
Term Information

Effective Term Spring 2023

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 3900
Course Title A Practical Guide to Ruling the World
Transcript Abbreviation RULINGTHEWORLD
Course Description Contemporary and historical research research as applied to governing and the governed, including social and political psychology, behavioral economics, and more. Reading and discourse on psychological research including: flags and symbols, authoritarianism, patriotism, protests and rebellion, taxation, the media, police psychology, conspiracy theories, and immigration.
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? 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, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Social and Behavioral Sciences GE course
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes

- Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
- Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
- Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
- Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.
- Students will differentiate psychological underpinnings of citizenship, civic engagement, patriotism, nationalism, and more.
- Students will describe factors that influence voting decisions, including memory biases and propaganda techniques.
- Students will apply cognitive and social science research to real-world consequences of psychological bias.
- Students will understand how social norms, environmental impacts, situational cues, and individual differences result in differential perspectives.
- Students will explore psychology research relevant to national leadership and the lives of citizens; both governing and the governed.

Content Topic List

- citizenship psychology (civic engagement)
- ideology and partisanship
- flying the flag (patriotism and nationalism)
- voting and electioneering
- crime and punishment
- protest, radicalization, and rebellion
- leadership and power

Sought Concurrence

No

COURSE REQUEST
3900 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
09/29/2022

Attachments

- Psychology Major Learning Objectives-January 2022.docx: Curriculum Map
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)
- Psych 3900-GE Theme Submission Documentation.pdf: GE Theme Documentation
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)
- Psych 3900 syllabus-revised March 2022.pdf: Syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- Psych 3900 syllabus PROPOSAL ASCadjustments2.pdf: Updated Syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- Psych 3900 to rule the world syllabus PROPOSAL ASCadjustments2.pdf: Updated 2 Syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)

Comments

- Please see Contingency feedback email sent 09/28/2022. *(by Hilty,Michael on 09/28/2022 11:53 AM)*
- Please see Panel feedback e-mail sent 03/16/22. *(by Cody,Emily Kathryn on 03/16/2022 10:30 AM)*
- Please feel free to suggest a more appropriate CIP code. *(by Paulsen,Alisa Marie on 02/18/2022 12:42 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	02/22/2022 09:34 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	02/22/2022 09:35 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/24/2022 05:01 PM	College Approval
Revision Requested	Cody,Emily Kathryn	03/16/2022 10:30 AM	ASCCAO Approval
Submitted	Paulsen,Alisa Marie	03/18/2022 10:03 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	03/18/2022 10:03 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/20/2022 11:04 AM	College Approval
Revision Requested	Hilty,Michael	08/02/2022 08:05 AM	ASCCAO Approval
Submitted	Paulsen,Alisa Marie	09/21/2022 09:29 AM	Submitted for Approval
Approved	Paulsen,Alisa Marie	09/21/2022 09:29 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/21/2022 11:28 AM	College Approval
Revision Requested	Hilty,Michael	09/28/2022 11:53 AM	ASCCAO Approval
Submitted	Paulsen,Alisa Marie	09/29/2022 11:30 AM	Submitted for Approval
Approved	Paulsen,Alisa Marie	09/29/2022 11:30 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/29/2022 11:37 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/29/2022 11:37 AM	ASCCAO Approval



IF MEN WERE
ANGELS,
NO GOVERNMENT
WOULD BE
NECESSARY.

James Madison, Federalist No. 51, 1788

“IF I RULED THE WORLD IT WOULD BE A BETTER PLACE.”

NPI-40, question 5. Raskin and Terry, 1988

Hail, Caesar! Your wish has been granted; the reign and rights of potentate are yours. But how will you be remembered: as a tyrant? a paragon? a buffoon?

For many who have won the crown have lost it just as quick, and if you listen with careful ear, in the dead of night comes the sound of sharpening knives from within the senate chambers. Hark! For there is much to learn, and little time to appease the prowling of partisan wolves.

You needs must know of the ways in which background and belief form perception, of the impact of aria and anchor and all of the media on attitudes, how the trappings of flags and symbols of nations can be imbued with feeling and meaning, on the subtle machinations that lead to welcome tithes, of when power will affect your decisions, of the human failures that will bias your judges, of the ways in which terror can grip your people's hearts, and of the many and precious differences that make a person whole. I speak, indeed, of a primer on **the psychology of citizenship for a just and diverse world**.

Fear not! For I offer you a you this boon:

A PRACTICAL GUIDE TO RULING THE WORLD.

As is the way of all who have foisted their desperate hope into dreadful history, your claim shall begin with an edict, a manifesto, a decree.

And this lesson was built on one such brazen declaration.

WE THE PEOPLE of the united states, in order to form a **MORE PERFECT UNION**, establish **JUSTICE**, insure **DOMESTIC TRANQUILITY**, provide for the **COMMON DEFENCE**, promote the **GENERAL WELFARE**, and secure the blessings of **LIBERTY** to **OURSELVES** and **OUR POSTERITY**, do ordain and establish this **CONSTITUTION** for the united states of america.

1 citizenship psychology **2** ideology

WE THE PEOPLE of the
united states, in order to form a

3 what is "American?" **4** flying the flag **5** voting and electioneering

MORE PERFECT UNION,

establish **JUSTICE,** **6** crime and punishment
7 the arm of the law

DOMESTIC TRANQUILITY,

8 threat and disaster

9 protest, radicalization, and rebellion

provide for the **COMMON**

10 the root of democracy, taxation

DEFENCE, promote the

GENERAL WELFARE, and

11 the fourth estate **12** conspiracy theories

secure the blessings of **LIBERTY**

to **OURSELVES** and **OUR**

POSTERITY, **13** leadership and power

14 immigration, borders,
and distance

do ordain and
establish this **CONSTITUTION**

15 establishment and the end

for the united states of america.

contents

PSYCH 3900 **a Practical Guide to Ruling the World**

BY STEVEN BENGAL

An exploration into contemporary research into *governing* and *governed*; including social and political psychology, behavioral economics, and beyond. The science of *the experience of a citizen*, including *civic* engagement, the rule of *law*, obedience to *rebellion* and everything in between. Reading and discourse on *psychological research* into: flags and symbols, authoritarianism, patriotism, protests and rebellion, taxation, the news, police psychology, conspiracy theories, and immigration. Each week will focus on a new topic explored in the field.

*If men were angels,
no government would be necessary.*
James Madison, Federalist No. 51, 1788

contents	05
class introduction	06
the instructor	07
the rules of engagement	08
communication	09
the course requirements	10
grading structure	11
required technology	12
psychology major goals	13
additional resources	14
course structure	16

class introduction

“

Give me your **tired**, your **poor**,
Your **huddled masses** yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the **homeless**, tempest-tost to me,
I lift my lamp beside the golden door!”

EMMA LAZARUS, THE NEW COLOSSUS, 1883



CARMEN.OSU.EDU

All homework and other assignments can be completed here. Important course dates, information, announcements, and your grades are all located on this site. Please check it *regularly* and *frequently*.

Electronic communications via CARMEN uses students' OSU handles, making OSU e-mail a primary form of communication outside of class.



RECOMMENDED TEXT

DIRECT SOURCES. (FREE). ALL REQUIRED SOURCES WILL BE POSTED TO CARMEN.

ALL STUDENTS should be prepared to make use of original sources. *Article, video,* and *concept* links will be provided online at no cost to the students.

You are responsible for completing the assigned video essays **BEFORE THE END OF THE RELEVANT WEEK.**

the **instructor** steven bengal, ph.d.



CONTACT INFORMATION

ROOM PSY 165

EMAIL BENGAL.1@OSU.EDU

PHONE 614.292.8185

The best way to reach me is by EMAIL using your OSU account or CARMEN.

