"The pendulum of the mind oscillates between sense and nonsense, not between right and wrong."

—Carl Gustav Jung

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

Spring 2026

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

    Email: kina.montenegro@evergreen.edu

Teaching Assistant: Samantha (Sam) Vandervort; she her

    Email: Samantha.Vandervort@evergreen.edu

Meeting time PST:

(8 & 12 credits) Lecture: Mondays & Wednesdays; 10:00AM - 12:50PM (asynchronous)

(12 credits only) Seminar: Tuesday & Thursdays; 11:00AM - 12:50PM (synchronous via zoom)

This course offers the flexibility of online learning, with both asynchronous and/or synchronous components depending on your credits. While this format gives you the freedom to learn on your own schedule, it also requires independent work skills and a commitment to staying on top of tasks, or a willingness to work on these skills.

Important: Please make sure to read all instructions carefully. Success in this course depends on understanding and following guidelines, please don't skip the details! If you have any questions, don't hesitate to ask, I'm here to help.

INCLUSIVE LEARNING 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 semester 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.

Remote Learning:

The Zoom Student Guide from the folks at Academic Technologies can help with all of your technical Zoom questions:
https://helpwiki.evergreen.edu/wiki/index.php/Zoom_for_Students.

Support for Remote Learning: There are a number of different resources available to students to support remote learning, from Chrome books you can borrow to reduced-cost internet services to small grants to purchase things you might need like a printer, paper, or improved internet services. Check out "Support for Remote Learning" on the Evergreen website. Please see our Canvas Homepage for more learning resources (plus mental health resources!).

Canvas:

Our password protected site on Canvas will serve as the course "external brain" and information center! **Especially for an online course, you MUST be checking Canvas regularly.**

Announcements and changes to class and assignments will be posted there.

• Please plan to check Canvas often. All updates will be posted there.

• Evergreen online Canvas guides are available for student users.

• Please also set your Canvas notifications to let you know when we send out an announcement or group Canvas mail message. You can also set notifications so that you'll receive a message when we respond to your assignments. There is a mobile app for Canvas that you can install on your phone. Highly recommended if you'd like to be able to access it there and get notifications on your phone

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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 discomforting.

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.

Suggested Textbook:
The textbook for this course is an **optional** custom open educational resource (OER) from the [NOBA project](#).

(12 credits only) Our seminar text will be provided via pdfs and a pdf of our assigned book has been provided.

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

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

Tentative Course Schedule (click here for the Seminar Calendar):

Date	Topics Covered	What's Due?
Week 1 Mar 30-Apr 3	Welcome to the Course	—
Week 2 Apr 6-10	Chapter 1: Introduction Chapter 2: Methods	Chapter 1 Journal Entry Chapter 1 Quiz Chapter 1 Assignment Chapter 2 Journal Entry Chapter 2 Quiz Chapter 2 Assignment
Week 3 Apr 13-17	Chapter 3: Neuroscience & Genetics	Chapter 3 Journal Entry Chapter 3 Quiz Chapter 3 Assignment Synthesis Assignment 1
Week 4 Apr 20-24	Chapter 4: Development (Guest Lecture) Chapter 5: Sensation & Perception	Chapter 4 Journal Entry Chapter 4 Quiz Chapter 4 Assignment Chapter 5 Journal Entry Chapter 5 Quiz Chapter 5 Assignment
Week 5 Apr 27-May 1	Chapter 6: Consciousness Chapter 7: Memory	Chapter 6 Journal Entry Chapter 6 Quiz Chapter 6 Assignment

		Chapter 7 Journal Entry
		Chapter 7 Quiz
		Chapter 7 Assignment
		Synthesis Assignment 2
Week 6 May 4-8	Chapter 8: Learning	Chapter 8 Journal Entry
		Chapter 8 Quiz
		Chapter 8 Assignment
Week 7 May 11-15	Chapter 9: Learning & Thinking Chapter 10: Intelligence	Chapter 9 Journal Entry
		Chapter 9 Quiz
		Chapter 9 Assignment
		Chapter 10 Journal Entry
		Chapter 10 Quiz
		Chapter 10 Assignment
		Synthesis Assignment 3
Week 8 May 18-22	Chapter 11: Social Psychology Chapter 12: Personality	Chapter 11 Journal Entry
		Chapter 11 Quiz
		Chapter 11 Assignment
		Chapter 12 Journal Entry
		Chapter 12 Quiz
		Chapter 12 Assignment
Week 9 May 25-29	NO CLASS MONDAY Chapter 13: Psych Disorders	Chapter 13 Journal Entry
		Chapter 13 Quiz
		Chapter 13 Assignment
		Synthesis Assignment 4
Week 10 June 1-5	Chapter 14: Treatment of Disorders	Chapter 14 Journal Entry
		Chapter 14 Quiz
		Chapter 14 Assignment

