PSYC 4309.001 History and Systems of Psychology
Fall 2013 Semester
Tuesdays and Thursdays, 2:00-3:15 PM
ECDC 219C

Instructor: Lisa Comparini, Ph.D.
Office: BH 317
Office Hours: M, W: 9:00-10:30, Th: 11:00-1:00, by appointment
Phone: 825-2184

REQUIRED TEXT: (Available at the TAMUCC Bookstore)


COURSE OBJECTIVES:
History and Systems of Psychology is a course of study exploring the foundations of the discipline by looking at the ideas of individuals who contributed to psychology as a social science. Active participation in the course is intended to guide students as they:

1) put the finishing touches on their undergraduate education in psychology with an integrated and historical perspective of the field,
2) present philosophical issues in psychology and other sciences,
3) promote an awareness of the ways that historical developments outside of psychology shape the discipline,
4) discuss the roots, the theories, and the relevance of several of the major trends in modern psychology including functionalism, structuralism, behaviorism, Gestalt psychology, behaviorism, psychoanalysis, and humanistic psychology,
5) examine the ways in which world views (religious, political, moral) shape views of humans and psychology,
6) explore the evolution of ideas within philosophy and psychology,
7) stimulate interest in ideas and develop an appreciation for the process of taking ideas seriously, and
8) promote critical thinking and dialectic.

Students are encouraged to think, discuss, and write freely and critically about philosophical dilemmas, historical trends, and the history of changes in the way humans view themselves.

In addition to these established goals of the course, you may wish to establish goals of your own. You may wish to learn more about a particular individual in the history of psychology. (e.g., Mary Whiton Calkins, B. F. Skinner, Baruch Spinoza, or Socrates) or about a system of thought (e.g., Rationalism, Gestalt psychology, Psychoanalysis, or Humanistic Psychology), and indeed you will be asked to look further into at least one important figure.
MEASURABLE LEARNING OUTCOMES:
1. Describe major themes which have impacted psychology, including science/non-science, free-will/determinism, nature/nurture, and monism/dualism
2. Describe philosophies of science (e.g., Popper, Kuhn, Descartes).
3. Describe each of the following contributions to psychology by identifying major individuals and their ideas:
   a. Empiricism, Associationism, Utilitarianism
   b. Rationalism
   c. Mechanization and Quantification
   d. Early Experimental psychology
   e. Structuralism
   f. Darwinism
   g. Functionalism
   h. Behaviorism
   i. Gestalt psychology
   j. Humanistic psychology
4. Describe and explain the history of the treatment, attitudes, explanations and diagnosing of those with mental disorders.
5. Critically evaluate contemporary psychology and its potential future.

ASSESSMENT AND GRADING:
Students who wish to achieve an excellent grade standing in this course must achieve the requisite test scores in addition to participating fully in the teaching/learning process to co-create an atmosphere where questions related to the history of psychology may be discussed thoroughly and where diverse views may be expressed freely, respectfully and constructively.

1. You, or you and a fellow students in the class, will present some of the material from one of the chapters to the class. You, or you and your classmate, will also prepare corresponding materials that will further help your classmates to learn about the material you present in class. These materials (to be further explained in a separate set of instructions) will be posted online for your classmates to use and learn from. Each student may earn up to 75 points toward the final grade.
2. There will be 4 tests over the readings assigned during the semester. Tests 1 & 4 will be worth 40 points each, tests 2 & 3 will be worth 50 points each, for a total of 180 points. If you do all the assigned readings and writings carefully and on time, as well as participate fully in class discussions, I expect that you will do well on these.
3. Since one of the key features of this course and its success from a teaching and learning perspective rests largely on the quality of your preparation for class discussions as well as your full participation in class discussions, another key component of assessment is class participation. Active and meaningful contributions to class discussions and active participation in in-class work will constitute the participation score (45 points).
COMPUTING YOUR GRADE: Your grade is based on a point system:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Project (presentations &amp; final paper)</td>
<td>75 pts. possible</td>
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<tr>
<td>Four Tests (2 @ 40, 2@ 50 points)</td>
<td>180 pts. possible</td>
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<tr>
<td>In-class work/participation</td>
<td>45 pts. possible</td>
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<td>TOTAL</td>
<td>300 pts. possible</td>
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90-100% (270 – 300 pts.) - A indicates work of distinction, of consistently and exceptionally high quality

80-89% (240 – 269 pts.) - B indicates good work

70-79% (210 – 239 pts.) - C indicates average work and satisfaction of basic course requirements

60-69% (180 – 209 pts.) - D indicates marginal work

Below 60% (less than 180 pts.) - F indicates unacceptable work

CLASSROOM PROCEDURES & ETHICS:

Please arrive to class on time and remain in class until it has ended. Please bring your notebook, texts, and any additional readings you may have used to prepare for class with you to class every day.

As you find yourself becoming increasingly interested in the new concepts and activities in this course, you will want to add your opinion to the discussions and participate actively. Communication to the entire class is expected and participation is encouraged. Inappropriate chatting during class, however, is not acceptable because it is impolite and disruptive to those who have the floor. Regular attendance in seminar is a pre-requisite and is therefore expected. I cannot vouch for your learning if you do not attend class and you cannot contribute to the discourse if you are not present.

