

Aesthetics, Values, & Authority:
Treating Humans, Not Only the Disease:
The Psychosocial Foundations of Human Behavior and Well-Being
The Honors College, Florida International University
IDH 3034-U07 (97796)
Fall 2016 Tuesdays and Thursdays: 11:00AM-12:15
August 22 – December 3
Classroom: PC 332

Instructor

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Overview

For the better part of a century, the medical field has been dominated by a disease-oriented model of treatment. In this paradigm, the medical doctor diagnosed and treated the patient's bio-physiological maladies, and nothing more. Little concern was paid to the psychosocial and behavioral causes of disease. The admissions process to enter medical schools reflected this paradigm with MCAT examinations exclusively assessing applicants' knowledge of biochemical principles, etc. Recent changes in the MCAT have signaled larger shifts in the admission and education of the next generation of medical doctors. Now, about half of the questions on the MCAT will deal with the psychological and social foundations of behavior.

This course will attempt to provide students with a primer for that other half of the MCAT. In the fall semester, we will cover MCAT Foundational Concepts 6 & 7: Sensing the Environment, Making Sense of the Environment, Responding to the World, Individual Influences on Behavior, Social Processes that Influence Human Behavior, and Attitude and Behavior Change. In the spring semester, we will cover MCAT Foundational Concepts 8, 9, & 10: Self-Identity, Social Thinking, Social Interactions, Understanding Social Structure, Demographic Characteristics and Processes, and Social Inequality.

The course will focus the above listed, within the context of specific skills: scientific reasoning and problem solving, reasoning about the design and execution of research, data-based and statistical reasoning.

Activities for students to demonstrate their knowledge of the material will vary. Traditional exams that are patterned after the MCAT will be included. Additionally, reaction papers that require students to critique current medical research will also be considered.

While this course will be specifically geared toward students interested in taking the MCAT, all students with an interest in the psychosocial biological foundations of human behavior are welcome. In the interdisciplinary spirit of the Honors College, this course will attempt to connect psychology, sociology, biology, and anthropology.

Course Objectives/Outcomes:

- Students will gain an understanding of the various ways in which psychology, sociology and biology interact to influence human behavior.
- Students will be able to demonstrate the interrelated mechanisms of the body including the peripheral and central nervous system, sensory processing, perception, and cognitive processes.
- Students will understand the influence of biological and psychological forces in shaping emotion and stress responses.
- Students will learn to recognize the influence of Western values on how they perceive themselves and others.

- Students will be willing to engage in discussion that includes salient analysis and debate.

Required Texts

Barr, D. A. (2015). *Introduction to Biosocial Medicine: the social, psychological, and biological determinants of human behavior and well-being*. Baltimore: Johns Hopkins | ISBN: 978-1-4214-1860-5
(Listed as IBM in *Readings* below)

The Princeton Review (2015). *MCAT Psychology and Sociology Review* (2nd ed). ISBN: 978-1-101-92060-2

Required Readings (Professor will provide PDF)

Check Blackboard for additional readings not listed in the syllabus

Free Resources:

<https://www.boundless.com/psychology/> (Listed as BP in *Readings* below)

<https://www.boundless.com/sociology/> (Listed as BS in *Readings* below)

<https://www.boundless.com/biology/> (Listed as BB in *Readings* below)

<https://www.boundless.com/physiology/> (Listed as BPh in *Readings* below)

Attendance/Classroom Etiquette

While class attendance is not mandatory, this course is heavily reliant on student participation and interaction. Failure to attend class on a regular basis will deprive students of the needed context from which to understand the readings and assignments. It is the student's responsibility to check with his/her peers regarding missed work or discussions. It is not the responsibility of the professor to repeat lessons or announcements to students who missed class time.

There will be no make-ups for missed work. Students are responsible for all material presented and all announcements made in class. Students are expected to read all emails sent by the professor and it will be assumed that the student is aware of all material and calendar changes and other messages communicated through email. Do not email the professor asking, "what did I miss?" Such queries do not merit a response.

Students are expected to be engaged in class discussion and interactions; therefore, use of electronic devices of any sort should be limited during class time. Place phone on SILENT. The vibrate function can be just as distracting as the ringer function.

As a responsible adult, students may take calls, etc. but are asked to leave the room while making minimal interruption.

Course Assignments

Research Proposal—Written in Increments

In order to better understand the role of research in clinical practice, students will work in teams of three to develop a research proposal in an area of their choice related to the psychosocial basis of behavior, health, and well-being. The focus must be on an analysis of the subject matter, not summary, and on the proposal of a plausible, testable project. All papers must conform to the following regulations: typed, double-spaced, proofread, free of major grammatical errors, front and back printed, and stapled. Citations will follow standard APA style.

