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FORMAT 1

Submit original with signatures + 1 copy + electronic copy to UAF Governance.

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

## TRIAL COURSE OR NEW COURSE PROPOSAL

## SUBMITTED BY:

Department	PSYCHOLOGY	College/School	College of Liberal Arts
Prepared by	Tim Lower	Phone	474-6163
Email Contact	jcschichnes@alaska.edu	Faculty Contact	Janet Schichnes

## 1. ACTION DESIRED

(CHECK ONE):

Trial Course

New Course

XX

## 2. COURSE IDENTIFICATION:

Dept

PSY

Course #

F201

No. of Credits

3

Justify upper/lower division status &amp; number of credits:

This course presents an introductory survey of the relation between culture and psychology. The breadth of this relation is extensive, and involves nearly all the areas of psychology discussed in a typical introduction to psychology course. Three credits would therefore seem appropriate, as this number of credits is given for our PSY F101 Introduction to Psychology course. The lower division placement is justified in that the emphasis in this course is placed on increasing knowledge, comprehension, and application while the students learn about a wide array of topics. Specific topics are typically taken up again in upper-division courses, where the relationship between culture and psychology can be explored in a targeted and detailed fashion, thereby focusing on the analysis, evaluation and synthesis of existing findings in the specific sub-disciplinary topics of these more advanced courses.

## 3. PROPOSED COURSE TITLE:

Culture and Psychology

## 4. To be CROSS LISTED?

YES/NO

NO

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

## 5. To be STACKED?

YES/NO

NO

If yes, Dept.

Course #

## 6. FREQUENCY OF OFFERING:

Fall, Spring

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

## 7. SEMESTER &amp; YEAR OF FIRST OFFERING (if approved)

Fall, 2012

## 8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:  
(check all that apply)

1

2

3

4

5

XX

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture, in-class activities, demonstrations, discussions, and video/multi-media presentations.

## 9. CONTACT HOURS PER WEEK:

3

LECTURE  
hours/weeksLAB  
hours /weekPRACTICUM  
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

## 10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

PSY F201 Culture and Psychology  
3 Credits Offered Fall and Spring

Presents a survey of both historic and contemporary psychological research and theory on culture. Includes discussion on cross-cultural, multicultural, and cultural perspectives in psychology. Also introduces students to diversity-based clinical and community applications of psychological research. (Prerequisite: PSY 101: Introduction to Psychology). (3+0)

**11. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?

YES

NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, Format 8

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

**13. GRADING SYSTEM: Specify only one.**

LETTER:

PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

PSY F101

These will be required before the student is allowed to enroll in the course.

**RECOMMENDED**

Classes, etc. that student is strongly encouraged to complete prior to this course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost & VCAS for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

NO

If yes, give semester, year, course #, etc.:

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

There is no anticipated net impact of adding this course to the curriculum in terms of budget, facilities, or faculty. This course is added within the context of our curriculum changes in general, which also includes the deletion of a different cultural psychology course.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Dr. Tim Lower has spoken with Diane Ruess of the Library on November 11, 2010 regarding all curriculum changes being submitted for Psychology

**20. IMPACTS ON PROGRAMS/DEPTS**

*What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)*

**No other programs or departments will be affected by the addition of this course to the curriculum. It is not cross-listed and by design does not meet oral or written core requirements.**

**21. POSITIVE AND NEGATIVE IMPACTS**

*Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.*

**No impact is anticipated on other departments or programs. The addition of this course will facilitate greater exposure at an earlier stage to undergraduate majors in psychology, which is expected to be a positive benefit in terms of our department's mission (which includes an understanding and appreciation of diversity issues as a central component of our undergraduate students' education).**

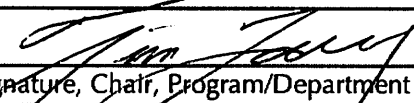
**JUSTIFICATION FOR ACTION REQUESTED**

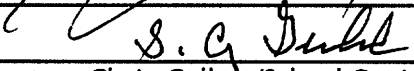
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

