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PSYX 400.01: History and Systems of Psychology

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PSYX 400.01: History and Systems (71105)

TR 2:10-3:30

Native American Center 105

Fall 2013

Professor Muir

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Office Hours: TTh 11:30-1 and by appointment

Office: Corbin 334; 243-4948

Graduate Teaching Assistant: Zachary Shindorf

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Office Hours: T 3:30-5:30

Office: Skaggs 368; 243-6514

Required Readings:

Schultz, D. & Schultz, S. (2012). *A History of Modern Psychology, 10th Ed.* Belmont, CA: Wadsworth.

Selected articles on Moodle.

Recommended Readings:

American Psychological Association (2010). *Publication manual, 6th Edition.* Washington, DC: APA. (On Reserve in the Mansfield Library)

Course Objectives:

This course is designed to assist students in an appreciation of changes in Psychology over time. This includes a general overview of the philosophical origins of the field, major approaches to the field of Psychology and how each has emerged and influenced another and changes in conceptual and methodological approaches to the field over time. As a result, students will:

- Demonstrate an understanding of ideas and methods that have influenced the development of psychology over time;
- Remember major contributors to psychology and schools of thought in the field, when they emerged and how they influenced each other;
- Exhibit awareness of historical trends in experimental and clinical approaches over time;
- Critically consider historical, methodological and cultural questions in psychology's history; and
- Express this understanding in writing, using APA Style.

Course Requirements:

The course will be taught with a combination of seminar and lecture that includes small group activities. Class attendance, participation, and the ability to work cooperatively and productively in small groups is important to the successful completion of the course. Students are expected to arrive on time and remain for the entire class period since it is disruptive to the class to arrive late or leave early.

There are three quizzes, a midterm and a final exam based upon class material and reading assignments. There are two reaction papers and a semester paper that are required. Students may review their exams or assignments within one week of the posting of the score. The syllabus, assigned articles, course notices, and grades will be posted on the Moodle Course Management System and books listed in the syllabus are on reserve in the Mansfield Library. You must access the online system regularly and check your university e-mail for course messages. Papers will NOT be accepted by email.

Graduate student presentations. Since this is a 400-level UG course, graduate students are required to do some additional work beyond that required for undergraduates. Therefore, each graduate student will select a topic to research in preparation for the presentation to the entire class. Supplemental written materials that support the oral presentation must be submitted as well. See the instructor for suggested topics and procedures.

University Policies:

Drop/Add: October 28 is the last day to drop classes with an add/drop form. After that date, no petitions to drop the course will be signed and no incompletes will be given except in documentable emergency situations.

Academic Honesty: All students must practice academic honesty. Academic misconduct of any type is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. Plagiarism on any of the writing assignments will result in an automatic grade of F in the course. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: http://life.umt.edu/vpsa/student_conduct.php

Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>

Writing Assignments:

Since Psychology 400 satisfies the Upper Division Writing requirement, there will be a strong emphasis on developing technical, organizational and expressive skills that are necessary in effective writing. Substantial class time will be devoted to mastering details as specified by the American Psychological Association (APA), understanding issues related to plagiarism and use of the Internet, and receiving feedback about clarity and effectiveness of your writing. The Reaction Papers and the Semester Paper represent a significant proportion of your final grade in the course. The University Writing Center provides tutorials and workshops on a variety of skills needed for successful writing. To find out more, visit their website at: www.umt.edu/writingcenter. Printing on both sides of the paper is encouraged.

Reaction Papers: Students will submit 2 short papers based on readings from one of the following sources, which can be found in the Mansfield Library or on Moodle. These papers should be 4-5 pages of actual text with the first half summarizing the article read and the latter half expressing your reaction to and assessment of the content. Include a cover page. The full reference should be listed at the end using APA style; no other sources are needed for these papers. Readings include:

1. Select an article from--Sternberg, R.J. (Ed.) (2003). *Psychologists defying the crowd: Stories of those who battled the establishment and won*. Washington, D.C.: APA.
2. Select an article from--*American Psychologist*, February 1992, Vol. 47(2). Special Edition on the History of American Psychology.
3. Eagly, A.H., Eaton, A., Rose, S.M., Riger, S. & McHugh, M.C. (2012). Feminism and psychology: Analysis of a half-century of research on women and gender. *American Psychologist*, 67, 211-230.
4. Levine, R.V. (2003). The kindness of strangers. *American Scientist*, 91, 226-233.
5. Strickland, B.R. (2000). Misassumptions, misadventures, and the misuse of psychology. *American Psychologist*, 55(3), 331-338.
6. Wallace, A.R. (2008). The man who wasn't Darwin. *National Geography*, 214, 106-133.

