SYLLABUS

History and Systems of Psychology (Psychology Capstone Course)
Fall 2014 Semester
Tuesdays and Thursdays, 2:00-3:15 PM
Location: BH 207

Instructor: Lisa Comparini, Ph.D.
Office: BH 317
Office Hours: M, W: 9:00-10:30, T, Th: 11:00-12:00, by appointment
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REQUIRED TEXT: (Available at the TAMUCC Bookstore)

COURSE DESCRIPTION, RATIONALE AND GOALS:

This course is a project-based course. Project-based instruction engages learners in exploring authentic, important, and meaningful questions of real concern to students. Through a dynamic process of investigation and collaboration and using the same processes and technologies that real scientists, scholars, historians, etc. use, students will work in teams to formulate questions, design investigations, collect and analyze relevant material, make products and share ideas in learning and applying fundamental methods of inquiry.

In this project-based course, students will work in teams of about 4-5 students to complete two historically based projects with corresponding presentations that incorporate a detailed study of a) the development of major systems of thought within the field and b) the philosophical and empirical foundations of modern psychology. Active participation in the course is intended to guide students as they develop the following skills:

I. General 21st century competencies (selected from APA Guidelines for undergraduate education)
   a. Collaboration: Demonstrate an ability to work constructively with others to produce high-quality products
   b. Communication: Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching)
c. Critical thinking: Demonstrate reasonable skepticism and intellectual curiosity about psychological phenomena

II. Specific course learning objectives
a. To learn about the contexts, aims, and larger patterns of discovery in the field
b. To understand the various schools of thought and key developments in the history of the discipline of psychology in order to integrate psychological knowledge from various sub-disciplines within a coherent disciplinary framework and with respect to other bodies of knowledge
c. To understand and apply the philosophical and topical issues that have pertained to the field in order to better appreciate the assumptions and arguments embedded in psychological knowledge and methods
d. To be better equipped in critically evaluating and assessing psychological knowledge, methods and current trends

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 a selection of these topics. 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.

Measurable Learning Outcomes:
1. Clearly identify relevant and meaningful questions answerable by taking a psychological approach (#1 on Critical Thinking and Inquiry & Analysis rubrics\(^1\))
2. Describe major themes which have impacted psychology, including science/non-science, free-will/determinism, nature/nurture, and monism/dualism, etc. (#3 on Critical Thinking rubric)
3. Describe philosophies of science, e.g., Popper, Kuhn, Descartes (#3 on Critical Thinking rubric)
4. Describe the predominant systems of thought in psychology and the contributions of individuals within their intellectual, historical, cultural, social, etc. contexts (#3 on Critical Thinking, #2 on Inquiry & Analysis rubrics)
   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

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\(^1\) Two rubrics will guide the process of completing the group projects throughout the course. These will be introduced early in the semester (see provisional course outline below).
5. Critically evaluate contemporary psychology and its potential future (#4, 5 on Critical Thinking rubric, #4, 5, 6 on Inquiry & Analysis rubric)

6. Apply sound historical techniques and information competence through the appropriate selection of relevant primary and secondary sources (#2 on Critical Thinking rubric, #3 on Inquiry & Analysis rubric)

PROJECTS FOR ASSESSMENT AND GRADING:
Students who wish to achieve an excellent grade standing in this course must complete high quality projects and presentations 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.

Project #1: The Genealogy Project:
For this project, students will trace the intellectual lineage (academic roots) of the psychology faculty members from their mentors and advisors back to the historical “big names” in the field. By completing this project, students will learn to use a variety of bibliographic and electronic resources, enhance their problem-solving abilities, and gain a better understanding of psychology's brief history.

Project #2: From Enduring Questions to Current Concerns
For this project, students will appropriately apply historical and psychological knowledge and skills to exploring and presenting an approach to a topic that connects with one of the enduring questions in psychology. Students will ultimately demonstrate how it is that one of the philosophical and foundational “enduring questions” has been addressed by psychologists across the major systems of thought within the field and how this progression has affected and continues to be relevant to a current concern in Psychology.

Computing Grades:

<table>
<thead>
<tr>
<th>Project</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Genealogy Project</td>
<td>100</td>
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<tr>
<td>Enduring Questions Project</td>
<td>200</td>
</tr>
<tr>
<td>In-class work/ participation</td>
<td>85</td>
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<tr>
<td>Major Field Test</td>
<td>15</td>
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<tr>
<td>TOTAL</td>
<td>400</td>
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90-100% (360 – 400 pts.) - A indicates work of distinction, of consistently and exceptionally high quality

80-89% (320 – 359 pts.) - B indicates good work

70-79% (280 – 319 pts.) - C indicates average work and satisfaction of basic course requirements

60-69% (240 – 279 pts.) - D indicates marginal work

Below 60% (less than 240 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, any additional readings you may have used to prepare for class and all presentation materials 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 class attendance 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. Please do not use cell phones, or any personal electronic device, 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, please notify the instructor prior to class.

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

Students are expected to follow TAMUCC rules of conduct, show consideration for others, and demonstrate integrity in all academic work (see section below on Academic Honesty).

