
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-Sociology concurrence.pdf: Sociology concurrence
(Concurrence. Owner: Paulsen, Alisa Marie)
- Psych 1375 I AM the psychology of identity and culture syllabus feedback3.16.pdf: syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- Psych 1375 contingencies response 3-16-23.docx: Instructor response to panel contingencies
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)

Comments

- See feedback email sent 10-19-2022 RLS
See feedback email sent 2-2-2023 RLS
See feedback email sent 03-04-2023 RLS *(by Steele, Rachel Lea on 03/04/2023 06:03 PM)*

COURSE REQUEST
1375 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/21/2023

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
Revision Requested	Steele, Rachel Lea	11/28/2022 12:27 PM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	12/04/2022 11:28 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	12/04/2022 11:28 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/07/2022 03:11 PM	College Approval
Revision Requested	Steele, Rachel Lea	02/02/2023 11:44 AM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	02/15/2023 08:03 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	02/15/2023 08:03 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/16/2023 01:00 PM	College Approval
Revision Requested	Steele, Rachel Lea	03/04/2023 06:03 PM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	03/20/2023 05:04 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	03/20/2023 05:04 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/21/2023 04:04 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/21/2023 04:04 PM	ASCCAO Approval

Salutations,

Thank you for all your comments, and to Dr. Fletcher for expanding on the panel's contingencies. I believe the changes I have made to the syllabus should wholly address the panel's requests. Primarily, I have adjusted the language on slide 2, for LO 1.3 and 2.3, integrated reading lists and concept lists on pages 21-34, expanded on how the readings can be related to the class concept and used in these domains, and finally added a section called "institutional factors" for each of the concept areas to discuss how the work here can be used to connect with other multidisciplinary work, apply to system and structural domains of inequity and power imbalance, and be explored through broader REGD approaches.

AN OVERVIEW.

2 ISSUE. course approach to ELO 1.3 and intersectionality.

2 RESOLUTION. I adjusted some of the phrasings on page 2 intersectionality, to expand to encompass more institutional and ongoing features, as well as to mention attention to interdisciplinary attention to these issues. I have also added multiple features to better clarify to the students and the panel how this course will be used to address these concerns, including concept-by-concept examples (see below).

SECTION 2 commentary on the IAT specifically. The listed concern of the panel about the IAT use is a mechanistic limitation of the tool itself. The implicit association test necessarily involves a dichotomous system (e.g., black v. white, old v. young, weapons - objects) in order to assess the relative strength of two (2) implicit ("nonconscious") associations. The available online test that is available to students does not permit more complicated integrative analyses to be run and still allows it to evaluate implicit biases, but students are still able to choose from a variety of domains (racial, body size, gender, SES, ideological, and more). However, this does not regulate how we discuss the IAT, or further considerations of how different people experience the same "listed" identity or how multiple categories can impact their assessments. Students will begin with their personal results, which allow for a more advanced consideration of what these tools can tell us about individuals AND how complicated features like cultural and institutional factors directly impact their responses. In fact, one of the central considerations of the IAT is how much of the results reflect people's held beliefs as opposed to their cultural assimilation (e.g., do YOU think it is bad, or have you HEARD it is bad). As such, this test necessarily must be (and will be) considered in broader cultural, cross-disciplinary, and social structures. This is a perennial discussion for those psychology scholars who routinely use or engage with this very tool. This discussion is not listed on the syllabus, because it is a part of the much broader category of "the classroom experience" that makes up the substance of a semester's worth of content. I do hope to clarify that even this work, chosen as an example of a non-integrative approach, will indeed require broader consideration of multiple-category approaches in order for the mechanism itself to be discussed. I hope this will provide some confidence to the panel that other, even more direct, approaches will also address the listed concerns.

2.1 RESOLUTION. I have written a somewhat lengthy description of the philosophy of the course, and how existing course content may be leveraged into broader institutional issues. I have also added explicit attention to cross-domain approaches AND institutional concerns to these topics in relevant learning outcome language on pages 13/14 of the syllabus, specifically 1.3 (centrally) and 2.3 (briefly).

SECTION 2.1 commentary. At the request of the panel, I have adjusted the language on intersectionality on slide 2 to better reflect that our psychological research will also address concerns about system inequalities. A host of the research particularly relevant to these issues is listed across the different areas under the CONCEPTS section. For example: Social dominance and relative deprivation are listed in concept area 13. Class privilege, targeting inequality, scarcity mindsets, and justifications are all listed in concept area 14. Ingroups and outgroups (the root of all larger group systems) are noted in concept area 4. Concept area 11 will include models of relative deprivation and systemic health concerns across a host of groups. All of these categories should directly relate to the panel's concerns about institutionalized concerns from a psychological standpoint and were a planned part of the course development. However, I have also expanded our discussion of this work to make it more concrete and in-line with the panel's requests listed above (see SECTION 2 additional approach commentary below).

2.2 RESOLUTION. I have removed some of the language on page 2 at the panel's request.

SECTION 2.2 commentary. The term "linguistic" was chosen due to planned research that discusses psychological work on language variation and the importance of this as an element of maintaining the feeling of being a part of a broader culture (e.g., immigration and ethnicity research). At the request of the panel, I have removed this language.

*The term "nonsensical" relates back to psychology research on minimal groups – groups that have no basis on race, gender, or ethnic grounds, but STILL allow people to show prejudices. The purpose of this science is to explain to students' multiple methods of addressing prejudice, including well-meaning, short-term resolutions for **symptoms** of prejudice, and effective, long-term resolutions to address the **causes** of prejudice, rooted in basic cognitive experiences. Cross-disciplinary approaches to these concerns would be included. Expands directly from research on group polarization, social roles, and group identification.*

At the request of the panel, I have removed this language.

3 ISSUE. Disconnection of concepts, readings, and ELO.

RESOLUTION. I have combined multiple sections into one segment, and more explicitly described the purpose and value of some of the readings. In addition, I have added further cross-disciplinary or intersectional (and institutional) factors to this section, so a very clear connection between the content, reading use, and intersectional/institutional approaches is outlined. Centrally, this work includes slides 21-34. Slide 20 is a calendar of the concepts (that would be adjusted per semester, to allow students to see which areas are occurring at what times, including exams and breaks). The remaining slides, 21-34 highlight (1) specific concepts, (2) the class readings (including the purpose and examples of in-class use), and (3) institutional and/or intersectional factors more in line with the prior listed contingencies. *Please see below.*

SECTION 2 additional approach. IN ADDITION to what was mentioned earlier, I believe there were two factors in the earlier concerns outlined in 2.2: concerns of *institutional factors* being addressed (broad systemic issues, social framework, historical inequities, power imbalance, etc.), as well as *intersectional concerns* (intersectionality between human experiences and identity, as well as intersectional [cross-disciplinary] concepts that psychology as an area should be couched in).

*I have tried to concretely address the panel's attention to these elements being present in both the earlier work (language towards the students about the organization of the course) and by providing concrete examples of how each domain covered in the course may be used to address either/both *institutional* and *broad intersectional* approaches. These fall under the expanded concept and reading list, as a black-box section labeled INSTITUTIONAL FACTORS for each concept area, focusing on scientific, historical, modern, and/or discussion-based approaches to address these concerns.*

SECTION 2 additional approach commentary. The preponderance of psychology research suggests that people are multifaceted, complicated combinations of experience, environment, personality, culture, language, development, feelings, and much, much more. This does not mean that the field directly ignores broader institutionalized inequalities, but it would be a crucial mistake to discount the former for the latter. I have tried to better explain how and when institutionalized factors will be attended to, as well as provide concrete examples of when and how interdisciplinary approaches will be compared/contrasted to the psychological approaches (see discussion listed in concept 1, comparisons of approaches in concept 2, meta-commentary on intersectional concerns for methods in psychology in concept 3, psychology as one example of cross-domain approaches expanded on in concept 6, and so on and so forth). Early on, and as a perpetuation throughout the class, we will highlight specific definitions (or definitions, as it were) of how psychology has approached the concepts of intersectionality for the students and emphasize the value of multidisciplinary approaches (with convergent results) to provide our best understanding of these issues. Throughout the concept areas increased attention to broader

institutional impacts and intersectional concepts have been specifically outlined. These topics will explicitly return at the end of the semester, in the form of a wrap-up.

