



This course supports the assessment for BHT1. The course covers 3 competencies and represents 3 competency units.

Introduction

This course is aligned to the BHT1 performance assessment. The same study materials are utilized in the BHO1 objective assessment. If you have previously completed the BHO1 assessment, then you should have already completed the required study activities found in this course. You may wish to review the assignments here, but you are not required to repeat these activities. If you have not yet completed the BHO1 assessment, then please proceed through this course in full.

Overview

The behavioral sciences provide fascinating approaches to the study of human behavior. The modern discipline of psychology, for example, has revolutionized modern life. Behaviors that in previous times were mysterious, and sometimes ascribed to mysterious forces, are now the subject of scientific study and treatment. Similarly, anthropology and sociology have provided insights that expand our knowledge of both the history of the human race and the beliefs, practices, and values that continue to shape societies today.

The objective of a behavioral science unit is to enhance each person's basic knowledge and understanding of human behaviors and human relationships, and to provide insight into societal institutions as they have evolved through time.. When social scientists are asked to contemplate the nature of humankind, their understanding addresses the social and psychological issues that currently affect people and societies. This component of your social science learning at WGU is designed to help you combine a broad overview of the field with an understanding of the key concepts and principles of behavioral science.

As you consider your future, keep in mind that the behavioral sciences represent deep inquiries into human behavior at both the individual and the group levels. Lessons in other social science subjects, such as history, are often complemented by the perspective provided by one or more of the behavioral sciences. As you apply yourself to the activities outlined in this course you will continue to build a solid foundation of excellence in social science education.

Competencies

This course provides guidance to help you demonstrate the following 3 competencies:

- **Competency 111.6.1: Anthropology**
The graduate can describe and discuss the principles and concepts of anthropology.
- **Competency 111.6.2: Sociology**
The graduate can describe and discuss the principles and concepts of sociology.
- **Competency 111.6.3: Psychology**
The graduate can describe and discuss the principles and concepts of psychology.

Teaching Dispositions Statement



Please review the [Statement of Teaching Dispositions](#).

Course Mentor

Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Manually Enrolled Resources

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the "Learning Resources" tab, click the "Sections" button, and then click the "Enroll Now" button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

HippoCampus

The [HippoCampus](#) website contains a study site for psychology. Click on the link for a window to open. Once you've accessed the site, bookmark it for later reference.

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.



- Haviland, W. A., Prins, H. E. L., Walrath, D. & McBride, B. (2008). *Anthropology: The Human Challenge* (12th Ed). Belmont, CA: Thomson Learning. ISBN: 0-495-09559-1
- Tischler, H. L. (2011). *Introduction to Sociology* (10th Ed). Belmont, CA: Thomson Learning. ISBN: 9781285396835
- Wood, S. E., Wood, E. G. & Boyd, D. (2010). *The world of psychology* (7th Ed). NY: Pearson. ISBN: 978-0205763733

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

WGU Library E-Reserves

This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "[Accessing WGU Library E-Reserves](#)" page.

The following e-reserve materials will be used in this course:

- *Networks, Dynamics, and the Small World Phenomenon* by Duncan J. Watts

Fundamental Behavioral Science: Anthropology Concepts (Part I)

The readings and activities for this subject will introduce you to the basic concepts and terms used by anthropologists.

Anthropology: Subfields

Anthropology is the study of humankind throughout time. Anthropology looks at what makes human beings different from one another and compares what they share in common. Anthropologists work within four subfields of the discipline. Understanding the four subfields allows one to see in a comprehensive way how anthropologists try to understand the world and human behavior.

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Reading

Read the following in *Anthropology: The Human Challenge*:

- [chapter 1 \("The Essence of Anthropology"\)](#)
- [chapter 2 \("Biology and Evolution"\)](#)

Work through each chapter and review all the topics and activities.

Research an Anthropologist of Your Choosing



In a chart or your notebook, list some facts about the work of anthropologists in general.

Consider the following:

- What do anthropologists do?
- What do they aim to contribute to people's understanding of the world?

Post your findings as a question on the message board and request feedback from others regarding the work of anthropologists.

Practice and Feedback

Access the following website:

- [American Anthropological Association](#)

Look at the three links in red:

- "Learn More" under the "Careers in Anthropology" heading (this will take you to the page "Career Paths and Education")
- "What Do Anthropologists Do?"
- "Additional Career Information" near the bottom of the page.

You may also use other websites for information.

Select three of the anthropologists that were discussed in your readings and post information about them on the message board (e.g., what type of anthropologists they are and what they do).

Additional Practice and Feedback

In your notebook, give a brief definition of the following terms:

- globalization
- westernization
- modernization

From your readings and personal research, consider the pros and cons of each of these conditions. Determine under which fields of anthropology these definitions fall.

Anthropology: Human Characteristics

A fundamental task of anthropology is to define what human beings are in relation to other forms of life.



- What characteristics make people human?

For centuries humans have theorized about what characteristics separate humans from other animals. Throughout the generations, the process of change that humans have undergone is characterized by genetic changes from one generation to another. This is reflected in visible differences between organisms.

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**
The graduate can describe and discuss the principles and concepts of anthropology.

Reading

Review the following in *Anthropology: The Human Challenge*:

- [chapter 2 \("Biology and Evolution"\)](#)

Read the following in *Anthropology: The Human Challenge*:

- [chapter 9 \("The Global Expansion of Homo sapiens and Their Technology"\)](#)
- [chapter 15 \("Ethnographic Research: Its History, Methods, and Theories"\)](#)

Focus on the discussions related to biological and nonbiological characteristics of human beings.

Practice and Feedback

In your notebook, write one paragraph with your insight on DNA in connection to what that indicates as to being "human."

Consider whether your opinions have changed since reading about the genetic code.

