# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted please put “none” in each A. 7 category.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **PSYC 429: PSychology of social change** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | Faculty of Arts and Sciences | | | |  |
| A.2. [Proposal type](#type) | Course: Creation | | | |  |
| A.3. [Originator](#Originator) | Katherine Lacasse | [Home department](#home_dept) | Psychology | | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include additional information in smart tip for all [new programs](#type) | This new course is proposed as part of a program revision. The overall revision (explained on the proposal form) focuses on increasing options for students that allow greater flexibility of scheduling, represent the current state of the discipline, meet students’ educational goals, and/or are relevant for responsible citizenry in the current world.  This course will also help expand the Psychology Department’s course offerings that explore diverse perspectives and identities, a goal arising from our department’s Spring 2022 Program Review of the psychology major. In this course, students will explore psychological, identity-based, intergroup, and structural theories of what drives large-scale societal changes and how individuals respond to these changes. The course will have an emphasis on contemporary examples including activism and social movements for civil rights and climate change, public opinion shifts in gender and sexuality norms, political polarization, the spread of fads and trends, and the individual impacts related to the spread of new technologies such as social media. This course will also incorporate active learning through utilizing social science simulation models. Students can run simple experiments while systematically varying the model parameters to observe how the various factors interact to lead to the spread or tipping points in human opinion or behaviors. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | Students will have more flexible options for fulfilling their upper-level course program requirements. There currently is no similar course at RIC, and the topic of the course contributes to RIC’s offerings in the areas of diverse social identities and civic engagement. | | | | |
| A.6. [Impact on other programs](#impact) | None | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | Taught by existing faculty. To allow for the scheduling and staffing of these courses, other upper-level courses that currently are scheduled more frequently (e.g., multiple sections of Child Psychology per year) will now be offered annually instead. | | | |
| [*Library*:](#library) | None | | | |
| [*Technology*](#technology) | None | | | |
| [*Facilities*](#facilities): | None | | | |
| A.8. [Semester effective](#Semester_effective) | Spring 2024 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C:\Users\cmarco\Downloads\transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.** | | | | | |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | PSYC 429 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | Psychology of Social Change |
| B.4. [Course description](#description) |  | Students explore what drives large-scale societal changes and how individuals respond. Emphasis on contemporary social movements, public-opinion shifts, political polarization, fads and trends, and the spread of new technologies. |
| B.5. [Prerequisite(s)](#prereqs) |  | **PSYC 221, or SOC 302, or POL 300, and 45 completed credits.** Or permission of the department chair. |
| B.6. [Offered](#Offered) |  | Annually |
| B.7. [Contact hours](#contacthours) |  | 4 |
| B.8. [Credit hours](#credits) |  | 4 |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | Letter grade |
| B.11. [Instructional methods](#instr_methods) |  | Seminar |
| B.11.a [Delivery Method](#instr_methods) |  | On campus | Hybrid 50% |
| B.12. CATEGORIES  12. a. [How](#required) to be used |  | Restricted elective for major |
| 12 b. Is this an Honors  course? |  | NO |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. |  | NO |
| 12. d. Writing in the  Discipline (WID) |  | NO |
| B.13. [How will student performance be evaluated?](#performance) |  | Instructors of different sections will likely have different learning assessments and/or weight them differently, but will select from:  Attendance | Class participation | Exams | Presentations |Papers |  Class Work | Quizzes | Projects |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | 30 |
| B.15. [Redundancy statement](#competing) |  | N/A |
| B. 16. Other changes, if any |  | |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| 1) Identify psychological concepts that help explain different types of social change |  | Class work, quizzes, exams |
| 2) Describe the ways that specific social changes can have psychological and social impacts on individuals in society |  | Class work, quizzes, exams |
| 3) Utilize social science simulation models to test hypotheses about social change |  | Projects |
| 4) Apply psychological insights to generate ideas for an intervention to implement a social change |  | Projects, Paper |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| **Introducing theories of social change (and their critiques)**   * Evolutionary psychology theory * Realistic group conflict theory * Social identity theory * Lewin’s theory of change * Marxist theory * Liberation psychology theory   **How do ideas spread**   * Social networks & emergent behavior * Societal values & social norms * Power dynamics & hierarchy * Grassroots organizing   **Public-opinion shifts (e.g., Gender norms, support for LGBTQ rights, acceptability of cannabis use)**   * Majority vs. minority influence * Dynamic social norms * Expressive function of law * Generational change & conflicts   **Spread of trends & technology (e.g., Fashion trends, celebrity & influencers, engaging with social media)**   * Social contagion * Diffusion of innovation * Culture of consumption * Social comparisons * Parasocial relationships * Psychological impacts of social media use   **Social movements (e.g., #BLM, #MeToo, climate activism)**   * Identity & group membership * Moral emotions & risk perceptions * Engaging in physical vs. virtual activism * Public reactions to displays of activism * How expanding people’s rights impacts their physical & mental health   **Political polarization (e.g., U.S. liberals & conservatives)**   * Ingroup vs. outgroup perceptions * Societal trust & mistrust * Cognitive biases & motivated reasoning * Engaging with conspiracy theories * Effects of polarization on citizens & society   **Simulating social change**   * Utilizing social science simulation models * Testing hypotheses about specific types of social change   **Designing interventions for social change**   * Exploring case studies of effective vs. ineffective social change policies, including unintended consequences * Ethical considerations including physical & psychological risks, autonomy, justice, & power dynamics * Designing a new intervention based on psychological insights that could implement a social change |
|  |

## D. Signatures

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) to the current Chair of UCC. Check UCC website for due dates. Do NOT convert to a .pdf.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Tom Malloy | Chair of Psychology | \*approved by e-mail | 3/2/2023 |
| Earl Simson | Dean of FAS | \*approved by e-mail | 3/2/2023 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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