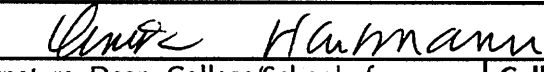
**The addition of this course facilitates the goals of the overall changes that the psychology department is implementing in its curriculum. This course presents the relationship between culture and psychology early in the course of the student's matriculation. Culture, as a form of diversity, is integral to the goals and mission of our department's approach to training future professionals. By presenting information on culture to students early in their education, it increases the likelihood that this information will inform the rest of their learning as they take courses in subdisciplinary psychological topics. Therefore, the inclusion of a culture and psychology course early in the students' educational careers would facilitate the department's focus on diversity, by encouraging students to consider it as a primary component of the human mind and human behavior.**

**Psychology has, over the last few decades, developed an approach to culture that differs from the other social sciences in the methods, foci, and functions discussed within its science when culture is at issue. Therefore those majoring in the discipline would benefit from a course specific to their needs, versus taking a cultural course in a different social science field.**

**APPROVALS:**

	Date	2/20/12
Signature, Chair, Program/Department of: Psychology		

	Date	3-19-2012
Signature, Chair, College/School Curriculum Council for: College of Liberal Arts		

	Date	3-21-12
Signature, Dean, College/School of: College of Liberal Arts		

	Date	
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Signature of Provost (if applicable)

**Offerings above the level of approved programs must be approved in advance by the Provost.**

<b>ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE</b>		
	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application).**

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  
 how they will be tabulated into grades (on a curve, absolute scores, etc.)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

## **PSY 201 Culture and Psychology**

COURSE TITLE: PSY 201: Culture and Psychology (3cr)  
INSTRUCTOR: TBA  
MEETING DAYS: TBA  
TIME: TBA  
ROOM: TBA  
FINAL EXAM: TBA  
OFFICE HOURS: TBA

### **Course Description.**

Presents a survey of both historic and contemporary psychological research and theory on culture. Includes discussion on cross-cultural, multicultural, and cultural perspectives in psychology. Also introduces students to diversity-based clinical and community applications of psychological research. (3+0) Prerequisite: PSY 101: Introduction to Psychology.

### **Required Textbooks.**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Heine, S.J. (2008). *Cultural psychology*. New York: Norton.

### **Additional readings from the following texts will be provided by the instructor:**

Richards, P. S., & Bergin, A. E. (Eds.). (2000). *Handbook of psychotherapy and religious diversity*. Washington, DC: American Psychological Association.

Guthrie, R. V. (1998). *Even the rat was white* (2nd ed.). Boston, MA: Allyn & Bacon.

### **Course learning objectives.**

By the end of the semester the student will have advanced competence in the ability to discuss the fundamental theories, methodologies, and findings in the field of psychology as it is applied to culture. This competence will be demonstrated through achievement of scores on a combination of graded materials that attain an overall point total equal to (or higher than) 60% of the total possible points attainable for the course<sup>1</sup>. Specific learning objectives include:

- The identification and comprehension of key concepts in the study of culture through psychology.

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<sup>1</sup> Per the requirements that majors achieve a "C" letter grade or better in courses that comprise their major, students who have listed psychology as their major will need to attain a point total equal to or greater than 70% of the total possible points attainable for the course.

- The application of key concepts in the psychological study of culture to the students' current personal lives, in order to gain insight regarding the effects of culture on themselves and others in our society.
- The identification and comprehension of common methods for scientific inquiry about culture as a psychological phenomenon.
- The ability to evaluate these methods as to their suitability for illuminating different aspects of the relationship between culture and psychology.
- The identification and analysis of historical trends and probable future trajectories in the science of psychology.

### **Changes to the course.**

The instructor reserves the right to change portions of this syllabus, including the schedule of due dates, format of activities, assignments, and tests. If he does so, he will provide written notification in the announcements section of the Website associated with this course.

### **Course requirements.**

The requirements for this course are rather straightforward:

- Study the assigned readings and materials prior to attending the day's class meeting.
- Participate in in-class discussion and activities to the degree that the student feels comfortable (active listening is participation).
- Perform at an average passing level on graded materials.

### **Teaching strategies.**

Lecture, in-class activities, demonstrations, discussions, and video/multi-media presentations.

