State University of West Georgia

Course or Program Addition, Deletion or Modification Request

**Department:** PSYCHOLOGY  
**College:** College of Arts & Sciences

**Current course catalog listing:** (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>6550</td>
<td>Lacanian Psychoanalysis</td>
<td>3 / 0 / 3</td>
</tr>
</tbody>
</table>

**Action**

- [ ] Course  
- [ ] Program

- [ ] Modify
  - [ ] Credit
  - [ ] Number
  - [ ] Title
  - [ ] Description
  - [ ] Other

- [ ] Add
- [ ] Delete

**Credit**

- [ ] Undergraduate
- [x] Graduate
- [ ] Other*

*Variable credit must be explained

**Frequency**

- [ ] Every Term
- [ ] Yearly
- [ ] Other

**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [x] Library resources are adequate
- [ ] Library resources need enhancement

**Proposed Course Catalog Listing:** (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>6550</td>
<td>Lacanian Psychoanalysis</td>
</tr>
</tbody>
</table>

**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXXX/XXXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

An introduction to the clinical field of Lacanian Psychoanalysis involving understanding the theoretical background and clinical foundations of the approach to the subject of the unconscious found in the work of French psychoanalyst Jacques Lacan. Course covers the implications of his reading of Freud and psychoanalysis.

**Prerequisite(s):** None

**Present or Projected Enrollment:** 15 (Students per year)

**Effective Date:** Fall 2006

**Grading System:**

- [x] Letter Grade
- [ ] Pass/Fail
- [ ] Other

**Approval:**

- [ ] Department Chair  
  
  Department Chair: [Signature]  
  Date: 11-29-06

- [ ] Department Chair (if cross listed)  
  Date: [Signature]

- [ ] Dean of College  
  Date: [Signature]

- [ ] Dean of College (if cross listed)  
  Date: [Signature]

**Chair of TEAC (if teacher prep. program):**

Date

**Final Approval:** Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

- [ ] Chair, Undergraduate Academic Programs Committee  
  Date: [Signature]

- [ ] Chair, Committee on Graduate Studies  
  Date: [Signature]

**Vice President for Academic Affairs:**

Date

Revised 1/09/02
Readings:
Lacan, Function & Field in Ecrits
Chapter Two in Fink
Handout on the Variable Session, from Clinical Studies
Direction of the Treatment in Ecrits
Chapter 1 in Fink
Samuels, Passing Beyond Ego Psychology (electronic Reserve)

Weeks 11-15
Basic Lacanian Concepts, some Freud, using language while articulating the place of loss
and the subject of the drive
Readings:
Lacan, Mirror Stage & Aggressiveness from Ecrits
Lacan, On the instance of the letter from Ecrits
Lacan, Subversion of the Subject
Freud, Instincts and their Vicissitudes (E-R)
Shepardson: The Visible, Invisible and the Gaze (E-R)
Lacan The Four Fundamental Concepts, the drive (E-R)
Fink, chapter 4 & 6
Mieli, Secret Weapon

E. Required Books:
Originally published in French in 1966.
Recommended Books
York: Norton
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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<td>6003</td>
<td>Statistics for the Social Sciences</td>
<td>Undergraduate</td>
<td>Every Term</td>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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<tbody>
<tr>
<td>PSYC</td>
<td>7003</td>
<td>Statistics for the Social Sciences</td>
<td>3 / 0 / 3</td>
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</tbody>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) Graduate Student or Permission of Instructor

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Effective Date*: Fall / 2007 Term/Year

Approval:

Department Chair Date

Department Chair (if cross listed) Date

Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix  PSYC  Course  6020  Title  Transpersonal Development

Action
☑ Course  □ Program

Modify  □ Add  □ Delete

Credit
☐ Undergraduate
☑ Graduate
□ Other*

*Variable credit must be explained

Frequency
☐ Every Term
☑ Yearly
□ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix  PSYC  Course  7020  Title  Transpersonal Development

Action
☑ Course  □ Program

Modify  □ Add  □ Delete

Credit
☐ Undergraduate
☑ Graduate
□ Other*

*Variable credit must be explained

Frequency
☐ Every Term
☑ Yearly
□ Other

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) Graduate Student or Permission of Instructor

Present or Projected Enrollment: 10  (Students per year)

Grading System:
☑ Letter Grade  □ Pass/Fail  □ Other

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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<tr>
<th>Prefix:</th>
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**Action**

- [ ] Course
- [ ] Program

**Credit**

- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

*Variable credit must be explained

**Frequency**

- [ ] Every Term
- [ ] Yearly
- [ ] Other

**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

---

**Proposed Course Catalog Listing:** (For new courses or for modification)

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<th>Prefix:</th>
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**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

---

**Prerequisite(s)** Graduate Student or Permission of Instructor

**Present or Projected Enrollment:** 10 (Students per year)

- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

**Grading System:**

- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

**Effective Date:** Fall 2007

**Department Chair:**

- [ ] Date

**Department Chair (if cross listed):**

- [ ] Date

**Dean of College:**

- [ ] Date

**Dean of College (if cross listed):**

- [ ] Date

**Chair of TEAC (if teacher prep. program):**

- [ ] Date

**Final Approval:** Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

**Chair, Undergraduate Academic Programs Committee:**

- [ ] Date

**Chair, Committee on Graduate Studies:**

- [ ] Date

**Vice President for Academic Affairs:**

- [ ] Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Frequency

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<tr>
<td>Every Term</td>
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<tr>
<td>Yearly</td>
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<td>Other</td>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- Library resources are adequate
- Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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<tr>
<th>Prefix</th>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

- May be repeated for credit

Prerequisite(s) Graduate Student or Permission of Instructor

Present or Projected Enrollment: (Students per year)

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<th>Effective Date*: Fall / 2007</th>
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<tr>
<td>Term/Year</td>
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Grading System:

- Letter Grade
- Pass/Fail
- Other

Approval:

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair (if cross listed)</td>
<td>Date</td>
</tr>
<tr>
<td>Dean of College</td>
<td>Date</td>
</tr>
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<td>Date</td>
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Chair of TEAC (if teacher prep. program)

<table>
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Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

<table>
<thead>
<tr>
<th>Chair, Undergraduate Academic Programs Committee</th>
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<tr>
<td>Chair, Committee on Graduate Studies</td>
<td>Date</td>
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</table>

Vice President for Academic Affairs

<table>
<thead>
<tr>
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Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)
Prefix PSYC Course 6250 Title Foundations of Psychoanalysis

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)
PSYC 7250 Foundations of Psychoanalysis

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<th>Proposed Prefix</th>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) Graduate Student or Permission of Instructor

Present or Projected Enrollment: 15 (Students per year)
Effective Date*: Fall 2007

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade □ Pass/Fail □ Other

Approval:

Department Chair Date
Department Chair (if cross listed) Date

Dean of College Date
Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: PSYC Course: 6430 Title: Cross-Cultural Communication

<table>
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<th>Action</th>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix: PSYC Course: 7430 Title: Cross-Cultural Communication

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

*May be repeated for credit up to 12 hours.

