

History & Systems of Psychology (Psyc 405-01)

Summer 2016

This course meets **Wednesdays from 6:00-9:30** on the Midway Campus, Room 146

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Course web site at <http://psyc405.stasson.org> (Do NOT use "www")

Competence Statement:

Know the theories, people, and events central within the science and profession of psychology in order to critically analyze a certain person's or theory's contribution to the field of psychology. Understand the progression of ideas, theories, and methods within psychology, while also recognizing history's constructed nature and limitations.

Course Objectives and Goals:

- To learn about the major figures and schools of thought in psychology and how they have influenced current psychological theory and systems.
- To recognize the "Zeitgeist" and its possible influence on people's thoughts and theories; critically analyze the implications for such phenomenon in applying historical systems to contemporary problems.
- To analyze different "versions" of history and faults with historical methods
- To learn about the history of theories, systems, and individuals in Psychology well enough to explain this history to others.

Nature of the Course

This is the "capstone" course for the Psychology Major. Based on dictionary definitions, this means that the course is the high point, peak, or crowning experience in your major studies. While that may sound far-fetched at first glance, this course does allow us to reflect on the field of psychology from a level of greater sophistication than earlier periods in our studies of psychology. In addition to critically examining the development of the discipline of psychology, we will also spend some time reflecting upon our own development as students of psychology. A fair amount of our critical thinking will be done in group contexts, so you will be expected to share your views of psychology and its history with the other members of our class. Also, there may be times in which you will work collectively in groups and a good deal of the course involves sharing views with other people and learning from other people's perspectives.

The course utilizes a “seminar” format, emphasizing student participation. In general, the classroom hours of the course will be divided among the following: student-led presentations, instructor-led presentations, discussions, and times during which people prepare their work. Students, as a group, play a very large role in the course, so your attendance is important because your classmates will depend on you. The exact types of assignments are outlined in the “evaluation” section.

Course Materials:

Schultz, D. P., & Schultz, S. E. (2012). *A History of Modern Psychology* (10th edition). Cengage/Wadsworth Publishers. **(S&S)** ISBN: 1-133-31624-7

Additional readings will be assigned for student review. These readings will be distributed to assigned students by the instructor. Other students obtain copies online. A listing of these additional readings will be posted on the course web site at <http://psyc405.stasson.org>.

Evaluation:

There will be different types of assignments: (1) Exams; (2) A research paper; (3) In-class presentations/reports on reading assignments; (4) Class participation, which includes attendance and participation that reflects knowledge of the topics being discussed; (5) Weekly writing assignments; and (6) a Psychology Department Student Assessment.

Two exams will be worth a total of 200 points, 100 points for each exam. More information on exam formats will be provided in class.

Your research paper will be worth 120 points, which includes points for preparing outlines and drafts on time, as well as points for the final product (presented orally in class and as a paper written in APA format). Further instructions and guidelines for this project are provided on a separate page.

Students will be responsible for summarizing and/or leading discussions on assigned class readings (specific textbook sections or articles provided by the instructor). Each section or article will be assigned to one student, who will have to do both of two tasks. One task is to lead the presentation summarizing the material in 10-14 minutes. Secondly, the student should facilitate a discussion via several questions posed to the class. Individuals will be informed of their responsibility or assignment at least one week in advance. These reports will be worth a total of 60 points toward your final grade. Generally, the reviews and discussions should focus on **(1)** summarizing the reading; **(2)** noting its place in historical context and in relation to other course material; **(3)** getting people to comment on its standing in psychology currently and in the future; and **(4)** leading a short class discussion along these lines (i.e., pose 3 questions, one at a time) that stimulate discussion or address issues related to the article that engage other students). *In both roles, students should connect the current reading to other ideas throughout the History of Psychology (ideas from this course, **AND** other courses).* Read the entire week’s assignment **PRIOR TO** preparing your presentation - present an **integrated summary** (not a verbatim reading out of context). [See more details in a later section.]

