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Fall 9-1-2001

### PSYC 400.01: History and Systems of Psychology

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*University of Montana - Missoula*

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**PSYCHOLOGY 400  
HISTORY AND SYSTEMS OF PSYCHOLOGY  
Autumn, 2001**

**Dr. Lynne Sanford Koester**  
**Phone: 243-4521 or 243-4003**  
**Office: Skaggs Bldg., Room 369**

**Class: MWF, 2:10-3:00 p.m.**  
**Classroom: LA 305**  
**Office Hours: M/F 10:30-11:30 am; W 3-4 pm**

**PREREQUISITES:** All students must have completed a minimum of 15 credits in Psychology before enrolling in this course.

**REQUIRED TEXT:** Bolles, R.C. (1993). The story of psychology: A thematic history. Pacific Grove, CA: Brooks/Cole Publishing Co.

**PLEASE NOTE:** A "Faculty-Pac" is also available in the UC Book Store and will provide the additional readings for this course.

**ADDITIONAL RESOURCES (MANSFIELD LIBRARY):**

- Kimble, G.A., Wertheimer, M., & White, C.L. (1991). Portraits of pioneers in psychology. Hillsdale, NJ: L. Erlbaum.
- Parke, R.D., Ornstein, P.A., Rieser, J.J., & Zahn-Waxler, C. (1994). A century of developmental psychology. Washington, DC: American Psychological Association.
- Schwartz, S. (1986). Classic studies in psychology. Mountain View, CA: Mayfield.
- American Psychologist, February, 1992. Special Edition on the History of American Psychology.
- American Psychological Association (2001). Publication manual. Washington, DC: APA

**IMPORTANT UNIVERSITY POLICIES:**

- 1) **Sept. 24, 2001**: last day to DROP/ADD by phone, or to DROP and still receive refund.
- 2) **Oct. 15, 2001**: last day to DROP/ADD using forms (signatures required) -no refund.
- 3) Students with disabilities should indicate this to the instructor at the beginning of the course if they require accommodation, and arrange for such accommodations with **Disability Services for Students** (The Lodge).

**COURSE OBJECTIVES AND EXPECTATIONS:**

The History and Systems course is designed to help students become aware of and sensitive to the changes that have taken place in the discipline of Psychology over time. To that end, we will read one text (**Bolles**) providing a general overview of the philosophical origins of the field, the major contributors and how they have each emerged and influenced each other, changes in experimental and clinical approaches to psychology over time, and the influences of different cultures and historical trends. This will be supplemented by readings about classic studies in the field, or biographical accounts/obituaries of significant individuals (**Fac-Pac**).

This course will be taught in a combination seminar and lecture format, with an important component being "hands-on" activities or group projects. **Therefore, student attendance, participation, and involvement in the class, and the demonstrated ability to work cooperatively and productively in small groups will be very important to successful completion of this course.**

**INDEX CARDS OF KEY FIGURES IN HISTORY OF PSYCHOLOGY:**

You are strongly urged to keep a set of index cards, listing the name, nationality, important dates and *major contribution(s)* of significant individuals in the history of the field. All of this information will be available from the readings, but this brief summary will be helpful in keeping track of the many different scholars we will be studying in this course. You should bring these with you to class for quick reference, and you may refer to them in the event of unannounced quizzes.

**WRITTEN ASSIGNMENT:**

The **Semester Project** outlined below will constitute an important part of your grade for the course. Each student will submit a short APA-style paper (5-6 typewritten, double-spaced pages, font size 12; please include references on an *additional* page). Your grade for this paper will be based on clarity, effectiveness of writing style, accuracy (including correct use of APA style), and thoroughness of information presented.

You will first select one scholar of interest to you from our survey of the history of psychology. A list of scholars from which to choose will be provided, some from those covered during the first half of the semester, and others from the latter half. Accordingly, there will be two different dates for submitting the papers, and you will sign up for one of these dates depending on your own semester workload and schedule. After selecting the scholar you will study, you should investigate and write about the following aspects of the scholar's life:

- a) brief biographical description
- b) main ideas, theories, or research contributions
- c) controversies, challenges, or disagreements regarding his/her work
- d) synthesis: what was the importance of this person in the history of psychology?

**GRADING POLICIES:** Grades will be based on the following distribution of points:

<b>2 Quizzes:</b>	<b>50</b>
<b>Mid-Term Exam:</b>	<b>100</b>
<b>Final Exam:</b>	<b>150</b>
<b>Semester Paper:</b>	<b>100</b>
<b><u>TOTAL POINTS:</u></b>	<b><u>400</u></b>

**Please note:** Since attendance and class participation are important aspects of this course, points will be deducted at the instructor's discretion for excessive absenteeism (i.e., more than 5 unexcused absences). In addition, if a student appears not to have completed the assigned readings (e.g., is unable to discuss or answer questions regarding them), points may also be deducted from the final grade.

