Course Description:
This course reviews the main systems and schools of psychology since 1879. The main assumptions of structuralism, functionalism, psychoanalysis, behaviorism, gestalt psychology, physiological psychology, cognitive psychology, information theory, and current trends are comparatively examined.

Modern society has in various ways been shaped by the development of scientific psychology since the middle of the 19th century (1800’s). The American Psychological Association (2013) states “psychology is the study of the mind and behavior.” Furthermore, the discipline of psychology is located in and constructed from proximal to distal factors (genetic/biological → individual/personality → social/cultural → political/public policy), all attempting to explain human behavior in every conceivable setting from scientific research centers to mental health care services. The discipline embraces all aspects of the human experience — One cannot escape the influence of psychology as a science upon our lives, ranging over fundamental issues, such as the nature of consciousness, the actions of the brain, through the mundane of our workday such as the design of coinage or road signs, and to the actions of nations. Psychological ideas and research findings have influenced how today’s world looks and feels to us all. From such an appreciation for the past, any thoughtful member of society benefits from understanding the intricacies of their existence through the impact of psychology for creating social, philosophical and technological change. To be analytic, one must have a substrate to dissect, so the goal in this course is to bestow upon you the composition yielded from a historical context.

This coming semester, I hope you enjoy exploring the past in the context of evolving psychological perspectives.

Required Text:

Liberal Arts Honors Program [LAHP] course: This class has been designated as a Liberal Arts Honors Program [LAHP] course. It has received this designation because it features at least five of the Honors course criteria, which include student leadership, advanced readings and/or reviews, opportunities for intensive writing, opportunities for intensive research, opportunities to utilize technology, opportunities to make extensive use of campus resources, community-based experiences, pre-professional opportunities, and development of critical thinking. In broader terms, this course is honors-designated because of its creativity and/or intellectual rigor, both of which are integral components of the Liberal Arts Honors Program. No additional coursework is necessary for this course to count towards the LAHP Honors minor. If you are not a member of the LAHP, and are interested in the program, please visit the LAHP website at utep.edu/lahp or contact LAHP Director Michael Topp at mtopp@utep.edu. If you join the Liberal Arts Honors Program, this course will count towards the LAHP minor!
Grading, Exams and Rules:
This is a lecture format course with some in-class activities. I do not take class role, because your grade is entirely based on objective evaluations of your performance as shown below. Lecture notes and other resources are available on Blackboard. Please be respectful, do not be disruptive, and enjoy the course.

Grade Point Distribution:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Indiv Wt</th>
<th>Total Pcnt Wt</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Exams</td>
<td>10</td>
<td>X 9%</td>
<td>90%</td>
</tr>
<tr>
<td>II. Mini-Lecture</td>
<td>1</td>
<td>X 5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Mini-Lecture Outline</td>
<td>1</td>
<td>X 5%</td>
<td>2.5%</td>
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<tr>
<td>III. Poster Presentation</td>
<td>1</td>
<td>X 5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
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I. Exams. This course is designed to test you a chapter at a time. Bring scantron answer sheets. On-line resources accompanying the text have significantly helped students excel in this course.

Absence During Exams. Exams will be administered only on scheduled dates (see lecture outline, p. 8).

a) The average of 10 exam grades will comprise 90% of your final grade. The lowest grade from 11 exams will be dropped. If you miss one exam, this missing exam will be the dropped grade.

b) If you miss a second exam, you may take an oral exam as a make up with proper justification.

c) If you miss a third exam, you will be Withdrawn from the course for lack of participation.

II. Mini-Lecture. (Mar 28-Apr 13) This will be a 5-min presentation about a significant personality to the development of psychology (some suggestions are provided below). Refer to grading rubrics (p. 3 & 4).