### **Blackboard and email familiarity.**

Given that this is a 200-level course, students are expected to be familiar with, and have access to Blackboard and their UA email accounts. If students are unfamiliar with Blackboard, they should attend a training on utilizing it (these are regularly scheduled).

### **Learning resources.**

Journals and books are available at the Rasmuson Library. You can also access the library's journal databases online at their [Website](#). Resources required in addition to those held in this facility can be interlibrary loaned. Interlibrary loans can take some time to process, so early ordering is probably necessary in these instances.

### **Internet resources.**

Internet-based resources are provided throughout the course's Website. Links are indicated by underlined words. Links often provide individualized extended learning opportunities for both the discipline in general, as well as course-specific content.

### **Absences and missed material.**

If you miss class, you are responsible for acquiring the material covered in that class from a classmate. This includes lecture notes, power points, or assignments—impromptu or otherwise. Absences do not extend deadlines.

### **Student conduct & expected etiquette.**

All guidelines and provisions of the UAF Student Code of Conduct and Student Behavioral Standards will apply; see the current UAF Catalog or go to the UAF Website for the current catalog for further details.

### **Cheating and plagiarism.**

Engaging in cheating or plagiarism will result in a failing grade for this course, as well as referral to the office of the Associate Vice Chancellor for Student Life. **The instructor does randomly select submitted materials and checks them for plagiarism or other forms of cheating.** Likewise, he will check those assignments or papers that lead him to question whether or not a particular assignment or paper was completed by cheating or plagiarizing. If the student is unsure about standards for properly citing sources, he or she should consult the current edition of the Publication Manual of the American Psychological Association.

### **Disability services.**

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. If students believe they are eligible for services, they should contact Disability Services on the UAF campus, by phone at 907-474-5655, by email at [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu), by visiting their site on the Web, or by contacting a Student and Enrollment Services staff person at their nearest local campus.

### **Support services.**

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening. For more information, students can contact them by telephone at 474-5314. Students are encouraged to use this resource to meet writing expectations. Other services are available to students, such as tutoring, financial assistance, and study workshops, to list a few. Please see Student Support Services personnel for information on the availability of these and other services.



### **Individual communication.**

In order to best meet student needs, I am available to talk to individual students in a number of ways. Appointments can be scheduled 48 hours in advance during available non-office hours (most early afternoons and late mornings). During my office hours I meet with people on either an appointment basis or on a first-come-first-served basis if no appointments are scheduled.

I maintain a general calendar that students can find through their Google Apps Calendar program (my calendar is assigned to my UA Email address: [talower@alaska.edu](mailto:talower@alaska.edu)). Students wishing to schedule appointments should propose an appointment on my Google Calendar through their Google Apps Calendar program. In order to protect your privacy, I have made the details of appointments listed on my calendar invisible to the public.

For a number of reasons (including your own academic privacy), I will only communicate by email regarding course performance with students via the email listings associated with the student's UAF email account. Do not use non-UAF email accounts to send materials or to communicate with me. Emails that come directly from email addresses other than that assigned to the student by the university will not be opened.

### **Grading Information.**

Grades are determined based on the total number of points a student receives as a proportion of the total points possible for the course. The points received for each of the student's individually graded items are added together at the end of the course to derive the total points a student receives for the course. This score is then compared to Table 1. A student is assigned the grade associated with the range of points that includes the total number of points the student received in this course. The instructor does not assign +/- grades. The points possible for each of the individually graded items are delineated in Table 2.

