

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>3-1-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix Number</b>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>
<b>Credits</b> <i>(Review Provost Memorandum)</i>	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b>  <b>Pass/Fail</b>  <b>Sat/UnSat</b>	<b>Course Description</b> <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i>	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>			
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b>  <b>Yes</b> <b>No</b>  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b>			
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b> Department Chair <u>Bill O'Brien</u> College Curriculum Chair <u>Carmen Canote Quesada</u> College Dean <u>Terje Hill</u> UUPC Chair <u>Jerry Haky</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____			<b>Date</b> <u>1/25/21</u> <u>1/22/21</u> <u>1/25/21</u> <u>3-2-21</u> <u>3-2-21</u> _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

# syllabus: psy 4923 honors advanced seminar in psychology

## basics

This is **PSY 4923 Section x**. It is a 3-credit class offered in the **Spring 2023** term. The class meets **MW 930-1150** in (Building Room). There is no lab.

The professor is Kevin Lanning. My office hours are **MT 2-4** in WB 214. Additional times can be scheduled as needed. Please make an appointment at <https://calendly.com/kevin-lanning/student-advising>. My office phone is (561) 594-1018, but it is quicker to reach me via email at [lanning@fau.edu](mailto:lanning@fau.edu).

**course prerequisites / co-requisites:** Prerequisites include Junior or Senior standing, WHC concentration in psych or neurosci/beh & cognition, and permission of instructor.

**course description:** PSY 4923 is an advanced honors seminar in psychology. It provides students concentrating in Psychology and Behavioral/Cognitive Neuroscience with an in-depth introduction to the primary research literature in an important topic in psychology.

**course delivery mode:** [in person].

**note of honors distinction:** The course receives honors credit by virtue of its small class size, by virtue of a dialectic approach in the classroom structure, and by the fact that students receive extensive exposure to supplementary materials and primary sources. This course differs substantially from a non-Honors course in that (a) the expectations for participation in class discussions will be greater than in a typical undergraduate course with a larger number of students, (b) class projects will be undertaken in heterogeneous groups in which students will be teaching and learning from their peers as well as the instructor, (c) assignments and expectations will be, to some extent, tailored to the backgrounds and interests of the individual student, and (d) the subject matter will be examined in significantly greater breadth than in a typical undergraduate class.

## course objectives / student learning outcomes

The Honors Advanced Seminar in Psychology is intended to provide students with an in-depth introduction to the primary research literature in psychology. The topic for this course differs each semester, but regardless, students will gain an improvement in (a) critical thinking skills as they examine multiple conceptual perspectives on a topic of interest and, (b) understanding applied psychological methods as they closely examine and/or reproduce analyses of data reported in new studies in the public domain.

This semester, our topic is **Personality, Geography, and Culture**. This interdisciplinary topic will, in addition to the objectives immediately described above, also provide students with insight into the extent, nature, and significance of the geographic sorting of America. To what extent do our neighbors resemble us, and what does that mean?

## required texts and materials

There are no required texts. Papers will be drawn from the research literature; a working bibliography is provided below. Note that the specific course readings are likely to change as a function of student interest.

All readings will be available in the files section off Canvas.

**minimum technology and computer requirements:** None.

## course assessments, assignments, & grading policy

You will be expected to lead, together with one or more of your classmates, discussion on four occasions over the course of the term. (We'll arrange dates and select topics during the first week). For each of these four classes, you will also write a brief paper intended to summarize and extend upon the assigned readings. **The first three of these papers will be co-written with classmates, and will be worth 15% of your grade. The last paper you will write on your own, and will be worth 25% of your grade.** Each of these papers, whether written with your classmate or alone, should be no more than 10 pages long. Grades on these papers will reflect both the written assignment and your preparation for leading the discussion. The first three papers will be due at the beginning of class one week following completion of each section of the course (so, for example, if section 3 of the class ends on February 17, then students writing papers on this part of the class will be expected to submit their papers by February 24; please see syllabus). The final paper will be due on the date of the Final exam.

The remaining **30% of your grade will be earned by attending class and demonstrating that you have done the assigned readings on those days where you will not be presenting a reaction paper.** On those dates, you will be expected to read one article closely (or several less closely); your reading should allow you to answer a simple question on a possible quiz at the beginning of class and/or to include informed questions, comments, and contributions to class discussion.

**time commitment per credit hour:** This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week is expected for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which usually have a shortened time-frame. Fully online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## course grading scale

grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
min	93	90	87	83	80	77	73	70	67	63	60	0
max	100	92	89	86	82	79	76	72	69	66	62	59

*note that in borderline cases, students may receive the higher of two grades if there is evidence of sustained effort and/or improvement over the course of the term*

## schedule and due dates

The schedule is a dynamic document. While due dates for the first (March 10) and second (March 23) are, pending any university-wide mandates, fixed, all other dates and content are subject to change. Please go to this link for the most recent changes. Here is the schedule as of 2021-01-15:

[Note that the schedule will appear as a window here in the HTML/Web version of this document]

Again, please see this link for the latest updates.