Consistent disruptions of class - this includes frequent tardiness or leaving early - will result in failing grades or early dismissal from the course. You may not use cell phones, or any personal electronic device, including mp3 players, during the class period. Do not bring a cell phone or any personal electronic device into the classroom if you feel it will distract you. If you choose to have one with you it must be turned off and placed out of view during class. If you must have a cell phone on for an emergency purpose it is your responsibility to notify the instructor prior to class.

The professor reserves the right to revise the course syllabus as required by either judgment or circumstance. Changes will be announced in class and students are responsible for recording changes as announced. The course calendar is dynamic and may change. Students are expected to stay updated on class assignments and activities.

You are expected to follow TAMUCC rules of conduct, show consideration for others, demonstrate integrity in your academic work, avoid plagiarism and participate with enthusiasm. Let’s work together to make this class a wonderful journey of exploration!

Information for Students with Disabilities
TAMUCC is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or you think you may have a disability) and, as a result need a reasonable accommodation to participate in class or complete course requirements, then you should contact the office of Disability Services at X 5816 (http://disabilityservices.tamucc.edu/) as soon as possible to request such accommodations. Disability Services is located in Driftwood 101. In addition, make sure to speak with me so that I can help accommodate your particular needs.

**Academic Honesty**

As a member of the professional community here at TAMUCC, I expect you to fulfill your academic obligations through honest and independent effort. In a community of scholars committed to truth, honesty in our academic efforts supports the code of ethics by which we live and is considered the standard by which all students and faculty are held accountable. Dishonesty in academic work is grounds for being dropped from the course with a failing grade. Don’t hesitate to ask me if you have questions about what is right and what is wrong.

Make sure you are familiar with all the information on TAMUCC’s Academic Honesty Policy at [http://www.tamucc.edu/catalog/archives/Catalog03/Undergraduate/generali/general.html](http://www.tamucc.edu/catalog/archives/Catalog03/Undergraduate/generali/general.html) and if you have any questions or are unclear about anything, by all means please talk with me or contact someone at the Tutoring and Learning center [http://falcon.tamucc.edu/~tlcweb/si.htm](http://falcon.tamucc.edu/~tlcweb/si.htm) before engaging in any questionable behavior. We will make use of APA style for all citations, references, etc. so I encourage you familiarize yourself with how this is done (check here [http://owl.english.purdue.edu/workshops/hypertext/apa/introduction.html](http://owl.english.purdue.edu/workshops/hypertext/apa/introduction.html) for a nice summary and introduction to using APA style in your writing).

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.
The schedule below provides a general guideline to the semester and is flexible based on any need for changes to be determined by the instructor.

In addition to required readings for each week, optional Web resources are provided as a starting point for additional sources that might be used to prepare for class, for writing your papers and for those who want to learn more about specific topics discussed in class.

