



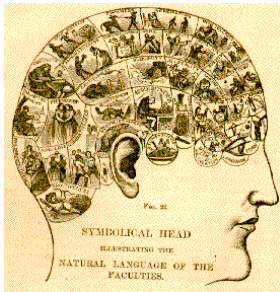
Section 02 & 07 - 8:30/10:00 a.m. Fall 2022

### Syllabus

Dr. Lawrence Burns, 2219 ASH, 331-2862, Email [burnsl@gvsu.edu](mailto:burnsl@gvsu.edu)  
Class hours: Tu/Th—8:30-9:45 & 10:00-11:15, room MAK-A1111

**Office Hours:** I am looking forward to meeting and talking with you this semester. I will be in my office Tuesdays and Thursdays from 12:50-1:50. If these times are not convenient, please contact me to arrange an appointment.

**Required Text:** None—primary sources only.



**Course Overview:** Psychology is a diverse area of study. Based on contemporary work, both theoretical and applied, this course will offer a survey of major viewpoints in psychology. Readings from other disciplines (biology, medicine, sociology, philosophy, etc.) will be included to highlight various aspects of the study of psychology and its relation to other sciences.

**Class Format:** This is not a lecture class. This is a discussion-based course. I encourage you to ask questions and participate in classroom discussions. Your grade is based in part on your participation. Reading class material prior to class attendance will be required. Due to class format, frequent absences may reduce your final grade.

**Objectives:** Upon successfully completing this course, students will be able to: 1) Identify concepts associated with major theoretical perspectives and empirical findings in the discipline. 2) Engage in the application of major theoretical perspectives and empirical findings in the discipline. 3) Describe alternative theoretical perspectives within the discipline and, where possible, integrate/synthesize across these perspectives. 4) Recognize various sources of bias in psychological research and how these can affect the interpretation or usefulness of research findings. 5) Analyze and explain interdisciplinary approaches to psychological questions. 6) Recognize and produce an appropriate level of professional-style writing.

**Grading:** Your final grade will be based on three (3) exams, eleven (11) write-ups and questions related to the assigned readings (submitted weekly), and class participation. Each exam will consist of a minimum of four (answer three) essay questions drawn from the readings and class discussions. Each exam will cover material from a particular course section and will count equally toward your final grade. The third exam (given during finals week) will not be comprehensive. Each exam will count for 60 points. Questions & write-ups will be worth 187 points (11@17 points combined). Participation will be worth 57 points [19@3.0 of 22 (drop three of your choice)]. Thus, the maximum number of points you can gain for all exams, write-ups, questions, and participation is 424. You are guaranteed the following grade based on your total score:

#### Grade Point Distribution

393-424 A  
384-392 A-  
374-383 B+  
348-373 B  
340-347 B-  
333-339 C+  
307-332 C  
297-306 C-  
275-296 D+  
255-274 D  
<255 F

**Make-up Exams:** I will give make-up exams based on extenuating circumstances.

Due to the course's discussion-based format, please, **no computer use/cell phone** texting during class time.

**GVSU Policy Pointers—  
Disabilities Support Resources**

If you have any condition, such as a physical or mental disability, which will make it difficult for you to carry out the work as outlined, or which will require extra time on examinations, please notify me in the first week of the course so that we can make appropriate arrangements.

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

**Caring for Students**

Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out, and we will figure out accommodations.

**Face coverings**

Face coverings, such as masks, are required to be worn in the classroom. Students who have forgotten their face coverings may get a disposable mask at a campus office. The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with an inclusive living and learning environment with equitable opportunities for success](#). [GVSU's policy on face coverings](#) is posted on the Lakers Together website. Students who are not able to wear a face covering due to a medical condition should [contact Disability Support Services \(DSR\)](#) to discuss their individual situation.

**Mental Health**

Mental health concerns, including overwhelming stress, excessive worry, difficulty participating in daily activities, and changes in mood, appetite, or sleep patterns, can interfere with your academic performance. College student surveys report that roughly 1 out of 3 students screen positive for a current mental health concern ([Healthy Minds Study](#)). GVSU values your health and wellness and provides services to support your mental health. If you would like mental health support or are concerned for another member of our campus community, reach out to the [University Counseling Center](#) for free resources, self-help options, and services. Also, visit [Campus Recreation & Wellness](#) for additional health and wellness programming.

**Emergency Procedures:**

Fire: Immediately proceed to the nearest exit during a fire alarm. Do not use elevators.

