

Term Information

Effective Term Autumn 2020
[Previous Value](#) Autumn 2015

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change in the structure of the course from lecture/recitation to lecture only and changing from 1000-level to 2000-level.

What is the rationale for the proposed change(s)?

The new structure will allow for a more coherent and unified class experience and one that can be better monitored by the faculty instructor. Moreover, by raising the course number, the course will be able to count as an elective for psychology majors. Given that the topics are focused on how to apply psychology concepts in a range of domains, it is desirable to have students interested in psychology take the course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The course will now be eligible to count as an elective in the psychology major.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2500
Previous Value	1200
Course Title	Applied Psychology: Human Behavior in the Wild
Transcript Abbreviation	Applied Psychology
Course Description	Examines how psychological concepts & phenomena are applied in real world contexts, such as law, medicine, social communities, education, sports, business & engineering. It will introduce constructs & research in applied psychology with a focus on domains not covered in traditional intro psych courses. Practicum sessions will be used for student discussion & interactive activities.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Previous Value	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Previous Value	Recitation, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark
Previous Value	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.0101
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

General Education course:
Individual and Groups; Social Diversity in the United States

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Understand applications of core phenomenon in human behavior and cognition• Use scientific reasoning to interpret psychological phenomena in context• Become aware of professions using skills and tools of Psychology
Content Topic List	<ul style="list-style-type: none">• Psychology in sports• Psychology in medicine• Psychology in law• Psychology in business and engineering
Sought Concurrence	No

COURSE CHANGE REQUEST
2500 - Status: PENDING

Last Updated: Haddad,Deborah Moore
02/26/2020

Attachments

- Psychology Major Learning Objectives-January 2020.docx: updated Curriculum Map
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)
- Psych 1200 Syllabus.doc: Current syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- Psych 2500 syllabus.doc: Proposed syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- Psych 2500 GE assessment plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Paulsen,Alisa Marie)
- Psych 2500 Response to Questions-REVISED.docx: Responses
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)

Comments

- GE assessment plan is attached and other questions have been addressed. *(by Paulsen,Alisa Marie on 02/26/2020 12:52 PM)*
- See panel feedback emailed on 2-13-20. *(by Vankeerbergen,Bernadette Chantal on 02/13/2020 11:33 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	01/30/2020 11:21 AM	Submitted for Approval
Approved	Paulsen,Alisa Marie	01/30/2020 11:21 AM	Unit Approval
Approved	Haddad,Deborah Moore	01/30/2020 03:21 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/31/2020 04:20 PM	ASCCAO Approval
Submitted	Paulsen,Alisa Marie	02/02/2020 08:57 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	02/02/2020 08:58 PM	Unit Approval
Approved	Haddad,Deborah Moore	02/03/2020 11:46 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/13/2020 11:33 AM	ASCCAO Approval
Submitted	Paulsen,Alisa Marie	02/26/2020 12:52 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	02/26/2020 12:52 PM	Unit Approval
Approved	Haddad,Deborah Moore	02/26/2020 04:23 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	02/26/2020 04:23 PM	ASCCAO Approval

Psychology 2500
Applied Psychology: Human Behavior in the Wild
Spring 2021

3 Credits Course #21797

This course fulfills the GE Categories of Diversity and Social Science-Individuals & Groups

Lecture Sessions:

Room # Campbell Hall 213
Time T/R, 4 – 5:50pm
Instructor Laura Wagner

Contact Information:

	<u>Office #</u>	<u>Email</u>	<u>Office Hours</u>
Laura Wagner	PS 241	wagner.602@osu.edu	By appointment

Course Description: In this class, we will examine how psychological concepts and phenomena are applied in real world contexts, such as the domains of law, medicine, education, sports, business and engineering.

Pre-Requisites: There are no pre-requisite course requirements for this class: All students are welcome to take it. Students who have previously taken Psych 1100 are allowed, and even encouraged, to take this course as well.

Course Materials: All readings will be made available on the course Canvas Site. All “Required” papers are listed in the course schedule. Students are also encouraged to read additional optional papers posted in Canvas.

Attendance Policy:

All students are expected to attend all lectures. Students are responsible for all material covered in these classes and if you cannot attend for any reason, it is your responsibility to get the material from other students in the class. Some portions of the lectures may be made available through the Canvas website, but these are not intended to be a complete record of the contents of class.

Course Requirements:

(1) Exams (60% of the final grade)

There will be two in-class exams. These exams will be non-cumulative and consist of a combination of multiple choice and short-answer questions. Questions may be drawn from material covered in the lectures, material in the assigned readings, and material in the recitation class. Each exam will be worth 30% of the final grade. Please see the syllabus for exact dates of the exams.

(2) Activities (30% of the final grade)

During classes, there will be a variety of activities and guided discussions. Students are expected to PREPARE for these sections ahead of time! Instructions for planned activities will be posted approximately one week in advance and students are responsible for downloading the instructions and coming to class prepared. Note that there is also a written component to these activities which must be turned in after class. For each activity, HALF of the points will be based on the written component and HALF will be based on the in-class part of the activity. There are planned activities in most classes, but we will drop the three lowest grades for each student. Deadlines for the written components are specified in the instructions. Late write-ups will not be accepted.

(3) In class quizzes (10% of the final grade)

Periodically over the semester, there will be short quizzes about the readings. These quizzes will only be available in class – if you are not present when they are administered, you will not receive credit. The exact dates and times of these quizzes will be at the discretion of the instructor.

Extra Credit Opportunities: Students may earn up to an additional 2% towards their grade by doing two additional hours of Research Experience Program participation.

Grading:

The following grade pattern will be used. All numbers represent percentages.

