October 6, 2015

MEMORANDUM

TO: Robert Strawser, Speaker, Faculty Senate
FROM: Janice Epstein, Co-Chair, Core Curriculum Council
       Andrew Klein, Co-Chair, Core Curriculum Council

SUBJECT: Approval actions of the Core Curriculum Council

On October 5, 2015, the following course was approved for addition to the Texas A&M University Core Curriculum. We recommend that this addition to the Core Curriculum, effective fall 2016, should be considered and approved by the Texas A&M University Faculty Senate.

**Life and Physical Sciences**

ANTH 226  Introduction to Biological Anthropology Laboratory

In addition, the following courses were approved for the International and Cultural Diversity graduation requirement. We recommend that this addition to the ICD, effective fall 2016, should be considered and approved by the Texas A&M University Faculty Senate.

**International and Cultural Diversity**

PSYC/AFST 206  Black Psychology
PSYC/AFST 208  Stereotypes, Prejudice, and Minority Experience
PSYC/AFST 209  Psychology of Culture and Diversity
Life and Physical Sciences
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2015 Core Curriculum

1. This request is submitted by (department name): Department of Anthropology

2. Course prefix and number: ANTH 226

3. Texas Common Course Number: Introduction to Biological Anthropology

4. Complete course title: Laboratory

5. Semester credit hours: 1

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences [☑]
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes [☐] No [☑]

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 4-6

10. Number of students per semester: 60-90

11. Historic annual enrollment for the last three years: 141, 135, 123

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   - [Signature]
   - [Name]
   - 4/14/15

   Course Instructor

   Approvals:
   - [Signature]
   - [Name]
   - 9-19-15

   Department Head

   [Signature]
   - 4-15-15

   College Dean/Designee

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

Life and physical sciences focus on describing, explaining, and predicting natural phenomena using the scientific method. Biological Anthropology is among the most scientifically oriented endeavors within the Liberal Arts, focusing on rigorous data collection and hypothesis testing to advance our understanding of one of the core unifying principles of all life sciences: evolution. Biological anthropologists study living primates using well-established wildlife research techniques. They examine, measure, and analyze the skulls, jaws, teeth, and skeletons of both modern humans and primates, as well as the fossil ancestors of these groups. Biological anthropologists investigate the DNA of living and fossil primates, and undertake research into the isotope chemistry underlying the diets of living and fossil primates. And, biological anthropologists are deeply involved in the forensic sciences. All of this research is undertaken with the aim of understanding and explaining the biological diversity of primates worldwide, including humans and our fossil ancestors. The ultimate goal is to better understand the complex interactions between climate/environment/ecology and human and primate populations, and how these external factors have influenced primate and human evolution. If we want to understand what makes us human, we must first recognize our primate heritage, as well as our deeper mammalian heritage. Only then can we grasp how the natural world has shaped our evolutionary history, and resulted in the diverse array of biological adaptations that characterizes modern Homo sapiens. Students will receive detailed and integrated hands-on practical experience with conducting biological anthropological research in a weekly laboratory setting.

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Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Evolution is a controversial topic, in particular human evolution. During the lab, students are encouraged to think critically about their preconceived ideas, religious or otherwise, and to reflect on how they know what they think they know. Within paleoanthropology, the study of human evolution, there is often controversy over the exact position of various fossil species in the line leading to humans. As a result, students are also challenged to think critically about the fossil evidence for human evolution presented to them, as well as the various interpretations of that evidence that scientists have made. In the labs, students are provided with various datasets for them to evaluate and analyze, and to use to develop their own understanding of what the various lines of evidence tell us. These include inquiries into the structure of the cell and DNA, genetic inheritance, evolutionary forces, and forensics, as well as measurements of bones, teeth, and fossils. The ultimate goal is to have the students develop a synthesis of human evolutionary history, and how it has been influenced by both extrinsic and intrinsic factors.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

A major component of the scientific endeavor is the effective communication of ideas. In the labs, students are encouraged to formulate thoughts into coherent oral expressions, and to communicate these questions, and their answers, within a larger body of peers. Weekly lab assignments and reports require further development of effective visual and written communication, as students are required to analyze, evaluate and present visual representations of data and write lab reports in a coherent and thoughtful manner that conveys complex ideas in meaningful ways.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students perform a weekly series of tasks as outlined in their lab manuals that provide them first-hand access to both numerical data and observable facts. The lab manual that we use includes a substantial number of datasets that students are required to manipulate and analyze. In addition, students create their own datasets from comparative dental, skeletal, and fossil materials available in the labs that they measure on their own. This hands-on approach provides students with direct access to original data that they can then work through on their own, or in groups, depending on the assignment. As a result, students obtain direct exposure to the data that underlies scientific interpretations, thereby gaining first-hand experience in conducting scientific research.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Several of the lab assignments require students to work in groups, both to collect and analyze data. These groups then present combined results that require a concerted effort to develop a consensus opinion. As a result, students learn to consider alternate points of view, and critically assess the evidence that underlies these differing perspectives. They work together toward a shared purpose, and even if they disagree with interpretations, they learn to appreciate why other people think the way that they do. Thus we are training students to become responsible colleagues and future effective collaborators or "team players."

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Introduction to Biological Anthropology Laboratory
Anthropology 226
Fall 2015

Anthropology Building Rm 300A

Lab Instructor: Kristin Hoffmeister  Lab Instructor: Kersten Bergstrom
Sections: 503 (Friday 9:10-12:10) &  Sections: 504 (Friday 12:40-3:40) &
          505 (Monday 12:40-3:40)       506 (Wednesday 5:20-8:20)
Office: Room 310D Anthropology  Office: Room 310F Anthropology
Building                                      Building
Office Hours: Wednesday 2:00-4:00          Office Hours: Thursday 3:00-5:00
Email: khoffmei@neo.tamu.edu               Email: kersten.bergstrom@tamu.edu

Lab Instructor: Katie Bailey
Sections: 501 (Tuesday 9:35-12:35) & 502 (Wednesday 12:40-3:40)
Office: Room 310E Anthropology Building
Office Hours Monday 10:30-12:30
Email katie_9808@tamu.edu

Course Description:
Basic evolutionary principles will be explored through population genetics. Lab provides hands-on exposure to the fossils of primate and human evolution along with the opportunity to measure, compare and contrast and observe trends that have occurred throughout the Cenozoic era. Concurrent registration with ANTH 225 is recommended.

This course is an elective with the Life/Physical Science Attribute and open to all students. There are no prerequisites.