Format of Evaluative Materials (See Calendar/Canvas for due dates):

- **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. Remember, everyone has a three-day extension if needed to complete the work. If you choose to use it, be sure to submit by the following Monday at 11:59 PM so we can grade for credit. Please note that there are 14 assignments total and all students may be excused from up to 2 assignments without credit being impacted.

- **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. Remember, everyone has a three-day extension if needed to complete the work. If you choose to use it, be sure to submit by the following Monday at 11:59 PM so we can grade for credit. Please note that there are 14 journal entries total and all students may be excused from up to 2 journal entries without credit being impacted.

- **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. Remember, everyone has a three-day extension if needed to complete the work.

If you choose to use it, be sure to submit by the following Monday at 11:59 PM so we can grade for credit. Please note that there are 14 quizzes total and all students may be excused from up to 2 quizzes without credit being impacted.

- **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. Remember, everyone has a three-day extension if needed to complete the work. If you choose to use it, be sure to submit by the following Monday at 11:59 PM so we can grade for credit.

- **Final Portfolio:** Faculty review all student work at the end of the quarter, as a part of writing student. With this all students will prepare a final portfolio, gathering and organizing all of their work. In this portfolio you will complete a checklist of the assignments that you've submitted, identify your best works, mark attendance, and more. Explicit instructions will be provided for how to complete this.

- **(12 credits only) Seminar lead:** Twice a week, a group of students will lead us through presentations that correspond to our lectures and readings. We will have work at the beginning of the quarter on how to complete these presentations and readings. Further instructions are provided on Canvas.

- **(12 credits only) 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. Further instructions are provided on Canvas.

Excused and Late Work:

Please notice that some missing work is already factored into. These excused assignments are for you to use as you'd like. You can use them when you're not feeling well, have too much going on that week, or whenever. You do not need to ask for permission to use these excused works.

Before discussing the possibility of late work, please make sure to use your excused assignments first.

Credit Equivalencies:

Credit over will be awarded with these approximate descriptions:

4 - Basic Psychological Processes

4 - Individual and Social Behavior

4 - Psychology Seminar: Introducing critical thinking, scientific writing, and diversity science **(12 credits only)**

*Please keep in mind that these credits do not count towards a Bachelor of Science degree at Evergreen or contribute to upper-level science credits. Currently, psychology courses at Evergreen are not applicable towards a Bachelor of Science degree.

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 (50% average)
2 credits: 12 Journal Entries (50% average)

2 credits: 12 Quizzes (50% average)

1 credit: 4 Synthesis assignments (50% average)

1 credit: Final Portfolio

2 credits: Seminar leads **(12 credits only)**

1 credit: 4 Seminar assignments **(12 credits only)**

1 credit: Seminar participation **(12 credits only)**

Email Policy:

Email Policy: Please include the class name in the subject line of all e-mails. I am happy to answer e-mails regarding course content, and I will do my best to answer your e-mails quite promptly, but cannot always guarantee an immediate response. Please e-mail well in advance of exams and please wait, at the very least, 48 hours before sending a followup e-mail.

When asking a question about course material via e-mail, please first include what you think the answer is or what you think the concept means (e.g., instead of emailing "I don't understand concept X", please instead e-mail something like "I'm confused by concept X. I think it means A, B, and C but I am confused about how A leads to B and C.") Otherwise, I will ask you to first provide this information before writing a lengthy response. This process shows that you have thought about the material before asking for help. I am more than happy to help students who put in the effort to understand the material.

Before e-mailing a question, please check to see if the information that you need is in the syllabus or posted on Canvas. If the information is already available to you I will most likely ask you to confirm this information first. By encouraging you to look up information yourself, you develop skills in resourcefulness, productivity, and independence. These skills are crucial not just in academic settings but also in your future career.