Class participation will be worth a total of 50 points. It is expected that students read the assignments prior to class and come prepared to discuss the textbook material. Students are expected to respond to critical thinking and application questions posed by the instructor and their peers. Generally, students who attend all classes and **demonstrate** their preparedness for class through participation should earn at least 35 of the 50 points. Students who attend, but rarely participate should expect to get less than 25 of these 50 points. There may be periodic quizzes or games in which students work to earn points. These points count as part of participation (i.e., one must be present and prepared to earn these points). Students with poor attendance and/or those not demonstrating class preparation will earn only the points they earn through performance. Exceptions to regular attendance might be made for people who document extraordinary circumstances. If you have major attendance problems, please discuss them with the instructor promptly. In any event, the points are awarded for more than mere attendance, **quality of participation is important**. One of the best ways to prepare for class is to think about how the text material is connected to more current ideas you have examined in other courses.

Weekly writing assignments are required. Each week of class you should reflect on a section of the assigned reading AND apply it to the topic you have chosen for your paper. This might be a difficult task in the beginning, but realize that your topic can evolve through the semester. Just remember to notify the instructor if you change your topic. Take a theory, idea, philosophy, or concept from the week's readings and apply it to your topic. Outline explain the idea from the reading and then explain how it fits with your topic. Turn this in at class, your paper does not need to be typed (one page or so is sufficient; a single paragraph is not enough). These papers will be worth a total of 60 points (satisfactory papers on time = 100%).

A Student Assessment Project as part of the Psychology Department's evaluation plan. This is an evaluation of the Department, not you, but participation is required. Completion of the Assessment will be worth 10 points, details in class.

The TOTAL number of points that can be earned is 500. Your course grade will be determined by the number of points you earn according to the scale below:

- "A" grade: at least 460 points (92%)
- "A-" grade: at least 450 points (90%)
- "B+" grade: at least 440 points (88%)
- "B" grade: at least 400 points (80%)
- "C+" grade: at least 390 points (78%)
- "C" grade: at least 350 points (70%)
- "D" grade: at least 300 points (60%)
- "F" grade: less than 300 points

If you are absent on a day that an assignment is due, please e-mail your assignment to the instructor on the date that it is due. Points will be deducted from assignments that are received late.

Schedule, Readings, and Assignments

Important Notes: Assigned readings are to be completed prior to the start of class, it is very important to be prepared for participation which will be reflected in grade. All Assignments should be turned in on time, point penalties will apply to late assignments. Exceptions to point penalties can be made upon the instructor receiving PROMPT NOTICE of an Emergency Situation (with Documentation).

Date	Unit/Topic	Readings	Notes/Special Assignments
May 11	The Study of the History of Psychology	S&S-1*	Introductions & Orientation
May 18	Philosophical and Physiological Influences on Psychology	S&S-2,3	Begin work on discussing articles and readings (W)# (continue through entire term)
May 25	The New Psychology And Structuralism	S&S-4,5	Discuss Research Paper Topics (W)
June 1	Functionalism	S&S-6,7	Gather Research Materials (W) Paper Topic + 3 References Due
June 8	Applied Psychology	S&S-8	Gather Research Materials (W)
June 15	Exam #1	-----	Complete Exam #1 – Work on Outline
June 22	Behaviorism-I	S&S-9	Research Paper Outline Due (W)
June 29	Behaviorism-II	S&S-10,11	Revise & Expand Paper (W)
July 6	Gestalt	S&S-12	Discuss Paper-Final Stretch (W)
July 13	Psychoanalysis	S&S-13,14	Discuss Paper (W)
July 20	Contemporary Develop. Wrap-up	S&S-15	Work on Paper!!
July 27	Exam #2 & Peer Review		Bring written draft (6+ pages of <u>text</u> and 10+ references) of research paper for peer review Do Psych Dept. Assessment during class
August 3	Selected Special Topics Wrap-up		Start research paper Presentations
August 10	Selected Special Topics		Continue research paper Presentations ****Final version of Paper Due ****

NOTES

* "S&S-1" refers to Chapter 1 in the Schultz and Schultz textbook.

