

Introduction to General Psychology
Psychology 1101, Sec. 20

Fall, 2019 Bonner Lecture Hall 9:30 – 10:45 TR

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Office Hours: TBA by teaching assistants and by appointment with Dr. Kunkel (via e-mail)

Text: Among other readings, we will be using chapters of a **free** and **very good** Introduction to General Psychology text that I have written (with some help from dear graduate students) and also an on-line text published by OpenStax College, as part of my commitment to making learning available to students in an accessible and faithful way. You may find a link to the text here:

<https://sites.google.com/westga.edu/intropsych/>

I am immensely proud of, and grateful for, this text, and I hope it will be a true gift to you. You'll find references to relevant chapters for readings in the tentative schedule that follows. And in our notes (you'll see) I will also distribute LOTS of internet references and videos and demonstrations and supplementary readings and other things, via CourseDen.

CourseDen: Although we will meet each designated class hour, and have designed the class to maintain presence and participation as the centerpiece of learning, we'll also take advantage of the CourseDen technology to assist in the class process. Use of this format will allow:

1. Posting of the notes following each class period
2. Non-paper dissemination of handouts and other class information
3. Your weekly Self-Awareness Reflection Papers, via the Assignments tab (see rubric there, and description below)
4. Communication with the teaching assistants, with your mentors, and with each other via private e-mail (see the "helpful hints" on the CourseDen "course content" tab)
4. Student interaction via the Discussion bulletin board in which you might post or respond to questions around the class content and process.

Course Description: *"What (we are) really interested in is the new kind of education that we must develop, one which moves toward fostering the new kind of human being that we need, the process person, the creative person, the improvising person, the self-trusting, courageous person, the autonomous person" (Abraham Maslow, *The farther reaches of human nature*). Our course is intended to contribute to that sort of educational and personal process, as a collaborative journey through the fundamentals of psychology, toward a clear and kind and new way of being in relationship with human experience.*

Course Objectives: At the conclusion of the course you will know if you have gotten your money's worth if you can, more or less:

1. appreciate in a new and relevant way the importance of self-awareness rather than automaticity for a good life, well lived;
2. trace the development of modern psychology from its philosophical roots through its current professional and scientific role in society and culture;
3. embrace the role of theory in observing, describing, explaining, predicting, and intervening around the human experience, as an alternative to ordinary ways of living that rely on magic, prejudice, opinion, or mere belief;
4. understand five different theoretical systems (biology, behaviorism, psychoanalysis, humanistic/existential/transpersonal, and culture-context) in psychology, and be able to relate these theory stories to each component of the class and to various human experiences; for example,
5. have a new relationship with sensation and perception as a flawed but potentially rich grounding of human experience;

6. come to a new appreciation of consciousness as it relates to coma, meditation, substance involvement, sleep and dreaming, and other human experiences;
7. understand the complexity of thinking and language and speech, and the complicated interrelation among these pieces of human experience;
8. be aware of what intelligences are as they define and delimit (or not) an adequacy to living a full and authentic life, and be suspicious of feelings as reliable or correspondent;
9. know about memory in a way that ordinary people do not;
10. never again refer to someone as “motivated,” and be able to know why such references are best reserved for bloggers and motivational speakers, not psychologists;
11. reconnoiter and read various maps for human development and its vicissitudes, as they relate to the lived territory of your experience;
12. appreciate the role of others in defining our being and perhaps come to the essential emptiness of anything like personality, and have a new appreciation for the personal experience in a global cultural community;
13. know about and lay claim to various ways of struggling, of broken brains and broken hearts and cloven souls, as they relate to your experience and the human experience; and
14. appreciate the complexity of treatment for psychological suffering.

Course Requirements:

1. Class attendance and participation

Unlike high school in which many of you may have experienced yourself alas as obligated or imprisoned, university study is a privilege and responsibility. Therefore learning is an active, not passive process. At the minimum, you'll want to come to class...as if you paid for it (you did) and as if you are committed passionately (you might be) to getting your money's worth. **This is not one of those classes where I see my job as summarizing or dumbing-down psychology for you...**in my view, that profanity would deprive us of the chance to learn some new stuff together, and would mean that only those of you who don't read should attend class (just the opposite message from what we intend to emphasize). So please do everything you can to attend, and your other teachers and I will do everything we can to make it worth getting up at the crack of 9:25 (AM, that is) and coming to class. **You won't want to miss it, and you won't be able to do well in this course without class attendance.** Really. Trust me about this, for now, and make up your own mind later.

