

Psychology 116
Behavior, Health Care, & Society
(Intro to Psych & Sociology for Pre-Health Students)
Fall 2015

Class time: MWF, 10:00-10:50 & W, 2:30-3:30

Location: LBC 315

Instructor: Rachael Reavis

Email: reavira@earlham.edu

Twitter: @EarlhamRachael

Office: 305 LBC

Office Hours: drop in or by appointment

Teaching Assistant: Hannah Franklin

Email: hfrank13@earlham.edu

Teaching Assistant: Mahmoud Mahdi

Email: mamahdi14@earlham.edu

Teaching Assistant: Mackenzie Hepburn

Email: mbhepbu11@earlham.edu

TA office hours: scheduled weekly

Textbook (strongly recommended):

Wade, C., & Tavris, C. (2008 or 2012). *Invitation to Psychology*. Pearson Education, Inc.: Upper Saddle River, NJ. **You may use the 4th or 5th editions. *You can get the 4th edition used online very cheaply (maybe less than \$10 if you buy quickly).*** The first chapter will be available on Moodle, but you should purchase your book as soon as possible so that you receive it within a week.

Journal articles and lecture slides on Moodle: <http://moodle.earlham.edu>

Please factor in the costs of printing PowerPoint slides if you do not have a laptop to bring to class. **I expect students to have the slides as they take notes.**

All tested material will come from lecture and supplemental readings. However, the textbook will reinforce what we go over in lecture, provide additional information and context for those interested, and will serve as a study aid when you prepare for the MCAT. For this reason, I recommend that you get the textbook (and that you not sell it back). If you get lower than a C on your first exam, my first question will be whether you have purchased the book.

Course Description & Objectives:

Although the course will be primarily lecture, we will also use in-class demonstrations, exercises, and videos to examine our various topics. Students are encouraged to interact by asking questions, participating in exercises, and discussing topics of interest. Ultimately, through readings, lectures, and class participation, students will develop a deeper understanding of human behavior and gain appreciation for the many complexities encountered by studying psychology.

This course is designed for students who are interested in health professions and covers introductory topics in psychology and sociology. We will discuss psychological and social foundations of behavior, and how they influence physical and mental health. We will also apply

fundamental knowledge about people and culture to help you appreciate how individuals interact with health care professionals, understand their own health and illness, and make decisions about their care. This course will also help you understand how your own psychological and social factors may influence the type of care that you provide. **Students should be planning a pre-health path and must have taken or be currently enrolled in Principles of Chemistry (CHEM 111).**

Specific Course Goals

By the end of the semester, you should be able to:

1. Identify the major areas of study within psychology (e.g., biological, developmental, social, clinical) along with their key concepts and contributors.
2. Identify areas of study within sociology that are particularly relevant for understanding healthcare disparities.
3. Recognize and discuss notable theoretical viewpoints in psychology and sociology.
4. Know and describe the role that psychologists and sociologists can play in understanding and improving health and healthcare.
5. Perform reasonably well on sections of the MCAT testing psychological and sociological knowledge.
6. Be able to articulate how understanding people, institutions, and societies is relevant for health and healthcare.

Earlham Learning Goals:

The following general education goals are especially relevant for this course.

1. **Communicate**
2. **Investigate**
3. **Reflect**

Course Credit Explanation

Successful completion of PSYC 116 will result in 4 academic credits. The class meets for three 50-minute sessions and one 80-minute session. For each hour spent in class (1 credit each), students are expected to work/prepare (read, homework, study, etc.) for a minimum of two additional hours. This is federally defined (<http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.1.1.23.2>) and a college-wide expectation. Thus, for four credits, students are expected to be in class for (almost) four hours a week and preparing outside of class for eight hours a week, for a minimum of 12 per week devoted to PSYC 116.

Evaluation:

Your final grade will be based on participation/attendance, quizzes (taken/not taken), responses to reading guide questions, 6 tests, and one final. I will drop the lowest grade of the 6 unit tests. The final, participation, and question sheets **cannot be dropped**.