More information is available on the University's Emergency website located at <http://www.gvsu.edu/emergency>

## Course processes (3)

I. **Weekly essays.** (15 points for all articles- each week)

→ **Extensive "How to" materials on Bb**—please review these carefully.

What is the point of the article, TED talk, blog, advertisement, or other forms of media? Focus on the theoretical premise of **each**. You may (briefly) discuss the methodological strengths and weaknesses of the source, but this is **not** to be a "book report" or simple reiteration. Please make sure each of your essays provides a concise synthesis of your **thoughts**. What is **your** impression of the author(s) or creator's perspective, and **why**? Explain and apply the material, findings, and/or data within each of the sources (please see Bb for several examples).

→Use the *weekly grade sheet* as your cover sheet for each set of weekly write-ups (attached as well as posted on Bb), and please **assemble your essays in the exact order as on Bb**.

Use APA style for each write-up. Use the author's name as the header along with the page number, center the title of **each** paper being reviewed on the first line, and place the bibliographic listing as the final lines of each essay).

Microsoft Word: [How to Insert Different Headers on Each Page](#)

Header--→	Alpers 1
Title centered →	Angst in America
---Your synopsis here---	
References	
Alpers, B. L. (2005). Angst in America, <i>Reviews in American History</i> , 33(2), 293-299.	

→Feel free to use smaller font (to make it all fit on one page) and to use both sides of the page to save paper.

→\* denotes a half-page write-up.

→🐦 denotes a "tweet" of 140 characters (or more if you're inclined!) 😊

Your weekly write-ups are due by the **end** of class each Tuesday.

Late papers lose 3 points a day starting Tuesday after class.

I am **unable** to accept **any** papers via email. Period.

Please note (General Academic Policies, p.78; 1996-1997) **Plagiarism** is "Any ideas or material taken from another source... must be fully acknowledged... sentences or paragraphs... any student who fails to give credit is guilty of **plagiarism**."

"Such activity (**plagiarism**) may result in failure of a specific assignment, an entire course, or if flagrant, dismissal from GVSU."

### II. **Weekly Questions?** (2 points)

Based upon your reading and personal beliefs, list a minimum of three questions related to the articles (as a whole, **not** three per article), but they need to come from at least three (3) different articles assigned for the week (list source for each question). Please consider asking questions about aspects of any given paper that move you or confuse you.

These will be due by 5:00 p.m. each Monday via email (except for Labor Day, due September 6<sup>th</sup> at the start of class, and Fall Break—due Wednesday, October 26<sup>th</sup> by 5 p.m.).

**No credit** will be provided for questions delivered after 5:00 p.m. → 5:05 p.m. is late = zero (0) credit.

Please do not delay! (You are encouraged to send them in on Sundays if you like.)

→ **Please place a header** on your email "**Psy-492-02 (8:30 a.m., or 07 10 a.m.) Week XX Questions**"

Send these in the main body of your email—**please do not use an attachment**.

### III. **Participation** (up to 3.0 points per class, excluding three 'skips' and review sessions/exams)

See participation handout on Bb for specific grading criteria.



## Section I Umwelt - our model of the world around us

August 30<sup>th</sup> Introduction of material & September 1<sup>st</sup> Review of Models

Review only (no write-ups & no questions):

Kohn, A. (1984). Existentialism here and now. *The Georgia Review*, 38(2), 381-97.

Temple, M. & Gall, T. L. (2018). Working through existential anxiety toward authenticity: A spiritual journey of meaning-making. *Journal of Humanistic Psychology*, 58(2), 168-193.

→REMEMBER to read all papers in the order as presented on Bb!

September 6<sup>th</sup> Of what, your *Self*?

🐦 Budweiser (2020) "Typical American" 2012 Super Bowl Commercial [Advertisement]. (see Bb)

\*Brooks, D. (July, 2022). How to find out who you are. [The New York Times](https://www.nytimes.com/2022/07/02/opinion/who-you-are.html).

Forber-Pratt, A. J. (2020). My Chameleon Life. Taboo: *The Journal of Culture and Education*, 19 (4), 132-139. Retrieved from <https://digitalscholarship.unlv.edu/taboo/vol19/iss4/7>

\*Hayasaki, E. (2016) In a perpetual present. *Wired*, April. <http://www.wired.com/2016/04/susie-mckinnon-autobiographical-memory-sdam/>

🐦 Newell, M. (2003). Mona Lisa Smile [clip; Motion Picture] USA: Columbia. (see Bb)

🐦 Sotas, C. (August, 2016). TEDxYouth@Granville: [What Does It Mean To Be Yourself?](https://www.youtube.com/watch?v=V1Kk8LrT3Q)

Stocker, S. (2001). Disability and identity. *Frontiers*, 22, 154-173.