OFFICE HOURS

W 12:40 PM–1:30 PM

F 12:40 PM–1:30 PM

OR BY APPOINTMENT

Contact me for any and all *questions, comments, or concerns* through my EMAIL.

the **rules** of engagement



SPEAKING UP

You must be prepared to *speak*. You will be expected to participate throughout the entirety of this course, often in a public manner. You are expected to *discuss* assigned materials and ask questions. Stage fright be damned, this course is **YOUR TIME TO SHINE!**



CONSIDER COLLEAGUES

Be respectful to other students in the class, as well as the instructor! Refrain from sleeping in class, working on other assignments, and using electronic devices in a distracting fashion (with the exception of taking notes and following along). Be prepared for each class period by arriving on time. Take an *active*, engaged role in your own learning.



PARTICIPATION

This course will use *Top Hat* for a number of in-class activities. As such, you are required to bring a device capable of connecting to and using Top Hat. If this is not possible, you must immediately inform me on the **FIRST DAY OF CLASS** for us to discuss alternatives.
TOPHAT.OSU.EDU



BE AWARE

This course structure varies by lecture, by concept, by unexpected snow days (heat days?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its siren call. As such, I reserve the right to revise the syllabus, class schedule, assignments, and other course features, as necessary. You will be informed of these changes on CARMEN and/or in class.

communication

CARMEN

ANNOUNCEMENTS, MODULES AND ASSIGNMENTS

Important adjustments to the schedule, syllabus, or class will be made through CARMEN *Announcements*.

All class texts, readings, videos, lecture slides, and resources will be available through the *Modules* section.

Graded task details, rubrics, deadlines, and instructions will be in the *Assignments* section.

CHECK CARMEN
FREQUENTLY!

EMAIL HEADINGS

HELP ME QUICKLY HELP YOU

SUBJECT LINE <CLASS NO.>

Please begin all email communication with me with the class number in the subject line. For instance, If you are emailing me regarding questions you have about an Introduction to Social Psychology (PSY3325), lead the subject line of your email with 3325.

SEVERAL EXAMPLE SUBJECT LINES.

- 2462 question regarding the malevolence lecture
- 4525 hypothetically, if I needed a bunker immediately...
- 2220 just emailing you to tell you that I hate you, no need to respond!



the **course** requirements

1

ONLINE PARTICIPATION

PLEASE DO

Participation and self-directed practice is *fundamental* to master the material, and a large part of this class is built on effortful engagement with the material. Lastly, there are points associated with discussing the class with your peers!

2

DESIGN

READINGS, LECTURES, AND ACTIVITIES

This course has a mixed format: concepts will be initially discussed or introduced in “lecture outlines”. These will correspond to fully-developed lecture slides, which have example *demonstrations* of creativity activities. You will also engage in a few group discussions in which you cooperatively demonstrate your learning with peers.

NO REQUIRED TEXT. All required sources will be supplied gratis on CARMEN.

3

GRADES

WATCH, DISCUSS, EXPERIENCE, DEMONSTRATE

This course has four main areas on which you are graded, *section points*, *discussions*, *quizzes*, and broader *projects*.

The central projects consist of *the Journal*, *Let’s Make a Podcast*, and *the Will to Power* (see CARMEN for specific details and instructions).

In addition, there are brief *weekly questions* and *mini-quizzes* meant to guide your thinking and provide you an outlet to consider the class content outside of the confines of the class.

Lastly, there are a number of points allocated for participating in, the *online discussions*.

LATE WORK receives a 20% penalty per day late.

grading structure

BONUS POINTS

LITERALLY READ THE SYLLABUS

You will receive **1 POINT** of extra credit for *reading* the syllabus. This point will be automatically applied at the end of the semester. If you ask if the class has extra credit, or if your grade is rounded, or to adjust your grade at the end of the semester because you worked really hard and are only 0.1 points away from the next grade, you will demonstrate that you have *not* read the syllabus and will lose this 1 point!

LATE WORK

LATE WORK receives a 20% penalty per day late. Assignment instructions, deadlines, and rubrics should be available from the beginning of the semester. Assignment deadlines will show up on CARMEN as a reminder throughout the semester. If the department offers any additional or extra credit, **NO CREDIT** will be earned for any extra credit work that is turned in late.

If you have SLDS accommodations, standard extensions are TWO (2) business days of a typical submission deadline, but I do require an email after assignment submission to remove the automatic late penalties.

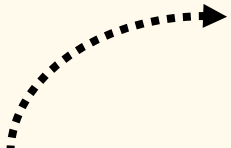
GRADED ITEMS

Grades will not be rounded.

COMPONENT VALUES

syllabus survey	3 PTS
let's make a podcast	10 PTS
the will to power	10 PTS
the journals	
retrospective (fin)	2 PTS
the journals	10 PTS
weekly questions	15 PTS
class participation	15 PTS
exams	3 / 90 PTS
TOTAL	155 PTS

GRADING SCALE



LETTER	PERCENTAGE
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
E	< 60.0 % to 0.0%

required technology



OSUIT INFORMATION

For *help* with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT SERVICE DESK. Standard support hours are available at [HTTPS://OCIO.OSU.EDU/HELP/HOURS](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

OSUIT CONTACT INFORMATION: 8HELP@OSU.EDU; 614-688-HELP (4357); [HTTP://OCIO.OSU.EDU/SELFSERVICE](http://ocio.osu.edu/selfservice)

REQUIRED TECHNOLOGY SPECIFICATIONS

COMPUTER CURRENT MAC (OS X) OR PC (WINDOWS 7+) WITH HIGH-SPEED INTERNET CONNECTION

MICROPHONE (OPTIONAL) BUILT-IN LAPTOP OR TABLET MIC OR EXTERNAL MICROPHONE

OTHER A MOBILE DEVICE (SMARTPHONE OR TABLET) OR LANDLINE TO USE FOR BUCKEYEPASS AUTHENTICATION

see CARMEN for more details.

psychology major goals

KNOWLEDGE BASE IN PSYCHOLOGY

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

SCIENTIFIC INQUIRY & CRITICAL THINKING

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

ETHICAL & SOCIAL RESPONSIBILITY IN A DIVERSE WORLD

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

COMMUNICATION

- Interact effectively with others

PROFESSIONAL DEVELOPMENT

- Apply psychological content & skills to career goals

1

2

3

4

5

COLLEGE OF ARTS AND SCIENCES

CITIZENSHIP FOR A JUST AND DIVERSE WORLD

The goal of courses in this category is to foster an understanding of the pluralistic nature of institutions, society, and culture in the United States in order to help you become an educated, productive, and principled citizen.

PSY3900 THE PSYCHOLOGY OF CITIZENSHIP AND JUSTICE **FULFILLS** THE CITIZENSHIP FOR A JUST AND DIVERSE WORLD THEME FOR THE COLLEGE OF ARTS AND SCIENCES.

GE theme goals and learning objectives 1, 2.

GOAL 1.

Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

<p>ELO 1.1</p> <p>Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>STUDENTS WILL...</p> <p>engage in debate-dissent divergent thinking discussion questions. Students will be asked to critically apply psychological research to outside domains, including reviewing Supreme Court cases, media reports, and podcasts. Weekly questions are designed to keep students firmly engaged, and general exams will require them to differentiate related works and apply findings in novel ways.</p>
<p>ELO 1.2</p> <p>Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>STUDENTS WILL...</p> <p>explore some of the many articles and books that make up the class foundation within class lectures (including step-by-step breakdowns of foundational and modern psychology research). They will be required to locate scientific studies on their own and report on these results, using digital hubs like PSYCINFO or JSTOR, and engage with journaling assignments that involve both (1) going outside of the course, and (2) relating this content back to the scientific literature.</p>

GOAL 2.

Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or work they have done in previous classes and that they anticipate doing in future.

<p>ELO 2.1</p> <p>Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>STUDENTS WILL...</p> <p>will be expected understand at least THREE (3) direct lines of synthesis: the intersection between (1) areas of psychology work (cognitive, social, political, decision-science), (2) domains of the class, and (3) the scientific literature and their own personal experiences. Students will be asked to identify cognitive consequences, connect consequences across thematic areas, and relate them to their own lives.</p>
<p>ELO 2.2</p> <p>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>STUDENTS WILL...</p> <p>participate in general in-class discussions will allow students to contemplate in small groups or as a full class the content as we move throughout the semester. Students will be asked to engage in guided reflection of course material through the weekly questions assignments, open-ended consideration of journal assignments, and produce novel work on their own.</p>

GE citizenship goals and learning objectives 3, 4.