- 1) **Participation/Attendance.** Attendance will be taken every day. There are two main ways to participate. One is to volunteer ideas and to ask both clarifying and conceptual questions in class. Some students may feel uncomfortable about speaking up to the whole class. That's OK – there are other opportunities. Students can and should participate in small group discussions. Those will give you an opportunity to share and clarify your thoughts without having to speak in front of a lot of people. You will also have a chance to write down your thoughts individually. Your TAs and I will evaluate these. Students are also encouraged to ask questions after class, during TA office hour, during appointments, and via email, particularly if they do not feel comfortable asking questions in front of the class. I prefer that students contribute freely and willingly in large group discussions and not have to randomly call on students. Although I reserve the right to do so, I hope that students will be engaged. The grades earned (as well as quiz grades, see below) will be converted to a **50-point grade**.
- 2) **Quizzes.** For each unit, you will take a practice 4- to 6-question multiple-choice quiz in class. After taking the quiz, you will discuss the questions and answers in a small group. These are meant to serve as study sessions and questions are encouraged. Quizzes will be administered the class period before a test and are listed on the schedule as a quiz day. These quizzes are graded taken/not taken. You will receive three attendance/participation points for taking the quiz. You cannot take the quiz if you miss class. **This will be part of your attendance/participation grade.**

There are also practice quizzes available on Moodle. These are not for a grade, are optional, and are separate from the quiz requirement in class. The quizzes on Moodle are from tests of previous semesters of Psych 115 & Psych 116.

- 3) **Supplemental Reading Question Sheets.** For each chapter, you will be assigned a supplemental reading. We will typically not go over these in class, unless a student has a specific question about the reading. However, these readings provide additional views and cover topics that we don't have time for in class. Many of the readings will apply the psychological or sociological information we are discussing to medical issues. Each reading will have a question sheet with 5 questions. You will need to read it, answer the questions, and upload your answer sheet to Moodle. You will turn in one per chapter. See due dates on the schedule. Each question on a sheet is worth 1 point. An accurate, complete answer is 1 point; an inaccurate answer or one without sufficient detail is 0.5 points; a question left blank or in which no effort is obvious is 0 points. There are 17 question sheets (the last two are combined into one assignment, but will be counted as two question sheets). I will drop the three lowest scores, resulting in a **70-point grade**.
- 4) **Tests.** Research has shown that students learn more when they are given more frequent examinations that cover less material. Therefore, the majority of points in this class will come from 6 tests, each covering 2-3 chapters. Tests will consist primarily of multiple-choice questions and short answers. Tests will each be worth 100 points. Most tested material will

be from lecture. Unless otherwise noted, material covered in the textbook but not addressed in lecture will not be tested. **However, 5%-10% of each test will be over material in the supplemental readings.** For the most part, information in supplemental readings will not be covered in lecture. I strongly recommend that you read the supplemental reading when it is assigned so that you can ask questions about it. There is no time limit for the tests, so please take your time to carefully read the questions and review your answers. You may not, however, leave the exam for a class and come back later if you cannot finish during our class period. If you have a class after this one, and you think you need extra time, you need to speak to me in advance about arriving early. **Students tend to find my tests difficult.** Studying in advance, attending class, and taking advantage of study materials are highly recommended. You are responsible for your own education. I won't be mad if you don't study or never show up to class, but it is unlikely that you will earn the same grade as you would if you applied yourself. **Finally, if you arrive after the first student has completed his or her exam, you will not be permitted to take the test, and you will receive a zero for the test.**

*Please note that I allow make-ups only for very specific reasons. This prevents me from deciding whose reasons are "valid" and whose are not. Make-ups are allowed **ONLY** for the following reasons: participation in an official college event, death of an immediate family member (parent, sibling, spouse, or child), or if your presence is required by the government (court dates, military service, etc.). Excuses must be verified by a note from a college official (e.g., coach's note). In the case of death of immediate family member, contact the registrar or your advisor when you are able and that person will inform your instructors. As I drop one exam, **no other excuses will be permitted, including for personal illness or death of an extended family member.** For exams missed due to participation in an official university event, you must contact me **BEFORE** the missed exam and exams **must be taken BEFORE the test day you will be missing.** Make-up tests may differ from the original exam and may differ in the level of difficulty. (Special arrangements will be made for students who experience the death of an immediate family member, including the option of taking an Incomplete.)