Additional Practice and Feedback

On the message board, share examples of four major evolutionary forces. Request feedback from others on the message board.

Visit the Website

Access and read the following article:

- ["The Greatest Journey"](#)

As you read, consider how the information in the article enhances your concept of humans and



human migration.

Practice and Feedback Continued

Who are your ancestors?

Most Americans carry their father's family name but acknowledge that they are equally related to both parents. In many Hispanic cultures, a child carries both the mother's and the father's last name.

The length of a genealogical generation is about 25 years. That means that if you are 25 years old, you have roughly 512 ancestors alive in 1785, 1024 in 1760, etc. You are equally related to each ancestor.

- Do you know who they were?
- What they look like?
- What were their lives were like?

Go to the message board and discuss with your fellow students any information you wish to share and compare regarding these questions.

Eugenics Movement

There have been times in history where certain people decided they could alter the course of human development. The eugenics movement is a time when selective breeding was accepted with serious and negative consequences.

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Go to These Websites

Access and read the following articles:

- [Eugenics Movement Reaches Its Height](#)
- [Eugenics and Physical Anthropology](#)

Practice and Feedback

Visit the message board and post your understanding of what the eugenics movement was and how it gained momentum in the United States after 1890.

Biological Race Concept



Race and racism are commonly discussed in today's media. But what is race? This question has been posed to anthropologists, sociologists, and psychologists for centuries. Is there really such a phenomenon as race, or is race a culturally designed concept which is used for a variety of purposes, including separation and categorization?

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Reading

Read the following in *Anthropology: The Human Challenge*:

- [chapter 13 \("Human Adaptation to a Changing World"\)](#)
- [chapter 17 \("Social Identity, Personality, and Gender"\)](#)
- [chapter 20 \("Sex, Marriage, and Family"\)](#)

Focus on the discussions of the biological race concept and how it came into use.

Reflection

What do you think about the biological race concept? In your notebook, make note of the origins and use of the concept and list reasons why the concept may be flawed or incorrect.

Practice and Feedback

View the following presentation on race and human variation:

- ["Race and Human Variation"](#)

Take the quiz at the ["Race: Quiz"](#) website.

Message Board

Visit the message board and write several brief comments as to what you believe your understanding of race is and is not. Respond to other learners.

Video

Access and work through the following website:

- [Human Diversity: How Different Are We?](#)

Reflect

In 1963, a North Carolina State student observed an African American man from the northern



United States enter a local cafeteria in Raleigh, North Carolina. The man was refused service because he was black. He went back to his hotel and wrapped a towel around his head like a turban, so that he would look like an Indian Sikh. He went back through the cafeteria line, and he was served.

- What does this incident say about racism?
- Does biology play any role at all in this example of discrimination?

Make a Note

Anthropologists say that race is a construction of culture. Reflect upon the following questions:

- What does this mean?
- Does this hold true in the United States?
- Is racism a reality?
- What evidence do you see of continuing racism or declining racial prejudice?
- Do you see this evidence for minority groups other than African Americans?
- What do you predict for racial prejudice in the future, and what do you think could reduce it (or even eliminate it)?

If you have questions or comments regarding this topic, please consult the message board. Contribute to existing discussions or start one of your own.

Make Additional Notes

How does the study of anthropology provide society with different ways of dealing with the concept of diversity?

Write your thoughts in your notebook.

Additional Practice and Feedback

Access and read the following website:

- [The Human Spectrum](#)

Respond to these questions in your notebook:

- What is diversity?
- Do human beings differ in fundamental ways? If so, how?
- Do anthropologists differ even among themselves as to how diversity should be defined?

Marriage

To the anthropologist, marriage represents a sanctioned union between two or more individuals



that outlines rights and responsibilities associated with that union. The institution and purpose of marriage can be different in various cultures.

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Reading

Review the following in *Anthropology: The Human Challenge*:

- [chapter 20 \("Sex, Marriage, and Family"\)](#)

Focus on the various aspects of marriage and its purposes across cultures.

Practice and Feedback

The tradition of gift exchange is common for marriages in almost all cultures. Exactly what is exchanged, however, is quite varied. In America, wedding gifts are a big deal, and people often agonize over what to spend.

Reflect on this, and consider which of the following situations would influence the amount you might spend on a wedding gift:

- your relationship to the couple
- how much you think they spent on their gift to you
- how wealthy you are in comparison to the couple
- how much you think they paid per person for the reception
- how much you like the person

What would your answer say about your cultural values? If you have experience with wedding gift giving in other cultures, please share those with other students on the message board.

Endogamy and Exogamy

For some groups, marriage occurs within certain groups or with certain individuals. For others, marriage can occur outside their normal group.

Create two scenarios - one giving an example of endogamy and the other giving an example of exogamy. Provide examples of each concept.

Post this on the message board and share with other learners.

Fundamental Behavioral Science: Anthropology Concepts



(Part II)

The activities for this subject will continue to enhance your understanding of how anthropologists think about common concepts like culture, kinship, language and religion. As you study, reflect on how the anthropological approach to these concepts differs or does not differ from the common sense or everyday way of understanding them. Consider also any assumptions from which the anthropological approach begins. For example, does anthropology assume the equality of all cultures (i.e., does its approach to the study of cultures assume cultural relativism)? If so, what is the basis of this assumption and what do you think about it?

Culture

The term culture generally connotes shared ideas, values, and perceptions that are characteristic of institutions or groups. Although people use the term frequently, they may not consider exactly what they think culture is.

- Can a culture be as large as the United States?
- On the other hand, how small can a culture be?

