

Syllabus – Fall 2023 – PSYC 3370 – Psychology of Close Relationships (ONLINE)

Instructor Information: Kristie Allen, M.A.

Hello! My name is Kristie Allen. I serve as a lecturer for the Department of Psychology and Counseling. I graduated from Grand Valley State University (Allendale, MI) with my Bachelors in Psychology and later from UT Tyler with my Masters in Clinical Mental Health Counseling. I am passionate about working with college students to find meaning in their coursework and a greater purpose in their educational journey. Close relationships with romantic partners, friends, and family form the basis of human life. As social animals, we seek out belonging and closeness with others. Such relationships influence our health and well-being across the lifespan. However, maintaining and thriving in close relationships can be a challenging task. I am looking forward to diving into this fascinating topic with you all this semester!

The best way to contact me is to send a message through CANVAS. I usually respond to messages within one business day, Monday through Friday. Weekend availability will vary. You can also e- mail me directly at kallen@uttyler.edu or call me at (903) 566-7208.

Each Monday, I will be available from 12:30pm-1:30pm via ZOOM for Virtual Office Hours. You can use this link to access our meeting room:

Join Zoom Meeting

<https://uttyler.zoom.us/j/87689329986?pwd=ckxtMHIJakJabE51TTNtdG50YXVsUT09>

Meeting ID: 876 8932 9986

Passcode: 604792

I am committed to facilitating an online learning environment that is equitable, inclusive and welcoming and that fosters a climate of mutual respect and full participation. Given that some of your points will derive from interacting with other students via discussion board posts, I expect you all to demonstrate that same level of respect to one another. Please be kind, open-minded, and receptive to feedback as that is the best way to ensure you get the most you can out of this class.

Course Catalog Description:

In this course, students will investigate the formation, maintenance and dissolution of close relationships, with a focus on friendships, familial relationships, and adult romantic relationships. Students will also work to identify factors that promote or interfere with relationship functioning and consider how relationships affect our general health and well-being.

Overarching Course Objectives:

Students who complete this course will be able to:

- Explain how relationships are associated with human survival, physical health, and mental health.
- Describe the scientific method, different types of research study, and ethical considerations in regard to Relationship Science.
- Define, describe, and apply a broad range of close relationship psychological theories
- Describe what contributes to the formation of friendships, familial relationships, and adult romantic relationships as well as how these relationships are subsequently endured or dissolved over time.

Student Learning Outcomes (broken down by chapter):

PART I – What is Relationship Science and How Can We Measure It?

Chapter One: An Introduction to Relationship Science

- Explain how relationships are associated with human survival, physical health, and mental health.
- Analyze theories regarding different types of liking and loving in human relationships.

Chapter Two: Research Methods and Analysis

- Describe the scientific method, different types of research study, and ethical considerations.
- Compare and contrast the most common ways to analyze and interpret research results.
- Analyze the "open science" movement and what it means for future research endeavors.

Chapter 3: Attachment Theory

- Explain the inspiration behind attachment theory and different attachment styles.
- Apply attachment theory to adult relationships and analyze different ways to measure it.
- Analyze different contexts in which attachment theory is used to explain a variety of social behaviors.

Chapter 4: The Evolutionary Perspective

- Explain natural selection and sexual selection, and how they can be applied to intimate relationships.
- Analyze how parental investment might lead to differences in men's and women's patterns of promiscuity and jealousy.
- Apply this perspective to mate guarding, mate poaching, strategic infidelity, and child abuse.

Chapter 5: Interdependence Theory

- Explain interdependence, outcome matrices, and transformation of motivation.
- Analyze how satisfaction, alternatives, and investments work together to predict a relationship's fate.
- Interpret recent research on each component of interdependence theory and the investment model.

PART II – What Kinds of Relationships Exist and How Do They Develop Across the Lifespan?

Chapter 6: Relationships Across Our Lifetime

- Explain the biological and psychological motivations between infant-mother bonds.
- Analyze the status and stigma of being single as a young adult, then interpret research on the choice to get married.
- Evaluate research on parenthood, divorce, retirement, and bereavement.

Chapter 7: Friendship

- Analyze factors predicting friendship formation.
- Identify components of friendship and discuss threats, such as lack of social support.
- Interpret research on how friendships change from early childhood through adulthood.

