

# Psychology of Personality

## PSYC 139

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/16/2026

### Contact Information

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Instructor: Dr. Simone Lundquist, Ph.D.

Email: [simone.lundquist@sjsu.edu](mailto:simone.lundquist@sjsu.edu)

Office: Dudley Moorhead Hall (DMH) 310

Phone: 408-924-5634

### Office Hours

Tuesday, Thursday, 11:45 AM to 12:45 PM, DMH 310

By Appointment Only

### Course Information

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Monday, Wednesday, 12:00 PM to 1:15 PM, DMH 166

### Course Description and Requisites

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Current approaches to the study of personality and personality processes.

Prerequisite: PSYC 001.

Letter Graded

### Classroom Protocols

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I believe that the classroom is a professional environment where we co-create a **dialogical** context to facilitate learning and exchange of knowledge and experiences. The guiding principles are to **be respectful and attend to what is going on in class**. I expect that you be mindful of these codes of conduct as classroom etiquette breaches will not be tolerated and will be grounds for dismissal from the class.

1. Be on time. If you are more than 10 minutes late, you will receive zero participation points for that day. During the semester late arrival once or twice is understandable but allowing lateness to become a habit is unacceptable. If you are more than 15 minutes late, you should not come to class. This is particularly true for presentation days.
2. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
3. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
4. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
5. Never bring out a cell phone during an examination period.
6. Do not text message during lecture.
7. You may not use a laptop in class. If you have a compelling reason for such an accommodation to take notes, please contact me and we will make an exception.
8. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
9. Do not sleep during class.
10. A student displaying disrespectful or disruptive behavior will have 10 points deducted from their participation and be asked to leave the rest of that class session.

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the final exam).

You are responsible for keeping current on any deviations from the class syllabus, particularly rescheduling of tests. Check the Canvas page if you cannot be in class and want to check the times for exams, etc. Generally, I will lecture in class, and participation is highly encouraged.

Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

## Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

# Late Assignments

Assignments are due at the start of class on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

In the case of unexcused late submissions, late assignments will be accepted throughout the semester with no explanation needed. These late assignments will automatically be given half credit regardless of when they are turned in (unless they are excused).

# Extra Credit

Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

# Office Hours

I will have regular office hours as posted at the top of this syllabus. Please email me to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

Please email me to let me know if you need to see me at another time outside of scheduled office hours. During office hours, we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I run an extremely busy schedule, but I want to make time for our meetings. Please send me an email, and we can find a time that will work.

# Contacting Instructor

1. I will answer emails M - F, 9:00 - 5:00. If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. Through Canvas mail function. Best for private questions and comments.

3. Through regular email. [simone.lundquist@sjsu.edu](mailto:simone.lundquist@sjsu.edu).

4. By phone. Best if you need to contact me quickly and cannot use email at the time.

5. Consider emails for this course as professional correspondence (see sample correspondence).

- a. Subject Line should include your class and a brief description of the issue (e.g., Subject: Psych 139: absence on 10-10-11).

- b. Greetings should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)
- c. Identify yourself and the course/section you are in.
- d. Issue or question should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
- e. Expect replies within 1 - 3 days. Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

## Example Email Correspondence

Subject: Psyc 139: Assignment due date question

Dear Professor Lundquist (or Dr. Lundquist),

My name is Miranda Jackson and I am in your 139 class that meets M/W 12:00 PM – 1:15 PM. I am not sure when the Reflection Paper assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,  
Miranda  
Student id # 001234567

## Regular attendance is necessary to do well in the course.

Although the course has an online resource, this resource is not a substitute for attending lectures. Attendance is strongly recommended. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. The exams will cover material from lectures, assigned articles and your textbook. While the lectures include some material from the text, it will also contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class. There may be pop quizzes and writing assignments for this class which you will likely miss if you do not come to class. These quizzes and assignments count toward your final grade. For all these reasons, it will not be advantageous to you if you miss any classes.