GOAL 3.

Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	STUDENTS WILL... explore citizenship in a psychological context through topics including voting, the role of news, national threat, identity, ideology, immigration, the law, and more broad considerations comparing cultural differences between America and other countries. Students will engage with applying psychological science to Supreme Court cases, look over cognitive, emotional, and motivational assessments of cross-cultural work, perform media analysis of protest music, and explore evidence-based approaches to addressing grievances.
ELO 3.2 Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.	STUDENTS WILL... understand human assumptions as “naïve psychologists,” and reflect on scientific research using weekly questions to outline ideological differences, justice systems, policing, and other features of a well-informed citizen. They will consciously assess the value of evidence for claims made in a political arena, media effects, conspiratorial beliefs, and even engage in scientific work which demonstrably improves people’s ability to resist misinformation.

GOAL 4.

Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	STUDENTS WILL... explore broad research into lived experiences, including work on similarities and differences in a cross-cultural fashion. Particular areas will include ideology, radicalization, immigration, and rebellion. Students will engage in thought experiments (e.g., the “refugee dilemma”), the impact of cognitive load to humanitarian decisions, and even complete a practice US citizenship test.
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.	STUDENTS WILL... Engage with psychological research that is paramount to this explicitly in at least two areas: the psychology of crime and punishment, as well as police psychology. This includes online versions of the police officer’s dilemma, considerations of environmental impacts, assessing images of power, and explore social change (including radical social change).

additional resources, pt. 1



What is expected **student conduct**?
Who do I talk to about **disability services**?



ACADEMIC AND BEHAVIORAL MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct (COAM) 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://STUDENTLIFE.OSU.EDU/CSC](http://STUDENTLIFE.OSU.EDU/CSC).



SEXUAL MISCONDUCT

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](http://TITLEIX.OSU.EDU) or by contacting the Ohio State Title IX Coordinator at TITLEIX@OSU.EDU.



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), or have specific SLDS accommodations, immediately contact the instructor so that we can discuss your 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.

additional resources, pt. 2

“ Are there any other **student resources**?
What about **mental health** and **stress**?



DENNIS LEARNING CENTER

The Dennis Learning Center (DLC) is available to help support and improve the academic success of Ohio State students through academic coaching, group workshops, and elective courses. The DLC offers free, one-hour appointments during which students can discuss various learning-related topics (note-taking, procrastination, test anxiety, exam preparation, time management, etc.) with an academic coach and create a plan for success. The DLC is located on the 2nd floor of the Younkin Success Center. Visit the DLC website to learn more, at [HTTPS://DENNISLEARNINGCENTER.OSU.EDU](https://dennislearningcenter.osu.edu).



MENTAL HEALTH AND STRESS

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [CCS.OSU.EDU](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 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 Suicide Prevention Hotline at 1-800-273-TALK or at [SUICIDEPREVENTIONLIFELINE.ORG](https://suicidpreventionlifeline.org).

the structure of ruling the world

WEEK	DATE	TOPIC	NOTES
01	11-Jan	we the people... introduction to citizenship and justice citizenship psychology	see WEEK 1 videos and reading links, next pages
	17-Jan	due date	weekly questions, journal 1
02	18-Jan	ideology and partisanship	see WEEK 2 videos and reading links, next pages
	24-Jan	due date	weekly questions, journal 2
03	25-Jan	...of the united states, what is "American?"	see WEEK 3 videos and reading links, next pages
	31-Jan	due date	weekly questions, journal 3, syllabus survey
04	1-Feb	flying the flag patriotism, nationalism, and authoritarianism	see WEEK 4 videos and reading links, next pages
	7-Feb	due date	weekly questions, journal 4, participation: course feedback
05	8-Feb	in order to form a more perfect union, voting and electioneering	see WEEK 5 videos and reading links, next pages
	14-Feb	due date	weekly questions, exam 1
06	15-Feb	establish justice, right and wrong, crime and punishment	see WEEK 6 videos and reading links, next pages
	21-Feb	due date	weekly questions, course feedback discussion
07	22-Feb	the arm of the law; on police and policing	see WEEK 7 videos and reading links, next pages
	28-Feb	due date	weekly questions, let's make a podcast
08	1-Mar	insure domestic tranquility, one nation, under attack threat and disaster	see WEEK 8 videos and reading links, next pages
	7-Mar	due date	weekly questions, journal 5
09	8-Mar	protest, radicalization, and rebellion	see WEEK 9 videos and reading links, next pages
	14-Mar	due date	weekly questions, journal 6
10	15-Mar	provide for the common defence, the root of democracy, taxation	see WEEK 10 videos and reading links, next pages
	21-Mar	due date	weekly questions, exam 2
11	22-Mar	promote the general welfare the fourth estate	see WEEK 11 videos and reading links, next pages
	28-Mar	due date	weekly questions, journal 7
12	29-Mar	you believe in the moon? conspiracy theories	see WEEK 12 videos and reading links, next pages
	4-Apr	due date	weekly questions, journal 8
13	5-Apr	secure the blessings of liberty to ourselves... leadership and power	see WEEK 13 videos and reading links, next pages
	11-Apr	due date	weekly questions, the will to power
14	12-Apr	...and our posterity, immigration, borders, and distance	see WEEK 14 videos and reading links, next pages
	18-Apr	due date	weekly questions, the journal retrospective
15	19-Apr	do ordain and establish this constitution for the united states of america establishment and the end	see WEEK 15 videos and reading links, next pages
	25-Apr	due date	weekly questions, exam 3

schedule is tentative and subject to change.

reading list and schedule

RESEARCH PAPERS, PODCASTS, AND MORE

A tremendous majority of the in-class lecture materials are based on scientific studies, and we will cover these works in depth. It is essential for students to be able to read, interpret, and intellectually discuss novel psychology research. On top of that work, students will have real-world case studies, explorations of related content, and audio-video explorations of topics germane to the field to explore. All listed readings are free and open-source, for ease of access.

This list consists of scientific papers (with page numbers), audio podcasts, and brief news articles. Unless otherwise specified, you are to listen/read the complete work.

For any week with more than three (3) listed readings, you are allowed to choose which three (3) you would like to read.

week 1. 11-Jan to 17-Jan

INTRODUCTION TO CITIZENSHIP AND JUSTICE, CITIZENSHIP PSYCHOLOGY

MORE PERFECT, NPR. the heist.

ANDREOULI, ELENI, 2019. social psychology and citizenship. *full paper (12 pages)*.

week 2. 18-Jan to 24-Jan

IDEOLOGY AND PARTISANSHIP

MORE PERFECT, NPR. the political thicket.

FINKEL, ET AL., 2020. political sectarianism in america. *full paper (5 pages)*.

GREENE, 2002. this paper lists five (5) separate measures of partisanship. Choose and take one measure.

week 3. 25-Jan to 31-Jan

WHAT IS AMERICAN?

MORE PERFECT, NPR. adoptive couple v. baby girl.

BOSTON UNIVERSITY (GALEA, 2017). Freedom to v. freedom from.

CIVICS (HISTORY AND GOVERNMENT). Try the 20-question US citizenship practice test (2008) <https://www.uscis.gov/citizenship/civics-practice-test-2008>. Then, review the questions (and answers) for the naturalization test

<https://www.uscis.gov/sites/default/files/document/questions-and-answers/100q.pdf>.

reading list and schedule, cont.

week 4. 25-Jan to 31-Jan

FLYING THE FLAG

MORE PERFECT, NPR. the imperfect plaintiffs.