Chapter 8: Attraction

- Interpret how facial structure and body types predict attraction.

- Interpret how reciprocity, body language, and personality predict attraction.
- Analyze how certain situations or environments lead to increased attraction.

Chapter 9: Sexuality

- Differentiate categorical versus continuous views of sex and sexual orientation.
- Explain variations in sexual fantasy, consensual nonmonogamy, and paraphilias.
- Analyze how culture and technology influence sexual scripts, dating, and pornography.

PART III – From First Impressions to Forever Bonds: The Natural Progression of Intimate Relationships

Chapter 10: Social Cognition

- Describe first impressions, impression management through self-monitoring, and destiny versus growth beliefs.
- Explain how positive illusions, biased cognitions, and self-fulfilling prophecies apply to relationships.
- Analyze how locus of control, beliefs about romance, and fear of death affect relationships.

Chapter 11: Communication and Conflict

- Describe how self-disclosures in couples build intimacy.
- Explain usage of online dating apps, cell phones, and social network sites within relationships.
- Compare and contrast different conflict management models and strategies in relationships, and analyze research on individual differences.

Chapter 12: Sexual Assault and Relationship Violence

- Describe victim blaming, rape myths, and bystander intervention programs.
- Compare and contrast situational couple violence and intimate terrorism; analyze different types of abusers and the psychology of victims.
- Outline factors that help survivors escape abusive relationships, narrative therapy, and the process of post-traumatic growth.

Chapter 13: Ending or Enduring Love

- Describe common unrealistic beliefs in relationships, couples counseling, and relationship breakups.

- Compare and contrast research suggesting specific strategies for maintaining relationship happiness and longevity.

Evaluation and Grading:

Writing Assignments: 30%

Article Analysis (90 Points)

"Somebody That I Used to Know" Assignment (90 points)

Discussion Boards: 20% (I will drop the lowest discussion board)

4 Discussion Board Activities (30 points each)

Evaluations: 50%

3 Exams (100 points each)

I will do my best to ensure assignments are graded within a week of submission. I will drop your lowest discussion board grade at the end of the semester, so please do not ask to redo or have a second chance to submit these. This is your freebie! You will also have an extra credit opportunity worth 20 points that will go towards your assignment points. Because of this policy, I will not be lenient on due dates so no need to ask for an extension as it will not be granted.

Course Flow – What Can You Expect?

It is important to begin with the expectation that this course will require a similar amount of time and effort from you as a face-to-face course, but that you will have more flexibility as to when you complete the work.

This class is divided into Modules that are two weeks in length. Each module contains course objectives, PowerPoint slides, video clips, articles, and other assignments that you will produce as the semester goes on.

You will want to make sure that you have read and taken notes over each chapter and viewed the additional module content before taking each exam.

Textbook:

Goodfriend, W. (2020). Intimate Relationships. Sage Publications.

ISBN: 9781506386164

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available

Exams:

- The exams are located in Canvas in their correct
- You may use your textbook, Power Points, notes, **but NOT another person**. Do not rely on these items exclusively because of the time constraints. You really need to KNOW the material.
- During the exam you are not allowed to do any backtracking. If you hit the back button it will lock you out of your
- Each exam is a mixture of 50 questions, true/false and multiple
- The exams are timed, 200 minutes
- Please study as if this was a lecture-based
- Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student

Article Analysis:

There is a grading rubric for the article analyses located in the "Getting Started" module.

You will be tasked with completing an article analysis due in Module 4. You must first find an **empirical research article** related to a topic discussed in Chapters 1-9 in the textbook. I want you to choose an article published within the last ten years.

You have access to these journals (and plenty more!) through the UT Tyler Library: <https://www.uttyler.edu/library/> . Google Scholar is also an excellent search engine. Each analysis should be 2 pages in length, double spaced, 12 pt. Times New Roman font (10 points). Please include:

- **Summary:** What theoretical idea(s) or research questions inspired the study? What methods were used to investigate the topic? What were the most notable results?