Learning Outcomes:
By the end of the course students should be able to:
1. Apply the scientific method to problem solving in non-academic situations
2. Discuss and explain the mechanisms of evolution and the principles of population genetics
3. Measure and demonstrate traits related to major events in human evolution (encephalization, bipedalism, etc.)
4. Identify extant and extinct primate specimens, including human ancestors
5. Demonstrate human variation with examples from the general population
6. Explain and demonstrate examples of bioarchaeological and forensic methods of individual identification (estimate age, sex, and stature)

Required Text:
Always bring your lab manual to lab unless indicated otherwise. We will be doing assignments from the Walker-Pacheco lab manual, so you will need it to follow along during the lecture portion of the lab. The information in the manual will be important when going through the lab stations. Additional supplementary readings and handouts will be passed out for some of the laboratory sessions.

Reading Assignments:
A .pdf of the assigned readings will be posted on the class’s eCampus website (eCampus.tamu.edu). It will be posted in a folder labeled by week that contains the readings/handouts for that week. You must bring a copy of the readings to lab for discussion; these are required just as much as the lab manual.

Evaluation:
Your lab grade will be based on a combination of attendance, quizzes, lab assignments, a midterm practical, and a final lab exam. Participation is an important part of the learning process in the lab and includes: arriving to class on time, being prepared for class, participation in discussions and lab exercises, and adherence to lab rules. Grades will be weighted as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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</tbody>
</table>

Participation:
This is an important part of the learning process in the lab and includes: arriving to class on time, being prepared for class, participation in discussions and lab exercises, and adherence to lab rules. Moreover, individuals who contribute while in class and take part in active learning generally find that they do better on tests. There will be 11 in-class lab assignments corresponding to the 11 lab periods, including the midterm practical. The lowest lab grade will be dropped.

Quizzes:
There will be weekly quizzes based on the material presented in lab the previous week, as well as on the current week’s assignments and readings. These quizzes are intended to help you prepare for both your lab practicals and your lecture exams. Your lowest quiz grade will be dropped.

Homework:
There will be 6 homework assignments that will include handouts, lab manual self-tests, and various readings. These are intended to help you study and prepare you for the quizzes and practicals. Homework assignments are due on the dates listed at the end of the syllabus. Late submission of homework will not be accepted and will result in a zero for the assignment.
Practical Exams:
Each exam consists of 20 timed stations at which the questions are based on the osteological and fossil specimens from lab. Each station will have approximately 2-4 questions. There will be two open lab study times before each exam (dates and times to be announced). The practicals are not cumulative but do build on previous materials.

Grading Scale:
Percentage      Letter Grade
100-90          A
89-80            B
79-70            C
69-60            D
59-0             F

Attendance:
You are expected to attend every lab session and stay for the entire duration. Early departures are not allowed. You will receive a zero for any week you arrive late, leave early, or are absent without an approved excuse. Contact lab instructors as soon as possible if you will be missing or have missed a lab. You may attend a session other than your assigned lab provided that you receive prior approval from both lab instructors. Failure to abide by this rule will result in you being marked absent for that week and receiving a grade of zero (i.e. no make-up quizzes, assignments or late homework).

Make-up Policy:
There is a graded assignment and/or quiz each week, and you will not be allowed to make these up or turn them in late if you do not have a university-approved excused absence.

If an absence is excused, the instructor will provide the student an opportunity to make up any assignment, quiz, or exam by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsorship/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
Make-up Policy (Cont.)
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical
      provider within one week of the last date of the absence (see Student
      Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor’s discretion),
      within one week of the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence
          from Class form available at http://attendance.tamu.edu
      (ii.) Confirmation of visit to a health care professional affirming
           date and time of visit.

7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be
   rescheduled.

In cases where prior notification is not feasible (e.g., accident or emergency) the student must
provide notification by the end of the second working day after the absence, including an
explanation of why notice could not be sent prior to the class.

Lab Etiquette:
1) No eating or drinking is allowed in the lab.
2) Please clean up your work area before you leave.
3) Absolutely no use of personal electronic devices is permitted. This includes laptops, tablets,
   and especially cell phones. If you break this rule you will receive a zero for your next quiz
   grade.

Bone Handling Guidelines (more to be presented in class):
1) Only touch and or hold the bones when you have a specific reason to.
2) When handling bones and casts, always use both hands and hold the specimen over padding.
3) Do not touch or point at the specimens with pens, pencils, or other sharp objects.
4) Do not pick up a skull by putting your fingers in the orbits or through the zygomatic arch.
5) If you want to look at the teeth on a skull that has an articulated mandible, always detach the
   spring first to prevent the mandible from snapping shut and damaging the teeth.
6) Remember that while casts are expensive to replace, real skeletal material is irreplaceable
   and is to be treated with the utmost care and respect.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that
provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call
845-1637. For additional information visit http://disability.tamu.edu.
Copyright & Plagiarism
All materials generated for use in this class are copyrighted. These include syllabi, exams, review
sheets and other materials. Because these materials are copyrighted you do not have the right to
copy them, unless I expressly grant permission. As commonly defined, plagiarism consists of
passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance
with this definition, you are committing plagiarism if you copy the work of another person and turn
it in as your own, even if you should have the permission of that person.

Academic Dishonesty
Academic dishonesty is never tolerated at Texas A&M University, and should be actively
discouraged by both the instructor and students (http://student-rules.tamu.edu/). Academic
dishonesty comprises the unauthorized distribution of information and/or plagiarism. Any student
cought cheating on an exam will receive a zero for that exam, and will be reported to the Department
Head for further possible disciplinary proceedings at the discretion of the department of
Anthropology and the College of Liberal Arts.