SKITKA, 2005. patriotism or nationalism? Flag-display behavior. *full paper (17 pages)*.

week 5. 8-Feb to 14-Feb

VOTING AND ELECTIONEERING

MORE PERFECT, NPR. who's Gerry and why is he so bad at drawing maps?

FREND, KNOWLES, SALETAN, & LOFTUS, 2013. False memories of fabricated political events. *full paper (7 pages)*.

FIVETHIRTYEIGHT. what redistricting looks like in every state.

week 6. 15-Feb to 21-Feb

CRIME AND PUNISHMENT

MORE PERFECT, NPR. object anyway.

WOSU, ALL SIDES. private prisons.

APEL & DILLER, 2017. prison as punishment. *full paper (11 pages)*.

PICA, ROSS, & METZGER, 2011. psychology and the law: the good, the bad, and the ugly of eyewitness testimony and lineup identification.

week 7. 22-Feb to 28-Feb

THE ARM OF THE LAW

MORE PERFECT, NPR. cruel and unusual.

UNITED STATES SENTENCING COMMISSION, USSC.GOV. demographic differences in sentencing.

CHAPLIN & SHAW, 2016. confidently wrong (UK policing). *full paper (9 pages)*.

RICHARDSON, 2015, police racial violence: lessons from social psychology. *full paper (17 pages)*.

week 8. 1-Mar to 7-Mar

THREAT AND DISASTER

MORE PERFECT, NPR. enemy of mankind.

MORTALITY SALIENCE MANIPULATION. review and take this manipulation.

PYSZCZYNSKI, SOLOMON, & GREENBERG, 2015. thirty years of terror management theory: chapter 3 *fundamental propositions (7-9)* and chapter 6 *summary of terror management theory and research (33)*.

reading list and schedule, cont.

week 9. 8-Mar to 14-Mar

PROTEST, RADICALIZATION, AND REBELLION

MORE PERFECT, NPR. the most perfect album: episode 1.

NASSAUER, 2018. situational dynamics and the emergence of violence in protests. *full paper (12 pages)*.

CLARK, 2021. How we empower political extremists.

<https://www.psychologytoday.com/us/blog/the-antisocial-psychologist/202101/how-we-empower-political-extremists>

week 10. 15-Mar to 21-Mar

THE DEMOCRACY GERM, TAXATION

MORE PERFECT, NPR. one nation, under money.

OLSEN, KANG, & KIRCHLER, 2018. tax psychology. 13.1 *introduction (405-407)* and 13.3 *social representation of taxes (411-419)*.

OSU.EDU. construal level theory.

DAVID MITCHELL ON TAX AVOIDANCE. youtube video;

<https://www.youtube.com/watch?v=m2q-Csk-ktc>

week 11. 22-Mar to 28-Mar

THE FOURTH ESTATE

MORE PERFECT, NPR. the architect.

AXT, LAUNDAU, & KAY, 2020. the psychological appeal of fake-news attributions. *full paper (10 pages)*.

PROCTOR, 2011. the history of the discovery of the cigarette-lung cancer link. *full paper (6 pages)*.

ROOZENBEEK & VAN LINDEN, 2019. fake news inoculation game.

<https://www.getbadnews.com/#intro>

week 12. 29-Mar to 4-Apr

CONSPIRACY THEORIES

MORE PERFECT, NPR. the hate debate.

DOUGLAS, SUTTON, & CICHOCKA, 2017. the psychology of conspiracy theories. *full paper (5 pages)*.

BIRDS AREN'T REAL. <https://birdsarentreal.com/pages/faq>

MITCHELL & WEBB, CONSPIRACY THEORIES. youtube video;

<https://www.youtube.com/watch?v=5muY64Oyp10>

reading list and schedule, cont.

week 13. 5-Apr to 11-Apr

LEADERSHIP AND POWER

MORE PERFECT, NPR. justice, interrupted.

KELTNER, 2007. the power paradox.

https://greatergood.berkeley.edu/article/item/power_paradox

GLAUSIUSZ, 2017. <https://aeon.co/ideas/would-the-world-be-more-peaceful-if-there-were-more-women-leaders>

see also the abstract of: DUBE & HARISH, 2017. QUEENS.

FORBES. ELSESSER, 2020. The Debate On Power Posing Continues: Here's Where We Stand <https://www.forbes.com/sites/kimelsesser/2020/10/02/the-debate-on-power-posing-continues-heres-where-we-stand/>

week 14. 12-Apr to 18-Apr

IMMIGRATION, BORDERS, AND DISTANCE

MORE PERFECT, NPR. american pendulum, 1.

MISHRA & MISHRA, 2010. border bias: the belief that state borders can protect against disasters. *full paper (5 pages)*.

LUTTRELL, 2021. THE PSYCHOLOGY OF DEHUMANIZATION. youtube video.

<https://www.youtube.com/watch?v=QuNbNNqtMvs>

week 15. 19-Apr to 25-Apr

ESTABLISHMENT AND THE END

MORE PERFECT, NPR. the most perfect album: episode 2.

EIDELMAN, CRANDALL, & PATTERSHALL, 2009. the existence bias. *full paper (11 pages)*.

addendum

CONTENT FOR APPROVAL

The following content would typically be visible on CARMEN and includes additional planned content for the course. I frequently modify assignments, class content, and reading lists between semesters as new research becomes available, from student feedback, and due to my improvement as an instructor over time. What follows is a representative sample of content I am looking at including for the inception of the class.

a **note** on **exams** and **assignments**

E

EXAMINATIONS

QUIZZES AND EXAMS

I expect the quizzes and exams in this class to focus on *convergent thinking* regarding the scientific concepts covered. Generally, there will be a heavy emphasis on *application* of content (e.g., recognizing and applying the scientific concepts in a new modality or scenario).

EXPLANATION

EXAMINATION

This question relates to work by Schori-Eyal & Kruglanski (2015) surrounding how motivation for significance can motivate violent actions, particularly in the context of radicalization and terrorism.

This question could be used on the proposed chapters of *protest, radicalization, and rebellion* and/or *threat and disaster*. Particularly, this question regards the students being able to differentiate between several underlying components of the quest for significance.

SAMPLE EXAM QUESTION

Alexander feels particularly isolated from friends and family, and begins hanging out with some casual everyday run-of-the-mill cultists. Quickly, he perceives that his new group is at an unfair disadvantage compared to others, and begins to endorse violent politics and civil disobedience in order to promote his group. Which factor of the quest for significance does Alexander's attempts most closely relate to?

- A. The threat of loss.
- B. **Opportunity for significance gain.**
- C. Significance loss.
- D. Fear appraisals.



CONVERGENT

APPROACHING A CORRECT ANSWER

In contrast to the broader assignments, questions like this involve more *convergent thinking* – approaching a single correct answer out of a pool. This is designed to ensure students can demonstrate psychological literacy and mastery.

a **note** on **exams** and **assignments**

A

ASSIGNMENTS

BRINGING CLASS CONTENT HOME

I expect the assignments in this class to focus more on *divergent thinking* regarding the scientific concepts covered. Generally, there will still be a heavy emphasis on *application* of content, but now more student-directed (e.g., going out and finding examples of real-world examples that demonstrate the class content).

Over the next several pages I will show example assignment content.

weekly questions

the journal

let's make a podcast



the weekly questions

your goal is to create a complete study guide, over time, by answering guided questions. Particularly, these questions relate to the course lecture materials and additionally will address some of the supplemental readings and videos. Each week, a new, brief set of questions will be provided. By the last week before an exam, you will be able to review your responses and have a structure by which to approach preparing for the testing of the material.

course objectives. (1) recognize, recall, and apply scientific material relevant to the topics of consideration, (2) identify areas of current misunderstanding or confusion, and (3) explore scientific content in a low-stakes environment.

STEP ONE. review the lecture materials. you will be faced with open-ended questions, most of which can be answered directly from content we covered in class.

STEP TWO. complete throughout the week. these questions are meant to be completed throughout the week, not in a clump at the end: space them out, take your time.

