
Term Information

Effective Term Autumn 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 1375
Course Title I am. The Psychology of Identity and Culture
Transcript Abbreviation IAMIDENTITY
Course Description Contemporary and historical research into psychological identity; The science of how individual people experience personal and cultural differences. Reading and discourse on the psychology research of: personality, social roles, cultural neuroscience, social categorization, intergroup contact, race, ethnicity, diversity, and more.
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 None
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- 1. Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 2. Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 3. Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 4. Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.
- 5. Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
- 6. Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 7. Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Content Topic List

- personality and social perspective
- cultural psychology (including neuroscience and dehumanization)
- developmental psychology
- stress, health, and poverty
- reducing stereotyping and prejudice
- methods and measurement

Sought Concurrence

No

Attachments

- SBsubmission-ge-foundations psychologyofidentity.pdf: GE support
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)
- Psych 1375-Response to panel cont and rec.pdf: Revision response
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)
- Psych 1375-Sociology concurrence.pdf: Sociology concurrence
(Concurrence. Owner: Paulsen, Alisa Marie)
- Psych 1375 syllabus IAM Nov 2022.pdf: Syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)

Comments

- See feedback email sent 10-19-2022 RLS *(by Steele, Rachel Lea on 10/19/2022 02:39 PM)*

COURSE REQUEST
1375 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/22/2022

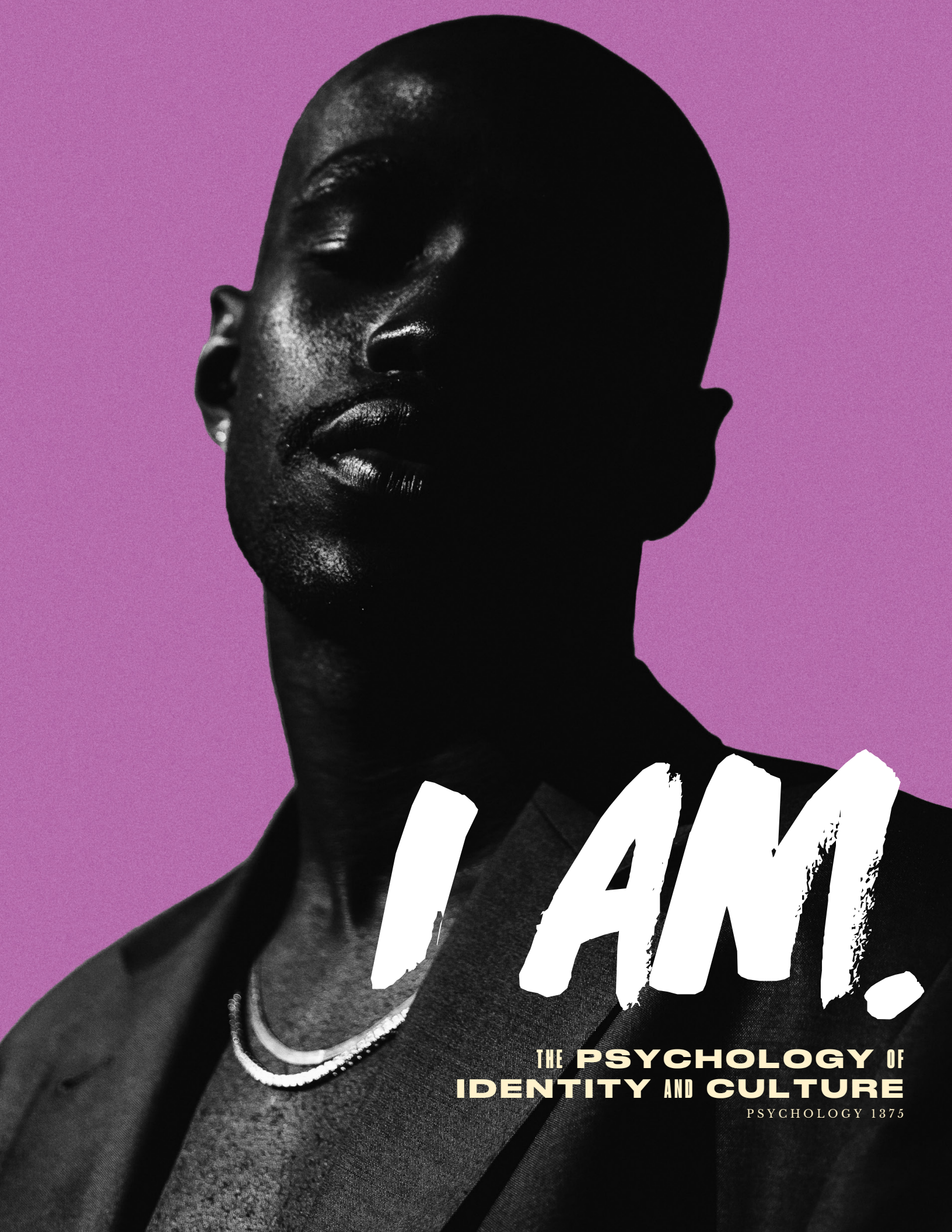
Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	09/28/2022 10:08 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	09/28/2022 10:19 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/10/2022 04:44 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/19/2022 02:39 PM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	11/18/2022 08:10 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	11/18/2022 08:11 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/18/2022 11:31 AM	College Approval
Revision Requested	Steele, Rachel Lea	11/22/2022 09:18 AM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	11/22/2022 09:22 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	11/22/2022 09:23 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/22/2022 09:46 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/22/2022 09:46 AM	ASCCAO Approval