Prerequisite(s) Graduate Student

Present or Projected Enrollment: 10 (Students per year) Effective Date*: Fall / 2007

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade □ Pass/Fail □ Other

Approval:

Department Chair Date

Dean of College Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: PSYC  
Course: 6460  
Title: Advanced Organizational Development  
Hours: Lecture/Lab/Total 3 / 0 / 3

Action:
- [ ] Course  
- [ ] Program
- [ ] Modify
- [ ] Add
- [ ] Delete

Credit:
- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

Frequency:
- [ ] Every Term
- [ ] Yearly
- [ ] Other

*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [ ] Library resources are adequate
- [ ] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix: PSYC  
Course: 7460  
Title: Advanced Organizational Development  
Hours: Lecture/Lab/Total 3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) Graduate Student or permission of Instructor

Present or Projected Enrollment: 15 (Students per year)  
Effective Date*: Fall / 2007

Grading System:
- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Approval:

[Signature]

Department Chair  
Date  
Department Chair (if cross listed)  
Date

Dean of College  
Date  
Dean of College (if cross listed)  
Date

Chair of TEAC (if teacher prep. program)  
Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  
Date  
Chair, Committee on Graduate Studies  
Date

Vice President for Academic Affairs  
Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: PSYC
Course: 6490
Title: Phenomenology of Social Existence

<table>
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<tr>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix: PSYC
Course: 7490
Title: Phenomenology of Social Existence

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) Graduate Student or permission of instructor

Present or Projected Enrollment: 15 (Students per year)
Effecitve Date*: Fall 2007

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair Date

Dean of College Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: PSYC  
Course: 6500  
Title: Existential Psychology  
Hours: Lecture/Lab/Total: 3/0/3

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*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

✔ Library resources are adequate  
□ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix: PSYC  
Course: 7500  
Title: Existential Psychology  
Hours: Lecture/Lab/Total: 3/0/3

Catalog Description: New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies:

Prerequisite(s): Graduate Student or permission of instructor

Present or Projected Enrollment: 15  (Students per year)  
Effective Date*: Fall 2007

Grading System: ✔ Letter Grade  
□ Pass/Fail  
□ Other

Approval:

Department Chair  
Date  
Department Chair (if cross listed)  
Date  
Dean of College  
Date  
Dean of College (if cross listed)  
Date

Chair of TEAC (if teacher prep. program)  
Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  
Date  
Chair, Committee on Graduate Studies  
Date

Vice President for Academic Affairs  
Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
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<tr>
<th>Prefix</th>
<th>Course</th>
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**Action**

- [x] Course
- [ ] Program

- [x] Modify
- [ ] Add
- [ ] Delete

**Credit**

- [ ] Undergraduate
- [x] Graduate
- [ ] Other*

*Variable credit must be explained

**Frequency**

- [ ] Every Term
- [x] Yearly
- [ ] Other

**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [x] Library resources are adequate
- [ ] Library resources need enhancement

**Proposed Course Catalog Listing:** (For new courses or for modification)

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| Hours: Lecture/Lab/Total | 3 / 0 / 3 |

**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

**Prerequisite(s)**

Graduate Student or permission of instructor

**Present or Projected Enrollment:** 15  (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System:

- [x] Letter Grade
- [ ] Pass/Fail
- [ ] Other

**Approval:**

- Department Chair
  - [ ] Signature
  - Date
- Department Chair (if cross listed)
  - Date
- Dean of College
  - Date
- Dean of College (if cross listed)
  - Date

**Chair of TEAC (if teacher prep. program)**

- Date

**Final Approval:**  Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

**Chair, Undergraduate Academic Programs Committee**

- Date

**Chair, Committee on Graduate Studies**

- Date

**Vice President for Academic Affairs**

- Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: PSYC Course: 6650 Title: Buddhist Psychology

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</thead>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

✔ Library resources are adequate □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix: PSYC Course: 7650 Title: Buddhist Psychology

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) Graduate Student or Permission of Instructor

Present or Projected Enrollment: 15 (Students per year)

Grading System: ✔ Letter Grade □ Pass/Fail □ Other

Effective Date*: Fall / 2007 Term/Year

Approval:

Department Chair Date

Department Chair (if cross listed) Date

Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix: PSYC  
Course: 6670  
Title: Music and the Mind  
Hours: Lecture/Lab/Total: 3 / 0 / 3

Action
- [ ] Course  
- [ ] Program
- [ ] Modify
- [ ] Credit  
- [ ] Number  
- [ ] Title  
- [ ] Description  
- [ ] Other

Credit
- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

Frequency
- [ ] Every Term  
- [ ] Yearly
- [ ] Other

*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- [ ] Library resources are adequate  
- [ ] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix: PSYC  
Course: 7670  
Title: Music and the Mind  
Hours: Lecture/Lab/Total: 3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s)  
Graduate Student or Permission of Instructor

Present or Projected Enrollment: 15  
(Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System:
- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Effective Date*: Fall /2007  
Term/Year

Approval:

Department Chair  
Date

Department Chair (if cross listed)  
Date

Dean of College  
Date

Dean of College (if cross listed)  
Date

Chair of TEAC (if teacher prep. program)  
Date

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Chair, Undergraduate Academic Programs Committee  
Date

Chair, Committee on Graduate Studies  
Date

Vice President for Academic Affairs  
Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix PSYC Course 6810 Title Tutorial
Action
√ Course □ Program
√ Modify □ Add □ Delete

Credit
□ Undergraduate
☐ Graduate
☑ Other*
*Variable credit must be explained

Frequency
□ Every Term
☑ Yearly
□ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix PSYC Course 6810 Title Tutorial
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

*Variable Credit up to 4 hours

Prerequisite(s) Graduate Student or Permission of Instructor

Present or Projected Enrollment: 15 (Students per year) Effective Date*: Fall /2007
*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade □ Pass/Fail □ Other

Approval:

Department Chair Date
Department Chair (if cross listed) Date

Dean of College Date
Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

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Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix PSYC Course 6820 Title Workshop

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

- ✓ Library resources are adequate
- □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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Catalog Description: New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies:

*Variable Credit—may be repeated up to twelve times

Prerequisite(s) Graduate Student or Permission of Instructor

Present or Projected Enrollment: 15 (Students per year)

Effective Date*: Fall / 2007

Grading System: ✓ Letter Grade □ Pass/Fail □ Other

Approval:

[Signature]
Department Chair Date
Department Chair (if cross listed) Date

Dean of College Date
Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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Chair, Undergraduate Academic Programs Committee Date
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

*Variable Credit may be repeated up to twelve times

Prerequisite(s) Graduate Student or Permission of Instructor

Present or Projected Enrollment: 15 (Students per year)  
Effective Date*: Fall /2007

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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</tr>
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</table>

Catalog Description: (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This study of current approaches to consciousness, especially in light of one's own inner life and with particular attention to the emergence of consciousness, its nature, development, differentiations, and potential deformations and to its role in grounding, shaping, constituting, and orientating human experience.