"(W)" indicates dates a chapter writing assignment is due. Assignment should be based on the reading (S&S Chapter) listed for that date. Each assignment is due on the date listed

Readings: Presentations and Leading Discussions

Articles (Journal Articles)

Each student will present one article that goes along with one of the chapters 4-14. These articles are provided by the instructor. Students may select an article before 6:00 PM on May 18 (first come, first served with article choices – choose via e-mail or written note), after which time the instructor will assign articles to the remaining students.

Before preparing your presentation, read the assigned chapter(s) for the upcoming week. Your presentation should be made in a way in which you connect the content of the article to the textbook readings for the week. Your presentation should be 8-14 minutes long, followed by a short discussion. If your article is long, you may need to be selective to fit your presentation into this time frame. You should lead the discussion. Prepare 3 or more questions that relate the content of your presentation to the textbook, past weeks' material, some current work/topic in psychology, or world events. You should not answer the questions – ask them in ways to get others talking.

It is expected that students will do one article presentation.

Textbook Summary/Discussions

Each chapter in the textbook will be divided into sections. In your assigned section, you should summarize the key ideas in your section and make some connections between the content in that section and either (1) world events at that time; (2) topics in politics, art, economics, science, literature, or other scholarly areas at that same point in time; and/or (3) present day ideas in psychology. Options (1) and (2) are connected to the Zeigiest idea posed by the textbook authors – that developments at a given time in psychology are related to developments, trends, and events in other scholarly areas at that same time. Option (3) is connecting something in the past (textbook) to something today.

In your discussion, you might throw out (and describe) events or social/political/scientific trends occurring at the same time as the material in the textbook chapter, and then try to get other students to discuss the connections to textbook ideas and developments in psychology outlined in the chapter. Or, you could note the current psychology idea, and get students to discuss the connections to the material in the text. Either way, your goal is to get people discussing.

You will be assigned a textbook section, and then you would have to find some external ideas connected to something in your section. Your goal is to (1) briefly summarize material based on the points above and (2) generate a group discussion lasting at least 10 minutes. You will probably be assigned a textbook section 2 or 3 times during the semester.

History & Systems of Psychology Research Paper Project

Each student will write a research paper analyzing a particular person's work or a theory or an area of Psychology. Examples of topics a student could select include: a person such as Harry Harlow; a theory such as Drive Theory; an area of psychology like biopsychology; or even another type of topic such as women in psychology or psychology in Asia. Your primary task will be to **trace the significance of your topic throughout the history of psychology, connecting your topic to past, current, and future theories and individuals prominent in Psychology. Your paper should be a historical analysis, which is quite different from an empirical research paper one might write to share the results of an experiment.**

Other topic ideas might include ideas shown here, areas, or any other prominent historical figure or important area. More examples: Hugo Munsterberg, William James, Wilhelm Wundt, Hermann Ebbinghaus, Edward Tichener, Ivan Pavlov, Edward Thorndike, B.F. Skinner, Kurt Lewin, Ulric Neisser, Harry Harlow, Humanistic Psychology (the area, or a figure such as Abraham Maslow), Cognitive Psychology (the area, or a figure such as George Miller), African-Americans in Psychology (the area, or figures such as Kenneth and Mamie Clark), developmental psychology (area, or figure such as Jean Piaget or Erik Erikson), or social psychology (the area or a figure such as Leon Festinger or Stanley Milgram). The number of possible choices would be very large, feel free to pick any historical figure from any psychological area/course you have studied – be creative! Make your choice **early**, because **students must choose different topics** and gathering research materials will take a great deal of time (they may need to be delivered from other locations). The following topics may **NOT** be pursued: Sigmund Freud, Carl Jung, Solomon Asch, Charles Darwin, dreams, prisons, corrections, and mental institutions.