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<thead>
<tr>
<th>Week 1</th>
<th>First Day of Class, 9/5 (Th)</th>
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<tr>
<td></td>
<td>Reading for Today: Please read the syllabus for the course carefully and prepare any questions you may have for next class. You may also email or come by my office hours if you have any questions.</td>
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<td></td>
<td>Introduction and Overview; Syllabus review. Professor and student expectations: How this course will work.</td>
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<th>Week 2</th>
<th>Tuesday, 9/10</th>
<th>Thursday, 9/12</th>
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<tr>
<td></td>
<td>Reading for Today: Chapter 1</td>
<td>Reading for Today: Chapter 2</td>
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<th>Week 3</th>
<th>Tuesday, 9/17</th>
<th>Thursday, 9/19</th>
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<tr>
<td></td>
<td>Reading for Today: Chapter 3</td>
<td>TEST #1 (chapters 1-3)</td>
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<td></td>
<td>Student Presentation 1: Helmholtz on neural impulses, perception and audition</td>
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<td>Week 4</td>
<td>Tuesday, 9/24</td>
<td>Thursday, 9/26</td>
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<tr>
<td><strong>Reading for Today:</strong></td>
<td>Chapter 4</td>
<td>Chapter 4, continued</td>
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<tr>
<td><strong>Student Presentation:</strong></td>
<td>Ebbinghaus on memory</td>
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<th>Week 5</th>
<th>Tuesday, 2/19</th>
<th>Thursday, 2/21</th>
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<tr>
<td>Darwin, comparative psychology</td>
<td><strong>Reading for Today:</strong> Chapter 5</td>
<td><strong>Reading for Today:</strong> <a href="http://psychclassics.yorku.ca/Darwin/infant.htm">http://psychclassics.yorku.ca/Darwin/infant.htm</a></td>
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<td><strong>Student Presentation 3:</strong> Romanes &amp; Morgan on the Origins of Comparative Psychology</td>
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<th>Week 6</th>
<th>Tuesday, 10/1</th>
<th>Thursday, 10/3</th>
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<tbody>
<tr>
<td>American pioneers</td>
<td><strong>Reading for Today:</strong> Chapter 6</td>
<td><strong>Chapter 6, continued</strong></td>
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<td></td>
<td><strong>Student Presentation 4:</strong> William James on consciousness, habit and emotion</td>
<td><strong>Student Presentation 5:</strong> Calkins on Association research and self psychology</td>
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<th>Week 7</th>
<th>Tuesday, 10/8</th>
<th>Thursday, 10/10</th>
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<tr>
<td>Structuralism and functionalism</td>
<td><strong>Reading for Today:</strong> Chapter 7</td>
<td><strong>Chapter 7, continued</strong></td>
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<td><strong>Student Presentation 6:</strong> Thorndike on Cats in puzzle boxes</td>
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<td>Week 8</td>
<td>Tuesday, 10/15</td>
<td>Thursday, 10/17</td>
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<tr>
<td>Applied psychology</td>
<td>TEST #2 (chapters 4-7)</td>
<td>Reading for Today: Chapter 8</td>
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<td>Student Presentation 7: Binet on intelligence testing</td>
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<td>Week 9</td>
<td>Tuesday, 10/22</td>
<td>Thursday, 10/24</td>
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<tr>
<td>Gestalt psychology</td>
<td>Chapter 8, continued</td>
<td>Reading for Today: Chapter 9</td>
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<td>Student Presentation 8: Goddard on Vineland and the Kallikak study</td>
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<tr>
<td>Week 10</td>
<td>Tuesday, 10/29</td>
<td>Thursday 10/31</td>
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<tr>
<td>Behaviorism</td>
<td>Chapter 9, continued</td>
<td>Reading for Today: Chapter 10</td>
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<td>Student Presentation 10: Lewin on Field Theory and action research</td>
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<tr>
<td>Week 11</td>
<td>Tuesday, 11/5</td>
<td>Thursday, 11/7</td>
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<tr>
<td>More behaviorism</td>
<td>Chapter 10, continued</td>
<td>Reading for Today: Chapter 11</td>
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<td>Student Presentation 12: Tolman on latent learning and cognitive maps</td>
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<td>Week 12</td>
<td>Mental illness</td>
<td>Tuesday, 11/12</td>
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<td></td>
<td>Chapter 11, continued</td>
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<td>Student Presentation 13: Skinner on The experimental analysis of behavior</td>
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<th>Week 13</th>
<th>Psychoanalysis: Freud, Explorer of the Depths</th>
<th>Tuesday, 11/19</th>
<th>Thursday, 11/21</th>
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<tr>
<td></td>
<td>Reading for Today: Chapter 12</td>
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<td>Chapter 12, continued</td>
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<td>Student Presentation 14: Witmer on Clinical Psychology in America</td>
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<tr>
<th>Week 14</th>
<th>Modern clinical psychology</th>
<th>Tuesday, 11/26</th>
<th>Thursday 11/28 – No Class</th>
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<tbody>
<tr>
<td></td>
<td>Reading for Today: Chapter 13</td>
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<td>HAPPY THANKSGIVING!!</td>
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<td>Student Presentation 15: Rogers on The Humanistic Approach</td>
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<tr>
<th>Week 15</th>
<th>Contemporary psychology</th>
<th>Tuesday, 12/3</th>
<th>Thursday 12/5</th>
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<tr>
<td></td>
<td>Reading for Today: Chapter 14</td>
<td></td>
<td>TEST #4 (chapters 12-14)</td>
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<tr>
<th>Week 16</th>
<th>Student Presentations</th>
<th>Tuesday, 12/10 LAST CLASS!</th>
<th>Thursday 12/12 – 11:00am – 1:30 pm</th>
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<tr>
<td></td>
<td>FINAL EXAM</td>
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Other internet resources on the History of Psychology

**General resources:**


http://www.psych.yorku.ca/orgs/resource.htm – History and philosophy of psych web resources

http://elvers.stjoe.udayton.edu/history/miscindex.htm – Lots of links, including the histories of many departments of psychology

http://serendip.brynmawr.edu/Mind/Table.html – History of psychology from Descartes to William James

http://www.ecsu.ctstateu.edu/personal/faculty/kornfeld/frames.htm – unofficial Schultz and Schultz history of psych homepage (based on a very widely used history of psych textbook)

**Primary source websites**

http://psychclassics.yorku.ca/ – Classics in the History of Psychology homepage – links to original articles

http://www.usca.edu/psychology/history/histor~1.html – Primary source e-texts in the history of psychology (ancient times, Medieval times, Renaissance, early 20th C)

**History of Psychology organizations/journals**

http://people.stu.ca/~cheiron/ -- Cheiron: The International Society for the History of Behavioral and Social Sciences

http://www.WPI.EDU/~histpsy/toc.html – History of Psychology journal table of contents

**People**

http://www.emory.edu/EDUCATION/mfp/james.html – William James website

http://plaza.interport.net/nypsan/freudarc.html – Sigmund Freud archives homepage

http://www.webster.edu/~woolfml/women.html – Women in the history of the social sciences
Grade Appeal Process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.