September 13<sup>th</sup> *Is lying a social necessity?*

🐦 Ariely, D. (March 2009). TEDTalk: [Why we think it's OK to cheat and steal \(sometimes\)](https://www.ted.com/talks/daniel-ariely-why-we-think-it-s-ok-to-cheat-and-steal-sometimes).

\*Kinsley, M. (2001). In defense of denial. *Time*, December, 72-73.

Kleim, A. J., Eckler, P., & Tonner, A. (2019). Too good to be true. In I. E. Chilua & S. A. Samoilenko (Eds.), *Handbook of research on deception, fake news, and misinformation online* (pp. 65-86). Hershey, PA: ICI Global.

🐦 MacFarquhar (2019, January 6). The comforting fictions of dementia care. [The New Yorker Videos - The Scene.] (see Bb)

Pontari, B. A. & Schlenker, B. R. (2006). Helping friends manage impressions: We like helpful liars but respect nonhelpful truth tellers. *Basic and Applied Social Psychology*, 28, 177-183.

\*Stout, A. E. (2020). Two truths and a lie. *The Virginia Quarterly Review*, 96(2), 56-60.

Turner, M. W. (2008). Particles in suspension. *The Lion and the Unicorn*, 32, 148-154.

September 20<sup>th</sup> *Can normal ever be amazing?*

Hanson, M. J. (1999). Indulging anxiety: Human enhancement from a Protestant perspective. *Christian Bioethics*, 5(2), 121-138.

Hinterman, C., Burns, L. R., Hopwood, D., & Rogers, W. (2012). Mindfulness: Seeking a more perfect approach to coping with life's challenges. *Mindfulness*, 3(4), 275-281.

\*Huss-Ashmore, R. (2000). "The real me": Therapeutic narrative in cosmetic surgery. *Expedition*, 42(3), 26-37.

\*Iwata, E. (1997). Race without face. In David N. Sattler and Virginia Shabatay (Eds.) *Psychology in Context* (pp. 286-291). New York, NY: Houghton Mifflin Company.

🐦 Mini Cooper. (2016, August 22). Mini: Not Normal [Advertisement]. <https://www.youtube.com/watch?v=zVlKk8LrT3Q>

\*Pearl, R. (November 2019). GVSU Honors College Blog: [Energy management](https://www.gvsu.edu/honorscollege/blog/energy-management). (see generally Wikipedia [Spoon theory](https://en.wikipedia.org/wiki/Spoon_theory))

September 27<sup>th</sup> *Shame*: We feel guilty for what we *do*. We feel shame for what we *are*—Lewis B. Smedes

🐦 Brené Brown (March 2012) Listening to shame: TED Talk: Inspiring: Informative: Ideas

<https://www.youtube.com/watch?v=L0ifUM1DYKg>

Cohee, G. L. (2021) Ajax revisited, *Organizational Dynamics*, <https://doi.org/10.1016/j.orgdyn.2021.100884>

Gregory, D. (1997). Shame. In David N. Sattler and Virginia Shabatay (Eds.) *Psychology in Context* (pp. 286-291). New York, NY: Houghton Mifflin Company.

Huéscar-Hernández, E. H., Moreno-Murcia, J. A., Cid, L., Monteire, D., & Rodrigues, F. (2020). Passion or perseverance? The effect of perceived autonomy support and grit on academic performance in college students. *International Journal of Environmental Research and Public Health*, 17, 2143; DOI:10.3390/ijerph17062143

🐦 Valasquez, L. (May, 2013). TEDxYouth@Austin: [I Choose To Be Happy](https://www.youtube.com/watch?v=V1Kk8LrT3Q).

October 4<sup>th</sup> review

&

October 6<sup>th</sup> Exam 1



## Section II Mitwelt - our interpersonal world

October 11<sup>th</sup> **"Lust is when you love what you see. Love is when you lust for what's inside" - Renee Conkle**

🐦 de Botton, A. (May 2016). Google/Zeitgeist #TheSchoolOfLife: [On love](#).