On the top, right-hand corner, include the following information: Full Name, Panther ID, Course & Section, and Course Title.

This proposal will span both semesters. The Fall will focus on developing the literature review and contemplating potential areas for further investigation.

MCAT Prep Exam Questions

- Students will write their own questions based on course material and mimicking the style of the MCAT
- One question per week, based on the material covered that week

Multiple-Choice Exams

- Drawn from pool of student-developed questions and MCAT prep questions
- Also, students will take and submit their scores for practice exams that are available with the MCAT prep book
 - Practice exams will be taken in class to simulate actual testing conditions

Bi-weekly Current Affairs Discussion

- Every other week, a team will provide a reading to the class about a current topic in the news and prepare class discussion and activity (15 mins)
 - Choose from the following news sources: *The New York Times*, *The Wall Street Journal*, *The Economist*, *National Public Radio*, *Washington Post*, *The Atlantic Monthly*, *BBC News*

In-Class Activities and Quizzes

Unscheduled and unannounced. The student must be present to submit.

All written work must consistently adhere to an accepted style of formal writing, i.e. American Psychological Association (APA). Students are advised to carefully proofread *all* papers before submitting them. Students who need extra help with their writing should make use of the university's free tutoring services: *On-Campus Learning Center*: PC 247; *Online Learning Center*: w3.fiu.edu. All students must adhere to the Academic Integrity Policy of the Honors College and Florida International University.

Assignments are due on the day indicated in this syllabus or as announced by the professor. No late assignments will be permitted. All assignments that are written are to be printed out and turned in during the class meeting on the day it is due. Assignments WILL NOT be accepted via email; DO NOT email papers, unless specifically instructed to do so.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93	89	85	80	75	70	65	60	55	50	45	<45

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

Academic Misconduct Policy

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity: <http://undergrad.fiu.edu/academic-integrity/index.html>
FIU Honors College Plagiarism Policy: <http://honors.fiu.edu/students/policies/#misconduct>

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. You will decide (with instructor consultation) what "artifacts" or assignments to include for consideration in your portfolios to demonstrate successful achievement of each of the student learning outcomes.

Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment.

Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

Global Learning Objectives

This course has been certified as meeting the university's Global Learning requirement. The current affairs assignment will satisfy all three of the Honors College Global Learning Objectives.

Global Awareness: Through your engagement in the current affairs assignment, you will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural contexts.

Global Perspective: Through your engagement in the current affairs assignment, you will be able to analyze the multiple causal forces that shape the perspectives of historical individuals — economic, political, sociological, technological, cultural, etc.

Global Engagement: Through your engagement in the current affairs assignment and research proposal, you will demonstrate a willingness to engage in evidence-based investigation in order to solve a global issue.

Global Learning Co-Curricular Activity: You will perform at least twenty hours of Community Service per academic year either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.

This syllabus and the following calendar are tentative and thus subject to change. Changes will be announced in class or by email sent to students' FIU address.

COURSE CALENDAR (subject to change)

All dates are tentative and the instructor holds the right to change due dates and presentation dates, providing ample notice to students.

Class Session 08/23 Tuesday

Overview of syllabus, course expectations, group assignments, begin discussion of course themes: psychosocial basis of behavior and its relation to health

Readings: BB (Ch 36, Sensory Systems); BP (Ch 4, Sensation and Perception); IBM (Ch 8 The Brain and Behavior)

Class Session 08/25 Thursday (08/29- Last day to drop with no penalty)

Sensing the Environment: Sensory Processing

Readings: BB, Sec 1 (Sensory Processes); BP, Sec 1 (Sensation); BPh, Ch 12-13 (Nervous System); IBM, pp. 115-121

Due: Current Affairs Discussion

Class Session 08/30 Tuesday

Sensing the Environment: Vision, Hearing, and Other Senses

Readings: BB, Sec 2 (Somatosensation), Sec 3 (Taste and Smell), Sec 4 (Hearing), Sec 5 (Vision); BP, Sec 2 (Sensory Processes); BPh, Ch 13 and 15 (Nervous System and Special Senses); IBM, p. 118

Class Session 09/01 Thursday

Sensing the Environment: Vision, Hearing, and Other Senses

Readings: BB, Sec 2 (Somatosensation), Sec 3 (Taste and Smell), Sec 4 (Hearing), Sec 5 (Vision); BP, Sec 2 (Sensory Processes); BPh, Ch 13 and 15 (Nervous System and Special Senses); IBM, p. 118

