

Aesthetics, Values, & Authority:  
*Treating the Person, Not Only the Disease:*  
*The Psychosocial Foundations of Human Behavior and Well-Being*  
The Honors College, Florida International University  
IDH 3034-U07 (86429)  
Fall 2021 Tuesdays and Thursdays: 11:00AM-12:15  
August 23 – December 4  
Classroom: SASC 202

**Professor:**

José F. Rodríguez, Ph.D.  
Assistant Teaching Professor, The Honors College

**Contact Info:**

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**Overview:**

Since the beginning of modern-day medicine at the turn of the last 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 entrance examinations exclusively assessing applicants' knowledge of biochemical principles, etc. Recent changes have signaled larger shifts in the medical field's conceptualization of health and the education of the next generation of medical doctors.

This course will attempt to provide students with an overview of the topics and ideas from the various fields of the social sciences (i.e., psychology, sociology, anthropology, political science, communication) that can inform and expand our understanding of health and well-being. It will focus on the interplay between the individual (e.g., personality) and situational (e.g., societal) forces that impact health and well-being. In addition, this course will focus on developing students' research skills. Attention will be paid to understanding the basics of research design and methodology with an eye towards helping students develop the skills to evaluate and carry out basic research studies.

Activities for students to demonstrate their knowledge of the material will vary. Bloom's taxonomy will be the guiding principle for the development and evaluation of assignments. Bloom proposed that receiving an education involved moving through various levels of learning: remembering, understanding, applying, analyzing, evaluating, and creating. That is, it is not enough to simply recall information; rather, the key to learning from the assignments will be in the students' active participation in the creation of their work and their ability to explain the concepts, apply them to situations, draw connections, and justify their decisions.

### **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 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.
- Students will develop the ability to interpret and evaluate scientific research articles.
- Students will develop basic abilities in research methodology and design.

### **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)

### **Required Readings:**

Check Canvas for additional readings not listed in the syllabus

Free Resources:

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

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

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

<https://courses.lumenlearning.com/boundless-statistics/> (Listed as BSt in *Readings* below)

### **Attendance/Classroom Etiquette:**

This course is **heavily** reliant on student participation and interaction. Failure to attend class on a regular basis will deprive you of the needed context from which to understand the readings and assignments. It is your responsibility to check with your peers regarding missed work or discussions. It is **your** responsibility to catch up on what you missed in class. Any major changes to assignment due dates will be posted to Canvas; however, in general, you are responsible for knowing about what happened in class.

### **Preferred Communication Channels & Email Etiquette:**

There are two ways to get in touch with me: Canvas or my FIU email. I prefer to receive email directly to my FIU email (see above). I am generally available to meet with you. For the time being, I will not hold regular office hours; rather, we can set up meetings individually, just email me to set up a time.

When emailing me, include all the following information: full name, Panther ID, course enrolled, and be specific with your request or question. You are expected to read all emails that I send, and I'll assume that you're aware of all material and calendar changes and other messages communicated through email. Do not submit assignments via email, I will not accept them. All assignments are to be submitted via Canvas. If you're emailing to set up an appointment, offer some dates and times that you are available.

Do not submit assignments via email, I will not accept them. All assignments are to be submitted via Canvas. Unfortunately, I can (will) not accept Google Docs, convert them to some other file that is more easily opened. Google Doc assignments will not be accepted.

### **Missing Submission Policy:**

All assignments are to be submitted and done online through Canvas (unless explicitly told otherwise). Assignments are due when they are due, no exceptions. Do NOT email me at 11:58p.m. stating there was a problem uploading the material or taking an exam/quiz. *It is your responsibility to submit assignments in a timely manner.* Unsubmitted assignments will automatically receive a zero grade in Canvas.

### **Expectations of Performance:**

This section is meant to clarify and state my expectations of students and their performance in this class. To perform well, I expect that student will do the following:

- Read **all materials** that are assigned, BEFORE class
- Ask questions and engage in discussion and conversation
- Review material from previous courses that might be relevant to this course (e.g., statistics)
- Put forth maximal effort in all assignments (don't half-ass it)
- Make time for this course, even if that means making personal sacrifices
- Inform me of personal emergencies (don't need all the details, just the basics)
- Organization is key, write down all due dates, be diligent, don't let things pass!
- Come prepared for class

### **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 at <http://drc.fiu.edu>, if you have not done so already.

### **Academic Misconduct Procedures and Penalties:**

In the Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <http://integrity.fiu.edu/misconducts.html>.

### **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. For more information, see <http://honors.fiu.edu/current-students/portfolio>.

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.