Prerequisite(s): Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

☐ Date

Department Chair Date

Department Chair (if cross listed) Date

Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
COURSE SYLLABUS

Department of Psychology
University of West Georgia
PSYC 8000 Consciousness and Experience

Course Description
This course addresses the most subtle of phenomena: consciousness, which grounds, shapes, constitutes, and orients every human experience yet is usually taken for granted and hardly attended to in itself. Constitutive of subjectivity, said to be the very essence of humanity, it is available for examination only in one's own inner life. Following the lead of others who have pursued that examination, this course will help the student elucidate for her- or himself the nature and role of consciousness as both intentional and conscious; as related to physiological processes and to perception, imagination, emotions, and memory; as delimited by horizons of interest and focused by cultural embeddedness; as differentiated through specializations such as common sense, theory, interiority, aesthetics, or mysticism; as expressed through embodiments of meanings and values and manifested in temporality, spatiality, and sociality; as distorted by biases and purified by life experience, psychotherapy, and spiritual practices; and as indebted to development over the history of humankind. The overall goal will be to understand how the "shape" of one's consciousness can enhance or deter positive growth in individual persons, structured organizations, and societal groups.

Course Activities
- Personal and study-group study of assigned readings
- Illustrated lectures on course material
- In-class discussion of course material in full-class and small groups
- In-class and at-home exercises in heightened awareness
- Guest lectures by experts in the field
- Writing reading reports and course term paper

Course Objectives/Outcomes
- to recount, on the basis of personal experience, the nature of human consciousness as both intentional and conscious
- to illustrate the possibility of objectifying or articulating consciousness because of its peculiar nature
- to list interrelated cognitive and evaluative functions of consciousness
- to illustrate in consciousness the source of the human need to structure and sustain a world of meaning and value
- to illustrate in the structure and functioning of consciousness an inherent, potential, human source of universally normative epistemological and ethical principles
- to illustrate how the structure and function of consciousness could define the ultimate goal of human transformation and development
• to articulate a general history of the emergence and sequential differentiation of consciousness in common sense, then theory, then interiority
• to list and define possible differentiations of consciousness
• to describe deformations of consciousness due to individual, group, general, and dramatic bias
• to illustrate restrictions on consciousness resulting from cultural embeddedness
• to describe the connection between psychological health and untrammeled consciousness
• to illustrate how the harmonization of diverse expressions of consciousnesses presupposes an understanding of consciousness, as such
• to demonstrate the connection between the "shape" people's consciousness and the possibility of on-going individual, organizational, and societal well-being
• to demonstrate informed critical thinking about various theories of consciousness

Course Requirements
1. Study of assigned readings and reflection on the issues. The Course Outline below provides an approximate list of the weekly topics. Reading relevant to each topic will be announced as the course progresses. The time allotted to each topic may need to be adjusted, and the schedule of topics may be changed to accommodate class learning, discussion, exercises, guest speakers, and other relevant events, but the dates of the mid-term exam and term paper are fixed.

2. Active participation in class through preparation, attendance, and discussion.

3. Turn-taking in presenting summaries of assigned readings to initiate class discussion.

4. A mid-term take-home exam. Study with others is encouraged, but the final written product must be each one's own.

5. A term paper of about 25 pages that serves as an integrative summary of the student's learning. The paper should include both theory and application as well as some personal response. Students should discuss term-paper topics with the instructor and come to a mutual agreement about the paper.

Written assignments are to be typed in 12-point type, double-spaced, on 8.5" x 11" paper, with 1" margins on the top, bottom, and sides of the pages, and pages are to be numbered and stapled together. Papers are to be written with correct American English spelling, grammar, and punctuation and are to be titled and also divided into titled subsections. Students are advised to use a word processor and run grammar and spell checks before submitting the paper. Maimon and Peritz's (2002) A Writer's Resource (Boston: McGrawHill) is the accepted reference work on questions about writing. If papers require documentation, APA style is to be followed. Students are advised to seek help at the UWG Writing Clinic. Papers will be returned for rewriting if they contain serious or numerous errors in spelling, grammar, punctuation, or standard usage or employ long and convoluted sentences that are difficult to interpret. The instructor reserves the right to require rewriting of any written assignment, including the final course project. Papers are not to deviate significantly from required lengths.
Course Evaluation
Final grades will depend on class attendance and participation (15%), the mid-term exam (25%), and the term paper (60%). Letter grades will be assigned as follows: A (90+%) = superior work; B (80-89%) = expected graduate work; C (70-79%) = below average work; F (<70%) = unacceptable work.

Course Readings

Course Outline

Aug. 16 Introduction to course and class. Exercises in self-awareness.
23 Theories and definitions of consciousness.
30 continued

Sept. 6 Consciousness as intentional and conscious.
13 Cognitive and evaluative functions of consciousness.
20 The possibility of objective knowing: truth.
27 The possibility of objective valuing: the human good.

Oct. 4 Epistemology, ethics, and human authenticity.
11 Mid-term take-home exams due. Differentiations of consciousness in Western civilization.
18 Discussion of exams. Individual differentiations of consciousness: common sense, theory, interiority, aesthetics, mysticism.
25 Consciousness across cultures.

Nov. 1 Consciousness as a basis for the integration of knowledge.
8 The teleology of human nature.
15 Bias and distortions of consciousness.
22 Psychotherapy, spiritual practices, psychological health, and authenticity.
29 Term papers due. Sharing final projects. Evaluations.
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Action</th>
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<th>Frequency</th>
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<td>□ Every Term</td>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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<th>Prefix</th>
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<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

CULTURE AND SUBJECTIVITY. An examination of the dialectical nature of the relationship between subjectivity and culture including recent development in linguistics, textual analysis and research on intersubjectivity

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)  
Effective Date*: Fall /2007 Term/Year

Grading System:  ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signature]

Department Chair Date  
Department Chair (if cross listed) Date

Dean of College Date  
Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date  
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
PSYC 8001. CULTURE AND SUBJECTIVITY
Syllabus Sample

I. Course Objectives:

1. Understand Self and Others
2. Understand the linguistic turn and its implications for subjectivities
3. Understand the relationship between the psychical and the networks of power
4. Question the foundations of the experiential
5. Relate the postmodern and social constructionist movement to the discipline of psychology and psychological praxis
6. Learn to think critically about the psychical realm—analyze and synthesize issues in a more broadly defined psychological context

II. Course Description

An examination of the dialectical nature of the relationship between subjectivity and culture including recent development in linguistics, textual analysis and research on intersubjectivity. The course is a combination of seminar and lecture formats.

The course Culture and Subjectivity is one of the foundational courses for the doctoral program in individual, organizational and community transformation. It examines the traditions that shape of framework of critical psychology both theoretically and as a research practice. The critical perspective takes very seriously the proposition that subjectivity and culture, as both the presence of others and as a system of cultural representations and symbolic structures and logics are intrinsic to what we experience as human subjectivity. Deeply influential in sociology, cultural studies, participatory action research, and post-structuralist philosophies, these perspectives will be represented in relationship to the discipline of psychology, its history, and future possibilities as incarnated in the doctoral program. Attention will be given to debates around ideology, subject formation, representation, desire, embodiment, meaning, and interpretation. By analyzing the work of key modern and postmodern theorists such as Freud, Foucault, Butler, Goffman, Garfinkel, and Lacan, as well as recent trends in cognition and culture and discursive approaches, we will consider how subjectivity is central to debates in contemporary culture, including gender, sexuality, identity, and ethnicity. We will explore as our uber concept the intrinsic cusp between culture and the subject without reifying this complex interface.

III. Course Requirements
• Regular oral presentations to the class on assigned material- Regular attendance
• Mid Term and Final
• Term paper on agreed upon topic- first draft required

IV. Course Evaluation
Students will be evaluated equally on all three requirements. Faculty and student will meet to discuss student’s work at least two times during the semester. Professor reserves the right to change the syllabus with proper notification to students.