	A	93 – 100	A-	90 - 92
B+	B	83 – 86	B-	80 – 82
C+	C	73 – 76	C-	70 – 72
	D	60 - 69		
	E	below 60		

Disability Services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Sexual misconduct/relationship violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the **Code of Student Conduct** at <http://studentconduct.osu.edu>

Expected Learning Outcomes:

1. Attain knowledge and understanding about areas of Applied Psychology, in professional domains such as Educational Psychology, Forensic Psychology, Behavioral Medicine and Health Psychology, Psychology of Business, and Sports Psychology.
2. Assess and critically analyze applications of psychological phenomena within non-academic settings as they are discussed in textbooks, newspapers, periodicals, and the internet.
3. Become aware of how knowledge of Psychology is used within various professions and is useful for pursuing diverse career goals.

GE Expected Learning Outcomes (Diversity):

1. *(Diversity, General) Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.*

The course discusses how individuals operate within societal institutions (such as courts, teams, and hospitals) as well as within a general community context. A core theme of the course is understanding that these institutions and communities are products of individual people and considering how the different Psychological elements that shape individuals will help us better understand how these institutions work, and how they can sometimes work better. This theme will recur throughout the sections of the course, and it will also be addressed in detail in our classes on Community and Cultural Psychology.

2. *(Diversity, Social Diversity in the United States) Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.*

This course will consider how differences among individuals (including a range of social categories) influence the ways that people interact with social institutions as well as the way that social institutions shape personal behaviors and vice versa. Moreover, we will especially consider how social and cultural differences among individuals can be leveraged to promote a greater range of leadership styles, improve human-technology interactions, and improve personal self-actualization.

3. *(Diversity, Social Diversity in the United States) Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.*

The course will highlight the Psychological ways that one's personal background influences social interactions and even information processing. Through the lectures – and more extensively through the lab/recitation activities – students will be asked to adopt multiple perspectives on societal institutions and practices, including perspectives different from their own. The value of having diverse perspectives readily available will be a recurring theme in the course and will also be discussed at length in the classes on Community and Cultural Psychology.

GE Expected Learning Outcomes (Social Sciences- Individuals & Groups):

1. *(Social Sciences, General) Students will understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.*

The core phenomena of Psychology center on human behavior and cognition, as well as how humans interact with society in various ways. This course will cover a variety of these core items and

discuss them in particular for how they inform thinking and practice within a variety of societal institutions such as schools, courts, playing fields, hospitals, and the workplace.

2. *(Social Sciences- Individuals and Groups) Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.*

Students will learn how Psychologists gain knowledge through scientific inquiry and will gain personal experience with this process through the “Research Experience Program” portion of the course and the lab/recitation activities.

3 *(Social Sciences- Individuals and Groups) Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.*

This course considers a variety of social contexts in which understanding of human behavior is critical. A recurring theme within the course concerns how individual differences (in gender, race, age, ability levels, etc.) influence how professional institutions and individuals react and interact with each other. Additionally, this course covers Cultural Psychology as a way to understand paths through which cultural differences impact individual behavior.

4. *(Social Sciences- Individuals and Groups) Students comprehend and assess individual and group values and their importance in social problem solving and policy making.*

Topics for this course include policy-relevant issues such as appropriate policing strategies and business practices. The course will discuss how Psychological theory is (and should be) used to inform our societal policies.

Class Schedule

DATES	LECTURE
Week 1	<p>Learning in the wild: Using Psychology to succeed in the classroom</p> <p>(No Activity this week)</p> <p><u>Required Readings:</u> Wallingham, D. T. (2009). Chapter 1: Why don't students like school? In Wallingham, D. T., <i>Why Don't Students Like School?</i>. San Francisco, CA: Jossey-Bass. 3 – 24. Cimpian, A., Arce, H-M. C., Markman, E. M., & Dweck, C. S. (2007). Subtle linguistic cues affect children's motivation. <i>Psychological Science</i>, 18, 314 – 316.</p>
Week 2	<p>Habits: How they make us who we are and how we can transcend them</p> <p>Class Activity A: Assessing your Online Personality</p> <p><u>Required Readings:</u> Duhigg, C. (2012) "How Companies Learn Your Secrets". <i>New York Times Magazine</i>, Feb 16, 2012. Hanks, A. S., Just, D.R., & Wansink, B. (2012). Trigger foods: The influence of "irrelevant" alternatives in school lunchrooms. <i>Agricultural and Resource Economics Review</i> 41, 114 – 123.</p>
Week 3	<p>What you don't know can help you: The Placebo Effect</p> <p>Class Activity B: Evaluating Drugs and Home Remedies</p> <p><u>Required Readings:</u> Specter, M. (2011) "The Power of Nothing". <i>The New Yorker Magazine</i>, Dec 12, 2011. http://www.newyorker.com/magazine/2011/12/12/the-power-of-nothing Kiecolt-Glaser JK, Loving TJ, Stowell JR, Malarkey WB, Lemeshow S, Dickinson SL, Glaser R (2005). Hostile marital interactions, proinflammatory cytokine production, and wound healing. <i>Archives of General Psychiatry</i>, 62:1377-1384.</p>
Week 4	<p>Distractions Among other things, turn off your phone NOW!</p> <p>Class Activity C: But I work better when the music is on</p> <p><u>Required Readings:</u> Rainie, L. & Zickuhr, K. (2015). American's views on mobile etiquette. <i>Pew Research Center</i>, August 2015. Lopez-Rosenfeld, M., Calero, C. I., Slezak, D. F., Garbulsky, G., Bermnan, M. Trevisan, M. & Sigman, M. (2015). Neglect in human communication:</p>