If you do miss class, it is your responsibility to check with a classmate to find out what material you missed.

## Laptops

In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class

activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

## Cellphones and other electronic devices

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

## Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

## Be respectful of others

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

## I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

## Communication

Use email!! Use office hours! Talk to me!!

## Canvas

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Discussion Board (Course Announcements)
- Grade roster

Only some of the material of this course is on Canvas. All of the material shown on the PowerPoint during lectures will be available on Canvas. This will not be a sufficient substitute for coming to class, as these PowerPoints are simply outlines of the material in your text, and I will be elaborating during the lectures.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing these materials, come and see me, we will figure it out together.

Check this site regularly for course announcements, articles, assignments, and other course materials.

## Check the course Canvas site regularly

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

## Recording of Class Lectures & Sharing/Distribution of Course Content

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class.

This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. Written permission to record lectures will need to be granted for the whole semester or on a class-by-class basis.
- In classes where, active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

## Letter of Recommendation

I receive many letter of recommendation requests each semester, and I can only write 10 letters in a semester. I commit to write letters on a first come, first serve basis, and once I have agreed to write 10 letters in a semester, I will not be able to do more that semester.

I have written guidelines regarding what I need from you when you request a letter of recommendation from me. You can find these guidelines on my profile on the San José State University website, <https://www.sjsu.edu/people/simone.lundquist/>.

## Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a

minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

## Program Information

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**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

## Course Learning Outcomes (CLOs)

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### Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO 1: be familiar with six approaches to understanding personality and individual differences in behavioral characteristics

CLO 2: address the strengths and weaknesses of each approach

CLO 3: critically examine relevant empirical evidence associated with each of the theoretical approaches

CLO 4: recognize the application of theoretical concepts into real life issues and in psychotherapy

Measurement of the course learning outcomes will be achieved via evaluation of the student's written assignments, quizzes, class discussions, reflection papers, and a cumulative final exam.

## Course Materials

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There are four sources of readings for this course. All sources are required reading. The two textbooks can be purchased from the bookstore or online at your favorite used (or new) site. We will also be using a related articles and videos which can be found on Canvas. To do two major writing assignments, you will need to read *The Great Gatsby* by F. Scott Fitzgerald. You can borrow it from the library, rent it or purchase any version of it.

I expect you to have completed readings prior to the class meeting. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.

## Personality

Author: Jerry M. Burger

Edition: 10

## An Invitation to Social Construction

Author: Kenneth J. Gergen

Edition: 3

ISBN: 9781446296486

## The Great Gatsby

Author: F. Scott Fitzgerald

ISBN: 0-7432-7356-7

## Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference

Author: Cordelia Fine

Optional

Recommended text

## Course Requirements and Assignments

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### Important Note:

To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must PROOFREAD IT! Even better, have someone else proofread it. Papers that contain many spelling and grammatical errors will result in substantial point reduction.

## Writing Assignment 1 (60 points)

You will be writing about an understanding of the personality of a character from *The Great Gatsby* based on a theory you choose from those discussed by Burger (author of *Personality* textbook).

Maximum length of this paper is three typed, double-spaced pages (12-point, APA approved font).

Please see the modules on Canvas and the class schedule on your syllabus for more detailed instructions and the due date.

## Writing Assignment 2 (60 points)

You will be writing about your understanding of the personality of a character from *The Great Gatsby* based on the social constructionist theory discussed by Gergen (author of *An Invitation to Social Construction*). The length of this paper is three typed, double-spaced pages (12-point, APA approved font). Please see the modules on Canvas and the class schedule on your syllabus for more detailed instructions and the due date.

## Writing Assignment 3 (85 points)

You will be writing about your understanding of the personality of you or that of a person you know, based on two different theories: a favorite theory discussed by Burger and the social constructionist viewpoint discussed by Gergen. The length of this paper is five typed, double-spaced pages (12-point, APA approved font). Please see the modules on Canvas and the class schedule on your syllabus for more detailed instructions and the due date.