Academic Integrity
“An Aggie does not lie, cheat or steal or tolerate those who do.” Honor Council Rules and
Procedures will be strictly followed and enforced in this class. If you have any questions about these

Anthropology Diversity Statement
Respect for cultural and human biological diversity are core concepts of Anthropology. In this course,
each voice in the classroom has something of value to contribute to class discussion. Please respect the
different experiences, beliefs and values expressed by your fellow students and instructor, and refrain
from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology
Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of
all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender
identities, geographical locations, languages, military experience, political views, races, religions, sexual
orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).
# LAB SCHEDULE

*Walker-Pacheco=Lab manual; other readings are available as pdfs on course’s eCampus page*

<table>
<thead>
<tr>
<th>Lab</th>
<th>Week</th>
<th>Topic</th>
<th>Lab Assignment (done in class)</th>
<th>Homework due</th>
<th>Readings Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>NO LAB</td>
<td></td>
<td></td>
<td>Walker-Pacheco pp 1-5; 17-24; 35-38; 41-42; 47-52; Reading: Weiner “Evolution in Action”</td>
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<tr>
<td>5</td>
<td>9/30</td>
<td>Primate Taxonomy</td>
<td>Quiz 4 Lab Assignment 5</td>
<td>Homework 2: Human Osteology</td>
<td>Walker-Pacheco pp. 235-236, 239-241, 245-247  Reading: Gould “What is a Species?”</td>
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<td>6</td>
<td>10/7</td>
<td>Primate Comparative Anatomy and Evolution</td>
<td>Quiz 5 Lab Assignment 6</td>
<td>Homework 3: Primate Taxonomy</td>
<td>Walker-Pacheco pp. 217-221; 225-226; 279-285  Reading: Krause “Washed up in Madagascar”</td>
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<tr>
<td>7</td>
<td>10/14</td>
<td>Primate Behavior</td>
<td>Osteology Practical Exam Lab Assignment 7</td>
<td></td>
<td>Readings: “One Great Ape”, Smuts “What Are Friends For?”</td>
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<tr>
<td>8</td>
<td>10/21</td>
<td>Early Hominin Evolution and Bipedality</td>
<td>Quiz 6 Lab Assignment 8</td>
<td></td>
<td>Walker-Pacheco pp. 303-305, 309-312, 315-316</td>
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<tr>
<td>9</td>
<td>10/28</td>
<td>Homo habilis and Homo erectus</td>
<td>Quiz 7 Lab Assignment 9</td>
<td>Homework 4: Bipedality and Early Hominin Evolution</td>
<td>Walker-Pacheco pp. 331-334;  Reading: Cartmill “The Third Man”; Shipman “Doubting Dmanisi”</td>
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<tr>
<td></td>
<td>Date</td>
<td>Activity</td>
<td>Quiz 9 Details</td>
<td>Readings: Marks “Science and Race”; Jablonski “Skin Deep”; Maples, “Dead Men Do Tell Tales”</td>
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<tr>
<td>11</td>
<td>11/11</td>
<td>Modern Human Variation &amp; Forensics</td>
<td>Lab Assignment 11 <strong>BRING CALCULATOR</strong></td>
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<tr>
<td>12</td>
<td>11/18</td>
<td><strong>FINAL PRACTICAL</strong></td>
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<tr>
<td>13</td>
<td>11/25</td>
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<td>NO LAB—THANKSGIVING</td>
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<tr>
<td>14</td>
<td>12/2</td>
<td></td>
<td>NO LAB—LAST DAY OF CLASS</td>
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</tbody>
</table>
ICD Only
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Psychology & Africana Studies

2. Course prefix and number: PSYC/AFST 206

3. Texas Common Course Number: n/a

4. Complete course title: Black Psychology

5. Semester credit hours: 3

6. Frequency the class will be offered: Every spring semester

7. Number of sections per semester: 1

8. Number of students per semester: 65

9. Historic annual enrollment for the last three years:
   - 2014-2015: 44
   - 2013-2014: 96
   - 2012-2013: course not offered yet

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    PSYC 206 focuses on the "Black experience" as it relates to psychology, examining how psychological science has overlooked the "Black experience" and how psychological theories, research, and methods would differ if Africentric perspectives were given the same attention as Eurocentric perspectives.

    PSYC 206 meets the ICD criteria by developing critical thinking and criticism skills that help students become better consumers and creators of knowledge in a diverse and global society. PSYC 206 provides a different perspective on contemporary psychological science, encouraging students to apply a new lens to current psychological knowledge and to turn the lens to question why psychological science looks the way it does today. Successful students will leave PSYC 206 with an appreciation for and skills in communicating with diverse and different persons and populations, perspective-taking, and science as a cultural product.

    PSYC 206 meets the 30%/50-year rule by focusing primarily on contemporary readings and issues in Black Psychology. Some historical perspectives and issues are included, most notably the lasting influence of slavery and Jim Crow on Blacks in the United States. At least 80% of the course material is contemporary.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Date: 9/11/15

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Instructor: Phia Salter
Class Meetings: Tues & Thurs, 11:10-12:25pm, HELD Bldg. Rm. 120
Office: Psy Bldg 256
Office Hours: Mon 2:00-3:00, Tues 12:30-1:30
Email: psalter@tamu.edu
Phone: 979-845-3794

Course Overview: Most studies in mainstream psychology are based on a limited range of the world's people: typically young, middle-class, North American college students of European descent. We will examine psychological phenomena and issues that emerge in the context of African-descent peoples living in the African Diaspora. Keep in mind, this is not a "how-to" course (for fun, see "How to Be Black" by Baratunde Thurston). Rather, we will examine and reflect on a variety of psychological issues through "non-Western" lenses. The purpose of this course is to critically examine psychological experience, theories, and methods from perspectives grounded in the "Black experience."

Course Objectives:
- Promote an awareness of the "Black experience" as it relates to psychology
- Develop an approach to psychology that integrates Black epistemologies ("ways of knowing")
- Understand the differences between Africentric and Eurocentric perspectives
- Understand the importance of diverse perspectives for the field of psychology
- Develop critical thinking skills that will facilitate further learning and reasoning
- Practice basic writing skills related to grammar, clarity, and style.

Required Course Readings:
- Supplementary Readings [ONL = Reading made available online]

Method of Instruction: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, demonstrations, projects and presentations, debates, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

Grading Policy: (possible 500 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
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<tr>
<td>Exam II</td>
<td>100</td>
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<tr>
<td>Exam III</td>
<td>100</td>
</tr>
<tr>
<td>Final Paper &amp; Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>60</td>
</tr>
<tr>
<td>Participation</td>
<td>40</td>
</tr>
</tbody>
</table>

Grading Scale:
- A = 450-500pts
- B = 400-449pts
- C = 350-399pts
- D = 300-349pts
- F = <300pts

Exams: There will be 3 exams in this course: FEBRUARY 19TH, MARCH 26TH, and APRIL 28TH. Together, these exams constitute 60% of your final grade in this course. The exam will consist of multiple choice and short answer questions that will assess your knowledge of the material we have covered and how it relates to the broader course concepts.

