



History and Systems of Psychology  
Fall, 2014

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### **COURSE INFORMATION**

PSYC 4309 History and Systems, Psychology

Prerequisite: Introduction to Psychology Instructor: Donna Nesbit-Veltri, Ph.D.

E-mail: Daveltri@utep.edu

Teaching Assistant: To be announced.

Office Hours: By appointment – email me and I will call you

### **REQUIRED TEXTBOOK**

A History of Modern Psychology, C. James Goodwin, Fourth Edition. ISBN-978-1-1182-1509-8

### **OBJECTIVES OF THE COURSE**

The overall objective is for you to have an understanding of the origins of Psychology and how various Schools of thought have contributed to our approach to Psychology today.

Additionally you will:

- Be able to articulate why the study of the history of Psychology is important to the profession.
- Have an understanding of how science in general progresses as well as the science of Psychology.
- Know the major contributors to modern Psychology and how each contribution was influenced by historical factors outside of the field of Psychology
- Know and understand a number of landmark studies which moved the discipline forward.
- Polish your critical thinking skills

### **HONORS DESIGNATION**

This course is designated as an honors course for students enrolled in the Liberal Arts Honors Program. The course requires intensive writing, advanced readings, and critical thinking. More information about the program is available at [academics.utep.edu/lahp](http://academics.utep.edu/lahp).

### **STUDENT EVALUATION**

#### Exams

There will be four short answer quizzes, 25 points each and four essay exams, 50 points each.

Essays: These will be designed to test your knowledge of the important questions addressed in this course, and rather than just being asked to regurgitate names and dates, these questions will require some thought and synthesis of information from the course. The essays will require information provided in the lectures that may not be included in the textbook. Each will be scored subjectively and will be worth 25 points each. If missed you will get zero points for the essay unless you have documentation of a medical or personal emergency, in which case the essay may be made up.

#### Test Questions

The test questions will come from my lectures and textbook chapters. **IT IS ABSOLUTELY NECESSARY TO READ AND UNDERSTAND THE TEXTBOOK IF YOU ARE GOING TO PASS THIS CLASS.** You cannot count on all the materials to be on the slides. There is too much detail to cover completely in the slides. You must have an understanding of the context of history to be able to answer the questions.

### Test Questions from the Textbook

There will be questions that will come from the textbook on material that I will not cover during the lectures. If you don't study the textbook, you will not do as well on the exams. Additionally, I may include questions on the exams that are covered in my lecture and not in the textbook.

### Computation of Final Grade

Your final grade for the course will be based on a maximum of 50 points for each essay test, and 25 points for each quiz, for a total of 300 points. Extra credit will be available midway through the course should you choose to take advantage of the opportunity.

Grading for each test and for the final grade will be based on the following scale:

A = 90 – 100%    B = 80 – 89%    C = 70 – 79%    D = 60 – 69%    F = 0 – 59%

**Please go to the bathroom before the exam as you will not be permitted to leave the classroom once the exam has begun. Likewise with the essay questions. No student will be allowed to enter the classroom once a student has finished an exam or an essay and has left the classroom.**

### **CALENDAR**

The calendar is tentative and may change. This class meets each Tuesday from 6:00PM to 8:50PM. Attendance is not required in and of itself, however, if you miss a quiz or test and are unexcused you will lose those points. We will proceed roughly along the table of contents of the textbook in terms of order of material covered. There will be a 15 minute break midway through the evening.

TENTATIVE TEST SCHEDULE (May change):

September 2, Quiz  
September 16, Test  
September 30, Quiz  
October 14, Test  
October 28, Quiz  
November 11, Test  
November 25, Quiz  
To Be Announced on Finals week: Test

\*\*\*Under no circumstances (unless you are deployed by the military or you have a documented medical emergency) will the exams be given at another day. Make up tests will consist of open-ended questions and given only in **documented** emergencies\*\*\*

### **AMERICANS WITH DISABILITIES ACT**

UTEP is committed to both the spirit and letter of federal equal opportunity legislation. UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Disabled Student Services Office (DSSO) of their disability, and for requesting accommodations within two weeks of the start of each semester. The DSSO determines whether students need accommodation, and assists the instructor in providing accommodation. Please inform me if you will request special accommodations.