	Quantifying the cost of cell-phone interruptions in face to face dialogs. <i>PLOS One</i> 10(6): e0125772.
Week 5	<p>It's all fun and games: How play makes kids smarter</p> <p>Class Activity D: Evaluating Educational Toys</p> <p><u>Required Readings:</u> Hirsh-Pasek, K., Golinkoff, R. M. & Eyer, D. (2003). Chapter 9 - Play: The crucible of learning. In <i>Einstein Never Used Flashcards</i>. NY: Rodale. Pp 205 – 243. Edwards, C. P. (2005). Children's play in cross-cultural perspective: A new look at the six cultures study. <i>Faculty publications, Department of Child, Youth, and Family Studies</i>, University of Nebraska-Lincoln. 2- 23.</p>
Week 6	<p>Statistics and Sports Hot Hands and Money Ball</p> <p>Class Activity E: Measuring Hot Hands</p> <p><u>Required Readings:</u> Lewis, M. (2009). The no stats all star. <i>New York Times Magazine</i>, Feb 15, 2009. http://www.nytimes.com/2009/02/15/magazine/15Battier-t.html?_r=0 Stanovich, K. E., West, R. F., Toplak, M. E. (2013). Myside bias, rational thinking, and intelligence. <i>Current Directions in Psychological Science</i>, 22, 259 – 264.</p>
Week 7	Catch-up, Re-cap, Exam Review Exam 1
Week 8	<p>What you think you know can hurt people: Profiling and false confessions</p> <p>Activity F: Assessing your own stereotypes</p> <p><u>Required Readings:</u> Starr, D. (2013). The interview. <i>New Yorker Magazine</i>, Dec 9th, 2013. http://www.newyorker.com/magazine/2013/12/09/the-interview-7 Voigt, R., Camp, N. P., Prabhakaran, V., Hamilton, W. L., Hetey, R. C., Griffiths, C. M., ... & Eberhardt, J. L. (2017). Language from police body camera footage shows racial disparities in officer respect. <i>Proceedings of the National Academy of Sciences</i>, 201702413.</p>
Week 9	<p>What's that again? Communicating across cultures</p> <p>Activity G: How to be polite in other languages</p> <p><u>Required Readings:</u> Gladwell, M. (2008). Chapter 7: The ethnic theory of plane crashes. In Gladwell, M. <i>Outliers</i>. NY: Little Brown & Co. 177 – 223. Prince, E.F. (1990). On the use of social conversation as evidence in a court of law. In Levi, J. N. et al. (eds.) <i>Language in the Judicial Process</i>. NY: Springer. 279 – 289.</p>

Week 10	<p>This is your brain on Drugs, people.</p> <p>Activity H: But everybody else is using them!</p> <p><u>Required Readings:</u> Perkins, H. W. (1997). College student misperceptions of alcohol and other drug norms among peers: Exploring causes, consequences, and implications for prevention programs. <i>Designing alcohol and other drug prevention programs in higher education: Bringing theory into practice</i>, 177-206.</p>
Week 11	<p>Group-Think How we collectively track, and coordinate information</p> <p>Activity I: Testing the crowd – how tall are those buildings?</p> <p><u>Required Readings:</u> Surowiecki, J. (2004). The difference difference makes: Waggle dances, the Bay of Pigs, and the value of diversity. In Surowiecki, J., <i>The Wisdom of Crowds</i>. NY: Anchor Books. 23 – 39. Galton, F. (1907). Vox populi. <i>Nature</i> 75, 450 – 451.</p>
Week 12	<p>How to build things Engineering from small to large</p> <p>Activity J: Graceful Technology</p> <p><u>Required Readings:</u> Norman, D. A. (1992). Turn signals are the facial expressions of automobiles. In Norman, D. A., <i>Turn Signals are the Facial Expressions of Automobiles</i>. Cambridge: Perseus. 116 – 134. Gelman, S. A. & Bloom, P. (2000). Young children are sensitive to how an object was created when deciding what to name it. <i>Cognition</i> 76, 91 – 103.</p>
Week 13	<p>Workplace Culture First Impressions and the No A**hole rule</p> <p>Activity K: Workplace Collaborations</p> <p><u>Required Readings:</u> Duhigg, G. (2016). What Google learned from its quest to build the perfect team. <i>The New York Times Magazine</i>, Feb 25, 2016. http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html Sutton, R. I. (2004). More trouble than they're worth. In The HBR List: Breakthrough ideas for 2004, <i>Harvard Business Review</i>, Feb, 2004, 19 – 20. Greenberg, J. (1990). Employee theft as a reaction to underpayment inequity: The hidden cost of pay cuts. <i>Journal of Applied Psychology</i> 75, 561 – 564.</p>
Week 14	<p>Catch-up, Re-cap, Exam Review Exam 2</p>

Psychology 1200
Applied Psychology: Human Behavior in the Wild
Spring 2017

3 Credits Course #27215

This course fulfills the GE Categories of Diversity and Social Science-Individuals & Groups

Lecture Sessions:

Room # Mendenhall 115
Time Mondays, 4 – 5:50pm
Instructor Laura Wagner
TA Erin Altenburger

All students in the class will attend the lecture sessions together.

Recitation/Lab Sections:

Tuesday	4:30 – 5:25	Journalism 221
Wednesday	4:30 – 5:25	Journalism 221
Friday	4:30 – 5:25	Journalism 221

Contact Information:

	<u>Office #</u>	<u>Email</u>	<u>Office Hours</u>
Laura Wagner	PS 241	wagner.602@osu.edu	By appointment
Erin Altenburger	PS 181	altenburger.20@osu.edu	By appointment

Course Description: In this class, we will examine how psychological concepts and phenomena are applied in real world contexts, such as the domains of law, medicine, education, sports, business and engineering.

Pre-Requisites: There are no pre-requisite course requirements for this class: All students are welcome to take it. Students who have previously taken Psych 1100 are allowed, and even encouraged, to take this course as well.

Course Materials: All readings will be made available on the course Canvas Site. Students are required to read all papers listed as “Required” (1 to 2 per class) and are encouraged to read the papers listed as “Optional” as interest dictates.

Attendance Policy:

All students are expected to attend all lectures and recitation sessions. Students are responsible for all material covered in these classes and if you cannot attend for any reason, it is your responsibility to get the material from other students in the class. Some portions of the lectures may be made available through the Canvas website, but these are not intended to be a complete record of the contents of class.

Course Requirements:

(1) Exams (60% of the final grade)

There will be two in-class exams. These exams will be non-cumulative and consist of a combination of multiple choice and short-answer questions. Questions may be drawn from material covered in the lectures, material in the assigned readings, and material in the recitation class. Each exam will be worth 30% of the final grade. Please see the syllabus for exact dates of the exams.