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 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 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 for a nice summary and introduction to using APA style in your writing).
Notice to Students with Disabilities: Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Corpus Christi Hall #116, at 825-5816. If you need disability accommodations for this directed independent study, please see the instructor as soon as possible.

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.

Grade Appeal Process: Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
Provisional Course Outline

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<th>Class</th>
<th>Topic</th>
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| Week 1  (8/28) | • Course Orientation: Project vs. Problem Based Instruction  
• Orientation to Group work; Jigsaw activity; Selection of groups and topics for Genealogy project; Discussion and completion of “Group Project Contracts” |
| Week 2  (9/2, 9/4) | • Orientation, planning/ discussion of data collection strategy for Genealogy Project – begin “Need to Know” list (to be updated as project develops); Introduce the “Critical Thinking” rubric to be used for Genealogy Project  
• Introduction to the “Enduring Questions” |
| Week 3  (9/9, 9/11) | • Student presentations on “Enduring Questions” (groups 1 &2)  
• Student presentations on “Enduring Questions” (groups 3 &4) |
| Week 4  (9/16, 9/18) | • Student presentations on “Enduring Questions” (groups 5 &6)  
• Informal presentation and peer review of Genealogy Projects |
| Week 5  (9/23, 9/25) | • Informal presentation and peer review of Genealogy Projects  
• Introduction to the Enduring Questions Projects: introduce “Inquiry & Analysis” and review “Critical Thinking” rubrics; discussion, reflection and possible revision of rubrics; selection of groups, completion of group contracts and begin selection of topics for final project; begin “Need to Know” list (to be updated as project develops) |
| Week 6  (9/30, 10/2) | • Final written versions of “Genealogy Projects” due 9/30; Reflection on and evaluation of group process  
• Initial group discussion and feedback on Topic selection for Enduring Questions Project (see criterion #1 on “Inquiry & Analysis” rubric) |
| Week 7  (10/7, 10/9) | • Student presentations (1-3) and peer feedback on Topics related to Final projects (i.e. topical question/issue and relevant schools of psychology); discussion of criterion #1 on “Critical Thinking” rubric  
• Student presentations (4-6) and peer feedback on Topics related to Final projects (i.e. topical question/issue and relevant schools of psychology); discussion of criterion #1 on “Critical Thinking” rubric |
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<th>Week</th>
<th>Dates</th>
<th>Events</th>
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| Week 8 | (10/14, 10/16) | - Student presentations (groups 1-3) and peer feedback on data selection and methods for Final projects (i.e. methodology and research materials found); discussion of criteria #3 on “Inquiry & Analysis” and “Critical Thinking” rubrics  
- Student presentations (groups 4-6) and peer feedback on data selection and methods for Final projects (i.e. methodology and research materials found); discussion of criteria #3 on “Inquiry & Analysis” and “Critical Thinking” rubrics |
| Week 9 | (10/21, 10/23) | - Student presentations (groups 1-3) and peer feedback on use and interpretation of data related to Final projects (i.e. schools of psychology); discussion of criteria #2 on “Critical Thinking” and “Inquiry & Analysis” rubrics  
- Student presentations (groups 4-6) and peer feedback on use and interpretation of data related to Final projects (i.e. schools of psychology); discussion of criteria #2 on “Critical Thinking” and “Inquiry & Analysis” rubrics |
| Week 10 | (10/28, 10/30) | - Student presentations (groups 1-3) and peer feedback on analysis and perspective related to Final projects (i.e. schools of psychology); discussion of criteria #4 on “Critical Thinking” and “Inquiry & Analysis” rubrics  
- Student presentations (groups 4-6) and peer feedback on analysis and perspective related to Final projects (i.e. schools of psychology); discussion of criteria #4 on “Critical Thinking” and “Inquiry & Analysis” rubrics |
| Week 11 | (11/4, 11/6) | - Student presentations (groups 1-3) and peer feedback on conclusions related to Final projects (i.e. schools of psychology); discussion of criteria #5 on “Critical Thinking” and “Inquiry & Analysis” rubrics  
- Student presentations (groups 4-6) and peer feedback on conclusions related to Final projects (i.e. schools of psychology); discussion of criteria #5 on “Critical Thinking” and “Inquiry & Analysis” rubrics |
| Week 12 | (11/11, 11/13) | - Student presentations (groups 1-3) and peer feedback on limitations and implications related to Final projects (i.e. schools of psychology); discussion of criterion #6 on “Inquiry & Analysis” rubric  
- Student presentations (groups 4-6) and peer feedback on limitations and implications related to Final projects (i.e. schools of psychology); discussion of criterion #6 on “Inquiry & Analysis” rubric |
| Week 13 | (11/18, 11/20) | - Feedback sessions on nearly completed projects in written form  
- Peer Review of Oral Presentations and any planned media |
| Week 14 | (11/25, *12/2) | - Final feedback sessions and Final Revisions |
| Final Presentations | | December 4, 1:45- 4:15 p.m. |

*Note Thanksgiving holiday on 11/27
Suggested 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/~woolflm/women.html – Women in the history of the social sciences

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