V. Books and Readings


(Reading will include other selected articles from Foucault).


Other readings including selections from authors such as K. Gergen, S. Moscovici, S. Zizek, M. Garbor, I. Hacking and S. Freud will also be assigned.

VI. Tentative Course Outline:
A. Traditional Psychology’s approach to the Question of the Social
   a. Experimental,
   b. phenomenological,
   c. critical
B. Questioning the boundaries of the Self;
   a. The question of Inter-subjectivity
   b. The constitutive role of representations
      i. Cognition and culture
      ii. Social construction
   c. The logic of the subjective
      i. Positioning
      ii. The body

C. Representations
   a. And interpellation into the linguistic
   b. And the place of power

D. The Marginal and the Mainstream
   a. The subject of desire in contemporary culture
   b. Marginalization and alterity

E. Ethics and Truth
Course or Program Addition, Deletion or Modification Request

Department: Psychology College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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<td>8002</td>
<td>Studies in Mind-Body</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Basic issues in mind/body psychology, such as the phenomenology of embodied consciousness, psychoneuroimmunology, neuroscience, holistic health and contemplative disciplines.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year) Effective Date*: Fall 2007 Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

[Signature]

Department Chair Date

Department Chair (if cross listed) Date

Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Studies in Mind-Body
PSYC 8002
Sample Syllabus

Instructor: TBA
Office: Melson Hall
Office Hours: TBA
Email: 
Telephone:

Course Description

This course examines the salient issues in mind-body studies to understand the reciprocal effect one has on the other. To augment the students' scientific and experiential appreciation of this subject matter, topics addressed include, the phenomenology of embodied consciousness, psychoneuroimmunology, neuroscience, holistic health, contemplative disciplines, autogenic control and biofeedback, hypnosis and martial arts are discussed in terms of their application to educational, organizational, health and community settings. For the duration of the course, students are expected to engage themselves in a mind-body discipline for the purpose of enhancing their self-growth and understanding from the inside how these experiences can be of practical value to others.

Course Objectives

- To have a basic understanding of the neurobiological and psychological aspects of mind-body studies.
- To put into context how mind-body studies contributes to our larger understanding of psychological life.
- To acquire a holistic understanding of self and others.
- To learn how to apply mind-body knowledge to various personal and social situations.
- To understand cross-cultural and diversity issues associated with the application of mind-body techniques.

Sample Texts and Readings

*The Phenomenology of Perception* by M. Merleau-Ponty
*Brain and Culture* by Bruce Wexler
*Cognitive Science and the Mind/body Problem: From Philosophy to Psychology to Artificial Intelligence to Imagining of the brain* by Morton Wagnan
*Space, Time, and Medicine: Beyond Illness* by Larry Dossey
The Psychobiology of Mind-Body Healing by Lawrence Rossi
Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life by J. Kabat-Zinn
Molecules of Emotion by C. Pert
Imagery in healing: Shamanism and modern medicine by J.Achterberg
Emotional intelligence by D.Goleman

Class activities include:

- Lectures
- Student Presentations
- Discussions
- Guest speakers
- Experiential exercises
- Hands on Experience with bio-neurofeedback equipment

Course Requirements and Evaluation

- Student in-class presentation on contemporary topic in the field (30%)
- Student designed research proposal that addresses a practical mind-body issue (30%)
- Students will engage in a mind-body/contemplative discipline and keep journal of experiences. Journals will be evaluated and discussed with students. (20%)
- Final examination (20%).

All written work except for the personal journals is to conform to APA format. Some resources are listed below.

APA (American Psychological Association) scholarly writing format and citation guidelines. [http://www.writinghelp-central.com/apa.html](http://www.writinghelp-central.com/apa.html) and

[http://www.lib.usm.edu/~instruct/guides/apa.html](http://www.lib.usm.edu/~instruct/guides/apa.html)

For more info and resources on APA style - [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html)
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course emphasizes interrelations between philosophy, psychology and social practice. These three domains have been separated within the discipline of psychology. The course looks at traditions that have questioned this demarcation, such as pragmatist, third force, and critical approaches, and examines the implications of a more integrative approach.

Prerequisite(s) Doctoral Student or Permission of Instructor

Effective Date*: Fall 2007

Present or Projected Enrollment: 10 (Students per year)  
*For a new course, one full term must pass between approval and effective date.

Grading System: ☑️ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair  ☑️  Department Chair (if cross listed)  
Date  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
PSYC 8003: PHILOSOPHY, PSYCHOLOGY & SOCIAL PRACTICE

Course Overview:
This course emphasizes interrelations between these realms, traditionally construed as distinct. The very foundation of experimental psychology is itself a repudiation of philosophical reflection and method for understanding mental life. With few exceptions, such as pragmatist, third force, and critical approaches, this severing has continued to structure psychological inquiry. Moreover, social practice has been cast as the application of knowledge gained through psychological experimentation, as illustrated in the recent elevation of evidenced based practice. At stake is more than a call for pluralistic methodologies, but, rather, an appreciation of the complex and interdependent relations between the three realms themselves. Thus this course strives to rejoin these traditions with examination of historical and contemporary movements offering greater integration and explores implications of more integrative conceptions for the discipline of psychology.

Course Objectives:
- Understanding of historical developments sustaining the conception of psychological inquiry as removed from metaphysical speculation (philosophical reflection).
- Understanding of traditional conceptions of applied psychology as following from a knowledge base generated through empiricist methodologies (e.g. Boulder Model).
- Development of a catalog of integrative alternatives historically and currently available
- Ability to articulate implications of both traditional and alternative (integrative) conceptions of relations between philosophy, psychology, and social practice.

Format:
The course is envisioned as a seminar which affords students and faculty opportunities for rigorous exploration in a focused, interactive, scholarly, reflective, and experiential learning culture. Although some material will be framed by faculty lecture, careful reading of, reflection on, and focused discussion of TEXTS are central to the work together. To facilitate this process, pairs of students will direct class each week around a portion of the reading. They will present brief summaries of the material, pose questions, and direct discussion relevant to the topic and readings.

Course Requirements:
Midterm and Final Essay Examinations
Seminar Leadership
Research Paper
Description of Requirements

Examinations are take-home format and will require critical comparison of texts, integration of lecture and discussion, and creative application. Questions will be distributed in class and students will be given one week to provide substantive, integrative, and original responses.

Seminar Leadership (20 points): On one occasion you will be asked to direct the class in discussion about the assigned readings. On the day you are in charge you should bring in a short (2 page) summary of the material or an outline of the assigned portions of text. You should also bring in a set of discussion questions based on the text assigned, and be prepared to engage your classmates in discussion of these. Unless other arrangements are made you will lead the discussion with a partner, and you should coordinate your efforts in advance of “your day.”

*Evaluation for this segment will be based on the thoroughness and accuracy of your reading of the text, the thoughtfulness and pertinence of the questions you pose, and your ability to answer questions from classmates about the material (to the best of your ability).

Research Paper

The paper is to offer an in-depth analysis of a particular line of research or theoretical movement within the historical or contemporary landscape that offers a genuine integration of philosophy, psychology, and social practice. Consideration of the accomplishments and limitations of this work and its potential to be vivified and extended to current practice are important components of the paper. Insights from your analysis are to be shared in class.

