Term Information

Effective Term	Autumn 2021
Previous Value	*Spring 2013*

Course Change Information

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

Addition of a permanent online version

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

The professor who teaches this course anticipates a continued need to teach it online

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)?

None

Is approval of the requrest 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	Graduate, Undergraduate
Course Number/Catalog	5620
Course Title	Technology, Efficiency, and Happiness
Transcript Abbreviation	Techni & Happiness
Course Description	Considers various dimensions for evaluating the behavioral effects of any technology: efficiency, safety, time cost, complexity, environmental impact, social impact.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Psych 1100, or Grad standing.
Previous Value	*Prereq: Psych 1100 (100), or Grad standing.*
Exclusions	
Previous Value	Not open to students with credit for 597.04.
Electronically Enforced	Yes
Previous Value	**No**

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2704
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will be able to better understand the many behavioral dimensions of technology
- Students will be able to better evaluate the costs and benefits of new technology prior to adopting new devices
- Students will be better able to critically review research on the effects of technology

Previous Value

Content Topic List

- Human factors & ergonomics
- Happiness & pleasure
- Usability & complexity
- Adaptation & design
- Creativity
- Environmental impact
- Social impact

Sought Concurrence No

Attachments

- Psych 5620 syllabus AU18.doc: current syllabus

  (Syllabus. Owner: Paulsen,Alisa Marie)

- PSYCHOLOGY 5620_online syllabus AU21.docx: proposed syllabus

  (Syllabus. Owner: Paulsen,Alisa Marie)

- PSYCH 5620 Technical Review.docx: ASC technical review

  (Other Supporting Documentation. Owner: Paulsen,Alisa Marie)

Comments

- Alisa, please uncheck GE for this course. This is not a GE course. A few years back, curriculum.osu.edu wrongly "reinserted" old GE/GEC categories into some of the courses. That is what must have happened here. *(by Vankeerbergen,Bernadette Chantal on 01/13/2021 03:31 PM)*
- It's unclear whether GE should remain checked off. This course was a GE course under it's previous number/title (Psych 597.04). We are not seeking anything new or different regarding GE status than is currently the case with psych 5620. *(by Paulsen,Alisa Marie on 12/29/2020 11:39 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	12/29/2020 11:39 AM	Submitted for Approval
Approved	Paulsen,Alisa Marie	12/29/2020 11:40 AM	Unit Approval
Approved	Haddad,Deborah Moore	12/29/2020 11:50 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/13/2021 03:34 PM	ASCCAO Approval
Submitted	Paulsen,Alisa Marie	01/13/2021 04:39 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	01/13/2021 04:39 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/13/2021 04:43 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/13/2021 04:43 PM	ASCCAO Approval

SYLLABUS
PSYCHOLOGY 5620

Technology, Efficiency, and Happiness
Autumn 2021 – Online – Class #: xxxxx

COURSE OVERVIEW

Instructor

Instructor: Professor Richard Jagacinski

Email address: jagacinski.1@osu.edu

Phone number: 614-292-1870

Office hours: Send me an email a day or two in advance to schedule a Zoom meeting at a convenient time.

Course description

This course will examine various ways of evaluating behavioral aspects of new technologies (e.g., mobile communication devices, social media, social robots, transportation innovations, sports equipment). Many new products seem like they might improve our lives through increased efficiency, convenience, or power in performing specific tasks. However, it is difficult to predict whether new technology will make us happy, enhance social interactions, increase creativity, or generally improve our quality of life. Technology often has hidden costs and benefits such as unexpected effects on cultural manners, new forms of distributed cognition and social cooperation, increased multi-tasking, and destabilizing environmental impacts. This course will consider many behavioral dimensions of technology that may impact decisions about designing, choosing, and using new devices.

Course learning outcomes

By the end of this course, students should:

1. Better understand the many behavioral dimensions of technology
2. Better evaluate the costs and benefits of new technology prior to adopting new devices
3. Be better able to critically review research on the effects of technology

HOW THIS COURSE WORKS

Mode of delivery:

- 100% online delivery.
- Students are required to attend synchronous class sessions held at the original time/day pattern of this course – T/Th 5:00-6:20 p.m. Please unmute your microphone and ask questions whenever anything is unclear or if you have a relevant comment to add.
- Additionally, students may arrange asynchronous individual meetings with the instructor.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**. If you feel you need additional academic support services (hppt://advising.osu.edu) or access to student services and resources (hppts://contactbuckeyelink.osu.edu) to succeed in this course, please use these links.