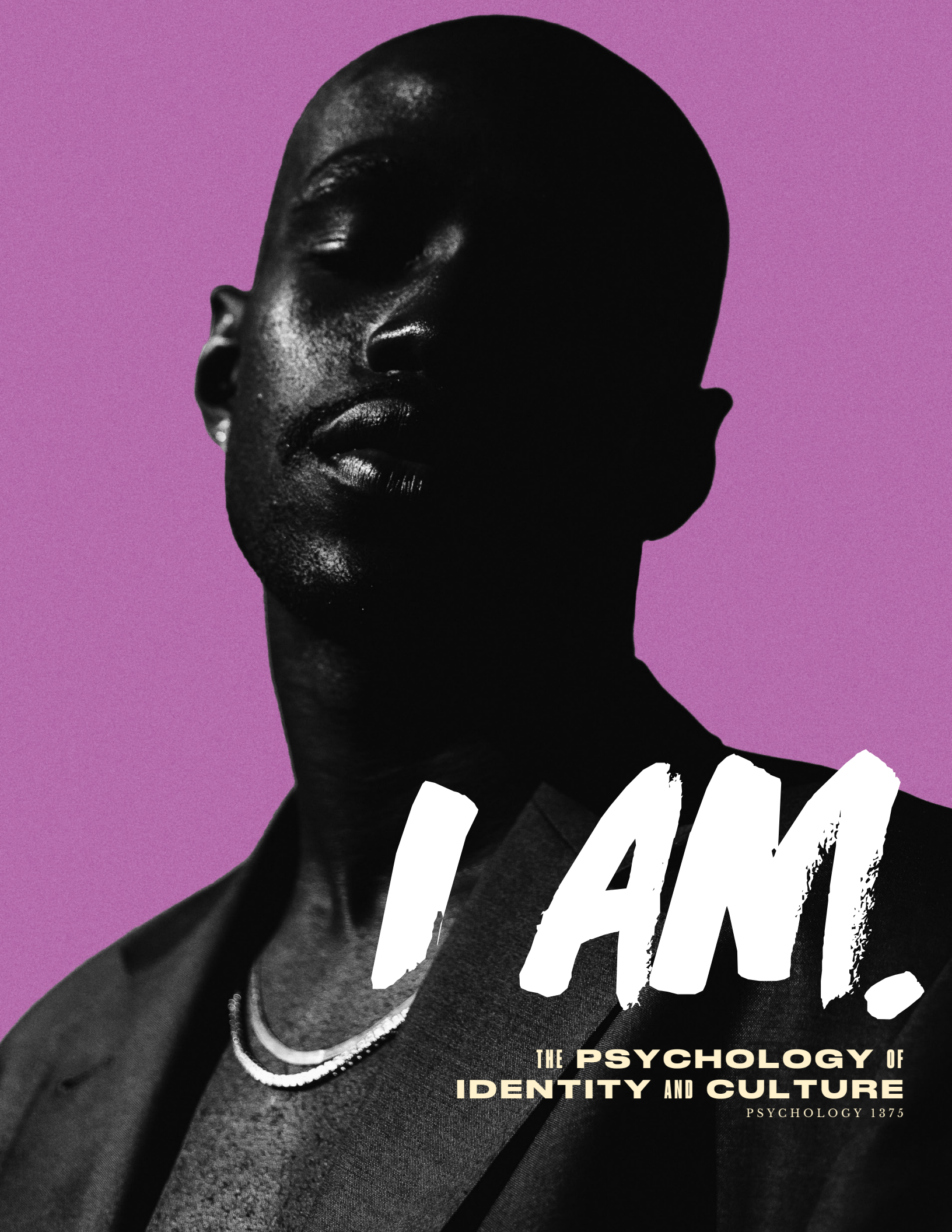
Steven Bengal, Ph.D.

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Department of Psychology

The Ohio State University

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I AM!

**THE PSYCHOLOGY OF
IDENTITY AND CULTURE**

PSYCHOLOGY 1375

a **preview** of things to come

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:

RACE

including *sociocultural labels*, perceptions of *racial relevance* of judgments, the impact of stereotypes both *towards* racial groups and *internalized* by the same groups *their own*, judgment biases of *faces, heights, and ages* of different racialized categories, *job and career* consequences of racial imagery, race on *school discipline, skin tone* associations, and a host of majority-minority research.

ETHNICITY

including how groups of people are *labeled* (and the impacts of these labels), *cultural neuroscience* that transcends racial and gender lines, work on *accents, code-switching*, and other *linguistic variations*, multifaceted self-identities that contain *historical and societal* backgrounds, transmission and assimilation of cultures from *parents, school peers, and immigrants*, the impact of *socioeconomic status* of members of different ethnic backgrounds on how *human* they are seen to be.

GENDER

including *gender expectations* of babies, scales of prejudice directed towards *sexual minorities*, workplace discrimination and differential career tracks, neural *objectification* of women, gender roles in *school*, the impact of role models, social roles and *expectations* (and the consequences of violation), of *racial relevance* of judgments, the impact of stereotypes both *towards* racial groups and *internalized* by the same groups.

AND INTERSECTIONS THEREOF

psychology perspectives of human identity are necessarily *intersectional*: social identity theory posts that humans form in-groups and out-groups, but these are frequently formed between and *racial, ethnic, gender, cultural, and class* lines. However, individuals also make up broader *systems* of institutionalized *inequality and imbalance*. This class will explore the psychological factors that help *maintain or create* such systems, and couch them within cross-disciplinary approaches to address institutional *inequities*.

Humans are complicated.

We would not have it any other way.

contents

***organizing a syllabus for* I AM. the Psychology of Identity and Culture.**

*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,
unmasked 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 LAZENBY HALL 132

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

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The best way to reach me is by EMAIL
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OFFICE HOURS

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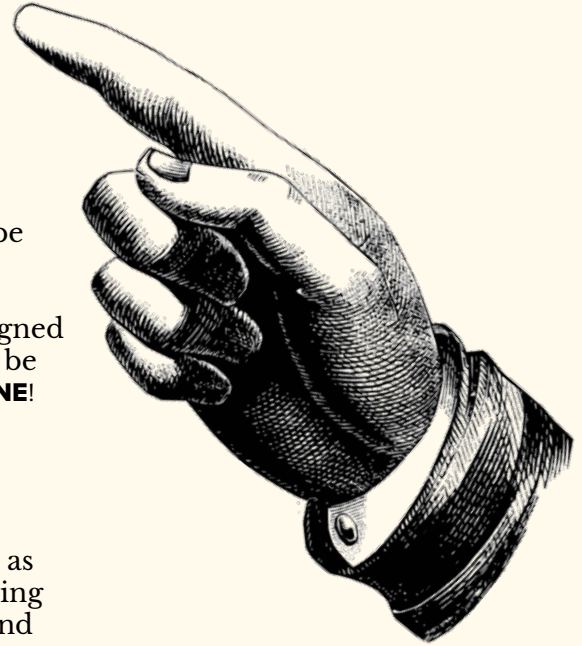
F 12:40 PM–1:30 PM