## Favorite Paper Presentation (60 points)

Please choose your favorite paper among the three writing assignments you have prepared for this course and present that paper to the class in 5 to 7 minutes. You must have some kind of visual component for your presentation. Please see the modules on Canvas and the class schedule on your syllabus for more detailed instructions and the presentation dates.

## In-Class Writing Assignments (120 points, 12 assignments, 10 points each)

During the semester, you will be asked in class to write about your own opinions, beliefs, values, and reflections about what we learn in class. In addition to writing about your own thoughts regarding these topics, you will also be asked to discuss the relevance of this topic for the “real” world. In other words, I want you to discuss what you think the implications are of each of these topics for people in general and for society as a whole. These assignments are meant to stimulate your reading of the text and keep you on top of the lecture material.

All questions will be based on the assigned readings and class discussions. These assignments are completed in-class and turned in in-person. The assignments will not be repeated, so if you are not in class on the day that the assignment is given, you will miss 10 points. Please keep track of your schedule and the points you receive.

## Reflection Papers (80 points, 8 papers, 10 points each)

These reflection papers are assignments you complete *before* coming to class, based on the readings that are due for class. In them, you will describe your reflections on the assigned reading for the day. Reflections are a chance for you to respond to the reading with your own thoughts (ex. what connections you make to the reading, what stood out to you and why, etc.). They should *not* be

summaries of the assigned reading. Reflection papers are typed, double-spaced, APA approved font, and one page. It is expected that you will use the first-person in these papers, and they do not need to be formally formatted. Please see the modules on Canvas and the class schedule on your syllabus for due dates.

## Participation (50 points)

Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce your grade. Class participation includes active listening, asking questions and making comments relevant to the topic discussed in each class. There may also be small group activities throughout the semester. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

## Self-Evaluation of Participation (10 points)

Around half way through the semester, you will be required to complete the Self-Evaluation of Participation form on Canvas. This gives each student an opportunity to assess his or her own level of participation in the course to date. More importantly, it can serve as a prompt to do things differently in the course to improve that level of participation. These self-evaluations will be used to help determine the student's final participation grade.

## Final Exam (50 points)

The questions on your final exam will be based on the assigned readings and class discussions. The final exam is not a multiple-choice test so it is highly recommended that you keep track of the subjects discussed during the semester in addition to the material you have studied in your textbook and other required texts.

## ✓ Grading Information

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### Criteria

Type	Weight	Topic	Notes
Writing Assignment 1	10%	Gatsby's personality through Burger personality theory	One 3-page paper, 60 points
Writing Assignment 2	10%	Gatsby's personality through social construction	One 3-page paper, 60 points

Type	Weight	Topic	Notes
Writing Assignment 3	15%	Personality of someone you know through preferred theory	One 5-page paper, 85 points
Favorite Paper Presentation	10%	Presentation on your favorite writing assignment	One 5-7 minute presentation, 60 points
In-Class Writing	21%	In-class discussion, assigned reading	In-class writings 12 times a semester, 10 points each, 120 points total
Reflection Papers	14%	Assigned readings	One page typed paper, 8 papers, 10 points each, 80 points total
Class Participation	9%		Participating in class and in various classroom activities, 50 points total
Self-Evaluation of Participation	1%		One paragraph partway through semester, 10 points
Final Exam	9%		3-5 short answer questions, 50 points total

## Breakdown

Grade	Range	Notes
A+	99 to 100	
A	98 to 93	
A-	92 to 90	
B+	89 to 87	
B	86 to 83	
B-	82 to 80	
C+	79 to 77	
C	76 to 73	
C-	72 to 70	
D+	69 to 67	
D	66 to 63	
D-	62 to 60	

Grade	Range	Notes
F	59 to 0	

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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The following is a tentative schedule for the class. Please note that this schedule may change during the semester. Any changes made to the schedule will be updated on Canvas. Be sure to check Canvas for the most up-to-date and accurate schedule. Please note that the page numbers and chapters listed below are for the 10th edition of *Personality* by Jerry Burger and the 3rd version of *An Invitation to Social Construction* by Kenneth Gergen. If the page numbers of the version you are using do not match the page numbers below, use the chapter names and headings to know which sections to read for that day.