Required Readings:
Includes selections from (in alphabetical order):

Hempel, C. (1949). The logical analysis of psychology
Koch, S. & Leary, D. (Eds), A Century of Psychology as Science
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

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<td>Development, Transformation, and Change</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course explores dimensions of change at the individual and social levels. It will draw upon more traditional developmental models and integrate these with other approaches to spiritual growth, social transformation and/or psychological change. The course will be interdisciplinary and different perspectives on transformation and development will be introduced.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)

Effective Date*: Fall 2007

Grading System: ✓ Letter Grade □ Pass/Fail □ Other

Approval:

Department Chair Date

Dean of College Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
PSYC 8004: DEVELOPMENT, TRANSFORMATION, AND CHANGE
Sample Syllabus

University of West Georgia

Spring 2007  Instructor: TBA
Meeting Time: TBA  Office: TBA
Location: TBA  Phone: TBA

Course Description:

This course examines theoretical perspectives on the nature of personal transformation conceived as a process of psycho-spiritual change. We examine the contention that at the most basic level psycho-spiritual transformation involves changes in how one sees oneself, others, and the world. As such, we are interested in the relationship between person and world, and how this relationship is impacted by and mediates processes of psycho-spiritual development. We begin by re-visioning human development as understood by ego psychology along existential and Jungian lines, focusing on self-actualization and individuation as primary drives around which self and world are organized. We then explore the Eastern principle of nonduality, situating psychoanalytic, existential, and Jungian perspectives within a meta-psychological map of consciousness. Finally, we examine historical-cultural change as conceived in phenomenological metabelletics and postmodern cultural analysis.

Course Objectives:

- To understand the basic principles of personal transformation, including the intricate connection between psychological and spiritual processes, appreciating the traps inherent in splitting one from the other.
- To re-conceive human development within a variety of frameworks (existential, archetypal, Eastern).
- To understand the ways in which personal transformation reflects and impacts the relation between person and world.
- To gain familiarity with the central differences between Eastern and Western views of transformation, striving for rapprochement between them.
- To learn similarities and differences between phenomenological and postmodern understandings of cultural change.

Course Requirements & Evaluation:

- Take-home midterm and final exams (25% each)
- Term paper applying the course material to a specific domain of interest (25%)
- Regular attendance and class presentations (25%)
Required Texts:

Course packet of selected readings.

Tentative Outline:

I. INTRODUCTION—The Nature of Transformation: Definitions, Hypotheses, and Questions (course packet, Metzner)
   A. Psychospiritual transformation vs. changes in states of consciousness
   B. Transformation as change in orientation, sight
II. Re-visioning Developmental Psychology
   A. Brief Review of Erikson (Erikson, course packet)
   B. Heideggerian re-visioning of Erikson (Knowles)
      a. Childhood development
      b. Identity and Commitment
      c. Love & Intimacy
      d. Care & Generativity
      e. Wisdom & Integrity
   C. Overview of Jung’s developmental model (Jung, course packet)
   D. Life Lived Backwards (Hillman, course packet)
III. Development as Individuation (Edinger, Ego and Archetype)
   A. Individuation and the Stages of Development (chapters 1-3)
   B. Individuation as a Way of Life (chapters 4-7)
   C. Symbols of the Goal (chapters 8-10)
IV. Integrating Eastern and Western perspectives
   A. Brief Introduction to Eastern Thought (various readings, course packet; Tao te Ching)
      i. Introduction to wisdom literature (Tao te Ching)
      ii. The Perennial Philosophy (course packet)
   B. The Self in Object-Relations and Buddhism (course packet, Engler)
   C. Psychoanalysis, Existentialism, and Buddhism (Loy, Lack and Transcendence)
      i. Nonduality (chapter 1)
ii. Primal repression (chapter 2)
iii. Suffering and overcoming suffering (chapter 3)
iv. Suffering and Meaning (chapter 4 & 5)
D. Analysis of Cultural Heuristics (course packet, Kasulis)
V. Historical-Cultural Change
   A. The Soul of the World (Hillman, *Thought of the Heart and Soul of the World*)
   B. Historical-Cultural Phenomenology
      i. Metabletic analysis (course packet, van den Berg)
      ii. Birth of Linear Perspective Vision (Romanyszyn)
   C. Cultural Analysis
      History of Sexuality (Foucault)
VI. Conclusion—Is an Integrated Vision Possible?

**Academic Dishonesty:**
Naturally, academic dishonesty (such as plagiarism) will not be tolerated and will be subject to disciplinary action.

**Technological Resources:**
Audio-visual equipment may be used.

**Special Needs:**
Students with special needs should speak with me as soon as possible to make necessary arrangements.
Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

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Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title
PSYC 8005 Human Science Methodologies

Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

An examination of the practice and application of research methodologies such as qualitative, phenomenological, hermeneutic, ethnographic, and discourse analysis.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year) Effective Date*: Fall 2007 Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

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Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
INTRODUCTION

"Anyone who wants to know the human psyche will learn next to nothing from experimental psychology. He would be better advised to abandon exact science, put away his scholar's gown, bid farewell to his study, and wander with human heart throughout the world. There in the horrors of prisons, lunatic asylums and hospitals, in drab suburban pubs, in brothels and gambling-hells, in the salons of the elegant, the Stock Exchanges, socialist meetings, churches, revivalist gatherings and ecstatic sects, through love and hate, through the experience of passion in every form in his own body, he would reap richer stores of knowledge than text-books a foot thick could give him, and he will know how to doctor the sick with a real knowledge of the human soul."

-- Carl Jung

Human science research is at a distinct place and time in the history of the social sciences. Norman Denzin and Yvonna Lincoln identify the history of the field as one characterized "more by breaks and ruptures than by a clear, evolutionary, progressive movement from one stage to the next...moving farther and farther away from grand narratives and single, overarching ontological, epistemological, and methodological paradigms" while imagining a future characterized by "a continued performance turn in qualitative inquiry". This future is now, the seventh moment, characterized by social sciences, humanities, and educational fields becoming sites for critical conversations about race, gender, class, nation, freedom, and community. Becoming qualitative researchers means examining the theories, paradigms, and techniques that surround this mode of inquiry, while simultaneously entering into study about and dialogue with communities whom we engage to answer their (and our own) questions.

This course has a twofold purpose: 1) to expose you to the knowledge base, tradition, and theory of human science research and 2) to offer you a real opportunity to practice qualitative research. In exposing you to the discipline and inquiry of qualitative research, I intend to provide opportunities for us to develop critical conversations about the nature of qualitative research as you develop a grounded knowledge of the use of qualitative research methodology in preparation for its use in your courses and future work. This course will allow you to explore theoretical underpinnings, controversies and debates, as well as consider methodological strategies in preparation for designing a research project and writing it up for presentation to colleagues in the field. The opportunity to practice qualitative research is intended to contribute to your thinking about your dissertation research topic, questions, and various epistemological, methodological, and intellectual considerations in doing human science research.

COURSE OBJECTIVES

"The world does not speak. Only we do. The world can, once we have programmed ourselves with a language, cause us to hold beliefs. But it cannot propose a language for us to speak. Only other human beings can do that."