You'll want to prepare for each class by doing all the assigned readings and taking time to reflect on what is read, reviewing the materials on CourseDen, and working on your self-awareness reflections (see below). You can prepare for class, and allow it to come to matter to you, by getting in the habit of asking yourself, “What can I say NEW and CLEAR and KIND about my experience?” “How can this contribute to self-awareness in my life?” and “How does this relate to ME?” And even though there are lots of us, we will do everything possible to respond to things you are interested in—but we won't be able to answer all of your questions, and there may be some that are important to you that you are hesitant to ask out-loud. So, for every class period, **beginning on our first meeting, August 15th**, you will turn in **at the beginning of our gathering** (cards will not be accepted after 9:40) a question written on a 3X5 card (** we cannot accept questions not written on 3X5 cards) that **relates to psychology stuff you're thinking about**. Although you'll want to write your name on the cards (front upper right corner, same side as you write your question on, first and last names, legibly please) so that you may receive credit for them, we will never read your name aloud for the cards we answer. We'll keep track of the cards, counting them on 10 occasions throughout the semester; if you turn in a card on that day you'll get five points, so you may earn up to 50 points (half of a perfect test grade) for being present and for being curious and for being in the game. How cool is that?

2. Self-Awareness Reflection Papers

You'll notice immediately that a central component of our text is self-awareness, and that I have included dozens of “Self-Awareness Exercises” in many of the chapters. The purpose of this assignment is to help you notice and experience your life differently, accumulate and apply some new words for your experience, and be able to make meaning of the life that is yours, in some ways. It is like writing a Spanish dialogue (“Pablo y Paquita are going shopping...”), but with psychology talk, using NEW ways of looking at your life, NEW words for describing your life, and NEW ways of making meaning of your life.

There will be 12 opportunities for you to prepare and turn in (on the Assessments → Assignments tab on CourseDen) a 400-word self-awareness reflection (each worth nine points), plus a final (25-point) one at the end. Each of the 13 self-awareness assignments will be graded according to the rubric. So you see that you may earn up to a total of 133 points for your self-awareness reflection papers.

3. Exams

We will give three exams during the semester (the last one of these will be during the final examination period). You can find a “sample exam of mine” on CourseDen... take a look? Each exam will cover the material in the units preceding the test, **and will be based largely on what we learn in class together and how we bolster your external explorations**, the questions coming from our notes and websites and other class sources such as the text chapters. You won't be able to do well on the examinations without coming to class (that's the point, right?). Each exam will be worth 100 points. In my effort to accommodate your varied approaches to learning and meaning-making, we will use various question formats (e.g., multiple choice, fill in the blank, short answer, essay). *You'll find the tests to be very much like the class itself.* If you need to miss an exam for some justifiable and documented reason (such as serious illness or a catastrophic personal or familial event), you'll need to let us know about that formally via e-mail or telephone **before the exam, and you'll need to arrange for a make-up test before our next class meeting**...a huge mutual hassle. So, **make-up exams are strongly discouraged except in the most dire circumstances and will not be given except as outlined above.** Come to class and take the tests, okay? You'll need a clear head, good heart, #2 pencil, and Scantron Form 229633 (it's the large one with 100 items on the front in pink-orange ink...buy extras so you can pass them along for good karma on test day).

4. I am particularly excited about something I have tried before in large sections that has been a huge aid to interested students: **discussion groups**. Although I enjoy teaching large sections it is sometimes difficult in them for me as a teacher to accompany you more individually in your learning, and difficult for you students at times to feel accompanied individually. So, as an **optional but very much encouraged** class activity, you are invited to sign up for an hour-long, weekly discussion group outside of our class time. These groups will be facilitated by your mentors and teaching assistants and will give you the opportunity to meet with some other students from the class in a space in which to explore in more detail some of what we don't get to in class, go through some experiential exercises in the text and elsewhere, get some help with your self-awareness journals, and other things. **THESE MEETINGS WILL BE RICH AND WONDERFUL OPPORTUNITIES** and I encourage you in the strongest way to take advantage of them by signing up (on CourseDen, I'll show you how) for a time that works for you. Students attending discussion groups may earn **ALL 50 POINTS** (based on attendance and participation) of extra-credit, and more importantly, will do better in the class and find it easier to claim psychology as a kind and clear ally in living.

There will also be occasional opportunities to receive extra credit through participation in research projects, attendance at lectures, or similar activities. For each of these, you'll want not merely to attend but to write a short (2 page paper) in which you **SHINE PSYCHOLOGY LIGHT** on your experience so as to see it in a new and different and illuminating way. We'll try to keep track of these opportunities and announce them in class. You may earn up to 50 points of extra credit, 16 in each designated semester period. But...**Do the discussion groups!**

Grading Procedure: I will make every effort to ensure that your grades reflect adequately the quality of your work and the breadth of your involvement in the course. I'll also give you periodic feedback to help you calculate your grade. A summary of course activities, points, and corresponding grades follows (points correspond to grades based on the usual 90% A, 80% B, 70% C break-down):

Participation:	50	435- 483	A
Exams:	300	386- 434	B
Self-Awareness Reflection	133	338 -385	C
		D, F?	60% and below...but don't do that.
Total:	483		

We support and honor various gifts and challenges people bring to academic work. Any student with a recognized disability requiring accommodations of any sort should feel free to contact me and we will discuss your circumstances. Please see also the material in this link, considered part of the syllabus for the course:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

Alas, it has become necessary to speak specifically to **academic dishonesty**. The UWG *Student Handbook* has a detailed and helpful section on how to do our work with integrity and care. Check it out, please. Here is this excerpt:

The Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.

Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing.

Definitions:

Cheating: 'using or attempting to use unauthorized materials, information, or study aids'

Fabrication: 'falsification or unauthorized invention of any information or citation'

Plagiarism: 'representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged'

Examples of Academic Dishonesty include, but are not limited to:

- Submitting the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in his or her (*or their*, italics mine) academic career.
- Requesting an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade, or a recommendation from an instructor.
- Making any changes (including adding material or erasing material), without the expressed permission of the instructor, on any test paper, problem set, or class assignment being submitted for re-grade.
- Willfully damaging the efforts or work of other students.
- Stealing, defacing, or damaging academic facilities or materials.
- Collaborating with other students planning or engaging in any form of academic misconduct.
- Submitting any academic work under someone else's name other than your own.

Here is a very helpful guide prepared by the English Department on how to avoid plagiarism (using the words and/or ideas of another without giving proper credit).

In short:

- Do your own work.
- Don't borrow or steal others' ideas and pass them off as your own.
- DON'T cheat on papers or exams. In this class you will have all of the information you need to do well without resorting to dishonesty.

I will reluctantly but firmly assign a zero for any assignment in which academic dishonesty is evident. Please be aware too that "...the University of West Georgia maintains records of plagiarized assignments and those who prepare and/or submit them." Just don't, okay?

Introduction to General Psychology – Psyc 1101
***TENTATIVE course schedule and text reading assignments**

All “Kunkel” readings are from the textbook, here:

<https://sites.google.com/westga.edu/intropsych/>

All “OpenStax” readings are from this site:

<https://cnx.org/contents/Sr8Ev5Og@10.24:6HoLG-TA@12/Introduction>

<u>Day</u>	<u>Topic</u>
8-15	Introduction and telling stories <i>The Evolution of Psychology</i>
8-20 8-22	<i>The Nature of Psychological Thinking</i> Reading: Kunkel, Chapter 1 OpenStax 1.1 – 1.4, 2.2 – 2.4 Kunkel, Chapter 2
8-27 8-29	Theory Story #1: “Maybe it’s really all about the brain...” <i>Biological Bases of Experience</i> Reading: Kunkel, Chapter 3
9-3 9-5	Theory Story #2: “Maybe it’s really all about what happens outside of us...” <i>Behavioral Bases of Experience</i> Reading: Kunkel, Chapter 4
9-10 9-12	Theory Story #3: “Maybe it’s really all about love and work...” <i>Psychoanalytic Bases of Experience</i> Reading: Kunkel, Chapter 5 OpenStax 11.1 – 11.3
9-17	Theory Story #4: “Maybe it’s really all about being human...” <i>Humanistic/Existential/Transpersonal Bases of Experience</i> Reading: Kunkel, Chapter 6 OpenStax 11.5
9-19	EXAM 1 ** End of first extra-credit period
9-24	Exam review, and catching up
9-26	Finish H/E/T
10-1	Theory Story #5: “Maybe it’s really all about WHERE and WHEN we are....” <i>Culture-Context Bases of Experience</i> Reading: Kunkel, Chapter 7
** No class	10-3 Fall break
10-8	Culture-Context (continued)
10-10	“You see what you want to see and disregard the rest...” <i>Sensation and Perception</i> Reading: Kunkel, Chapter 8
10-15 10-17	Dreams, substances, meditation... <i>Consciousness</i> Reading: Kunkel, Chapter 9

Tentative schedule, continued:

10-22		“But I remember!” Well, maybe not... <i>Memory</i> Reading: Kunkel, Chapter 12
	10-24	“So, what do you think I mean?” <i>Language and Thought and Intelligence</i> Reading: Kunkel, Chapter 10
10-29		“I don’t know, what do <u>you</u> want to do?” <i>Motivation and emotion</i> Reading: Kunkel, Chapter 11
	10-31	EXAM 2 ** End of second extra-credit period
11-5	11-7	Let’s go in the darkroom and see what develops...” <i>Human Development</i> Reading: Kunkel, Chapter 14
11-12	11-14	Continued
11-19	11-21	“Are you crazy, or just weird?” <i>Psychological Suffering and Wellness</i> Reading: Kunkel, Chapter 126
11-26	11-28	Gratitude and gluttony (Thanksgiving Break)
12-3	12-5	So What? Where we’ve been and where we are... * * Last extra-credit period (<u>no extra credit papers accepted after 12-3</u>)

Unless we decide as a group otherwise, the third exam will be administered during the regularly scheduled
final examination period
Thursday, Dec. 12, 8:00 – 10:00 AM