(2) Activities (24% of the final grade)

During recitation sections, there will be a variety of activities and guided discussions. Students are expected to PREPARE for these sections ahead of time! Instructions for planned recitation activities will be posted approximately one week in advance and students are responsible for downloading the instructions and coming to recitation prepared. Note that there is also a written component to these activities which must be turned in after each section. There are nine planned activities but we will drop the three lowest grades for each student (each of the remaining 6 activity write-ups is worth 4% of the final grade). Deadlines for the written components are specified in the instructions. Late write-ups will not be accepted.

(3) In class quizzes (9% of the final grade)

Periodically over the semester, there will be short quizzes about the readings. These quizzes will only be available in class – if you are not present when they are administered, you will not receive credit. The exact dates and times of these quizzes will be at the discretion of the instructor.

(4) REP (7% of the final grade)

Students will participate in the department's Research Experience Program to learn first hand how experimental practices are conducted and contribute to psychological understanding. Details can be found in the additional REP packet, but in short, students are required to participate in a total of 7 hours of research participation (or they may opt to write short papers instead). Each hour of REP participation is worth 2 points.

Extra Credit Opportunities: Students may earn up to an additional 2% towards their grade by doing two additional hours of Research Experience Program participation.

Grading:

The following grade pattern will be used. All numbers represent percentages.

	A	93 – 100	A-	90 - 92
B+	B	83 – 86	B-	80 – 82
C+	C	73 – 76	C-	70 – 72
	D	60 - 69		
	E	below 60		

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Expected Learning Outcomes:

1. Attain knowledge and understanding about areas of Applied Psychology, in professional domains such as Educational Psychology, Forensic Psychology, Behavioral Medicine and Health Psychology, Psychology of Business, and Sports Psychology.
2. Assess and critically analyze applications of psychological phenomena within non-academic settings as they are discussed in textbooks, newspapers, periodicals, and the internet.
3. Become aware of how knowledge of Psychology is used within various professions and is useful for pursuing diverse career goals.

GE Expected Learning Outcomes (Diversity):

1. *(Diversity, General) Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.*

The course discusses how individuals operate within societal institutions (such as courts, teams, and hospitals) as well as within a general community context. A core theme of the course is understanding that these institutions and communities are products of individual people and considering how the different Psychological elements that shape individuals will help us better understand how these institutions work, and how they can sometimes work better. This theme will recur throughout the sections of the course, and it will also be addressed in detail in our classes on Community and Cultural Psychology.

2. *(Diversity, Social Diversity in the United States) Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.*

This course will consider how differences among individuals (including a range of social categories) influence the ways that people interact with social institutions as well as the way that social institutions shape personal behaviors and vice versa. Moreover, we will especially consider how social and cultural differences among individuals can be leveraged to promote a greater range of leadership styles, improve human-technology interactions, and improve personal self-actualization.

3. *(Diversity, Social Diversity in the United States) Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.*

The course will highlight the Psychological ways that one's personal background influences social interactions and even information processing. Through the lectures – and more extensively through the lab/recitation activities – students will be asked to adopt multiple perspectives on societal institutions and practices, including perspectives different from their own. The value of having diverse perspectives readily available will be a recurring theme in the course and will also be discussed at length in the classes on Community and Cultural Psychology.

GE Expected Learning Outcomes (Social Sciences- Individuals & Groups):

1. *(Social Sciences, General) Students will understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.*

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discuss them in particular for how they inform thinking and practice within a variety of societal institutions such as schools, courts, playing fields, hospitals, and the workplace.

2. *(Social Sciences- Individuals and Groups) Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.*

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4. *(Social Sciences- Individuals and Groups) Students comprehend and assess individual and group values and their importance in social problem solving and policy making.*

Topics for this course include policy-relevant issues such as appropriate policing strategies and business practices. The course will discuss how Psychological theory is (and should be) used to inform our societal policies.

Class Schedule

DATES (faculty Lecture)	LECTURE	RECITATION
Jan 9	Learning in the wild: Using Psychology to succeed in the classroom <u>Required Reading:</u> Wallingham, D. T. (2009). Chapter 1: Why don't students like school? In Wallingham, D. T., <i>Why Don't Students Like School?</i> . San Francisco, CA: Jossey-Bass. 3 – 24.	REP Overview
Jan 16	NO Lecture or Recitations: Happy MLK Day!	
Jan 23	Who are you? Are any of us more than our buying habits? <u>Required Reading:</u> Duhigg, C. (2012) "How Companies Learn Your Secrets". <i>New York Times Magazine, Feb 16, 2012.</i>	Recitation Activity A
Jan 30	What you don't know can help you: The Placebo Effect <u>Required Reading:</u> Specter, M. (2011) "The Power of Nothing". <i>The New Yorker Magazine, Dec 12, 2011.</i> http://www.newyorker.com/magazine/2011/12/12/the-power-of-nothing	Recitation Activity B
Feb 6	Distractions Among other things, turn off your phone NOW! <u>Required Reading:</u> Rainie, L. & Zickuhr, K. (2015). American's views on mobile etiquette. <i>Pew Research Center, August 2015.</i>	Recitation Activity C
Feb 13	What you think you know can hurt people: Profiling and false confessions <u>Required Reading:</u> Starr, D. (2013). The interview. <i>New Yorker Magazine, Dec 9th, 2013.</i> http://www.newyorker.com/magazine/2013/12/09/the-interview-7	Optional Exam Review (Weds ONLY!)
Feb 20	Exam 1	Exams discussed
Feb 27	How Food and Drugs Affect the Brain Guest speaker: Dr. Gary Wenk No reading this week!	Recitation Activity D