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

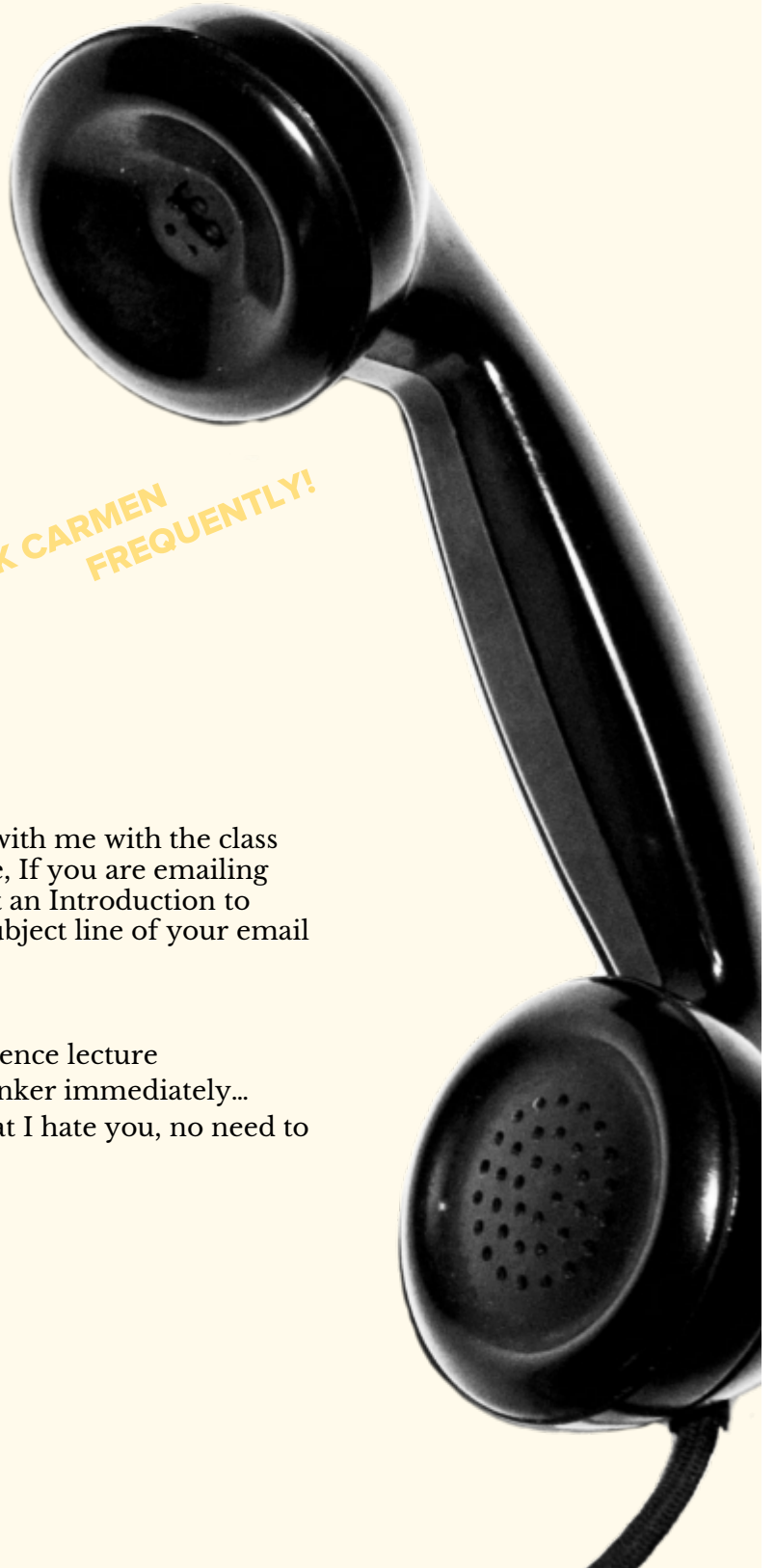
HELP ME HELP YOU

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.

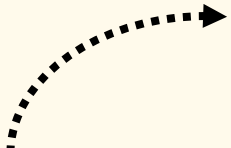
GRADING SCALE

Grades will not be rounded.

COMPONENT VALUES

syllabus survey	3 PTS
scientific study report	10 PTS
the journal coda	3 PTS
the journal	20 PTS
class reflection	4 PTS
weekly questions	15 PTS
class participation	15 PTS
exams	3 / 90 PTS
TOTAL	160 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 the *quiz section* of 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 exams will have **(1) A LIMITED TIME TO COMPLETE**, and **(2) CANNOT BE RE-OPENED**.

Before opening an exam, 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.

race, ethnicity, and gender 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 intersectional research. In addition, students will consider studies in the light of individual, organizational, and institutional factors. 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. Historical and ongoing systems and individual differences will be discussed, relating psychological approaches to broader interdisciplinary perspectives.
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.

race, ethnicity, and gender 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. Finally, systemic, institutional, organizational, and personal approaches to intersectionality will all be discussed, as pieces used to explain historical and modern policies. A critical focus on how *intersectional scientific* approaches can result in a better understanding of human experiences.

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.

land grant acknowledgment

THE OHIO STATE UNIVERSITY SCHOOL GROUNDS AND CAMPUS



LAND ACKNOWLEDGEMENT.

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a *land grant institution*, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

TO LEARN MORE **THE CENTER FOR BELONGING AND SOCIAL CHANGE**

The purpose, goals, and origins of land acknowledgements can be found by going to the CBSC website, at [HTTPS://CBSC.OSU.EDU/ABOUT-US/LAND-ACKNOWLEDGEMENT](https://cbsc.osu.edu/about-us/land-acknowledgement).

organization

A GENERAL COURSE SCHEDULE.

The following pages will show a *generalized course schedule*, for across the semester, followed by week-by-week explanations of course content and *supplementary* reading materials.

but what does that even mean?

A PRIMER ON THE CONTENT OF I AM.

The course consists largely of applying research of *broad, theoretical areas* in psychology to *specifically* provide students with a scientific approach to *discussing, comprehending, applying, and communicating about* the domains of **RACE, GENDER, and ETHNICITY**.

Combining in-class lectures, which will include *breaking down and discussing* psychology studies, along with *supplemental* readings and journal *reflections*, which promote connecting the class concepts back to the real world, we hope to provide you students with the best possible learning environment.

Below, I provide a BRIEF overview on each topic area listed on the syllabus, hoping to give you a framework to understand how these areas will connect to course learning objectives and GE goals.

reading lists

SUPPLEMENTAL READINGS

Specific psychological studies will form the basis for all of the lecture content in this class, and as such, a wealth of direct scientific research will be LINKED in the course itself.

Most of the readings provided on the following list are intended to be *supplemental*. That is: their purpose is to extend *beyond* the lecture content, to provide additional opportunities for those students who wish to see direct *applications, examples, or stories*. The value of most readings is when they are integrated back into the wealth of research that makes up the body of the class lectures. Part of their educational value is the students' revelation of how seemingly benign content can relate to direct course content on issues of **RACE, GENDER, and ETHNICITY**.

Several of the readings will involve students going out to collect information, then bringing them back into the class for *in-class discussions*.

As this course has sections which attend the importance of understanding differences, including socioeconomic differences, our primary desire at this point in time is to provide *free or low-cost* materials – it is important we practice what we preach!

expansion on readings

ADDITIONAL POSSIBILITIES

There does exist some more formal, paid possibilities for readings in this class. Several of them have been used to design certain sections of this class.