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Reading

Read the following in *Anthropology: The Human Challenge*:

- [chapter 14 \("Characteristics of Culture"\)](#)
- [chapter 16 \("Language and Communication"\)](#)
- [chapter 21 \("Kinship and Descent"\)](#)
- [chapter 23 \("Politics, Power, and Violence"\)](#)
- [chapter 24 \("Spirituality, Religion, and the Supernatural"\)](#)

Work through each chapter and review all the topics and activities.

Reflection on Family and Culture

Consider the following:

- What is your definition of "family"?
- Are single-parent homes considered families?
- What is the definition of culture?
- After your readings, has your initial definition of culture changed?

Cultural Changes

Historically, cultures have changed through time. Anthropology attempts to account for how and why such changes occur. As you engage the following activities, think not only about cultural



change but also about cultural dissolution. Since no culture is a permanent culture, what ultimately causes cultures to disappear?

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Review

Two processes for changing cultures are diffusion and innovation.

- Are there specific cultures that come to mind that reflect these processes?

Practice and Feedback

Consider your cultural background and start a discussion thread with your fellow students based on the following ideas and questions:

- As you grew up, what was an important, or unique food served in your family?
- What were the ingredients?
- Who cooked it?
- Was it regional or ethnic?
- Who did most of the cooking in your house?
- Did the family eat together, and if so where?
- Were any table manners required or optional?
- Did you have different dishes for different occasions or the same cuisine?
- Were there any particular holidays that you celebrated with food, and if so, what were those foods?
- Was anything special served for guests?

Can you identify these food choices as being part of your cultural background?

Make a Note

Reflect upon these questions and write your answers in your notebook:

- What would be an example of a subculture?
- What makes it different from a culture? Or is there a difference?

Additional Practice and Feedback

Consider the symbols of American culture and what they mean. Name a few in the message board discussion.

If you have any experience in another culture, discuss some of the symbols and what they



mean in that culture.

Discuss any recent incidents when the destruction or desecration of symbols in American or in other cultures led to controversy or violence.

Make Additional Notes

Create a cause and effect diagram.

From your readings and any additional research, what are identified mechanisms for cultural change (e.g., innovation, diffusion, cultural loss, acculturation, genocide, directed change)?

Give features, characteristics, and examples.

Practice and Feedback Continued

Why does culture change? Consider the following: Over the last 10,000 years, major changes in human subsistence strategies have occurred and affected human cultures and societies.

- Is this change considered progress?
- Have human lives improved?
- In what ways have they improved?
- What prices have been paid?

Post your responses on the message board.

Political Organizations

Political organizations represent how power and wealth is distributed within a society and how social order is maintained through the existence of these organizations. As you complete the following activities, ask yourself if you think categories of anthropology can accurately depict political organization at your state or local level.

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Practice and Feedback

Anthropologists place political organizations in the following four primary forms or categories:

- band
- tribe
- chiefdom
- state

Construct a chart and list the similarities of each organization and the differences. Indicate the



different populations that you are studying in anthropology and from personal observations. List at their primary form of political organization.

Language and Culture

Language is communication. The study of language is fundamental to anthropology - each culture establishes a communication pattern which can be handed down through language.

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Make a Note

Reflect on the following questions and write your thoughts in your notebook:

- What is the purpose of language, and how does it reflect differences among cultures?
- Does language change over time?
- Will language be different in 10 to 20 years?

Practice

McKay Hatch, a teenager from South Pasadena, California, started a campaign to stop cussing. Access and look around the following website:

- ["No Cussing Club"](#)

Consider the following questions:

- When and where would you use or not use curse words?
- Or do you not use curse words at all?
- What are other kinds of speech you might use in particular situations (e.g., in class, with parents, with friends, at a job interview, etc.)?

Feedback

Generate a list of current-day slang terms or recently invented words.

Share the list on the message board under the designated thread.

Predict which of these terms you think will or will not be used 10 to 15 years from now.

Kinship

The concept of kinship represents a network of relatives with each possessing certain rights and responsibilities coming from this kinship affiliation. Though people may not always think of their own families according to kinship patterns, if they look hard enough they usually will see that they can learn much about themselves by studying the concept of kinship.



This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Make a Chart

From your reading of chapter 21 in *Anthropology: The Human Challenge*, outline the patterns of kinship found with the following peoples in your notebook:

- Inuit
- Hawaiian
- Iroquois
- Crow
- Omaha
- Sudanese
- Balinese

Religion, Ritual, and Ceremony

Cultures have certain religious views and ideologies that have evolved over time. In the nineteenth and twentieth centuries, anthropological investigations gave rise to the comparative study of religious belief and ritual. The following activities introduce contemporary anthropological thinking on this subject. For interesting research regarding some earlier studies, be aware of the "The Golden Bough" by Sir James George Frazer or read about the philosopher-anthropologist and historian of religion Mircea Eliade.

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Make a Chart

Religion carries different meanings and purposes in different cultures. Make a chart noting the differences of religion, ceremony, and rituals that exist among the different cultures.

Practice and Feedback

In many cultures and religions, men have attempted to control female sexuality. In your notebook, list and discuss as many norms, sanctions, institutional rules, and regulations that have contributed to this control (including marriage).

On the message board, discuss why this is done and give feedback to your fellow students.

Practice

Consider your own response to cultural practices that offend you.



- Is it reasonable to maintain an attitude of cultural relativism in the face of practices such as torture, slavery, genocide, and human sacrifice?
- Is there such a thing as universal human rights that should be standard in every culture?
- If so, can people defend these given that they derive from specific cultures and specific time periods?
- Can you think of any practices found in the United States that might violate these universal human rights?

Adaptation

Organisms, including humans, must make adjustments relative to the environment. This can call for changes in one's geographical location if the environmental conditions change. This is called adaptation.