### **Engagement Requirements:**

Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. See: <http://honors.fiu.edu/current-students/citizenship/>.

### **Community Service:**

As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 citizenship points discussed above. See <http://honors.fiu.edu/current-students/community-service/>.

### **Honors Education in the ARTS (HEARTS):**

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See: <http://honors.fiu.edu/current-students/hearts/>.

### **Additional Resources:**

#### ***Panthers Care***

If you are looking for help for yourself or a peer, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website <https://studentaffairs.fiu.edu/get-support/panthers-care/>

#### ***Counseling and Psychological Services (CAPS)***

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at <http://caps.fiu.edu>. Professional

counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

### **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 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.

### **Course Assignments:**

#### *Individual and Team Assignments*

- There will be one individual assignment and three team-based assignments.
  - Five groups of three, plus two groups of two = 19 (total groups = 7)

#### *Review of Scholarly Articles (Individual Assignment)*

- In order to better understand the role of research in clinical practice, students will be required to review **three** different scholarly articles on a topic of their choice.
  - All articles must be related to health matters; however, they may come from a variety of disciplines.
  - For simplicity, you may use the *PsychInfo* database that is available online, through the FIU Library.
- A **three-page review** will be submitted, along with a copy of the article. The first page or so will be devoted to providing a brief overview of the article: study variables, theory being tested, methodology employed, sample characteristics, etc.
  - The remainder of the paper will be devoted to **analyzing, synthesizing, and evaluating** the article.
- Additional Considerations:
  - Take your paper to the Writing Center: <http://writingcenter.fiu.edu>
  - Excellent papers are free of major grammatical errors and have a clear logic and flow to the arguments; they've been proofread.

- All papers must be... typed, double-spaced, front and back printed, and stapled. Citations will need to follow APA Style (American Psychological Association). You are expected to adhere to the Academic Integrity Policy of the Honors College and Florida International University.
  - And must include the following information: Full Name, Panther ID, Course & Section, and Course Title.

*Reflection Papers (Individual Assignment)*

- At a few moments in the semester, you'll be asked to reflect on what you've been learning and how you've been growing. Reflections are meant to help place what you've learned into context and to demonstrate your acquisition and comprehension of the course materials.
  - Reflections are also meant for personal growth and development; they're meant to show *you* where you've been and how far you've come along. Those who write thoughtful, comprehensive, and detailed reflections can expect to receive higher points than those who write surface-level summaries.

*Current Affairs Discussion (Team Assignment)*

- Every other week or so, one team will provide a reading to the class about a current topic in the news. The topic need not be political in nature, though it must have a focus on health and/or well-being and its psychosocial aspects.
 

**EVERYONE IS EXPECTED TO READ THE ARTICLE!**
- Using the email available in Canvas, the group will send a link or copy of the article to the entire class **the night before they present**. The group will give a brief presentation and lead a discussion on the article. The presentation may include a brief summary of the article; but more importantly, it must **analyze, synthesize, and evaluate** the article's importance to our understanding of current trends in health and well-being. The group will need to develop **five discussion questions**.
- Use the readings from the class (i.e., text and PDFs) to help provide a vocabulary for understanding health and wellness from a psychosocial perspective. Groups will be assessed on their ability to clearly identify the problems presented in the article, provide clear solutions, collaborate with each other, and promote discussion among their classmates.
  - DO NOT simply summarize. Remember, analysis is more than just summary (i.e., describing). Analysis involves breaking down ideas into smaller parts, synthesis involves assembling and arranging ideas, and evaluation involves making and defending judgments based on evidence. The purpose of this assignment is to **demonstrate your ability to explain and apply the topics** being discussed in class and in the readings.
- The current politicization of knowledge is making it more difficult to discover the truth in a biased-free manner (or as close to biased-free as we can get). Therefore, I'm limiting the sources from which you may draw your current affairs articles to the following news media outlets:
  - *The New York Times, The Wall Street Journal, The Economist, National Public Radio, The Washington Post, The Atlantic Monthly, BBC News, Marketplace*
  - Notice the omission of all the major cable news channels.
- Teams will be assessed not only on the novelty of the topic chosen but also their ability to engage the entire class in discussion, as well as their ability to collaborate with each other. (15 mins for discussion)