- 5) **Final Exam.** Your final exam will follow a similar format as the tests, but will cover material from the entire semester (including new material about healthcare and disparities), and will be longer. It will be closer in format to an MCAT test. Material from the lecture will be tested. The final exam for this class is scheduled for **Thursday, December 17th at 10:30am.** You must take the exam at the scheduled time. Students will not be permitted to take it at any other time, even if they have booked flights to leave campus before this date. The guidelines about tests apply to the final exam as well. The final exam is worth **100 points.**

6) **Research Experience Requirement.** All PSYC 115 & PSYC 116 students are required to earn 15 research credits, which can be earned by participating in research or by reading research articles and completing questions. See sheet explaining the requirement for more details. **Failure to meet this requirement will automatically lower your final grade. If you earn 0-5 credits, it will be lowered by a full letter grade (e.g., B+ to C+). If you earn 6-9 credits, it will be lowered by 2/3 of a letter grade (e.g., B+ to B-). If you earn 10-14 credits, it will be lowered by 1/3 of a letter grade (e.g., B+ to B).** *This is a departmental rule and cannot be altered by your instructor. There are no exceptions.*

7) **Extra credit.**

- You may earn 1 point for each study credit you earn that is *above* the credits for your research requirement. (That's 1 point to the total points – *not* 1 percentage point.) For example, if you do not miss any appointments and have no demerits, but you participate in 18 credits worth of research, then you will meet your research requirement with 15 of the credits, and receive 3 extra credit points.
- You must meet all of your requirement through one method (participation or library option). However, you can choose to gain extra credit points from the opposite. For example, if you choose research participation, you must get 15 credits from participating in studies. In addition, you could also complete a couple of the library articles for credit above the 15 required.
- There may also be other opportunities during the semester to earn extra credit points. These will be offered to the class as a whole and individual requests for extra credit are not appropriate. **Students may earn up to 15 extra credit points.** Extra credit points earned on test bonus questions do not count against this total.

Late/Makeup Policy.

Question Sheets: It is important to hand in your assignments on time. It allows me to give you the quickest feedback, and assignments have been scheduled at certain times to help learning. If you do not turn in your question sheet on time, you will lose a letter grade for the first 24 hours that it is late, and another letter grade for each part of 12 hours thereafter. Thus, the best grade that can be received on a question sheet turned in 2 hours late is a B, a C for a question sheet turned in 25 hours late, and a D for a question sheet turned in 37 hours late. You will have ample time to complete your written assignments. If you choose to wait until the last minute you run the risk that your computer dies, you catch the flu, or you have a death in the family. *These will not be excuses for late assignments and you will be penalized, so do not procrastinate.*

Assignments are due on Moodle. *Failure to attach files or attaching corrupted files is not an excuse for late work.* I recommend that you sign on to a different computer than the one you where you uploaded your file and try and download it to make sure it is uploaded properly. You are responsible for backing up your work. (See below for technology guidelines.)

Tests: See policy above. As one test is dropped, **I do not allow students to make up a test,** except in rare circumstances. Students must take the final on the day & time that it is scheduled.

Quizzes: These cannot be made up for any reason.

Grading:

Attendance/		A-: 90-93.9%; A: 94-99.9%; A+: 100%
Participation/Quizzes =	50 points	B-: 80-83.9%; B: 84-86.9%; B+: 87-89.9%
Question Sheets =	70 points	C-: 70-73.9%; C: 74-76.9%; C+: 77-79.9%
Unit Tests (5 x 100) =	500 points	D: 65-69.9%
Final Exam =	100 points	F: < 65%

There are six unit tests and one final, but one of them will be dropped. There are 720 possible points in this course.

*Remember that failure to fully complete the research requirement will result in a grade penalty.

I do not round grades. For example, 79.9999 is a C+, no exceptions. Students are encouraged to earn extra credit, which can help boost a grade. Please note the grading scale—it may be different from other classes you have had.

Office Hour Etiquette: I am happy to meet with students outside of class, and I encourage you to make an appointment with me if you are having trouble in class or need to meet for another reason. However, no-shows waste the time I could be devoting to other students. If you miss a meeting with me and failed to cancel within 24 hours, in the future, I will only be available to you directly after class. The office hour policy also applies to meetings with the TAs.

Technology guidelines¹: As stated above, technology problems will not excuse late work. You need to develop work habits that take potential technological problems into account. These habits will serve you in your career. Technological problems are a fact of life, and are not considered unforeseen issues. (Your dorm falling into a sinkhole would qualify as “unforeseen”). Start early and save often. Always keep a backup of your work. Carbonite and Backblaze are two services that will automatically back your work up into a cloud. Or you can invest in an external hard drive. Or you can email yourself your work.

Computer viruses, lost flash drives, corrupted files, incompatible formats, WiFi connectivity problems – none of these unfortunate events should be considered an emergency. Take the proper steps to ensure that your work will not be lost forever. Learn the locations and operating hours of all the computer labs on campus. Do not procrastinate. The Help Desk is also available (helpdesk@earlham.edu).