One possibility is the 2014 book by Miville & Ferguson, entitled *Handbook of Race, Ethnicity, and Gender in Psychology*, which would cover all of the listed goals.

There are other relevant texts, like Jones, Dovidio, & Vietze, 2013, *the psychology of diversity*.

In addition, even more modern texts continue to be developed, and some expected to be completed this year.

The instructors will be evaluating these more formal and complete works, to consider if they will serve a better educational value than the open-source application resources in the future.

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.

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.

expanded concept and reading list

concept 1.

INTRODUCTION TO IDENTITY; TERMINOLOGY, TOPICS, AND PERSPECTIVE

EXAMPLE 1. includes some psychology labeling, of *stereotypes, prejudice, and discrimination*, and highlight how these areas have been used to study categories of **RACE, GENDER, and ETHNICITY**.

EXAMPLE 2. briefly introduces concepts of *inequality in psychological research: a meta-discussion that will extend the semester about cultural, gender, and racial influences of the researchers themselves can impact what research is conducted.*

EXAMPLE 3. connecting *demographic diversity* (including the intersection of **RACE, GENDER, and ETHNICITY**) to *cognitive diversity*, which leads to *attributional ambiguity* – a form of judgment that *marginalized groups* face when assessing feedback.

CLASS BEGINS WITH / AM.

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>.

provides a wealth of resources and broad and diverse array of areas of psychology that can be used to spark a dialogue about factors that are uniquely on this list, or which factors may also be a consequence of systematic, existing factors that can apply more broadly and intersectionally. Class discussion.

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

focus on broad student interests, to get them more committed to the course itself. Given students an active role in choosing content that is interesting to them should enhance motivation, and gives a baseline that we can return to to discuss GE issues throughout the semester.

INSTITUTIONAL FACTORS. CONCEPT 1

When we study intersectionality, we mean the study of multiple social identities and how those social identities influence one another. Additionally, we study intersectionality as the concern of how a history of discrimination and prejudice (including ongoing and systemic models) in each social identity affects the relation of multiple identities. This section includes both broad, systemic areas of DEI terms (e.g., -isms, intersectionality, etc.), as well as narrower, individual terms, and comparisons thereof. Importantly, it will highlight colloquial language and specific psychological language, so the language used within and without the field may be compared. Begins with a discussion of a Psychological approach to intersectionality (so students understand it better) and note how it is consistent with other approaches in other scholarship, but just addressed at a different level of analysis.

expanded concept and reading list

concept 2.

METHODS AND MEASUREMENT

EXAMPLE 1. includes examples of explicit historical measurements (“old-fashioned” scales) of *racism* and *sexism*. And the evolution of *modern, symbolic* scales of **RACE, GENDER, AGE,** and **ETHNICITY** prejudices (including towards sexual minorities). Moves into assessment of current *diversity training initiatives*.

EXAMPLE 2. research into *implicit measurements*, the implicit association test, skin responses, seating distance, and eye contact, all of which help researchers predict *implicit biases and behavior*.

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>.

Methodology section is vitally important to understand how psychologists have approached GE issues, culture, identity, and intersectionality. It is important that they understand how implicit and explicit measures of stereotyping and prejudice function. Scientific literacy is necessary for all topics in the field of 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.

Facilitate classroom discussion of student experiences, shared and unique, and the role of culture writ large. Classroom discussion.

INSTITUTIONAL FACTORS. CONCEPT 2

Includes a hard focus on implicit bias measurements, whose impact can be discussed in both interpersonal and organizational consequences. For example: the *shifting standards model* relates to how *measurements* of performance may themselves be biased (by treating the same value as higher or lower *relative* to some expected group standard), and as such, perpetuate ongoing systems of systematic injustice through nonconscious biases. These models are specifically outlined in their impact on multifaceted, intersectional categories (e.g., research on stereotypes of Asian American women on math performance) that may perpetuate social structures of discrimination. Includes comparative discussion of methodology that are used broadly or in other areas towards REGD and intersectional domains.

expanded concept and reading list

concept 3.

ENVIRONMENTAL IMPACTS

EXAMPLE 1. how *sociocultural norms, metaphors, and organization* changes how humans interact with their environment and their others. For example: in work about *men over women*, scientists found that expectations of power differences changes how magazines organize images on **GENDER** lines: putting images of women on pages lower than images of men. These minor adjustments have been demonstrated to *implicitly* support hierarchical social norms.

EXAMPLE 2. In work on **RACE**, participants evaluating Barack Obama *changed their preferences of his skin tone*: supporters preferred *lightened* images (“good guys wear white”), and opponents preferred *darkened* images.

EXAMPLE 3. these metaphors tend to be **CULTURALLY** specific: different embodied metaphors and aphorisms along *linguistic* and *national* lines will be discussed.

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>.

Environmental cues are essential content to understand implicit influences on judgment and behavior that both impact the students themselves and decision-makers who have the power to enact broader structural changes. We know from psychology work that literally reframing answer choices can enhance or inhibit broad social policy support. Pairs with class lecture content.

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>.

Similar to previous option, but more directly related to GE goals. Context cues adjust which stereotypes come to mind, and framing effects directly impact people’s judgments about possible solutions. Reframing of simple language can fundamentally change support for social policies. Pairs with class content.

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

Consideration of persuasion techniques. Vital for how students interact with messaging, inside and outside of college, across a variety of issue domains. With the increased importance of DEI initiatives, students ability to assess what language changes evaluation will be a vital life skill. Class discussion.

INSTITUTIONAL FACTORS. CONCEPT 3

Largely nonconscious “nudges” in the environment that can adjust how people and organizations are evaluated. One classic example (from 1987) that has collective international impact is on how *question framing* can adjust people’s responses to policy enactment in the face of a *pandemic*: a modern concern. This same framing or labeling, applied to people, states, or ideologies, can adjust how decision-makers (e.g. administrators or politicians) treat groups. Also includes the “status quo” bias, which demonstrates how difficult policies are to adjust over time, including why systematically biased policies may persist in the modern day.

expanded concept and reading list

concept 4.

PERSONALITY AND SOCIAL PSYCHOLOGY

EXAMPLE 1. students will draw circle maps of how they organize *themselves* and their *others*, and “the others” will be varied on **RACE**, **GENDER**, and **ETHNIC** lines.

EXAMPLE 2. social identity theory is a broad model of which humans categorize others into *ingroups* and *outgroups*: we will discuss both primary (immediate perceptual categories: race, gender, age), and secondary categories (language, history, sexual and national identity) influence how these categories change.

IN ADDITION. We will discuss how people’s “assessment” of others’ categories is frequently wildly inaccurate.

EXAMPLE 3. immediate personality measures (the BIG-5, Rosenberg’s self-esteem, etc.) will be used to have you explore your own *self-identity*, then to concepts of *working self-identities*, then moving to comparing personal identity with *others*, and finally from individual differences to *international* differences. **INTERSECTIONAL** identity perspectives will be discussed at length.

week 4. 25-Jan to 31-Jan

PERSONALITY AND SOCIAL PSYCHOLOGY

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

Students’ first hand experience with well-validated psychological scales helps them learn both about themselves and others, via comparative results. Humans are the foundation of in-groups/out-groups, establishing systemic policies, passing laws, and beyond. Understanding human identity is perhaps the most foundational element to explore the GE goals out of any concept. Class discussion.

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

Another scale, see above. This one also will relate to concerns of depression and other clinical concerns, all of which make up a part of multifaceted humans and each of which can have their own attached stigma. Class discussion.

GILBERT, 2014. the psychology of your future self.

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

Leading psychological expert discussion elements of the psychology of the self. Expansion of class content.