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Reading

Read the following in *Anthropology: The Human Challenge*:

- [chapter 18 \("Patterns of Subsistence"\)](#)

Focus on the question of "adaptation." What is it and why it is of interest or concern to anthropologists?

Make a Note

How does cultural behavior adapt for the purpose of subsistence? Give examples in your notebook.

Practice

Reflect on the concept of adaptation. Write out your explanation of the role this concept plays in anthropological theories in your notebook. Consider how you would explain this in a group presentation.

Practice and Feedback

Cultural adaptation is the interchange of ideas, activities, and technologies which allow populations to survive and thrive. Look at some of the cultures you have been reviewing and list how this concept may apply to them in your notebook.

Material Culture

One of the important aspects of archaeological digs is the discovery of artifacts which have survived the ages. These include tools, structures and sometimes art. These items give an idea of what other cultures were like.



This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

Review

Read the following of *Anthropology: The Human Challenge*:

- [chapter 4 \("Field Methods in Archaeology and Paleoanthropology"\)](#)

Refine your understanding of what material cultural refers to. Give examples in your notebook.

Visit This Website

Access the following website:

- ["Excavating Occaneechi Town"](#)

How did visiting this website enhance your understanding of material culture?

Prehistoric Americas

Think about what the Americas were like before written records were produced and maintained. Archaeologists have attempted to discover this by looking at the remains of the cultures and populations which existed prior to recording of information.

This topic addresses the following competency:

- **Competency 111.6.1: Anthropology**

The graduate can describe and discuss the principles and concepts of anthropology.

View the Videos

Access and view the following videos:

- [Textile Fragments Provide Details of Ancient Lives](#)
- [Cahokia: America's Forgotten City](#)

Make notes in your notebook on how prehistoric people lived and survived. Write a brief paragraph that explains your understanding of the significance of mound builders in prehistoric American cultural development.

Fundamental Behavioral Science: Sociology Concepts (Part I)

The activities in this subject will introduce you to the sociological approach to questions about



how human beings organize themselves into groups and how the groups themselves coordinate and control various aspects of behavior. Consider the fact that all social groups have rules or laws that group members are expected to observe. Why is this so? How do groups derive their rules?

Social Networks

Aristotle famously said people are "political animals." He meant that people's highest concerns are ultimately political and that people can find their highest fulfillment in their role as actively participating citizens. It is a different thing to say, as later philosophers did, that "people are social animals," since that means that people find their highest fulfillment in their social roles, whether as members of a family or of a social group. Not many people today would agree with Aristotle. Is that because he is wrong, or have people today been overly influenced by the view that they are primarily social beings? This might be an interesting point to consider in relation to the following activities in sociology.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Reading

Read the following in *Introduction to Sociology*:

- [chapter 1 \("The Sociological Perspective"\)](#)
- [chapter 2 \("Doing Sociology: Research Methods"\)](#)
- [chapter 3 \("Culture"\)](#)
- [chapter 5 \("Social Interaction"\)](#)
- [chapter 13 \("Religion"\)](#)

WGU E-Library Article

In the MyWGU Student Portal, under the "Resources" tab, go to the "WGU Library." Enter the e-library and follow the instructions below to locate and read the following article by Duncan J. Watts:

- "Networks, Dynamics, and the Small World Phenomenon"

1. From the library home page click E-reserves.
2. Select "Teacher Education" from the drop down.
3. Click on the course link titled "TE_SecondarySocialScience"
4. The article should appear on the course page. Click the title, and then click the "click here for more information" link to access the full text.

Feedback and Practice

- What is your understanding of social networks?
- Can you identify three examples of social networks?



On the message board, explain why you believe they are examples.



Status and Roles

Statuses are positions that are culturally and socially defined and that can follow the individual throughout their lifetime. Each status has roles assigned which determine the understanding of proper behavior.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Scenario: Design a Chart

A male physician's ascribed status is that of male, his achieved status is that of physician, and his roles are varied, with one role being "healer of the sick."

Make a chart with status and roles. After reviewing [chapter 5 \("Social Interaction"\)](#) in *Introduction to Sociology*, write down what your own statuses and roles are.

Practice and Feedback

Consider the following question and write your thoughts in your notebook:

- What is the primary difference between a status and a role, or is there a difference?

Norms and Mores

Cultures subscribe to certain rules of behavior that are shared by that group or culture. Mores are beliefs that are held by the culture and usually govern moral behavior.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Review

Review the following in *Introduction to Sociology*:

- [chapter 2 \("Doing Sociology: Research Methods"\)](#)

In your notebook, make a list of what you consider to be norms in the United States.

Also make a list of what you consider to be mores in the United States.

- Can you see the difference between norms and mores?

Practice

Reflect on the following questions:



- What subcultures exist in your community?
- How do norms and values differ among these subcultures?

Share your observations on the message board with your fellow students.

Tutorial Quiz

Access the following website:

- [Introduction to Sociology, 10th Edition Companion Site](#)

Select chapter 2 from the pull-down list at the top of the page, and then click on "Tutorial Quiz" on the left-hand side.

Take the tutorial quiz to check your understanding. Review your responses and the answers.

Laws and Beliefs

Formal rules are adopted by cultures and society's political authorities. This unit looks at the difference between laws and beliefs and how they are formed within a culture.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Review

Review the following in *Introduction to Sociology*:

- [chapter 13 \("Religion"\)](#)

What is your concept of a belief?

Make a Chart

Make a chart using the four categories of belief (i.e., supernaturalism, animism, theism, and abstract ideals) as subsections.

List the characteristics attributed to each.

Practice

Define and provide an example of each of the following:

- supernaturalism
- animism
- theism
- abstract ideals



Share your examples on the message board and acknowledge if there are examples provided by others that you had not considered.