1. **Contingency:** The Panel asks that the department clarify what is meant by “mini-quizzes”. These are mentioned on pg. 9 of the syllabus and on the course calendar (syllabus pg. 15) but the length and format of the quizzes are not explained. Additionally, the Panel notes that students will need to know whether quizzes are given in class or must be completed prior to a class meeting, and if quizzes will be given on Carmen or in an “analog” format.
 - a. **RESPONSE. I have clarified the exam structure of the course. There should be no more mention of mini-quizzes, but solely three (3) exams. These are specified to be taken through Carmen.**
2. **Contingency:** The Panel asks that the department include more information about the exams including their length, format, and position within the grading structure of the course. While pg. 8 of the syllabus mentions that there will be 3 exams, they are not a part of the grading scale (pg. 9 of the syllabus) and they do not appear on the course calendar (pg. 15 of the syllabus). Additionally, the Panel asks that the department clarify for students what devices they can and cannot use to take exams, as Ohio State no longer provides iPads to students.
 - a. **RESPONSE. I have provided more information about exams, including a full slide for them (slide 10). This clarifies the procedure (through Carmen using access codes), timing expectations, and the expected number of questions. They are also now reflected on the course calendar as well as the grading structure. Exam devices are mentioned in this section, as well as later in the revised technology section.**
3. *Recommendation:* The Panel recommends that the department revise the technology requirement section of the syllabus (pg. 10) to reflect all types of devices that are acceptable for in-class participation (Top-Hat) and completion of mini-quizzes and/or exams.
 - a. **RESPONSE. I have broadened the allowed technology. Any wifi-capable device at least the size of a tablet may be used to take exams, and phones are useful for duomobile/buckeye authentication. Specific requirements for devices were taken from the OSU site during the COVID restricted online class time, and so some of the specifics have been removed, as we have much more flexibility in in-class sessions.**
4. *Recommendation:* The Panel notes and appreciates the clear “late work” policy on pg. 9 of the syllabus but recommends that the department provide more information to students about how missed or late quizzes and exams will be handled.
 - a. **RESPONSE. the late work policy does not specify individual assignments, so it also reflects on late exams (if permitted). I also provide a note on slide 10 for SLDS/ESUE sessions for a different location for exams with extended time. As SLDS allows exams to be scheduled within a window of the usual class time, these are not considered "late" and would not suffer any penalty. That is clarified under SLDS procedures that are sent out to individual students.**
5. *Recommendation:* The Panel recommends that the department provide clarity for students regarding the “syllabus survey” (worth 3 points as noted on pg. 9 under “grading scale”) and its relationship to the extra credit that can be earned for reading the syllabus (syllabus pg. 9 under “Bonus Points”).
 - a. **RESPONSE. these are listed as fully separate assignments, which does accurately reflect them. One is a brief questionnaire that incentivizes students to review the syllabus. The other is a simple method of providing students a miniature "bump" to their exam grades at the end of the semester, while minimizing questions about other forms of extra credit. The exact details of both are provided on CARMEN, as well as the exact details of all other assignments, rubrics, and exam dates.**
6. *Recommendation:* The Panel recommends that the Department amend the statement regarding the course’s GEN status on the bottom of pg. 12 which reads “PSY1375 fulfills the Race,

Ethnicity, and Gender Diversity Foundation for the College of Arts and Sciences at The Ohio State University” to “Psychology 1375 fulfills the Race, Ethnicity and Gender Diversity GEN Foundation requirement” or similar, as the course will fulfill this requirement for students in all colleges, not only the College of Arts and Sciences.

- a. **RESPONSE. this section has been adjusted accordingly.**
7. *Recommendation:* The Panel recommends that the department replace the Title IX statement found on pg. 13 of the syllabus with the most up-to-date version, which can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
 - a. **RESPONSE. this section has been adjusted accordingly.**
8. *Recommendation:* The Panel recommends that the department replace the Disabilities Services statement on pg. 13 of the syllabus with the most up-to-date version, which can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
 - a. **RESPONSE. this section has been adjusted accordingly.**
9. *Recommendation:* The Panel recommends that the department replace the Mental Health and Stress statement on pg. 14 of the syllabus with the most up-to-date version, which can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
 - a. **RESPONSE. this section has been adjusted accordingly.**
10. *Comment:* Most panelists expressed that they found the syllabus difficult to read and understand due to its unusual format. They kindly note that some variations in text format and color may be difficult for some students to navigate, especially those with certain disabilities.
 - a. **RESPONSE. I will take this under advisement for future adjustments.**
11. *Comment:* The Panel offers a friendly note that opening the syllabus with a quote that uses “man” for the human universal (syllabus pg. 2) may run counter to the themes of a course exploring identity, social position, and implicit biases.
 - a. **RESPONSE. I will take this under advisement.**



I AM!

**THE PSYCHOLOGY OF
IDENTITY AND CULTURE**

PSYCHOLOGY 1375

contents

PSYCH 1375. I AM. **the Psychology of Identity and Culture.**

BY STEVEN BENGAL

An exploration into contemporary research into *psychological identity*;
The science of *how* individual people experience and enact cultural *differences*,
including a *multiple-model* approach from the field of psychology, covering
areas of *social*, *cognitive*, and *neuroscientific* psychology.

Reading and discourse on *psychological research* into:
personality, social roles, cultural neuroscience, social categorization, the
fusiform face area, intergroup contact, and more.

Each week will focus on a new topic explored in the field.

A man cannot step into the same river twice,

For it is not the same river,

And he is not the same man.

att. Heraclitus of Ephesus, 535 – 475 BCE

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class introduction

“

I, an alarm, **awake** as a
rumor of war,
lie stretching into dawn,
unasked and **unheeded**.

MAYA ANGELOU, 1983



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* discussion will frequently be involved in class sessions and for assignments.

You are responsible for completing the assigned materials **BEFORE YOU COME TO CLASS.**

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 **instructor** steven spencer, ph.d.