When	Topic	Notes
Week 1, 1/26	Introduction to Class	
Week 1, 1/28	What is Personality?	Reading Due: Burger ( <i>Personality</i> textbook) Chapter 1
Week 2, 2/2	Social Construction	Reading Due: Gergen ( <i>Invitation to Social Construction</i> textbook) Chapter 1  <b>Assignments Due:</b> Reflection Paper 1 (compare Burger and Gergen Chapters 1)
Week 2, 2/4	Relational Understanding of Identity	Reading Due: "Narrative Therapy's Relational Understanding of Identity" by Gene Combs & Jill Freedman  <b>Assignments Due:</b> In-Class Writing Assignment 1 ("Relational Understanding of Identity")
Week 3, 2/9	Psychoanalytic Approach: Freudian Theory	Reading Due: Burger Chapter 3 (pp. 34 - 46)  <b>Assignment Due:</b> Reflection Paper 2 (Burger Chapter 3)

When	Topic	Notes
Week 3, 2/11	Psychoanalytic Approach: Freudian Theory + Relevant Research	<p><b>Reading Due:</b> Burger Chapter 3 (pp. 46 - 58; finish chapter)</p> <p><b>Recommended Reading:</b> Burger Chapter 4</p> <p><b>Assignment Due:</b> In-Class Writing Assignment 2 (Burger Chapter 3)</p>
Week 4, 2/16	Constructing the Real and the Good	<p><b>Reading Due:</b> Gergen Chapter 2</p> <p><b>Assignment Due:</b> Reflection Paper 3 (Gergen Chapter 2)</p>
Week 4, 2/18	Psychoanalytic Approach: Neo-Freudian Theory	<p><b>Reading Due:</b> Burger Chapter 5 (pp. 82 - 96)</p> <p><b>Assignment Due:</b> Reflection Paper 4 (Burger Chapter 5)</p>
Week 5, 2/23	Psychoanalytic Approach: Neo-Freudian Theory + Relevant Research	<p><b>Reading Due:</b> Burger Chapter 5 (pp. 96 - 108; finish chapter)</p> <p><b>Recommended Reading:</b> Burger Chapter 6</p> <p><b>Assignment Due:</b> In-Class Writing Assignment 3 (Burger Chapter 5)</p>
Week 5, 2/25	Horizons of Human Inquiry	<p><b>Reading Due:</b> Gergen Chapter 3</p> <p><b>Assignment Due:</b> In-Class Writing Assignment 4 (Gergen Chapter 3)</p>
Week 6, 3/2	The Trait Approach	<p><b>Reading Due:</b> Burger Chapter 7 (pp. 135 - 149)</p> <p><i>Read Instructions for Writing Assignment 1</i></p> <p><b>Assignment Due:</b> Reflection Paper 5 (Burger Chapter 7)</p>
Week 6, 3/4	The Trait Approach + Relevant Research	<p><b>Reading Due:</b> Burger Chapter 7 (pp. 149 - 164; finish chapter)</p> <p><b>Recommended Reading:</b> Burger Chapter 8</p> <p><b>Assignment Due:</b> In-Class Writing Assignment 5 (Burger Chapter 7)</p>
Week 7, 3/9	The Relational Self	<p><b>Reading Due:</b> Gergen Chapter 4</p> <p><b>Assignment Due:</b> Reflection Paper 6 (Gergen Chapter 4)</p>