Some Topics: Submit your ranked three choices as soon as possible (FIRST COME/FIRST CHOICE).

a) Ebbinghaus → on memory

b) Romanes & Morgan → origins of comparative psychology

c) Galton → intelligence and eugenics

d) James → on consciousness, habit, and emotion

e) Calkins → association research and self psychology

f) Ladd-Franklin & Washburn → women pioneers

g) Titchener → the experimentalists and the manuals

h) Thorndike → cats in puzzle boxes

i) Cattell → mental tests

j) Binet → intelligence testing

k) Goddard → Vineland and the Kallikak study

l) Münsterberg → industrial psychology and employee selection

m) Bingham & Gilbreath → industrial psychology and ergonomics

n) Wertheimer → apparent motion and perceptual organization

p) Köhler → mentality of apes

q) Lewin → field theory and action research

r) Pavlov → gen’lization, discrimin., exp’tal neurosis

s) Watson → the behaviorist manifesto

t) Watson & Rayner → conditioned emotional reactions

u) René Descartes → animal spirits

v) Wilhelm Wundt → apperception

w) Santiago Ramón y Cajal → neuron doctrine

x) Karl Popper → falsification

y) Karl Pribram → limbic system

z) Karl Lashley → engram, mass action

aa) D.O. Hebb → heterosynaptic facilitation

ab) Skinner → the experimental analysis of behavior

c) Freud → the Clark lectures

ad) Witmer → clinical psychology in America

ae) Rogers → the humanistic approach

af) Sumner → pioneering minority psychologists

ag) Hull → hypothetico-deductive model of learning

ah) Lock vs. Leibniz → nature vs. nurture issue

ai) Terman vs. Lippman → nature and use of IQ tests

aj) Milgram → obedience to authority

ak) Festinger → cognitive dissonance

al) Bandura → social learning theory, self-efficacy

am) Yerkes → comparative psychology

an) Vygodsky → sociocultural theory

ao) Clark → racial identification & preference

ap) Melanie Klein → play therapy

aq) Jung → analytical psychology

ar) Maslow → self-actualization, humanistic psych.

as) Zimbardo → Stanford prison experiment

at) Martha Bernal → ethnic identity

au) Jean Piaget → genetic epistemology

av) George Miller → chunk

aw) Luria → Anokhin’s functional systems

ax) Brenda Milner → episodic/procedural memory

ay) Albert Ellis → rational emotive behavior therapy

az) Arnold Lazarus → multimodal therapy (BASIC ID)

ba) Donald Broadbent → dichotic listening
To excel in the min-lecture, you will:

1) Consult at least one of each of the following (NOTE: 3 different resources REQUIRED):
   a) the textbook,
   b) electronic resources – especially for illustrations, portraits/depictions of personalities
   c) scientific literature – books or journal manuscripts.

2) Deliver a 5-min presentation - see grading rubrics on the next page. **No notes will be allowed for use to deliver your presentation.** On p. 3, there are 2 scoresheets for the presentations – one instructor and one student evaluation. Only the instructor evaluation will be used to determine your grade, so students are encouraged to submit honest evaluations to help each student improve upon any apparent weaknesses in public presentation.

3) One-Page Handout. Before your talk, distribute a 1-page outline of the content of your talk to the class and that lists resources used to collect information (ie, at least 1 reference to course textbook, 1 electronic resource, 1 publication). Utilize the grading rubric to create this outline as found on page 4 of this syllabus. This must contain specific details!

4) **Note:** Walk-outs or Absences will cost 50% of your Mini-Lecture grade AND Handout grade!

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**Grading Rubrics for Mini-Lecture:**

<table>
<thead>
<tr>
<th></th>
<th>Instructor Evaluation Form</th>
<th>No Show = 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustration of Personality</td>
<td>75 80 85 90 95</td>
<td>100</td>
</tr>
<tr>
<td>Memorable Quirk in Personality</td>
<td>75 80 85 90 95</td>
<td>100</td>
</tr>
<tr>
<td>Clear Explanation of Scientific Contribution</td>
<td>75 80 85 90 95</td>
<td>100</td>
</tr>
<tr>
<td>Contribution to a Hole in Knowledge</td>
<td>75 80 85 90 95</td>
<td>100</td>
</tr>
<tr>
<td>Weakness of the Contribution</td>
<td>75 80 85 90 95</td>
<td>100</td>
</tr>
<tr>
<td>Clarity/Organization of PowerPoint</td>
<td>75 80 85 90 95</td>
<td>100</td>
</tr>
</tbody>
</table>