CONTACT INFORMATION

ROOM LAZENBY 100A/B

EMAIL SPENCER.670@OSU.EDU

PHONE 614.292.2726

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

OFFICE HOURS

W 12:40 PM–1:30 PM

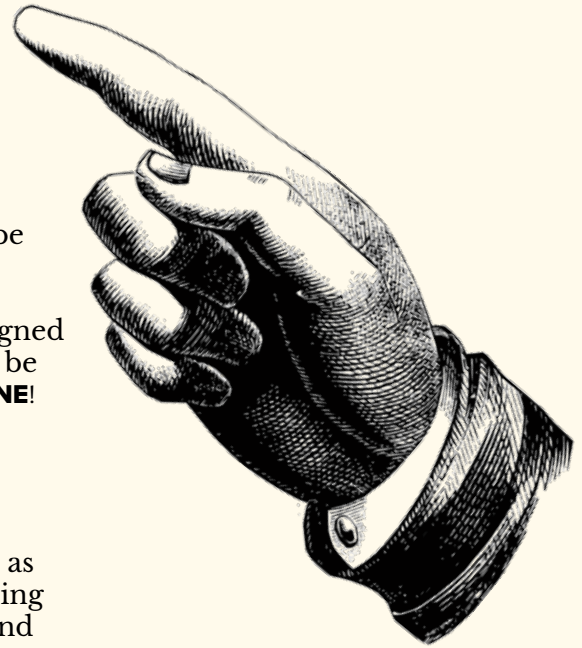
F 12:40 PM–1:30 PM

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 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

ATTENDANCE

PLEASE DO

Attendance is *fundamental* to master the material, and a large part of this class is built on experiencing psychology activities and discussions. Lastly, there are points associated with showing up!

2

DESIGN

VIDEOS, LECTURES, AND ACTIVITIES

This course has a mixed format: concepts will be initially discussed or introduced in broad course lectures. During most lectures, we will have example *demonstrations* of research studies. You will also engage in a few group discussions in which you cooperatively examine your learning with peers. Each week, suggested READINGS or VIDEOS will be listed.

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

3

GRADES

WATCH, DISCUSS, EXPERIENCE, DEMONSTRATE

This course has several projects ranging in size, including the *Syllabus Survey*, *Scientific Study Report* and the *Journal* (see CARMEN for specific details and instructions).

There will be THREE (3) in-class exams that will be administered through CARMEN. You will be asked to bring an electronic device (iPad, laptop, tablet) to class. If you do not have access to such a device, alternative paper copies will be made available.

In addition, there are brief *weekly questions* 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 attending and participating in, the *in-class lectures*, *activities*, and *course feedback*.

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. For participation or extra credit: **NO CREDIT** will be earned for any such 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.

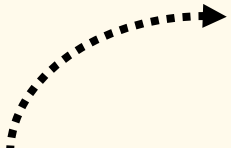
GRADING SCALE

Grades will not be rounded.

COMPONENT VALUES

syllabus survey	3 PTS
scientific study report	10 PTS
the journal coda	3 PTS
the journal	10 PTS
class reflection	4 PTS
weekly questions	15 PTS
class participation	15 PTS
exams	3 / 90 PTS
TOTAL	150 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%

behold: the new exams.

EDUCATION REVOLUTION

There will be *no large-scale paper exam and scantron administration*: save your no. 2 pencils and use them elsewhere.

Instead, there will be synchronous, in-person *digital exams* available through CARMEN.

- USUAL PLACE, USUAL TIME. you will come to class like any other class session, and bring an electronic device (e.g., tablet, laptop).
- IN-CLASS you will be provided with an *access code* to open and take the exam through CARMEN.
- UNLIKE *homework assignments*, these quizzes will have **(1) A LIMITED TIME TO COMPLETE**, and **(2) CANNOT BE RE-OPENED**.

Before opening a quiz, make sure you have sufficient time to complete it, and that your internet is in *good working order*.

FURTHER DETAILS.

TIMING AND QUESTIONS. traditionally, these exams will consist of THIRTY (30) multiple-choice questions. You will have FIFTY (50) minutes to complete each exam. The exact timing and covered areas will be visible to you before opening.

DESPERATE TIMES. I have administered electronic examinations in multiple separate courses to great success, with well over 99% of students having no issues taking the CARMEN exams.

However, occasionally computers explode! If you are unable to bring or access your examination device (e.g., tablet, laptop) to class, there will be some alternative paper copies available.

SLDS/ESUE. we cannot provide additional time for in-class exams in the usual classroom or makeups (if permitted), so alternative testing centers (ESUE/SLDS) will be used to provide such accommodations.

THE POINT

BETTER STATISTICS, FASTER FEEDBACK, EASIER ADMINISTRATION

The goal of the digital exams is to allow students to provide more immediate feedback about progress, have fewer issues collecting responses, and to collect better data about the quality of questions and student's mastery growth over time.