## course policies

**incomplete grade policy:** University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**attendance policy:** As noted above, attendance is expected and will contribute to the portion of grades assessed as “class participation.” Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

**special course requirements:** None.

### **additional selected university & college policies**

**classroom etiquette/disruptive behavior policy statement:** Disruptive behavior is defined in the FAU Student Code of Conduct as “. . . activities which interfere with the educational mission within classroom.” Students who disrupt the educational experiences of other students and/or the instructor’s course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct. For more information, please see the FAU Office of Student Conduct.

**code of academic integrity policy statement:** Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 and the WHC code at <http://www.fau.edu/honors/academics/honor-code.php>.

**plagiarism** is the deliberate use and appropriation of another’s work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. If in doubt, cite your source.

**accessibility policy statement:** In compliance with the Americans with Disabilities Act Amendments (ADAAA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult Student Accessibility Services. (Boca Raton: (561) 297-3880, Fax: (561) 297-2184, TTY: 711; Davie: (954) 236-1222, Fax: (954) 236-1123, TTY: 711, Jupiter: (561) 799-8721, Fax: (561) 799-8721, TTY: 711

**grade appeal process:** You may request a review of the final course grade when you believe that one of the following conditions apply: There was a computational or recording error in the grading, the grading process used non-academic criteria, there was a gross violation of the instructor’s own grading system. Chapter 4 of the University Regulations contains information on the grade appeals process.

**religious accommodation policy statement:** In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to

observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see Academic Policies and Regulations.

**university approved absence policy statement:** In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

**drops/withdrawals:** You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the FAU Registrar Office for more information.

**counseling and psychological services (CAPS) center:** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to [\\_http://www.fau.edu/counseling/](http://www.fau.edu/counseling/).

**COVID-19 statement:** All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).

## Bibliography

Please note that these readings are subject to change.

### 1. Introduction: Culture and personality

Heine, S. J., & Buchtel, E. E. (2008). Personality: The Universal and the Culturally Specific. *Annual Review of Psychology*, 60(1), 369–394. <https://doi.org/10/ccm2zz>

Heine, S. J., Buchtel, E. E., & Norenzayan, A. (2008). What Do Cross-National Comparisons of Personality Traits Tell Us?: The Case of Conscientiousness. *Psychological Science*, 19(4), 309–313. <https://doi.org/10/b429cv>

Henrich, J. (2014). Rice, Psychology, and Innovation. *Science*, 344(6184), 593–594. <https://doi.org/10/gf8cvp>

Henrich, Joseph, Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2–3), 61–83. <https://doi.org/10/c9j35b>

Muthukrishna, M., Bell, A. V., Henrich, J., Curtin, C. M., Gedranovich, A., McInerney, J., & Thue, B. (2020). Beyond Western, Educated, Industrial, Rich, and Democratic (WEIRD) Psychology: Measuring and Mapping Scales of Cultural and Psychological Distance. *Psychological Science*, 0956797620916782. <https://doi.org/10.1177/0956797620916782>

Obschonka, M., Stuetzer, M., Rentfrow, P. J., Shaw-Taylor, L., Satchell, M., Silbereisen, R. K., Potter, J., & Gosling, S. D. (2018). In the shadow of coal: How large-scale industries contributed to present-day regional differences in personality and well-being. *Journal of Personality and Social Psychology*, 115(5), 903–927. <https://doi.org/10.1037/pspp0000175>

Robins, R. W. (n.d.). *The Nature of Personality: Genes, Culture, and National Character*. 3.

Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-Scale Psychological Differences Within China Explained by Rice Versus Wheat Agriculture. *Science*, *344*(6184), 603–608. <https://doi.org/10/sp4>

## 2. Introduction: Geography and personality

Chen, H., Lai, K., He, L., & Yu, R. (2020). Where You Are Is Who You Are? The Geographical Account of Psychological Phenomena. *Frontiers in Psychology*, *11*. <https://doi.org/10.3389/fpsyg.2020.00536>

Rentfrow, Peter J. (2020). Geographical psychology. *Current Opinion in Psychology*, *32*, 165–170. <https://doi.org/10.1016/j.copsy.2019.09.009>

Rentfrow, Peter J., Gosling, S. D., & Potter, J. (2008). A Theory of the Emergence, Persistence, and Expression of Geographic Variation in Psychological Characteristics. *Perspectives on Psychological Science*, *3*(5), 339–369. <https://doi.org/10.1111/j.1745-6924.2008.00084.x>

Rentfrow, Peter J., & Jokela, M. (2016). Geographical Psychology: The Spatial Organization of Psychological Phenomena. *Current Directions in Psychological Science*, *25*(6), 393–398. <https://doi.org/10.1177/0963721416658446>

## 3. Differences within America: Woodard’s conceptual/historical model

Woodard, C. (2011). *American Nations: A History of the Eleven Rival Regional Cultures of North America*. Penguin.