Due: Two peer-reviewed articles

Class Session 09/06 Tuesday

Sensing the Environment: Perception

Readings: BP, Sec 3 & 4 (Perception); IBM pp. 130-132

Class Session 09/08 Thursday

Making Sense of the Environment: Attention

Readings:

Due: Current Affairs Discussion

Class Session 09/13 Tuesday

Making Sense of the Environment: Cognition

Readings: BP, Ch 8 (Cognition); IBM, Ch 9 (Cognition, Behavior, and Well-Being)

Due: Four peer-reviewed articles

Class Session 09/15 Thursday

Making Sense of the Environment: Consciousness

Readings: BP, Ch 5 (States of Consciousness)

Class Session 09/20 Tuesday

Making Sense of the Environment: Memory

Readings: BP, Ch 7 (Memory)

Due: Current Affairs Discussion

Class Session 09/22 **Thursday**
Making Sense of the Environment: Language
Readings: BP, Ch 9 (Language)
Due: Eight peer-reviewed articles

Class Session 09/27 **Tuesday**
Responding to the World: Emotion
Readings: BP, Ch 12 (Emotion)

Class Session 09/29 **Thursday**
Responding to the World: Stress
Readings: BB, Ch 37 Secs 3 & 5 (Hormonal Regulation of Stress and Endocrine Glands); BP, Ch 16 (Stress and Health Psychology)

Class Session 10/04 **Tuesday**
Exam 1
Due: First Draft of Research Proposal Outline

Class Session 10/06 **Thursday**
Individual Influences on Behavior: Biological Bases of Behavior
Readings: BB, Ch 45, Sec 6 (Innate Animal Behavior); BP, Ch 3 (Biological Foundations of Psychology)
Due: Current Affairs Discussion

Class Session 10/11 **Tuesday**
Individual Influences on Behavior: Personality
Readings: BP, Ch 15 (Personality)
Due: Twelve peer-reviewed articles

Class Session 10/13 **Thursday**
Work on Projects

Class Session 10/18 **Tuesday**
Individual Influences on Behavior: Psychological Disorders
Readings: BB, Ch 35, Sec 6 (Nervous System Disorders); BP, Ch 17 (Psychological Disorders)

Class Session 10/20 **Thursday**
Individual Influences on Behavior: Motivation
Readings: BP, Ch 11 (Motivation); IBM, Ch 6 (Motivation and Behavior)
Due: Current Affairs Discussion

Class Session 10/25 **Tuesday**
Work on Projects
Due: Eighteen peer-reviewed articles

Class Session 10/27 **Thursday** (*10/31- Last day to drop with DR grade*)
Work on Projects
Exam 2

Class Session 11/01 **Tuesday**
Individual Influences on Behavior: Attitudes
Readings: BP, Ch 19, Sec 2 (Social Cognition)

Class Session 11/03 **Thursday**
Social Processes that Influence Human Behavior: How the Presence of Others Affects Individual Behavior
Readings: BS, Ch 2, Sec 4 (Group Influence)
Due: Current Affairs Discussion

Class Session 11/08 **Tuesday**
Social Processes that Influence Human Behavior: Group Decision-Making Processes
Readings: BP, Ch 19, Sec 3 (Social Influence)
Due: Second Draft of Research Proposal Outline

Class Session 11/10 **Thursday**
Social Processes that Influence Human Behavior: Normative and Non-Normative Behavior
Readings: BS, Ch 7 (Deviance, Social Control, and Crime)

Class Session 11/15 **Tuesday**
Social Processes that Influence Human Behavior: Socialization
Readings: BS, Ch 4 (Socialization)

Class Session 11/17 **Thursday**
Attitude and Behavior Change: Habituation and Dishabituation
Readings: BP, Ch 6, Sec 5 (Habitualization, Sensitization, and Potentiation)
Due: Current Affairs Discussion

Class Session 11/22 **Tuesday**
Attitude and Behavior Change: Associative Learning
Readings: BP, Ch 6, Secs 2 & 3 (Classical and Operant Conditioning)
Due: Twenty-two peer-reviewed articles

Class Session 11/24 **Thursday** (*Thanksgiving Day Holiday—University Closed*)
No Class

Class Session 11/29 **Tuesday**
Attitude and Behavior Change: Observational Learning
Readings: BP, Ch 6, Sec 4 (Social Learning Theory)

Class Session 12/01 **Thursday**

Attitude and Behavior Change: Theories of Attitude and Behavioral Change

Readings: BP, Ch 19 (Social Psychology)

Due: Current Affairs Discussion

Class Session 12/05 **Tuesday**

Exam 3

Due: Final Draft of Research Proposal Outline

Class Session 12/07 **Thursday**

TBD