CarmenCanvas

Ohio State's learning management system

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

to access CARMEN, in-class exams, or top hats, you will likely need at least some of the following technology:

COMPUTER LAPTOP OR TABLET WITH WIFI-CAPABLE INTERNET CONNECTION

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

see CARMEN for more details.

expected learning outcomes

1

GOAL 1

Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

1. Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
 - ✓ **STUDENTS WILL...** be asked to engage with these topics through the course reading list and videos. For example, students will explore how psychologists can assess their implicit biases that they themselves be unaware of (greenwald, banaji, & nosek, 1998). In several areas, students will explore how people describe and evaluate the social positions of others in a literal sense: by looking at brain scans. This class will include broad neuroscientific explorations of their identification of other peoples, which students will be required to explore and explain, using in-class Top Hat assessments, as well as through weekly questions and journals.
2. Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
 - ✓ **STUDENTS WILL...** examine works relating to the systems of school and scientific institutions, from examination of the impact of social norms in classrooms (bennett & sekaqptewa, 2014), to racial climates in academia (williams, 2019), to work even regarding common psychological misconceptions on the instruction of race, ethnicity, and gender (e.g., work on how diverse intergroup contact can either reduce or increase prejudice, based on how it is performed [see allport, 1954; stangor et al., 1996]). In this final section, students will be asked to review the learning outcomes for this foundation category, and assess in what ways they do or do not match best psychological practices for reducing stereotyping and prejudice.
3. Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
 - ✓ **STUDENTS WILL...** evaluate the hypothesis, methodology, and central results of each study presented in class. In addition students will be asked to present real-world examples, or consider in what situations this study results will be particularly impactful. Students will also have first-hand exposure to the racial implicit association test (IAT), through an online service offered by Harvard University, exploring their own implicit biases. Both “universal” and intersectional processes will be required topics of study.
4. Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.
 - ✓ **STUDENTS WILL...** focus on reducing stereotyping and prejudice, in which students will practice specific, actionable steps to even reduce automatic biases (for example, the meaningful negation technique by johnson, kopp, & petty, 2018) that are simple to use, scientifically valid, and easy for them to share. Students will lead broad discussions about topics that confront how scientific evidence can contradict popular hypotheses. This includes social implications, such as media effects, television on stereotypes, and word choice.

expected learning outcomes

2

GOAL 2

Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

1. Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
 - ✓ **STUDENTS WILL...** explore self-reflection itself (higgins, 1987), including the impact of inconsistencies. Beyond, students will complete a host of scientifically-validated personality measures (e.g., BIG 5, Rosenberg's self-esteem, UCLA loneliness, attachment, and more) to illuminate internalized aspects of identity, and discuss these results with their peers. Students will be asked to explain reflection feedback differences, such as work on attributional ambiguity. Lastly, students will be exposed to work from researchers who have an array of different perspectives, across racial, gender, and cultural lines.
2. Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
 - ✓ **STUDENTS WILL...** engage on hands-on implicit tests and activities to focus expectations on nonconscious psychological effects. This includes studying research on primary categories of stereotyping work, including but not limited to race, ethnicity, gender, age, and the intersection between categories. Students will have opportunities for personal self-reflection from classic work (see Cialdini et al., 1976), and challenge basic assumptions of where thoughts, feelings, and behaviors actually arise.
3. Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.
 - ✓ **STUDENTS WILL...** complete self-descriptive work (e.g., inclusion of others in the self), and then explore studies that compare the results of students from different countries. Students will leverage personal results on tests as a comparative average, to consider people beyond themselves. Students will review executive, policy-making summaries on the best psychological research into immigration, cross-cultural work, and even perceptual variations.

COLLEGE OF ARTS AND SCIENCES **RACE, ETHNICITY, AND GENDER DIVERSITY FOUNDATION**

The goal of courses in this category is to foster an understanding of a foundational, intersectional, and self-reflexive focus on Race, Ethnicity and Gender Diversity.

PSY1375 **FULFILLS** THE RACE, ETHNICITY, AND GENDER DIVERSITY (GEN) FOUNDATION REQUIREMENT AT THE OHIO STATE UNIVERSITY.

additional resources, pt. 1



What is expected **student conduct**?
What about **other resources**?
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. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

the structure of psychological identity

WEEK	DATE	TOPIC	NOTES
01	11-Jan	introduction to psychological identity, terminology, topics, and perspective	see WEEK 1 videos and reading links, next pages
	17-Jan	due date	weekly questions, journal 1
02	18-Jan	methods and measurement in psychology <i>operationalization, WEIRD, and the scientific method</i>	see WEEK 2 videos and reading links, next pages
	24-Jan	due date	weekly questions, journal 2
03	25-Jan	the room where it happens: environmental impacts <i>social pressure, physical spaces</i>	see WEEK 3 videos and reading links, next pages
	31-Jan	due date	weekly questions, journal 3, syllabus survey
04	1-Feb	people form groups... a personality and social perspective <i>persons, roles, groups, and beyond</i>	see WEEK 4 videos and reading links, next pages
	7-Feb	due date	weekly questions, journal 4, participation: course feedback
05	8-Feb	...and groups form people: a cultural perspective <i>where you were and where you are: brains, accents, and faces</i>	see WEEK 5 videos and reading links, next pages
	14-Feb	due date	weekly questions, exam 1
06	15-Feb	looking and seeing; a cognitive psychology perspective <i>attention, perception, and memory</i>	see WEEK 6 videos and reading links, next pages
	21-Feb	due date	weekly questions, course feedback discussion
07	22-Feb	into the black box: a neuroscience perspective <i>fMRI and other such techniques</i>	see WEEK 7 videos and reading links, next pages
	28-Feb	due date	weekly questions, journal 5
08	1-Mar	developing bias: a developmental perspective <i>the doll test, permanence, and expectations</i>	see WEEK 8 videos and reading links, next pages
	7-Mar	due date	weekly questions, scientific study report
09	8-Mar	you are what you eat: media effects and communication <i>presentation, inequality, and the words you use</i>	see WEEK 9 videos and reading links, next pages
	14-Mar	due date	weekly questions, journal 6
10	15-Mar	cause and consequence: studies of students <i>what you wear, who teaches, and the problem of pedestals</i>	see WEEK 10 videos and reading links, next pages
	21-Mar	due date	weekly questions, exam 2
11	22-Mar	money matters: stress, health, and poverty <i>anxiety, doctors, and looking deathworthy</i>	see WEEK 11 videos and reading links, next pages
	28-Mar	due date	weekly questions, journal 7
12	29-Mar	deep dive into gender: boys and girls <i>swimsuits, colors, objectification, and you!</i>	see WEEK 12 videos and reading links, next pages
	4-Apr	due date	weekly questions, journal 8
13	5-Apr	a changing identity. psychology of expatriation <i>diversity, gaps, responses, distance, and belief</i>	see WEEK 13 videos and reading links, next pages
	11-Apr	due date	weekly questions, reflections
14	12-Apr	using what you have learned: reflection and presentation week	see WEEK 14 videos and reading links, next pages
	18-Apr	due date	weekly questions, the journal coda
15	19-Apr	facilitating peace: reducing stereotyping and prejudice <i>contact, meaningful negation, and more</i>	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