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**Peer Evaluation Form**

(No Grade)

Please rate the mini-lecture you just heard by indicating how much you agree or disagree with the statement below:

Use the following 5-point scale:

<table>
<thead>
<tr>
<th>SD=strongly disagree</th>
<th>D=disagree</th>
<th>U=undecided</th>
<th>A=agree</th>
<th>SA=strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. material was informative &amp; objective; it met academic standards</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
</tr>
<tr>
<td>2. gave a lecture that did not correspond well with the outline that was distributed</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
</tr>
<tr>
<td>3. explained the material in a way that I understood it</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
</tr>
<tr>
<td>4. free of distracting mannerisms (eg, &quot;uhh), did not make good eye contact</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
</tr>
<tr>
<td>5. went at a good pace for effective notetaking; not too fast; not too slow</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
</tr>
<tr>
<td>6. appeared to be nervous during the lecture</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
</tr>
</tbody>
</table>

On a scale from 1-10, with 10 being the best lecture you ever heard, rate the mini-lecture you just heard and provide narrative & constructive feedback for improvement:  **Circle - 1 2 3 4 5 6 7 8 9 10**

**Feedback:**
Grading Rubrics for Mini-Lecture Handout:

PSY4309/History & Systems of Psychology
Mini-Lecture Handout

Presenter Name: ________________________________

A. Resources: (10%)

1) Textbook – note page(s) from which information is cited
2) List Electronic Resources used to incorporate information or illustrations
3) Scientific Literature – Cite at least one book or scientific journal manuscript
   → primary research articles or literature reviews
   → Do Not Use Popular Media

B. Major Bullets - Include **Bullet Points That Summarize Major Concepts** in your presentation (50%)

1) illustration of the Person 0 10 20 30 40 50 60 70 80 90 100 (10%)
2) Interesting Personality Traits 0 10 20 30 40 50 60 70 80 90 100 (10%)
3) Scientific Contribution 0 10 20 30 40 50 60 70 80 90 100 (10%)
4) Contribution to Paradigmatic Shift 0 10 20 30 40 50 60 70 80 90 100 (10%)
5) Weakness of the Contribution 0 10 20 30 40 50 60 70 80 90 100 (10%)

C. Organization (20%)

D. Clarity (10%)

E. One Page Limit (10%)
III. Poster Presentations on Historical Research in Psychology Published Between 1890 through 2000: Students will pair up and build a poster on a research publication and its prime mover. Presentations take place on May 11, after Exam 11. Here’s how to proceed:

- First, find a poster buddy by April 11 or I will make random assignments. Prepare a poster that
- Pick a study from the list on the next page or find a study that most interests you between 1890-2000.
- Your poster will have Three Panels organized in the following way.
  1) **Center Panel** will contain details about your study,
     - Indicate the title of the research article, author(s), and the year published.
     - Include a photo of the study’s authors or main author (try Google images).
     - Consider how other relevant images will also enhance the poster.
     - Summarize the following sections of the article:
       - The **purpose** of the study
       - The **methodology**
       - The **results** (including a graph or a table would be good)
       - The **conclusions** drawn
       - The **importance** of this study for psychology’s history
  2) **Left Hand Panel** - will describe a minimum of three other related psychology events of the same era.
     - These can be research that is directly related to the main research in the center panel or on a different topic, but from the same era. You must have at least 1 research project here.
     - Do some research on other things going on in psychology during the year of your chosen study that were important in the development of psychology as a science. Think of the stories you will place on your poster as brief stories similar to what you would see in the newspaper. For example, around 1929, you could have a story about the International Conference at Yale that drew international stars such as Lewin and Pavlov. Your story would be 1 paragraph in length. Other examples of psychology stories include the creation of Psi Chi that year, and the publication of Boring’s history. You could also have a brief listing of important psychologists born that year, with each one accompanied by a sentence describing something important about that psychologist.
  3) **Right Hand Panel** - will describe important events going on in the country and in the world during the year/era of your study.
     - Do some research on the social, economic, political, etc. climate during the era that your study was published. The goal of this section is for you to fit the psychology events within the historical context of other things that were going on in the world at the time.
     - Create individual sub-panels that each describe an event or story. Use images, but be sure to write thorough descriptions of events, especially the important ones.
     - For non-psychology events, you could have a story on the biggie of that year, such as the stock market crash. Be liberal with your use of images.
Examples of Famous Articles For the “Famous Study” Poster Format: There are many famous studies that you can use as the basis for the poster (e.g., Small’s pioneering maze learning study, the Clark doll studies, Köhler’s insight studies, etc.), I will need to approve your topic before you begin the work.