The examination dates should be considered firm. I expect everyone will take the examinations as they are scheduled. However, in the event that you must miss an exam for reasons excused by the university, you may make up the exam. You should contact me as soon as possible to inform me of your need to take a make-up exam.
**Final Paper & Presentation:** In lieu of a final exam, participants will submit a course paper. The format of this paper is an *autoethnography*. An autoethnography is an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand cultural experience. As such, this should not be just a descriptive literary piece about oneself, but an analysis and connection between self-experience and existing research and theory from the course. The length of this paper should be 8-10 pages, double-spaced, and written in accordance to APA style. Further instructions and guidance for the paper will be available on the *ecampus* course website. Although not required, I recommend that you talk to me about your topic before you write the paper. The first draft of the paper is **DUE Mar 31**, and a final version of the paper is **DUE May 1**. Please note that we will use at least one class period as a peer-review workshop to talk about each of your papers. You are expected to incorporate feedback from this peer-review workshop into your final draft.

*Autoethnography paper grades will be based on your first draft (30pts), the final draft (60pts), and presentation (10pts).*

**Class Participation:** Participation points will be assigned by your instructor based upon your *contributions* to the class and completion of class activities. The best way to contribute to this class is through attendance and active participation. My expectation is that your presence will create a better learning environment for the rest of the class; this includes your comments, teamwork, and preparation for the class. Excellence in this area will be demonstrated by asking provocative questions and continued engagement when your peers respond. Participation grading is *not* based on a curve. Every student can earn 100% of the available points, or can earn 0% (!).

**Weekly Reflection Papers:** Each Tuesday, a reflection question will be posted to the *ecampus* course site. You are responsible for responding to at least 6 of the 12 reflection questions. Responses are due on the following Monday by 5pm and are worth 10 points each. Your response should be one *single-spaced* page and uploaded to the *ecampus* site as a word document. You can only respond to the question posted for that week and because there are more than 6 opportunities available, this assignment will not be accepted after deadlines.

**Late Policy:** You will lose 10% a day in starting value for late assignments (please see “weekly reflection papers” for an exception to this rule. They will NOT be accepted late).

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reflection Questions</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction Jan 20th first day of classes</td>
<td>Why did you take this class? What do you hope to learn/discuss/discover/contribute in this course? DUE Jan 26</td>
<td>B&amp;A: Ch 1 ONL: (Guthrie)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Historical Foundations</td>
<td>In what ways do perspectives in Black /Africentric psychology and mainstream/Eurocentric psychology differ? DUE Feb 2</td>
<td>B&amp;A: Ch 2 ONL: (Azibo)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Theoretical Perspectives &amp; Methods</td>
<td>Which racial identity label do you prefer or tend to use in conversation—Black, African American, or something else? Why? DUE Feb 9</td>
<td>B&amp;A: Ch 3 ONL: (Hall)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Racial Identity, Socialization, &amp; Acculturation</td>
<td>How has the structure of Black American families been affected by Slavery (if at all)? DUE Feb 16</td>
<td>B&amp;A: Ch 8 ONL: (Sudarkasa)</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Description</td>
<td>Due/Assignment Details</td>
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<tr>
<td>Feb 19th</td>
<td>Exam I</td>
<td>What role does history play in shaping Black identity? Should we remember the past or try to forget? DUE Feb 23 *CLASS CANCELLED Feb 26</td>
<td>ONL: (Eyerman) ONL: (Nelson)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Learning, Motivation, &amp; Achievement</td>
<td>Should race/racial background be considered in college admissions? DUE Mar 2</td>
<td>B&amp;A: Ch 9 ONL: (Steele)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Psychosocial Adaptation, Health, &amp; Mental Health I</td>
<td>Could racism be involved in the shorter life expectancy of Black Americans? DUE Mar 9</td>
<td>B&amp;A: Ch 12 ONL: (Neighbors)</td>
</tr>
<tr>
<td>Mar 17-19</td>
<td>SPRING BREAK [March 16-20]</td>
<td></td>
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</tr>
<tr>
<td>Week 9</td>
<td>Psychosocial Adaptation, Health, &amp; Mental Health II</td>
<td>Is there a lasting legacy of Slavery on the American psyche? DUE Mar 23</td>
<td>B&amp;A: Ch 13 ONL: (Metzl)</td>
</tr>
<tr>
<td>Mar 26th</td>
<td>Exam II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 31st</td>
<td>Autoethnography Paper Draft DUE by 5pm</td>
<td></td>
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</tr>
<tr>
<td>Week 10</td>
<td>Racism &amp; Oppression I (Representations of Race)</td>
<td>Does the color complex still exist among the various relationships of African Americans? Across genders? DUE Mar 30</td>
<td>B&amp;A: Ch 4 ONL: (Russell) ONL: (Eberhardt)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Racism &amp; Oppression II (Beyond Individual Prejudice)</td>
<td>What is your definition of racism? By your definition, is racism still a problem today? DUE Apr 6</td>
<td>ONL: (Adams) ONL: (Crenshaw)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Intersectionality: Considerations of Sexuality, Gender, &amp; Class</td>
<td>Imagine you could rid America of sexism, racism, or classism. Which &quot;ism&quot; would you choose to eradicate first? DUE Apr 13</td>
<td>ONL: (Purdie-Vaughns) ONL: (Cole)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Course Wrap Up &amp; Presentations</td>
<td>What did you take away from this course? Have any of your perspectives changed? If so, how? DUE Apr 20</td>
<td>Optional Reading for the road: (Thurston)</td>
</tr>
<tr>
<td>April 28th</td>
<td>Exam III</td>
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<tr>
<td>Week 14</td>
<td>Presentations</td>
<td>April 30th LAST DAY OF CLASS</td>
<td>No readings this week</td>
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<tr>
<td>May 1st</td>
<td>Autoethnography Final Papers DUE by 5pm</td>
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<tr>
<td>Week 15</td>
<td>May 5—Redefined Day and Final Exams NO CLASS</td>
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<tr>
<td>Week 16</td>
<td>Final Exam Week</td>
<td>No Final Exam in this course</td>
<td></td>
</tr>
</tbody>
</table>

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**Supplemental Reading List**


Texas A&M University
International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Psychology & Africana Studies
   
   Course prefix and number: PSYC/AFST 208
   
   3. Texas Common Course Number: n/a
   
   Complete course title: Stereotypes, Prejudice, and Minority Experience
   
   5. Semester credit hours: 3
   
   6. Frequency the class will be offered: Every other Fall
   
   7. Number of sections per semester: 1
   
   8. Number of students per semester: 75
   
   9. Historic annual enrollment for the last three years:
      2014-2015: 49
      2013-2014: 0
      2012-2013: 167
   
   10. Statement on how this course meets the criteria for International and Cultural Diversity:
       PSYC 208 examines the individual, intergroup, and institutional processes involved in stereotyping and prejudice, addressing why stereotyping and prejudice have a greater negative impact on minority persons than majority persons.