VIDEOS, READINGS, ACTIVITIES, 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 IDENTITY; TERMINOLOGY, TOPICS, AND PERSPECTIVE

APA AND SYSTEMIC FAULTS. <https://www.apa.org/about/policy/dismantling-systemic-racism>.

FIND ONE. Find one (1) youtube video related to human psychology that you consider to be particularly engaging. Be prepared to share.

week 2. 18-Jan to 24-Jan

METHODS AND MEASUREMENT

JHANGIANI, 2022. research methods in social psychology.

<https://nobaproject.com/modules/research-methods-in-social-psychology>.

ADICHIE, 2009. the danger of a single story.

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en.

week 3. 25-Jan to 31-Jan

ENVIRONMENTAL IMPACTS

NOBEL-PRIZE WINNER. THALER, 2018. behavioral economics from nuts to 'nudges'.

<https://www.chicagobooth.edu/review/behavioral-economics-nuts-nudges>.

MORFORD, 2017. context influences on decisions.

<https://theconversation.com/context-influences-the-decisions-you-make-whether-youre-a-homebuyer-a-juror-or-a-physician-151171>.

FIND ONE. Find one (1) advertisement that you consider to be particularly engaging, annoying, or effective. Be prepared to share.

reading list and schedule, cont.

week 4. 25-Jan to 31-Jan

PERSONALITY AND SOCIAL PSYCHOLOGY

ROSENBERG SELF-ESTEEM SCALE. <https://psytests.org/emotional/rsesen-run.html>.

UCLA LONELINESS SCALE. <https://psytests.org/interpersonal/uclaen-run.html>.

GILBERT, 2014. the psychology of your future self.

https://www.ted.com/talks/dan_gilbert_the_psychology_of_your_future_self.

week 5. 8-Feb to 14-Feb

CULTURE

CULTURE AND COGNITION (BRIEF OVERVIEW).

<https://kitayama.psych.lsa.umich.edu/wp/home/overview/>.

EAST VERSUS WEST, 2009. <https://www.forbes.com/forbes/2009/0511/024-opinions-science-psychology-ideas-opinions.html?sh=67bb2666620a>.

WINERMAN, 2006. the culture-cognition connection.

<https://www.apa.org/monitor/feb06/connection>.

week 6. 15-Feb to 21-Feb

COGNITIVE PSYCHOLOGY

HEAVEN, 2020. facial expressions and feelings.

<https://www.nature.com/articles/d41586-020-00507-5>.

NPR, 2017. implicit bias. <https://www.npr.org/2017/06/05/531578107/the-thumbprint-of-the-culture-implicit-bias-and-police-shootings>.

HINTON 2017. implicit stereotypes and the predictive brain. *full paper (9 pages)*.

week 7. 22-Feb to 28-Feb

NEUROSCIENCE

SCHACTER, 2020. are all of your memories real?

https://www.ted.com/talks/daniel_l_schacter_are_all_of_your_memories_real.

FIND ONE. Find one (1) new fact about the brain (areas, connection to body parts, mechanisms) that you did not know of before coming into the class. Make sure you use a scientific source to verify your finding. Be prepared to share.

reading list and schedule, cont.

week 9. 8-Mar to 14-Mar

MEDIA AND COMMUNICATION

RICHESON, 2020. the mythology of racial progress.

<https://www.theatlantic.com/magazine/archive/2020/09/the-mythology-of-racial-progress/614173/>.

QUARIES, 2022. use of the term “white privilege” on online discussions.

<https://theconversation.com/use-of-white-privilege-makes-online-discussions-more-polarized-and-less-constructive-181013>.

FIND ONE. Find one (1) tweet, tiktok, or online comment that has (1) lots of engagement, and (2) is incendiary. How hard was this to find? Why do you think it has so much engagement? Be prepared to share.

week 10. 15-Mar to 21-Mar

SCHOOL AND STUDENTS

FIND ONE. Review the classes you are taking, have taken, or are considering taking. What do you look for in a class? What do you look to avoid in a class? Be prepared to share.

week 11. 22-Mar to 28-Mar

STRESS, HEALTH, AND POVERTY

WILLIAMS, 2016 (TED). how racism makes us sick.

https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick.

KELLY, 2013. Princeton: poverty reduces brainpower.

<https://www.princeton.edu/news/2013/08/29/poor-concentration-poverty-reduces-brainpower-needed-navigating-other-areas-life>.

GARRIE, 2016. epigenetics and intergenerational stress.

<https://theconversation.com/epigenetics-can-stress-really-change-your-genes-55898>.

EMANUEL, ET AL., 2020. comparing health outcomes of privileged US citizens with those of average residents of other developed countries. *full paper (6 pages)*.

week 8. 1-Mar to 7-Mar

DEVELOPMENTAL

FRALEY, WALLER, & BRENNAN, 2000. online attachment styles test. **CHOOSE OPTION B.**

<http://labs.psychology.illinois.edu/~rcfraley/resources.html>.