**DATES**                      **TOPICS, READINGS, AND ASSIGNMENTS**

*NOTE: BOLLES = (B)*

*FACULTY-PACKET = (F-P)*

- (week of 9/5)                      (W): Introduction to Course  
 (F): Chap. 1 (B): Beginnings
- (week of 9/10)                      (M): Chap. 1 (B): (continued)  
 (W): Chap. 2 (B): Physiological  
 (F): Chap. 3 (B): Philosophy
- (week of 9/17)                      Chap. 4 (B): Loss of Themes  
 Chap. 5 (B): Sensory-Perceptual  
 Chap. 6 (B): Wundt
- (week of 9/24)                      (F-P): Musings on Russian Psychology  
 Hanuš Papoušek (no assigned readings)  
 "                      "
- (week of 10/1)                      Chap. 7 (B): Germany (periphery)  
 (F-P): Chap. 10, Lorenz

**\*\*\*\* Fri., 10/5: MID-TERM EXAMINATION \*\*\*\***

- (week of 10/8)                      (F-P): Smith (on Tinbergen & Lorenz)  
 Chap. 8 (B): Britain (periphery)  
 Chap. 9 (B): American pioneers
- (week of 10/15)                      Chap. 10 (B): American functionalism  
 (F-P): James brothers  
 Chap. 11 (B): Psychoanalysis
- (week of 10/22)                      **MONDAY, 10/22: FIRST GROUP OF PAPERS DUE**  
 Carl Jung (no additional readings)  
*GUEST SPEAKER (Clinical -- tentative)*  
 (F-P): Fancher (on Freud in America)
- (week of 10/29)                      Chap. 12 (B): Gestalt Psychology  
 Chap. 13 (B): Behaviorism  
 (F-P): Watson; (F-P): Watson & Raynor

- (week of 11/5) (F-P): Pavlov  
*GUEST SPEAKER (Learning -- tentative)*  
" " " "
- (week of 11/12) (MONDAY, 11/12: HOLIDAY)  
(F-P): Madigan & O'Hara (on Mary Calkins)  
*GUEST SPEAKER (Cognitive -- tentative)*
- (week of 11/19) Chap. 14 (B): Cognitive  
(11/21 & 23: THANKSGIVING HOLIDAYS)
- (week of 11/26) *Monday, Nov. 26: SECOND GROUP OF PAPERS DUE*  
Chap. 15 (B): Diversification  
*GUEST SPEAKER (School Psych. -- tentative)*  
Developmental Psych. (no additional readings)
- (week of 12/3) (F-P): 2 Tributes to Piaget  
(F-P): E. Erikson (2 obituaries)  
(F-P): Bayley (obituary)
- (week of 12/10) *GUEST SPEAKER (Life-Span Development -- tentative)*  
**Conclusions:** Where is the field today, how have we gotten there, and where are we headed next? (no additional readings)

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**FINAL EXAMINATION: Monday, Dec. 17, 1:10 - 3:10 p.m.**

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**FACULTY PACKET: TABLE OF CONTENTS**

1. "Musings... Lessons from Russian psychology" (Society for Research in Child Development Newsletter, p. 8)
2. "Oh those fabulous James boys" (Psychology Today, pp. 56-66)
3. In Schwartz, Steven (1986). Classic studies in psychology: Chap. 1 (Pavlov, Watson). (pp. 13-30)
4. Watson, J.B. & Raynor, R. (2000). Conditioned emotional responses (reprinted from 1920). American Psychologist, 55 (3), 313-317.
5. Madigan, S. & O'Hara, R. (1992). Short-term memory at the turn of the century: Mary Calkins's memory research. American Psychologist, 47 (2). 170-174.
6. In Schwartz, Steven (1986). Classic studies in psychology: Chap. 10 (Lorenz), (Pp. 145-156).
7. Smith, P.K. (1990). Ethology, sociobiology and developmental psychology: In memory of Niko Tinbergen and Konrad Lorenz. British Journal of Developmental Psychology, 8, 187-196.
8. Fancher, R.E. (2000). Snapshots of Freud in America, 1899-1999. American Psychologist, 55 (9), 1025-1028.
9. E.H. Erikson (2 obituaries) (SRCD Newsletter, p. 13; Newsweek, p. 56)
10. Two tributes to Piaget (Brainerd & Kessen) (pp. 191-198)

11. Nancy Bayley (obituary) (Society for Research in Child Development Newsletter, p. 12)