       PSYC 208 meets the ICD criteria because successful students understand psychological processes and power dynamics that influence interpersonal, intergroup, and institutional practices that produce discrimination and privilege. PSYC 208 prepares students to better understand inequities in the modern world and evaluate them at the individual, intergroup, and institutional levels.

       PSYC 208 meets the 30%/50-year rule by focusing on classic and contemporary research and theory in psychological science. The readings are primarily from the last 25 years, with an emphasis on the last decade. Classic readings are used to trace the development of the science to contemporary research and theory, with a significantly greater focus on contemporary research. Contemporary research, theory, and examples comprise at least 90% of the course.

   11. Course Instructor: [Signature] Date: 9/11/15

   12. Department Head: [Signature] Date: 9/11/15

   13. College Dean/Designee: [Signature] Date: 9/16/15

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
STEREOTYPES, PREJUDICE, AND MINORITY EXPERIENCE
AFST 208/PSYC 208

Instructor: Dr. Phia Salter
Class Meetings: Monday – Friday, 2:00-3:35, PSYC 108
Email: psalter@tamu.edu
Office: Psyc Bldg 256
Office Hours: Mon 11:30am-1:30pm
Phone: 979-845-3794

Teaching Assistant: Stacey Rieck, M.S.; E-mail: riecksm@tamu.edu
Office: Academic Building, Room 406-D; Office Hours: By appointment

Course Prerequisites: Satisfactory completion of Psychology 107 or instructor permission

Course Description:
This course will examine the psychological theories and research on the topics of stereotypes, prejudice, and discrimination in sociocultural context. You will learn about both classic and modern theories of prejudice from a social psychological perspective. In addition, we will discuss research currently being done by psychologists to better understand when and why we use stereotypes and discriminate against groups and individuals. Assigned readings will include book chapters, recent empirical research reports, as well as social commentary.

This course is a reading and discussion course. In some ways, it is very similar to a graduate seminar. The good news is that not so much will depend upon high-stakes tests (but there will be quizzes). The other good news is that a large portion of your grade in the class will be based on your class participation and contributions (more on this below). What's the bad news? There is no bad news. Well, maybe except that your attendance is mandatory to get a good grade in this course. It is just not possible to participate in class discussions without being present.

Learning Outcomes:

Students will be able to:
- Understand various psychological processes and power dynamics underlying stereotyping, prejudice, discrimination, and privilege
- Understand the social, historical, and cultural contexts in which current intergroup relations developed and occur
- Evaluate and analyze social psychological research on stereotyping, prejudice, discrimination, and privilege
- Develop critical, reasoned positions that will facilitate group dialogue and further learning
- Discuss stereotyping and prejudice from “target” and “perpetrator” perspectives

Textbooks

Author Required?
The Psychology of Diversity: Beyond Prejudice & Racism Jones, Dovidio & Vietze Yes*
How Race is Lived in America New York Times Yes, online**
Other Readings and Assignments Various Yes, ecampus

* Print, Rental, or E-book version is OK!
** How Race is Lived in America is available at: http://www.nytimes.com/library/national/race/

Method of Instruction: A variety of instructional methods may be used depending on content area. These include but are not limited to: discussion, lecture, multimedia, cooperative learning.
demonstrations, debates, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>(possible 450 points)</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Reading Circle Assignments</td>
<td>300</td>
<td>A = 405-450 pts</td>
</tr>
<tr>
<td>5 Weekly Quizzes</td>
<td>100</td>
<td>B = 360-404.9 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
<td>C = 315-359.9 pts</td>
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<tr>
<td></td>
<td></td>
<td>D = 270-314.9 pts</td>
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<td></td>
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<td>F = &lt;270 pts</td>
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</tbody>
</table>

**Reading Circle Assignments:**
Students will be assigned to a group and required to engage in reading circles in a small group format. It is expected that you will participate in 10 reading circles each worth 30 points. It is expected that group members will rotate reading circle roles throughout the semester. This means that one person should not serve in the same reading circle role for the entire semester. Reading circle assignments will be graded based on the following criteria:

**Individual Reading Circle Prep Sheet.** Reading circle prep sheets MUST be completed before class and are worth 10 points each. Prep sheets MUST be typed, 11 or 12 inch font/Times New Roman or Arial. Handwritten prep sheets will not be credited. All responses on the prep sheet should be written in complete sentences. All prep sheets will be graded individually for adherence to role instructions, thoroughness, and appropriateness of the content included on the prep sheet (e.g., relation to the assigned reading). Prep sheets will be collected by the discussion leader and turned in with the groups reading circle assignment after large group discussion. For more information, please review the reading circle assignment handout (on e-campus) which provides detailed information on assignment requirements and expectations.

**Reading Circle Discussion and Engagement**
Class participation will be graded by your attendance, active involvement, and participation in class. This includes participation in small group discussion as part of your reading circle (10 points) as well as large group discussion (10 points) with the entire class. Active class participation and engagement will be evaluated through attendance, attentiveness, and the quality of contributions you provide to class discussions. In order to offer meaningful contributions to class, it is expected that you will read assigned readings prior to class so that you are prepared to discuss course content in depth. Below please find expectations for your participation in small and large group discussions.

**Expectations for Small Group Discussion** (10 points). Students are expected to actively engage in a reading circle discussion within their group by presenting the information that they developed for their prep sheet, answering questions posed by other group members, and providing comments when indicated on the information that other group members have presented. It is expected that group members will exhibit professionalism and respectful behavior during discourse. As indicated in classroom policies, group members are not required to agree with individuals in their group; however, it is expected that group members will be respectful when disagreeing with colleagues. Please note, only 25 minutes will be dedicated to small group discussion. The majority of course time will be dedicated to the large group discussion detailed below.

**Expectations for Large Group Discussion** (10 points). Students are expected to have read assigned readings regardless of whether their group has completed a reading circle assignment for that week. All students should be prepared to discuss
class readings in depth with the entire class. When students have completed a reading circle assignment, they should synthesize the information they discussed within their reading circle for discussion with the rest of the class. The reading circle director will be asked to present this information to the larger group, but other members are welcome to “chime in” to add clarification so long as they do not dominate the large group discussion preventing the discussion leader from speaking.

