

**PSYCHOLOGY 116**  
Behavior, Health Care, & Society  
(Intro to Psych & Sociology for Pre-Health Students)  
Fall 2019

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

**Location:** LBC 315

**Instructor:** Dr. Rachael D. Reavis

**Email:** [reavira@earlham.edu](mailto:reavira@earlham.edu)

**Office:** 305 LBC

**Office Hours:** Go to [rachaelreavis.youcanbook.me](http://rachaelreavis.youcanbook.me) to schedule an appointment. If none of the times work or you need to schedule something farther out, please email me with multiple available times so we can quickly schedule something that works for both of us.

**Teaching Assistant:** Thalia Lhatso-Suppan

**Email:** [tlhats18@earlham.edu](mailto:tlhats18@earlham.edu)

**Office Hour:** Mondays, 7-8p, Intermetzo

**Teaching Assistant:** Nahom Zewde

**Email:** [ntzewde18@earlham.edu](mailto:ntzewde18@earlham.edu)

**Office Hour:** Tuesdays, 8-9p,  
CST 1<sup>st</sup> floor (near front desk)

**TEXTBOOKS:**

Spielman, R., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2016). *Psychology*. Retrieve online copy for free at: <https://openstax.org/details/books/psychology>

Griffiths, H., Keirns, N., Strayer, E., Cody-Rydzewski, S., Scaramuzzo, G., Sadler, T., Vyain, S., Bry, J., & Jones, F. (2016). *Introduction to Sociology, 2<sup>nd</sup> Edition*. Retrieve online copy for free at: <https://openstax.org/subjects/social-sciences> (then click on Sociology)

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

Please factor in the costs of printing PowerPoint slides. You can print 3-6 slides per page.

**I expect students to have the slides as they take notes.**

You may read the textbook before or after the relevant lecture. Some students learn more when they read first, and then have that reinforced in lecture. Some students learn more when they listen to the lecture, then review the textbook afterward. You should do what works best for you. Most of the tested material will be lecture material, but occasionally some information will be tested that is presented in the book but not lecture.

## **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 discuss how human memory and decision-making can influence healthcare. **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, theories, and contributors.
2. Identify areas of study and theories within sociology that are particularly relevant for understanding healthcare disparities.
3. Know and describe the role that psychologists and sociologists can play in understanding and improving health and healthcare.
4. Perform reasonably well on sections of the MCAT testing behavioral/social knowledge.
5. Be able to articulate how understanding people, institutions, and societies is relevant for health and healthcare.

## **EARLHAM LEARNING GOALS**

- **Communicate**
  - Students will communicate their knowledge and critical thinking primarily through class discussions, as well as exams and question sheets.
- **Apply**
  - Students will have an opportunity to see how psychology & sociology can be applied to health and healthcare to understand and improve outcomes
- **Reflect**
  - Through class discussions, students will practice their ability to reflect on the course content and how it applies to real-world health situations. Through visits from health care professionals, students will have an opportunity to reflect on their own career choices.

## **COURSE CREDIT EXPLANATION**

Successful completion of PSYC 116 will result in 4 academic credits. The class meets for roughly four hours per week. For each hour spent in class, students are expected to study/prepare for a minimum of two additional hours. This is [federally defined](#) 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. In this course, most of your out-of-class time will be studying for exams.

## EVALUATION

Your final grade will be based on attendance/participation (including taking in-class practice quizzes), question sheets, 6 unit exams, and one final exam. I will drop the lowest grade of the seven exams. Participation and question sheets **cannot be dropped**.

### DISCUSSION PARTICIPATION & ATTENDANCE

Regular attendance and participation in small group discussions will be critical to your enjoyment and mastery of the material and will be expected from everyone. Students who are on their phones or decline to participate in small group discussions will not receive credit for that day. Attendance will be taken every day. However, I **do not want you to come to class sick**. Therefore, you may still get attendance/participation credit by watching the recorded lecture and writing a three-paragraph, well-thought-out reaction to the day's lecture. **The reaction paper should include a summary and your own reaction to the material.** Your reaction might include discussion of what you found interesting and why, of how you might apply it to your life, of other information/experiences it reminds you of, etc. Any day that there is an activity or worksheet, you will have to complete those and show me or send me a scanned copy. The lecture summary/reaction and any missed worksheets are due within five days of the missed class. Discussions can only be made up by completing the discussion sheet with thoughtful answers and coming to a TA office hour and discussing your answers with the TA for at least 15 minutes. Discussion make-ups, including meeting with a TA must be completed within one week of the missed discussion. The class day before any test, students will complete a quiz in class. This quiz is graded as taken/not taken. Quizzes must be made up before the test day. Your attendance/participation grade is calculated by the percentage of attendance points you earn. Students with average participation will receive their attendance grade. Students with below average participation will have their attendance grade lowered. Students with above average participation may earn a small bump in their attendance grade.