There can only be one poster per study, so → first come, first served.

Poster Day Presentations (After the Last Quiz):
- Mount your poster on one of those tri-fold cardboard poster things that they sell in the bookstore or at Wal-Mart or construct your own good quality tri-fold poster stand. Be sure to get the one that is 36” tall (not 28” tall).
- On the back of your poster, in small print, include a list of resources you used in compiling your poster, along with a full reference for your main study.
- On poster day itself, Thursday, May 11, 10:00-12:45 pm, we will arrange the posters around the perimeter of the room, and you will get a chance to see everyone’s poster. At any given time, one of you will stand at your poster and answer questions from other students while your poster buddy examines the other posters. As you look at your classmates’ posters, you should ask questions about the material they have discovered and you should evaluate the overall content of the poster.

Grading Rubrics for Poster Presentations:
1) Quality of Center Panel Presentation – Coverage of Famous Study by Famous Person
   0 10 20 30 40 50 60 70 80 90 100 (20%)
2) Side Panel Psychology Stories – Clarity of Big Psychology Insights
   0 10 20 30 40 50 60 70 80 90 100 (20%)
3) Side Panel Non-Psychology Stories – Clarity of Historical Context
   0 10 20 30 40 50 60 70 80 90 100 (20%)
4) Quality of the Written Descriptions
   0 10 20 30 40 50 60 70 80 90 100 (10%)
5) Quality of Illustrations/Images
   0 10 20 30 40 50 60 70 80 90 100 (10%)
6) Overall Visual Appeal
   0 10 20 30 40 50 60 70 80 90 100 (10%)
7) Shared Delivery of Presentation Across Authors
   0 10 20 30 40 50 60 70 80 90 100 (10%)
Total = 100%
PRINCIPLES OF CONDUCT

Statement on Fair Access to All Students. 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, 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. The instructor is not qualified to make assessments on special needs, so to protect all parties CASS provides assessment and gives direction to optimize student needs in these cases.

Academic Dishonesty. Please refer to UTEP’s Policy Statement on Academic Dishonesty in the Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University’s educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work.

Grade Appeals. To request reconsideration of a grade you must take the following steps.

1) Review the assignment/test item and its instructions.
2) Compare your work with the grading criteria, my comments, your textbook, and the instructions.
3) Wait at least 24 hours after the grade is given.
4) Submit an appeal in writing (typed, hard copy, absolutely no e-mail) within one week from the time the assignment or test is returned to the class (if absent on the day the assignment or test is returned, you forfeit your chance to appeal the grade).
5) Provide a clear, well-written argument explaining why your answer is correct or how your work met the instructions and criteria. This should most likely include a reference to a page in your textbook or another reputable source to back up your argument.

NOTE: An appeal does not necessarily equate to gaining points. If all directions are followed, this only means I will carefully review your appeal.

Conclusion. If you are unwilling to accept any of the above conditions, do not take this course. Your continued enrollment in this course beyond the first two weeks will be taken as evidence that you have read, understood, and unconditionally accepted the above requirements. In addition, university norms for academic behavior are in force (refer to University and Departmental Policy Statements on Academic Dishonesty).
<table>
<thead>
<tr>
<th>Tentative Date</th>
<th>Scheduled Lectures</th>
<th>Exams (Tuesdays of Denoted Week)</th>
</tr>
</thead>
</table>
| Jan 17 19      | Orientation to Course and Requirements  
|                | Ch 1: Psychology’s History | 1) Chapter 1 |