Mar 6	<p>Statistics and Sports Hot Hands and Money Ball</p> <p><u>Required Reading:</u> Lewis, M. (2009). The no stats all star. New York Times Magazine, Feb 15, 2009. http://www.nytimes.com/2009/02/15/magazine/15Battier-t.html?_r=0</p>	Recitation Activity E
Mar 13	NO Lecture or Recitation: Happy Spring Break!	
Mar 20	<p>Engineering on the Road Building better cars and drivers</p> <p><u>Required Reading:</u> Norman, D. A. (1992). Turn signals are the facial expressions of automobiles. In Norman, D. A., <i>Turn Signals are the Facial Expressions of Automobiles</i>. Cambridge: Perseus. 116 – 134.</p>	Recitation Activity F
Mar 27	<p>Group-Think How we collectively track, and coordinate information</p> <p><u>Required Readings:</u> Surowiecki, J. (2004). The difference difference makes: Waggle dances, the Bay of Pigs, and the value of diversity. In Surowiecki, J., <i>The Wisdom of Crowds</i>. NY: Anchor Books. 23 – 39.</p>	Recitation Activity G
April 3	<p>Workplace Culture First Impressions and the No A**hole rule</p> <p><u>Required Readings:</u> Duhigg, G. (2016). What Google learned from its quest to build the perfect team. <i>The New York Times Magazine</i>, Feb 25, 2016. http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html Sutton, R. I. (2004). More trouble than they're worth. In <i>The HBR List: Breakthrough ideas for 2004</i>, Harvard Business Review, Feb, 2004, 19 – 20.</p>	Recitation Activity H
April 10	<p>It's all fun and games: How play makes kids smarter</p> <p><u>Required Reading:</u> Hirsh-Pasek, K., Golinkoff, R. M. & Eyer, D. (2003). Chapter 9 - Play: The crucible of learning. In <i>Einstein Never Used Flashcards</i>. NY: Rodale. Pp 205 – 243.</p>	Recitation Activity I

April 17	What's that again? Communicating across cultures <u>Required Readings:</u> Gladwell, M. (2008). Chapter 7: The ethnic theory of plane crashes. In Gladwell, M. <i>Outliers</i> . NY: Little Brown & Co. 177 – 223.	Exam Review
April 24	Exam 2	No recitations

Psych 1200/2500 GE Assessment Plan

The course fulfills 2 GE requirements -- Diversity (specifically, Social diversity in the US) and Social Sciences (specifically with respect to Individuals and Groups). See the tables below for how the learning outcomes are being implemented and assessed.

Individuals and Groups

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p><u>ELO 1</u></p> <p>Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.</p>	<ul style="list-style-type: none"> • Embedded Question on exam • One targeted class activity (graded) 	<ul style="list-style-type: none"> • 75% of students get the exam question correct • 50% of students correctly address all points in activity writeup (typically 2) • 75% of students correctly address at least 1 point 	<p>1) For exam questions: If significantly fewer than 75% of students pass the embedded question, then the lecture(s) and readings which address it will be reviewed by an expert colleague for potential improvements.</p>
<p><u>ELO 2</u></p> <p>Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</p>	<ul style="list-style-type: none"> • Embedded Question on exam • One targeted class activity (graded) 	<ul style="list-style-type: none"> • 75% of students get the exam question correct • 50% of students correctly address all points in activity writeup (typically 2) • 75% of students correctly address at least 1 point 	<p>2) For the class activities: If significantly fewer students are meeting benchmarks than hoped for, then two things will be done: A) The activity materials will be reviewed by an expert colleague for potential improvements and B) The following time the course is taught, anonymous surveys will be given to the students to get feedback about how they experience the activity. This feedback will be incorporated into future iterations.</p>
<p><u>ELO 3</u></p> <p>Students comprehend and assess individual and group values and their importance in social problem solving and policy making.</p>	<ul style="list-style-type: none"> • Embedded Question on exam • One targeted class activity (graded) 	<ul style="list-style-type: none"> • 75% of students get the exam question correct • 50% of students correctly address all points in activity writeup (typically 2) • 75% of students correctly address at least 1 point 	<p>2) For the class activities: If significantly fewer students are meeting benchmarks than hoped for, then two things will be done: A) The activity materials will be reviewed by an expert colleague for potential improvements and B) The following time the course is taught, anonymous surveys will be given to the students to get feedback about how they experience the activity. This feedback will be incorporated into future iterations.</p>

Individuals and Groups: Sample Embedded Questions

• ELO1:

Research (e.g. Cimpian, Dweck) has shown that praise influences performance. What is the nature of that relationship?

- A Praising children for their natural abilities makes them more persistent in working on a difficult task compared to praising them for their effort.
- B Praising children for the amount of effort they are putting forward makes them more persistent in working on a difficult task compared to praising them for their natural ability.
- C Praising children for their natural abilities or for their effort has equal effects on how persistent they will be in working on a difficult task.
- D Praising children for their natural abilities or for their effort dramatically improves how well children can draw immediately.

^a ELO2:

Children in all cultures spend some of their time playing. What determines the differences across culture in children's play?

- A There are no differences across cultures in children's play activities.
- B Children who live near beaches are more likely engage in pretend (make-believe) play than children who live far away from beaches.
- C Children growing up in cultures that expect them to take on real responsibilities (e.g. assisting with household chores) at a very young age spend less time playing than children from cultures where young children do not work.
- D Children growing up in cultures that expect them to take on real responsibilities (e.g. assisting with household chores) at a very young age spend more of their time playing than children from cultures where young children do not work.

^a ELO3:

In the Hanks et al. (2012) study, they examined people's choices when they bought lunch at a cafeteria. What did they find?

- A That peoples' choices were unrelated to the range of other available choices.
- B That the availability of any kind of fruits led to selecting fewer desserts.
- C That the more choices that were available, the more unhealthy items people selected.
- D That the availability of green beans and bananas led to people selecting fewer starchy side dishes overall.

Individuals and Groups: Sample In-Class Activity for ELO1

Testing the Wisdom of Crowds

The purpose of this activity is to see if crowds really are collectively smart.

PARTS 1 and 2 MUST BE DONE BEFORE CLASS. YOU SHOULD BRING YOUR DATA WITH YOU!!

Part 1: Go out to the oval and take a good look at Orton Hall, University Hall and the Thompson library. Estimate how tall each one is at its highest point.