STEP THREE. for your own review. these questions will be graded on completion, not for accuracy. This is a self-directed assignment designed to keep you thinking about course content, guide studying, allow for reflection, and motivate good time habits.

SOME SAMPLE QUESTIONS CRIME AND PUNISHMENT LECTURE

Research by Berry & Zebrowitz-McArthur (1988) discussed the impact of facial appearance on trial judgments. What was the central finding of this work? What is one consequence the authors outlined?

Kassin (1997) examined the psychology of confession evidence. Describe the differences between *maximization* and *minimization* techniques.

When are voluntary false confessions MOST likely? Provide one solution to minimizing such confessions.

We discussed a host of issues that motivate *retributive justice*. Define retributive justice. List at least three (3) psychological motives that promote the desire to punish.

Cook and Roesch (2012) specifically examine some proposed “tough on crime” reforms in Canada, using a series of meta-analyses. What is one (1) evidence-based approach they suggest to reduce crime? Provide one (1) way in which the listed proposed crime bills did not take this research into account.

the journal

INSTRUCTOR'S NOTE. I first began using journal assignments in *The Psychology of Creativity*. These are low-stakes, consistent assignments that involve students going beyond the in-class content to seek out external content that can be related back to the class. This work is a modified version of journaling that has been published for use in university education for the field of psychology by Snyder (2013) and Grohman (2018).

The journal assignments are a learning tool designed to help you to think about course material in a concrete way, and to apply this material to your own work by showing you practical everyday examples of course concepts "in action." Primarily, the journal will facilitate your practice of course objectives, including synthesis, critical analysis, and application. In addition to allowing you to take an active role in your learning, the journal will also provide you with a record of your learning and your growth over time.

course objectives. (1) consider course material (readings and lecture content), (2) provide you with a record of what you did for the course and what you learned, (3) provide a record of your growth over time, and (4) allow you to take an active role in your learning.

general instructions. many of the journal entries will require you to both (1) write, and (2) draw or provide some visual elements. As such, you are encouraged to use your iPad to complete this work. Review either/both of the following guides on using the NOTES or PAGES feature to draw and write on the same page. **You are encouraged to handwrite any written responses, but make sure it is legible.** However, make sure that when you submit your journal page, you convert it into a PDF.



the journal samples

SAMPLE JOURNAL ENTRY FLYING THE FLAG

Parotitic and nationalistic images and expressions vary in their acceptability and commonality, across country and time.

1. The freedom TO express patriotic or political sentiments, and the freedom to NOT express such sentiments, have both been so controversial that they wound their way to the supreme court. Review the closing arguments of the majority opinion of *Tinker v. Des Moines* (1969) and/or *West Virginia State Board of Education v. Barnette* (1943). What is the central argument of these cases? What is your opinion on the ruling?
2. Relate these cases to *attachment* models, as well as at least one (1) other topic we discussed in the *flying the flag* lecture.
3. Create! Review this brief video on vexillology, paying attention to principles of great flag design: ([ted.com/talks/roman_mars_why_city_flags_may_be_the_worst_designed_thing_you_ve_never_noticed](https://www.ted.com/talks/roman_mars_why_city_flags_may_be_the_worst_designed_thing_you_ve_never_noticed)). Now, redesign a national flag (e.g., the American flag), or design a flag for OSU. Label the parts you include and explain why you chose this design. Finally, consider what psychological associations relate to this new flag, considering the work we discussed by Becker et al., 2017.

SAMPLE JOURNAL ENTRY MEDIA ANALYSIS

We play music before class each day, and this creative expression is one way that people can both show support for or opposition to policies they experience.

1. Locate at least three (3) songs that are critical of existing institutions (e.g., protest songs). For an example, you can look up *Fortunate Son* by Creedence Clearwater Revival or *Killing in the Name* by Rage Against the Machine (explicit). Note any consistencies between the songs you locate. You will be asked to share one of these songs in class with your peers.
2. Now, locate any song(s) that is supportive of a current institution (e.g., the police, government, a certain country). A classic example would be national anthems. What are the central features you notice about these works?
3. Which category do you think is more common? Which category did you enjoy more? Which category was easier to find? Describe the impact of *accessibility* and the *availability heuristic* on your judgment.
4. Li and Brewer (2004) examined the impact of attacks or threats on national identity. Review our discussion of their work. Describe what you expect the impact of *psychological threat* on the creation of *critical* and *supportive* media.

let's make a podcast

INSTRUCTOR'S NOTE. I first developed this assignment as an alternative to classic “write a study report” or paper-based assignment for a second-level writing class *PSY2367.01* and have since revised it for *PSY3375*. I have received positive feedback about the new modality, and present a modified version, specific to the current class, below.

your goal is to consider sharing scientific work with a nonscientific audience. Particularly, with a focus on engagement, excitement, and generating interest. However, it is vitally important to not present misinformation. This work should have the result of educating a general public. In addition, we are exploring a new medium: audio. We have previously had you write at length about a scientific article, then convert work into a visual field. Now, we are having you explore how to communicate in both a verbal fashion, as well as to a broader base.

course objectives. (1) consider the role the medium has on the communication of psychological findings, (2) consider the impact of the audience on how you present information, (3) explore applications of psychological science, and (4) demonstrate mastery of psychological research by highlighting applications and examples.

STEP ONE. experience a podcast. in particular, we are interested in podcasts that explore particular fields or areas of research, and try to communicate them to a broader audience. Some examples of relatively popular podcasts that fit this genre are below:

planet money; hardcore history; freakonomics; 99% invisible; hidden brain

STEP TWO. write a script. you are going to be recording an 8-10 minute podcast session. You may have to experiment back-and-forth, but typically podcasts consist of around 100-150 words per minute. It is easier to read from a script to ensure you have all the relevant details you are interested in adding (and do not leave anything out) than creating a presentation out of whole cloth. Several resources about writing a script can be found at the following links: podcast script guide 1 and podcast script guide 2.

We have several key features you must include in your podcast. **Make sure these are (1) all present in your script, and (2) highlighted and labeled as appropriate (e.g., label one section as "definition 1").**

required elements:

1. it must begin with humor, a hook, or some other statement(s) to generate interest.
2. introduce and define at least two (2) concepts we discussed in class in the field of psychology.
3. provide a real-world example of how these concepts relate to a listener's life/applications.
4. locate a unique study on your own, introduce the article topic and authors, and describe the main results.
5. relate this unique study to the listener's life, individual differences, backgrounds, and consider the applications of the study.
6. construct, recount, or relate a story about how or why psychology (broadly) may be used to solve some (any) real-world problem.

let's make a podcast, cont.

STEP THREE. Record the thing. you are going to be recording an 8-10 minute podcast session. Your recording should largely match the script you provided, and will be uploaded as an audio file (e.g., .mp3) or as a link to a posted/accessible resource (e.g., youtube). Consider elements of adding music, removing unnecessary pauses, trimming excess length at the end, and audio mixing to make it (1) easy to listen to and (2) engaging. We recommend that you download audacity as an easy-to-use, lightweight, and free program to perform audio editing.

Here are some relevant resources that may be of use:

- how to record a podcast
- starting a podcast (guide for students)

STEP FOUR. submit your assignment. upload your responses to steps 2 - 3, (including full PDF copies of your chosen article, your audio record (or link), and your written responses to the other prompts) to this assignment tab.