Deadlines and Evaluation

You must provide, in writing, your topic selection (one paragraph + 3 references due **June 1**, worth 5 points), an outline of your paper (1-2 pages, with at least 6 references in APA format, due **June 22** – 5 points), and a typed draft of your paper (6 or more pages of text, with 10 or more references, due **July 27** – 10 points: 5 pts. for the draft and 5 pts. for reviewing another person's draft). You should provide a brief oral presentation of your paper/topic to the class (**Aug. 3 or 10**), and your final typed paper is due **August 10th** (total of 100 points for presentation and paper). The first three assignments (topic selection, paper outline, draft for peer review) will be ungraded (**complete work on time** will receive full credit; late=No credit for these). The oral and final written versions of your paper will be graded by the instructor. Late assignments will not receive full credit. You will need to **submit both paper and electronic versions of the final paper.**

Researching the Topic

Use textbooks, original writings from the individual or topic area, or reviews/summaries of the area or individual's work. You will need to visit our library (use electronic databases) and maybe others (e.g., U of M, city library, or use ILL), examine textbooks from libraries or other classes, use computer-based search engines (especially online versions of print journals), and consult work available on the Internet in order to gather details necessary to examine your topic more deeply than most of the ones reviewed in our course's overview of history.

Make careful notes about **ALL of your sources** (make copies of articles and notes on important book information). I expect you to include a reference section consisting of the books, articles, and sources that you cite in your paper. In addition, please include any supplemental

references which you might have examined, but did not use in the final version of your paper (these should be separated from those references that you did use in the paper). Please provide all references in **APA format!** Students who are unfamiliar with APA format should refer back to materials from the classes that taught the format, or consult resources in the psychology lab. If you learned an earlier version of APA format, you may use that format instead of the current version (pick one version and stick to it!).

Writing the Paper

USE APA FORMAT! Make sure you begin by noting the importance of your topic person/area within the field of psychology. Also make sure you note and explain the context in which the individual did his or her work or the context in which the area was born and developed. You should also comment on how changing times may have influenced your person or area, or your topic's role in contemporary psychology. Make sure you address the impact this person or area has had on psychology, the impact of your topic today, and prospects for future impact. **You must make connections throughout history!!** Consider connecting your topic to several different schools of thought (even if it is in opposition). Please also critically analyze shortcomings in the person's work (or the area chosen). You might also be able to note how changing times have led to this person's work (or area) rising or falling in prominence. Finally, examine your topic within the framework of diversity – does the work extend well to cultures beyond the U.S. and Western Europe? Does the work extend across sexes, age groups, social-economic groups, and so on. If the work is limited in scope, state limitations and speculate about the potential generalizations of the work. Make sure you address all issues/questions in this paragraph.

I expect a paper of about 15-20 pages (not including the reference section), **citing at least 15 references** (with at least 12 of them peer-reviewed ones). Please note that I use the label peer-reviewed to mean that the author's work was reviewed by peer researchers who provided criticisms and suggested improvements that were incorporated into the final product. In general, academic books are peer-reviewed, as are many journals that are published by or associated with professional organizations. Also, journals published by companies such as Sage, Academic Press, and Elsevier are also peer-reviewed. Other journals may also be peer-reviewed, the Metro State library has a number of databases which include a feature that lists whether a journal is peer-reviewed or "scholarly" (unfortunately, these databases still miss some peer-reviewed works). Please note that the library has many useful databases you may want to search, but not all have the "peer review" option (don't let that deter you). Conversely, Internet sites are usually NOT peer-reviewed except for on-line versions of a paper journal. I do not count videos, newspapers, newsletters, nor obituaries as peer-reviewed (though you can use these as other sources and I encourage you to do so). If you have a question about a source, please bring the source to the instructor and a determination will be made by inspecting the author's work.

Use your own personal ideas, summaries, and integration as much as possible when writing the paper. You may **not** use word-for-word passages from other works **without both** quotation marks and page number citation which identify the direct quote (and these should **not occur too often**). It is strongly preferred that you always summarize and re-state others' views (after all, your goal is to examine their views in historical context), and then cite the references for those views in APA format. The paper should be **your** analysis and synthesis of available information, not a simple re-stating of another person's work or textbook summaries. Write your paper using APA Format – I expect an APA-format title page, an abstract, use of section headings, APA-style citations of sources, and an APA-style reference section (also see Handout). Academic integrity will be estimated using www.turnitin.com, so you **must submit an electronic version of your paper**.