When	Topic	Notes
Week 7, 3/11	Work Day & Biological Approach + Relevant Research	<p><b>Reading Due:</b> Burger Chapter 9</p> <p><b>Recommended Reading:</b> Burger Chapter 10</p> <p><b>Assignment Due:</b> "Writing Assignment 1" In-Class Progress</p>
Week 8, 3/16	Dialogue: Conflict and Transformation	<p><b>Reading Due:</b> Gergen Chapter 5</p> <p><i>Read Instructions for Writing Assignment 2</i></p> <p><b>Assignment Due:</b> Writing Assignment 1</p> <p>In-Class Writing Assignment 6 (Gergen Chapter 5)</p>
Week 8, 3/18	The Humanistic Approach	<p><b>Reading Due:</b> Burger Chapter 11 (pp. 253 - 267)</p> <p><b>Assignment Due:</b> Reflection Paper 7 (Burger Chapter 11)</p> <p>Self-Evaluation of Participation (see Canvas)</p>
Week 9, 3/23	The Humanistic Approach + Relevant Research	<p><b>Reading Due:</b> Burger Chapter 11 (pp. 267 - 279; finish chapter)</p> <p><b>Recommended Reading:</b> Burger Chapter 12</p> <p><b>Assignment Due:</b> In-Class Writing Assignment 7 (Burger Chapter 11)</p>
Week 9, 3/25	Education as Relational Process	<p><b>Reading Due:</b> Gergen Chapter 6</p> <p><i>Read Instructions for Favorite Paper Presentation</i></p> <p><b>Assignment Due:</b> In-Class Writing Assignment 8 (Gergen Chapter 6)</p>
Week 10, 3/30 & 4/1		Spring Break - No Class
Week 11, 4/6	The Helping Professions: Co-Construction in Action	<p><b>Reading Due:</b> Gergen Chapter 7</p> <p><b>Writing Due:</b> Reflection Paper 8 (Gergen Chapter 7)</p>
Week 11, 4/8	Behavioral/Social Learning Approach	<p><b>Reading Due:</b> Burger Chapter 13 (pp. 311-327)</p> <p><b>Assignment Due:</b> Writing Assignment 2</p>

When	Topic	Notes
Week 12, 4/13	Behavioral/Social Learning Approach + Relevant Research	<p><b>Reading Due:</b> Burger Chapter 13 (pp. 327 - 339; finish chapter)</p> <p><b>Recommended Reading:</b> Burger Chapter 14</p> <p><b>Assignment Due:</b> In-Class Writing Assignment 9 (Burger Chapter 13)</p>
Week 12, 4/15	Cognitive Approach + Relevant Research	<p><b>Reading Due:</b> Burger Chapter 15</p> <p><b>Recommended Reading:</b> Burger Chapter 16</p> <p><b>Assignment Due:</b> In-Class Writing Assignment 10 (Burger Chapter 15)</p>
Week 13, 4/20	Social Construction in Question	<p><b>Reading Due:</b> Gergen Chapter 9</p> <p><b>Assignment Due:</b> In-Class Writing Assignment 11 (Gergen Chapter 9)</p> <p><i>Read Instructions for Writing Assignment 3</i></p>
Week 13, 4/22	Final Presentations	<b>Favorite Paper Presentations</b>
Week 14, 4/27	Final Presentations	<b>Favorite Paper Presentations</b>
Week 14, 4/29	Final Presentations	<b>Favorite Paper Presentations</b>
Week 15, 5/4	Final Presentations	<b>Favorite Paper Presentations</b>
Week 15, 5/6	Final Presentations	<b>Favorite Paper Presentations</b>
Week 16, 5/11	Final Presentations	<p><b>Favorite Paper Presentations</b></p> <p><b>Assignment Due:</b> Writing Assignment 3</p>
Monday 05/18/2026 10:45 AM - 12:45 PM		<b>Final Exam</b>