SYLLABUS

History and Systems of Psychology (Psychology Capstone Course)
Spring 2015
T, Th 2:00-3:15 PM
Location IH 268

Instructor: Lisa Comparini, Ph.D.
Office: BH 317
Office Hours: M: 3:00-4:00, T: 9:00-11:00, W: 9:00-11:00, by appointment
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REQUIRED TEXT: (Available at the TAMUCC Bookstore)

RECOMMENDED TEXT:

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. A mini-project will also be assigned at the start of the semester which will serve as an introduction to working in collaborative groups and introduce the topic of historiography as it applies to the course. 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)
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

1 Several rubrics will guide the process of completing the group projects throughout the course. These will be introduced early in the semester as they become relevant (see provisional course outline below).
g. Functionalism  
h. Behaviorism  
i. Gestalt psychology  
j. Humanistic psychology

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)

7. Demonstrate competence in group processes which includes making meaningful contributions, helping group to synthesize all contributions, fostering a constructive team climate and responding appropriately and constructively to disagreements/conflicts (#1-5 on Teamwork 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.

Mini-Project #1: Mini Project:  
For this project, students will work together on a short project that will serve as an introduction to project-based group work. Designed as a “jigsaw activity,” this project will allow students to experience and reflect on the process of doing collaborative work as they simultaneously explore issues of historiography on a topic important to the discipline of psychology. Specific topic TBA.

Project #2: 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 #3: Final Project: 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. The topics for this project will be largely decided by the students with guidance from the instructor.
Computing Grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Mini-project</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Genealogy Project</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Final Project</td>
<td>200 pts.</td>
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<tr>
<td>In-class work/participation/quizzes</td>
<td>85 pts. possible</td>
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<tr>
<td>Major Field Test</td>
<td>15 points upon completion (note this is not extra-credit, nor is it dependent on test performance)</td>
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<tr>
<td>TOTAL:</td>
<td>450 pts. possible</td>
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90-100% (405 – 450 pts.) - A indicates work of distinction, of consistently and exceptionally high quality

80-89% (360 – 404 pts.) - B indicates good work

70-79% (315 – 359 pts.) - C indicates average work and satisfaction of basic course requirements

60-69% (270 – 314 pts.) - D indicates marginal work

Below 60% (fewer than 270 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. An important exception is laptops or other electronic notepads on which you will be actively working on course material.

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](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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals 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.tamu.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
# Provisional Course Outline

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<th>Class</th>
<th>Topic</th>
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| Week 1 (1/22) | - Course Orientation: Project vs. Problem Based Instruction  
- Orientation to Group work; Introduction of mini-project/Jigsaw method                                                                                           |
| Week 1, cont. (1/27) | - Work in jigsaw groups as part of the mini-project; introduce group work self-assessment; meet with Home groups to discuss method of presentation (since this will not be presented orally in class); begin sharing material from jigsaw group meetings  
- Introduce the “Teamwork” rubric to be used for all projects; work in Home Groups to complete mini-project                                                                                       |
| Week 2 (1/29, 2/3) (mini-projects due this week) | - Selection of groups and topics for Genealogy project; Discussion and completion of “Group Project Contracts”; introduce and begin to construct “Need to Know” list; Planning/discussion of data collection strategy in Home Groups  
- Introduction to the “Enduring Questions” in Psychology                                                                                                 |
| Week 3 (2/5, 2/10) | - Home group meetings to discuss incorporation of “Enduring Questions” into Genealogy projects  
- In-class quiz on Enduring Questions; continue work on Genealogy projects                                                                                                        |
| Week 4 (2/12, 2/17) | - Informal presentation and peer feedback/review of Genealogy Projects  
- Revisions to Genealogy Projects based on peer feedback/review                                                                                                                   |
| Week 5 (2/19, 2/24) (Genealogy Projects due this week) | - Presentation of Genealogy projects (groups 1-4)  
- Presentation of Genealogy projects (group 5); Final reflection on and evaluation of group process                                                                                 |
| Week 6 (2/26, 3/3) | - Introduction to the Final Projects: Introduce “Inquiry & Analysis” and “Critical Thinking” rubrics; discussion, reflection and possible revision of rubrics; selection of groups, initial group discussion and feedback on topic selection for Final Projects (see criterion #1 on “Inquiry & Analysis” rubric); completion of group contracts  
- Final selection of topics for Final Projects; begin “Need to Know” list (to be updated as project develops); student presentations and peer feedback on Topics for Final projects (i.e. topical question/issue and relevant schools of psychology); discussion of criterion #1 on “Critical Thinking” rubric |
| Week 7 (3/5, 3/10) | • Lecture/discussion on selected topic from “Need to Know” list  
• Student presentations 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  
3/16 – 3/20 | • SPRING BREAK  
| Week 8 (3/12, 3/24) | • Lecture/discussion on selected topic from “Need to Know” list  
• Student presentations 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 9 (3/26, 3/31) | • Lecture/discussion on selected topic from “Need to Know” list  
• Student presentations 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 10 (4/2, 4/7) | • Lecture/discussion on selected topic from “Need to Know” list  
• Student presentations 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 11 (4/9, 4/14) | • Lecture/discussion on selected topic from “Need to Know” list  
• Student presentations 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 12 (4/16, 4/21) | • Feedback sessions on nearly completed projects in written form  
• Peer Review of Oral Presentations and any planned media  
| Week 13 (4/23, 4/28) | • Final feedback sessions and Final Revisions  
| Week 14 (4/30, 5/5) | • Final Presentations | May 12, 1:45-4:15 p.m. |
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