PIAGET TESTS. developmental psychologists like making fun of small children.

<https://www.youtube.com/watch?v=gnArvcWaH6I>.

ACEs. summary of work by psychologists, physicians, and the CDC.

<https://www.ncsl.org/research/health/adverse-childhood-experiences-aces.aspx>.

reading list and schedule, cont.

week 12. 29-Mar to 4-Apr

BOYS AND GIRLS

MORGENROTH & RYAN, 2018 (OXFORD). gender in a social psychology context.

<https://doi.org/10.1093/acrefore/9780190236557.013.309>.

FIND ONE. Find one (1) tweet, tiktok, or advertisement that has specific instructions to one (1) gender (e.g., “ladies should...” or “men do not...”). Be prepared to share.

week 13. 5-Apr to 11-Apr

EXPATRIATION

APA PRESIDENTIAL TASK, 2012. the psychology of immigration. *full paper (20 pages, but only 1-10 have content, the rest are title page or references).*

week 15. 19-Apr to 25-Apr

REDUCING STEREOTYPING AND PREJUDICE

ROBERTS, ET AL., 2020. racial inequality in psychological research. *full paper (15 pages).*

ANGELOU, 1978, still I rise. <https://www.poetryfoundation.org/poems/46446/still-i-rise>.

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.

GOALS AND PERSPECTIVE

Over the years, I have moved into a fashion of multiple, brief, low-stakes divergent assignments (see the *journal* and *weekly questions*), with few larger projects, depending on the class (see the *scientific study report*).

These lower stake assignments have a heavy emphasis on reflection and application. They are paired with several, higher-stakes, convergent examinations.

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

E

EXAMINATIONS

EXAMS

I expect the 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 Krosch & Amodio (2014) surrounding how inequality and scarcity can effect neuroscientific encoding of persons, particularly in regards to dehumanization; people may *literally* see others as less human when they feel economically threatened.

This question could be used on the proposed chapters of *neuroscience and dehumanization, poverty psychology* and/or *social identity*. Particularly, this question regards the students being able to identify appropriate scientific results.

SAMPLE EXAM QUESTION

Work by Krosch & Amodio, 2014, studied the effects of economic scarcity on the perception of race. The authors would put participants under conditions of economic threat, and then observe their neural responses to white or black faces. What was the central finding we discussed of this work?

- A. threat resulted in worse encoding of minority faces
- B. threat resulted in better encoding of minority faces
- C. threat resulted in better encoding of white faces
- D. threat resulted in more equivalent encoding between minority and white faces

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

scientific study report



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 DEVELOPMENTAL PSYCHOLOGY CHAPTER

We discussed a series of tests, beginning in the 1940s, collectively called *the doll tests*. What was (1) the central methods employed, (2) the central results, and (3) one real-world implication of the doll tests?

Some research has focused on stereotypes ABOUT babies, before they show any measurable behavior differences. Provide the central findings of the Earp et al., 2019, study on pediatric pain.

People will “see” gender differences in development that are entirely manufactured by their expectations. What are two (2) class examples of this? Provide one (1) real-world example of how labels impact behavior, from your own life.

While adults can often recognize the intersection of categories (e.g. race AND gender), research by Perszyk and colleagues (2018) can find evidence in youth as well. What is the earliest age of children they found could recognize multiple categories, simultaneously?

Psychological perspective of youth as “juveniles” v. “adults” can impact severity of punishment. Explain one (1) real-world impact, and one (1) possible solution.

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, on a computer you may use a NOTES (mac), ONENOTE (PC), or any other software with 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 PERSONALITY AND SOCIAL PSYCHOLOGY

Identity is malleable defined: we consider ourselves in relation to others, to our past selves, and through our feelings, expectations, and wishes.

1. WHY do people even take personality tests? For that matter: why do people ask others about their clothing options (“does this look like my style?”) or preferences (“do you think I would like this?”).
2. There are a multitude of personality quizzes available online. What are some of the strangest, most memorable, or WORST tests you have seen? Explain! Use at least some content from research methods.
3. Getting through the thicket of junk. Try a mini (30-item) version of the BIG5 personality test (BFI-2): <https://projects.fivethirtyeight.com/personality-quiz/> Review your results. Do they seem accurate? Are you surprised?
4. The BIG5 is by far the most scientifically valid test (in fact, there are literally no competitors). Compare this test to the utterly useless, pseudoscientific, non-valid, non-reliable, works like the Enneagram or Meyer-Briggs test. What are key differences in how results are displayed and sorted?

SAMPLE JOURNAL ENTRY STUDENTS AND SCHOOL

Your experience as a student is absolutely a study of psychological inquiry: from disciplines, to instructors, to role models.

1. Consider your current (and past) classes. What are traits that you associate with GOOD classes, and what are traits you associate with BAD classes? Why do you think BAD classes even occur?
2. Consider the work in past chapters, such as *social roles*. What are some implications of this work for student identities in schools? How do schools TRY to get students to identify with them, and what is the IMPACT?
3. One of the field of psychology’s chief purposes is to critically test assumptions. For example: people assume that using role models could increase students’ association with different majors and incentivize participation. However, we know from work by Betz & Sekaquaptewa, 2012, that successful role models can sometimes *inhibit* and *demotivate* students (particularly vulnerable students), and as such result in **EVEN WORSE** outcomes. Describe one (1) assumption you have about school or education, and then design a study to test your assumption!

the scientific study report

INSTRUCTOR'S NOTE. It is essential that students in science-based classes have experience finding, reading, and interpreting scientific work. I have modified a version of this assignment developed for upper-level classes in my *a Study of Sin: a primer on moral psychology* freshman seminar. As it has been tested and worked with previous freshman students, I am presenting a modified version, specific to the current class, below.