Tutorial Quiz

Access the following website:

- [Introduction to Sociology, 10th Edition Companion Site](#)

Select chapter 13 from the pull-down list at the top of the page, and then click on "Tutorial Quiz" on the left-hand side.

Take the tutorial quiz to check your understanding. Review your responses and the answers.

Fundamental Behavioral Science: Sociology Concepts (Part II)

After completing the readings and activities for this subject, you will be able to discuss group norms and mores as well as definitions of the terms group minority status, prejudice, and discrimination. Most of these terms are part of everyday vocabulary. As you study how they are defined and explored by sociologists, reflect on how your own understanding of them is expanded or undergoes revision. What can be learned from sociology about everyday use of these terms?

Group Norms

Groups share a common system of accepted norms and mores. These terms are specifically defined by sociologists. As you learn these definitions, consider how norms and mores are different and whether norms and mores can sometimes be in conflict within groups.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**
The graduate can discuss and describe the principles and concepts of sociology.

Reading

Read the following in *Introduction to Sociology*:

- [chapter 6 \("Social Groups and Organizations"\)](#)
- [chapter 7 \("Deviant Behavior and Social Control"\)](#)
- [chapter 10 \("Racial and Ethnic Minorities"\)](#)
- [chapter 11 \("Gender Stratification"\)](#)
- [chapter 15 \("Political and Economic Systems"\)](#)

Review

Review the definition of legal code and write your thoughts in your notebook.



Consider these questions:

- How does this definition relate to laws?
- Do beliefs affect the construction of laws?

Practice and Feedback

The construction of methods of social control relates to laws and legal codes. The ultimate method of social control is capital punishment.

Using the Internet to research, answer the following questions:

- What evidence do proponents of capital punishment use to buttress their arguments?
- What evidence do opponents of capital punishment use to buttress their arguments?
- Because the United States is one of the few nations that still mandate capital punishment, what is the relationship of this state sanction to American culture?
- What role do you think religion plays in this?
- What is the extradition implication for Americans who commit capital crimes and flee to a state without capital punishment?

Give your own personal views (only as you much as you feel comfortable with) and engage in a group discussion on the message board.

A social group constitutes a number of people who share a common identity, have a basis for unity, and as a group have established common goals and norms. Make a list of all the social groups that you can personally identify. Consider why social groups emerge?

Practice

Define three major functions of a social group. Relate these functions to the groups you identified above. Share these with your course mentor for feedback.

Given the social groups you identified and listed for the above activity, what are the goals and shared norms that you can readily identify?

Minority

A minority is a group of people who, because of physical, cultural, or other characteristics, may be singled out for separation from others in the society.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**



The graduate can discuss and describe the principles and concepts of sociology.

Review

What is your definition of the term minority?

Design a Chart and Reflect

On a chart, list the minority populations living in your area. For each one, list the basic characteristics that distinguish them from other groups.

- How has your reading about this concept enhanced your understanding of minorities and associated group characteristics?

Prejudice

Prejudice is an often irrational and negative attitude toward a group of people and its members. As you review this concept think about how prejudice can be related to group norms and mores.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Review

Consider the following questions:

- What is your definition of the term *prejudice*?
- After your review of the terms *minority*, *prejudice*, and *discrimination*, can you identify a population in your area which may be or have been discriminated against on the basis of race?

Practice and Feedback

In your notebook, briefly describe the unique features of the minority experience of a Native American group (relative to other minority groups' experiences in the United States).

- Are the groups you identified subject to racism according to your research and studies?

Consider the following questions:

- What is a hate crime?
- How does this term relate to prejudice and racism?
- What do sociologists believe is the reason for the increase in such crimes over the past 50 years?

Additional Review

Review the following in *Introduction to Sociology*:



- [chapter 10 \("Racial and Ethnic Minorities"\)](#)

Elaborate on your understanding of the terms minority group, ethnic group, and racial group in your notebook. Practice by making a chart that outlines your understanding of the differences between these types of groups. Do these groups share any commonalities?

Discrimination

When groups or individuals are treated differently in negative ways, this represents discrimination. While nondiscrimination is clearly the goal toward which good societies strive, what are the roots of discrimination? What would be required to achieve a nondiscriminatory society?

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Review

Consider the following questions and write your thoughts in your notebook:

- What is discrimination?
- Have you personally witnessed discrimination?
- Is discrimination different from prejudice?
- What causes discrimination and prejudice?

Practice and Feedback

Can you provide examples of who you would consider an unprejudiced nondiscriminatory, an unprejudiced discriminator, a prejudiced nondiscriminatory, and a prejudiced discriminator? Share your definitions and examples on the message board.

Fundamental Behavioral Science: Sociology Concepts (Part III)

After completing the readings and activities for this subject, you will be able to describe how sociologists think about and employ concepts such as race and ethnicity. You will also be able to discuss the very important concepts of socialization and social class. Similar to the other social sciences, sociology provides perspectives that challenge accepted notions of how things are.

Race, Ethnicity, and Social Organization

Cultures represent different ideas, beliefs, behaviors, and rituals. Often people tend to judge others by their own cultural standards and practices. They can wonder whether such judgments are fair, but the question as to whether there are any universally valid criteria by which to judge is a difficult one. If there are not, is it possible for any group to judge another fairly?



This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Reading

Read the following in *Introduction to Sociology*:

- [chapter 4 \("Socialization and Development"\)](#)
- [chapter 8 \("Social Class in the United States"\)](#)

Review

Review the following in *Introduction to Sociology*:

- [chapter 6 \("Social Groups and Organizations"\)](#)
- [chapter 10 \("Racial and Ethnic Minorities"\)](#)
- [chapter 16 \("Population and Urban Society"\)](#)

In your notebook, make a note about the impact ethnocentrism has had on social groups.

