



**“The pendulum of the mind oscillates between sense and nonsense, not  
between right and wrong.”**

**—Carl Gustav Jung**

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**Introduction to Psychology: Exploring Humans, Non-Human Animals, and  
Diversity Science**

**Fall 2024**

**Instructor:** Dr. Carolina (Kina) Montenegro; she/her

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**Teaching Assistant:** TBA

**Email:** TBA

**Meeting time PST:**

**Lecture:** Mondays & Tuesdays; 9:00 AM - 11:50 AM (asynchronous)

**Seminar:** Wednesdays & Thursdays; 9:00 AM - 10:50 AM (synchronous via zoom)

**Inclusive Teaching Statement:**

As your faculty, I am committed to creating an environment in which meaningful learning is accessible to every class member. Please reach out to [Access Services](#) very early in the quarter if you have particular learning needs. If the needs are related to a differently-abled condition, Access Services will keep the condition confidential. You can also feel free to let me know if there is anything I can do in my teaching practices to accommodate access needs. This does not mean that you have to disclose anything to me, you can just let me know what would help improve learning and remove barriers to learning.

Being inclusive of people with diverse backgrounds and experiences benefits everyone's learning. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength & benefit. It is my intent to present materials and activities that are respectful of diversity. Your suggestions are encouraged and appreciated.

**Program Description and Learning Outcomes:**

The subject matter of this program – the science of the mind and behavior – is something that all students are intimately involved with on a daily basis, whether they know it or not. These interactions include how we recognize something or someone we see or hear, being influenced subconsciously by those around us, or how we learn and remember new information. How and why do our personalities differ? Just how does the brain relate to behavior? Understanding such concepts can help us address and further understand ourselves, our community, and many issues in society today. We will also recognize that our understanding of psychology does not end with humans. Do non-human animals have consciousness, intelligence, or emotion? Together we will explore these types of processes through multiple forms including readings, activities, discussions, documentaries, and our own observations.

This program will act as an introduction to the study of psychology, in both humans and non-human animals, as a science and an art. Core topics include: scientific methods, learning, memory, consciousness, language and thought, intelligence, development, personality and social psychology, perception and sensation, neuroscience, cognition, emotion, evolution, sexuality, psychological disorders and their treatment. This program will also cover current empirical investigations into the nature and function of behavior and how the psychological concepts described may (or perhaps may not) be reflected in real world examples.

We will be incorporating diversity science into our view of psychology. Diversity science is an emerging field of study that examines how ethnicity, gender, culture, socio-economic class, and other group differences are created, perceived, and maintained. Here, we will explore diversity in psychology and how diversity, voice, and representation reflect our understanding of human behavior based on past and present research.

By the end of the term, students will have the skills to: (1) Identify and describe key theories in the core areas of psychology, (2) Interpret, critically evaluate, and discuss scientific research on human and animal behavior, (3) Relate and apply the findings to experiences from daily life, (4) Judge whether and how science can be useful in addressing specific social problems.

**Please note:** In this program, we will discuss several examples of human behavior that are unpleasant and/or controversial (e.g., aggression, stereotyping/prejudice, deception, ethics, psychological disorders, gender differences, suppressed memories, controversies about race and intelligence, and so forth). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about human behavior. Some students might find these topics or discussions uncomfortable or anxiety provoking. We encourage concerned students to review the posted readings and slides in advance, so that they can anticipate the presentation of material

they find discomfoting.

Hopefully, by the end of the term, you will have the skills to:

- (1) Identify and describe some key theories in the core areas of psychology,
- (2) Interpret, critically evaluate, and discuss scientific research on human behavior, and
- (3) Apply the findings from the research literature to experiences from your daily life.

**Text:**

The textbook for this course is an **optional** custom open educational resource (OER) from the NOBA project. I will list this on the Canvas Frontpage.

Our seminar text will be provided via pdfs and two books. For our books, you should be able to use the bookstore or used book website like Abebooks for purchase. The library or interlibrary loan system may also have copies. If you need further assistance please contact me ASAP.