### **ACADEMIC DISHONESTY**

Academic dishonesty is completely unacceptable and will not be tolerated in any form. All persons involved in academic dishonesty will be referred to the Dean of Students and will be disciplined in accordance with University's policy. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Cheating is defined as, but not limited to, copying answers from another student, looking in the direction of another student's test or Scantron, talking to students during exams, looking at or using cell phones or other electronic communication devices during exams, looking at any type of notes or the textbook during exams.

Bibliography of suggested readings:

- Benjamin, L. T., & Crouse, E. M. (2002). The American Psychological Association's response to Brown v. Board of Education: The case of Kenneth B. Clark. *American Psychologist, 57*, 38-50.
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- Coon, D. J. (1992). Testing the limits of sense and science: American experimental psychologists combat spiritualism. *American Psychologist, 47*, 143-151.
- Dewsbury, D. A. (1990). Early interactions between animal psychologists and animal activists and the founding of the APA committee on precautions in animal experimentation. *American Psychologist, 45*, 315-327.
- Fuchs, A. H. (1998). Psychology and "the Babe." *Journal of the History of the Behavioral Sciences, 34*, 153-165.
- Furumoto, L. (1992). Joining separate spheres—Christine Ladd-Franklin, woman-scientist (1847-1930). *American Psychologist, 47*, 175-182.
- Gelb, S. A. (1986). Henry H. Goddard and the immigrants, 1910-1917: The studies and their social context. *Journal of the History of the Behavioral Sciences, 22*, 324-332.
- Goodwin, C. J. (1991). Misportraying Pavlov's apparatus. *American Journal of Psychology, 104*, 135-141.
- Goodwin, C. J. (2005). Reorganizing the Experimentalists: The origins of the Society of Experimental Psychologists. *History of Psychology, 8*, 347-361
- Green, C. D. (2003). Psychology strikes out: Coleman R. Griffith and the Chicago Cubs. *History of Psychology, 6*, 267-283.
- Harris, B. (1979). Whatever happened to Little Albert? *American Psychologist, 34*, 151-160.
- Leahey, T. H. (1992). The mythical revolutions of American psychology. *American Psychologist, 47*, 308-318.
- McReynolds, P. (1987). Lightner Witmer: Little-known founder of clinical psychology. *American Psychologist, 42*, 849-858.
- O'Donnell, J. M. (1979). The crisis of experimentalism in the 1920's: E. G. Boring and his uses of history. *American Psychologist, 34*, 289-295.
- Nicholson, I. (1998). Gordon Allport, character, and the 'culture of personality', 1897-1937. *History of Psychology, 1*, 52-68.

Pickren, W. (1997). Robert Yerkes, Calvin Stone, and the beginning of programmatic sex research by psychologists, 1921-1930. *American Journal of Psychology*, 110, 605-619.

Richards, R. J. (1983). Why Darwin delayed, or interesting problems and models in the history of science. *Journal of the History of the Behavioral Sciences*, 19, 45-53.

Rutherford, A. (2003). B. F. Skinner's technology of behavior in American life: From consumer culture to counterculture. *Journal of the History of the Behavioral Sciences*, 39, 1-23.

Smith, L. D. (1992). On prediction and control: B. F. Skinner and the technological ideal in science. *American Psychologist*, 47, 216-223.

Sokal, M. M. (1981). The origins of the Psychological Corporation. *Journal of the History of the Behavioral Sciences*, 17, 54-67.

Winston, A. S. (1990). Robert Sessions Woodworth and the "Columbia Bible": How the psychological experiment was redefined. *American Journal of Psychology*, 103, 391-401.

Winston, A.S. (1996). "As his name indicates": R. S. Woodworth's letters of reference and employment for Jewish psychologists in the 1930s. *Journal of the History of the Behavioral Sciences*, 32, 30-43.