**What is meant by meaningful contributions to discussion?** There are clearly different ways to contribute to classroom discourse. For example, students can respond to questions posed by the instructor or other students; students can pose additional questions to spark further discussion (e.g., rhetorical questions); share experiences/reactions that are relevant to course topics being discussed; or pose questions for clarification. However, frequently echoing what others state by saying “I agree,” but not offering one’s own insight or thoughts is not considered to be a meaningful contribution to class discussion. Additionally, dominating conversations with off-topic comments or debates is not considered to be a meaningful contribution to discussion.

**Weekly Quizzes:** There will be weekly quizzes worth in this course on Fridays. They will be administered online for 20 points each on JUNE 5TH, JUNE 12TH, JUNE 19TH, JUNE 26TH and JULY 3RD. **There is NO Final Exam** in this course. You do not have to attend class on these days, but you must complete the quiz on that day. Quizzes will be posted by 9am and must be completed by Midnight. Please plan accordingly. **Make up quizzes:** The quiz dates should be considered firm. I expect everyone will take the quizzes as they are scheduled. In rare circumstances (as specified by University regulations) and with appropriate documentation, you may be permitted to take a make-up quiz. **You should contact me as soon as possible to inform me of your need to take a make-up quiz.** Please note the following events are NOT acceptable reasons for requesting a make-up quiz: participation in a wedding, travel, oversleeping, and minor illness. For more information, visit the following link: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Participation:**
The final 50 points of your grade will be calculated in the following way. Your peers will all evaluate you on a 0-15 scale in terms of quantity of participation and then on a 0-15 scale in terms of quality of participation. Then, I will rate your participation on a scale of 0 to 20. Your score will consist of a combined score that includes: the average of your peer-review quantity score, average of your quality peer review score, and my own assessment. This means you will have to (1) learn your peers' names, and (2) make your name known to them! This is done through course preparation and active participation in the reading circles.

**Extra Credit:**
You can participate in research within the psychology department for up to 20 points. Each 1-credit study is worth 5 points. More information will be provided in class.

**Course Schedule**
- Diversity = The Psychology of Diversity, Jones, Dovidio & Vietze
- NYT = How Race is Lived in America, New York Times
- Online = A reading in PDF on class e-campus site
- RCD = Reading Circle Days
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>RCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introductions &amp; Course Overview; Defining Key concepts &amp; Methods; Historical &amp; Cultural Context</strong></td>
<td></td>
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<tr>
<td>Tue, June 2</td>
<td>Diversity 1</td>
<td>NYT, Best of Friends</td>
<td></td>
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<tr>
<td>Wed, June 3</td>
<td>Diversity 2</td>
<td>Smedley &amp; Smedley, online</td>
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<tr>
<td>Thurs, June 4</td>
<td>Diversity 3</td>
<td>Feagin, online</td>
<td>yes</td>
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<tr>
<td>Fri, June 5</td>
<td><strong>Quiz I</strong></td>
<td></td>
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<tr>
<td>Week 2</td>
<td><strong>Biased Brains? Tolerant and Prejudiced Personalities; Social Cognition</strong></td>
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<tr>
<td>Mon, June 8</td>
<td>Diversity 4</td>
<td>Batson &amp; Stocks, online</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Duckitt, online</td>
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<tr>
<td>Tues, June 9</td>
<td>Diversity 5</td>
<td>Rudman &amp; Glick, online</td>
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<tr>
<td>Wed, June 10</td>
<td>Diversity 7</td>
<td>Eberhardt, online</td>
<td>Yes</td>
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<tr>
<td>Thurs, June 11</td>
<td>NYT, Harlem Drug Cops</td>
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<tr>
<td></td>
<td></td>
<td>NYT, Slaughterhouse</td>
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<tr>
<td>Friday, June 12</td>
<td><strong>Quiz II</strong></td>
<td></td>
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<tr>
<td>Week 3</td>
<td><strong>Biased Institutions? Social Roles and Power; Privilege; Production &amp; Maintenance</strong></td>
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<tr>
<td>Mon, June 15</td>
<td>Diversity 11</td>
<td>Fiske, online</td>
<td></td>
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<td></td>
<td></td>
<td>Lott, online</td>
<td></td>
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<tr>
<td>Tue, June 16</td>
<td>Diversity 12</td>
<td>Crosby et al., online</td>
<td>Yes</td>
</tr>
<tr>
<td>Wed, June 17</td>
<td>Diversity 8</td>
<td>McIntosh, 1992</td>
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<td></td>
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<td>Olkin, online</td>
<td></td>
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<tr>
<td>Thurs, June 18</td>
<td>Yellowbird, online</td>
<td></td>
<td>Yes</td>
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<tr>
<td>Friday, June 19</td>
<td><strong>Quiz III</strong></td>
<td></td>
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<tr>
<td>Week 4</td>
<td><strong>Social Identity and Ideology; Coping with Discrimination; Acceptance and Rejection</strong></td>
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<tr>
<td>Mon, June 22</td>
<td>NYT, Getting Under My Skin</td>
<td>Steele, online</td>
<td>Yes</td>
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<tr>
<td>Tues, June 23</td>
<td>Diversity 6</td>
<td>Neville et al., online</td>
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<td>NYT, Army</td>
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<tr>
<td>Wed, June 24</td>
<td>Diversity 8</td>
<td>Glick &amp; Fiske, online</td>
<td>Yes</td>
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<td>Adams et al, online</td>
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<tr>
<td>Thurs, June 25</td>
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<td>Fri, June 26</td>
<td><strong>Quiz IV</strong></td>
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<tr>
<td>Week 5</td>
<td><strong>Where do we go from here? Interventions and Solutions</strong></td>
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<tr>
<td>Mon, June 29</td>
<td>Diversity 9</td>
<td>NYT, Bricks and Mortar</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Johns et al., online</td>
<td></td>
</tr>
<tr>
<td>Tues, June 30</td>
<td>Diversity 13</td>
<td>NYT, Growing Up</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Which Readings will be discussed on Each Reading Circle Day?*

June 4: Best of Friends, Smedley & Smedley, Feagin
June 8: Batson & Stocks, Duckitt
June 10: Rudman & Glick, Eberhardt, Harlem Drug Cops
June 16: Slaughterhouse, Fiske, Lott
June 18: Crosby, McIntosh, Olkin
June 22: Yellowbird, Getting Under My Skin, Steele
June 24: Neville et al., Army, Glick & Fiske
June 29: Adams et al., Bricks and Mortar, Johns et al.
June 30: Ramiah & Hewstone, Martin-Baro
July 1: Class Choice—Topic you wished we covered but didn’t...

*Feel free to bring in information from the assigned chapters as appropriate.