Attendance/participation will be worth **40 points**.

**Course-Specific Goals: 1-5; Earlham Goals: communicate, reflect**

### SUPPLEMENTAL READING QUESTION SHEETS

There is a lot of fundamental content to get through in this class, and we don't have time to do everything. Supplemental readings will be available for each chapter. Some of these readings cover or emphasize topics that we don't have time for in class. Many of them will give you a chance to see how psychological/sociological theories can be applied to health and healthcare.

You will be required to complete Question Sheets for the Memory chapter, the Cognition chapter, and the Health & Healthcare Disparities chapter. Additional Question Sheets may be turned in for extra credit. (See Extra Credit section for further detail.) You may turn in extra credit Question Sheets up to one day late for partial extra credit, but they will not be accepted after that.

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. Your required Questions Sheets are worth **20 points**.

**Course-Specific Goals: 1 – 3; Earlham Goals: communicate, reflect, apply**

## 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 are multiple choice. **Tests will each be worth 100 points** (each ~15% of your grade). 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. 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.**

### **Course Specific Goals: 1 - 4**

\*During a semester, things can come up. You might get sick, a relative might get sick, or you might need to attend a funeral. So that you do not have to worry about making up an exam due to these issues and so that I do not have to decide who has "valid" reasons for missing an exam, I drop one exam. Therefore, make-ups are allowed only for very specific reasons: participation in an official college event or if your presence is required by the government (court dates, military service, etc.). **As I drop one exam**, no other excuses will be permitted, including for personal illness. For exams missed due to participation in an official university event or court dates, you must contact me before the missed exam and exams **must be taken before the test day you will be missing**. Students who experience a death in the family are strongly urged to drop the exam they miss. Students returning from a funeral will have a lot to make up and should not spend additional time on attempting to make up an exam in this class. Students who have a death in their immediate family can also discuss the option of taking an Incomplete. If you choose to take a test while sick, please let me know so that you can take it in a quiet, private place.

## FINAL EXAM

Your final exam will follow a similar format as the tests but will cover material from the semester (including new material about healthcare and disparities) and will be longer. The final exam for this class is scheduled for **Wednesday, December 11<sup>th</sup>, 10:30a. Please make your travel arrangements with this date in mind.** The guidelines about tests apply to the final exam as well. The final exam is worth **100 points** (~15% of your grade).

## 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. Documents on Moodle explain the requirement in more detail. **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.* To show that you have read your syllabus, please email me a picture of a butterfly during the first week of class. Students who do so will earn an extra attendance point.

## EXTRA CREDIT

- You may earn 1 point for each study credit you earn that is **above** the credits for your research requirement, **up to 10 points**. (That's added to the total points possible – *not* to the final percentage.) 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 you will receive 3 extra credit points.
- You must meet all of your requirement through one method (participation or library option). However, if you choose the library option, you can earn extra credit through study participation.
- You may complete additional Question Sheets for extra credit. Each optional Question Sheet is worth 2 points.
- **Students may earn up to 20 extra credit points in total.** These will be offered to the class as a whole. Individual requests for extra credit are not appropriate. Extra credit points applied to a specific test or bonus questions on the test do not count against this total.

## GRADING

|                            |            |  |
|----------------------------|------------|--|
| Required Question Sheets = | 20 points  | A-: 594-619.5 A: 620-659.5; A+: 660**      |
| Attendance/Discussion =    | 40 points  | B-: 528-553.5; B: 554-580.5; B+: 581-593.5 |
| Exams (6 highest x 100) =  | 600 points | C-: 462-487.5; C: 488-514.5; C+: 515-527.5 |
|                            |            | D: 429-461.5; F: 428.5 points or below     |

**\*\*A+ grades are only given if the student earns 660 points without extra credit.** All other letter grade totals can include extra credit.

There are six unit tests and one final, but one of the exams will be dropped.

There are 660 possible points in this course.

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

**Please note that the corresponding percentages may not match other classes.** For example, 93% is an A-.

*Because there is ample extra credit (up to 3 percentage points, or 1/3 of a letter grade), I do not round grades. For example, 527.5 is a C+. Take advantage of your extra credit opportunities.*

## **POLICIES & ETIQUETTE**

### **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 required 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. (Question Sheets turned in for extra credit will be accepted one day late for a penalty. They will not be accepted after that.) 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 or you catch the flu. ***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 in the evaluation section. 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.