INSTITUTIONAL FACTORS. CONCEPT 4

Attends to *group* factors. A series of these factors (social dominance orientation, realistic conflict theory, relative deprivation, social roles) primarily demonstrate how prejudice can be maintained through ingroup-outgroup focus. These are the *best predictors of prejudice* known to date and will be particularly important to understand for why policies may be enacted or maintained. Moving from individual level to organizational and institutional levels.

expanded concept and reading list

concept 5.

CULTURE

EXAMPLE 1. this section focuses primarily on concerns of **ETHNICITY**. It includes exploration of how *historical adjustments* to national spaces *currently and measurably* impact brain development, and how different *cultural* backgrounds (and linguistic elements) impact human memory. This goes so far as to assess *cross-national research* on how the composition of pictures are taken in measurably different fashions from people raised in different **CULTURES**.

EXAMPLE 2. in addition, this area will involve neuroscience of perpetuating **RACIAL** categories – like how *Black American environments* are subject to stereotypes.

week 5. 8-Feb to 14-Feb

CULTURE

CULTURE AND COGNITION (BRIEF OVERVIEW).

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

Direct neuroscientific cultural research. Moving beyond qualitative ideas of cultural differences to scientific evaluation. Also opens a conversation to where psychology research is being done, the authors who pursue this work, and connections and differences between international research. Expands on class work.

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

A more accessible, application-based article surrounding the above topics. Class expansion.

WINERMAN, 2006. the culture-cognition connection.

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

A scientific discussion of literal perceptual differences that can be a consequence of cultural impacts on a given person. Given that the persons in a culture make up governmental and institutional elements, these base-line elements may be used to understand bigger and more complicated features of society, including governmental or system elements. Class expansion.

INSTITUTIONAL FACTORS. CONCEPT 5

This section includes both attention to cultural differences, as well as a meta-discussion about psychological research. From an institutional approach, it will discuss possible limitations of scientific conduct in areas such as sampling, international collaborations, funding, and more. Cultural work necessarily crosses multiple boundaries of intersectionality and tends to focus on “big data sets” as opposed to smaller data pools. Precursor elements to national immigration policy arguments (see chapter 13) will be set up in this section.

expanded concept and reading list

concept 6.

COGNITIVE PSYCHOLOGY

EXAMPLE 1. how humans organize and categorize, not only *colors* and *shapes*, but other humans based on *primary visible characteristics* of **RACE**, **GENDER**, and AGE, and *secondary characteristics* of **ETHNICITY**, ACCENTS, RELIGION, SOCIOECONOMIC STATUS, SEXUAL IDENTITY, and more.

EXAMPLE 2. this section will have a large focus on *implicit biases*, including *stereotype formation* and *consequences* on categories of **RACE**, **GENDER**, and **ETHNICITY**. This section will also include elements of nonverbal communication, like *eye contact*, and *seating distance* that scientists measure between a variety of social categories. Finally, it will include attention to the impact of how people internalize the stereotypes of others into themselves, in the formation of *stereotype threat* effects, following the earlier categories.

week 6. 15-Feb to 21-Feb

COGNITIVE PSYCHOLOGY

HEAVEN, 2020. facial expressions and feelings.

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

Modern research on an ancient problem: the universality of facial impressions. This will overlap with research on cross-group face blindness that can impact emotional evaluation, and the downstream consequences of this work. Class expansion and demonstration.

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

A very direct discussion of how direct agents of a governmental system (the police) are susceptible to consistent, predictable cognitive biases that can result in variations in police shooting based on perceived differences. Class demonstration and discussion.

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

Full paper highlighting how impactful and concealed implicit effects have. Discussed at the level of individual decision makers (e.g., interviews), group decisions (e.g., differential gender treatment in organizations), and even broader institutional areas (e.g., chief decision makers and majority policy decisions). Class discussion and expansion.

INSTITUTIONAL FACTORS. CONCEPT 6

A focus on how categorization, attention, and memory can both maintain AND produce stereotypes. Will include specific examples of broad organizational concerns, including interview models that suggest that people *cannot avoid* stereotyping, even when being paid not to, and the crippling consequences that these *self-fulfilling prophecies* can have in minimizing workplace, government, and collegiate diversity. Further work will expand these concepts to other domains of systemic and intersectional concerns: *judicial* and *police decisions*, which have been specifically investigated. Expands on interdisciplinary attention to these domains, beyond psychology.

expanded concept and reading list

concept 7.

NEUROSCIENCE

EXAMPLE 1. direct measurements of brain activity. A social neuroscience approach to both the *self* and *social categorization*, which connects both *neuroscience* and *social psychology* together, providing new modern techniques (fMRI, EEG) to the exploration of **INTERSECTIONAL** human identities. This work helps explain *how* people categorize others, by visible cues and less visible ones.

EXAMPLE 2. a volume of this work will focus on research involving *dehumanization* of others, including classic **RACIAL** research in the United States, moving into examples of **ETHNIC** and **RELIGIOUS** dehumanization (as a precursor to genocide and war), and how competition for resources (SES) can influence this process. Will also relate to later research in the “boys and girls” lecture, will return to this dehumanization research, now on **GENDER** lines.

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.

Memories are profoundly unreliable in some important manner. This will include work by Elizabeth Loftus which has actually managed to sway some of the judicial processes on eyewitness testimony, and move into how eyewitness testimony has produced racial disparities in judicial decisions up to death sentences. Broad class discussion.

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.

Providing more opportunities for students to directly engage in areas they are interested in. After mini-group presentations, students will have to relate these novel areas BACK to work discussed in the in-class lectures, connecting them explicitly to GEs and DEI concerns. Class discussion.

INSTITUTIONAL FACTORS. CONCEPT 7

This is perhaps the “narrowest” domain listed, as it involves in research into individual person’s brains. Even still, includes cross-cultural neuroscientific examinations, as well as broad concerns of *dehumanization*. This factor (as outlined above) plays a key role in explaining endorsement of *social policies* and even *military policies* towards stigmatized outgroups (e.g., sexual minorities, the homeless, international opposition). The societal consequences of not viewing others as *human* will be discussed at length, along with the unique language that perpetuates these concepts.

expanded concept and reading list

concept 8.

DEVELOPMENTAL

EXAMPLE 1. exploration of how psychology changes, from birth to death. Includes some *narrow bands* of research, like how the **RACE** of babies impacts pediatric pain assessment, *broader* research on children's ability to recognize **INTERSECTIONAL** human identities (which gives adults no excuses!), and how being born into different *economic conditions* can actually increase biological aging (which has further consequences for how youth are treated in courts-of-law).

EXAMPLE 2. also includes classic research on **GENDER** stereotypes impacting assessment of babies' behavior, and the doll test which was influential historical evidence for civil rights policies UNDERMINING SEGREGATION.

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>.

No effect listed in the GE occurs without the existence of people. This research is a class demonstration that allows students to not only learn about themselves, but something about how they interact with others. Self-reflection is critical for DEI work, and this will help personalize our discussion. Class activity.

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

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

Illustrates a host of research on how developmental psychologists actually learn about children's cognitive and social development. This work will tie in to early attachment systems (see above) for how we interact with others, and then into a series of psychological tests called the doll tests, which were cited as important research that overturned Brown v. Board, desegregating institutions. This step-by-step exploration from personal to the highest court in the land is a model for the entire course. Class expansion.

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

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

An important element of a class focused on all forms of intersectionality is to also attend specifically to how young experiences can influence cognitive and social development. This is a core area in the field of psychology, which can be further discussed as relevant to other domains: race, SES, education, and more. A foundation for intersectional discussions. Class expansion.