Fisher, H. (2004). Why we love. *Web of love: Lust, romance, and attachment* (pp 77-98). New York: Henry Holt and Company.

Hansbury, G. (2004). Sexual TNT: A transman tells the truth about testosterone. *Journal of Gay and Lesbian Psychotherapy*, 8, 7-18.

Illouz, E. (1998). The lost innocence of love. *Theory, Culture, & Society*, 15(3-4), 161-186.

\*Isenberg, S. (2000). Why women love killers. *Women who love men who kill* (pp. 124-141). Lincoln, NE: iUniverse.com.

\*Remington, T. (2011, April 28). Lars and the real girl: Lifelike positive transcendence. *SAGE Open*, 1-10.

\*Rosenthal, A. K. (March 2017, NYT). [You May Want to Marry My Husband](#).

October 18<sup>th</sup> **Relationships: The "self" is a gift of the Other.**

\*Beck, M. (2002). Silly love songs. *Oprah Magazine*, 57-59.

\*Boylan, J. (2021, January 5). Heart and soul, I fell in love with you. [The New York Times](#).

\*Drigotas, S. M. (2002). The Michelangelo Phenomenon and personal well-being. *Journal of Personality*, 1, 59-77.

\*Kanat-Maymon, Y., Roth, G., Assor, A., & Raizer, A. (2016). Controlled by love: The harmful relational consequences of perceived conditional regard. *Journal of Personality*, 84(4), 446-460.

\*Narr, R. K., Allen, J. P., Tan, J. S., & Loeb, E. M. (2017). Close friendship strength and broader peer group desirability as differential predictors of adult mental health. *Child Development*, 1-16.

\*Reeder, H. M. (2000). 'I like you...as a friend': The role of attraction in cross-sex friendship. *Journal of Social and Personal Relationships*, 1, 329-348.

🐦 Silverstein, S. (1981). *The Missing Piece Meets the Big O*. NY: HarperCollins. August <https://www.youtube.com/watch?v=MCmZ2jrQooE>

October 27<sup>th</sup> **I'll never do that when I'm a parent; are parents' dreams destined to be undone (notes to ~~from~~ myself)?**

Cain, A. C. (2006). Parent suicide: Pathways of effects into the third generation. *Psychiatry*, 69, 204-227.

Donner, M. B. (2006). Tearing the child apart. *Psychoanalytic Psychology*, 23, 542-553.

Jay M. (2021) Mother Figures: On Becoming the Mother One Wishes One Had. In: Bueskens P. (eds) *Nancy Chodorow and The Reproduction of Mothering*. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-030-55590-0\\_9](https://doi.org/10.1007/978-3-030-55590-0_9)

\*Lahey, J. (2015). When success leads to failure. *The Atlantic*, August, <http://www.theatlantic.com/education/archive/2015/08/when-success-leads-to-failure/400925/>

\*Obeidat, H. M., Hamlan, A. M., & Callister, L. C. (2014). Missing motherhood: Jordanian women's experiences with infertility. *Advances in Psychiatry*, 1-7.

🐦 Solomon, A. (April 2013). TEDMED: [Love, no matter what](#).

October 28<sup>th</sup> Last day to drop with a "W"

November 1<sup>st</sup> **Loss and Grief: Do we ever really 'get over it'? "...what is grief if not love preserving?"**

\*Bering, J. (2008). The end? Why so many of us think our minds continue on after we die. *Scientific American Mind*, 19(5), 34-41.

\*Foster, T. L., Gilmer, M. J., Davies, B., Dietrich, M. S., Barrera, M., Fairclough, D. L., Vannatta, K. & Gerhardt, C. A. (2011). Comparison of continuing bonds reported by parents and siblings after a child's death from cancer, *Death Studies*, 35(5), 420-440.

🐦 Maynard, B. (2016, August 22). Death with dignity [Compassion & Choices]. <http://www.nbcnews.com/health/health-news/death-dignity-advocate-brittany-maynard-dies-oregon-n235091> (part one if you have an interest <http://www.nbcnews.com/health/cancer/why-newlywed-brittany-maynard-ending-her-life-three-weeks-n221731>)

\*Morgan, M. (2002). On loss, readers write, *The Sun*, p.34.

Simon, W. (2009). Mourning the person one could have become: The existential transition for the psychotherapy clients experienced by abuse or neglect. *Aggression and Violent Behavior*, 423-432.

