



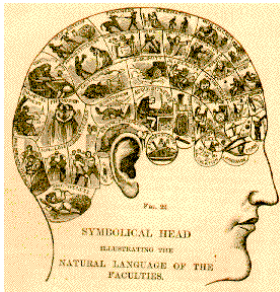
Section 03 - Winter 2023

Syllabus

Dr. Lawrence Burns, 2219 ASH, 331-2862, Email burnsl@gvsu.edu
Class hours: Tu/Th—1:00-2:15, room 1117 AuSable Hall

Office Hours: I look forward to meeting and talking with you this semester. I will be in my office Tuesdays and Thursdays from 11:30-12:30. If these times are not convenient, please speak with 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. In addition, 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 before class attendance will be required. Due to the 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 applying 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 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. So 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.

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 about 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 essay provides a concise synthesis of your **thoughts**. What is **your** impression of the author(s) or creator's perspective, and **why**? Finally, explain and apply the material, findings, and data within each source (please see Bb for several examples).

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

Use APA style for each write-up. For example, 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; ж denotes zero 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 on your reading and personal beliefs, list a minimum of three questions related to the articles (as a whole, **not** three per article). 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 or confuse you.

These will be due by 5:00 p.m. each Monday via email (except on MLK day—due Sunday the 16th by 11:59 PM, but I will accept on the 17th 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 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 the participation handout on Bb for specific grading criteria.



Section I Umwelt - our model of the world around us

January 10th Introduction of material & January 12th 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 17th Of what, your *Self*?

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

*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/>

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

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

🐦 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?](#)

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

January 24th *Is lying a social necessity?*

🐦 Ariely, D. (March 2009). TEDTalk: [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.

January 28th *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](#). (see generally Wikipedia [Spoon theory](#))

February 7th *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](#).

February 14th review & February 16th Exam 1



Section II Mitwelt - our interpersonal world

February 21st **"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&lid=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.
- *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](#).

February 28th **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>

March 10th Last day to drop with a "W"

March 14th **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
- *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](#).

March 21st **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.
- *Lucas, J. J., Bouchoucha, S. L., Afrouz, R., Reed, K. & Brennan-Olsen, S. L. (2022). LGBTQ+ Loss and Grief in a CisHeteronormative Pandemic: A Qualitative Evidence Synthesis of the COVID-19 Literature. *Qualitative Health Research*, 32(14), 2102-2117.
- Ж 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>)
- *McIntosh, C. (2022) All is beauty. *Broken Heart Love Affair* <https://www.youtube.com/watch?v=dCafuU5CCfA>
- *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.

March 28th Review & March 30st Exam 2



Yang Lui*

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

April 4th **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. (2022). Finding Meaning in the Unexpected: Underexplored Pathways to Discovering and Cultivating Meaning in Life. A.C.-K. Chan et al. (Eds.): MIL 2022, AHSSEH 704, pp. 57-68. https://doi.org/10.2991/978-94-6463-096-1_5

🐦 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>

April 11th **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>

Modlin, B. A. (2023). What you missed that day you were absent from fourth grade in Tuama Ó Pádraig (Ed.) *Poetry unbound: 50 poems to Open your world*. W.W. Norton & Company (pp. 297-304).

🐦 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 18th **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

Tuesday, April 25th 12-1:50

