History and Systems of Psychology (Psychology Capstone Course)  
Fall 2017  
Tuesdays & Thursdays, 9:30-10:45 PM  
Location: CS-103

Instructor: Lisa Comparini, Ph.D.  
Office Hours: M: 10:00 – 11:00, T, Th: 11:00 – 12:00, W: 10:00 – 12:00, by appointment  
Phone #: X 2184  
Email: lisa.comparini@tamucc.edu  

Required Text: (Available at the TAMUCC Bookstore)  

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

Later in the semester, we will turn our attention to completing the final course projects in small groups. Project-based instruction engages learners in exploring authentic, important, and meaningful questions. Through a dynamic process of investigation and collaboration, students will work in teams to formulate questions, design investigations, and collect and analyze relevant material to create a final project.  

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

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:

Tests (50 points each, total 200 points)
The in-class tests will cover the material from the chapters in Goodwin. Test format will be multiple choice and short answer questions. Please see dates and chapters covered in each test below on the course outline.

In-class activities/participation (40 points total)
The in-class activities will vary in kind and will not be announced ahead of time. On some days, I will prepare an interactive activity that will count towards your participation grade. If you are present and participate in the activity you will earn credit. Each of these will be worth a fraction of the total participation score (40 points), depending on the number of activities we do by the end of the semester.

Class preparation (40 points)
On the free student companion website for the textbook (http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118833759&bcsId=9263), there are a number of study aids available that I encourage you to use. One of the resources available is a multiple choice quiz for each chapter. As part of your preparation for class discussion, you will take the quizzes and upload a screenshot of your score on blackboard. You will earn 4 points for a score of 90% or higher, 3 points for 80%-89%, 2 points for 70%-79% and 1 point for a score of 60%-69% for a maximum of 40 points (note that if you get at least 90% on 10 of these, you can skip the other 4). Note that high scores on these quizzes will likely contribute to higher scores on the in-class tests. See blackboard for the instructions on where to post your scores.

Capstone Project and presentation (200 points)
For this project, students will appropriately apply historical and psychological knowledge to exploring and presenting a psychological topic (to be selected with me). 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. Each group will do a poster presentation of the project in lieu of a final exam.

Major Field Test (15 points)
The Major Field Test (MFT) is a test given to psychology majors all across the country at the end of their senior year to assess knowledge of the major. It is administered by the testing center here on campus on a limited and specified number of dates (TBA). Participation in the test is highly encouraged as it helps us with departmental assessment of our major. You will receive points towards your grade for completing the test, but your grade on the MFT is not at all influenced by your performance on the test. If you are interested in knowing your score, I am happy to share that with you once the scores are available to me.
Students will register for the MFT via the internet. Information for the Fall 2017 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 TBA. Please check Blackboard frequently as registration dates will be posted there as soon as they are available from the testing center.

Critical Thinking Test (5 points)  
In addition to the MFT (above), the department also administers a short paper and pencil test that helps us gauge our students’ general critical thinking skills. We will try to find time at the end of the semester to do this in class. As with the MFT, you will receive points towards your grade for completing the critical thinking test, but your grade is not at all influenced by your performance on the test.

Computing Grades:

<table>
<thead>
<tr>
<th>Test</th>
<th>Points</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 activities/participation</td>
<td>40</td>
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<tr>
<td>Class preparation (online quizzes)</td>
<td>40</td>
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Department assessments (these are not extra credit, nor are they dependent on performance)  
- Major Field Test, 15 points upon completion  
- Critical thinking test, 5 points upon completion

TOTAL: 500 pts. possible

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<tr>
<th>Grade Range</th>
<th>Description</th>
<th>Points Ranges</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A indicates work of distinction, of consistently and exceptionally high quality</td>
<td>450 – 500 pts.</td>
</tr>
<tr>
<td>80-89%</td>
<td>B indicates good work</td>
<td>400 – 449 pts.</td>
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<tr>
<td>70-79%</td>
<td>C indicates average work and satisfaction of basic course requirements</td>
<td>350 – 399 pts.</td>
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<tr>
<td>60-69%</td>
<td>D indicates marginal work</td>
<td>300 – 349 pts.</td>
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<tr>
<td>Below 60%</td>
<td>F indicates unacceptable work</td>
<td>fewer than 349 pts.</td>
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Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. 
I also ask, as a matter of professional courtesy, that all phones and other electronic devices not directly related to the ongoing course activities, be put away for the duration of class time.