Ethnic Group Characteristics

Ethnic groups have distinct cultural traditions with which their members identify and within which their members behaviorally operate. These traditions may or may not be recognized by others.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Make a Chart

Make a chart with the following populations in the United States:

- Asian Americans
- Cuban Americans
- Jewish Americans
- Mexican American
- Native Americans

These are examples of ethnic groups. Design a notebook on ethnic groups and make individual notes of the characteristics you have studied on each ethnic group.

Practice and Feedback

Think of an additional example of an ethnic group. Explore two ethnic groups given above and your chosen ethnic group.



Make a Venn diagram listing the differences and similarities of each group.

Make a Note

Reflect on the following questions:

- What characteristics constitute race and racial identity?
- Is cultural identification with racial self-definition more important than genetics?

Practice

Review the following presentation:

- [The Human Spectrum](#)

Apply your review findings to answering the following question and post your response to the message board:

- Is cultural identification with racial self-definition more important than genetics?

Socialization

Socialization is the process that a child navigates through to learn how to live successfully in the world. Reflect upon what socialization is and your own experience. Can you think of ways in which you were or are socialized?

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Practice and Feedback

In your notebook, give examples of how socialization is achieved.

Identify four social problems in the United States and list the characteristics for each of them.

Practice

Access and read the following web page:

- ["Defining Social Problems"](#)

Make a Note



Consider the following questions and write your answers in your notebook:

- What do you consider to be a valid distinction between a social problem and a social condition?
- Is being unemployed a social problem? Or is unemployment a social condition?

Share your insights with your fellow students on the message board.

Social Classes

People within the same stratification system who have similar jobs, lifestyles, beliefs, attitudes, and economic conditions may be considered in the same social class.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Reflection

Consider the following questions and write any notes in your notebook:

- What social classes do you observe in the United States?
- What are some observed characteristics of each?

Practice

Think of stratification in your school based on the classes of faculty, students, administrators, and other groups.

- How would a conflict theorist view the actions of these groups individually?
- How would a functionalist theorist view each of them?
- Do class distinctions of the society at large come into play on U.S. campuses and intertwine with the campus categories?

Share your perspectives on the message board and solicit feedback from others.

Fundamental Behavioral Science: Sociology Concepts (Part IV)

After completing the readings and activities for this subject, you will be able to describe sociological theories of human behavior related to aggression and violence, and you will be able to discuss how sociologists approach questions of morality and identity. These topics concern



some of the most fundamental questions about human life.

Functionalist and Conflict Philosophies in Sociological Study

Functionalism is the oldest and most dominant theory in sociology. Conflict theory came into being as a criticism of functionalist theory.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Review

Review the following in *Introduction to Sociology*:

- [chapter 3 \("Culture"\)](#)
- [chapter 4 \("Socialization and Development"\)](#)
- [chapter 11 \("Gender Stratification"\)](#)
- [chapter 16 \("Population and Urban Society"\)](#)

As necessary, review each chapter in conjunction with the topic.

Reading

Read the following in *Introduction to Sociology*:

- [chapter 17 \("Health and Aging"\)](#)

Practice

Consider the issue of school violence.

- What questions and research strategies could each of the major sociological paradigms use in looking at this issue?

Construct a chart with structural-functionalist and conflict theories to present this data.

Cultural Universals

In all cultures there are forms or patterns that are formulated to address human problems. These include prohibitions on incest, marriage rituals, rites of passage, etc. This unit looks at cultural universals and how they differ from culture to culture.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Review



Write a definition of cultural universals in your notebook based on your review of [chapter 3 \("Culture"\)](#) of *Introduction to Sociology*.

Practice

Make a list of three cultural universals which currently exist in your society.

Share your list for feedback on the message board.

Health Issues

There are many universal health issues worth concern (e.g., the AIDS epidemic in Africa). This unit looks at the dynamics of health issues and how information is obtained through research.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Visit This Website

Access the following website:

- [World Health Organization](#)

Click on the "Countries" link. Look at the statistics on health for various countries.

Practice

Access the following website:

- [Census Bureau](#)

Questions to think about:

- How are statistics collected?
- How does it serve sociologists in their research?
- Why is this research important to collect?

Additional Practice

In looking at the human dynamics associated with health issues, what are characteristics that you have associated with the AIDS epidemic and other universal health concerns?

Personal Identity

Prior to the Enlightenment, philosophers often spoke of the human soul. Modern social sciences like sociology reject the notion of a soul. Instead they refer to the self. The difference is an interesting one.

As you study personal identity, think about how the notion of a soul might differ from the notion



of a self. This is not to encourage you to accept that either view is correct, but simply to show how the assumptions of modern science differ from those of premodern science. How do people form value and belief systems? This unit looks at how the individual's identity is formed and what factors contribute to that formation.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Review

Review the following in *Introduction to Sociology*:

- [chapter 4 \("Socialization and Development"\)](#)
- [chapter 11 \("Gender Stratification"\)](#)
- [chapter 17 \("Health and Aging"\)](#)

Make a Note

Reflect on the following questions and write your thoughts in your notebook:

- How does personality relate to the individual?
- How do researchers view the nature/nurture idea?
- Can development be altered by environmental conditions?

Give some examples to illustrate this understanding.

Practice

Make a chart to present pros and cons about theories that attribute fundamental character traits to "nature" or "nurture."

Consider how one acquires a social identity and how one's "self" develops.

Practice (2)

Make a chart and all of the attributes that contribute to being "you."

Create a discussion on the message board and share what you are comfortable with from your chart. Draw from information you have gleaned from your readings and research.



Gender Identification

To what extent is gender identity a product of socialization? Are there examples that show that socialization cannot fully account for gender identity? If so, what are the limits of the concept of socialization?