#### *DISCUSSION PARTICIPATION/PRACTICE QUIZZES*

See the Discussion Participation section above for information about discussions/quizzes/worksheets that are missed.

### **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. Each TA offers an office hour every week. We encourage you to schedule appointments with us. However, because missed appointments mean less time we have to spend with other students, if you do not show up to your meeting and fail to let us know, then we may only be available to you after class.

## 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 **check the syllabus and Moodle *first*** to see if your question can be answered. 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 available resources.

Appropriate email: (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!

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. I looked for the answer [in Moodle, on the syllabus, in the book, etc.], but I haven't been able to find it. Can you help?

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):

'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.'** Jobs and student positions have been lost because of unprofessional emails.

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. Almost all of your professors have doctorates, so Ms. and Mr. would not be appropriate unless a professor tells you otherwise. If you are uncomfortable using my first name, Professor Reavis or Dr. Reavis is appropriate.

## ACADEMIC HONESTY

Learning to think for yourself 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 are aware of a violation of academic integrity, it is your responsibility to take action. An excellent place to find help in knowing when and how to cite others' work appropriately can be found on the [Libraries page](#). The site also includes Earlham's full statement on academic integrity and procedures for addressing academic violations of the Student Code of Conduct.

## **TECHNOLOGY GUIDELINES**<sup>1</sup>

To be successful in college and beyond, 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. Technology problems will not excuse late work. 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](mailto:helpdesk@earlham.edu)).

## **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. Each TA has a weekly office hour, and you should take advantage of those first. You may sign up for a tutor [here](#).

### **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 at [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.

Students in PSYC 116 **do not need** documented accommodations to request the following:

- A quiet place to take an exam
- Using a smart pen or other device that records lecture
- Extended and uninterrupted time on exams
  - Students *do* need accommodations if they intend to take the test, go to another class, and return to take it later. In these documented cases, I will work with the student to find a time on the test day when the exam can be completed uninterrupted.

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<sup>1</sup> Drawn from material by George H. Williams

## SCHEDULE OF TOPICS & ASSIGNMENTS

Optional readings are just that, optional. 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.*

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|----------------------|---|
| 8/21, 10am, Day 1a   | <b>Topic:</b> Syllabus, Introduction to Class<br><b>Optional Textbook Reading:</b> Chapter 1  |
| 8/21, 2:30pm, Day 1b | <b>Topic:</b> Doing Pre-Health at Earlham,<br>Making a 4-year plan<br><b>Homework:</b> Complete <a href="#">Introze</a>   |
| 8/23, Day 2          | <b>Topic:</b> Critical Thinking<br><b>Textbook Reading:</b> Chapter 2   |
| 8/26, Day 3          | <b>Topic:</b> Research Methods & Research Ethics<br><b>Textbook Reading:</b> Chapter 2<br><b>Optional Reading:</b><br>Gigerenzer et al., 2007 (No Question Sheet)<br><b>Question Sheet Optional Reading:</b><br>Bromley, Mikesell, Jones, & Khodyakov, 2015<br><b>Question sheet due on Moodle by 11:59pm</b> |
| 8/28, 10am, Day 4a   | <b>Topic:</b> Memory<br><b>Textbook Reading:</b> Chapter 8<br><b>Assigned Reading:</b> Chabris & Simons, 2010<br>(no question sheet for this reading)   |
| 8/28, 2:30pm, Day 4b | <b>Topic:</b> Memory<br><b>Required Reading:</b> Karpicke, 2012<br><b><u>Required Question Sheet due on Moodle by 11:59pm</u></b><br><b>Practice Quiz in Class</b>  |
| 8/30, Day 5          | <b>Topic:</b> Memory  |
| 9/2, Day 6           | <b>Test 1 (Chapters 2 &amp; 8)</b>  |
| 9/4, 10am, Day 7a    | <b>Topic:</b> Nervous & Endocrine Systems<br><b>Textbook Reading:</b> Chapter 3   |
| 9/4, 2:30pm, Day 7b  | <b>Topic:</b> Nervous & Endocrine Systems<br><b>Question Sheet Optional Reading:</b> Schermer, 2011<br><b>Skype from Rachael Bradshaw, MS, Genetic Counseling</b><br><b>Question sheet due on Moodle by 11:59pm</b>   |
| 9/6, Day 8           | <b>Topic:</b> Nervous & Endocrine Systems   |
| 9/9, Day 9           | <b>Topic:</b> Nervous & Endocrine Systems   |
| 9/11, 10am, Day 10a  | <b>Topic:</b> Consciousness<br><b>Textbook Reading:</b> Chapter 4<br><b>Question Sheet Optional Reading:</b><br>Patterson, 2004<br><b>Question sheet due on Moodle by 11:59pm</b>   |