¹ Drawn from material by George H. Williams

Email Etiquette:

Many of you may be familiar with proper email etiquette when engaging in professional communication (like that between professors and students). Others of you may not have had experience with these types of communications, which is why I am including them here.

You are encouraged to contact me via e-mail with any questions that you may have, but I ask that you comply to the following 'house rules': **Check the syllabus and Moodle *first*** to see if your question can be answered. If you ask a question that has already been answered, you will receive an automated reply encouraging you to find the answer yourself. If every student asks me information that they can locate themselves, the time to answer them adds up quickly, and it takes away from my time to prepare quality lectures, provide feedback, and assist students in other ways. Please be courteous to me and to your fellow classmates and check the resources available to you.

Please use appropriate etiquette when you e-mail and I will do the same in return: (a) begin with a greeting; (b) state who you are and which class/section you are in; (c) end with an appropriate signature. Don't forget to use spell-check! *If you fail to adhere to these guidelines, you will receive an automated reply that instructs you to consult these guidelines and to re-send your e-mail.*

Example of appropriate e-mail format:

'Rachael,

My name is [YOUR FULL NAME] and I am in your [NAME OF COURSE]*. I have a question about X

Thanks,

[YOUR NAME]'

*You don't have to tell me your course after the first few weeks, once I've learned your names.

Example of inappropriate e-mail format resulting in no response (lack of greeting; no personal identification; no reference to course name/section; no signature; spelling errors; inappropriate language):

'So i was wonderign when you were gonna post the notes?'

Proper e-mail etiquette is *extremely* important in that (a) it enables me to be more efficient in helping you because I won't lose time trying to figure out who you are or what you are asking; (b) **it is a vital skill to have in the 'real world.'** Professional relationships necessitate professional e-mail correspondence. Thanks in advance for your cooperation!

As another note, if you communicate with professionals outside of Earlham, be sure to use last names and titles, such as Ms. Smith or Dr. Johnson. If you are uncomfortable using a professor's first name at Earlham, ask them how they would prefer to be addressed. If you are uncomfortable using my first name, Professor Reavis or Dr. Reavis is appropriate. (But we really do encourage you to use our first names!)

Academic Honesty:

All students are expected to conduct themselves with honesty and integrity in this course. The honor code is both a privilege and a responsibility, and you are expected to take it seriously. Suspected infractions, such as plagiarism, fabrication of reports, and cheating will be treated seriously and will be reported. Furthermore, if you are aware of a violation of academic integrity, it is your responsibility to take action.

Learning to think for yourself, assess information judiciously, and speak and write effectively in your own voice is at the heart of a liberal arts education and global citizenship. Treasure and cultivate these skills. Papers and other work, including digital creations, downloaded or copied from other sources, or in which words or ideas belonging to others have been deliberately misrepresented as your own, will receive an automatic F, as they thwart your learning process and damage the integrity of knowledge-discovery. If you have questions about how to find, integrate, and properly cite sources, never hesitate to ask for help.

An excellent place to find help in knowing when and how to cite others' work appropriately can be found on the Libraries page:http://library.earlham.edu/friendly.php?s=academic_integrity. The site also includes Earlham's full statement on academic integrity and procedures for addressing academic violations of the Student Code of Conduct.

Resources

Tutoring: Tutoring services are recommended for any student who receives lower than a C on an exam, or whose overall GPA is a 2.7 or lower. There is sometimes a stigma against tutors, and I very much wish this were not the case. Intelligent students benefit from the services of a tutor, and getting a tutor is not a commentary on your ability or worth as a student (except to the extent that it demonstrates your effort and willingness to seek out & take advantage of resources). Two of the main benefits of a tutor are time management and study strategies. Tutoring is a **free resource** available to all students. Sign up for a tutor here: www.earlham.edu/academic-enrichment-center It's always better to get a tutor at the beginning and then decide you don't want one than to do less than your best and then decide later you'd like a tutor.