### *Book Chapter Discussion (Team Assignment)*

- Every other week or so, one group will provide a discussion and analysis of a designated chapter from the *Introducing Biosocial Medicine*. **EVERYONE MUST READ THE CHAPTER!**
  - The group will give a brief presentation and lead a discussion on the assigned reading. The presentation may include a brief summary of the article; but more importantly, it must **analyze, synthesize, and evaluate** the article's importance to our understanding of current trends in the psychosocial basis of health and well-being. The group will need to develop **five discussion questions**.
  - Use the other readings from the class (i.e., text, PDFs and videos) to help provide a vocabulary for understanding health and wellness from a psychosocial perspective. Groups will be assessed on their ability to clearly identify the problems presented in the article, provide clear solutions, collaborate with each other, and promote discussion among their classmates.
- DO NOT simply summarize. Remember, analysis is more than just summary (i.e., describing). Analysis involves breaking down ideas into smaller parts, synthesis involves assembling and arranging ideas, and evaluation involves making and defending judgments based on evidence. The purpose of this assignment is to **demonstrate your ability to explain and apply the topics** being discussed in class and in the readings.
- Teams will lead a class discussion on the chapter and may include a classroom activity. Teams will be assessed not only on the novelty of their presentation of the material but also their ability to engage the entire class in discussion, as well as their ability to collaborate with each other. (40 mins for discussion).

### *Creative Ad Health Campaign (Team Assignment)*

- Based on the theory and research of the topics discussed in class, create an ad campaign for a health issue of your choice. Any medium of presentation is available (i.e., live theatrical performance, painting, sculpture, graphic design, musical, etc.).
- Teams will be assessed not only on the novelty and creativity of the ad campaign but also their ability to integrate the course material into their final product.
- Group Design and Requirements
  - Seven groups (four groups of four students, and three groups of three students)
  - Presentation eight minute maximum, strictly enforced
  - On-time start of class will be strictly enforced
  - If using any form of digital visual aid, send an electronic copy **the day before the final presentation**.

Unfortunately, I can (will) not accept Google Docs, convert them to some other file that is more easily opened. Google Doc assignments will not be accepted.

### *In-Class Activities and Quizzes*

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

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.

**Course Grades:**

Article Reviews (3x)	30%
Reflection Papers (2x)	10%
Current Affairs Discussion	15%
Book Chapter Discussion	15%
Creative Ad Health Campaign	20%
Participation/Interaction	10%

**Grading Scale:**

A	A-	B+	B	B-	C+	C	D	F
93	90	87	83	80	77	70	67	66

## 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.

Check Canvas for additional readings. Modules in Canvas are listed by the titles used below.

<b>Date</b>	<b>Module</b>	<b>Readings/Assignments</b>
<i>Week 1</i> Tuesday Aug 24	Overview of syllabus, review course expectations, psychosocial basis of behavior and its relation to health and well-being	
<i>Week 1</i> Thursday Aug 26	Overview of Research Methods and Design	<i>Readings:</i> (BP: The Scientific Method)
<i>Week 2</i> Tuesday Aug 31	Theories and Hypothesis Testing	<b>Aug 30: Last Day to Drop/Add</b>
<i>Week 2</i> Thursday Sep 02	Research Design: the heart of the scientific method	<i>Readings:</i> (BP: Types of Research Studies & Methods of Collecting Data) <b>Assign Teams</b>
<i>Week 3</i> Tuesday Sep 07	Crash course in stats...just the basics	<i>Readings:</i> (BP: Analyzing and Interpreting Data) <b>Due: Current Affairs Discussion #1 (Group 1)</b>
<i>Week 3</i> Thursday Sep 09	Overview of psychological theories: what causes behavior?	<i>Readings:</i> IBM (Ch1, Understanding Human Behavior) <b>Due: Chapter Discussion (Ch 1) #1 (Group 2)</b>
<i>Week 4</i> Tuesday Sep 14	The Psychobiological Perspective: Neural communication, brain functioning, sensation and perception	<i>Readings:</i> IBM (Ch 8, The Brain & Behavior), <b>Due: Chapter Discussion (Ch 8) #2 (Group 4)</b>
<i>Week 4</i> Thursday Sep 16	The Psychobiological Perspective: Neural communication, brain functioning, sensation and perception	<i>Readings:</i> (BB: Sensory Systems—All); (BP: Sensory Processes) <b>Due: Article Review #1</b>
<i>Week 5</i> Tuesday Sep 21		<i>Readings:</i> (BP: Perception) <b>Due: Current Affairs Discussion #2 (Group 3)</b>
<i>Week 5</i> Thursday Sep 23	Memory and Cognition: Functioning, cognition and attention, language formation	<i>Readings:</i> (BP: Cognition; Memory; Language) <b>Due: Current Affairs Discussion #3 (Group 5)</b>
<i>Week 6</i> Tuesday Sep 28	Memory and Cognition: Functioning, cognition and attention, language formation	<i>Readings:</i> IBM (Ch 9, Cognition, Behavior, & Well-Being) <b>Due: Chapter Discussion (Ch 9) #3 (Group 6)</b>