Your goal is to consider a direct scientific work in the field of identity psychology. Grapple with a formal research paper into a domain of personal interest, and consider possible applications and implications for your own lives. In addition, we will be discussing this content in class. You will be asked about your work in class, and learn about others' work as well!

course objectives. (1) consider how scientific studies are conducted, written, and shared, (2) consider the importance of keywords and vocabulary, (3) explore applications of psychological science, and (4) demonstrate mastery of psychological research by highlighting applications and examples.

STEP ONE. Find an article of interest. Go to [JSTOR](#) (you may need to be logged in through the OSU library), [PLOS ONE](#), or [PSYCINFO](#), and search for any topic relevant to identity, personality, race, ethnicity, gender, or related work, in the field of psychology (note: select psychology under topics after choosing your keywords). This paper must involve experimental or correlational work, and have both methods and results sections. Go through some of the (thousands) of relevant articles, pick a few based on title, and then scan them.

Choose one article that you find particularly interesting, and read it in its entirety.

STEP TWO. read, comprehend, and describe. you are going to be reading this work, taking some notes, and explaining your interpretation and perspective through your writing.

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

required elements:

1. include the abstract of the paper (copy-and-pasted).
2. your own one-sentence summary of the paper. *Imagine you are in an elevator, and someone asks you to describe what this paper was about before they reach their floor - what would you say?*
3. explain why you selected this paper. What are your interests? What particularly was engaging about this paper? What did you hope to learn?
4. provide something new you learned from this paper, beyond what we discussed in class (be specific!).
5. relate the contents of this paper BACK to at least two (2) concepts we discussed in class. Clearly identify the concepts, and relate them to the study you read.
6. Imagine you have to share this study with others. Relate this unique study to a listener's life, individual differences, backgrounds, and consider the applications of the study.
7. construct, recount, or relate a story about how or why this research (broadly) may be used to solve some (any) real-world problem.

the scientific study report, cont.

STEP THREE. submit your assignment. Upload your responses to step 2 (including full PDF copies of your chosen article and your written responses to the other prompts) to this assignment tab.

The screenshot shows the JSTOR search results for the keyword "identity". On the left, there is a sidebar with filters. The "SUBJECT:" section is expanded, and "Psychology (11,913)" is selected and highlighted with a yellow box. A red callout box with an arrow points to this selection, containing the text: "Make sure to highlight the subject of psychology under Refine Results after you have chosen your relevant keywords." The main search results area displays three articles. The first article is "Disgust, Harm, and Morality in Politics" by Paul Ben-Ner, with a "Download PDF" button highlighted in red. A red callout box with an arrow points to this button, containing the text: "Use the Download PDF button to read the article's full text." The second article is "Ethics Under Uncertainty: The Morality and Appropriateness of Utilitarianism When Outcomes Are Uncertain" by Katherine V. Kortenkamp and Colleen F. Moore, also with a red "Download PDF" button and a similar callout box. The third article is "Mind Perception Is the Essence of Morality".

The screenshot shows the PLOS ONE search results for the keyword "identity". The search bar at the top contains "identity" and "Advanced Search" is visible. Below the search bar, it shows "3,075 results for identity" and "Sort By: Relevance". There are filters for "Psychology", "Social sciences", and "PLOS ONE". The "Journal" section is expanded, and "PLOS ONE" is selected. The "Subject Area" section is also expanded, and "Psychology" and "Social sciences" are selected and highlighted with a yellow box. A red callout box with an arrow points to this selection, containing the text: "Make sure to highlight the subject of social sciences, then psychology under Subject Area after you have chosen your relevant keywords." The main search results area displays several articles. The first article is "Virtual Morality? A Study of Moral Identity and Moral Decision Making" by Kaitlyn I. Quinn, Grace Anderson, and Sylvia Terbeck, with a "Download PDF" button highlighted in red. A red callout box with an arrow points to this button, containing the text: "After clicking an article, use the Download PDF button to read the article's full text." The second article is "Self-Enhancement in Moral Hypocrisy: Moral Superiority and Moral Identity are about Better Intentions" by Xuechen Dong, Jan-Willem van Jaarsveld, Paul A. M. van Lange, and others, with a "Download PDF" button highlighted in red. The third article is "The Everyday Moral Judge – Autobiographical Recollections of Moral Emotions" by Heidi Kimmel, Nadine Tschernatshaus, Priscilla Schneider, Karim Schaub, and Udo Rudolph, with a "Download PDF" button highlighted in red. On the right side of the page, there are statistics for the first article: "141 Save", "48 Citation", "0 View", and "64 Share". There is also a "Check for updates" button and a "Related PLOS Articles" section.

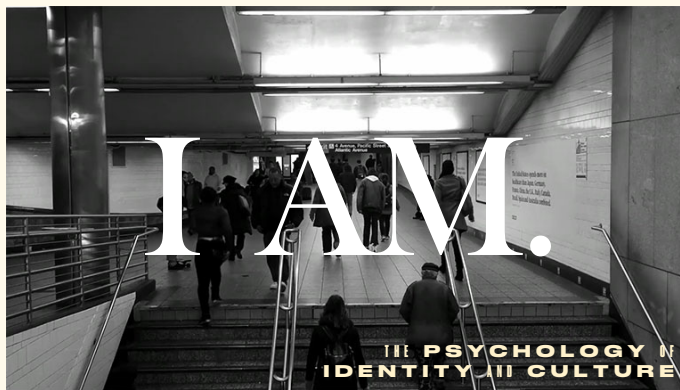
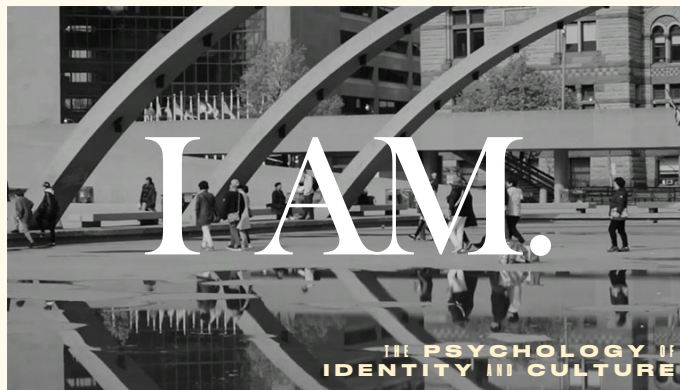
representative sample list of psychology theories