INSTITUTIONAL FACTORS. CONCEPT 8

An area that already has had profound impacts on public policies that assisted in eliminating *de jure* discrimination through work on the *doll tests*. This lends itself to a discussion of the role of the government for DEI concerns, as well as highlighting the separation between *de jure* and *de facto* rules. Includes how perpetuating *systematic expectations* adjust the expectations of "normal" for developing youth, via cultural assimilation of roles information.

expanded concept and reading list

concept 9.

MEDIA AND COMMUNICATION

EXAMPLE 1. this is the first of the *application* style lectures. Includes the impact of television shows on perpetuating stereotypes of categories including, but not limited to, **RACE**, **GENDER**, and **ETHNICITY**. In addition, will focus on CULTURAL and linguistic research into *accents* and *verbal tics*, which are particularly relevant to understanding how information is communicated to and from ESL speakers.

EXAMPLE 1. also includes communication styles to *reduce* misinformation and *aid* in making social change: from changing how people think about SES by *framing inequality* differently, to the impacts of tiktok on ADHD self-diagnoses, to police language choices that differ across **RACIAL** lines.

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/>.

A common mistake people make is in viewing history as a “linear” line toward some glorious end. This is not how our best understanding of progress has occurred, both inside and outside of the field of psychology. Class discussion.

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>.

Language is frequently imprecise, and can carry an array of connotations. Psychology research is designed to help students how understand commentary about DEI issues, as well as successful communicate about these ideas. This research is an important part of the field of psychology: to critically challenge naive assumptions of how things work. Relates to the next element, and will include an in-class discussion of how students are exposed to media effects, within and without a university. Class discussion.

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.

Another method of engagement that will broaden into a discussion of group polarization (and the negative consequences thereof) which are the root of all prejudice research, in categories of race, gender, ethnicity, culture, power, etc.. Class discussion.

INSTITUTIONAL FACTORS. CONCEPT 9

Includes a discussion of concerns of *ease-of-access* of information to ESL and international students, as well as a return of linguistic *framing effects* (see concept 3). Will focus on how DEI concerns are *described* and *discussed* in more-and-less formal areas (e.g., government, tiktok, etc.), and how very subtle linguistic variations can communicate about expected *social norms*. Includes implicitly biased language that reinforces negative outgroup biases and qualifying “tags” (e.g., “lady doctor”) which may lead to pay discrepancies in the workplace. Even includes *name effects*, which have broad consequences on the hiring of employees of different cultures, which can result in a self-perpetuating cycle of economic imbalance.

expanded concept and reading list

concept 10.

SCHOOLS AND STUDENTS

EXAMPLE 1. students will explore topics *directly* relevant to their current experiences in *university*. Includes a variety of classic *stereotype threat* research on students that are differentially relevant to students of different **RACE**, **GENDER**, and **ETHNIC** identities: for example, *racial* threat on intelligence tests, *gender* threats on mathematics tests, and *cultural or ethnic threats* for students on *English* or *literature* tests.

EXAMPLE 1. also directly relates to improving attitudes towards **DIVERSITY** in classrooms: this research will both be *experienced* and *discussed*. We will also directly review meta-research on how the **GENDER**, and **ETHNICITY** of *instructors* (like me!) adjust how credible the information in this class will seem.

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.

This is very intentionally meant to start broader conversations BEYOND a single class. From introducing a new topic, to discussing how/when/why issues related to the GEs of this class are represented, and in what manner. In addition, this will lead to broader discussions about university approaches to DEI and race, gender, and ethnicity issues. For example, the students will read and discuss psychological research on how administrators' attempts to promote equitable outcomes (e.g., approaches to recruit women for STEM using role models) may ironically result on negative consequences (e.g., pushing women away from STEM via certain role models), if those administrators are not appropriately aware of psychological research. Class expansion, class discussion.

INSTITUTIONAL FACTORS. CONCEPT 10

Critical examination of institutional policies (e.g., diversity initiatives, role model selections, affirmative action) that have been broadly disseminated as a feature of higher education. Includes the best modern psychology research about the consequences of these policies the students themselves are experiencing. Most importantly, attends to systematic differences among students based on their own culture, that can result in differential performance (e.g., math) *for the rest of their lives* if not appropriately addressed. Includes a discussion on school and education experiences from domains beyond psychology, and how this work can be related to or separated from psychological approaches to intersectional issues of student life and even to stereotypical expectations of instructors on broader institutional climates of higher education.

expanded concept and reading list

concept 11.

STRESS, HEALTH, AND POVERTY

EXAMPLE 1. examining the intersection of how stereotyping, prejudice, and wealth can impact people physically and psychologically. While this category is across multiple lines, and much work is being pulled from *the handbook of race, ethnicity, and gender in psychology*, and the content will largely focus on categories of **RACE** and **ETHNICITY**. This includes a wealth of cognitive factors of the impact of *poverty* (which also relates this research to the *disadvantaged* and *immigrant* populations). Even moves into the *meaning and functions* of money across **CULTURAL** lines.

EXAMPLE 2. a body of work conducted primarily in the UNITED STATES has focused on *implicit and explicit* **RACIAL** prejudices on health outcomes: from the negative impact of *colorblind* perspectives, to local and *national* health disparities.

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>.

All three of the aforementioned works are important elements to understand how impactful psychological factors can be on physiological health. We will critically evaluate these issues from interpersonal to institutional levels. For example: interpersonal discrimination can cause immediate negative health outcomes, but broad system structures that perpetuate inequality can result in sustained stress consequences, that can produce a dangerous cycle of chronic cortisol stressors which can be passed through generations. Class expansion.

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

Given that we now have evidence of the psychology-physiology link (even going into a direct link between physical and social pain), we can now move into existing systems of providing "relief" from pain. Prior government sponsored work (e.g., Tuskegee) and immigrant concerns can frequently lead to certain groups of Americans avoiding hospitals due to systemic and existential threats (e.g., worry about sterilization, deportation, or more). The vicious cycle between the earlier and this later work will be expounded on. Class expansion and discussion.

INSTITUTIONAL FACTORS. CONCEPT 11

SES and medical outcomes may be linked. This can produce a vicious cycle: the less wealth one is, the more sick they are, so the less opportunities they have, so on and so forth. *Systemic* and *cyclical* models of mental health, physical health, stress and threat responses will be discussed. This includes intersectional concerns (e.g., race, gender, and the combination of these factors) for patients *and* doctors, along with historical examples (e.g., Tuskegee) that result in persistent consequences to this day. Ongoing *intersectional struggles* and their consequences of hospitals and health providers will be explored through a psychological lens.

expanded concept and reading list

concept 12.

BOYS AND GIRLS

EXAMPLE 1. this section's name is a bit ironic, as it will clarify both *asymmetries* AND *symmetries*, as well as moving beyond dichotomous gender identities into more *complicated social identities*, as well as features of *sexual orientation*.

EXAMPLE 2. primarily focuses on **GENDER** effects, including *objectification* and *sexualization* of different genders, but also moves into the **INTERSECTION** of *culture* and *gender*, for what social roles are expected across different countries and over time. Includes psychology research on *prejudice*, *discrimination*, and large cultural consequences – including predicting deaths from hurricanes based on their names.

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>.

A fantastic summary of the history, origins, and effects of gender stereotypes. This will help highlight how this area is discussed within the field of psychology, as well as having students compare these topics within the area to how they are colloquially discussed. Class expansion.

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.

Students actively engaging with the class content. A continuation of earlier versions: students exploring their routine experience, sharing their own experiences (and listening to others'), and then connecting that content back to the in-class lectures. Class discussion.