## 4. Differences within America: Empirical studies

Bach, R. A., Defever, A. M., Chopik, W. J., & Konrath, S. H. (2017). Geographic variation in empathy: A state-level analysis. *Journal of Research in Personality*, *68*, 124–130. <https://doi.org/10.1016/j.jrp.2016.12.007>

Chopik, W. J., & Motyl, M. (2017). Is Virginia for lovers? Geographic variation in adult attachment orientation. *Journal of Research in Personality*, *66*, 38–45. <https://doi.org/10.1016/j.jrp.2016.12.004>

Oishi, S., Talhelm, T., & Lee, M. (2015). Personality and geography: Introverts prefer mountains. *Journal of Research in Personality*, *58*, 55–68. <https://doi.org/10.1016/j.jrp.2015.07.001>

Rentfrow, Peter J. (2018). *Geographical Variation in Subjective Well-Being*. 11.

Rentfrow, Peter J., Gosling, S. D., Jokela, M., Stillwell, D. J., Kosinski, M., & Potter, J. (2013). Divided we stand: Three psychological regions of the United States and their political, economic, social, and health correlates. *Journal of Personality and Social Psychology*, *105*(6), 996. <https://doi.org/10.1037/a0034434>

Rentfrow, Peter Jason. (2010). Statewide differences in personality: Toward a psychological geography of the United States. *American Psychologist*, *65*(6), 548. <https://doi.org/10.1037/a0018194>

## 5. Some methodological issues in the study of geography and personality

Elleman, L. G., Condon, D. M., Holtzman, N. S., Allen, V. R., & Revelle, W. (2020). *Smaller is better: Associations between personality and demographics are improved by examining narrower traits and regions* [Preprint]. PsyArXiv. <https://doi.org/10.31234/osf.io/dpimg2>

Hoover, J., & Dehghani, M. (2018). *The Big, The Bad, and The Ugly: Geographic estimation with flawed psychological data*. PsyArXiv. <https://doi.org/10.31234/osf.io/bthqc>

Wood, D. (2011). *Regional differences in personality exist, but how do we get to them? The case of conscientiousness*. *American Psychologist*; US: American Psychological Association. <https://doi.org/10.1037/a0024719>

## 6. Personality fit, geographic sorting, and mobility

Bleidorn, W., Schönbrodt, F., Gebauer, J. E., Rentfrow, P. J., Potter, J., & Gosling, S. D. (2016). To Live Among Like-Minded Others: Exploring the Links Between Person-City Personality Fit and Self-Esteem. *Psychological Science*, *27*(3), 419–427. <https://doi.org/10.1177/0956797615627133>

McCann, S. J. H. (2015). Big Five Personality and Residential Mobility: A State-Level Analysis of the USA. *The Journal of Social Psychology*, *155*(3), 274–291. <https://doi.org/10.1080/00224545.2015.1007027>

## 7. Personality and geography: International studies

Coutrot, A., Manley, E., Yesiltepe, D., Dalton, R. C., Wiener, J. M., Hölscher, C., Hornberger, M., & Spiers, H. J. (2020). Cities have a negative impact on navigation ability: Evidence from 38 countries. *BioRxiv*, 2020.01.23.917211. <https://doi.org/10.1101/2020.01.23.917211>

Ebert, T., Gebauer, J. E., Brenner, T., Bleidorn, W., Gosling, S. D., Potter, J., & Rentfrow, P. J. (2019). Are Regional Differences in Personality and their Correlates robust? Applying Spatial Analysis Techniques to Examine Regional Variation in Personality across the U.S. and Germany. In *Working Papers on Innovation and Space* (No. 2019–05; Working Papers on Innovation and Space). Philipps University Marburg, Department of Geography. <https://ideas.repec.org/p/pum/wpaper/2019-05.html>

Obschonka, M., Schmitt-Rodermund, E., Silbereisen, R. K., Gosling, S. D., & Potter, J. (2013). The regional distribution and correlates of an entrepreneurship-prone personality profile in the United States, Germany, and the United Kingdom: A socioecological perspective. *Journal of Personality and Social Psychology*, *105*(1), 104–122. <https://doi.org/10.1037/a0032275>

## 8. Personality, geography, and health: Empirical findings

Eichstaedt, Johannes C., & Giorgi, S. (2014). *Twitter Predicts Heart Disease*. <https://doi.org/None>