However you may answer these questions, one premise of gender identity is that the way people view themselves in relation to the world is a result of their sex.

This topic addresses the following competency:

- **Competency 111.6.2: Sociology**

The graduate can discuss and describe the principles and concepts of sociology.

Reflections

Consider the following questions and write any thoughts in your notebook:

- What is gender-role socialization?
- Are gender roles for adolescents different in various cultures, or are they basically the same?
- Does society contribute to the acknowledgement of gender differences?

Practice

Give examples of gender-role socialization in your notebook.

Practice and Feedback

On November 15, 2008, Barbara Walters interviewed a man who had given birth to one baby and was expecting another. (He was born a woman but is undergoing a sex change operation to become a man.) He is married to a female who cannot bear children, so he stopped the sex-change treatment long enough to have children.

What do examples like this suggest about gender-role socialization? Write your ideas in your notebook.

Reflections Continued

Reflect on the following questions and write your thoughts in your notebook:

- What biological factors influence the difference in life expectancy between men and women?
- Can these be changed, enhanced, diminished, or eliminated?



Make a Chart

Sociologists look at gender differences when making sociological applications.

Make a chart for male and female. List some characteristics of gender differences and similarities. How do social norms influence gender identification?

Fundamental Behavioral Science: Psychology Concepts (Part I)

The activities for this subject will introduce you to the fundamental theories of human development, including cognitive development, and the contributions of individual researchers and theorists within the field.

Cognitive Development

Psychology is concerned with behavior and mental processes that develop throughout the lifespan. The famous Swiss psychologist Jean Piaget theorized that such development occurs in stages. As you learn about his theory, reflect on what you find attractive in it. With what part or parts of it, if any, do you disagree?

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Reading

Read the following in *The World of Psychology*:

- [chapter 1 \("Introduction to Psychology"\)](#)
- [chapter 8 \("Child Development"\)](#)

Practice

Consider what contributions the field of psychology offers to society. Share your ideas for additional feedback on the message board.

Identify

Jean Piaget is credited with gaining insights into how children think and solve problems.

Identify Piaget's stages of cognitive development in your notebook.

Human Development



The controversy over nature and nurture continues. Which contributes more to the development of a person? What researchers know is that genetics and environment both play an important role in the formation of a human being. There are things that can alter development such as toxins.

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Practice

Consider the following questions:

- Are there environmental factors that can contribute or influence development?
- Are children born a blank slate ready to be written upon?
- Or, are children a product of their genetic structure?
- Or perhaps both?

Share your findings on the message board for feedback.

Additional Practice

Create a chart using three subheadings: nature, nurture, and both. Under each heading give examples of what you think a child inherits, learns, or is born with based on your readings and research.

Share your research and any research articles which you have located to support your claims (along with the textbook readings) on the message board.

Make a Note

Research tends to indicate that nature and nurture are intertwined and the influences can not necessarily be scientifically separated.

- Why would this be?
- Is intelligence attributed to genetics or environment?

Write your thoughts in your notebook.

Practice Continued

Search a scholarly literature database (e.g., Google Scholar) for adoption research. Consider the adoption studies.

Find information that you feel supports either nurture or nature (or both), and share your



findings on the message board for feedback and discussion.

Individual Contributions to Psychology

There have been notable theorists who have contributed to the school of thought in psychology. Three German scientists are regarded as being the founders of psychology: Ernst Weber, Gustav Fechner, and Hermann von Helmholtz.

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Practice

Create a chart listing the contributions that each of the following people made to the field of psychology:

- Sigmund Freud
- Carl Jung
- Ivan Pavlov
- B. F. Skinner
- Erik Erickson

Make a Chart

Create a chart with the following headings: humanistic, cognitive, evolutionary, biological, socio-cultural approach, psychoanalytic. Consider the following questions:

- What are the characteristics of each theory?
- Who is considered the developer of the theory?
- Is there a more prominent school of thought today?

Share what you have ascertained to be the schools of thought more prominent today on the message board for feedback.

Fundamental Behavioral Science: Psychology Concepts (Part II)

After completing the readings and activities for this subject, you will be able to discuss some of the research that has been done on the human brain and what has been learned from that research. You will also be able to discuss aspects of brain function, including perception, behavioral responses of the developing brain, and avoidance learning. As you study these



topics reflect on your own development or that of someone you know or have observed. In light of that reflection, what insights does psychology provide into the developmental process? What kind of phenomena does it explain or help people understand in this context?

Brain Changes During the Lifespan

During the past 20 years we have learned quite a bit about brain function. Some earlier theories about brain function were incorrect. As humans navigate through the life span processes, their bodies change and adapt.

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Reading

Read the following in *The World of Psychology*:

- [chapter 2 \("Biology and Behavior"\)](#)
- [chapter 3 \("Sensation and Perception"\)](#)
- [chapter 5 \("Learning"\)](#)
- [chapter 9 \("Adolescence and Adulthood"\)](#)

Practice

Access the following website:

- [Dana Foundation](#)

Review the different areas of research in the area of brain studies.

Go into the message board and share some areas of research you discovered and give a brief summary. Also, give feedback to your fellow students.

Additional Practice

Create a flow chart showing the brain through the ages and illustrate how the brain changes across the lifespan. Give examples of the changes.

Prior Knowledge and Perception

Consider how prior knowledge influences perception, or if it even does. For example, at times people realize that in looking at a certain familiar view, situation, or problem, they saw what was expected and overlooked aspects that they might have noticed if they had been looking at the situation for the first time.

- What do psychologists think about this problem?
- What are its implications?



This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Review

Review the following in *The World of Psychology*:

- [chapter 3 \("Sensation and Perception"\)](#)

Make a Note

In your notebook, give three examples of how prior knowledge influences perception.