Counseling Services: College can be a stressful time and can exacerbate existing issues or bring new ones up. Seeing a counselor is a healthy way to deal with stresses and mental health issues. Please do not hesitate to make an appointment with a counselor:
<http://www.earlham.edu/counseling-services/>

Students with Disabilities: Students with a documented disability (e.g., physical, learning, psychiatric, visual, hearing, etc.) who need to arrange reasonable classroom accommodations must request accommodation memos from the Academic Enrichment Center and contact their instructors each semester. For greater success, students are strongly encouraged to visit the Academic Enrichment Center within the first two weeks of each semester to begin the process.
<http://www.earlham.edu/policies-and-handbooks/academic/policy-on-student-learning-disabilities/>

Schedule of Topics & Assignments

Textbook and optional readings are just that, optional. Information contained in those readings not covered in lecture will not be tested. They are available for reinforcement of lecture information and for those who are interested in learning more about a topic. Assigned readings are shown on the day that the question sheets are due. Students are encouraged to read them earlier and ask questions as necessary.

** Please note that this schedule is tentative and may change as circumstances require.*

Dates	Topics, Readings, & Other Assignments
8/26, 10am, Day 1a	Topic: Syllabus, Introduction to Class
8/26, 2:30pm, Day 1b	Topic: Doing Pre-Health at Earlham, Making a 4-year plan
8/28, Day 2	Topic: Critical Thinking Textbook Reading: Chapter 1
8/31, Day 3	Topic: Research Methods & Research Ethics Textbook Reading: Chapter 1 Optional Reading: Gigerenzer et al., 2007 Assigned Reading: Hens, Cassiman, Nys, & Dierickx, 2011 <i>Question sheet due on Moodle by 11:59pm</i>
9/2, 10am, Day 4a	Topic: Memory Textbook Reading: Chapter 8 Assigned Reading: Chabris & Simons, 2010 (no question sheet for this reading)
9/2, 2:30pm, Day 4b	Topic: Memory Textbook Reading: Chapter 8 Assigned Reading: Karpicke, 2008 <i>Question sheet due on Moodle by 11:59pm</i>
9/4, Day 5	Topic: Memory Textbook Reading: Chapter 8 <i>In-class quiz</i>
9/7, Day 6	Test 1 (Chapters 1 & 8)
9/9, 10am, Day 7a	Topic: Nervous & Endocrine Systems Textbook Reading: Chapter 4
9/9, 2:30pm, Day 7b	Topic: Nervous & Endocrine Systems Textbook Reading: Chapter 4 Assigned Reading: Marcus, July 11, 2014 <i>Question sheet due on Moodle by 11:59pm</i>
9/11, Day 8	Topic: Nervous & Endocrine Systems Textbook Reading: Chapter 4
9/14, Day 9	Topic: Nervous & Endocrine Systems Textbook Reading: Chapter 4
9/16, 10am, Day 10a	Topic: Consciousness Textbook Reading: Chapter 5

9/16, 2:30pm, Day 10b	<p>Topic: Consciousness Textbook Reading: Chapter 5 Assigned Reading: Patterson, 2004 <i>Question sheet due on Moodle by 11:59pm</i></p>
9/18, Day 11	<p>Topic: Consciousness Textbook Reading: Chapter 5</p>
9/21, Day 12	<p>Topic: Sensation & Perception Textbook Reading: Chapter 6 Assigned Reading: Wager & Atlas, 2013 <i>Question sheet due on Moodle by 11:59pm</i></p>
9/23, 10am, Day 13a	<p>Topic: Sensation & Perception Textbook Reading: Chapter 6</p>
9/23, 2:30pm, Day 13b	<p>Topic: Sensation & Perception Textbook Reading: Chapter 6 <i>In class quiz</i></p>
9/25, Day 14	<p>Test 2 (Chapters 4, 5, & 6)</p>
9/28, Day 15	<p>Topic: Learning & Conditioning Textbook Reading: Chapter 9 Assigned Reading: Jones, 2006 <i>Question sheet due on Moodle by 11:59pm</i></p>
9/30, 10am, Day 16a	<p>Topic: Learning & Conditioning Textbook Reading: Chapter 9</p>
9/30, 2:30pm, Day 16b	<p>Topic: Learning & Conditioning Textbook Reading: Chapter 9 Visit from Dr. Sekhar, Oncology/Hematology</p>
10/2, Day 17	<p>Topic: Learning & Conditioning Textbook Reading: Chapter 9</p>
10/5, Day 18	<p>Topic: Cognition Textbook Reading: Chapter 7 Assigned Reading: Garcia-Retamero & Cokely, 2013 <i>Question sheet due on Moodle by 11:59pm</i></p>
10/7, 10am, Day 19a	<p>Topic: Cognition Textbook Reading: Chapter 7</p>
10/7, 2:30pm, Day 19b	<p>Topic: Cognition Textbook Reading: Chapter 7 Optional Reading: Arkes, 2013 <i>In class quiz</i></p>
10/9, Day 20	<p>Test 3 (Chapters 7 & 9)</p>

