

# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

## NEW COURSE PROPOSAL

### PROGRAM AREA

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

PSY 346 HUMAN MOTIVATION (3).

Three hours of lecture per week

Examines different biological, social, learning and cognitive approaches to the topic of motivation. The key theories of motivation will be reviewed and applied.

Topics include: contemporary, psychological, biological and sociocultural principles issues including drug addiction and gang affiliation.

GE: E and Interdisciplinary

- 2. Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	___3___	___1___	___25___
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

Elective for the Psychology Major

This course will be an elective and may be considered as a General Education course under Category E. The course specifically aims to help students understand themselves and others from a psychological and physiological perspective. The course unites these two perspectives for a more complete understanding of human actions.

Instructional Goals and Objectives

In this class, students will:

1. Apply motivational theories to social, personal, educational, and behavioral problems.
2. Discuss and integrate the biological, psychological, social and cultural factors involved in the motivational topics covered, including eating, drinking, love, sex, violence, emotions, drug use, gangs, and workplace productivity.
3. Develop solutions for complex human problems using an integrative approach.
4. Develop a leadership plan designed to motivate a group of people in a particular setting in the community.

- 4. Is this a General Education Course**

YES NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)		
B (Life Sciences)		
C (Fine Arts, Literature, Languages & Cultures)		
D (Social Perspectives)		
E (Human Psychological and Physiological Perspectives)	X	

- 5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- Introduction to motivation and its theories.
  - Biological factors
  - Learned factors
  - Cognitive factors
- Hunger and Eating.
  - Biological, learned and cognitive components of hunger and satiety
  - What helps people keep a diet?
  - Eating disorders
- Sex and love.
  - Biological, learned and cognitive components of sexuality
  - Biological, learned and cognitive components of attraction
- Drug Use.
  - Effects of drugs
  - Biological, learned and cognitive components of addiction
  - Evaluation of different approaches to recovery
- Arousal.
  - Effect of arousal on performance and attention
  - Ways to optimize the level of arousal
- Aggression and Anger.
  - Kinds of aggression
  - What motivates aggression, including rape, domestic violence and youth crime.
- Emotions, stress and health.
  - Biological, learned and cognitive components of stress
  - Biological consequences of stress
- Negative Emotions.
  - Fear and anxiety
  - Pessimism and depression
  - Guilt and shame
  - Cognitive and learned approaches to reducing the impact of negative emotions
- Positive Emotions.
  - Happiness and coping
  - Optimism and hope
  - How to promote positive emotions.
- Curiosity & creativity.
  - Biological, learned and cognitive components of creativity and curiosity
  - How to promote creativity and curiosity in others
- Achievement and Self Esteem.
  - Achievement motivation
  - Self esteem
  - Dealing productively with success and failure
- Self Regulation and setting goals.
  - How do we self regulate?
  - Goal setting demonstration
- Gangs.
  - Motivation for gang membership
  - What can communities do?
- Motivating employees.
  - Theories of job motivation
  - How to motivate employees

**6. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

- DeCatanzaro, D. A. (1999). Motivational and Emotion: Evolutionary, Physiological, Developmental and Social Perspectives. Upper Saddle River, New Jersey: Prentice-Hall.
- Franken, R. E. (2002). Human Motivation (5<sup>th</sup> ed.). Belmont, California: Wadsworth.
- Hernandez, A. J. (1998). Peace in the Streets. Washington, DC: Child Welfare League of America.

- McKim, W. A. (2000). Drugs and Behavior: An introduction to behavioral pharmacology (4<sup>th</sup> ed.). Upper Saddle River, New Jersey: Prentice-Hall.
- Watson, D. L. and Tharp, R. G. (2002). Self-Directed Behavior: Self Modification for Personal Adjustment. Belmont, California: Wadsworth.

**7. List Faculty Qualified to Teach This Course.**

Beatrice M. de Oca  
Kevin Volkan  
Harley Baker

**8. Frequency.**

a. Projected semesters to be offered: Fall \_\_\_\_\_ Spring \_X\_ Summer \_\_\_\_\_

**9. New Resources Required.**

No new resources needed

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

<u>Beatrice M. de Oca</u>	<u>10-10-02</u>
Proposer of Course	Date