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| 9/11, 2:30pm, Day 10b | <b>Topic:</b> Consciousness  |
| 9/13, Day 11          | <b>Topic:</b> Consciousness  |
| 9/16, Day 12          | <b>Topic:</b> Sensation & Perception<br><b>Textbook Reading:</b> Chapter 5<br><b>Question Sheet Optional Reading:</b><br>Wager & Atlas, 2013<br><i>Question sheet due on Moodle by 11:59pm</i>   |
| 9/18, 10am, Day 13a   | <b>Topic:</b> Sensation & Perception   |
| 9/18, 2:30pm, Day 13b | <b>Topic:</b> Sensation & Perception<br><i>Practice Quiz in Class</i>  |
| 9/20, Day 14          | <b>Test 2 (Chapters 3, 4, &amp; 5)</b><br><b>**CLASS IS NOT HELD ON THIS DAY**</b><br><b>**EPIC EXPO**</b><br>STUDENTS MUST TAKE EXAM 2 ON<br>WEDNESDAY, THURSDAY, OR FRIDAY<br>NO LATER THAN 11 ON FRIDAY.<br>PICK UP EXAM FROM<br>SOCIAL SCIENCE ADMIN (LBC 225)<br>TAKE EXAM IN LBC 309 |
| 9/23, Day 15          | <b>Topic:</b> Development<br><b>Textbook Reading:</b> Chapter 9<br><b>Question Sheet Optional Reading:</b><br>Fagundes & Way, 2014<br><i>Question sheet due on Moodle by 11:59pm</i>   |
| 9/25, 10am, Day 16a   | <b>Topic:</b> Development  |
| 9/25, 2:30pm, Day 16b | <b>Topic:</b> Development  |
| 9/27, Day 17          | <b>Topic:</b> Development  |
| 9/30, Day 18          | <b>Topic:</b> Development  |
| 10/2, 10am, Day 19a   | <b>Topic:</b> Personality<br><b>Textbook Reading:</b> Chapter 11<br><b>Question Sheet Optional Reading:</b> Jackson,<br>Connolly, Garrison, Leveille, & Connolly, 2015<br><i>Question sheet due on Moodle by 11:59pm</i>   |
| 10/2, 2:30pm, Day 19b | <b>Topic:</b> Personality<br><b>Visit from Anicka Meyers, MSN, NP</b><br><b>Psychiatric Mental Health</b>  |
| <b>10/4</b>           | <b>No Class, Early Semester Break</b>  |
| 10/7, Day 20          | <b>Topic:</b> Personality<br><i>Practice Quiz in Class</i>   |
| 10/9, Day 21a         | <b>Test 3 (Chapters 9 &amp; 11)</b>  |
| 10/9, 2:30p, Day 21b  | <b>Topic:</b> Learning & Conditioning<br><b>Textbook Reading:</b> Chapter 6  |