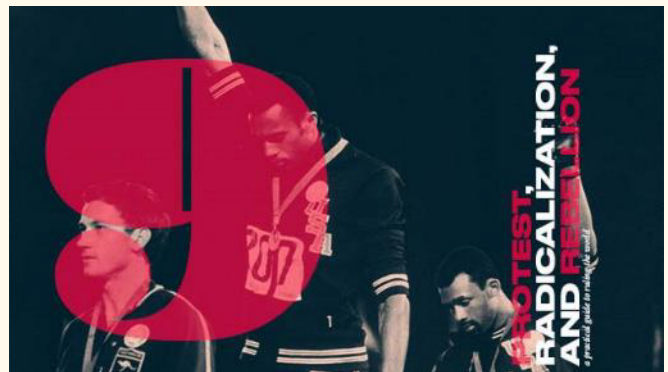
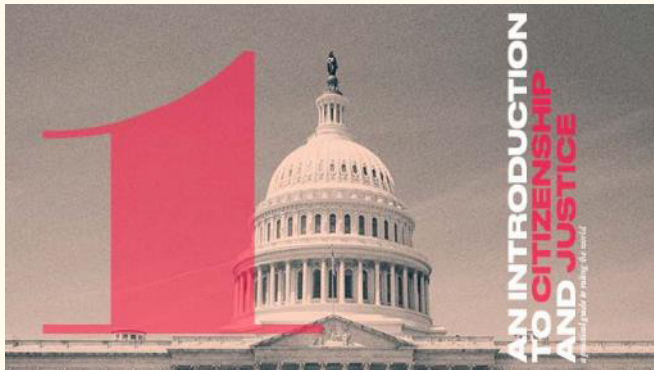
representative sample list of psychology theories

A SAMPLING

This class will be covering a wide gamut of research into the relevant topic areas, centrally from domains of social psychology, neuroscience, political psychology, stereotyping and prejudice, judgment and decision-making, behavioral economics, and other related areas. Below is a sample list of some of the psychological theories that I expect to cover, either fully or incidentally.

terror management theory	affective forecasting
groupthink	behavioral decision-making
group polarization	risk assessment
construal-level theory	approach-avoidance
attachment (and related systems)	apophenia
the need to belong	illusory truth
ostracism	uncertainty intolerance
the quest for significance	selective exposure
belief in a just world	stereotyping and prejudice
the existence bias (status quo bias)	the sleeper effect
availability, representativeness, and other heuristics	metaphorical language impact
system justification	false memories
nationalism and patriotism	rational behaviorism
identity	authority and procedural fairness
motivated reasoning	the police officer's dilemma
personality traits	locus of control
intergroup attitudes	individual differences
border bias	fluency and recall
motivated social cognition	cognitive associations
	individual v. collectivistic culture

sample slide cover designs



GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

PSY3900

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

A PRACTICAL GUIDE TO RULING THE WORLD begins with one response option from the NPI-40 “If I ruled the world it would be a better place.” Students are placed into the position of considering what psychological information they should know when ruling, and lectures will be arranged in such a fashion (e.g., “when you rule the world, it will be important to know about the psychology of <voting, immigration, etc.>). This is an attempt to engage students in a unique premise, while simultaneously focusing them on their current position as citizens who experience these self-same institutions.

A PRACTICAL GUIDE TO RULING THE WORLD is a class being produced entirely to meet the theme of citizenship for a diverse and just world. Presently, over 160 books and scientific articles serve as the foundation for this new design, many of which will be directly explored in class lectures or to serve as subject-matter-specific readings for the students. The science of psychology relies on replicable research findings, and this work will be the heart of the class (see the syllabus for a prospective sample of psychological concepts that will be covered).

The class will begin with work that defines citizenship or democracy (such as by Kitayama’s cultural psychology and Moghaddam’s work on the psychology of democracy) writ large, move into ideology (including Jost’s seminal work on political ideology, some system justification, bias and outgroup work), then work on broad national identity (such as Li and Brewer’s work on identity after 9/11, or Devos & Banaji’s work on cognitive associations, as well as international work on the impact of flags and symbols on identity formation [Guegen, Martin, & Stefa, 2017, for an example]). From there, I intend to discuss broad themes, like media and social psychology work on voting and electioneering, tapping into the wealth of psychology and the law science to discuss both crime and punishment (including Loftus’ work on memory misinformation in eyewitness testimony) as well as police psychology, discussing the psychology of personal security to address the impact of national threat and disaster on identification (and work on psychological indicators that result in protest or rebellion, as well as what people think of protestors; particularly, with an emphasis on terror management theory). Media effects (and cognitive dissonance), leadership, power, the psychological impact of distance (including border bias). This work will cover not only citizenship, but justice matters (the courts, vigilanteism, etc.) as well as diversity (ideological differences, partisanship, immigration, communication, etc.).

Several academic handbooks that may be used to provide content for the class are listed below: pancner, 2015. the psychology of citizenship and civic engagement; huddy, sears, & levy, 2013. handbook of political psychology; jost, kay, & thorisdotir, 2009. ideology and system justification; carson, milne, pakes, shalev, & shawyer, 2007. applying psychology to criminal justice; costanzo, krauss, schuller, & mclachlan, 2014. forensic and legal psychology; wagoner, moghaddam, & valsiner, 2018. the psychology of radical social change; kirchler, comstock & scharrer, 2005. the psychology of media and politics.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

As mentioned above, the core of this class is a huge series of cross-disciplinary psychological studies. In the classroom, students will generally be engaging with these as the evidence that test hypotheses and forms theories of human behavior. Specifically, in every lecture they will have at least one (1) discussion question that they will have to engage in that will involve divergent thinking (e.g., no one specific correct answer, instead more of debate-dissent). For example: in the proposed lecture on threat and disaster we will discuss a common theme in the psychology of security: security involves trade-offs (what you gain v. what you lose). On author on security (Schneier) is quoted as saying that if your goal is to prevent another 9/11 from ever occurring, you could simply ground all aircraft in perpetuity (no flights). While this is an extreme example, it demonstrates the idea of trade-offs in this domain. I will have students apply this question to their immediate lives and/or times at the university. For example: what sort of trade-offs was the university considering when it held in-person classes during a pandemic? What would students gain v. give up by attending such classes? Or in a more benign manner: what sorts of trade-offs do you consider when dressing for different weather conditions?

On top of these in-class discussions, students will have to critically apply the psychological research we discuss to non-psychological writings and literature that are relevant to citizenship, justice, and diversity. For example: one specific assignment (see the journal on the syllabus) is for students to review parts of Supreme Court cases (several cases are particularly relevant to student lives, including free speech regulations at school, such as West Virginia State Board of Education v. Barnette and Tinker v. Des Moines). They will be asked to read excerpts from these cases, then specifically apply psychological research (e.g., on patriotism and nationalism or on media effects) to the writings. This will demonstrate their ability to broadly apply the work outside of the field.

I also intend to have them listen to some podcasts (e.g., see the reading list; More Perfect) and on later journal assignments, review legal precedent (e.g., mens rea), and write down how much of these cases rely on psychological mechanisms, and then examine who often findings are re-evaluating when new evidence in the field is found. Additionally, they will have to go out on their own and review media (e.g., books, movies, or music) to specifically apply psychological works to things they already experience in their daily lives. Weekly questions are designed to keep students firmly engaged with the content over time, culminating in them developing their own study guide (and a resource they can take with them after leaving the class, for use in their own lives). Finally, there will be either a series of general exams that involve identifying discussed topics in scenarios, differentiating between related works, and applying psychological findings to novel examples. In this way, they will engage in both convergent and divergent thinking manners in general assignments.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

At the present time, somewhere over 160 scientific articles and books are being used to assemble the class, with a particular emphasis on scientific literature as appropriate evidence for claims.

Students will be exposed to rigorous scientific studies, broken down into step-by-step formats, as well as with their statistical findings, rationale, and some discussion, throughout every single lecture of the semester. When discussions of this content occur in the classroom, we will both be assessing (1) what they think, (2) what evidence they have for that, and (3) what evidence we would like to see in the research. The core methodology of the field of psychology will be discussed in multiple sections (including direct v. indirect measures, random assignment, sampling), with a particular emphasis on population differences (e.g., cultural differences, WEIRD populations of students, translation, and more) that both directly and in a meta-fashion impact their understanding of citizenship and diversity.

As the reading list should emphasize, both external (applied) work, as well as scientific studies, are proposed reading resources. Historically, I have provided several different options for students to read for a given topic area and suggested that they explore in great depth. Then, in in-class activities, students discuss their chosen scientific reading broadly or in small groups (or occasionally pairs). As a core class, students are typically simultaneously engaging with basic research methods and statistics, and as such are prepared to explore first-hand scientific research on a regular basis. The journal assignments (see the syllabus) involve both (1) going outside of the course, and (2) relating this content back to the scientific literature.