\*Walsh, F. (2020). Loss and Resilience in the Time of COVID-19: Meaning Making, Hope, and Transcendence. *Family Process*, 59(3), 898-911.

November 8<sup>th</sup> Review & November 10<sup>th</sup> Exam 2



Yang Lui\*

### Section III Eigenwelt - our identity-things that define us

#### November 15<sup>th</sup> Choice or Chance? ~ What do we control in our lives?

Bright, J., Pryor, R., & Harpham, L. (2005). The role of chance events in career decision making. *Journal of Vocational Behavior*, 66, 561-576.

🐦 Cadillac (2014). Poolside, ERL, Commercial. [Advertisement]. (see Bb)

🐦 Cadillac (2015). The Arena Dare Greatly, Commercial [Advertisement]. (see Bb)

\*Dunn, E. W., Gilbert, D. T., & Wilson, T. D. (2011). If money doesn't make you happy then you probably aren't spending it right. *Journal of Consumer Research*, 21, 115-125.

\*Gelles, S. M. (2015, December). Single and surrounded by a wall of men. *The New York Times*. <http://www.nytimes.com/2016/01/03/fashion/single-and-surrounded-by-a-wall-of-men.html>

Russo-Netzer, P. & Ickson, T. (2020). Engaging with life: Synchronicity experiences as a pathway to meaning and personal growth. *Current Psychology*. <https://doi-org.ezproxy.gvsu.edu/10.1007/s12144-019-00595-1>

🐦 Wallace, D. F. (December 2013). [This is water](#). Excerpt of an address to the 2005 graduating class of Kenyon College.

🐦 YMCA (2018, August 19). The Y: One Number Different [Advertisement]. <https://www.youtube.com/watch?v=gq07vIL3MSs>

#### November 25<sup>th</sup> Reflections on Identity: What defines you?

🐦 Cadillac (2015). The Arena Dare Greatly, Commercial [Advertisement]. (see Bb)

🐦 Chrysler. (2016, August 22). Half-Time in America 2012 Super Bowl Commercial [Advertisement]. <https://www.youtube.com/watch?v=FQAMjWx5Mgo>

🐦 Jeep (2013). Whole Again, Superbowl Commercial [Advertisement]. (see Bb)

🐦 Lutalica: The Part of Your Identity That Doesn't Fit Into Categories (2015). [Dictionary of Obscure Sorrows](#)

🐦 140 character minimum, or more. Non-graded. ☺

#### November 29<sup>th</sup> Person or Profession: Can you have one without the other?

Carpenter, D. A. & Hodge, K. A. (2014). You are not good enough. *Journal of Case Studies*. 32(1), 60-64.

Hunter, I., Dik, B. J., & Banning, J. H. (2010). College students' perceptions of calling in work and life: A qualitative analysis. *Journal of Vocational Behavior*, 76, 178-186.

\*Landrum, R. E., Hettich, P. I., & Wilner, A. (2010). Alumni perceptions of workforce readiness. *Teaching of Psychology*, 37, 97-106.

\*Livingston, J. (2016, November). Fuck work. Aeon. <https://aeon.co/essays/what-if-jobs-are-not-the-solution-but-the-problem>

🐦 Trespicio, T. (September 2015). TEDxKC: [Stop searching for your passion](#).

Wilcock, A. A. (1999). Reflections on doing, being, and becoming. *Australian Occupational Therapy Journal*, 46, 1-11.

#### December 6<sup>th</sup> Measuring a good life. Or reflections on a curious life.

Christensen, C. M. (July-August 2010). ["How Will You Measure Your Life?"](#) *Harvard Business Review* 88(7-8), 46-51.

🐦 Jeep (2013). Whole Again, Superbowl Commercial [Advertisement]. (see Bb)

\*Kingwell, M. (1998). Fast Forward. *Harpers Magazine*, 37-48.

🐦 Maserati. (2016, August 22). Official Maserati Super Bowl Spot | 2014 Ghibli - Strike [Advertisement]. <https://www.youtube.com/watch?v=KmpiwU50f5w>

🐦 Newell, M. (2003). Mona Lisa Smile [clip; Motion Picture] USA: Columbia. (see Bb)

🐦 Pallotta, D. (February 2016). TED2016 [The dream we have not dared to dream](#).

\*Schroeder-Gardner, M. (October 2020). [You don't need everything—Do you know the difference between Wants and Needs?](#)

### Final Exam

Thursday, December 15<sup>th</sup> 8-9:50