COURSE MATERIALS AND TECHNOLOGIES

Required readings are available on Carmen (Canvas).

Key Power Point slides for the lectures will be posted on Carmen (Canvas).

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly short-answer exams	40
Written 8-10 page paper	30
Oral presentation of paper	20
Class participation during student presentations	10
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

WEEKLY SHORT-ANSWER EXAMS

Description: In place of a midterm and final exam, there will be 10 weekly 20-minute short answer exams. You can consult your notes and readings. However, these exams will be strictly timed, so there will be little opportunity to do so. There will be no make-up exams. Your lowest two exam scores will be dropped to accommodate any unexpected absence, illness, or unusually poor performance.

Academic integrity and collaboration: You may not communicate with any other person during the exam. The exam will be uploaded onto Canvas at the end of the 20-minute period.

8-10 PAGE RESEARCH PAPER AND ORAL PRESENTATION

Description: A 8-10 page paper on any topic relevant to the material covered in this course will be due Nov. 2, the 11th week of the semester. The paper should present a critical review of several articles not included in the required readings, followed by suggestions for new research in this area and/or suggestions for new approaches to conceptualizing and/or modeling human-technology interaction. Try to be as creative as possible in your suggestions for new conceptual approaches, quantitative models, qualitative models, and/or measurement procedures. Also, make a 15-minute Power Point presentation of your work during the final weeks of the course, followed by class discussion. Possible topics include behavioral effects

of electronic, mechanical, and/or biological technologies, new measures or methods for evaluating or predicting the impact of technologies, or historical trends in the evolution of particular technologies.

Academic integrity and collaboration: You may discuss your topic with other students and instructional staff. Your paper and oral presentation must be your own individual work, should reflect your unique thoughts, and be written in your own words.

CLASS PARTICIPATION DURING STUDENT PRESENTATIONS

Description: You will be expected to ask questions and make suggestions after each student presentation. It is not expected that every student will ask a question after every presentation, but on average everyone should actively participate.

Late assignments

- Turn in your written assignment on the due date to avoid a late penalty
- Class presentations must be given on the scheduled date

Grading scale

The grading scale will be adjusted to reflect the difficulty of the weekly exams.

Instructor feedback and response time

If you have any questions or would like to discuss ideas for your paper, send me an email a day or two in advance to schedule a Zoom meeting at a convenient time.

Zoom/Videoconferencing Guidelines

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at http://go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact the instructor after the session.
- **Preparation:** Stay up to date with the readings, so you can raise informed questions.
- **Participation:** You may show your face on camera if we are not having problems with pausings. Mute your microphone whenever you are not talking to minimize background noise.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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 http://studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

COURSE SCHEDULE

Week	Dates	Topics, Assignments
1	8/24, 26	Efficiency, complexity, and multi-tasking Cell phones: Multiple dimensions of technology
2	8/31, 9/2	Usability and complexity Physical constraints: Speed, accuracy, and muscular stress
3	9/7, 9	Happiness and pleasure Behavioral correlates Measurement issues
4	9/14, 16	Adaptation and design implications Affective relationships with technology
5	9/21, 23	Creativity Enhancing multi-person creativity and distributed cognition
6	9/28, 30	Media effects on conceptual thinking and communication
7	10/5, 7	Environmental impact Sport utility vehicles, trucks, and the car culture
8	10/12	Voluntary simplicity
9	10/19,21	Social impact Luddites and cultural disruption
10	10/26, 28	Internet
11	11/2, 4	Sports: Technology and culture 8-10 page paper due 11/2
12	11/9	Student presentations of 8-10 page paper
13	11/16, 18	Student presentations of 8-10 page paper

14	**11/23**	**Student presentations of 8-10 page paper**
15	**11/30, 12/2**	**Student presentations of 8-10 page paper**
16	**12/7**	**Student presentations of 8-10 page paper**
17	**12/15**	**Student presentations of 8-10 page paper**

Psychology 5620: Technology, Efficiency, and Happiness

Autumn, 2018

Class: Tues and Thurs, 2:20 - 3:40 p.m., 177 Caldwell
3 credit hours
Course number: 33034 (Undergraduates) and 33033 (Graduates)

Instructor: Dr. Richard Jagacinski
208 Lazenby (office hours by appointment.)
jagacinski.1@osu.edu