Adolescent Behavioral Responses

Television has been linked to many possible consequences (e.g., hyperactivity, over-sensory stimulation, possible violence, and other behaviors in children). Several studies have been done regarding the impact of prolonged television viewing on adolescents. As you complete the following two activities, consider how much and the kind of TV watching that is appropriate to adolescents.

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Make a Chart

Outline in your notebook some of the effects of television which you have noticed in your personal and professional experiences.

Practice

Review some of the information about research conducted with children and television viewing. In reviewing this information, name some examples of the possible impacts.

Post your observations on the message board.

Avoidance Learning Conditions

Avoidance behavior is usually defined as behavior(s) adopted to remove or exclude oneself from unpleasant or stressful situations. "Avoidance learning" suggests that such behaviors are learned. But how are they learned? And why do different kinds of people respond to unpleasantness or stress in different ways?

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.



Make a Chart

Classical conditioning gained international exposure with Ivan Pavlov's and B. F. Skinner's work.

Outline the differences and similarities of Pavlov's work and Skinner's work in your notebook.

Practice

Suppose you want to change a particular behavior in yourself. How would you utilize the theories of desirable and maladaptive avoidance learning to assist you in a behavioral changing design?

Sketch a plan for changing the behavior you wish to change. Is your plan supported by avoidance learning theory? Do you believe this theory would help you to successfully change the behavior?

Fundamental Behavioral Science: Psychology Concepts (Part III)

After completing the readings and activities for this subject, you will be able to describe and discuss aspects of brain function related to memory and problem solving. As you study these matters and reflect on them, make notes about what psychology can tell people about them and how far it can go toward a full explanation. To make this more personal, you might also consider what the psychological study of problem solving can tell you about the process of studying for and taking an exam.

Memory Repression

In recent years there has been controversy over whether conditions of repressed memories exist, or if these memories are planted by the power of suggestion. This is particularly important given the civil and criminal prosecutions that have emerged as a result of one's supposedly recovered memories.

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Reading

Read the following in *The World of Psychology*:

- [chapter 6 \("Memory"\)](#)
- [chapter 7 \("Cognition, Language, and Intelligence"\)](#)
- [chapter 10 \("Motivation and Emotion"\)](#)
- [chapter 12 \("Health and Stress"\)](#)

Practice



Conduct research on repressed memories, and after this research post your views in the discussion on the message board. Share feedback with others and their views.

Memory

Memory represents the capacity to hold on to permanent or relatively permanent memories. The following readings and activities are related to memory in general as well as to specific different types of memory and what the study of the brain says about them.

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Practice

Flashbulb memory refers to a very vivid memory when a person hears the news of a surprising, emotional, or shocking event. Eidetic imagery refers to the image of a visual stimulus several minutes after having been removed that particular image. Think of examples which you can relate to each definition.

Practice and Feedback

There are different types of memory (e.g., long-term memory, declarative memory, episodic memory, semantic memory, etc.). Consider the following questions:

- What is memory?
- How does prior knowledge influence a person's perception?

Share your findings and any questions you have on the message board.

Visit This Website

Access the following website:

- [Learning & Memory](#)

Review any relevant articles on learning and memory.

Responses to External Stressors

The body has physiological responses when experiencing positive or negative stress. The "fight or flight" response represents the body's reaction when faced with a stressor.

- Why can this be helpful or important to understand?

This topic addresses the following competency:



- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Make a Note

What is the definition of "fight or flight" response? Write it in your notebook. Give experiences that illustrate "fight or flight" responses. What type of physiological response is this?

Problem Solving

Human beings regularly solve many different kinds of problems. Psychologists have categorized several human approaches to problem solving.

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Practice

Consider what happens when you are studying for an exam. Chart the memory process that would enable you to remember the content from your study so that you could pass the exam.

Make a Chart

If you were to present a discussion on problem solving, how would you chart this process as it occurs? Write about three different approaches you might take in your notebook.

Fundamental Behavioral Science: Psychology Concepts (Part IV)

After completing the readings and activities for this subject, you will be able to define the term heuristics, and its significance in the study of psychology. You will also be able to describe and discuss Erikson's stages of psychosocial development. As you consider these topics and conclude this course, try to identify ways in which you have gained great self-understanding from your study of psychology.

Heuristics

A heuristic is considered a lesson learned through experience and used to make decisions and problem solve. The lesson learned, however, may not be accurate, useful, or effective. What is the role of heuristics in the basic decision-making processes?

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Reading

Read and review the following in *The World of Psychology*:

- [chapter 7 \("Cognition, Language, and Intelligence"\)](#)



- [chapter 9 \("Adolescence and Adulthood"\)](#)
- [chapter 12 \("Health and Stress"\)](#)

Make a Note

When a person makes a decision, what impact do availability and representativeness heuristics play in this behavior?

Answer the question above in your notebook. Use examples to share with your fellow students on the message board. Respectfully critique and discuss the examples presented on the message board and obtain additional feedback.

Psycho-Social Development

Erik Erikson defined eight stages of individual development. Each stage is defined by a conflict involving the individual's relationship with their social environment. These conflicts must be resolved in order for the individual to progress to the next stage.

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Health and Wellness

Our society puts great emphasis on health and wellness. Through the media, health organizations, and elsewhere, we are encouraged to take the necessary steps to remain healthy and productive. Consider how the interaction of psychological and biological conditions influences human health and well being.

This topic addresses the following competency:

- **Competency 111.6.3: Psychology**

The graduate can discuss and describe the principles and concepts of psychology.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.

The WGU Library

The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

- [WGU: Accessing the Library](#)



- [WGU Library: Finding Articles, Books, & E-Reserves](#)

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WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

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Please review the [University ADA Policy](#).