Academic Honesty Policy
As is true of all institutions of higher learning and intellectual communities in general, academic integrity is very highly valued at TAMUCC. I take this issue very seriously such that cheating on exams, plagiarism, and unauthorized collaboration on materials that are turned in will be strongly sanctioned.

No form of academic dishonesty will be tolerated in this class. This includes, but is not limited to: handing in another’s work as your own, using unauthorized materials on an exam, collaborating with others on an exam, copying another’s answers for an exam, turning in the same papers for two different classes, purchasing or otherwise obtaining papers written by another and turning that work in as your own. You are expected to avoid plagiarism (whether intentional or unintentional) by carefully citing your sources on all work. Any information used in your assignments that is not your own idea should be appropriately referenced using APA style (seek help if you do not know how to reference your sources; I can help you, and there are other resources available on campus). If academic dishonesty occurs, you will at minimum, receive a zero on the assignment, and the incident will be reported as described in the TAMUCC student code of conduct.

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 before engaging in any questionable behavior.

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.

Dropping the Class
I hope that you never find it necessary to drop this or any other class; however, it is sometimes in a student’s best interest to do so. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling
out a course drop form. Simply no longer attending and participating in the class will NOT automatically result in your being dropped from the class. November 15 is the last day to drop a class with an automatic grade of “W” this term.

**Students with Disabilities**
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**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane, in which classes cannot be held on the TAMUCC campus, this course will continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., email, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
# Provisional Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture/Discussion – Reading Assignment from Goodwin textbook</th>
<th>Capstone Project Assignment</th>
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</thead>
</table>
| Week 1 | 8/29, 8/31  | • Introduction to the course  
• Chapter 1       | [http://teamwork.umn.edu/stepone](http://teamwork.umn.edu/stepone) (browse this so that you are familiar with it once we begin to use it) |
| Week 2 | 9/5, 9/7    | • Chapter 2  
• Chapter 3       |                                                             |
| Week 3 | 9/12, 9/14  | • Chapter 4  
• Chapter 4, cont. | • Begin process of forming groups and selecting topics (I will provide a sign-up sheet with suggestions for topics) |
| Week 4 | 9/19, 9/21  | • **TEST #1 (over chapters 1-4)**  
• Chapter 5 | • Finalize groups and topic selection  
• Assign and agree on “Team Roles” (see “Surviving the Zombie Apocalypse Group Projects” website: [http://teamwork.umn.edu/stepone](http://teamwork.umn.edu/stepone))  
  o Turn in “Strengths Identifier” for each student + brief report on team role assignments and how these were identified (2/21) |
| Week 5 | 9/26, 9/28  | • Chapter 6  
• Library visit (9/28) | • Turn in completed and signed “Policies Agreement Guide” (one for the whole group)(9/26) |
| Week 6 | 10/3, 10/5  | • Chapter 7        | • Draft and turn in “Project Plan” (one for the whole group)(10/3) |
| Week 7 | 10/10, 10/12| • Finish chapter 7  
• **TEST #2 (over chapters 5-7)**(10/12) | • “Key Figure” outline due 10/10 (one for whole group) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10/17 – 10/19</td>
<td>- Chapter 8&lt;br&gt; - “Applying to Graduate school” discussion (10/19) &lt;br&gt; - 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) (10/19)</td>
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<tr>
<td>9</td>
<td>10/24 – 10/26</td>
<td>- Chapter 9&lt;br&gt; - Chapter 10 &lt;br&gt; - “Topic 1” outline due (10/24)&lt;br&gt; - 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)(10/26)</td>
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<tr>
<td>10</td>
<td>10/31 – 11/2</td>
<td>- Chapter 11&lt;br&gt; - TEST #3 (chapters 8 – 11) (11/2)</td>
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<tr>
<td>11</td>
<td>11/7 – 11/9</td>
<td>- Chapter 12&lt;br&gt; - Chapter 13 &lt;br&gt; - “Topic 2” outline due (11/9)</td>
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<tr>
<td>12</td>
<td>11/14 – 11/16</td>
<td>- Chapter 14&lt;br&gt; - Finish Chapter 14</td>
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<tr>
<td>13</td>
<td>11/21</td>
<td>TEST #4 (chapters 12 – 14) (11/21)</td>
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<tr>
<td>14</td>
<td>11/28 – 11/30</td>
<td>NO CLASS NOVEMBER 23 – HAPPY THANKSGIVING! &lt;br&gt; - Group project meetings</td>
</tr>
<tr>
<td>15</td>
<td>12/5</td>
<td>- Final Capstone Project Paper due (12/5) &lt;br&gt; - Final Presentations Tuesday, December 12, 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