Overview of the Course

This course will examine various ways of evaluating behavioral aspects of new technologies (e.g., mobile communication devices, social media, social robots, transportation innovations, sports equipment). Many new products seem like they might improve our lives through increased efficiency, convenience, or power in performing specific tasks. However, it is difficult to predict whether new technology will make us happy, enhance social interactions, increase creativity, or generally improve our quality of life. Technology often has hidden costs and benefits such as unexpected effects on cultural manners, new forms of distributed cognition and social cooperation, increased multi-tasking, and destabilizing environmental impacts. This course will consider many behavioral dimensions of technology that may impact decisions about designing, choosing, and using new devices. Graduate and upper level undergraduate students from all departments are welcome.

Student responsibilities:

1. Participate actively in class discussions of the required readings and student presentations of their papers later in the course.

2. Write a **2-page double-spaced commentary** on the primary issues involved in in any of the topics marked with an asterisk (*) in the syllabus. These commentaries may rely on the course readings and/or additional sources. The commentaries are **due at the class period in which these topics are discussed (Weeks 1-10)**. Individuals who prepare commentaries should help to lead our class discussions of these topics.

3. There will be a **midterm** exam on the course readings, lectures, and discussions on Thursday of Week 13, **November 15**. The format of the exam will be multiple choice and true false.

4. Instead of a final exam, students will write a **10-page double-spaced paper** on a topic relevant to this course. Some class time will be allowed for interaction among students with similar interests.

a. A **one-paragraph description of your tentative paper topic** is due on Thursday of Week 3, **Sept**. **6**.

b. A **one-page description of your paper topic** is due by Thursday of Week 6, **Sept. 27**.

c. The **full paper** is due no later than Tuesday of Week 11, **Oct. 30**. There will be a penalty for missing this deadline.

d. Students will make brief oral presentations of their papers and respond to comments and questions from the class during **Weeks 11 - 16**, and during our final exam period on **Friday, Dec. 7, 4:00 – 5:45 p.m**.

The paper should review several articles not included in the required readings and critically evaluate their strengths and weaknesses in assessing some technology. Possible topics include evaluation of electronic, mechanical, and/or biological technologies, new measures or methods for evaluating or predicting the impact of technologies, or historical trends in the evolution of particular technologies and their impacts. Visual media to enhance your class presentation is encouraged.

Grading

Grades will be determined by class participation during student presentations (10%), the 2-page commentary (10%), the midterm (30%), the 10-page paper (30%), and the oral presentation to the class (20%). The approximate overall course grading scale is A (90% and higher), B (80 – 89%), C (70-79%), D (60-69%). Grades for each assignment will be posted on Carmen (Canvas) and will be averaged numerically to determine the overall course grade.

Summary of Schedule

Weeks 1-10: 2-page written commentary on * topics covered in the readings.
Due on the day the topic is discussed in class.

Week 3: **Thursday, Sept. 6** -- Provide a tentative title and a one-paragraph description of your paper topic.

Week 6: **Thursday, Sept. 27** -- Provide the title and a 1-page description of your paper topic.

Weeks 11-16: **Tuesday, Oct. 30 (or earlier)** – 10-page paper is due.
Oral presentations.

Week 13: **Thursday, Nov. 15** -- Midterm exam.

Week 17: **Friday, Dec. 7, 4:00 – 5:45 p.m**.: Oral presentations and final discussion of the course. (This is the time reserved for the final exam.)

The required readings for this course (with one exception) are available electronically on Carmen (Canvas).

1. Efficiency, complexity, and multi-tasking (Weeks 1-2)

Cell phones: Multiple dimensions of technology

Cognitive constraints

Strayer, D. L., Drews, F. A., & Johnston, W. A. (2003). Cell phone-induced failures of visual attention during simulated driving. Journal of Experimental Psychology: Applied, 9, 23-32.

Strayer, D. L. (2016). Attention and driving. In J. M. Fawett, E. F. Risko, & A. Kingstone (Eds), The handbook of attention (pp. 423-442). Cambridge, Massachusetts: MIT Press.

Misra, S., Cheng, L, Genevie, J., & Yuan, M. (2014). The iPhone effect: The quality of in-person social interactions in the presence of mobile devices. Environment and Behavior, 1-24.

*Cultural constraints

Olson, E. (July 15, 2003). Sound, fury and cellphone users and abusers. New York Times, Section C, 6.