Heck, D. W., Thielmann, I., Klein, S. A., & Hilbig, B. E. (2020). On the Limited Generality of Air Pollution and Anxiety as Causal Determinants of Unethical Behavior: Commentary on Lu, Lee, Gino, and Galinsky (2018). *Psychological Science*, 0956797619866627. <https://doi.org/10.1177/0956797619866627>

Ireland, M. E., Schwartz, H. A., Chen, Q., Ungar, L. H., & Albarracín, D. (2015). Future-oriented tweets predict lower county-level HIV prevalence in the United States. *Health Psychology*, *34*(Suppl), 1252. <https://doi.org/10.1037/hea0000279>

Jaidka, K., Eichstaedt, J., Giorgi, S., Schwartz, H. A., Efron, N., & Ungar, L. H. (2020). Information-seeking vs. sharing: Which explains regional health? An analysis of Google Search and Twitter trends. *Telematics and Informatics*, 101540. <https://doi.org/10.1016/j.tele.2020.101540>

Widener, M. J., & Li, W. (2014). Using geolocated Twitter data to monitor the prevalence of healthy and unhealthy food references across the US. *Applied Geography*, *54*, 189–197. <https://doi.org/10.1016/j.apgeog.2014.07.017>

## 9. Stereotypes about regions and nations

McCrae, R. R., Chan, W., Jussim, L., De Fruyt, F., Löckenhoff, C. E., De Bolle, M., Costa, P. T., Hřebíčková, M., Graf, S., Realo, A., Allik, J., Nakazato, K., Shimonaka, Y., Yik, M., Ficková, E., Brunner-Sciarrà, M.,

- Reátigui, N., Leibovich de Figueora, N., Schmidt, V., . . . Terracciano, A. (2013). The inaccuracy of national character stereotypes. *Journal of Research in Personality*, *47*(6), 831–842. <https://doi.org/10.1016/j.jrp.2013.08.006>
- Rogers, K. H., & Wood, D. (2010). Accuracy of United States regional personality stereotypes. *Journal of Research in Personality*, *44*(6), 704–713. <https://doi.org/10.1016/j.jrp.2010.09.006>
- Terracciano, A. (2005). National Character Does Not Reflect Mean Personality Trait Levels in 49 Cultures. *Science*, *310*(5745), 96–100. <https://doi.org/10.1126/science.1117199>
- Williams, K. E. G., Sng, O., & Neuberg, S. L. (2016). Ecology-driven stereotypes override race stereotypes. *Proceedings of the National Academy of Sciences*, *113*(2), 310–315. <https://doi.org/10.1073/pnas.1519401113>



meeting number	section	readings	primary responsibility for leading discussion	due dates
<b>Schedule for Honors Advanced Seminar in Psychology: Personality, Geography, &amp; Culture</b>				
1	Course overview	none	Lanning	
2	Introduction: Culture and personality	see section 1 in references	Lanning	
3	Introduction: Culture and personality	see section 1 in references	students TBA	
4	Introduction: Culture and personality	see section 1 in references	students TBA	
5	Introduction: Geography and personality	see section 2 in references	Lanning	
6	Introduction: Geography and personality	see section 2 in references	students TBA	papers due for students presenting in section 1
7	Introduction: Geography and personality	see section 2 in references	students TBA	
8	Differences within America: Woodard's model	see section 3 in references	students TBA	
9	Differences within America: Woodard's model	see section 3 in references	students TBA	papers due for students presenting in section 2
10	Differences within America: Woodard's model	see section 3 in references	students TBA	
11	Differences within America: Empirical studies	see section 4 in references	Lanning	
12	Differences within America: Empirical studies	see section 4 in references	students TBA	papers due for students presenting in section 3
13	Differences within America: Empirical studies	see section 4 in references	students TBA	
14	Differences within America: Empirical studies	see section 4 in references	students TBA	
15	methodological issues	see section 5 in references	Lanning	
16	methodological issues	see section 5 in references	Lanning	papers due for students presenting in section 4
17	methodological issues	see section 5 in references	students TBA	
18	fit, sorting, and mobility	see section 6 in references	students TBA	
19	fit, sorting, and mobility	see section 6 in references	students TBA	papers due for students presenting in section 5
20	international studies	see section 7 in references	students TBA	
21	international studies	see section 7 in references	students TBA	papers due for students presenting in section 6
22	international studies	see section 7 in references	students TBA	

meeting number	section	readings	primary responsibility for leading discussion	due dates
23	personality, geography, and health	see section 8 in references	Lanning	
24	personality, geography, and health	see section 8 in references	students TBA	papers due for students presenting in section 7
25	personality, geography, and health	see section 8 in references	students TBA	
26	personality, geography, and health	see section 8 in references	students TBA	
27	Stereotypes about regions	see section 9 in references	Lanning	
28	Stereotypes about regions	see section 9 in references	Lanning	papers due for students presenting in section 8
29	final exam scheduled			final papers due