Part 2: Ask 5 - 10 other people to give their estimates of the buildings too. Don't be shy! The whole point of crowd wisdom is that you need a crowd!

Part 3: In recitation, you'll enter all the guesses into a spreadsheet and see how the averages come out and how your personal guess compares.

Things to think about

- A) How accurate were you personally? How accurate was the whole class?
- B) Among all the people who made estimates, how many individual people were more accurate than the group as a whole? How big was the variation among the guesses?
- C) Did your estimators work independently or did you let them coordinate their guesses? What impact would that have on the overall accuracy?
- D) What factors might have influenced the accuracy of your estimates?
- E) What real-world problems are similar to this one? Would you trust the averaged response of the crowd over the individual response of an expert in that case?

Write-up

Length: Approximately 400 words

Content: Describe your experiment – be sure to specify how many people you got estimates from and all the averages you calculated. Provide your answers to the questions C, D, and E from the above set (you may also answer questions A and B in your write-up if you want!).

Individuals and Groups: Sample In-Class Activity for ELO2

How to be Polite in Other Languages

The purpose of this activity is to consider how being polite depends on what culture you are in.

What to Prepare for Class

Choose a language that is NOT English and look up how to say common polite phrases in that language. You're looking for things like the equivalents to "Please" "Thank you" "Excuse me" "I'm sorry" "May I have your attention" and similar kinds of phrases. If you're not sure where to start, begin with thinking about how to be polite in English and then see what Google-translate thinks is the equivalent. Ideally, though, you should read more about the language/culture to get a more complete understanding of how politeness works in your target language. If you speak another language besides English, then you should feel free to use that one! You are also welcome to consider gestures, intonation, and other things that help make an interaction more/less polite.

Think about how the non-English markers are different or the same as what is done in English. You might want to pay attention to the exact words used and what they mean, or the range of contexts in which they are used, or whether the phrases are "frozen" in one form or are flexible and used in many ways.

Come to class prepared to discuss your politeness markers.

Things to think about

- In what ways are the non-English politeness markers similar to those used in English? In what ways are they different?

- Do the politeness markers feel natural to you? What kinds of cultural knowledge (beyond just knowing the language) would be needed to use them correctly?
- To what extent do you feel like the differences/similarities reflect properties of the language you chose and to what extent do you feel like they reflect properties of the culture in which they are used?
- How easy/hard would it be to learn how to be polite in another language/culture?

Write-up

Length: Approximately 400 words

Content: Describe the politeness terms you picked and explain how they are used. Address at least two of the “things to think about” points above.

Social Diversity in the United States,

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u></p> <p>Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.</p>	<ul style="list-style-type: none"> • Embedded Question on exam • One targeted class activity (graded) 	<ul style="list-style-type: none"> • 75% of students get the exam question correct • 50% of students correctly address all points in activity writeup (typically 2) • 75% of students correctly address at least 1 point 	<p>1) For exam questions: If significantly fewer than 75% of students pass the embedded question, then the lecture(s) and readings which address it will be reviewed by an expert colleague for potential improvements.</p> <p>2) For the class activities: If significantly fewer students are meeting benchmarks than hoped for, then two things will be done: A) The activity materials will be reviewed by an expert colleague for potential improvements and B) The following time the course is taught, anonymous surveys will be given to the students to get feedback about how they experience the activity. This feedback will be incorporated into future iterations.</p>
<p><u>ELO 2</u></p> <p>Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p>	<ul style="list-style-type: none"> • Embedded Question on exam • One targeted class activity (graded) 	<ul style="list-style-type: none"> • 75% of students get the exam question correct • 50% of students correctly address all points in activity writeup (typically 2) • 75% of students correctly address at least 1 point 	<p>than hoped for, then two things will be done: A) The activity materials will be reviewed by an expert colleague for potential improvements and B) The following time the course is taught, anonymous surveys will be given to the students to get feedback about how they experience the activity. This feedback will be incorporated into future iterations.</p>

Individuals and Groups: Sample Embedded Questions

ELO1:

In the Vogt et al. (2017) study, they analyzed the language used by police officers during thousands of traffic stops in Oakland, CA. What did they find?

- A The police are equally polite to all individuals they stop, regardless of their race.
- B The police are more polite to individuals who are the same race that they are.
- C Police officers begin all interactions in a polite way, but they become increasingly less polite to African-American individuals who they stop as the conversation continues.
- D Police officers begin to use less polite language with African-American individuals who they stop within the first few words of their interactions.

ELO2:

Shane Battier was a good example of a “Moneyball” style basketball player because:

- A His contributions were well captured by traditional measures (e.g. number of baskets made per game) and so he was paid a lot of money.
- B He was not a particularly good basketball player and was regularly paid more money than he was worth.
- C He was an excellent spokesman for basketball and was able to translate his success on the court into well-paying jobs after he retired from basketball.
- D His contributions were not captured by traditional measures (e.g. number of baskets made per game) and so his value as a player was easy to under-estimate.

Individuals and Groups: Sample In-Class Activity for ELO1

Looking at Your Own Stereotypes

The purpose of this activity is to identify and evaluate one of your own stereotypes.

What to Prepare for Class

- Choose a profession/career. You can pick something positive (doctor, astronaut, baseball player) or negative (drug dealer, con artist, thief) or anything in between.
- What is the popular stereotype for the kind of person who does that job? It will help if you think about a few examples of people –real or fictional – who have the job. However, you should also come to class with some evidence to back up your intuitions. One easy thing to do is to type in the job name to google images and see what comes up. You can also look at the casts of movies and TV shows or what appears in newspapers or magazines.
- Try to find out how ACCURATE this stereotype is. Some things to try googling are the US Bureau of Labor Statistics and the US Bureau of Justice Statistics.

Things to think about

- How accurate was your stereotype?
- Where do you think your stereotype came from? What kinds of experiences have you had personally or through mass media with that profession. How representative were your sources?
- What are the skills that someone would need to be good at the profession you chose? How do people get those skills?

- What might you do to change either the stereotype that people have about this profession and/or the reality about who holds that type of job? Is that something worth doing?