<i>Week 6</i> Thursday Sep 30		<b><i>Due: Reflection #1</i></b> <b><i>Due: Current Affairs Discussion #4 (Group 7)</i></b>
<i>Week 7</i> Tuesday Oct 05	Motivation and Emotion: Needs, Drives, Bio Perspective on Emotions, Cognitive Perspective on Emotions	<i>Readings:</i> (BP: Motivation; Emotion) <i>Readings:</i> IBM (Ch 6, Motivation & Behavior) <b><i>Due: Chapter Discussion (Ch 6) #4 (Group 8)</i></b>
<i>Week 7</i> Thursday Oct 07	Motivation and Emotion: Needs, Drives, Bio Perspective on Emotions, Cognitive Perspective on Emotions	
<i>Week 8</i> Tuesday Oct 12		<b><i>Student Participation Check-In</i></b>
<i>Week 8</i> Thursday Oct 14	Behavioral Conditioning and Learning: Associative Learning (Classical and Operant Conditioning), Social Learning	<i>Readings:</i> (BP: Classical and Operant Conditioning) <i>Readings:</i> IBM (Ch 2, Behavior & Well-Being) <b><i>Due: Chapter Discussion (Ch 2) #5 (Group 1)</i></b> <b><i>Due: Article Review #2</i></b>
<i>Week 9</i> Tuesday Oct 19	Behavioral Conditioning and Learning: Associative Learning (Classical and Operant Conditioning), Social Learning	<i>Readings:</i> (BP: Cognitive Approaches to Learning)
<i>Week 9</i> Thursday Oct 21		<b><i>Due: Current Affairs Discussion #5 (Group 2)</i></b>
<i>Week 10</i> Tuesday Oct 26	Personality and Identity: Psychoanalytic Perspective, Empirical Perspective (OCEAN), Biological Perspective	<i>Readings:</i> (BP: Personality)
<i>Week 10</i> Thursday Oct 28	Personality and Identity: Psychoanalytic Perspective, Empirical Perspective (OCEAN), Biological Perspective	<i>Readings:</i> IBM (Ch 7, Personality, Behavior, & Well-Being) <b><i>Due: Chapter Discussion (Ch 7) #6 (Group 3)</i></b>
<i>Week 11</i> Tuesday Nov 02		<b><i>Due: Current Affairs Discussion #6 (Group 4)</i></b> <b>Nov 1: Last Day to Drop with DR</b>
<i>Week 11</i> Thursday Nov 04	Identity and Social Interaction: Situational effects on behavior, attribution theory, social influence, and group identity	<i>Readings:</i> (BP: Social Psychology)
<i>Week 12</i> Tuesday Nov 09	Identity and Social Interaction: Situational effects on behavior, attribution theory, social influence, and group identity	<i>Readings:</i> IBM (Ch 5, Identity & Behavior) <b><i>Due: Chapter Discussion (Ch 5) #7 (Group 5)</i></b>

<i>Week 12</i> Thursday Nov 11	Veteran's Day Holiday— University Closed	<b>NO CLASS!!!</b>
<i>Week 13</i> Tuesday Nov 16	Understanding Stress and Well-Being: Diathesis-stress model, transactional theories, resource theories, biological and cognitive bases	<i>Readings:</i> (BP: Stress and Health Psychology) <b><i>Due: Current Affairs Discussion #7 (Group 6)</i></b>
<i>Week 13</i> Thursday Nov 18	Understanding Stress and Well-Being: Diathesis-stress model, transactional theories, resource theories, biological and cognitive bases	<b><i>Due: Chapter Discussion (TBD) #8 (Group 7)</i></b>
<i>Week 14</i> Tuesday Nov 23		<b><i>Due: Current Affairs Discussion #8 (Group 8)</i></b> <b><i>Due: Article Review #3</i></b>
<i>Week 14</i> Thursday Nov 25	<b>Thanksgiving Day Holiday</b>	<b>NO CLASS!!!</b>
<i>Week 15</i> Tuesday Nov 30	Connecting the entire semester...what just happened?!	
<i>Week 15</i> Thursday Dec 02	Presentation of Ad Campaigns	<b><i>Due: Presentation of Ad Campaigns</i></b> <b><i>Due: Reflection #2</i></b>
<i>Week 16</i> Dec 07 & 10	Final Week of Classes	<b><i>GOOD LUCK WITH YOUR FINALS!!!</i></b>