment, attention, and resistance to temptation. Unpublished doctoral dissertation, University of Chicago, 1967.
- Kuhn, D., Langer, J., Kohlberg, L., & Haan, N. The development of formal operations in logical and moral judgment. Genetic Psychology Monographs, in press.
- Langer, J. Disequilibrium as a source of development. In P. Mussen, J. Langer & H. Covington (Eds.), Issues and trends in developmental psychology. New York: Holt, Rinehart & Winston, 1969.
- McIntyre, A. What morality is not. Philosophy, 1957, 32, 325-335.
- Paik, H. H. Ego identity status and morality: the relationship between two developmental constructs. Developmental Psychology, 1972, 6, 497-507.
- Robin, K. H., & Schneider, F. W. The relationship between moral judgment, egocentrism and altruistic behavior. Child Development, 1973, 44, 611-669.
- Sampson, E. L. Moral development research. Human Development, 1974, 17, 81-106.
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- Swanson, G. E., & Byrne, D. E. A structural-developmental analysis of levels of moral reasoning in middle childhood. Child Development, 1974, 45(2), 603-616.
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- Swanson, G. E. The routinization of love: Structure and process in primary relationships. In S. Klausner (Ed.), The quest for self-control. New York: Free Press, 1965.
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- Turiel, E., & Rotman, G. R. The influence of reasoning on behavioral choices at different stages of moral development. Child Development, 1972, 43, 741-756.
- Turiel, E. Conflict and transition in adolescent moral development. Child Development, 1974, 45, 14-29.
- Wasserman, E. R. Implementing Kohlberg's "Just Community Concept" in an alternative high school. Social Education, April 1976, pp. 203-207.
- Wichbroth, S. P. Moral judgment, sex, and parental identification in adults. Developmental Psychology, 1970, 2, 396-402.
- White, C. B. Moral development in Bahamian school children: a cross-cultural examination of Kohlberg's stages of moral reasoning. Developmental Psychology, 1975, 11, 535-536.

NEW COURSE PROPOSAL FORM

12

Calendar Information

Department: Psychology

Abbreviation Code: Psyc Course Number: 456 Credit Hours: 5 Vector: 0-5-0

Title of Course: Psychology of Adulthood and Aging

Calendar Description of Course:

(Considers human development from the start of adulthood to death.)

Not to be included in calendar

Nature of Course Seminar

Prerequisites (or special instructions):

Psychology 351-3 or 355-3.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? Fall 1977

Which of your present faculty would be available to make the proposed offering possible? Elinor W. Ames

Objectives of the Course

The objectives of the course are to help the student gain a comprehensive knowledge of human development during adulthood and old age, and at the same time to gain a greater appreciation of the developmental process itself.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space None

Equipment None

5. Approval

Date: Nov 4 '76

Dec. 7/76

Dec. 7/76

[Signature]  
Department Chairman

J. M. Munro  
Dean

Dr. Birch  
Chairman, SCUS

## Course Outline

### Psychology of Adulthood and Aging

#### I. The life-span point of view

Continuity or discontinuity?  
Methodology and research design  
Theories of adult life - Buhler, Neugarten, Erikson

#### II. Early adulthood and middle age

Physical development, sensory and psychomotor performance  
Cognitive development  
Intelligence  
Differential abilities  
Creativity and productivity  
Development in the Job World  
Kinds of job development  
The career ladder  
Working women  
Retraining and second careers  
Adult development within the family  
Development of the couple relationship  
The generation in the middle  
Relationship to Children  
Relationship to parents  
Personality development  
Personality stability and change  
The mid-life crisis?  
Mental illness in early and middle age

#### III. Late adulthood

Attitudes toward aging and the elderly  
Physical development, sensory and psychomotor performance  
Cognitive development  
Intelligence  
Differential abilities  
Work and retirement  
Planning for retirement  
Effects of retirement  
Social ties and their loss  
The older person's family  
Widowhood and Widowerhood  
Friends and Neighbors  
Physical and social environments for the aged  
Housing  
Transportation  
Personality development  
The meaning of aging to the individual  
The changing self-concept  
Integrity: life fulfilled  
Death and dying