-- Richard Rorty

- Understand the historical traditions that have shaped human science research in the social sciences
- Appreciate the core distinctions between quantitative and qualitative modes of inquiry
- Understand and take a position on the most salient debates and controversies within qualitative research
• Articulate a nuanced understanding of several varieties of qualitative research, e.g., critical discourse analysis, interpretive phenomenological analysis, ethnography, participatory action research, grounded theory, narrative analysis, and mixed-methods research.
• Specific understanding and application of qualitative methodology though the completion of a pilot research project (e.g., SPARC).
• Understanding the role of researcher subjectivity and reflexivity in relation to the research project.
• Ability to analyze and critique research design and findings; Ethics

EVALUATION

The questions which one asks oneself begin, at last, to illuminate the world, and become one's key to the experiences of others. One can face in others what one can face in oneself.
— James Mark Baldwin

Data-Analysis Homework Assignments (15%)
Homework assignments will be modeled on data sets and analytical methods that have been discussed in class. Each homework assignment is due one week from its date of assignment.

Annotated Bibliography (15%)
A standard annotated bibliography on a topic of interest related to the research project should be completed consisting of journal readings and book chapters. The format for each write-up should identify i) the problem statement identified by the author, ii) the purpose for writing the chapter/article, and iii) an analysis/summary of the book chapter or journal article. The bibliography of readings should contain seven reviews, five of which should be completed empirical studies and the other two can be related to some theoretical/conceptual aspect of qualitative methodology or inquiry relevant to your research project. Of the seven readings, three can be from the list of required or recommended readings from the course. Each write-up should be between 1-2 pages, single spaced.

Research Notebook (15%)
A research notebook is a kind of journal. It should reflect ongoing involvement in all aspects of class. It can be as creative and visual as you would like. You should see your research notebook as an opportunity to dialogue with yourself about comments on readings, class dialogues, remarks about the course/readings, as well as a place to reflect while you are conducting your research (i.e. like a field notebook). You need to write (typed) at least 1-single spaced page per week.

Reflection Summaries (20%)
At the beginning of the semester, we will divide the readings among the students. Each student will be responsible for several of the readings. A reflection summary is a 2-page (typed, single-spaced, 12 font, Times New Roman, 1 inch margins) thought essay on one or two provocative ideas from the reading. The reflection summary will be due on the day we discuss the reading. In the reflection summary, you are not to try to summarize the entire reading (you can't do that in only 2 pages). Rather, you are to aim for a focused discussion of an idea from the paper that you found interesting. In order to stimulate class discussion, you will give an amended account of your reflection summary at the beginning of class on the day we are scheduled to discuss that particular reading. You will receive a preliminary grade on these, with written feedback. In the feedback, I will attempt to ask you clarifying or thought-provoking questions. You may ignore my feedback and simply take the grade given. Or, you may respond to my questions/comments
in the form of a written exchange with me. If you choose to do this, your final grade on the reflection summary will reflect the progress you make in the follow-up exchanges.

**Qualitative Research Project (25%)**
Your qualitative research project will take the form of a presentation in front of colleagues (in class or at SPARC, for instance) on empirical qualitative data (either that you collect or already existing data from a professor) or a theoretical idea related to qualitative methods. You will receive a separate handout with detailed instructions.

**Class Participation (10%)**
Both regular attendance (regular = no more than 3 absences) and progressively active participation in this class is essential. The class is a very ‘hands-on’ class that will require active and enthusiastic participation in order for everyone to learn. Active participation will include open acceptance and encouragement of other’s views. My hope is to see each of you progressively open up and emerge as the class unfolds. Early in the semester, your input will be needed to identify appropriate criteria (i.e. rubric) for a class participation grade.

**CLASS READINGS**

“*Language enters life through concrete utterances, and life enters language through concrete utterances*”

Mikhail Bakhtin


A corpus of additional required (and recommended) readings will be available on e-reserve.

**COURSE OUTLINE**

“The primary human reality is persons in conversation”

Rom Harré

**Part I. Historical and Theoretical Issues in Human Science Research**
Natural and interpretive science distinctions, the nature of human science inquiry, varieties of qualitative data, contrasting qualitative and quantitative approaches

**Part II. Towards a Vocabulary for Understanding Qualitative Research**
From validity, reliability, and generalizability to reflexivity, ascriptivism, thick description, rigor, robustness, and triangulation.

**Part III. Varieties of Qualitative Methods**
Critical discourse analysis, interpretive phenomenological analysis, ethnography, participatory action research, grounded theory, narrative analysis, and mixed-methods research. We will also look at some of the most salient debates and controversies between these orientations.

Part IV. Study Design
Formulating research questions, purpose distinctions, participant selection

Part V. Data Collection Techniques
Participant observation, interviewing, focus groups, and hybrids

Part VI. Analysis, Interpretation, and Write-Up
Identifying themes, repertoires, subject positions, linguistic strategies, stories, etc; illustrating data and writing qualitative prose; how to write for a qualitative journal/audience

Part VII. Ethics, Credibility, and Quality Considerations
Reflecting on the role of the researcher, reflexivity, ethical treatment of participants and disclosure, ensuring quality
Course or Program Addition, Deletion or Modification Request

Department: Psychology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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<td>☑ Every Term ☑ Yearly ☐ Other</td>
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*Variable credit must be explained

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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<th>PSYC</th>
<th>8006</th>
<th>Advanced Qualitative Research</th>
<th>4 / 0 / 4</th>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Advanced applications and design of qualitative methods and their fields of application, including health psychology, education, community, program evaluation and other fields.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)  
Effective Date*: Fall 2007

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair:  
Date: 10-06-06

Dean of College:  
Date:  
Department Chair (if cross listed):  
Date:  
Dean of College (if cross listed):  
Date:  

Chair of TEAC (if teacher prep. program):  
Date:  

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee:  
Date:  
Chair, Committee on Graduate Studies:  
Date:  

Vice President for Academic Affairs:  
Date:  

Revised 1/09/02
PSYCH 8006: ADVANCED QUALITATIVE RESEARCH
SAMPLE SYLLABUS

I. Course Description

PSYCH 8006: ADVANCED QUALITATIVE RESEARCH: Advanced applications and
design of qualitative methods and their fields of application, including areas such as
health psychology, education, community, program evaluation, and other fields.

In this class, we will pursue an understanding of qualitative research by developing a
research design that integrates our values and commitment with the requirements of a
particular situation and research question(s). A variety of perspectives may be engaged
and we will cover a number of these approaches in class with particular attention to “real
time” engagement of the praxis, its ethics, orientation, and skills. It is assumed that this
work can lead into a student’s dissertation and/or will become part of the capacities and
talents that a student may bring to a given practicum site. Although research can elicit an
anxiety about “techniques,” we will work slowly through some approaches in order to
integrate them into who one is as a researcher, his or her values, the social context of the
research, and of course, actual data, gathered by the student or provided by the instructor
and refined as we move forward through the class.

There are innumerable approaches, including but not limited to: Participatory Action
Research, Case Study Research, Hermeneutics, Feminist Research Narrative, Discourse
Analysis & Semiotics, Grounded Theory, Personal Construct Theory, Concept Mapping,
Ethnomethodology, Heuristic Research, Phenomenology, Ethnography, Evaluation,
Psychoanalytic Approaches. We will try to keep an eye on how these approaches are
integrated within a setting and situation so that they respect and emerge out of the
research population in dialogue with one’s own interests and issues. We discourage
understanding the participants in our research as objects to which we address our
questions.