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1. This request is submitted by (department name): Psychology & Africana Studies

2. Course prefix and number: PSYC/AFST 209

3. Texas Common Course Number: n/a

4. Complete course title: Psychology of Culture and Diversity

5. Semester credit hours: 3

6. Frequency the class will be offered: Every spring semester

7. Number of sections per semester: 1

8. Number of students per semester: 70

9. Historic annual enrollment for the last three years:
   2014-2015: 84
   2013-2014: 55
   2012-2013: 75

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    PSYC 209 addresses several themes: how psychological functioning differs across cultures, how culture shapes the psychological experience, how the psychological science itself is a product of culture, and how understanding these issues prepares students to be more socially just in the world.

    These themes meet the ICD criteria by demonstrating (a) how science is a product of culture which is essential to becoming a good consumer and producer of knowledge in an increasingly diverse world and (b) how individual behaviors and social interactions vary across cultures—both as a product of and a producer of culture—which is essential to being a good citizen in these global times.

    PSYC 209 exceeds the 30%/50-year rule by focusing on contemporary psychological science theory and empirical findings. When historical themes are addressed, they are in service of demonstrating the changes in psychological research over time. At least 90% of the course is contemporary psychological research.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Date 9/11/15

Date 9/11/15

Date 9/16/15

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
PSYCHOLOGY OF CULTURE AND DIVERSITY
AFST 209/PSYC 209

Instructor: Dr. Phia Salter
Class Meetings: Tues & Thurs, 2:20-3:35, MILS 214
Email: psalter@tamu.edu
Office: Psych Bldg 256
Office Hours: Mon 3:00-4:00, Tues 12:30-1:30
Phone: 979-845-3794

Course Description: Introduction to the various issues surrounding an increasingly interconnected and globalized world by critically examining the dynamic relationship between psychological processes (e.g., motivation, memory, self, prejudice) and diverse socio-cultural contexts.

Course Prerequisites: Satisfactory completion of Psychology 107

Learning Outcomes:
Students will be able to:
✓ Understand the bi-directional relationship between psychological experience and culture
✓ Develop an approach to psychology that integrates culture and diversity
✓ Evaluate, analyze, and integrate information from different sources and perspectives
✓ Develop critical, reasoned positions that will facilitate further learning

COURSE THEMES

What can psychological science contribute to the study of culture? What is culture? What is diversity and how does it relate to psychology? Associated with this course are five themes:

1. Diversity in Psychological Functioning: In the words of a famous critique, one could say of most psychology studies that "even the rat was white". That is, most studies are based on a limited range of the world's people: typically young, middle-class, North American college students of European descent. But what happens when the same studies are conducted with more diverse populations like people outside North America, people of Chinese descent, older adults, non-students, or farmers in rural Texas? One theme of the course is to consider whether patterns observed in WEIRD settings (i.e., Western, educated, industrial, rich, and democratic settings; Henrich, Heine, & Norenzayan, 2010) happen as regularly when studies are conducted in more varied settings.

2. Mind in Society: Research in psychology often proceeds as if psychological processes—for example, stereotypes, prejudice, perception, memory, emotion, motivation, and consciousness itself—are only relevant at the level of individual heart and minds. The second theme of the course concerns the extent to which the roots of psychological experience reside in the structure of sociocultural worlds or at the collective level.

3. The Cultural Construction of Psychological Experience: This theme refers to the extent to which patterns of psychological experience—like the fundamental attribution error, teenage rebellion, or romantic love—are not "just natural", but instead are products of particular constructions of reality. A major goal of the course is to make visible this cultural context of experience, not just for exotic patterns of people in "other cultures", but also for the familiar patterns observed in North American settings routinely reported in Psych textbooks.

4. The Cultural Grounding of Psychological Science: To what extent is Psychological Science, itself, a cultural product? Although scientists often imagine themselves to be detached, neutral
observers of a universal, objective reality, the fourth theme of the course concerns the extent to which theory and practice in Psychology (and other social sciences) reflects particular—and potentially variable—constructions of reality (e.g., concepts like person, child, and relationship).

5. Global Social Justice: This course primarily emphasizes the conceptual contributions of cultural psychology. However, cultural psychology also has practical, real-world relevance (related to the conceptual contributions). This semester, we will also turn our attention to this real-world relevance with respect to the theme of Global Social Justice.

Required Course Text:
- Heine, S. J. (2012). Cultural Psychology [SECOND EDITION]. New York: Norton. If you choose to use an older edition of this textbook, you are responsible for any differences between your version and the 2nd edition. I cannot and will not make special accommodations for students with a different version of the required text.

Method of Instruction: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative learning, demonstrations, debates, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

Grading Policy: (possible 500 points)

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>A = 450-500 pts</td>
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<tr>
<td>Exam II</td>
<td>B = 400-449.9 pts</td>
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<tr>
<td>Exam III</td>
<td>C = 350-399.9 pts</td>
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<tr>
<td>Exam IV</td>
<td>D = 300-349.9 pts</td>
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<tr>
<td>Final Exam</td>
<td>F = &lt;300 pts</td>
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<tr>
<td>Class Activities</td>
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Exams: There will be 4 exams in this course on February 10TH, MARCH 10th, APRIL 9th, and APRIL 28TH in addition to a Final Exam (http://registrar.tamu.edu/General/FinalSchedule.aspx#Spring_2015) on Tuesday May 12, 1-3:00pm). The format of each exam is the same. The exam will consist of multiple choice questions that will assess your knowledge of the material we have covered and how it relates to the broader course concepts. The final exam is cumulative.

Make up exams. The examination dates should be considered firm. I expect everyone will take the examinations as they are scheduled. In rare circumstances (as specified by University regulations) and with appropriate documentation, you may be permitted to take a make-up exam. You should contact me as soon as possible to inform me of your need to take a make-up exam. Please note the following events are NOT acceptable reasons for requesting a make-up exam: participation in a wedding, travel, oversleeping, and minor illness. For more information, visit the following link: http://student-rules.tamu.edu/rule07.