What implications do the results have for real life and/or for future research? (40 points)

- **Analysis:** How do these findings relate to the textbook chapters? Were the findings consistent with what was presented in the text? What were the main strengths of the article? What did you think the authors did especially well in describing or analyzing their results? What were the main weaknesses of the article? What were the limitations of the methods used? What interpretations did the authors make that you think are in error, unjustified, or over-stated? What lingering questions do you have? (40 points)

Total Points Possible - 90

Be sure that you cite all sources in APA style and include a Works Cited page. Please read the section on academic dishonesty. It is not tolerated ***AT ALL***. If cheating is suspected, you will be reported to the Office of Student Affairs.

There is a grading rubric for these assignments in the "Getting Started" module. Once you have submitted an assignment through ***Turnitin***, you cannot make any corrections or additions to the assignment.

"Somebody That I Used to Know" Assignment:

This assignment is due in Module 7 and should challenge you to integrate what you have learned from the Goodfriend text into the context of a relationship you have experienced. For this assignment, I challenge you consider one significant relationship in your life that had a profound impact on you as a person but has since been severed (ended) for one reason or another. This can be a friendship, a familial relationship, or a romantic relationship. This paper should be 4-5 pages in length PLUS a title page and reference list, double-spaced, Times New Roman font. You must use proper APA citations (both in-text and a post-text reference list) (**10 points**). I expect you to make at least four separate references to the textbook in an effort to show you understand how the topics we've discuss in class can be integrated into our own lived experiences (**20 points**). I would also like you to separate the paper into the following sections using headings:

- Relationship Description (~3-4 paragraphs): Describe the nature of this relationship. When did it start? How did you meet? What was it that drew you to this person? How did you two spend your time together? How did the relationship influence who you were as a person at that time? How was this relationship different than others you had in the past or at that time? How long did this relationship last? **15 points**

- Theory Application (~3-4 paragraphs): Analyze your relationship through the lens of a theory discussed in the Goodfriend textbook. You will need to draw on specific examples from the text and describe how your chosen theory applied to your relationship. **15 points**
 - Attachment Theory (p. 44)
 - The Evolutionary Perspective (p. 73)
 - Interdependence Theory (p. 105)
 - Self-Expansion Theory (p. 363)
 - Self-Regulation Theory (p. 364)
- Dissolution of Relationship (~3-4 paragraphs): What contributed to the end of the relationship? Was there a specific conflict (or conflicts) that is to blame? Using the Thomas model of Conflict (p. 304), which of the five conflict intentions describe your approach to the conflicts experienced in this specific relationship? What approach did your friend/family member/significant other take? How did the dissolution of this relationship affect you and your other relationships? **15 points**
- Making Meaning (~3-4 paragraphs): Looking back, how did this relationship impact who you are today (good or bad)? What did you learn about yourself and your relationship preferences? If you could go back and apply any of the communication or conflict management strategies discussed in chapter 11, would you? Do you think they would have made a difference? **15 points**

Total Points Possible - 90

Discussion Boards:

There is a grading rubric for each discussion board activity which is located in the "Getting Started" module. The Discussion boards are located under specific modules.

For each Discussion Board assignment, you will be given a question to answer.

Discussion Boards require a substantial initial post (2-4 paragraphs in length) worth **15 points**. This post must include a reference to the textbook OR one peer-reviewed journal article. These sources must be cited using APA format (pro tip - the syllabus includes the APA citation for the text!). You will be required to respond to at least two fellow students' posts worth **6 points** each. These replies must provide content and depth and are to be continual throughout the length of the assignment's open period. I will also give **3 points** for accurate grammar/spelling.

Total Points Possible - 30

Be sure that you cite all sources in APA style. Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.

Course Schedule:

- See the due dates in the course summary at the bottom of the syllabus in
- There are 7 unit modules and the Start Here module in this course, each with their own unit due
- You have some flexibility in your schedule as each module is 2 weeks in length (except for the last module where you have almost 3 weeks!). You **MUST** manage your time effectively, work steady, and make sure to meet ALL due dates on time. Modules will lock Sunday at 11:59pm (except for the last module which will lock at Friday at 11:59pm). Because you have ample time to complete assignments, **I will not reopen a module for you to complete and turn in**
- Assignments will be closed as due dates pass and late assignments will not be accepted.