INSTITUTIONAL FACTORS. CONCEPT 12

Gender roles (and importantly, factors concerning sexual minorities) have been a cause of such concern that the Supreme Court has had to rule on relevant decisions (e.g., Obergefell v. Hodges, 2015), on how this particularly pertains to intersectional identities (e.g., as an extension of earlier racial work). Importantly, we can discuss how such Supreme Court decisions have psychological consequences for pervasive, adjusted, national attitudes on social policy decisions. Research will attend to *psychological factors* that adjust how group members are considered, cultural *intersection* of expected gender roles, and modern consequences. A particular focus on *hostile-benevolent sexism* may explain persisting patterns of policies will be considered, along with growing research on the intersection of gender roles and sexual minorities as a center of current and historical national discourse. Case study examples will be considered.

expanded concept and reading list

concept 13.

EXPATRIATION

EXAMPLE 1. students will primarily explore the consequences of **ETHNICITY** on *assimilation, expectations, and immigration*: both from the perspective of immigrant families and those in the *cultures* into which they immigrate. Students will discuss and read research on how majority-minority adjustments change attitudes towards **RACIAL, GENDER, and ETHNIC** groups due to *relative deprivation* and *social dominance*. Includes both school-specific research on *cultural mascots*, and cross-national research on the *border bias*, in which lines on a map change citizens' attitudes to immigration and their own belief in safety. This latter research connects the *expatriation* section back into the *environmental impacts* section.

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).*

A profound, complete highlighting of a host of psychological features of immigrants from a variety of different cultural backgrounds. Additionally, includes direct recommendations for broad policy changes, moving into how psychologists have driven for systemic changes to address existing inequities. Class discussion.

INSTITUTIONAL FACTORS. CONCEPT 13

Immigration attitudes are the crux of economic, national security, and humanitarian arguments. An *intersectional* approach will include explorations of which immigrants are most “psychologically palatable,” how stereotypes of immigrants affect acceptance, and even environmental factors like “lines of a map” all adjust personal and group approaches to explaining and understanding ongoing immigration policies (along with possible cultural biases therein). Discussion of lived experiences, along with international policy, will focus on (in)consistencies over time and directly discuss power imbalances between groups.

expanded concept and reading list

concept 14.

REDUCING STEREOTYPING AND PREJUDICE

EXAMPLE 1. as stereotypes, prejudice, and discrimination apply to all of the course categories of **RACE**, **GENDER**, and **ETHNICITY**, this section should be particularly vital. Perhaps the most important research will discuss how to *minimize* or *eliminate* implicit biases of all of the prior categories. It will move beyond classic interventions, to include modern methods of *targeting inequality*, which includes elements of *scarcity mindsets*, *inequality beliefs*, and *class privilege justifications*.

CLASS ENDS WITH / AM?

week 15. 19-Apr to 25-Apr

REDUCING STEREOTYPING AND PREJUDICE

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

A self-reflective scholarly examination of the field of psychology itself. A consideration of what peoples are recruited for studies, conducting the research, publications, over time. A meta-assessment discussion of race and intersectionality research for the field, by the field. Class discussion.

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

Reflection.

INSTITUTIONAL FACTORS. CONCEPT 14

Returns to reflect on definitions of intersectionality, systemic and personal impacts, and the field of psychology as a whole. Evaluations of recruitment, intersectionality, and time in the field of psychology that may impact the research conducted in the area as a whole. In addition, includes a focus on eliminating individual *biases*, as well as targeting biases towards groups. *System justification research* will demonstrate how broad belief systems can be defended, even by those who are hurting (through dissonance mechanisms), that will apply within and beyond the field of psychology. Finally, includes a psychological *manipulation* that has proven effective at increasing minority student grades over multiple years of college – an actual, measurable real-world improvement which should result in a cascade of performance gains even beyond college..

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 is about a study that is covered in an *in-class lecture*, and not a supplemental reading.

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

BUILDING A STUDY GUIDE

A new crop of questions will be available for you to review *every week* of the class. The content of these questions will match the lecture-content we cover.

As we work through a *lecture* or *module*, a variety of questions designed to have you *review* or *expand beyond* the given research will be present. As these are directly related to a particular week, the questions may not be answerable ahead of time – this is ok! You are not expected to understand how the questions all connect to the content, until you *experience* the content!

VALUE

As an educational tool, this process should help you *review course content*, provide *exam* preparation, and further *understanding*.

Generally, weekly questions are aimed at fulfilling LEARNING OUTCOMES 1.1, and 1.4

Specific questions will direct at other OUTCOMES, depending on the *class content* of that week and the question itself.

STUDIES

Many weekly questions will highlight either psychological *theories* or *studies* relevant to **RACE, GENDER, ETHNICITY** and **INTERSECTIONALITY**.

Because the weekly questions are regarding the specific class lecture content, any study citations in this section will be referring to that work *that we discuss in the class itself*. They will not require the supplemental readings to complete.

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, collective 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? LO1.2, 1.3, 1.4, 2.3

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. LO1.1, 1.4

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. LO2.1

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? LO1.2, 1.3, 2.2, 2.3,

Psychological perspective of youth as “juveniles” v. “adults” can impact severity of punishment. Explain one (1) real-world impact, and one (1) possible solution. LO1.2, 1.4, 2.2

the journal assignment

BROADER EXPANSION, CONSIDERATION, AND VALUE

While the weekly questions are about *reviewing* specific course content, the journal assignments are more about *applying* course content back to your own lives. This section is focused on developing *takeaways*, wrestling with *ideas*, and focusing on *creative solutions* to personal and societal problems caused by stereotypes, prejudice, and discrimination surrounding **RACE**, **GENDER**, and **ETHNICITY**.

VALUE

As an educational tool, this process should help you *apply and expand on course content*, and particularly *personally invest* in the science.

Generally, the journaling assignments are aimed at fulfilling LEARNING OUTCOMES 1.3, and most directly GOAL 2 OUTCOMES 2.1, 2.2., and 2.3 to different degrees depending on the specific section.

IN-CLASS INTERACTIONS

Journal assignments will be discussed in a *full class discussion* at the end of the semester (when all have been completed), in *small group discussions* (throughout the semester), and on a *volunteer basis* more frequently.

The greatest value in completing these questions is in *comparing and contrasting* with other students who may share different **RACES**, **GENDER IDENTITIES**, and **ETHNIC backgrounds**. As such, the written directions do not stand alone, and are only a piece of the broader applications of this assignment.

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. *In addition, we will move beyond a focus merely on the self, to consider how PEOPLE MAKE GROUPS, and GROUPS MAKE PEOPLE.*

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?”). *Consider yourself and others.*
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. *Move beyond the class, to think about what purpose these tests can serve.*
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? *Engage with real psychology research, which directly relates to work on stereotyping and prejudice.*

4. IN CLASS DISCUSSION.

- a. Share your results in small groups of three (3) students. What were the central differences between group members? Points of connection?
- b. Move beyond the individual. Self-concepts have been argued to be developed not in an isolated capacity, but in *contrast to other peoples*. That is: if I am not a *you*, there must be a *me* (remember the rouge test!). Describe the differences between *simple self-concepts* and *complex self-concepts*, and the impact this separation has on prejudice towards members of different **RACES, GENDERS, and ETHNICITIES**.
- c. Discuss the core *cultural “personality”* differences, between *individualistic* and *collectivistic* cultures. Were these differences specific to **RACE, GENDER, and ETHNICITY** lines? What are the implications?