Class Activity Points: You will be asked to participate in several in-class activities (demonstrations, exercises, discussions, etc.) throughout the semester. Completion of these activities will be worth 5 to 10 points, with at least 10 of the activities being worth 10 pts each. If you earn 100 pts or more, you will receive the maximum number of points for this component of the grading (100 pts). These activities will either be individual or group assignments and these assignments will not be accepted late except in the case of university-approved absences. See http://student-rules.tamu.edu/rule07.
**Required Feature Films:** We will watch and discuss 4 full length feature films over the course of the semester. In order to watch these movies without interruption, you will need to watch them outside of the regularly scheduled course time and come prepared to class to discuss the films. As such, I have given back two scheduled class days to account for some of the time spent outside of class watching each film. Films will be available on *Media Matrix.*


**Course Schedule***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Introductions and Course Overview</td>
<td>Heine, Chapter 1</td>
</tr>
<tr>
<td>January 22</td>
<td>What is Culture? What is Diversity?</td>
<td>Heine, Chapter 1</td>
</tr>
<tr>
<td>January 27</td>
<td>Culture, Human Nature, and Change</td>
<td>Heine, Chapter 2</td>
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<tr>
<td>January 29</td>
<td>Cultural Evolution</td>
<td>Heine, Chapter 3</td>
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<tr>
<td>February 3</td>
<td>Development and Socialization</td>
<td>Heine, Chapter 5</td>
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<tr>
<td>February 5</td>
<td>Development and Socialization—<em>Babies</em> Discussion</td>
<td>Heine, Chapter 5</td>
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<tr>
<td><strong>February 10</strong></td>
<td><strong>EXAM 1</strong></td>
<td></td>
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<tr>
<td>February 12</td>
<td>Methodological Issues</td>
<td>Heine, Chapter 4</td>
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<tr>
<td>February 17</td>
<td>Personality</td>
<td>Heine, Chapter 6</td>
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<tr>
<td>February 19</td>
<td>Self and Identity—<em>The Namesake</em> Discussion</td>
<td>Heine, Chapter 6</td>
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<tr>
<td>February 24</td>
<td>Motivation</td>
<td>Heine, Chapter 7</td>
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<tr>
<td>February 26</td>
<td><strong>CLASS CANCELLED</strong></td>
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<tr>
<td>March 3</td>
<td>Perception and Cognition</td>
<td>Heine, Chapter 8</td>
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<tr>
<td>March 5</td>
<td>Perception and Cognition</td>
<td>Heine, Chapter 8</td>
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<tr>
<td><strong>March 10</strong></td>
<td><strong>EXAM 2</strong></td>
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<tr>
<td>March 12</td>
<td>Attraction &amp; Relationships</td>
<td>Heine, Chapter 9</td>
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<tr>
<td><strong>March 17-19</strong></td>
<td><strong>SPRING BREAK – NO CLASSES</strong></td>
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<tr>
<td>March 24</td>
<td>Immigration and Globalization</td>
<td>Heine, Chapter 10</td>
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<tr>
<td>March 26</td>
<td><strong>CLASS CANCELLED</strong></td>
<td></td>
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<tr>
<td>March 31</td>
<td>Immigration and Globalization—<em>Persepolis</em> Discussion</td>
<td>Heine, Chapter 10</td>
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<tr>
<td>April 2</td>
<td>Morality, Religion, &amp; Justice</td>
<td>Heine, Chapter 13</td>
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<tr>
<td>April 7</td>
<td>Emotions</td>
<td>Heine, Chapter 14</td>
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<tr>
<td><strong>April 9</strong></td>
<td><strong>EXAM 3</strong></td>
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<tr>
<td>April 14</td>
<td>Physical Health</td>
<td>Heine, Chapter 11</td>
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<tr>
<td>April 16</td>
<td>Mental Health</td>
<td>Heine, Chapter 12</td>
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<tr>
<td>April 21</td>
<td>Racism and Oppression</td>
<td><strong>Online Reading</strong></td>
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<tr>
<td>April 23</td>
<td>Racism and Oppression—<em>Bamboozled</em> Discussion</td>
<td><strong>Online Reading</strong></td>
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<tr>
<td><strong>April 28</strong></td>
<td><strong>EXAM 4</strong></td>
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<tr>
<td>April 30</td>
<td><em>In Class Review Session</em></td>
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<tr>
<td>May 5</td>
<td>NO CLASS, Re-defined day (Friday course schedule)</td>
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<tr>
<td>May 7-12</td>
<td>Final Exam Week</td>
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<tr>
<td><strong>May 12th</strong></td>
<td><strong>FINAL EXAM in MILS 2.14</strong></td>
<td><strong>Tuesday May 12, 1-3:00pm</strong></td>
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**Extra Credit Policy:** Extra credit may be earned **ONLY** by completing an additional writing assignment by **May 1st, 5pm.** You may earn up to 20 points by turning in ONE of the assignments below:

(1) Day of Global Citizenship: For this assignment, you should choose a day to alter your everyday routine in a way consistent with your idea of global citizenship. Define global citizenship, carefully observe the results of your intervention, and then thoughtfully reflect on your observations in a short paper (1-2 pgs single spaced).

(2) Lecture response: Attend a lecture about an international or diversity-related topic and then write a short paper in response (1-2 pgs single spaced). How does the lecture illuminate concepts from the course? How has taking this course informed your understanding of the speaker’s lecture?

**Academic Misconduct:** “An Aggie does not lie, cheat, or steal or tolerate those who do.” Please refer to the Honor Council rules and Procedures on the web [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). Academic misconduct by a student shall include, but not be limited to, disruptions of classes; giving or receiving unauthorized aid on examinations or in the preparation of reports or other assignments; knowingly misrepresenting the source of any academic work; falsification of research results; plagiarizing of another’s work; or otherwise acting dishonestly in research. Please do not put yourself or me in the position of dealing with such misconduct.

**Writing assistance:** The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at [writingcenter.tamu.edu](http://writingcenter.tamu.edu), or stop by in person.

**Students with disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Expectations of Civility and Respect:** While we may sometimes disagree with each other on topics discussed in class, it’s important that we remember that appreciating a diversity in perspectives is an important part of the learning process. With that said, conflicting opinions or disagreements may arise. However, disagreements should be directed at an argument and not the person. It is expected that everyone will be treated with respect. **If you ever feel that you are not being treated with respect in the classroom, please let me know.**

**Cell phones and other noisy things:** It is rude to use cell phones or other personal communication devices during instructional time. It is expected that all cell phones be silenced and put away during class time. Cell phones, pagers, iPods, headphones, etc are not to be in use while in class or during exam days. Please refrain from texting, instant messaging, gaming, and emailing while in class. It is distracting to the instructor as well as to those around you. If you require an exception to this rule, come and talk to me about your situation asap. If any of these issues becomes a problem, you will be excused from the class.
*The instructor reserves the right to modify the syllabus at any time. Changes may occur at the instructors discretion based upon the speed at which we progress through the material and the possibility of new, timely topics that may arise throughout the term.