Write-up

Length: Approximately 400 words

Content: Describe the evidence you gathered to demonstrate what the stereotype is for your target profession and the evidence about how accurate the stereotype was. Then address the following two points:

- a) Where do you think your stereotype came from? What kinds of experiences have you had personally or through mass media with that profession. How representative were your sources?
- b) What might you do to change either the stereotype that people have about this profession and/or the reality about who holds that type of job? Is that something worth doing?

Response to Queries for 1200/2500 Conversion.

- **Write a brief statement justifying the change from a 1000 to 2000 level course.**

In the 1000-level version of the course, the readings were largely restricted to popular press material and the more rigorous papers (journal articles, academic book chapters, etc.) were optional readings. In the 2000-level version of the class, students will be required to do a greater number of scholarly readings.

- **Please specify the readings in the course schedule. The readings will further help the panel to accurately assess the level change.**

The reading lists for both the old and new versions of the course are now included along with the course syllabus.

- **Please include a GE assessment plan for each GE category with the specific means of assessment & a specific example/question for each ELO, the criteria of successful achievement for each ELO, and the ongoing timeline for implementing course GE assessment. See the tables on p. 67 and 72 of the ASC Curriculum and Assessment Operations Manual https://ascas.osu.edu/sites/ascas.osu.edu/files/ASC_Curriculum_and_Assessment_Operations_Manual.pdf.**

I have provided all the requested information using the tables suggested – see attachment.

Psychology Major Learning Objectives

Program Objectives

Knowledge Base in Psychology

- K1. Describe key concepts, principles, & overarching themes in psychology
- K2. Develop working knowledge of psychology's content domains
- K3. Describe applications of psychology

Scientific Inquiry & Critical Thinking

- S1. Use scientific reasoning to interpret psychological phenomena
- S2. Demonstrate psychology information literacy
- S3. Engage in innovative & integrative thinking & problem solving
- S4. Interpret, design, & conduct basic psychological research
- S5. Incorporate sociocultural factors in scientific inquiry

Ethical & Social Responsibility in a Diverse World

- E1. Apply ethical standards to evaluate psychological science & practice
- E2. Build & enhance personal relationships
- E3. Adopt values that build community at local, national, & global levels

Communication

- C1. Demonstrate effective writing for different purposes
- C2. Exhibit effective presentation skills for different purposes
- C3. Interact effectively with others

Professional Development

- P1. Apply psychological content & skills to career goals
- P2. Exhibit self-efficacy & self-regulation
- P3. Refine project-management skills
- P4. Enhance teamwork capacity
- P5. Develop meaningful professional direction for life after graduation

Learning Goal Levels

- F – Foundational
- A- Advanced

I. Data Analysis and Research Requirement																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2220(H) Data Analysis		F			F	F	F	F					F			F	F	F		
2300 Research Methods		F	F	F	F	F	F	F	F	F	F		F		F	F	F	F		

II. Core Requirements (1 from each area)																				
A. Brain and Behavior																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
3313 Intro to Behavioral Neuroscience	BN	F	F		F	F				F										
3313H Intro to Behavioral Neuroscience	BN	F	F		F	F	F	F		F	F		F	F	F				F	
3513 Intro to Cognitive Neuroscience	CO	F			F	A		F		F			F							
B. Cognitive Psychology																				
3302 Perception & Language	CO	A	A	A	A	A	F		F											
3310 Sensation & Perception	CO	A	A	F	A	F	F									F				F
3312 Memory & Cognition	CO	A	A	F	A	A	F	F	F	F			F	F	F					F
C. Clinical and Developmental Psychology																				
2367.02 Abnormal Psychology Analysis	CL	F	F	F	F		F						F		F				F	
3331 Abnormal Psychology	CL	F	F	A	A			A	A											
3335 Psychology of Adjustment	CL	F																		
3340 Lifespan Development	D	F	F	F	F	F						F	F							
3530 Theories of Personality	CL	A	A	A	A	F	F	F	A	F	A		F						F	

3550 Psychology of Childhood	D	F	F	F	F	F						F	F						
3551 Psychology of Adolescence	D	F		F	F	F		F						F					F
D. Social Psychology																			
2367.01 Social Psychology	S	F	F,A	F,A	F	F,A	F,A	F		F		F	F,A	F	F	F	F,A	F	F
3325 Intro to Social Psychology	S	F	F,A	F,A	F	F,A	F	F		F		F				F			
3375 Stereotyping and Prejudice	S	F	F	F,A	F	F	F	F	F	F	F	F,A			F	F,A			

III. Advanced Requirements																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
Sequenced Advanced Courses																				
4305 Intro to Psychopharmacology	BN	A	A	A	A	A	A	A	A											
4475 The Self	S	A	A	A	A		A		A		A	A			A	A				A
4501 Advanced Behavioral Neuroscience	BN	A	A	A	A	A	A	A												
4510 Cognitive Psychology Laboratory	CO	A	A	A	A	A	A	A		A			A	A	F	F				
4518 Attitudes	S	F,A	F,A	F	F,A	F,A	F	F	F		F	F				F	F	F		
4520 Social Psychology Laboratory	S	A		F,A	F,A	F,A	A	F,A	F,A	F,A		A	A	A		F,A	F,A	A	A	A
4532 Clinical Psychology Science	CL	A	A	A	A		A	A		F,A						A				A
4540 Counseling Psychology	CL	F,A	F,A	F	F	F	F		F	F	F,A	F			F	F				
4630 Attitudes and Persuasion	S	F,A	F,A	F,A	F,A	F	F	F,A	F			F	F,A		F	F	F	F		
4644 Hormones and Behavior	BN	A	A	A	A	A	A	A												
5189 Cognitive Aging	CL	A	A	A	A	A	A			A				F	F,A	F	A	F	F	
5250 Mood Disorders	CL	A	A	A	A	F	A	A	F					F	F					