We will pay particular attention to engaged analysis, from community action oriented
research, to program evaluation. But we will attend to the issue of the actual beneficiaries
of such research, whose question is it anyway?

Course Requirements (*)

A. Each student will write a critique of a published qualitative research article.
   • He or she will write a brief summary of the article and write a criticism of its
     research design using ideas from the research classes in our program
   • The critique should be in APA Style.
B. Each student will develop a working research design for a specific qualitative inquiry on a question of his or her interest. The project should include some preliminary data, a plan of research, and reflection on his or her choice of methodologies.

- The Complete Version of this design is due the last day of class. It should be in APA Style.

C. Student should keep a journal that will be regularly gathered that reflects on the emerging research project, his or her place within it, and the readings and perspectives discussed in class.

D. There will be essay exams that periodically assess the students' understanding of the various approaches presented in class.

Required Books:


Articles that will be used in class.


Studier, G. Reconciling Feminism and Phenomenology: Notes on Problems and possibilities, Texts, and Contexts. Quar. Rev. of Film and Video, 12,, 68-78.


Outline of course:

The course is run in a seminar format. We will move from a broad understanding of approaches that we are considering to a clearer sense of the sorts of research methodologies that honor the alterity of the research subject and can be responsibly assumed by the researcher. The readings are meant to move toward and be informed by a dialogue with engaged research and data collection.
Course or Program Addition, Deletion or Modification Request

Department: Psychology College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix | Course | Title | Action | Credit | Frequency | Hours: Lecture/Lab/Total
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        |        |       | ☐ Modify | ☐ Undergraduate | ✓ Yearly |
        |        |       | ☐ Add    | ☐ Graduate    | ☐ Other |
        |        |       | ☐ Delete | ☐ Other*     |           |

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

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<td>Teaching Practicum</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Development of expertise as a teacher in both academic and psycho-educational settings. Required for all teaching assistants.

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year) Effective Date*: Fall 2007

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Date

Department Chair

Date

Department Chair (if cross listed)

Date

Dean of College

Date

Dean of College (if cross listed)

Date

Chair of TEAC (if teacher prep. program)

Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course Syllabus
PSYC 9000: Teaching Practicum

Course Description:

Teaching is at the center of the college and university professor's vocation, and deserves all the energy and commitment that we can bring to it. The purpose of this practicum is to facilitate graduate students' involvement in teaching, and to provide a conceptual context in which their experience can be understood and nurtured. The practicum is appropriate for both students' work as teaching assistants in which a faculty member remains the primary instructor, or for courses in which the graduate student is the primary instructor.

This teaching practicum is not an independent learning experience. Rather, it is an endeavor in which graduate student teachers and their faculty supervisor will work collaboratively around their teaching roles. Student teachers will be involved to the extent possible in all aspects of the teaching experience, including course planning and implementation, presentation of course material, work with individual students and groups of students outside the classroom, and evaluation and assessment of classroom learning.

Course Objectives/Outcomes:

Through participation in this course we hope that student teachers will:

1. Begin to develop a philosophy of teaching that is rooted in others' perspectives but emerges in a way that is congruent with their own being
2. Appreciate practical issues involved in course design and syllabus preparation
3. Consider the complexity of assessment and evaluation of student learning and participate in various approaches to testing
4. Take up the thorny issues of engaging students in a way that is developmentally appropriate but facilitating of critical thinking
5. Be able to consider various approaches to classroom management, including issues around attendance, academic dishonesty, and attrition
6. Understand and begin to apply some fundamental anchors of ethical teaching practice
7. Begin the process of developing and delivering effective classroom presentations
8. Consider some teaching issues specific to larger and smaller classes
9. Become acquainted with various teaching technologies and experiment with several
10. Appreciate issues of student diversity along gender, ethnic, developmental, and other lines, and the way these influence teaching work
11. Begin the life-long process of assessment and self-evaluation of teaching

Course Requirements:

This practicum is similar to other graduate courses, with weekly seminar meetings, reading assignments, and key requirements of consistent preparation and active participation. What makes this particular seminar a "practicum" is the parallel experiential involvement in a teaching role, a role in which the conceptual dilemmas hinted at in the readings and discussion are played out in the teaching work.
Additionally, this practicum enables student teachers to be both obligated and empowered to do teaching work, and as such has an ethical component in safeguarding the sacred territory of learning. Students who are not committed completely to the teaching work are encouraged not to enroll, and those demonstrating along the way a lack of such commitment will be asked to seek coursework in which there is a different ethic. Students participating in the class will be required to:

1. **Attend and participate activity** in all weekly practicum meetings.

2. **Prepare** for each meeting through reading assigned articles and completing other activities requested by the presenter(s). This preparation might include working on a web page or PowerPoint presentation, interviewing a professor or group of students, or completing a survey or evaluation form.

3. **Lead a discussion** in our practicum group on one syllabus topic of your choice, or another that you find particularly interesting or relevant to your teaching work. In consultation with me, the faculty instructor, you will select some group readings for this class, acquaint yourself with additional sources, arrange for guest speakers as appropriate, distribute discussion questions, present a mini-lecture or other pedagogical activity, and prepare supplementary materials. (Because of the parallel process involved in this practicum, in which we are both talking about and living the teaching and learning enterprise, your presentations, and mine, will also provide us with examples of various teaching techniques).

4. **Submit two philosophy of teaching papers**, one at the beginning and one at the end of the term. These papers, approximately five pages in length, will document and clarify your emerging notions about teaching.

5. **Conduct three teaching observations** of teaching faculty and of one another (please do not do all of these of only faculty or students), and prepare a teaching evaluation perspective paper (three or so pages in length) following your observation, the format of the paper to be discussed in class.

6. **Document**, through audio or video recording, five “teaching samples” of your work, and be prepared to present them to the group for our collaborate consideration. Be prepared in our practicum meetings to bring your experience to the group, and to serve as a clear, kind, and candid critic of others’ teaching work (including of course, mine).

7. **Develop a teaching portfolio** that manifests and conveys your commitment to teaching. This will be a compilation of your teaching work, broadly defined, and may include things such as:
   a. Materials (such as a syllabus or a set of test questions) that you produced for a course in which you assisted or that you taught
   b. Presentation materials for your lecturing or leading of discussions
   c. Your work in facilitating student learning, for example in WebCT postings or compilation of audiovisual teaching aids
   d. Communication from students who have benefited (and perhaps not benefited) from your teaching work
   e. Activities in which you are engaged to nurture and enhance your teaching, such as notes from this practicum, attendance at teaching workshops, and other things
f. Formal and informal evaluations of your teaching and practicum presentation.

Course Evaluation:

This course, as other practica in the department, will be graded on a “pass-fail” basis, with dutiful completion of each component of the course requirements above constituting the criterion for a “pass.”

Course Readings (see “reserve materials” below for some of these sources):

1. Orientation to teaching:

2. Developing a philosophy of teaching:
   Cronin, T. On the importance of teaching excellence. Available at http://www.whitman.edu/offices_departments/president/cronin/articles/threecheers.html
   Eble Craft Ch.1,2
   My Philosophy of Teaching. A Collection of Practicum Papers from previous years.