In addition to readings, one assignment will have students complete let's make a podcast (see the syllabus for this assignment) in which they personally explore the literature for psychological research (beyond what we cover in the class) that is relevant to the class as a whole or a specific subsection of the class. This consists of using digital hubs like PSYCINFO, Google Scholar, JSTOR, PLOS ONE or others to first locate an appropriate, relevant work. They will then fully read, assess, and expand on this work (see the syllabus for more information). Variations I have used on this assignment in the past have consisted of additionally producing a scientific poster over this work or presentation materials for classroom presentations to educate one's peers.

Examinations will consist of a series of convergent-thinking multiple-choice questions, in which students will demonstrate their mastery of scientific studies with questions about their design, outcomes, and application. Recognizing real-world examples of abstract concepts will be a core component of these exams. A given lecture period will rely heavily (almost exclusively) on published psychology literature for its foundation. For example: for the first chapter (on broad citizenship), a book by pancer, 2015. the psychology of citizenship and civic engagement will provide general scientific overview of the field of civic engagement (including scales, like the youth inventory of involvement, models like the integrative theory of civic engagement, and case studies on the role of schools). In addition, (1) collected work by kitayama (kitayama & Salvador, 2017; kitayama, 2021) explore the impact of neuroscience on cultural differences that are essential to keep in mind when exploring these topics, (2) moghaddam (2016; 2016) provides a perspective on democracy, and (3) wright, taylor, & moghaddam (1990) discuss how members identify themselves with (or distance themselves from) groups based on status. These papers will supplement and fill out this introductory chapter.

The entire design of this class is about providing rigorous scholarly research as the foundation by which students may challenge assumptions they may have made about themselves, their peers, organizations, and more.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Moving from basic scientific research to broad and consequential implications outside the field of psychology is the perpetual goal of the science. Many areas of this class have direct connections both between domains and to the students' lives. Media effects and conspiracy theories both involve elements of attitude change (persuasion and propaganda), attention and memory (and false memories, which can additionally apply to voting work), communication differences (which can apply to immigration as well), and the sleeper effect (see the syllabus under representative sample list of psychology theories for more). Beyond a discussion of the science backing these things, students currently, and will continue in the future, have to personally interact with media responses to political and social events.

There are at least three direct lines of synthesis students will be expected understand: the intersection between (1) areas of psychology work (cognitive, social, political, decision-science), (2) domains of the class (listed above), and (3) the scientific literature and their own personal experiences. This final task will be seen throughout a number of assignments (see the weekly questions, syllabus, and podcast assignments all listed on the syllabus). One of the most rewarding elements of psychology as a science is that the students live it, and as such, most all in-class examples can be coupled with real-world behavioral discussions.

For example: The class itself begins with connecting psychological work on the narcissistic personality inventory (NPI) to discussions of leadership and power. Students will connect the psychological advantages of power (e.g., increased confidence) to understand how vulnerable narcissists might seek such positions in order to buffer against self-esteem threats (e.g., see work by Schoel et al., 2011). Students will be able to identify cognitive consequences of power, describe them, and connect them across thematic areas (e.g., voting, power, and the media), as well as relate them to their own lives (by experiencing the NPI-16 item scale, and part of Rosenberg's self-esteem scale) by discussing the role and value of self-esteem and confidence, broadly.

The connection between citizenship, diversity, and justice is omnipresent in the class, as hopefully seen from the list of class subjects. Citizen issues form the organizational structure of the class, cognitive and cultural diversity issues crop up throughout different sections (see the later goal stage for more on this), and assumptions of justice are considered in the light of existing systems (e.g., prison, policing) as well as psychological models (e.g., system-justification, belief in a just world, terror management theory). Students will be explicitly tested on identifying connections between these models, as well as their differences (see the sample exam question on the syllabus for an example).

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This ELO will be met across a variety of modalities. First, general in-class discussions will allow students to contemplate in small groups or as a full class the content as we move throughout the semester (these will be built into the lectures).

One central method by which participation points will be granted is by using the Top Hat application. This allows instructors to design brief multiple-choice or short-answer questions for immediate, anonymous responses within a class period. These questions can be used to (1) test learning and allow for assessment (by providing sample exam-style questions, or specifics about a given theory), and (2) an opportunity to reflect and respond to broader application content. One sample top hat question would be "provide the FIRST WORD that comes to mind when you think of PRISON." This is used to assess automatic cognitive associations, which can be used to move into work on stereotypes and expectations.

Students will necessarily be asked to reflect on course material through the weekly questions assignments (see the syllabus for an example), but this is very guided direction. They will have more open-ended questions using the journal assignments (see the syllabus). In the provided journal assignments, you can see several examples of creative work AND building on existing course materials. First, they are asked to use course work directly to apply to novel works outside of the field of psychology (e.g., protest music, supreme court cases, national flags), and next they are asked to produce novel work of their own (e.g., create a flag, general a hypothesis about songs). This work should simultaneously allow for independent expression while connecting course materials to external content.

Finally, broader projects (see the let's make a podcast assignment on the syllabus) are the ultimate expression of all of the listed ideals. Students are asked to reflect on course material (step 2.2), generate outside applications (2.3), locate, understand, and describe scientific work on their own (moving past classwork) (2.4), and relate this to idiosyncratic differences (2.5). This will end with a novel, shareable podcast that contains elements of citizenship and diversity, based on psychological science. Providing a framework by which students can use the class content is essential. The goal of this work is to avoid rehearsing platitudes in the citizenship context, and focus on actionable works that can be employed to better discuss and experience the topics of the class.

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The class was designed around the prompt: citizenship in a diverse and just world. Citizenship is the first topic of the theme is reflected across the organization of the class (built off of the American Declaration of Independence), the topic list (focusing primarily on elements of citizenship across cultures, including voting, the role of the news, considerations of immigration, national threat, national identity and ideology, enforcers of the rules of the state, the law, and more), and the assignments.

Some sections of the class particularly focus on American citizenship and/or identity (e.g., the what is American topic area), but even these often involve comparisons and contrasts to the other countries, domains, and peoples (for an example, this section will cover "will the 'real' American please stand up?," which involves prototypes on discrimination among Americans, focusing on non-European descended Americans, by Yogeeswaran & Dasgupta, 2010).

One way students will engage with this topic is by the readings. The syllabus lists a large series of "readings" that consist of a podcast series by NPR focusing on Supreme Court cases. These cases range from state issues (the political thicket) to ones of international concern (cruel and unusual, which focuses both on the death penalty as a unique factor in America, and how lethal injection drugs are becoming increasingly difficult to acquire, as most other nations refuse to send these to the US if they are to be used for capital punishment). In listening and discussing these topics, students will be asked to specifically consider such differences.

In the syllabus, under the weekly questions section, I outline a prospective series of questions for the crime and punishment lecture. This consists of a host of psychology research by authors, including some work that focuses on "tough on crime" reforms in Canada. Students are asked to consider this work in light of psychological research, and in class will be asked to relate the proposals to American politicians' language on their electoral platforms (highlighting relevant affective, cognitive, and behavioral terms).

The class will begin with a section focusing exclusively on citizenship, pulling work from books like Pancer, 2015 the psychology of citizenship centering on local, global, and international citizen concerns (such as civic engagement, the influence of family and peers on citizen activities, the role of research on citizenship, and more). This research is directly and explicitly focused on the listed topic. More pointed perspectives considering cultural differences will emerge focusing on cognitive, emotional, and motivational assessments in cross-cultural work. Kitayama & Salvador (2017) published a paper summarizing neuroscience perspectives on culture and diversity entitled "culture embrained," and this will be the topic of several weekly questions students will have to discuss, as well as during the class period itself.

