



Sections 02, 04, & 11 - Winter 2025

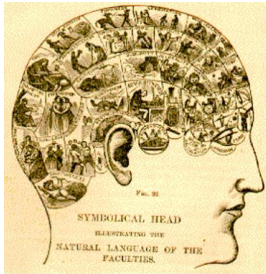
### Syllabus

Dr. Lawrence Burns, 2219 ASH, 331-2862, Email [burnsl@gvsu.edu](mailto:burnsl@gvsu.edu)

Class hours: Tu/Th—10-11:15, room B-1112 MAK; 1:00-2:15, room D-2227 MAK; 4-5:15 A-1111 MAK

**Office Hours:** I look forward to meeting and talking with you this semester. I will be in my office Tuesdays and Thursdays from 2:30-3:30. 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 and 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 our 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 Summary write-up and brief review essays.** (15 points for all articles- each week)

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

Write-ups typically range from three to five pages (double spaced) per week.

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 brief review essay provides a thoughtful consideration of each source (minimum of two paragraphs for anything other than an advertisement and a minimum of one paragraph (5-7 sentences) for advertisements. (I will scan these each week.)

Finally, and this is your primary task: what links the readings each week?

→ **That is, what is your answer to the weekly "question"?** 🤔

Your 250-300 word one-page (graded) *Weekly Summary write-up* is **not** to be a reiteration of what you read, but your thoughtful *synthesis* and reaction to the block of readings as a whole. 😊

→ Please use a separate header for each essay/summary write-up (of course, printing on both sides is excellent!).

→ Use the *weekly grade sheet* as your cover sheet for each set of weekly write-ups (on Bb), and then your summary essay, followed by your brief reviews. Please **assemble your reviews in the exact order as on Bb**.

Please use the author's name along with the title of each paper being reviewed (on a single page or as a separator between write-ups on the same page). But please use whole pages—please do not split essays between successive pages.

Page 1
Forber-Pratt, A. J. (2020). My Chameleon Life
---Your synopsis here---
Newell, M. (2003). Mona Lisa Smile
---Your synopsis here---

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

→ "No symbol" denotes a half-page; ж denotes zero write-up!

→ 🐦 denotes a "single paragraph of 5-7 sentences" a "long tweet" of 40-75 words (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 ask a friend, roommate, or classmate to drop them off.)

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 Google form link (except on MLK day—due Sunday the 19<sup>th</sup> by 11:59 PM, but I will accept them on the 20<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 submit them on Sunday if you like.)

**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 7<sup>th</sup> Introduction of material & January 9<sup>th</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!

January 14<sup>th</sup> Of what, your *Self?* (Week 1)

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

Brooks, D. (August, 2022). How to find out who you are. [The New York Times](#).

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/>

✎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 21<sup>st</sup> *Is lying a social necessity?* (Week 2)

✎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.

Gottlieb, L. (September 2019). How changing your story can change your life. [TED@DuPont](#).

✎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 28<sup>th</sup> *Can normal ever be amazing?* (Week 3)

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](#))

Swartz, B. (July 2005). The paradox of choice. [TEDGlobal](#).

February 4<sup>th</sup> *Shame: Do we feel shame about what we do or what we are?*(Week 4)

✎Brown, B. (March 2012). Listening to shame: TED Talk: Inspiring: Informative: Ideas

<https://www.youtube.com/watch?v=LOifUM1DYKg>

Curtis, G. J. (2023). Guilt, shame and academic misconduct. *Journal of Academic Ethics*, 21, 743-757.

<https://doi.org/10.1007/s10805-023-09480-w>

Drini, E., Kent, T., & Frith, H. (2023). "Disclosing the innermost part": Exploring therapists' constructions of shame using a story completion method. *European Journal for Qualitative Research in Psychotherapy*, 13, 18-32.

✎Lewinsky, M. (March 2015). *The price of shame*. TED Talks Live. [https://www.ted.com/talks/monica\\_lewinsky\\_the\\_price\\_of\\_shame](https://www.ted.com/talks/monica_lewinsky_the_price_of_shame)

Gregory, D. (1997). Shame. In David N. Sattler and Virginia Shabatay (Eds.) *Psychology in*

*Context* (pp. 286-291). New York, NY: Houghton Mifflin Company.

✎Nutter, D. (Director). (2015). Game of Thrones ("Mother's Mercy") [Film; clip]. HBO.

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

**February 11<sup>th</sup> review & February 13<sup>th</sup> Exam 1**



## Section II Mitwelt - our interpersonal world

February 18<sup>th</sup>     **"Lust is when you love what you see. Love is when you lust for what's inside" - Renee Conkle (Week 5)**  
Boswell, A. (2024). The Pilgrimage to Manhood. In A. Grant & E. Lloyd-Parkes (Eds.), *Meaningful Journeys Autoethnographies of Quest and Identity Transformation*, (pp. 83-95). Routledge. <https://doi.org/10.4324/9781003389262>  
Botton, A. (2016, May 29). Why you will marry the wrong person. *The New York Times*.  
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.  
Isenberg, S. (2000). Why women love killers. *Women who love men who kill* (pp. 124-141). Lincoln, NE: iUniverse.com.  
Priebe, H. (2022, April 11). [Limerence: What Is It And How Do We Let It Go?](#)  
Remington, T. (2011, April 28). Lars and the real girl: Lifelike positive transcendence. *SAGE Open*, 1-10.  
Rosenthal, A. K. (2017, March3). You May Want to Marry My Husband. *The New York Times*.

February 25<sup>th</sup>     **Relationships: The "self" is a gift of the Other. (Week 6)**  
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 11<sup>th</sup>     **I'll never do that when I'm a parent; are parents' dreams destined to be undone? (Week 7)**  
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.  
Lahey, J. (2015). When success leads to failure. *The Atlantic*, August.  
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 18<sup>th</sup>     **Loss and Grief: Do we ever really 'get over it'? "...what is grief if not love preserving?" (Week 8)**  
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.  
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.  
✎Rosenthal, J. B. (2018, NYT). [My wife said you might want to marry me](#).  
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.  
Wheat, L. S., and Thacker, N. E. (2019). LGBTQ+ Loss experiences and the use of meaning reconstruction with clients. *Journal of LGBT Issues in Counseling*, 3, 232-251.

March 21<sup>st</sup> Last day to drop with a "W"

March 25<sup>th</sup> Review     &     March 27<sup>th</sup> Exam 2





Yang Lui

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

#### April 1<sup>st</sup> **Choice or Chance? ~ What do we control in our lives? (Week 9)**

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. (2019, April). Helping others makes us happier -- but it matters how we do it. [TED2019](#).

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](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 8<sup>th</sup> **Person or Profession: Can you have one without the other? (Week 10)**

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

Brooks, D. (March 2014). Should you live for your résumé ... or your eulogy? [TED2014](#).

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

#### April 15<sup>th</sup> **Measuring a good life. Or reflections on a curious life. (Week 11)**

Christensen, C. M. (2010, July-August). ["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. *Harper's 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. (2016, February). TED2016 [The dream we have not dared to dream](#).

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

### Final Exam

Section 04 (10-11:15) Thursday, April 24<sup>th</sup> 10-11:50

Section 02 (1-2:15) Tuesday, April 22<sup>nd</sup> 12-1:50

Section 11 (4-5:15) Tuesday, April 22<sup>nd</sup> 4-5:50

