



Online Sections 04 & 10 - Winter 2021

SYLLABUS

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Office Hours: I am looking forward to meeting and talking with you this semester. I will always be available for virtual office hours. Just email me and I will be glad to schedule to meet at a time that is convenient for you.

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 a fully asynchronous online class. By pursuing authentic understanding via personal experience, it's existentialist sheet music scored to an autoethnographic journey.

Just who do we think we are?
Just **who** do we think we are?
Just who do **we** think we are?
Just who do we **think** we are?

(Mitchell, et al. cited Atherton, 2020, p. 49)

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) section reflection essays, eleven (11) write-ups, questions, and weekly projects related to the assigned readings (submitted weekly). Thus, the maximum number of points you can gain for all essays, write-ups, questions, and projects is 597 points. You are guaranteed the following grade based on your total score:

Grade Point Distribution

553-597 A
542-552 A-
527-540 B+
490-526 B
479-489 B-
469-478 C+
432-468 C
418-431 C-
387-417 D+
359-386 D
<359 F

GVSU Policy Pointers—

Disability Support Resources

If you need accommodations because of a learning, physical, or other disability, please contact your instructor and [Disability Support Resources](http://www.gvsu.edu/dsr/) (gvsu.edu/dsr/) at 616.331.2490.

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

III. **Weekly Project (25 points)**

Each week will highlight a project related to the weekly readings. These projects will expect you to use that week's readings (and any other Google scholar sources you choose to add) to engage in thoughtful reflection on, and application of the material you've viewed/read.

The task or expectations for each weekly project will be clearly outlined and accompanied by a series of prompts/questions to get you started. These are not intended to be exhaustive—you are expected to think of questions on your own and to apply your own insights. You will not be penalized for thinking on your own. Quite the opposite; a lack of creativity and personal initiative will reduce your grade.

Each week there is an **explicit question listed in bold** on the syllabus. Each weekly project is intended to facilitate personal engagement with the topic under consideration. That is, to remove it from the realm of "theory" and to make it all about the direct application of course material and other sources obtained via Google Scholar as you see fit to explain your observations.

The project write-up is expected to be more than 250 but generally less than 750 words in length. Assignments may be submitted up to two days after their due date, but **late assignments lose 20%**.

More details, including the grading criteria for the Weekly Project are available on Bb.

IV. **Section Reflection Essay (45 points)**

The course has three distinct, albeit related sections. At the completion of each section you will be asked to respond to a prompt (question, movie, song lyrics, prose, etc.). The section reflection essay is intended to incorporate to the degree possible, each of the readings and other materials included in the section and to apply it most broadly to your response to a prompt. You are not expected to use 100% of the materials, but using less than 90% will make it difficult for you to fully address the prompt.

These essays are expected to be more than 500 but less than 1,000 words in length. Assignments may be submitted up to two days after their due date, but **late assignments lose 20%**.

A sample section reflection essay prompt would be: Does the material in the Umwelt section relate to either the Beatles' (1968) song [Hide Your Love Away](#) or Billie Eilish's (2020) song: [Therefore I Am](#)?

Therefore I Am—

You think that you're the man
I think, therefore, I am
Stop, what the hell are you talking about? Ha
Get my pretty name outta your mouth
We are not the same with or without
Don't talk 'bout me like how you might know how I feel
Top of the world, but your world isn't real
Your world's an ideal
So go have fun
I really couldn't care less
And you can give 'em my best, but just know
I'm not your friend or anything, damn

Hide Your Love Away—

Here I stand head in hand
Turn my face to the wall
If she's gone I can't go on
Feeling two foot small
Everywhere people stare
each and every day
I can see them laugh at me
And I hear them say
Hey, you've got to hide your love away... (You've Got to Hide Your Love Away)

Another sample section reflection essay prompt example would be:



Does the material in the Umwelt section provide any insights into the antecedent circumstances and the consequences related to shame? The image is intended to depict dealing with the shame of a diagnosis of cancer.

More details, including the grading criteria for the Section Reflection Essay are available on Bb.



Section I Umwelt - our model of the world around us

Conceptual Overview of the Course (No weekly questions, write-ups, or direct use required of these two overview papers.):

Lee, K. (2020). Autoethnography as an authentic learning activity in online doctoral education: An integrated approach to authentic learning. *TechTrends*, 64, 570-580.

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.

Warm-up Week! (No weekly questions, but submit (2) write-ups and your weekly project. These will be read but not graded).

January 20th **Getting to know you!** Please return your Introduction via email, send YouTube music and IMDB movie links.

January 22nd **Of what, your constructs of the world? Adler's Earliest Recollection Task**

→ **Weekly Project Practice: Recall 3-5 earliest personal recollections and analyze them.**

*Eckstein, D., Welch, D.V., & Gamber, V. (2001). The Process of Early Recollection Reflection (PERR) for couples and families. *The Family Journal: Counseling and Therapy for Couples and Families*, 9(2), 203-209.

