SYLLABUS

History and Systems of Psychology (Psychology Capstone Course)  
Spring 2016  
Tuesdays & Thursdays, 9:30-10:45 PM  
Location: CS-103

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

COURSE DESCRIPTION, RATIONALE AND GOALS:
This course is partly lecture-based and partly project-based. 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, 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.

Early in the semester, we will use an interactive lecture-discussion format as we familiarize ourselves with some of the major systems of thought in psychology. I will introduce 8 primary topics as a guiding structure for our further exploration. These are:
1. Early emphasis on physiology  
2. Darwin’s work as a foundation for the developing field  
3. American pioneers  
4. Structuralism and Functionalism  
5. Intelligence and intelligence testing  
6. Behaviorism  
7. Cognitivism  
8. Clinical psychology

Throughout the semester, students will complete individual work that will later be revised and contribute to the group project. Later in the semester, we will turn our attention to completing the final course projects in small groups. Lecture and discussion will be an ongoing part of the course as we weave in time for group work and project development.
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
2. Describe major themes which have impacted psychology, including science/non-science, free-will/determinism, nature/nurture, and monism/dualism, etc.
3. Describe philosophies of science, e.g., Popper, Kuhn, Descartes
4. Describe the predominant systems of thought in psychology and the contributions of individuals within their intellectual, historical, cultural, social, etc. contexts
   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

5. Critically evaluate contemporary psychology and its potential future
6. Apply sound historical techniques and information competence through the appropriate selection of relevant primary and secondary sources
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

ASSESSMENT AND GRADING:
Graded assignments include: 4 in-class tests (50 points each) covering the material from the readings/lectures/discussions, a capstone project/presentation (total 200 points), in-class activities and assignments (worth 85 points total) and the Major Field Test (15 points upon completion).

Capstone Project: Historical Analysis and Biographies
For this project, students will appropriately apply historical and psychological knowledge to exploring and presenting a psychological topic (to be selected with the professor). In covering this topic, students will demonstrate how it is that philosophical and foundational “enduring questions” have 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. This project will be done in parts throughout the semester. Some of the work will be done individually and the final product will be done in a small group with each student in the group making contributions based on their individual work.

Major Field Test:
The Major Field Test (MFT) is an assessment tool for the psychology department at TAMU-CC. It is a test taken by psychology majors at the end of their senior year. Participation in the test is highly encouraged. You will receive points towards your grade for completing the test, but your grade on this test is not at all influenced by your performance on the MFT.

Students will register for the MFT via the internet. Information for the Fall 2015 cohort can be found at http://testing.tamucc.edu/major_field_tests/index.html. There will be a link on this page to register for the test. Students receive an automated email confirmation immediately upon registration (provided they typed in the correct email address). The confirmation email also notes the location in the item field.

Registration dates TBS.

You must plan to attend ONE of these sessions. Students will be required to produce 2 forms of ID (at least one must be a picture ID) on the testing date. No one will be admitted after the posted start time, so students need to be on time.
Computing Grades:

<table>
<thead>
<tr>
<th>Test</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Test 1</td>
<td>50</td>
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<tr>
<td>Test 2</td>
<td>50</td>
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<tr>
<td>Test 3</td>
<td>50</td>
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<tr>
<td>Test 4</td>
<td>50</td>
</tr>
<tr>
<td>Final 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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TOTAL: 500 pts. possible

