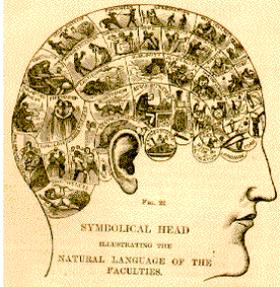


SYLLABUS

Dr. Lawrence Burns, 2219 ASH, 331-2862, Email burns1@gvsu.edu
Class hours: Tu/Th—11:30-12:45, room 2320 AuSable Hall

Office Hours: I am looking forward to meeting and talking with you this semester. I will be in my office Tuesdays and Thursdays after classes 1:00-2:15. If these times are not convenient, please speak with me so we can 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, and 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 from class may reduce your final grade.

Objectives: Upon successful completion of 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 section of the course, 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 points. 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

(Instructor reserves the right to increase by ½ grade for exceptional participation)

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

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.

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

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

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)

What is the point of the article? Focus on the theoretical premise of each article. You may (briefly) discuss the methodological strengths and weaknesses of the article, but this is not to be a "book report" or simple reiteration of the article. Please make sure each of your essays provides a concise synthesis of the article. Based on the article, what is your impression of the author(s) perspective, and why? Explain and apply the material, findings, and/or data within each of the readings (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 *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 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).

Header--→	Buss 1
Title centered → Human nature and culture: An evolutionary psychological perspective	
---Your synopsis here---	
References	
Buss, D.M. (2001). Human nature and culture: An evolutionary psychological perspective. <i>Journal of Personality, 69</i> , 955-978.	

→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.

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.

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 may feel free to send them in on Sundays if you like.)

→ Please place a header on your e-mail "*Psy-492 Week XX Questions*"

Send these in the main body of your email—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

January 8th Introduction of material & January 10th 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!

January 15th *Mirror, mirror, on the wall...is what others you see, who 'you' are?*

Alpers, B. L. (2005). Angst in America, *Reviews in American History*, 33(2), 293-299.

Cushman, P. (1990). Why the self is empty toward a historically situated psychology. *American Psychologist*, 5, 599-611.

*Chrysler. (2016, August 22). Half-Time in America 2012 Super Bowl Commercial [Advertisement]. <https://www.youtube.com/watch?v=FQAMjWx5Mqo>

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

*Kleinfeld, J. & Kleinfeld, A. (2004). Cowboy nation and American character. *Society*, 43-50.

*Leary, M.R. (2004). Editorial: What is the self? A plea for clarity. *Self and Identity*, 3, 1-3.

Robinson, M. (2012). Freedom of thought. In *When I was a child I read books* (pp. 3-18). New York, NY: Picador.

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

January 22nd *Is lying a social necessity?*

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

Mares, A. C. & Tuvey, B. E. (2018). The psychology of lying. In Brent Turvey, John Savino, and Aurelio C. Mares (Eds.), *False Allegations: Investigative and Forensic Issues in Fraudulent Reports of Crime* (pp. 21-36). Cambridge, MA: Academic Press.

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

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

*Viner, K. (2016). How technology disrupted the truth. *The Guardian*, July. <https://www.theguardian.com/media/2016/jul/12/how-technology-disrupted-the-truth>

*Wolff, G. (1999). The duke of deception. In David N. Sattler, Virginia Shabatay, and Geoffrey P. Kramer (Eds.), *Abnormal Psychology in Context* (147-151). New York, NY: Houghton Mifflin Company.

January 29th *Can normal ever be amazing; is perfect really the enemy of the good?*

Greenspon, T. S. (2000). "Healthy perfectionism" is an oxymoron! *The Journal of Secondary Gifted Education*, 4, 197-208.

Hamachek, D. E. (1978). Psychodynamics of normal and neurotic perfectionism. *Psychology*, 15, 27-33.

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=zVIKk8LrT3Q>

February 5th *It is not love that is blind, but jealousy—Lawrence Durrell*

Barelds, D., Dijkstra, P., Groothof, H. & Pastoor, C. (2018). The Dark Triad and three types of jealousy: Its' relations among heterosexuals and homosexuals involved in a romantic relationship. *Personality and Individual Differences*, 116, 6-10.

Deri, J. (2015). Polyagony: An exploration of jealousy. In *Love's Refraction: Jealousy and Compersion in Queer Women's Polyamorous Relationships* (pp. 16-38). Toronto, ON, CAN: University of Toronto Press.

*Kohn, A. (1997). Why competition? In David N. Sattler and Virginia Shabatay (Eds.) *Psychology in Context* (pp. 298-301). New York, NY: Houghton Mifflin Company.

Meier, A. & Schäfer, S. (2018). The positive side of social comparison on social network sites: How envy can drive inspiration on Instagram. *Cyberpsychology, Behavior, and Social Networking*, 21(7), 411-417.

Van De Ven, N., Zeelenberg, M., & Pieters, R. (2011). The envy premium in product evaluation. *Journal of Consumer Research*, 37, 984-998.