5270 Personality Disorders	CL	A	A	A	A	A				F			A	F		F					
5600 Psychobio. of Learning and Memory	BN	A	A	A	A	A			A	A	A										
5602 Behavioral Genetics	BN	A	A	A	A	F	F	A	A												
5604 Sex differences in the brain and behavior	BN	A	A		A	A	A	A		F	F	A	F	F		F	F	A			
5606 High Level Vision	CO	A	A	F	A	F	A	A					A	A	F						
5614 Cognitive Neuroscience	CO	A	F	F	A	A	F	A	F	F			F	A	A			A	A		
5622 Development of Brain and Behavior	BN	A	A	A	A	A	A	A	A					A	A						
5681 Development and Psychopathology	CL	A		A	A			F													
5684 Psychology of Delinquency	D	A	A	A	A	A	A	F	A	A	F	A	A	F	A	A	A	F	F	A	
Advanced Courses																					
4309 Human Motor Control	CO	A	A	A	A	A	F	F					F			F					
4485 Psychology and the Law		F,A	F,A	F,A	F,A	F	F	F	F	F	F	F	F,A	F,A		F,A					
4505 History of Psychology		A	F,A	A	F	A			A	F											
4508(H) Judgment and Decision-Making	Q	F	F	A	F		F	F	F												
4511 Psychological Testing		F	F	F	A	F		A		F			F	F		F					
4515 Psychology of Emotion	S	A,F	A,F	A,F	A,F	A,F		A,F	A,F	F	F					F			F		
4521 Personnel Psychology		F,A		F,A	F,A	F,A	F,A	F,A	F,A	F	F,A	F,A	F,A	F,A	F,A	F,A	F,A	F	F,A	F	F,A
4522 Organizational Psychology		A,F	A,F	A,F	F	F	A,F	F	F	F,A			F	F	F	F,A	F	F		F	
4531 Health Psychology	CL	A	A	A	A	F	F			A	F		F		F	F	F	F	F	A	
4531-S Health Psychology	CL	A	A	A	A	A	F			A	A	F	F		A	A	A	A	A	F	
4543 Psychology of Gender	CL	A	F	A	A	A	F	F	A		A	F	F	F	A	F	A	F	F	F	

4545 Cross-Cultural Psychology	CL	F,A	F,A	A	A	F	F	F	F	F	F,A	F,A	F	F	F	F			F	
4552 Psychology of Adult Years	D	F		F	F	F														
4554 Language Development	D		A		A	A	A	F					A	A						
4555 Adolescent Sexuality	D	F		F	F	F		F					F	F					F	
4571 Psychology of Dev. Disabilities	I	F		F	F	F,A						F	F,A					F		
5601 Comparative Psychology		A	A		A	A														
5608 Introduction to Mathematical Models	Q	F			A			A										F		
5610 Emotion Regulation	CL	A	A	A	A	A	A	F	F	F			A		A	A				
5613H Biological Psychiatry	BN	A	A	A	A	A	A													
5615 Psychology of Language	CO				F	F	F	F	F	F			F							
5618 Computational Cog. Neuroscience	CO	A	A	A	F	F	F						F	A	F	F				
5621 Intro to Event-Related Potentials	CO	A	A	A	A	F	A	A		F	F	F	F	A	F	F			A	
5832 Lifespan Sociomoral Development	D	A	F		F	A							A							
5898 Seminar in Behavioral Neuroscience	BN	A	A	A	A	A	A	A	A					A	A					

IV. Elective Courses

Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2301 Psychology of Extraordinary Beliefs	Q	F			A				F	F										
2303 Positive Psychology	CL	F		F	F	F	F	F		F	A	A	F		F	F	F			
2311 Psychology of Motivation	CO	A	A	F	F	F	F								F	F	F			
2333 Psychology of Human Sexuality	CL	A	F	F	F	F			F	F	A	A			F	F	F			
2350 Contemp. Developmental Psychology	D	F		F	F		F					F								
2376 Interpersonal Relationships	S	F,A		F,A	F	F		F	F		F				F	F		F	F	
2420 Psychology Applied to Sport		F		F,A	F,A	F			F	F	F				F	F			F	
2462 Psychology of Creativity							F,A				F	F		F	F	F,A				
2500 Applied Psychology		F	F		F			F		F	F		F							
3321(H) Quant. and Statistical Methods		F			A	F	F	F	F											
3371 Language and the Mind	CO	A	F		A	F		F	F		F		F	A	A	A	F	F	F	
3624 Primate Cognition		F	F		F	F				F										
4320 Psychological Science of Addiction		F	F	F			F													
4525 Psychology of Personal Security	S	A		F,A	F,A	F	F,A		F	F,A	F	F, A	F,A		F	F	F	F		
5425 Introduction to fMRI	CO	A		F,A	F,A	F	F,A			F,A	F	F,A	F,A		F	F	F	F		
5603 Stem Cells and the Brain	BN	A	A	A	A	A	A	A	A											
5612 Introduction to Cognitive Science	CO	A	A		F	F	F						F							
5620 Technology, Efficiency, and Happiness	CO	A	F	A	F	F	F	F				F	F	A		F				
5628 Developmental Cognitive Neuroscience	CO	A	A	A	A	A	A	A	A	A		A	A	A	A					

5870 Neuroeconomics and Decision Neuroscience	D	F	F	A	A		F	F	F											
5891 Proseminar in Cognitive Science	CO	A	A	A	A	A	A	A		A			A	A	F					
Experiential Elective Courses																				
3191 Internship in Psychology		F		F		F					A	F, A	F		A	F, A	F, A		A	F, A
3193.01 Individual Studies in Psychology		A				A														
3193.02 Individual Studies: Teaching		A	F, A	F, A	F, A	A	A	F	F	F	A	F, A	A	A	A	F, A	F	F, A	A	A
4998 Undergraduate Research		A			F, A	A	F, A	F, A		F, A					A					
4999.01(H) Thesis Research I			A		A	A	A	A		A	A		A	A		A	A	A		A
4999.02(H) Thesis Research II			A		A	A	A	A		A	A		A	A		A	A	A		A
5700 Science Education Outreach	D		A	A	A	A		A	A			A		A	A	A	A		A	