Participation:

Evergreen education emphasizes participatory and collaborative learning within an active learning community. We are learners together, responsible for our own learning and also responsible for contributing to the learning of other program members.

At least three participation aspects matter within our learning community: **attendance**, **inclusiveness**, and **quality of engagement and thought**. Your preparation for and involvement in both synchronous work (all online at the same time in a shared digital space, or in the classroom) and asynchronous work (we're not interacting in real time, although we may be collaborating) will be assessed as part of faculty evaluations of your program work.

We invite students who are more comfortable sharing thoughts out-loud to do their part to make space for quieter folks, and we invite quieter folks to challenge themselves to contribute their thoughts out-loud, as we create our learning community that is inclusive of all voices.

Listening, Speaking and Learning from our Experiences:
Your own learning from program discussions, small and large, will be enhanced by attentive listening as well as speaking. Our priorities always will be engagement with ideas and with each other. Faculty encourage you (insofar as you are comfortable) to bring your previous knowledge and life experiences into our classroom spaces – and we request that you consider effects on and value to others' learning before contributing from personal experience. We also recognize that for many students, knowledge/ learning is intimately connected with stories so we invite storytelling as a method for in class engagement. Bringing practice to theory can be a powerful approach to learning.

When you speak from personal experience, please also make connections to texts,

lectures, and other materials in order to support your own and others' knowledge-making. We invite all to consider that sharing from personal experience, especially around difficult topics, requires a level of courage and vulnerability; we hope you receive each other's contributions with care, grace, and respect.

Criteria for Evaluation: Expressing your ideas and getting reactions from others can help you evaluate your own opinions and ultimately sharpen your thinking! The teaching team will be aware of participation content and skills:

- relevance,
- level of thinking,
- clarity of expression,
- capacity to express disagreement while furthering conversation,
- careful, accurate listening open to experiences and ideas other than one's own,
- inclusiveness: inviting others into conversation,
- awareness of group dynamics, and
- degree of collaboration in knowledge-making and responding to disagreement

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Six Expectations of an Evergreen Graduate:

The Big 6

1. Articulate and assume responsibility for your own work.
2. Participate collaboratively and responsibly in our diverse society.
3. Communicate creatively and effectively.
4. Demonstrate integrative, independent and critical thinking.
5. Demonstrate ability to use qualitative modes of inquiry
   a. Demonstrate ability to use quantitative modes of inquiry
   b. Demonstrate ability to use creative modes of inquiry
   c. Appropriately apply modes of inquiry to theoretical and practical problems

      d. Appropriately apply modes of inquiry across disciplines

6. As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Evergreen's Five Foci of Learning:

We believe the main purpose of a college is to promote student learning through:

1. Interdisciplinary Study
2. Collaborative Learning
3. Learning Across Significant Differences
4. Personal Engagement
5. Linking Theory with Practical Applications

Transferable Skills:

In a recent survey by Hart Research Associates, nine of ten (96%) of employers said that "educational experiences that teach [students] how to solve problems with people whose views are different from their own" are "very important for college students to learn" (Hart, 2015, p. 3). More than 80% (4 of every 5 employers) added that these are very important (quoted verbatim from Hart 2015, p. 3):

- The ability to effectively communicate orally.
- The ability to effectively communicate in writing.
- Critical thinking and analytical reasoning skills.
- The ability to apply knowledge and skills to real-world settings.

Five things to do to succeed in this program!

1. Attend class (seminar).

2. Start early enough to give yourself time to engage texts, respond to assignments, and prepare thoughtfully for class.

3. Play an active and respectful role in conversations, especially when you disagree or have questions.

4. Acknowledge and learn from mistakes you make. Move on.

5. When you don't understand, ask. What matters is not that you don't know but what you do when you don't know.

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).

IMPORTANT: In this course, there are no plans to integrate Generative AI into course assessments and assignments. However, we acknowledge that students may use AI tools in various ways to support their own learning. If you use generative AI to support your assessment task (assignments) work, we require that you clearly attribute and cite any AI-generated content in your work. Remember, you should always review AI outputs for accuracy and potentially harmful contents to the best of your ability.

How to cite AI (APA format is best, but any format works)

The instructor reserves the right to prohibit the use of AI for specific assessment tasks when AI use is not in alignment with course learning outcomes/objectives. Failure to

abide by the provided guidelines may be considered an act of cheating and a violation as outlined in the relevant sections of the Student Conduct Code.

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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