3. Course design and syllabus preparation:
   McKeachie (1999), ch. 2, Countdown for course preparation
   Altman & Cashin (1992). Writing a syllabus
   Appleby (1994). How to improve your teaching with the course syllabus
   Johnson, G.R. First steps to excellence in college teaching

4. Assessment of student learning:
   McKeachie (1999) Ch.3: Planning Your Students' Learning Activities, Ch.7: Testing and Assessing Learning
   Eble Craft Ch. 10,11,12; Kellough Ch. 13

5. Student engagement, developmental level, and critical thinking:
McKeachie (1999)
Ch. 25: Motivating Students for Your Course and for Lifelong Learning
Ch. 26: Teaching Students How to Learn

6. Classroom management, attendance, academic dishonesty, and attrition:
McKeachie (1999)
Ch.8 What to do about Cheating (pp.111-116)
Ch.9 The ABCs of Assigning Grades (pp.117-130)

7. The ethics of teaching and learning:
Ch.1 To be a Professor pp.3-13
Ch.2 What to Teach pp.15-36
Ch.3 How to Teach pp.37-66
Ch.4 Beyond the Classroom pp.67-82
McKeachie (1999) Ch.24: Ethics in College Teaching

8. Effective lecturing:
Johnson, G. (1990) Ch.4 Enhancing the Lecture pp.19-23
McKeachie (1999) Ch.6 Lecturing pp.66-84
Eble Craft Ch. 4
Kellough Ch. 3, 9
Frederick, P. J. (1986). The lively lecture–8 variations. College Teaching, 34, 43
CTE. Lecturing. Topic 5 in Teaching Folio, pp. 25-6

9. Large and small classrooms:
McKeachie (1999)
Ch.18 Class Size and Sectional Courses  
Ch.19 Teaching Large Classes  
Eble Craft Ch. 5  
Kellough Ch. 11  

McKeachie  
Ch.12 Laboratory Teaching: Teaching Students to Think like Scientists  
Ch.16 Problem-based Learning: Teaching with Cases, Simulations, Games  
Eble Craft Ch. 3, 6,7;  
Kellough Ch. 11, G  
CTE. Discussion and Cooperative learning. Topics 4 and 6 in Teaching Folio, pp. 23-4, 27-8. [See also the CTE Resource Packets on Discusson and on Cooperative Learning.]  

10. Teaching and technology, or “Why TLC doesn’t stand for ‘Tender Loving Care’”:
McKeachie Ch.17 Using Communications and Information Technology Effectively  

11. Diversity in the classroom:
Columbia University. Diversity and positive classroom climate.  
McKeachie (1999) Ch. 20: Taking Student Social Diversity into Account  

12. Self-Evaluation of teaching work:  
McKeachie (1999) Ch.23: Appraicing and Improving Your Teaching pp.256-288  
Kellough chaps 4, 14  
ABCs of Teaching from Berkeley  

The following materials will be placed on reserve at the University Library for your use in this course:  
Center for Teaching Excellence. University of Maryland at College Park Teaching Folio, ( abbreviated "CTE Teaching Folio" in the readings list above, this is a collection of
brief outlines on 11 teaching topics. Most topics receive expanded treatment in Resource Packets also prepared and distributed by the UMCTE).


**Ware, M.E. and Johnson, D. E.** (1996) Handbook of demonstrations and activities in the teaching of psychology. LEA.


[http://www.columbia.edu/cgi-bin/cul/resolve?ASRo405](http://www.columbia.edu/cgi-bin/cul/resolve?ASRo405)


Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

A focused immersion into a specific psycho-social intervention, in the course of which the student is to develop a systemic understanding of the issue(s) addressed, as well as a concept of what constitutes a change in consciousness awareness or systemic transformative intervention around those issues.
*May be repeated for credit

Prerequisite(s) Doctoral Student or Permission of Instructor

Present or Projected Enrollment: 10 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2007

Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair
Date

Department Chair (if cross listed)
Date

Dean of College
Date

Dean of College (if cross listed)
Date

Chair of TEAC (if teacher prep. program)
Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee
Date

Chair, Committee on Graduate Studies
Date

Vice President for Academic Affairs
Date

Revised 1/09/02
PSYCH 9001: PRACTICA.

Course Description

A focused immersion into a specific psycho-social intervention, in the course of which the student is to develop a systemic understanding of the issue(s) addressed, as well as a concept of what constitutes a change in conscious awareness or systemic transformative intervention around those issues. May be repeated for credit.

The purpose of the required practicum in the field of Individual, Organizational, and Community Transformation is to foster the lived integration of the students’ theoretical learning. The practicum is to link theory and praxis in the student’s experience so that each informs and enriches the other and to allow the student to gain deeper insight into the practical relevance of her or his theoretical studies. To fulfill this purpose, each practicum experience will attend to the functioning of consciousness in social situations. People bring different awareness to situations, so people approach social challenges differently. Some differences or particularities are individual, but more subtle and more powerful ones arise because of cultural affiliations. The practicum is to help students recognize this underlying and often overlooked social dynamic in relationship to one’s psychological or subjective position and learn to work with and through cultural differences in consciousness to achieve a sense of one own values and direction as a community, organization, or individual. As such, the practicum experience should generate focused thinking about the systemic nature of the issues that arise in some particular area of social endeavor and should allow the students to begin to understand these systemic matters, to conceptualize levels of systemic intervention, and even to implement such interventions.

Course Objectives:

- Understanding Self & Others
- Understand a real time situation in terms of its psycho-social dimensions
- Integrate the Foundations of the doctorate in Individual, Organizational & Community transformation with the experiences of the practica site
- Demonstrate that integrate within the practica setting.

Course Outline:

To develop a practicum project, the students need to identity an area of social activity that is of interest to them (e.g., education, community development, environmental work) and with reasonable clarity express to their advisors their questions with respect to the intersection of consciousness and society in that particular area of interest. Then the students need to locate and investigate relevant efforts by existing groups or organizations and contact these groups to see what types of volunteer involvement might be available. As an option, students can attempt to design, plan, and carry out a small-
scale intervention or research project of their own. Practica advisors will also have suggestion for contacts and practicum placements.

Course Requirements:

- Proposed practicum question & practicum site
- Proposed reading list relevant to practicum
- A practicum journal that integrates experience with theoretical courses and current readings
- A contract between practicum site liaison and faculty supervisor
- Final paper integrating research, readings, and practicum experience
- Regular meetings with supervising faculty

Course Evaluation:

Regular meetings with faculty and feedback from liaison at practicum site will serve as a partial basis for your grade. Feedback and final grade should be consonant. Grade is also based on written assignments.

An example of possible practicum experiences is the involvement of graduate Psychology students in the Latino Initiative of UWG. Some students have been particularly creative and developed interventions of a systemic nature. They addressed the oppressed and disempowered conditions of Latina women in the local immigrant community by starting, planning, and facilitating a women’s group in which women began to help one another take charge of their own needs and lives. Other examples regard students who got involved in providing services in already developed initiatives (serving in the community clinic or leading a children’s group). In all cases, through journals and final papers, students attended to the systemic issues that they were observing and addressing and linked these issues to theoretical understanding gained through their coursework.

Required Readings

Reading vary according to site chosen.