*Kern, R. M., Belangee, S. E., & Eckstein, D. (2004). Early Recollections: A guide for practitioners. *Journal of Individual Psychology*, 60(2), 132-140.

January 25th **Of what, your Self?**

→ **Weekly Project: Create one "regular" selfie and a 4x5 panel of (20) partial images.** Which conveys more about "you" and why? If you had another option in what way would you best represent your "self" to another person or persons?

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>

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.

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

🐦Sotas, C. (August, 2016) TEDxYouth@Granville: [What Does It Mean To Be Yourself?](#)

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

February 1st **Is lying a social necessity?**

→ **Weekly Project: Describe the "worst lie" you've ever told and, that you've been told.** Then, describe the most painful truth you've ever told and, one that you've been told. Do these experiences converge?

🐦Ariely, D. (March 2009). TEDTalk: [Why we think it's OK to cheat and steal \(sometimes\).](#)

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

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

February 8th **Can normal ever be amazing?**

→ **Weekly Project: Have you ever wished to "just be normal"? Or, do you know anyone who would have given anything just to be "normal"?** What was their situation? What does it mean to "be normal"?

*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](#). (see generally Wikipedia [Spoon theory](#))

February 15th **Shame:** We feel guilty for what we *do*. We feel shame for what we *are*—Lewis B. Smedes

→ **Weekly Project: Describe two past events in your life. One in which you felt shame and, in the other, guilt.** Which was the more "painful" experience: Shame or Guilt? Why? Did these play out in different ways, and does either one continue to influence you to this day?

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

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

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

Kämmerer, A. (2019). The Scientific Underpinnings and Impacts of Shame. [Scientific American Mind](#)

🐦Valasquez, L. (May, 2013). TEDxYouth@Austin: [I Choose To Be Happy](#).

February 25th Section Reflection Essay 1



Section II Mitwelt - our interpersonal world

March 1st "Lust is when you love what you see. Love is when you lust for what's inside" - Renee Conkle

- **Weekly Project:** What's your favorite love story? *A Star is Born, The Fault in our Stars, Five Feet Apart, Romeo and Juliet, Chemical Hearts, After we Collided.* Etc. What is it in your fav movie (or series, or book) that captures your imagination? What are the defining features of the love as portrayed? Is it realism or sheer fantasy? Or is it plausible? Do you believe in love at first sight?

🐦 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.

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

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

March 8th **Relationships: The "self" is a gift of the Other.**

- **Weekly Project:** What differentiates friends, colleagues, associates, and family members? Is it influence or something else that defines the degree of connection and significance of any or all of these types of relationships? Of these, describe the top two most important or influential relationships of your life with at least two differing types (family and friend, employer and teacher; any two. In what way might it be the case, per Stocker, that who you have become is a reflection of various relationships over your life? Explain.

*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.

*Okapal J.M. (2020). *Harry Potter as Philosophy: Five Types of Friendship* (pp1-16). In: Johnson D. (eds) *The Palgrave Handbook of Popular Culture as Philosophy*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-97134-6_40-1

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

March 15th **I'll never do that when I'm a parent; are parents' dreams destined to be undone (notes to ~~from~~ myself) ?**

- **Weekly Project:** Are our parent's dreams for us inspiring or constrictive? Or both? What was the most important dream your parents held for you? Has this helped you succeed or stressed you with fears of not achieving it?

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

*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/>

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

March 22nd **Loss and Grief: Do we ever really 'get over it'?**

- **Weekly Project:** I've focused on death as loss. Are there other types of loss that prove more troubling or profound? Can you lose "yourself"? Your dreams? What other types of loss can occur and how might weigh upon you in different ways?

🐦 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.

March 31st Section Reflection Essay 2



Yang Lui

Section III Eigenwelt - our identity-things that define us

April 5th **Choice or Chance? ~ What do we control in our lives?**

- **Weekly Project: Interview someone at least 20 years older than yourself. Ask them if their life reflects choice or chance. What evidence do they provide to persuade you of their conclusion? How does this compare to your life experiences thus far? What do you control in your life?**

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

🐦 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](#). Except 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>

April 9th Last day to drop with a "W"

April 12th **Person or Profession: Can you have one without the other?**

- **Weekly Project: Describe your dream job. Does it define or compliment your life? Do your friends hold similar views? That is, do they feel a job should define, or compliment, their lives? Do you have someone you deeply admire? How do they balance demands of work with personal aspirations? Trespicio says passion is when your energy and effort meet someone else's needs—do you agree?**

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.

*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.

April 19th **Measuring a good life.**

- **Weekly Project: Please answer Christensen's three questions:**

- First, how can I be sure that I'll be happy in my career?
- Second, how can I be sure that my relationships with my spouse and my family become an enduring source of happiness?
- Third, how can I be sure I'll stay out of jail?

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

🐦 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?](#)

April 26th Section Reflection Essay 3

