

✓ Today  
✓ Posted

55-UCCh.  
Syllabus revised 1-21-2016.

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Psychology	College/School	Liberal Arts
Prepared by	Janet Schichnes	Phone	474-6163
Email Contact	jcschichnes@alaska.edu	Faculty Contact	Janet C Schichnes

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept  Course #  No. of Credits

COURSE TITLE

**2. ACTION DESIRED:  Check the changes to be made to the existing course.**

Change Course  If Change, indicate below what is changing. Drop Course

NUMBER	<input type="text" value="301"/>	TITLE	<input type="text"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input type="text" value="275"/>	FREQUENCY OF OFFERING		Fall & Spring	<input type="checkbox"/>

\*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)  COURSE CLASSIFICATION

ADD A STACKED LEVEL (400/600)  Dept.  Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

ADD NEW CROSS-LISTING	<input type="text" value="N/A"/>	Dept. & No.	<input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="text" value="N/A"/>	Dept. & No.	<input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>			

**3. 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 and the appropriate Faculty Senate curriculum committee. 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  6 weeks to full semester

OTHER FORMAT (specify all that apply)  
Mode of delivery (specify lecture, field trips, labs, etc.)

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input checked="" type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

N/A
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How many times may the course be repeated for credit?

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

N/A	CREDITS
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6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative Aberiginal Indigenous Rights and Policies (s)  
3 Credits  
Offered As Demand Warrants  
~~Case-study~~ Comparative approach in ~~assessing~~ analyzing ~~Aberiginal~~ Indigenous rights and policies in different nation-state systems. ~~Seven~~ Multiple ~~Aberiginal~~ situations countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

**PSY F201 Culture and Psychology (s)**

3 Credits

Offered Fall and Spring

Examines cultural influences on human thought and behavior; interactions of culture and self; multicultural experiences; and intercultural relations. This course presents a survey of both historic and contemporary psychological research and theory on culture with a consideration of unique methodological challenges presented by cross-cultural psychological research. Includes discussion on cross-cultural, multicultural, and cultural perspectives in psychology. Also introduces students to diversity-based clinical and community applications of psychological research. Prerequisites: PSY F101 and PSY 275 or permission of instructor. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

**PSY F301 Culture and Psychology (s)**

3 credits

Offered Fall and Spring

Examines cultural influences on human thought and behavior; interactions of culture and self; multicultural experiences; and intercultural relations. Presents a survey of historic and contemporary psychological research and theory on culture with a consideration of unique methodological challenges presented by cross-cultural psychological research. Prerequisites: PSY 101 and PSY 275 or permission of instructor. (3+0)

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

LETTER:  XX

PASS/FAIL:

9. **ESTIMATED IMPACT**

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

No impacts are anticipated. This course is already required for psychology majors so allocated resources will be the same (budget, space and faculty).

10. **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  See attached

11. **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 departments will be impacted by this change.

12. **POSITIVE AND NEGATIVE IMPACTS**

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

POSITIVE: Students will be better prepared to engage with the content and subsequent upper division psychology courses. Students will earn upper division credit toward graduation requirement.

NEGATIVE: No negative impacts expected.

13. **JUSTIFICATION FOR ACTION REQUESTED**

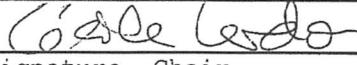
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

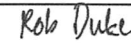
PSY 201 was developed as part of the department's Program Changes (took effect 2013). At that time, the faculty decided to require the course of all its majors and offer it early in the program sequence. Now that it has been taught for five semesters by three instructors, the department faculty has concluded that a 300 level is more appropriate for this material. for the following reasons:

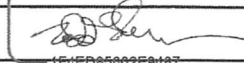
- It is not productive to teach methodological concerns of cross cultural research when students have not studied introductory research methods.
- The course content includes topics drawn from other disciplines (ex. anthropology, geography, sociology, evolutionary biology). Students must integrate material from fields which are unfamiliar to many of them. This requires a level of critical thinking beyond a usual survey course. The diversity issues also require a certain level of maturity.