**Table 1. Point ranges and their associated grades.**

<b>Point Range</b>	<b>Grade</b>
360 - 400	A
320 - 359	B
280 - 319	C
240 - 279	D
less than 240	F

**Table 2. Delineation of points according to individually graded items.**

<b>Graded Item</b>	<b>Number of Items</b>	<b>Points per Item</b>	<b>Points Possible</b>
<b>Orientation Tasks</b>	1 group of 3	variable	5
<b>Questions</b>	10	1.5	15
<b>Assignments</b>	2	20	40
<b>Tests</b>	3	80	240

<b>Final Exam</b>	<b>1</b>	<b>100</b>	<b>100</b>
<b>TOTAL</b>			<b>400</b>

**Incomplete grades.** An incomplete grade (I) for the course will be assigned only if two conditions have been met: (1) the student has completed 50% of course work at the time of the request for an incomplete with a grade of "C" or better; and (2) documented evidence is submitted to substantiate the fact that course completion was prevented (e.g. medical or family emergency). Failure to complete the course, or portions of the course in a timely manner will result in a, "F" letter grade for the course. If the student is notified that they will receive an incomplete or an extension for this course, that student is responsible for acquiring, completing, and presenting to the instructor for his signature all necessary forms to assign the incomplete or extension, as well as to assign the final grade when the course is completed. These forms should be completed and presented to the instructor prior to whatever deadlines apply (it is the students responsibility to know and comply with these). The student must additionally notify the instructor each time that he or she submits an outstanding item that is required for the resolution of the incomplete.

**Orientation Tasks (5 points).** Students are required to complete the three orientation tasks by the end of the second full week of class. ***Students not completing these tasks by the deadline risk immediate faculty withdrawal from the course.*** The orientation tasks are designed to ensure that students understand the practicalities of submitting materials to be graded for this course. They also present an opportunity to ensure that any technological issues are resolved before students attempt to submit questions or assignments, or attempt to complete a test. There are three tasks in all, which are described in the *Orientation Tasks* section of the Blackboard shell associated with this site.

**Student Questions (15 points).** Students are required to submit 10 questions during the course. Each question is worth 1.5 points, and is graded in an all-or-nothing fashion. Only one question per class meeting is allowed, however. Questions should be submitted by students through the online *Student Questions* form, which can be found on the course Website. All kinds of questions are invited. For instance, students might ask for further explanation about a concept in the text or previous day's lecture. They might ask how a given finding, concept, or theory presented in the text or lecture would explain a personal experience they have had. They could also ask about how a given finding, concept, or theory presented in the text or lecture would explain other people's or groups of people's behavior.

There are some requirements as to the contents of the questions, however. In order to receive credit, student questions should:

- regard a phenomenon which the student does not fully understand and genuinely wants to understand (i.e., rhetorical questions are not allowed),

- be related to the readings assigned for either the subsequent day's class meeting or the previous meeting's lecture,
- be submitted in a timely fashion (i.e., sometime after class on the day of the previous class meeting and 11:59pm on the day prior to the next class meeting, and
- contain a brief (1-3 sentences) explanation of the reason the student is interested in having it answered.

Points for questions will not be tabulated until the end of the semester, so students will need to keep track of how many questions they have submitted by any given point in the course. Questions selected by the instructor from those submitted by the students will be utilized anonymously during the questions and answers (AKA stump the professor) portion of each class meeting. This is, therefore, an opportunity to earn points for student engagement in the learning process. Students can impact this course in a manner that increases its applicability to their own lives if they take the opportunity and ask the questions that would most benefit their personal or professional goals.

**Assignments (40 points).** There are two assignments listed for this course. Each assignment is worth 20 points. These assignments promote not only self-assessment and self reflection, peer evaluation and discussion, and the development of academic skills, but also the integration of learning from other coursework across several disciplines, as well as the development of disciplinary skills (both professional and scientific). Directions for completing each assignment can be found in class meeting pages of the *Lecture and Learning Materials* section of the course Website as well as in the *Assignments* section of the Blackboard shell for this course. Assignments are to be submitted via the *Assignments* section of the Blackboard shell associated with this course. Due dates are noted on the course Website's course calendar. Unless otherwise noted, written assignments should be formatted, referenced, and styled according to the most current edition of the *Publication Manual of the American Psychological Association*. It should be noted that the requirements listed for each assignment are the requirements for a passing grade on the assignment (i.e., 12 out of 20 points). Those wishing to earn the maximum amount of points possible for the assignment should aim to exceed the requirements listed for the respective assignment. For additional general information on assignments, please see the [FAQs](#) and [Assignments](#) sections of the course Website.