*Van Dijk, W. W., Ouwerkerk, J.W., Goslinga, S., Nieweg, M., & Gallucci, M. (2006). When people fall from grace: Reconsidering the role of envy in *Schadenfreude*. *Emotion*, 6, 156-160.

February 12th review & February 14th Exam 1



Section II Mitwelt - our interpersonal world

February 19th "**Lust is when you love what you see. Love is when you lust for what's inside**" - Renee Conkle

*Botton, A. (2016, May 29). Why you will marry the wrong person. *The New York Times*.

http://www.nytimes.com/2016/05/29/opinion/sunday/why-you-will-marry-the-wrong-person.html?emc=edit_ty_20161229&nl=opinion-today&nid=68219203&te=1&r=0

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.

Johnson, S. (2007). Promoting easy sex without genuine intimacy: Maxium and Cosmopolitan cover lines and cover images.

In Mary-Lou Galician and Debera L. Merskin (Eds.) *Critical Thinking about Sex, Love, and Romance in the Mass Media*. (pp. 55-73). New Jersey, LEA, Publishers.

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

February 26th **Relationships: Boon or Boondoggle?**

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

*Bernstein, E. (2009, August 25). How facebook ruins friendships. *The Wall Street Journal*.

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

Galupo, M. P., Bauerband, L. A., Gonzalez, K. A., Hagen, D. B., Hether, S. D., & Krum, T. E. (2014). Transgender friendship experiences: Benefits and barriers of friendships across gender identity and sexual orientation. *Feminism and Psychology*, 24(2), 193-215.

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.

March 8th Last day to drop with a "W"

March 12th **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.

*Fritsche, I., Jonas, E., Fischer, P., Koranyi, N., Berger, N., & Fleischmann, B. (2007). Mortality salience and the desire for offspring. *Journal of Experimental Social Psychology*, 43, 753-762.

*Gil-Flores, J., Padilla-Carmona, M. T., & Suárez-Ortega, M. (2011). Influence of gender, educational attainment and family environment on the educational aspirations of secondary school students. *Educational Review*, 63(3), 345-363.

*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/>

McKinney, C., Walker, C. S., & Kwan, J. W. (2017). Mother-Father dyad conflict strategy clusters: Implications for emerging adults. *Journal of Interpersonal Violence*, 1-22.

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

March 19th **Loss and Grief: Do we ever really 'get over it'?**

*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.

*Eckerd, L. M., Barnett, J. E., & Jett-Dias, L. (2016). Grief following pet and human loss: Closeness is key. *Death Studies* 40(5), 275-282.

*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.

*Lester, D. (2005). On Being happy that someone has committed suicide. *Crisis*, 26, 95-96.

*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>)

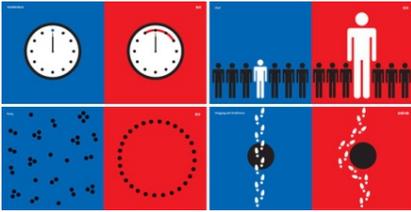
*Morgan, M. (2002). On loss, readers write, *The Sun*, p.34.

Proulx, T. & Heine, S. J. (2010). The frog in Kierkegaard's beer: Finding meaning in the threat compensation literature. *Social and Personality Psychology Compass*, 4(10), 889-905.

*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.

*Wortman, C. B. & Silver, R. C. (1989). The myths of coping with loss. *Journal of Consulting and Clinical Psychology*, 57, 349-357.

March 26th Review & March 28th Exam 2



Yang Lui*

Section III Eigenwelt - our identity-things that define us

April 2nd *Can money buy happiness? ~ Or is it just being in the 'right place at the right time'?*

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

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>

*Guindon, M. H. & Hanna, F. (2002). Coincidence, happenstance, serendipity, fate or the hand of God: Case studies in synchronicity. *The Career Development Quarterly*, 50, 195-208.

April 9th *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.

Markman, H. J., Myrick, J., & Pregulman, M. A. (2006). Marriage education in the workplace. *Journal of Employee Assistance*, 3, 12-15.

*Wehmeyer, M. L., Nota, L., Soresi, S., Shogren, K. A., Morningstar, M. E., & DiMaggio, I. (2018). A crisis in career development: Life designing and implications for transition. *Career Development and Transition for Exceptional Individuals*, 1-9.

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

April 16th *American Pop Culture: Cult or Culture? Or, reflections on a curious life.*

*Addison, H. (2006). Must the players keep young?: Early Hollywood's cult of youth. *Cinema Journal*, 45(4), 3-25.

*Baritz, L. (1961). The idea of the West. *The American Historical Review*, 66(3), 618-640.

*Bromley, K. (1998). Capturing the moment. *The Sun*, pp.33-34.

*Dillard, A. (1998). The wreck of time. *Harpers Magazine*, 51-56.

*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>

*Rodriquez, R. (1996). True West. *Harpers Magazine*, 37-46.

Final Exam

Wednesday April 24th 12-1:50

*(http://www.notcot.com/archives/2007/11/_jean_posted_ab.php)