[Empty signature box]

**APPROVALS:** (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	9/8/15
Signature, Chair, Program/Department of:	Cecile Lardon, Psychology	

	Date	December 9, 2015
Signature, Chair, College/School Curriculum Council for:		

	Date	December 10, 2015
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
Signature of Provost (if applicable)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
Signature, Chair Faculty Senate Review Committee:   __ Curriculum Review   __ GAAC __ Core Review       __ SADAC		

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	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).** This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/> The Faculty Senate 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 (or changes to it) may 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.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

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

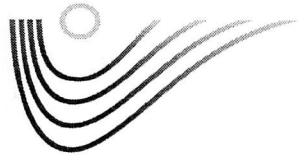
**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

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

Note: Optional Title IX syllabus statement may be used. See <http://www.uaf.edu/oeo/eeo-statement/>

01-21-2016 Revised



## PSY 301 Culture & Psychology

University of Alaska Fairbanks

**Semester:** Spring 2016

**Time:** MWF 1:00-2:00 pm

**Room:** Bunnell 313

### Instructor

**Ellen D. S. Lopez, MPH, PhD**

Office: 705C Gruening

Phone: 474-7318

Email: [edlopez@alaska.edu](mailto:edlopez@alaska.edu)

Office Hours: 2:00-3:00 MWF & By appt.

### TA

**Adrienne Hampton, PhD Student**

Office: 101 Gruening

Phone: 474-5773

Email: [aghampton@alaska.edu](mailto:aghampton@alaska.edu)

Office Hours: 10-11:45 F & By appt.

### Course Description:

The purpose of this course is to present (and critically discuss) a survey of both historic and contemporary psychological research and theory on culture. The course comprises discussion on cross-cultural, multicultural, and cultural perspectives in psychology. It also introduces students to diversity-based clinical and community applications of cultural and psychological research. (3+0)

**Prerequisite:** PSY 101 or permission of the instructor

### Required Materials:

- *Book:* Heine, S. J. (2016). *Cultural Psychology* (3<sup>rd</sup> ed.). New York: W. W. Norton.
- *BlackBoard:* Consistent Blackboard access – where supplemental materials will be posted
- *UAF Email:* Consistent access to your UAF e-mail account ( \_\_\_\_\_@alaska.edu)

### **About This Course:**

The goal of this course is to help you question, assess, and understand how culture and the human psyche interact. Several of the questions we will explore include the following: What is culture and why should psychologists consider it? What is unique about human culture? How does culture influence behaviors and actions, thoughts and emotions? What is the relationship between cultural and the human mind? How (if at all) do mainstream Western psychological principles and theories apply to other cultures? What role does culture play in understanding, identifying, and treating physical and mental health and illness? Are moral principles static across cultures? What role does religion play in understanding a culture's moral values?

If you are someone who thinks “I don’t have a culture”, I will challenge you to recognize it. It is my hope that you will gain a greater appreciation, understanding and respect for human diversity and have some fun along the way.

### **Course Objectives**

During this semester, course participants will endeavor the following:

1. Assess the importance and impacts of cultural psychology to the field of psychology
2. Review concepts and terminology associated with cultural psychology
3. Critically explore the reciprocal relationship between culture and human learning processes, feelings, behavior, and health
4. Critically evaluate the processes and results gleaned from cultural psychology research  
Discuss current events within the context of cultural (as a cause, effect, and/or implication)

### **Student Learning Outcomes**

*Per course discussions, activities, readings and assignments, course participants should be able to:*

1. Define, identify, and understand key concepts used in studying cultural psychology
2. Consider how studying culture has/can impact the larger field of psychology
3. Identify, understand, and critically assess many of the research methods used to explore culture as a psychological phenomenon.
4. Personally apply key cultural psychology concepts to their own lives – inspiring insights regarding how culture impacts self and others, and how individuals and groups impact culture. Particularly, we will focus on topics in development, personality, social, motivation, and morality as well as physical and mental health.
5. Examine and compare social institutions (such as educational and health care systems) from a cross-cultural perspective
6. Explore how health (physical and mental) practices, behaviors, and outcomes are influenced by social and cultural factors

### **Instructional Methods**

Course lectures, readings, speakers, group discussions, videos, activities, and assignments will comprise this course. Students are responsible for knowing all the material presented and discussed in class. Be prepared for active learning and engagement! All topics are fair game on the tests.