In addition, in the media analysis journal assignment (see syllabus), we will consider the role music and creative works play in supporting and critiquing institutions, by having students seek out and apply specific psychology concepts (e.g., threat, accessibility) to protest music. This will facilitate a broader discourse on how attention to political issues can be shaped by artists in society, but also focus on the rigorous scientific explanations for when and how these effects are likely to occur.

Finally, considerations of protest, as enshrined by the first amendment (peaceably to assemble) will have students examine not just social change, but radical social change (see the book "the psychology of radical social change" by wagoner, moghaddam, & valsiner, 2018), paired with work examining when collective action is effective (thomas & louis, 2014), should give students evidence-based approaches to considering methods to address grievances throughout the remainder of their lives as citizens.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The central purpose of much of this class is to critically examine assumptions students may make about citizenship using psychological science as a foundation. Much of social psychology is invested in challenging human perspectives as "naïve psychologists": people often believe that their idiosyncratic, personal, anecdotal experiences are universal, and form theories of human behavior and cognition off of this mindset. This class is designed to provide an alternative approach.

Students will reflect on scientific research into voting, political ideological differences, taxation, justice systems, policing, immigration, national threat, and other elements that an informed citizen can and should be vigilant for. They will first have an opportunity to test their learning using weekly questions, which review research content from lecture materials (see syllabus for an example). They will additionally demonstrate they have mastered these concepts on a series of exams.

In order to assess and allow for applications and skill development, students will have broader in-class discussions and more formal journaling assignments (see syllabus for example) which will consist not only of applying scientific research to real-world scenarios (for example, in the flying the flag journal entry students will need to read closing remarks from several Supreme Court cases, one of which are centered around their current role as student-citizens) AND actually produce novel content of their own, justifying the work based on the psychological literature (in the same flying the flag assignment, students will [re]create a flag design, and then describe relevant associations ala Becker et al., 2017).

One area of growing concern for modern citizens is their ability to assess the quality of evidence for claims being made in a political arena. To that end, lectures on media effects and, particularly, conspiracy theories should provide students with useful tools to avoid misinformation. One activity students will engage with is a "fake news inoculation game" (getbadnews.com), which has demonstrably improved people's ability to spot and resist misinformation regardless of education, age, political affiliation, and cognitive styles (see Roozenbeek & van Linden, 2019).

Students will additionally practice communicating their newfound knowledge and skills with the general public. One assignment, let's make a podcast (see syllabus), has students engage in a first-hand manner with producing work for public consumption that educates others on these topics. In this way, students' focus will not just be on learning scientific material that improves their competence as a global citizen, but on how they themselves can go forth and improve others as well.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The variety of lived experiences is an essential concept in the field of psychology. Work in this area focuses both on similarities (e.g., across peoples, what sort of consistency do we see in memory, processing, affect, etc.), as well as differences (e.g., across peoples, and places, what sort of individual or cultural differences can we see that motivate different cognition, affect, and behavior). This class will be no exception to covering both of these approaches.

Particular full areas of coverage that will focus more heavily on diversity, inclusion, and lived experiences consist of the section on ideology, what is American, crime and punishment, the arm of the law, protest, radicalization, and rebellion, media coverage, and immigration, borders, and distance.

For example: in the arm of the law (on policing), students will read the United States Sentencing Commission report on demographic differences in sentencing (see prospective reading list), then in the weekly questions, students will have to apply at least 1-2 research concepts we discuss in the lecture to make sense of these differences. On top of that, we will discuss work by Chaplin & Shaw, 2016 that reviews improperly confident police decisions in the UK, and engage in cross-cultural comparisons (e.g., what are similarities we expect from the research, what are differences).

In what is American, one task students will have experience is a practice US citizenship test (2008, see the prospective reading list) and then in online or in person discussions consider both (1) what the purpose of these tests are, (2) compare and contrast them to historical voting literacy tests, and (3) relate this work at the END of the semester to our discussion on psychology research on perceptions of immigration. In addition, this entire section surrounds work that explores the impact of uniquely American ideas on citizen psychology (e.g., the impact of perceptions of exceptionalism, see Gilmore, 2015). One element of this work focuses on how people have strong cognitive associations between "American" and "White" (see Devos & Banaji, 2005), which has some fascinating implications, including that during his presidency, people viewed Barack Obama as less American than the UK prime minister Tony Blair (see Devos & Ma, 2013). One activity students may engage with in this work is to use the Outsmarting Human Minds website to look at color biases (see <https://outsmartinghumanminds.org/interactive/levin-banaji/>), and discuss the impact this can have in later lectures (voting and electioneering).

Gender differences will be discussed particularly in the voting section (see the next section for a discussion of that). Beyond these classic differences, even psychological categorical differences in ideological expression will be explored at length. This includes work on political ideological differences relating to support of different moral foundations (for a TED talk on this subject, see https://www.ted.com/talks/jonathan_haidt_the_moral_roots_of_liberals_and_conservatives?language=en). For one journal assignment, students will take an abbreviated moral foundations scale, then watch the TED talk as a part of a journal assignment and discuss their results, reasoning, and how they would be "grouped" by this work.

This area is rife with opportunities for student activities. As a final example: in the immigration segment, students will be presented with the "refugee dilemma" thought experiment and respond using an anonymous in-class Top Hat question. Then, we will discuss the impact of fatigue and cognitive load on responses to this and other humanitarian decisions (see barque-duran & pothos, 2021).

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Every one of the listed concepts is discussed as a core topic in the class. Psychological research paramount to the concept of justice is explicitly studied in at least two areas: the psychology of crime and punishment, as well as police psychology. This domain will consist of work that explores cognitive biases (e.g., how "hungry" judges use their negative affect in parole decisions, see danzinger, levav, & avnaim-presso, 2011), differential decisions to "shoot" or "not shoot" unarmed Black or White men (the police officer's dilemma, correll et al., 2002). Additionally, non-psychology work can be used as a backdrop to both apply the discussed research and consider broader social issues (e.g., the FBI 2006 report on white supremacist infiltration of law enforcement in the United States). Students will have an opportunity to try out the police officer's dilemma using an online website published by the authors of the work (see http://psych.colorado.edu/~jclab/FPST/demo/canvas/testPrograms/st_v.1.html)

Psychology research on individual and cultural differences is a persistent theme in the field, and we will also add on environmental differences (e.g., how the literal space you occupy can impact your judgments). For example, in the domain of voting and electioneering, we know there are matching effects that favor male politicians (e.g., power-seeking intentions are considered masculine, see okimoto & brescoll, 2010, or role congruity theory by eagly & karau, 2002). This work involves a host of processes: cognitive stereotypes and associations, judgments of political fit, willingness to vote, requirements people place on candidates, and gender differences.

Citizenship was the central organizational structure of the class, being built on the American Declaration of Independence. Not only is there a section on citizenship to start off the class (consisting of work on civic engagement and cognitive expectations), but almost all of the materials (e.g., voting, taxation, immigration) are directly applicable. Students will have a chance to assess some Supreme Court decisions (see the journal entry for "flying the flag" in the syllabus), and in their reading list engage with additional judicial decisions, as well as review work authored by the US government (e.g., on demographic differences in sentencing by the USSC).

One central cultural difference that is both widely discussed in psychology and directly relates to group processes and civic engagement is that of more collectivistic and individualistic cultures (see markus & kitayama, 1991). Much of the research discussed in this class will be from the United States, but we want to identify how both the literature, and its applications, may differentially be predictive of different groups. Power and social change will have their own complete lectures (the leadership and power and protest, radicalization, and rebellion sections, respectively). For power, one in-class activity we will explore is to have students engage in different "power poses" (for a review of this work, see Keltner, 2007) in which they expand/contract their physical stance (or sit in a very small chair v. throne, if I can get my hands on them) which produces psychological differences in confidence in their decisions. Advocacy for social change (and communication about this work) will be explored in the media effects portion of this class as well, and one journal assignment for this section will have students look up the exact same national-news event (e.g., a protest, the white house on Jan. 6) and compare/contrast different news outlets reporting.