Major Resource Books

- Baltes, P. B. & Schaie, W. K. (Eds.) Life-span developmental psychology: personality and socialization. N.Y.: Academic Press, 1973.
- Barrett, J.H. Gerontological Psychology. C.C. Thomas, 1972.
- Becker, E. The denial of death. N.Y.: Free Press, 1973.
- Bengston, V. L. The social psychology of aging. Indianapolis: Bobbs-Merrill, 1973.
- Birren, J. E. (Ed.) Contemporary gerontology: issues and concepts. Los Angeles: University of Southern California, 1970.
- Botwinick, J. Aging and behavior. N.Y.: Springer, 1973.
- Britton, J. H. & Britton, J. O. Personality changes in aging. N.Y.: Springer, 1972
- Bromley, D. B. The psychology of human ageing. Penguin Books, 1974.
- Busse, E. W. & Pfeiffer, E. (Eds.) Behavior and adaptation in late life. Boston: Little, Brown & Co., 1969.
- Charles, D. C. & Looft, W. R. Readings in psychological development through life. Holt, Rinehart & Winston, 1972.
- Cumming, E. and Henry, W. H. Growing old. New York: Basic Books, 1961.
- Eisdorfer, C. and Lawton, M. P. (Eds.) The psychology of adult development and aging. Washington, D. C.: American Psychological Association, 1973.
- Goulet, L. R. & Baltes, P. B. (Eds.) Life-span developmental psychology: research and theory. N. Y.: Academic Press, 1970.
- Jarvik, L. F., Eisdorfer, C. & Blum, J. E. (Eds.) Intellectual functioning in adults. New York: Springer, 1973.
- Kalish, R. A. Late adulthood. California: Brooks/Cole, 1975.
- Kimmel, D. Adulthood and aging. New York: Wiley, 1974.
- Kubler-Ross, E. On death and dying. New York: Macmillan, 1969.
- Maas, H. S. & Kuypers, J. A. From thirty to seventy. San Francisco: Jossey-Bass, 1974.
- Nesselroade, J. R. & Reese, H. W. (Eds.) Life-span developmental psychology: methodological issues. New York: Academic Press, 1972.
- Neugarten, B. L. (Ed.) Middle age and aging. Chicago: Univ. Chicago Press, 1972.



- Neugarten, B. & Associates (Eds.) Personality in middle and late life.  
N. Y.: Atherton, 1964.
- Parkes, C. M. Bereavement: studies of grief in adult life.  
International Universities Press, 1972.
- Reichard, S., Livson, F. & Petersen, P. G. Aging and personality:  
a study of 87 older men. New York: Wiley, 1962.
- Sofer, C. Men in mid-career. Cambridge, Mass: The University Press, 1970.
- Soddy, K. & Kidson, M. C. Men in middle life. Lippincott, 1972.
- Timiras, P. S. (Ed.) Developmental physiology and aging. N.Y.:  
Macmillan, 1972.
- Troll, L. E. Early and middle adulthood. California: Brooks/Cole, 1975.

#### Major Journals

Aging and Human Development  
Developmental Psychology  
Genetic Psychology Monographs  
The Gerontologist  
Human Development  
Journal of Genetic Psychology  
Journal of Gerontology  
Journal of Marriage and the Family

SENATE COMMITTEE ON UNDERGRADUATE STUDIES  
NEW COURSE PROPOSAL FORM

APPENDIX  
L.

Calendar Information

Department: Psychology

Abbreviation Code: Psyc Course Number: 491 Credit Hours: 3 Vector: 2-0-2

Title of Course: Selected Topics in Psychology

Calendar Description of Course:

Nature of Course Lecture / Laboratory  
Prerequisites (or special instructions):

Prerequisite : Permission of the department.

What course (courses), if any, is being dropped from the calendar if this course is approved:

NONE

2. Scheduling

How frequently will the course be offered? As frequently as the need and funds permit

Semester in which the course will first be offered? 1977-3

Which of your present faculty would be available to make the proposed offering possible? All of them and/or visiting faculty

3. Objectives of the Course

To make possible the occasional offering of a course on a subject which is not part of the normal course offerings.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty NONE

Staff NONE

Library NONE

Audio Visual NONE

Space NONE

Equipment NONE

5. Approval

Date:

NOV 4/76

Dec. 7/76

Dec. 7/76

[Signature]  
Department Chairman

J. M. Munro  
Dean

[Signature]  
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

APPENDIX

NEW COURSE PROPOSAL FORM

M

Calendar Information

Department: Psychology

Abbreviation Code: Psyc Course Number: 492 Credit Hours: 5 Vector: 0-5-0

Title of Course: Selected Topics in Psychology

Calendar Description of Course:

Nature of Course

Seminar

Prerequisites (or special instructions):

Prerequisite : Permission of the department

What course (courses), if any, is being dropped from the calendar if this course is approved: NONE

2. Scheduling

How frequently will the course be offered? As frequently as the need and funds permit

Semester in which the course will first be offered? 1977-3

Which of your present faculty would be available to make the proposed offering possible? All of them and/or visiting faculty.

3. Objectives of the Course

To make possible the occasional offering of a course on a subject which is not part of the normal course offerings.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty NONE
Staff NONE
Library NONE
Audio Visual NONE
Space NONE
Equipment NONE

5. Approval

Date: Nov 4 '76

Signature of Department Chairman

Date: Dec 7/76

Signature of Dean

Date: Dec 7/76

Signature of Chairman, SCUS