**Tests (240 points).** There will be three tests for this course. Each test will be worth 80 points. The items on the tests are derived from the readings, lectures, activities, and assignments. Tests can be found in the *Tests* section of the Blackboard site associated with this course. Tests are to be taken online in one sitting. Students will have 90 minutes to complete the test once they attempt to take it. Students may attempt to take each test only one time. Class will not meet on the day the test is scheduled. Students may take the exam any time after 12:01am on the day the test is scheduled, but must complete the exam by midnight of the exam day (so, the latest students should start an exam is 10:30pm). Students may not consult with others while

taking the test, though they may use their text, notes, and other study materials. The test will consist of 40 multiple choice questions worth two points each. The dates on which tests will be given are listed on this Website's course calendar.

**Final Exam (100 points).** There will be a comprehensive final exam for this course, which will be worth 100 points. The final exam will be taken in-class on the day the university has scheduled for the final. Students will have two hours to complete the exam. The items on the exam are derived from those created by students in the projects they completed for this course. Students must purchase and bring a Scantron answer sheet and a pencil for the final exam. The instructor will not have answer sheets or pencils to supply to those students who do not have them, nor will extra time be given to those who need to leave and buy them at the bookstore. Students may not consult with others while taking the test, nor may they use their text, notes, or other study materials.

### **Non-Participation penalty.**

Given that this class concerns topics that can be quite sensitive for individual students to discuss, it is imperative that students maintain a respectful attitude toward their peers and the information provided during the class. Therefore, there will be a penalty for non-participation during this course, which will be incorporated into the grading criteria. The penalty for non-participation is -10 points per incident. Things that will lead to penalties include:

- Intentionally derogating or insulting another person in the class. If this is intense or frequent, it may result in additional penalties, including (at my discretion) immediate instructor-initiated dismissal/withdrawal from the course.
- Being disrespectful while another person in the class is leading a discussion or asking a question (e.g., engaging in side conversations, making loud noises indicating discontent with the speaker). If disrespect is intense or frequent, it may result in additional penalties, including (at my discretion) immediate instructor-initiated dismissal/withdrawal from the course.
- Disrupting the ability to educate students. If this is intense or frequent, it may result in additional penalties, including (at my discretion) immediate instructor-initiated dismissal/withdrawal from the course.

*Please note* that I am not requiring students to agree with a particular view presented by the professor or other students during a particular class during this course (other than those established as necessary components to competent and ethical practice as a researcher or professional in the field). I am not requiring students to speak on any particular topic during a given class meeting. I am simply requiring that students attend and be respectful of others.

### **Schedule of Topics**

**Week 1:** Defining and describing culture and its relation to psychology

**Readings:** Heine, chapter 1

**Week 2:** Typical research methods and settings

**Readings:** Heine, chapter 3

**Week 3:** Historic research efforts, biases/mistakes, and lessons learned  
**Readings:** Guthrie, chapters 1 & 4

**Week 4:** Evolution and variation in cultural systems  
**Readings:** Heine, chapter 2

**Week 5:** Development and socialization  
**Readings:** Heine, chapter 4  
TEST #1 will occur on Thursday, October 4th.

**Week 6:** Self and personality  
**Readings:** Heine, chapter 5

**Week 7:** Motivation  
**Readings:** Heine, chapter 6  
Assignment #1 DUE

**Week 8:** Morality, religion, and justice  
**Readings:** Heine, chapter 7; Richards & Bergin, chapter 1

**Week 9:** Emotions  
**Readings:** Heine, chapter 8

**Week 10:** Cognition and perception  
**Readings:** Heine, chapter 9  
TEST #2 will occur on Thursday, November 8<sup>th</sup>.

**Week 11:** Mental and physical health  
**Readings:** Heine, chapter 10

**Week 12:** Interpersonal attraction & close relationships  
**Readings:** Heine, chapter 11 (462-486)

**Week 13:** Groups  
**Readings:** Heine, chapter 11 (487-507)

**Week 14:** Multicultural living  
**Readings:** Heine, chapter 12  
TEST #3 will occur on Thursday, December 6<sup>th</sup>.

**Final Exam: Per university schedule**  
**Assignment #2 DUE**