the journal samples

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? *Metacognitively consider your current position.*
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?
 - a. For the impact section, specifically discuss *football rivalries and mixed messaging*. We have discussed how categorization of *in-groups* and *out-groups* are the foundation for **PREJUDICE**. While football competitions cross **RACE**, **GENDER**, and **ETHNIC** lines, the emphasis on divisions may ironically be *training* students to focus on *ingroup/outgroup* identities. Perpetuating strict school divisions may be seen as a form of *school-sponsored prejudice*. How do schools' encouragement of *competitive identities* match or mismatch with the current push for greater support of **DIVERSITY** and **TOGETHERNESS**? What are some implications?
3. Our previous discussion involved forms of *ironic consequences of institutional structures*, and this question continues that idea. 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 on **GENDER** lines) by pushing women away from enrolling into STEM courses, and as such result in **EVEN WORSE** outcomes. This widespread University attempt to promote positive social change *actually* may inhibit it.
 - a. Describe one (1) assumption you have about school or education, and then design a study to test your assumption! *Directly discuss research on ironic consequences of promoting some forms of equity initiatives produce more inequitable outcomes. Move from past research to developing novel research.* **BE PREPARED TO SHARE IN CLASS.**

the scientific study report

PUSH AND PULL; TAKING OWNERSHIP OF EDUCATION

The *scientific study report* will allow you to explore new and novel research in the fields of **RACE**, **GENDER**, and **ETHNICITY**. We cover a tremendous array of curated psychological research directly relevant to these topics, and now it is your turn to find novel *science* to bring into the fold. This project will involve you gaining a *new understanding* by locating *personally interesting* research on **RACE**, **GENDER**, **ETHNICITY** (or all three!) within the psychology literature. You will following a guided exploration of this *new* work, and then relate it back to the *covered classroom content*.

VALUE

As an educational tool, this process should help you *locate new research*, and *personally invest* in the science, *share your findings* with peers, and *connect it back to classic research* in research on **RACE**, **GENDER**, and **ETHNICITY**

Generally, the journaling assignments are aimed at fulfilling LEARNING OUTCOMES 1.3, and most directly GOAL 2 OUTCOMES 1.1, 1.4, and 2.2.. Depending on the chosen article, other outcomes may be relevant as well.

the scientific study report

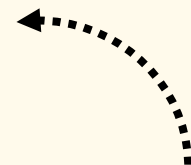
INSTRUCTOR'S NOTE. It is essential that students in science-based classes have experience finding, reading, and interpreting scientific work. I have modified a version of this assignment developed for upper-level classes in my *a Study of Sin: a primer on moral psychology* freshman seminar. As it has 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, and the myriad of human features that make up personal and group identities. 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 **RACE, GENDER, ETHNICITY**, or related work (e.g., how these impact social structures, identity, and personality), 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 or abstract, and flip through them.

Choose one article that you find **the most interesting**, and read it in its entirety.



EXAMPLE PAPER

the scientific study report, cont.

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

There are 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. explain **how this paper relates to the study of RACE, GENDER, ETHNICITY, or INTERSECTIONALITY**. Specifically, outline the *learning objectives* that you think this paper can help address.
5. What is the **most interesting thing you learned from this paper**: be specific!
6. relate the contents of this paper **BACK to at least two (2) concepts** we discussed in class surrounding a psychological approach to **RACE, GENDER, or ETHNICITY**. Clearly *identify* the concepts and *discuss* how they are relevant to this study.
7. Relate this unique study to **own life**: how can you *personally* use the *results* of this paper?
8. Relate this unique study to **others' lives**: how could you use this paper to better understand *individual* differences or *cultural* differences. How can this research be broadly used to address some (any) **real-world problem**.
9. What was the *sample* of this paper? Did the author's gather a representative sample across dimensions of **RACE, GENDER, or ETHNICITY**, or did they have a narrower, more targeted sample? *Why* did they use this sample for their study?

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 scientific study report, cont.

LOCATING ARTICLES. several examples listed below. 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 page. The search bar contains 'race, gender, ethnicity, identity'. On the left, there is a sidebar with filters. Under 'SUBJECT:', 'Psychology (11,913)' is highlighted with a yellow box. Under 'ACCESS TYPE:', 'All content' is selected. The main results area shows three articles. The first article is 'Disgust, Harm, and Morality in Politics' by Pauline T. P. van den Bosch, et al. 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. The third article is 'Mind Perception Is the Essence of Morality'. Each article has a 'Download PDF' button. A red text box with an arrow points to the 'Psychology' subject filter, stating: 'Make sure to highlight the subject of psychology under Refine Results after you have chosen your relevant keywords.' Another red text box with an arrow points to the 'Download PDF' button for the second article, stating: 'Use the Download PDF button to read the article's full text.'

The screenshot shows the PLOS ONE search results page. The search bar contains 'race, gender, ethnicity, identity'. The page shows 3,075 results for 'morality'. The 'Sort By' dropdown is set to 'Relevance'. There are filters for 'Psychology x', 'Social sciences x', and 'PLOS ONE x'. On the left, there is a sidebar with filters. Under 'Journal:', 'PLOS ONE' is selected. Under 'Subject Area:', 'Psychology' and 'Social sciences' are highlighted with yellow boxes. The main results area shows several articles. The first article is 'Virtual Moralities: The Role of Moral Emotions in Moral Decision Making' by Kaitlyn L. Quinn, et al. The second article is 'Self-Enhancement in Moral Hypocrisy: Moral Superiority and Moral Identity are About Better Intentions' by Xinyu Chen, et al. The third article is 'The Everyday Moral Judge – Autobiographical Recollections of Moral Emotions' by Nadia Kimmel, et al. Each article has a 'Download PDF' button. A red text box with an arrow points to the 'Social sciences' subject filter, stating: 'Make sure to highlight the subject of social sciences, then psychology under Subject Area after you have chosen your relevant keywords.' Another red text box with an arrow points to the 'Download PDF' button for the second article, stating: 'After clicking an article, use the Download PDF button to read the article's full text.'

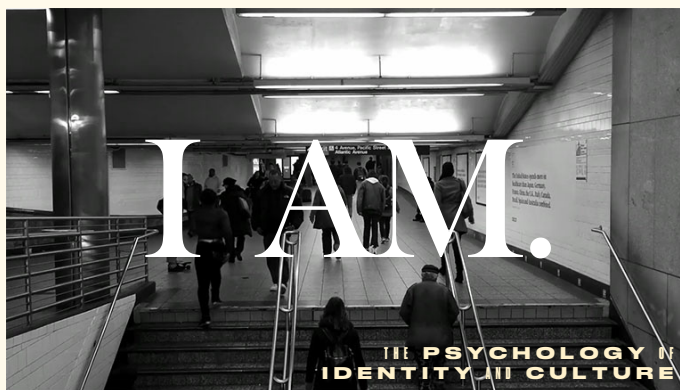
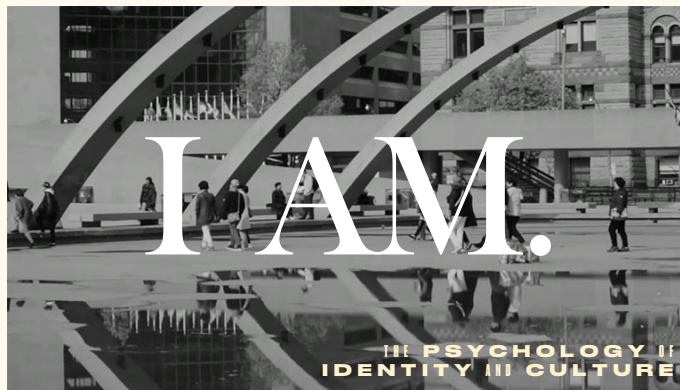
representative sample list of psychology theories

A SAMPLING

This class will be covering a wide gamut of research on **RACE, GENDER, ETHNICITY** and **INTERSECTIONALITY**, 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)