Senning, D. P. (2013). Manners in a digital world ("A captive audience," pp. 29-38). New York: Open Road.

Sclove, R. E. (1995). Democracy and technology ("Spanish waters, Amish farming: Two parables of modernity?", pp. 3-9). New York: Guilford Press.

Granville, K. & Gilbertson, A. (Sept. 15, 2017). In Amish country, the future is calling. New York Times, BU6.

Emergency communication

Brunwasser, M. (Aug. 26, 2015). A 21st-century migrant's essentials: Food, shelter, smartphone. New York Times, A1.

Loomis, M. (2015). The signal and the noise. Sierra, 35-37

*Usability and complexity

Norman, D. A. (1988). The psychology of everyday things (pp. 30-31; 142-145). New York: Basic Books.

Norman, D. A. (2011). Living with complexity (Common aspects of life that require months of study, pp. 20-31). Cambridge, Massachusetts: MIT Press.

Grossman, L. & Vella/Cupertino, M. (September 22, 2014). iNeed? Time (pp. 40-44, 47).

Carr, N. (2014). The glass cage: How our computers are changing us. (Automation for the people, pp. 158-176) New York: W. W. Norton.

Physical constraints: Speed, accuracy, and muscular stress

Schmidt, R. A. & Lee, T. D. (2011). Motor control and learning (Fitts' Law, pp. 224-229). Champaign, Illinois: Human Kinetics.

Feathers, D. J., Rollings, K., & Hedge, A. (2013). Alternative computer mouse designs: Performance, posture, and subjective evaluations for college students aged 18-25. Work, 44, S115-S122..

2. Happiness and pleasure (Weeks 3-4)

Behavioral correlates

Myers, D. G. (2000). The funds, friends, and faith of happy people. American Psychologist, 55, 56-67.

Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. Proceedings of the National Academy of Sciences, 107, 16489-16493.

Dunn, E. W., Aknin, L. B., & Norton, M. I. (2014). Prosocial spending and happiness: Using money to benefit others pays off. Psychological Science, 23(1), 41-47.

Denier, E., Oishi, S., & Lucas, R. E. (2015). National accounts of subjective well-being. American Psychologist, 70, 234-242.

*Measurement issues

Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), Well-being: The foundations of hedonic psychology (pp. 3-25). New York: Russell Sage Foundation.

Park, S. Q., Kahnt, T., Dogan, A., Strang, S., Fehr, E., & Tobler, P. N. (2017). A neural link between generosity and happiness. Nature Communications, DOI: 10.1038/ncomms15964.

*Adaptation and design implications

Brickman, P., Coates, D., & Janoff-Bulman, R. (1978). Lottery winners and accident victims. Is happiness relative? Journal of Personality and Social Psychology, 36, 917-927.

Norman, D. A. (2004). Emotional design: Why we love (*or* hate) everyday things (pp. 99-123). New York: Basic Books.

*Affective relationships with technology

Busch, A. (2004). The uncommon life of common objects (The refrigerator, pp. 100-110). New York: Metropolis Books.

Yang, J.-Y., Jo, Y-H, Kim, J.-C., & Kwon, D.-S. (2013). Affective interaction with a companion robot in an interactive driving assistant system. Proceedings of the IEEE Intelligent Vehicles Symposium (IV) (pp. 1392-1397). Gold Coast, Australia.

Monticello, M. (May, 2016). The state of the self-driving car. Consumer Reports, 44-49.

3. Creativity (Weeks 5-6)

Nickerson, R. S. (1999). Enhancing creativity. In R. J. Sternberg (Ed.), Handbook of creativity (pp. 392-407). Cambridge, UK: Cambridge University Press.

Shneiderman, B. (2003). Leonardo's laptop: Human needs and the new computing technologies (Mega-creativity, pp. 209-231, 249). Cambridge, Massachusetts: MIT Press.

*Enhancing multi-person creativity and distributed cognition

Pentland, A. (2014). Social physics. (Collective intelligence, Shaping organizations, pp. 96-114; Reality mining, pp. 217-224). New York: Penguin Press.

Good, B. M. & Su, A. I. (2011). Games with a scientific purpose. Genome Biology, 12:135.

Clark, A. (2003). Natural-born cyborgs: Minds, technologies, and the future of human intelligence. (Global swarming, pp. 143-153). New York: Oxford University Press.

Norman, D. A. (2013). The design of everyday things (Things that make us smart, pp. 284-288). New York: Basic Books.