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| 10/11, Day 22          | <b>Topic:</b> Learning & Conditioning<br><b>Question Sheet Optional Reading:</b> Siegel, 2016<br><b>Question sheet due on Moodle by 11:59pm</b>  |
| 10/14, Day 23          | <b>Topic:</b> Learning & Conditioning  |
| 10/16, 10a, Day 24a    | <b>Visit from Dr. Sekhar, MD,<br/>Oncologist/Hematologist</b>  |
| 10/16, 2:30p, Day 24b  | <b>Topic:</b> Cognition<br><b>Textbook Reading:</b> Chapter 7,<br>p. 219-224; 229-234<br><b>Question Sheet Optional Reading:</b><br>Garcia-Retamero & Cokely, 2013<br><b>Question sheet due on Moodle by 11:59pm</b> |
| 10/18, Day 25          | <b>Topic:</b> Cognition<br><b>Required Reading:</b> Watcher, 2015<br><b>Required Question Sheet due on<br/>Moodle by 11:59pm</b><br><b>Rachael gone for conference</b>   |
| 10/21, Day 26          | <b>Topic:</b> Cognition<br><b>Practice Quiz in Class</b>   |
| 10/23, 10am, Day 27a   | <b>Test 4 (Chapters 6 &amp; 7)</b>   |
| 10/23, 2:30pm, Day 27b | <b>Topic:</b> Emotion<br><b>Textbook Reading:</b> Chapter 10, p. 252-360   |
| 10/25, Day 28          | <b>Topic:</b> Emotion<br><b>Textbook Reading:</b> Chapter 10, p. 252-360<br><b>Question Sheet Optional Reading:</b> Ong, 2010<br><b>Question sheet due on Moodle by 11:59pm</b>                                      |
| 10/28, Day 29          | <b>Topic:</b> Stress & Health<br><b>Textbook Reading:</b> Chapter 14, p. 493-529   |
| 10/30, 10am, Day 30a   | <b>Topic:</b> Psychological Disorders<br><b>Textbook Reading:</b> Chapter 15,<br>p. 545-582, p.584-590   |
| 10/30, 2:30pm, Day 30b | <b>Topic:</b> Psychological Disorders<br><b>Question Sheet Optional Reading:</b><br>Casellas-Grau, Font, & Vives, 2014<br><b>Question sheet due on Moodle by 11:59pm</b>   |
| 11/1, Day 31           | <b>Topic:</b> Psychological Disorders<br><b>Practice Quiz in Class</b>   |
| 11/4, Day 32           | <b>Test 5 (Chapters 10, 14, &amp; 15)</b>  |
| 11/6, 10am, Day 33a    | <b>Topic:</b> Social & Individual Behavior<br><b>Textbook Reading:</b> Chapter 12<br>p. 409-421, 425-432, 441-442<br>Sociology, Chapter 4, p. 85-87  |

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|------------------------|---|
| 11/6, 2:30pm, Day 33b  | <b>Topic:</b> Social & Individual Behavior<br><b>Question Sheet Optional Reading:</b><br>Hollins Martin, 2012<br><i>Question sheet due on Moodle by 11:59pm</i>   |
| 11/8, Day 34           | <b>Topic:</b> Social & Individual Behavior<br><b>Video visit with Emily Castellanos, MD, MPH</b><br><b>Oncology/Hematology</b>  |
| 11/11, Day 35          | <b>Topic:</b> Theoretical Approaches in Sociology<br><b>Textbook Reading:</b> Sociology, Chapter 1, p. 15-18  |
| 11/13, 10am, Day 36a   | <b>Topic:</b> Culture & Norms<br><b>Textbook Reading:</b><br>Sociology, Chapter 3, p. 51-59 & p. 62-63<br>Sociology, Chapter 7, p. 135-143<br><b>Question Sheet Optional Reading:</b> Currie, 2013<br><i>Question sheet due on Moodle by 11:59pm</i>                  |
| 11/13, 2:30pm, Day 36b | <b>Topic:</b> Culture & Norms   |
| 11/15, Day 37          | <b>Topic:</b> Demographic Change<br><b>Textbook Reading:</b><br>Sociology, Chapter 20, p. 452-456<br><b>Research Experience Due</b><br><i>(Library option should be emailed to Rachael.)</i>  |
| 11/18, Day 38          | <b>Topic:</b> Stereotypes, Prejudice, Discrimination<br><b>Textbook Reading:</b> Chapter 12, p. 433-439<br>Sociology, Chapter 11, p. 225-230<br><b>Question Sheet Optional Reading:</b><br>Goosby & Heidbrink, 2013<br><i>Question sheet due on Moodle by 11:59pm</i> |
| 11/20, 10am, Day 39a   | <b>Topic:</b> Stereotypes, Prejudice, & Discrimination<br><b>Practice Quiz in Class</b>   |
| 11/20, 2:30pm, Day 39b | <b>Lacrisha Whitley, RN</b>   |
| 11/22, Day 40          | <b>Test 6 (Social Psychology &amp; Sociology)</b>   |
| <i>11/25-11/29</i>     | <i>No Class, Thanksgiving Break</i>   |

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| 12/2, Day 41          | <b>Topic:</b> Health & Medicine<br><b>Textbook Reading:</b> Sociology, Ch. 19  |
| 12/4, 10am, Day 42a   | <b>Topic:</b> Health & Medicine  |
| 12/4, 2:30pm, Day 42b | <b>Topic:</b> Health & Healthcare Disparities<br><b>Required Readings:</b> Dovidio & Fiske, 2012;<br>LaVeist, Gaskin, & Richard, 2009<br>Robbins & Padavic, 2007<br><b><i>Required Question Sheet due on Moodle by 11:59pm</i></b> |
| 12/6, Day 43          | <b>Topic:</b> Health & Healthcare Disparities  |
| 12/11, 10:30a         | <b>Final Exam</b>  |