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<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tr>
<td>90-100% (450 – 500 pts.)</td>
<td>A indicates work of distinction, of consistently and exceptionally high quality</td>
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<td>80-89% (400 – 449 pts.)</td>
<td>B indicates good work</td>
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<tr>
<td>70-79% (350 – 399 pts.)</td>
<td>C indicates average work and satisfaction of basic course requirements</td>
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<tr>
<td>60-69% (300 – 349 pts.)</td>
<td>D indicates marginal work</td>
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<tr>
<td>Below 60% (fewer than 349 pts.)</td>
<td>F indicates unacceptable work</td>
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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.tamu.edu/catalog/archives/Catalog03/Undergraduate/generali/general.html](http://www.tamu.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.tamu.edu/~tlcweb/si.htm](http://falcon.tamu.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, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
<table>
<thead>
<tr>
<th>Class</th>
<th>Lecture/Discussion – Reading Assignment from Goodwin textbook</th>
<th>Capstone Project Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>• Introduction to the course&lt;br&gt;• <a href="http://www.chronicstrangers.com/history%20documents/Furumoto%20New%20History%20of%20Psychology%201989.pdf">http://www.chronicstrangers.com/history%20documents/Furumoto%20New%20History%20of%20Psychology%201989.pdf</a></td>
<td>• <a href="http://teamwork.umn.edu/stepone">http://teamwork.umn.edu/stepone</a> (browse this so that you are familiar with it once we begin to use it)</td>
</tr>
<tr>
<td>Week 1</td>
<td>• Chapter 1&lt;br&gt;• Chapter 2</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>• Chapter 3&lt;br&gt;• Chapter 4</td>
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<tr>
<td>Week 3</td>
<td>• Chapter 4, cont.&lt;br&gt;• Chapter 5</td>
<td>• Begin process of forming groups and selecting topics (I will provide a sign-up sheet with suggestions for topics)</td>
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<tr>
<td>Week 4</td>
<td>• TEST #1 (over chapters 1-4)&lt;br&gt;• Chapter 6</td>
<td>• Finalize groups and topic selection&lt;br&gt;• Assign and agree on “Team Roles” (see “Surviving the Zombie Apocalypse Group Projects” website: <a href="http://teamwork.umn.edu/stepone">http://teamwork.umn.edu/stepone</a> o Turn in “Strengths Identifier” for each student + brief report on team role assignments and how these were identified (2/18)</td>
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</tbody>
</table>
| Week 5   (9/27, 9/29) | • Chapter 6  
• Library visit (9/29) | • Turn in completed and signed “Policies Agreement Guide” (one for the whole group)(9/27)  
• Draft “Project Task List” and turn in (one for the whole group)(9/29) |
|---------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------|
| Week 6   (10/4, 10/6) | • “Applying to Graduate school” discussion  
• Chapter 7 | • Draft and turn in “Project Plan” (one for the whole group)(10/4) |
| Week 7    (10/11, 10/13) | • Finish chapter 7  
• TEST #2 (over chapters 5-7)(10/13) | • “Recent Past” reports due 10/11 (one for whole group) |
| Week 8    (10/18, 10/20) | • Chapter 8  
• Chapter 9 | • Complete and turn in a “Quick Team Assessment” and a “Self-Assessment” (each person does a separate one – but please collate them and turn in together as a group) (10/20) |
| Week 9    (10/25, 10/27) | • Chapter 10  
• Chapter 11 | • “Present” reports due (10/25)  
• Complete and turn in a “Peer Assessment” for each member of your group (each person assesses every other group member – but please collate them all and turn in together as a group)(10/27) |
| Week 10   (11/1, 11/3) | • Finish Chapter 11  
• TEST #3 (chapters 8 – 11) (11/3) | • “Future” reports due (11/3) |
| Week 11   (11/8, 11/10) | • Chapter 12  
• Chapter 13 | • Enduring Questions short paper due (11/13) |
| Week 12   (11/15, 11/17) | • Chapter 14  
• Finish Chapter 14 | |

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<table>
<thead>
<tr>
<th>Week</th>
<th>Events</th>
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<tbody>
<tr>
<td>Week 13 (11/22, 11/24)</td>
<td>TEST #4 (over chapters 12-14) (11/22) • Group project meetings (11/24)</td>
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<tr>
<td>Week 14 (11/29, 12/1)</td>
<td>• Group project meetings</td>
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<tr>
<td>Week 15 (12/6)</td>
<td>• Final Capstone Project Paper due (12/6)</td>
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<tr>
<td>Final Presentations</td>
<td>Tuesday, December 13, 8:00 – 10:30 a.m.</td>
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</tbody>
</table>
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

Books