Brynjolfsson, E. & McAfee, A. (2014) The second machine age: Work, progress, and prosperity in a time of brilliant technologies (Learning to race *with* machines, pp. 187-193). New York: W. W. Norton.

Giles, M. (March/April, 2018). The GANfather: The man who's given machines the gift of imagination. MIT Technology Review, 121, 48-53.

*Media effects on conceptual thinking and communication

Shaw, G., Brown, R., & Bromiley, P. (May-June,1998). Strategic stories: How 3M is rewriting business planning. Harvard Business Review, *76(3),* 41 - 50. Not available on Carmen. This journal is in top floor of the OSU Law Library (K 8 .A677). It is also available on-line: http://proxy.lib.ohio-state.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&jid=HBR&site=ehost-live

Mueller, P. & Oppenheimer, D. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. Psychological Science, 25, 1159-1168.

Singer, L. M. & Alexander, P. A. (2017). Reading across mediums: Effects of reading digital and print texts on comprehension and calibration. The Journal of Experimental Education, 85, 155-172.

4. Environmental impact (Weeks 7-8)

Gardner, G. T., & Stern, P. C. (1996). Environmental problems and human behavior (Choosing the behaviors to change and the points of intervention, pp. 253-265). Needham Heights, MA: Allyn & Bacon.

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Brown, L. R. (2009). Plan B 4.0: Mobilizing to save civilization (Water tables falling, pp. 38-45; Melting glaciers, shrinking harvests, 66-69). New York: W. W. Norton.

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*Sport utility vehicles, trucks, and the car culture

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Kay, J. H. (1997). Asphalt nation: How the automobile took over America and how we can take it back (The cost of the car culture, pp. 115-137). Berkeley, CA: University of California Press.

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Finn, E. (Jul/Aug, 2018). Going driverless in the city of cars. MIT Technology Review, 121(4), 46-53.

*Voluntary simplicity

Maniates, M. (2002). In search of consumptive resistance: The voluntary simplicity movement. In T. Princen, M. Maniates,. & K. Conca (Eds.), Confronting consumption (pp. 199-213). Cambridge, Massachusetts: MIT Press.

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Motesharrei, S., Rivas, J., & Kalnay, E. (2014). Human and nature dynamics (HANDY): Modeling inequality and use of resources in the collapse or sustainability of societies. *Ecological Economics*, *101*, 90-120

5. Social Impact (Weeks 9-11)

Luddites and cultural disruption

Fox, N. (2002). Against the machine (The frame breakers, pp. 24-40). Washington, D.C.: Island Press.

Meade, M. (Ed.) (1953). Cultural patterns and technical change (pp. 209-210; 257-259; 296-299;309-312). New York: UNESCO. (Reprinted by IJsel Press, Holland.)

*Internet

Fox, N. (2002). Against the machine (p. 20). Washington, D.C.: Island Press.

Penn, M. J. (2007). Microtrends (The new Luddites, pp. 257-260). New York: Twelve.

Carr, N. (2010). The shallows: What the internet is doing to our brains (pp. 192-195, 219-224). New York: W. W. Norton.

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Ehrenfeld, D. (2002). Swimming lessons: Keeping afloat in the age of technology (pp. 44-50). New York: Oxford University Press.

Waytz, A., & Gray, K. (2018). Does online technology make us more or less sociable? A preliminary review and call for research. Perspectives on Psychological Science, 13, 473-491.

*Sports: Technology and culture

Gelberg, J. N. (1998). Tradition, talent and technology: The ambiguous relationship between sports and innovation. In A. Busch (Ed.), Design for sports: The cult of performance (pp. 89-94; 105-108). New York: Princeton Architectural Press.

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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 http://studentlife.osu.edu/pdfs/csc_12--31--07.pdf.

Students with disabilities

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: PSYCHOLOGY 5620
Instructor: Professor Richard Jagacinski
Summary: Technology, Efficiency and Happiness

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			• Zoom • Carmen discussion board postings • Synchronous lectures
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge or for a nominal charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No3rd party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			ASC Distance Learning Syllabus Template is used.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3rd party tools re used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with

				embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 12/29/2020
- Reviewed by: Ian Anderson

Notes: Just add statements b and c and this should be all set!

[a]The following statement about disability services (recommended 16 point font):
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; 098 Baker Hall, 113 W. 12th Avenue.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. http://advising.osu.edu

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. https://contactbuckeyelink.osu.edu/