

**The University of Texas at El Paso**  
**Department of Psychology**  
**History and Systems of Psychology (PSYC 4309, CRN 14162)**  
**Fall 2017**

**Instructor:** Abdolhossein Abdollahy Zarandi, PhD

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**Office:** Department of Psychology

**Class Days:** Mondays and Wednesdays: 12 - 1:20 pm

**Location:** College of Business Admin 319

**Office Hours:** Wednesdays from 1:30 pm to 3:30 pm (to make an appointment, email me please.)

### **Course Description**

This course, “History and Systems of Psychology”, takes the students on a tour of the history of the science of psychology. It begins its story with the contributions of the Greek philosophers (e.g., Plato and Aristotle) to the emergence of psychology, tracks down the effects of those contributions into the scientific revolution (beginning from the 17<sup>th</sup> century) by presenting the influential ideas and insights of such philosophers as Rene Descartes, John Locke, and John Stuart Mill, highlights the impact of the science of physiology on the advancement of psychology, introduces Wilhelm Wundt, a German physiologist, and his students as the founders of the science of psychology in the late nineteenth century, and finally lays out the theories of the main schools of psychology including structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. As is clear, psychology has given hugs to many opposing and divergent ideas leaving us in surprise and perhaps confusion, but there is hope that the future will unify all these divergences yielding a science where everybody speaks the same psychological language. Aided by neuroscience, cognitive psychology and evolutionary psychology, the latest developments in the field, may join forces to bring about that day.

### **Course Objectives**

The main objective of the course is to familiarize students with the past and present leading forces in psychology and also with the lives and ideas of a large group of personalities who have been influential in creating and advancing those forces. Another objective is to motivate students to critically and deeply think about the value of each of the schools of thought in the field and decide for themselves which one or ones is more worth of pursuing. A final objective is to encourage students to pen their understanding and evaluations of the ideas presented by some pivotal personalities whose contributions are less-visible or invisible in the course textbook. To this end, they are expected to write four psychology biographies.

## Course Text

**Goodman, C. James (2016). A History of Modern Psychology (5<sup>th</sup> Edition). Wiley.  
ISBN: 978-1-118-83375-9  
ISBN : 978-1-119-02593-1**

## Course Format

Mondays: lectures and student participation

Wednesdays: lectures and student participation

## Course Assignment

### Biography Paper

There will be one writing assignment for this course. The students will write a biography paper about four prominent personalities in the history of psychology. These are people whose contributions to the science of psychology are less visible or invisible in the course textbook.

Here is a suggested list:

Solomon Asch, Aaron Beck, John Bowlby, Noam Chomsky, John Dewey, Albert Ellis, Erik Erikson, Hans Eysenck, David Hume, Daniel Kahneman, Laurence Kohlberg, Stanley Milgram, Jean Piaget, Carl Rogers, Roger Sperry, Robert Sternberg, Lev Vygotsky, David Wechsler, Benjamin Whorf, or any other personality who has contributed to the advancement of psychology.

The paper will include information about the name, date of birth, birthplace, major ideas and contributions, life events, and the reasons for choosing the personalities. You can do a simple online search and find a lot about those personalities. The paper will be written in at least 2000 words based on any style you like -- as long as it can get its message across. But, on the other hand, the American Psychological Association has an array of recommendations for writing in psychology. Those recommendations have been gathered in a book called "Publication Manual of the American Psychological Association (6<sup>th</sup> Edition)." Find a paper copy at the UTEP main library or on an El Paso Public Library branch book shelf. You can also get more information by googling this phrase: "apa style." You can use these guidelines to shape your paper. But keep in mind please that we will talk more about this reaction paper throughout the semester. As for this paper submission method, on Blackboard, you will see an icon for uploading; just click on the icon and post your digital paper copy. And finally, like almost all class papers, there is a deadline for this paper. The deadline is **November 27, 2017**.

## Class Participation

Class participation is important and has its own points as shown below. Class participation

involves two parts: Part 1) Showing such behaviors and attitudes as active listening to the lectures and to other students, making comments during class discussions, asking questions, and being respectful to others and Part 2) Taking part in a collaborative in-class activity. In this activity, students are expected to read each book chapter, draw out 3 questions from each chapter, write them on a sheet of paper with their names on top, and bring those questions to class in each session (usually on Mondays). Students are expected to discuss selected questions and other questions that will be presented by me (the instructor). Usually, students will be asked to form groups of 2, 3, or 4, discuss the presented topics and report the results of their discussions, in writing, at the end of each class session. Twenty percent of the final graded will be allocated to class participation.

### **Class Attendance**

Class attendance is beneficial because you can learn better when you are physically present. Also, there will be two unannounced quizzes throughout the semester. Missing a quiz means losing an influential portion of the final grade. Finally, as stated above and below, twenty percent of the final grade will go to the in-class activities. Thus, class attendance will bring you a lot of benefits.