10/12, Day 21	<p>Topic: Development Textbook Reading: Chapter 3 Assigned Reading: Fagundes & Way, 2014 <i>Question sheet due on Moodle by 11:59pm</i></p>
10/14, 10am, Day 22a	<p>Topic: Development Textbook Reading: Chapter 3</p>
10/14, 2:30pm, Day 22b	<p>Topic: Development Textbook Reading: Chapter 3</p>
10/16	No Class, Mid-Semester Break
10/19, Day 23	<p>Topic: Development Textbook Reading: Chapter 3</p>
10/21, 10am, Day 24a	<p>Topic: Personality Textbook Reading: Chapter 2 Assigned Reading: Deary, Weiss, & Batty, 2010 (pp. 64-73) <i>Question sheet due on Moodle by 11:59pm</i></p>
10/21, 2:30pm, Day 24b	<p>Topic: Personality Textbook Reading: Chapter 2</p>
10/23, Day 25	<p>Topic: Personality Textbook Reading: Chapter 2 <i>In class quiz</i></p>
10/26, Day 26	Test 4 (Chapters 2 & 3)
10/28, 10am, Day 27a	<p>Topic: Emotion, Stress, & Health Textbook Reading: Chapter 13</p>
10/28, 2:30pm, Day 27b	<p>Topic: Emotion, Stress, & Health Textbook Reading: Chapter 13 Assigned Reading: Ong, 2010 <i>Question sheet due on Moodle by 11:59pm</i></p>
10/30, Day 28	<p>Topic: Motivations Textbook Reading: Chapter 14 Assigned Reading: Thompson, Chair, Chan, Astin, Davidson, & Ski, 2011 <i>Question sheet due on Moodle by 11:59pm</i></p>
11/2, Day 29	<p>Topic: Motivations Textbook Reading: Chapter 14</p>
11/4, 10am, Day 30a	<p>Topic: Psychological Disorders Textbook Reading: Chapter 11</p>
11/4, 2:30pm, Day 30b	<p>Topic: Psychological Disorders Textbook Reading: Chapter 11 Assigned Reading: Casellas-Grau, Font, & Vives, 2014 <i>Question sheet due on Moodle by 11:59pm</i></p>

11/6, Day 31	Topic: Psychological Disorders Textbook Reading: Chapter 11 <i>In class quiz</i>
11/9, Day 32	Test 5 (Chapters 11, 13, & 14)
11/11, 10am, Day 33a	Topic: Social & Individual Behavior Textbook Reading: Chapter 10
11/11, 2:30pm, Day 33b	Topic: Social & Individual Behavior Textbook Reading: Chapter 10 Assigned Reading: Hollins Martin, 2012 <i>Question sheet due on Moodle by 11:59pm</i>
11/13, Day 34	Topic: Social & Individual Behavior Textbook Reading: Chapter 10
11/16, Day 35	Topic: Theoretical Approaches in Sociology
11/18, 10am, Day 36a	Topic: Social Norms & Structures Assigned Reading: Currie, 2013 <i>Question sheet due on Moodle by 11:59pm</i>
11/18, 2:30pm, Day 36b	Topic: Stereotypes, Prejudice, Discrimination
11/20, Day 37	Topic: Stereotypes, Prejudice, Discrimination <i>Research Experience Due</i> <i>(Library option should be emailed to Rachael.)</i>
11/23-11/27	No Class, Thanksgiving Break
11/30, Day 38	Topic: Stereotypes, Prejudice, Discrimination Assigned Reading: Goosby & Heidbrink, 2013 <i>Question sheet due on Moodle by 11:59pm</i>
12/2, 10am, Day 39a	Topic: Culture & Demographic Changes
12/2, 2:30pm, Day 39b	Topic: Culture <i>In class quiz</i>
12/4, Day 40	Test 6 (Social Psychology & Sociology)
12/7, Day 41	Topic: Health & Medicine
12/9, 10am, Day 42a	Topic: Health & Medicine
12/9, 2:30pm, Day 42b	Topic: Health & Healthcare Disparities Assigned Reading: Feagin & McKinney, 2003; Robbins & Padavic, 2007 <i>Question sheet due on Moodle by 11:59pm</i>
12/11, Day 43	Topic: Health & Healthcare Disparities <i>In class quiz</i>
12/17, 10:30am	Final Exam