Semester Paper: Each student will also submit an original APA-style paper:

- 10-12 typewritten, double-spaced pages; font size 12
- Title page, abstract and references on additional pages, not included in the page count
- Minimum of six references, none of which should be from the Internet

Your grade for this paper will be based on clarity, effectiveness of writing style, accuracy, correct use of APA style, development of a convincing and logical argument, and thoroughness of information presented. A summary of the main APA style details required for this paper will be provided.

The first stage of the paper is to submit a description of your topic. This can be a detailed outline or a narrative explanation of how you plan to develop the topic. Include what questions you will attempt to address in the paper. Include a list of 4 references that you have obtained that will be used in your paper. You will then receive feedback from the Graduate Teaching Assistant who will help you fine-tune your topic and provide suggestions for additional sources. Additional information regarding the paper will be provided in class.

The second stage of the paper is to submit a first draft of the paper for review and grading.

Deadlines are listed on the course outline. Points will be deducted for late outlines, drafts and final papers. The third stage of the paper is to submit all the previous submissions along with the final draft.

Paper Topics. Select two scholars that are covered in the history of psychology. I will provide a list of possibilities in class and on Moodle. Find readings beyond class material that provide you with additional information about each person's research, theoretical perspective, and contributions to the field of Psychology. You may choose scholars from different theoretical perspectives or two from the same perspective at different points in time. In the term paper, you should compare and contrast their approaches and contributions using the guidelines below to highlight similarities and differences. This is the major purpose of the paper.

As you structure the paper, decide on key questions you would pose to each of the scholars and then construct their hypothetical answers. You should explain the comparisons and contrasts in terms of cultural differences, the current thinking of their time, advances in science and technology that changed understanding of the time, or different theoretical perspectives, etc.

DEADLINES FOR THE SUBMISSION OF PARTS OF THE SEMESTER PAPER:

October 22: Outline/description and initial references for paper

November 7: Revised outline/description and initial references PLUS 1ST DRAFT

November 21: Outline/description and initial references, 1st draft, PLUS FINAL DRAFT

Course Grading:

Course grades will be determined by point totals, not percentages. Total possible points in the course are as follows: 2 Reaction Papers (50 points each)—100 points; Semester Paper (outline/4 references; 1st draft; final paper)—150 points; 2 (out of 3) Quizzes (25 points each)—50 points; Midterm Exam—100 points; and Final Exam—100 points. The lowest quiz score will be dropped so final grades will include only two quiz scores. Total possible points: 500.

Points for final grades: 450-500—A; 400-449—B; 350-399—C; 300-349—D; below 300—F

NOTE: Since attendance and class participation are important aspects of this course, points may be deducted for excessive absenteeism (i.e., more than 5 absences). In addition, if a student appears not to have completed the assigned readings or fails to participate in class exercises, points may also be deducted from the final grade. Failure to complete any of the writing assignments will be considered as failure to meet the requirements of the course and can result in an F in the course.

Course Outline:

Tuesday	Thursday
August 27: Course Introduction	August 29: Ancient Conceptualizations Chapter 1
September 3: Philosophical Underpinnings Chapter 2	September 5: Writing Center (Kelly Webster); Information Literacy (Kate Zoellner, Mansfield Library)
September 10: Physiological Underpinnings Chapter 3	September 12: APA Style Exercise
September 17: Beginnings of Psychology Chapter 4	September 19: 1st Reaction Paper for class feedback—bring 2 copies
September 24: Structuralism Chapter 5	September 26: Quiz 1
October 1: Beginnings of Functionalism Chapter 6 1st Reaction Paper Due w/ original feedback	October 3: Functionalism Chapter 7
October 8: Midterm Review	October 10: MIDTERM EXAM
October 15: Applications of Functionalism Chapter 8 2nd Reaction Paper due	October 17: Women in Psychology Milar <i>e</i> -article
October 22: Early Behaviorism Chapter 9 TERM PAPER (outline & references) DUE	October 24: Behaviorism Chapter 10
October 29: Later Behaviorism Chapter 11	October 31: Quiz 2
November 5: Gestalt Psychology Chapter 12	November 7: Psychoanalysis Chapter 13 TERM PAPER (1st draft) DUE
November 12: Later Psychoanalysis Chapter 14	November 14: Cognitive Psychology Chapter 15; Mandler <i>e</i> -article
November 19: Clinical Psychology Szasz <i>e</i> -article	November 21: Social Psychology TERM PAPER (final) DUE
November 26: Developmental Psychology Bretherton <i>e</i> -article	November 28: THANKSGIVING
December 3: Psychology Today	December 5: Quiz 3
December 10 (3:20-4:00): FINAL EXAM	