## **Assignments and Grading**

- A. Chapter “Think About It” Questions.** (10 points each, Total = 100 pts.). For 10 of the 13 chapters we will cover in class, you are asked to complete assigned questions (found at the end of each chapter). The hope is that these questions will trigger insightful discussion and exploration that includes and goes beyond the information presented in each chapter. *Please submit your completed questions on Blackboard before or by the due date.*
- B. Cultural Exploration Project.** Throughout the semester we will be reading about and discussing different cultural groups and practices. The purpose of this multi-step assignment is to provide you the opportunity to explore a specific cultural group you are interested in knowing more about – while focusing on many of the concepts and terms we cover in class. The first step is for you to choose a cultural group that you would like to explore. You are then asked to complete the following:
- 1) Literature review.** (50 pts.). You are asked to conduct and write up a brief literature review of your cultural group. The purpose of this literature review is to learn about your cultural group, identify gaps in knowledge about the group, and develop your own questions in terms of what you would like to explore about your group. (See full assignment and grading rubric on BlackBoard).
  - 2) Cultural engagement.** (50 pts.). You are asked to participate in a minimum of three cultural activities/events that pertain to your cultural group. The purpose of this engagement is to help you gain a personal perspective of the practices and culture of your cultural group. ***This is supposed to be fun!*** Ask a friend (or your instructors) to join you! Complete a reflection paper that describes the cultural activities and what you learned about your cultural group (See full assignment and grading rubric on BlackBoard).
  - 3) Cultural Interviews.** (50 pts.). You are asked to talk with/interview at least two individuals from your cultural group, or persons who work with your cultural group. The purpose is to gain an insider perspective about your cultural group – vis-à-vis the outsider and personal perspectives you gained from the literature review and engagement activities you completed (see above). (See full assignment and grading rubric on BlackBoard).
  - 4) Poster Presentation.** (50 pts.). You are asked to bring what you have learned together – creating a poster of you that you will present during our last class session. The purpose is to use reflection to integrate all you have learned and share your new (or validated) knowledge of your cultural group with others. (See full assignment and grading rubric on BlackBoard).
- D. Exams.** (100 x 3 = 300 pts.). There will be three tests (including a non-cumulative final). Tests will primarily comprise multiple choice, true/false questions, matching, and short answers. All questions will draw from concepts/definitions/applications covered in our text, class discussions, and activities. ***Your Goal: Not just memorizing concepts, but to understanding them!***

**E. OPTIONAL:** *Research Participation, Cultural Event Participant or Volunteer (10 pts. each, 3 max = up to 30 pts.):* You can earn up to 30 points for taking part in a research study or participating in/volunteering for a cultural event. Once you have participated in a study or participated in the cultural event, you must complete a Participation/Volunteer Form (Find form on Blackboard). All extra credit forms must be completed and turned in by Week 16, Friday, 29 April.

**Grading:**

<u>Graded Item</u>	<u>Total Points</u>	<u>Sessions as Due Dates</u>
• Think About It Questions	100	10 of 13 chapters (See due dates for each week/chapter)
• Exploration 1: Literature Review	50	Week 8 – Fri, 4 March
• Exploration 2: Cultural Engagement	50	Week 12 – Fri, 1 April
• Exploration 3: Cultural Interviews	50	Week 14 – Fri, 15 April
• Exploration 4: Poster/Potluck	50	Week 17 – Mon, 2 May
• Exam 1	100	Week 7 – Mon, 22 February
• Exam 2	100	Week 12 – Mon, 28 March
• Exam 3 (non-cumulative)	100	Final's Week, Thurs, 5 May, 1:00 - 3:00
• Optional: Research/event participant/volunteer	30	Throughout the semester All due by Week 16, Friday, 29 April
Total = 600 (+30 Optional)		Grade % calculated out of 600 points

Course grading will be based on the components outlined above. Final letter grades will be assigned as follows:

≥ 93.5% = A	79.5-82.4% = B-	66.5-69.4% = D+
89.5-93.4% = A-	76.5-79.4% = C+	62.5-66.4% = D
86.5-89.4% = B+	72.5-76.4% = C	59.5-62.4% = D-
82.5-86.4% = B	69.5-72.4% = C-	< 59.4% = F

University policy does not permit professors to release grade information to students by telephone or e-mail. Please make requests for grade information in person.

## **Course Policies**

**Participation:** Participation during class is important (in fact, it's part of your grade)! Please feel free to ask questions and offer your opinions. Please let Instructor/TA know if you have questions or difficulty understanding the material. We are here to help!

**Attendance:** You are expected to attend all classes. If you miss a class, you are responsible for obtaining the information covered from another student. It is strongly recommended that you exchange contact information with another student in this course in the event that you must miss a class. Lectures will not be reiterated during office hours for those who do not attend class.

**Late assignments:** Late assignments will be docked 10% of points (from total value of assignment) for each day they are late.