### **Quizzes and Exams**

You will take two random unannounced quizzes, a midterm exam, and a final exam throughout the semester (see Course Assessment below). The quizzes and exams consist of multiple-choice items. The exams dates are specified in the course timetable (see below). Each quiz begins at 12 and takes 15-20 minutes to finish. Note that each question on the quizzes and exams counts one percent towards the final grade. Also, please keep in mind that the possibility of a quiz or exam makeup is zero. If you, for some reason, couldn't attend a quiz or exam, let me know to deal with it.

### **Course Assessment**

<b>1. Quiz 1</b>	<b>10%</b>
<b>2. Quiz 2</b>	<b>10%</b>
<b>3. Midterm exam</b>	<b>25%</b>
<b>4. Final exam</b>	<b>25%</b>
<b>5. In-Class Participation</b>	<b>20%</b>
<b>6. Biography Paper</b>	<b>10%</b>

## **Grading Scale**

**90% - 100% = A**

**80% - 89.9% = B**

**70% - 79.9% = C**

**60% - 69.9% = D**

**00% - 59.9% = F**

## **Classroom Behavior**

Please turn off your cell phone on arrival. Don't talk when others are talking. If you want to ask a question or make a comment, raise your hand and try not to interrupt others as they speak. Don't use your computer for irrelevant activities such as emailing, visiting a social network profile, playing games, watching videos, listening to music and so on. These activities prevent you from focusing on lectures and other class engagements and may distract other students.

## **Disability**

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

## **Academic Conduct, Discipline, and Integrity**

It is assumed that students are implicitly aware of the principles of academic conduct, discipline, and integrity. But having an explicit knowledge of the principles will be highly beneficial for anybody working within the realm of academia. The following link provides a wide-range information about academic conduct and discipline at UTEP. Please read the file carefully and enthusiastically:

<http://admin.utep.edu/LinkClick.aspx?link=HOOP-Section+II.pdf&tabid=30181&mid=63285>

## **Course Schedule and Lecture Topics**

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### **Week 1**

**August 28: CHAPTER 1: INTRODUCING PSYCHOLOGY'S HISTORY**

**August 30: CHAPTER 1: INTRODUCING PSYCHOLOGY'S HISTORY**

## **Week 2**

**September 4: No Classes**

**September 6: CHAPTER 2: THE PHILOSOPHICAL CONTEXT**

## **Week 3**

**September 11: CHAPTER 2: THE PHILOSOPHICAL CONTEXT**

**September 13: CHAPTER 3: THE SCIENTIFIC CONTEXT**

## **Week 4**

**September 18: CHAPTER 3: THE SCIENTIFIC CONTEXT**

**September 20: CHAPTER 4: WUNDT AND GERMAN PSYCHOLOGY**

## **Week 5**

**September 25: CHAPTER 4: WUNDT AND GERMAN PSYCHOLOGY**

**September 27: CHAPTER 5: DARWIN'S CENTURY: EVOLUTIONARY THINKING**

## **Week 6**

**October 2: CHAPTER 5: DARWIN'S CENTURY: EVOLUTIONARY THINKING**

**October 4: CHAPTER 6: AMERICAN PIONEERS**

## **Week 7**

**October 9: CHAPTER 6: AMERICAN PIONEERS**

**October 11: Midterm Exam**

## **Week 8**

**October 16: CHAPTER 7: STRUCTURALISM AND FUNCTIONALISM**

**October 18: CHAPTER 7: STRUCTURALISM AND FUNCTIONALISM**

## **Week 9**

**October 23: CHAPTER 8: APPLYING THE NEW PSYCHOLOGY**

**October 25: CHAPTER 8: APPLYING THE NEW PSYCHOLOGY**

## **Week 10**

**October 30: CHAPTER 9: GESTALT PSYCHOLOGY**

**November 1: CHAPTER 9: GESTALT PSYCHOLOGY**

**Week 11**

**November 6: CHAPTER 10: THE ORIGINS OF BEHAVIORISM**

**November 8: CHAPTER 10: THE ORIGINS OF BEHAVIORISM**

**Week 12**

**November 13: CHAPTER 11: THE EVOLUTION OF BEHAVIORISM**

**November 15: CHAPTER 11: THE EVOLUTION OF BEHAVIORISM**

**Week 13**

**November 20: CHAPTER 12: MENTAL ILLNESS AND ITS TREATMENT**

**November 22: CHAPTER 12: MENTAL ILLNESS AND ITS TREATMENT**

**Week 14**

**November 27: CHAPTER 13: PSYCHOLOGY'S PRACTITIONERS**

**November 29: CHAPTER 13: PSYCHOLOGY'S PRACTITIONERS**

**Week 15**

**December 4: CHAPTER 14: PSYCHOLOGY'S RESEARCHERS**

**December 6: CHAPTER 14: PSYCHOLOGY'S RESEARCHERS**

**Final Exam: December 15 at 1 pm – 3:45 pm**

**This syllabus is subject to change.**