A SAMPLING

This class will be covering a wide gamut of research into the relevant topic areas, centrally from domains of social psychology, neuroscience, cognitive psychology, stereotyping and prejudice, cultural psychology, stress, gender, and other related areas. Below is a sample list of some of the psychological theories that are expected to be covered in this class, either fully or incidentally.

implicit associations	perceptions of inequality
development over time	accents as social cues
social cognition	communication methods
the own-race bias	media representation
attachment (and related systems)	instructor credibility
cultural impact on memory	dehumanization
gray matter development	social neuroscience
facial expressions	prejudice on perception, emotion, and decision making
individual differences	the big-5
social roles theory	poverty psychology
stereotyping and prejudice	intergroup emotions
group processes	lived psychology of students and teachers
the psychology of objectification	reducing implicit biases
hierarchy	student experiences
implicit and explicit measurements	stereotype threat
environmental impact on judgments	attitudes towards immigrants
prejudice on health	individual v. collectivistic culture
stress	cognitive associations

sample introduction slide **cover** design



ANIMATED GIF/VIDEO

The opening cover will be a series of black-and-white scenes, with people walking through the frame. The words “I AM” is more visible when they walk through, and less when the space is open.

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape 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)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

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

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Subject: Re: Concurrence request for Psychology 1375
Date: Monday, November 14, 2022 at 11:10:56 AM Eastern Standard Time
From: Downey, Douglas
To: Paulsen, Alisa, Williams, Kristi
CC: Schoppe-Sullivan, Sarah, Cravens-Brown, Lisa
Attachments: Outlook-vtsohgsu.jpg

Sociology concurs.

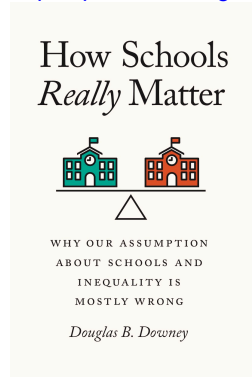
Doug



Doug Downey

Professor of Sociology
Director of Undergraduate Studies
College of Arts and Sciences
126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210
614-292-6681 Office
downey.32@osu.edu / <https://sociology.osu.edu/people/downey.32>
Pronouns: he/him/his

Winner of the Pierre Bourdieu Book Award, 2021
<https://press.uchicago.edu/ucp/books/book/chicago/H/bo59694467.html>



From: Paulsen, Alisa <paulsen.10@osu.edu>
Sent: Monday, November 14, 2022 10:37 AM
To: Williams, Kristi <williams.2339@osu.edu>; Downey, Douglas <downey.32@osu.edu>
Cc: Schoppe-Sullivan, Sarah <schoppe-sullivan.1@osu.edu>; Cravens-Brown, Lisa <cravens-brown.1@osu.edu>
Subject: Re: Concurrence request for Psychology 1375

Dear Drs. Williams and Downey,

I hope you're doing well and have had a chance to review our proposal for Psychology 1375 (details below).

Please let me know if you have any questions or concerns. We anticipate submitting the course by this Wednesday, 11/16.

Best,

Alisa

Alisa Paulsen, Ph.D.

Director of Undergraduate Programs

The Ohio State University

Department of Psychology

15A Psychology Building

1835 Neil Avenue, Columbus, OH 43210

614-292-5750 Office

paulsen.10@osu.edu / <https://psychology.osu.edu/undergraduate>

Pronouns: she/her/hers

To schedule an appointment with me, visit OnCourse (<https://buckeyes.campus.eab.com/>), call 614-292-5750 or email psychadvising@osu.edu.

From: Paulsen, Alisa <paulsen.10@osu.edu>

Date: Monday, October 24, 2022 at 1:29 PM

To: Williams, Kristi <williams.2339@osu.edu>, Downey, Douglas <downey.32@osu.edu>

Cc: Schoppe-Sullivan, Sarah <schoppe-sullivan.1@osu.edu>, Cravens-Brown, Lisa <cravens-brown.1@osu.edu>

Subject: Concurrence request for Psychology 1375

Dear Drs. Williams and Downey,

The Department of Psychology has created a new course titled I Am. The Psychology of Identity and Culture (Psychology 1375) which is proposed to fulfill the GEN Foundation Race, Ethnicity, and Gender Diversity. I have attached the syllabus for your review.

I am requesting the support of the Department of Sociology to include with our submission for course approval. I would appreciate it if you could respond via email or by returning the attached concurrence form to me by November 7th. Please let me know if you have any questions or concerns.

Thank you,

Alisa

Alisa Paulsen, Ph.D.

Director of Undergraduate Programs

The Ohio State University

Department of Psychology

15C Psychology Building

1835 Neil Avenue, Columbus, OH 43210

614-292-5750 Office

paulsen.10@osu.edu / <https://psychology.osu.edu/undergraduate>

Pronouns: she/her/hers

To schedule an appointment with me, visit OnCourse (<https://buckeyes.campus.eab.com/>), call 614-292-5750 or email psychadvising@osu.edu.