Getting Started Module: *Must Complete by Sunday, August 27 by 11:59pm*

- Read and make sure you understand all the material contained here. Pay particular attention to the course schedule and the syllabus.
- Do the Meet and Greet discussion question to "show up" for the class and to practice for the other graded discussion

Module 1: *Must Complete by Sunday, September 3 by 11:59pm*

- Chapter One: An Introduction to Relationship Science
- Chapter Two: Research Methods and Analyses in Relationship Science
- Supplemental Reading: Umberson, D., Crosnoe, R., & Reczek, C. (2010). Social relationships and health behavior across the life course. *Annual review of sociology*, 36, 139-157.
- ***Discussion Board 1 – Love in Hollywood***

Module 2: *Must Complete by Sunday, September 17 by 11:59pm*

- Chapter Three: Attachment Theory
- Chapter Four: The Evolutionary Perspective
- Chapter Five: Interdependence Theory

- Supplemental Reading: Balliet, D., Tybur, J. M., & Van Lange, P. A. (2017). Functional interdependence theory: An evolutionary account of social situations. *Personality and Social Psychology Review*, 21(4), 361-388.
- **Exam 1: Chapters 1 – 5 + Supplemental Readings**

Module 3: Must Complete by Sunday, October 1 by 11:59pm

- Chapter Six: Relationships Across the Life-Span
- Chapter Seven: Friendship
- Supplemental Reading: Beck (2015). How Friendships Change in Adulthood. *The Atlantic*
- Supplemental Reading: Han (2021). Interview with Robin Dunbar: You Can Only Maintain So Many Close Friendships. *The Atlantic*
- **Discussion Board 2: The Changing Nature of Friendships Over the Lifespan**

Module 4: Must Complete by Sunday, October 15 by 11:59pm

- Chapter Eight: Attraction
- Chapter Nine: Sexuality
- **Article Analysis Due**
- **Exam 2: Chapters 6 – 9 + Supplemental Readings**

Module 5: Must Complete by Sunday, October 29 by 11:59pm

- Chapter Ten: Social Cognition
- Supplemental Reading: Thomas, G., Martin, R., Epitropaki, O., Guillaume, Y., & Lee, A. (2013). Social cognition in leader–follower relationships: Applying insights from relationship science to understanding relationship-based approaches to leadership. *Journal of Organizational Behavior*, 34(S1), S63-S81.
- **Discussion Board 3 – Are Soulmates Real?**

Module 6: Must Complete by Sunday, November 12 by 11:59pm

- Chapter Eleven: Communication and Conflict in Close Relationships
- Chapter Twelve: Sexual Assault and Relationship Violence
- Video: The Difference Between Healthy and Unhealthy Love – Katie Hood
- **Discussion Board 4 – Rape Myths**

Module 7: Must Complete by Friday, April 1 by 11:59pm

- Chapter Thirteen: Ending or Enduring Love
- ***Somebody That I Used to Know Assignment Due***
- ***Exam 3 Chapters 10 – 13 + Supplemental Reading & Documentary***

Extra Credit Opportunity:

Please visit the [Extra Credit Module](#) for information on your extra credit options.

Academic Dishonesty:

Canvas has tools that shows when/if a student has plagiarized information. It will generate a report once you submit your work and any information matching other sources will be highlighted in a document. I am sure you know that this would be considered to violate our Academic Dishonesty Policy and you will be turned into the Student Affairs office for review. Your work must be original and in your own words. I cannot stress enough; make sure ALL of your work is ORIGINAL. If you aren't sure if the work you are about to submit abides by the academic dishonesty policy of the university) don't submit it. You know if the work you are submitting is completely original. Make sure that you always include in-text citations as well as a Works Cited page in APA format with all of your work. For assistance with APA formatting, you may visit the writing center on campus and find this site to be helpful:

<https://owl.english.purdue.edu/owl/resource/560/01/>.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at [http://www.uttyler.edu/about/campus-](http://www.uttyler.edu/about/campus-carry/index.php)

[carry/index.php](http://www.uttyler.edu/about/campus-carry/index.php)

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit

www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Fall 2023 Census Date - September 1

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the

Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are

eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W, grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Special COVID-19 Fall 2021 Info

Information for Classrooms and Laboratories: Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center #3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- "Cheating, includes, but is not limited to:
 - copying from another student's test paper;
 - using during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes,. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or

information about an unadministered test, test key, homework solution or computer program;

- falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
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- "Plagiarism, includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for
 - "Collusion, includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic
 - All written work that is submitted will be subject to review by plagiarism

CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.