**Technology in the Classroom:** The Psychology Department institutes a policy prohibiting the use of laptops, netbooks, electronic tablets, headsets, and cellphones in undergraduate courses. **For our class**, we are allowing computer use for note-taking. Please regard this access to computers as a privilege, and not a right. Misuse of computers during class (ex. movies, games, texting, checking email) can be distracting and disruptive. If this policy is abused, the entire class may be banned from computer use.

**Ethics:** Academic integrity is vitally important to the mission of the university. Don't cheat yourself! If you are, indeed, caught cheating or plagiarizing in any way, you will receive an "F" on that test or assignment. There will be no exceptions. If you are unsure about what constitutes plagiarism, please see the instructors for assistance.

**Student Code of Conduct** can be found online at <http://www.uaf.edu/catalog/current/academics/regs3.html#/Student> or in the current UAF Catalog. You are encouraged to work together to prepare for activities, tests, homework and projects. However, everything you submit must be *your own work or properly cited*.



## Support Services:

- Writing Center - 801 Gruening (474-5314).
- Student Support Service office - 508 Gruening (474-6844). Services are available to students meeting the following federal TRIO guidelines: low-income OR first generation college OR have a documented disability. *Services include the following:* 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement.
- The Office of Disability Services (ODS) - 203 Whitaker (474-7043). Implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Professor will work with the ODS to provide reasonable accommodation to students with documented disabilities. Please make arrangements with me during the first two weeks of classes. If you have any questions about services for students with documented disabilities, please ask me after class.
- Speaking Center - 5<sup>th</sup> floor of Gruening 474-5470 or [fyspeak@uaf.edu](mailto:fyspeak@uaf.edu). Coaches are available to help you organize, rehearse, and refine presentations.
- The Student Health and Counseling Center - 2<sup>nd</sup> floor, Whitaker Building (Fire Station) (474-7043). Open Monday-Friday, 8 am – 5 pm. *Students enrolled for at least nine credits can receive up to six free counseling sessions.*
- Veterans Resource Center - 111 Eielson 111 (474-2475, [pchokenson@alaska.edu](mailto:pchokenson@alaska.edu) or web <http://www.uaf.edu/veterans/> or <http://www.facebook.com/UAFVA>). Services are intended to foster smooth transition from military to civilian life. Services include (but are not limited to) financial aid, admissions, registration, and career services.

PSY 201 Course Calendar Spring 2016  
 Calendar may be revised as required.  
 Readings/Assignments are for that day

<u>Mondays</u>	<u>Wednesdays</u>	<u>Fridays</u>
<b>Week 1 ~ Setting the Stage...</b> <ul style="list-style-type: none"> <li>• Reading: None</li> <li>• Think about it questions: None</li> </ul>		
		<b>15 January</b> Setting the stage
<b>Week 2 ~ Culture of Abilities</b> <ul style="list-style-type: none"> <li>• Reading: None</li> <li>• Think about it questions: None</li> </ul>		
<b>18 January</b> <i>No class</i> Alaska Civil Rights Day Martin Luther King Day	<b>20 January</b> Audio: Country of the Blind & Handout	<b>22 January</b>
<b>Week 3 ~ What is Culture? Cultural Psychology?</b> <ul style="list-style-type: none"> <li>• Reading: Chapter 1</li> <li>• Think about it questions (page 33): 1, 3, 8</li> </ul>		
<b>25 January</b> Assigns: Think About It Qs Due	<b>27 January</b>	<b>29 January</b>
<b>Week 4 ~ Culture and Human Nature</b> <ul style="list-style-type: none"> <li>• Reading: Chapter 2</li> <li>• Think about it questions (page 64): 3, 4, 5</li> </ul>		
<b>1 February</b> Chapter Assigns: Think About It Qs Due	<b>3 February</b>	<b>5 February</b>