Research Is Ceremony by Shawn Wilson

ISBN: 9781773633282

This book describes a research paradigm shared by Indigenous scholars in Canada and Australia, and demonstrates how this paradigm can be put into practice. Relationships don't just shape Indigenous reality, they are our reality.

Who's Asking? By Douglas L. Medin & Megan Bang

ISBN: 9780262026628

Analysis and case studies show that including different orientations toward the natural world makes for more effective scientific practice and science education.

**Format of Evaluative Materials:**

- **Lecture Assignments:** Each lecture chapter will have an Assignment, this will differ by chapter. Sometimes they will be open-ended thought experiments, worksheets, or reflections. The information for each Assignment will be on Canvas.
- **Lecture Journal Entries:** Each lecture chapter will have a Journal Entry where students connect with a concept from the chapter and explore every day examples from their own life of the concept. Further instructions are provided on Canvas.
- **Lecture Quizzes:** Quizzes will be submitted through Canvas. Each chapter will have a corresponding 10-question quiz. For each quiz you may use 2 attempts, and the quizzes will remain open until their corresponding due date. They are open-book and you can return to them until the corresponding due date.
- **Seminar presentation:** About two times a week, groups of students will lead us through (1) a presentation of scientific journals related to program content as well as (2) chapter readings related to our program. Students will also facilitate seminar discussions based on the article. All students will do this twice throughout the quarter. We will have work at the beginning of the quarter on how to complete these presentations and readings.
- **Seminar assignments:** Seminar is a collective learning experience when students and faculty share discussion centered on our readings. To support your active engagement with our readings, we are structuring our weekly seminar assignment to have three parts (summary, response, and seminar questions) based on the readings presented during seminar. Further instructions are provided on Canvas.

- **Synthesis Assignment:** In this assignment you will choose a theme, key concept, issue, line of research, and/or a lingering question, describe why this is significant, important, relevant, or pressing. And then, draw from and address a range of authors/positions/perspectives to support and elaborate on your ideas. Further instructions are provided on Canvas.

### **Credit Equivalencies:**

Credit over will be awarded with these approximate descriptions:

6 - Psychology Seminar: Introducing critical thinking, scientific writing, and diversity science

3 - Basic Psychological Processes

3 - Individual and Social Behavior

### **Credit Earning & Evaluative Materials:**

The following is an estimated breakdown of how many credits are earned associated with successfully completed assignments.

2 credits: 12 Assignments

2 credits: 12 Journal Entries

2 credits: 12 Quizzes

3 credits: 2 Seminar presentations

2 credits: 12 Seminar assignments

1 credits: 3 Synthesis assignments

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### **Student Resources:**

**[Food Bank:](#)** The Campus Food Bank TCFB Satellite has created a drive-through

Community Point of Distribution for Evergreen students and the wider community. This pop-up food bank site allows for distribution of food while minimizing contact and practicing social distancing.

**Basic Needs Advocacy and Resource Center:** Help with applying for SNAP (food stamp) benefits or other emergency funding. Includes resources for Hygiene Items, Food Pantry & Shelf Stable Foods, Donated Books, has a Gender-Affirming Clothes Closet, Personal Protective Equipment (PPE) and more!

**Writing Center:** Writing support for students through writing events and workshops, and scheduling one-on-one sessions with peer writing tutors.

**Access Services:** Disability services for students; accommodations.

**Assistive Technology Lab:** Assistive Technology includes software, hardware, and strategies to help students succeed academically (e.g., screen reading and dictation software).

**Title IX:** Evergreen is committed to providing a learning community that all members can grow and learn in, free from sex discrimination. The Title IX Office works with students, faculty, and staff to provide support, resources, and resolution options to anyone that may have experienced sex discrimination.

**Undocumented Student Task Force:** Find resources and support while attending Evergreen, regardless of your documentation status.

**TRiO Programs:** TRiO Programs are federally funded grants designed to improve college access and graduation rates for individuals from underserved backgrounds.

**Recording and/or Distribution of Course Materials:** Audio or video recording,

digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Disclaimer:** Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on the program website (e.g., Canvas).

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