<u>Mondays</u>	<u>Wednesdays</u>	<u>Fridays</u>
<b>Week 5 ~ Cultural Evolution</b> <ul style="list-style-type: none"> <li>• Reading: Chapter 3</li> <li>• Think about it questions (page 112): 1, 5, 6</li> </ul>		
<u>8 February</u> Assigns: Think About It Qs Due	<b><u>10 February</u></b>	<b><u>12 February</u></b>
<b>Week 6 ~ Development and Socialization</b> <ul style="list-style-type: none"> <li>• Reading: Chapter 5</li> <li>• Think about it questions (page 201): 1, 3, 6</li> </ul>		
<u>15 February</u> Assigns: Think About It Qs Due	<b><u>17 February</u></b>	<b><u>19 February</u></b>
<b>Week 7 ~ Self &amp; Personality</b> <ul style="list-style-type: none"> <li>• Reading: Chapter 6</li> <li>• Think about it questions (page 252): 2, 5, 7</li> </ul>		
<u>22 February</u> Exam 1: Country of the Blind, & Chs. 1, 2, 3, 5	<b><u>24 February</u></b> Assigns: Think About It Qs Due	<b><u>26 February</u></b>
<b>Week 8 ~ Living in Multicultural Worlds</b> <ul style="list-style-type: none"> <li>• Reading: Chapter 7</li> <li>• Think about it questions (page 296): 2, 3, 4</li> </ul>		
<u>29 February</u> Assigns: Think About It Qs Due	<b><u>2 March</u></b>	<b><u>4 March</u></b> Assigns: Exploration 1: Literature Review
<b>Week 9 ~ Motivation</b> <ul style="list-style-type: none"> <li>• Reading: Chapter 8</li> <li>• Think about it questions (page 343): 4, 6, 8</li> </ul>		
<u>7 March</u> Assigns: Think About It Qs Due	<b><u>9 March</u></b>	<b><u>11 March</u></b>

<u>Mondays</u>	<u>Wednesdays</u>	<u>Fridays</u>
<b>Week 10 ~ Spring Break!</b>		
<u>14 March</u> No Class - Spring Break ☺	<u>16 March</u> No Class - Spring Break ☺	<u>18 March</u> No Class - Spring Break ☺
<b>Week 11 ~ Cognition &amp; Perception</b>		
<ul style="list-style-type: none"> <li>• Reading: Chapter 9</li> <li>• Think about it questions (page 399): 1, 5, 6</li> </ul>		
<u>21 March</u> Assigns: Think About It Qs Due	<u>23 March</u>	<u>25 March</u>
<b>Week 12 ~ Emotion</b>		
<ul style="list-style-type: none"> <li>• Reading: Chapter 10</li> <li>• Think about it questions (page 440): 1, 5, 7</li> </ul>		
<u>28 March</u> Exam 2: Chs. 6 - 9	<u>30 March</u> Assigns: Think About It Qs Due	<u>1 April - April Fools!</u> Assigns: Exploration 2: Cultural Engagement
<b>Week 13 ~ Interpersonal Attraction &amp; Close Relationships</b>		
<ul style="list-style-type: none"> <li>• Reading: Chapter 11</li> <li>• Think about it questions (page 477): 3, 7, 9</li> </ul>		
<u>4 April</u> Assigns: Think About It Qs Due	<u>6 April</u>	<u>8 April</u>
<b>Week 14 ~ Morality, Religion, &amp; Justice</b>		
<ul style="list-style-type: none"> <li>• Reading: Chapter 12</li> <li>• Think about it questions (page 516): 2, 5, 8</li> </ul>		
<u>11 April</u> Assigns: Think About It Qs Due	<u>13 April</u>	<u>15 April</u> Assigns: Exploration 3: Cultural Interviews

<u>Mondays</u>	<u>Wednesdays</u>	<u>Fridays</u>
<b>Week 15 ~ Physical Health</b> <ul style="list-style-type: none"> <li>• Reading: Chapter 13</li> <li>• Think about it questions (page 556): 2, 6, 8</li> </ul>		
<u>18 April</u> Assigns: Think About It Qs Due	<u>20 April</u>	<u>22 April</u> No Class - Spring Fest ☺
<b>Week 16 ~ Mental Health</b> <ul style="list-style-type: none"> <li>• Reading: Chapter 14</li> <li>• Think about it questions (page 591): 4, 8, 9</li> </ul>		
<u>25 April</u> Assigns: Think About It Qs Due	<u>27 April</u>	<u>29 April</u> Assigns: Last day to turn in Optional credit forms
<b>Week 17 ~ Putting it all together</b>		
<u>2 May</u> Last Class! Celebration! Assigns: <ul style="list-style-type: none"> <li>• Exploration 4: Poster &amp; Cultural Potluck</li> </ul>	<b>FINAL EXAM</b> Thursday, 5 May 1:00-3:00 Exam 3 (Non-Cumulative): Chs. 10 - 14	

\* Syllabus subject to revisions