**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 workaday 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. I hope you enjoy exploring the past this coming semester.

**Required Text:**

**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.
I. **Quizzes.** This course will be designed to quiz you over small amounts of material, rather than to test you over a lot of material. These quizzes will cover material from both the course textbook (I will highlight sections on which to focus) and from lecture.

Quizzes will be administered only on the dates specified in the lecture outline (see p. 7).

**Absence During Quizzes.**

a) If you miss one Quiz, I will give you the option to take an oral exam or to be assigned the average of your overall quiz grades that go into calculating your final, but this missing grade will be resolved within one week of the missed quiz (I will not administer make up exams later than a week from the missed quiz). If you miss this window of opportunity, I will assign a zero for the missing quiz.

b) If you miss a second Quiz, you may take an oral exam as a make up. Same principles apply as for first missing Quiz.

c) If you miss a third Quiz, you will be Withdrawn from the course for lack of participation.

II. **Mini-Lecture.** Students will pair up – share material, discuss material, but present a 5-min explanation of significant contributors to the development of psychology from the list provided below. Each student will present a completely different facet about the scientist and her/his contributions. Each presentation will represent your independent effort apart from your partner.

**Topics:** Decide on your top three choices and inform me of them as soon as possible.

- 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
- o) Köhler → mentality of apes
- p) Lewin → field theory and action research
- q) Pavlov → gen'alization, discrimin., exp'tal neurosis
- r) Watson → the behaviorist manifesto
- s) Watson & Rayner → conditioned emotional reactions
- t) Tolman → latent learning and cognitive maps
- u) Skinner → the experimental analysis of behavior
- v) Freud → the Clark lectures
- w) Witmer → clinical psychology in America
- x) Rogers → the humanistic approach
- y) Sumner → pioneering minority psychologists
- z) Hull → hypothetico-deductive model of learning
- aa) Locke vs. Leibniz → nature vs. nurture issue
- ab) Terman vs. Lippman → nature and use of IQ tests

To accomplish this, you should consult at least one of each of the following:

1) the textbook,
2) electronic resources
3) scientific literature – books or journal manuscripts
4) distribute a one-page outline of your talk to the class and that includes resources used to collect information (ie, at least 1 reference to course textbook, 1 electronic resource, 1 publication)

5) 5-min presentation with components listed in the grading rubrics on the next page. Only the instructor evaluation will be used to determine your grade, so students are encouraged to be honest about their evaluations to help each student improve upon any apparent weaknesses in public presentation.
Grading Rubrics for Mini-Lecture:

PSY4309/History & Systems of Psychology
Mini-Lecture
Instructor Evaluation Form

Presenter Name: _________________________________

No Show = 0

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Illustration of Personality</td>
<td>75</td>
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<tr>
<td>Memorable Biographical Information of Personality</td>
<td>75</td>
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<tr>
<td>Clear Explanation of Scientific Contribution</td>
<td>75</td>
</tr>
<tr>
<td>Contribution to a Hole in Knowledge</td>
<td>75</td>
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<tr>
<td>Weakness of the Contribution</td>
<td>75</td>
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<tr>
<td>Clarity/Organization of PowerPoint</td>
<td>75</td>
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PSY4309/History & Systems of Psychology
Mini-Lecture
Peer Evaluation Form
(No Grade)

Presenter Name: _________________________________________________

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:

SD=strongly disagree D=disagree U=undecided A=agree SA=strongly agree

THE LECTURER...

1. was free of distracting mannerisms [e.g. saying "uhhh" or "like" too frequently] SD D U A SA
2. did not make good eye contact with the class during the lecture SD D U A SA
3. explained the material in a way that I understood it SD D U A SA
4. appeared to be nervous during the lecture SD D U A SA
5. went at a good pace for effective notetaking; not too fast; not too slow SD D U A SA
6. gave a lecture that did not correspond well with the outline that was distributed SD D U A SA

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:

____________________________________________________________________

____________________________________________________________________
III. Poster Presentations: Students will work in pairs on a poster that includes both psychology and non-psychology material, the latter which serves to place the year or the study in some historical context. On poster day (the day scheduled for final exam – No, there will be no final exam!), students will display and present their posters. Department faculty and other students will be invited to see your poster. I will entice them to show up with treats and libations – we’ll have a celebration!

First, find a poster buddy (March 25) or I can make random assignments. Second, choose a format.

There Is A Choice of Two Poster Formats:
1) Posters That Center on a Specific Year of Importance: Prepare a poster that portrays the events of a year of special relevance in psychology’s history (e.g., 1982 → APA founded). Here’s how to proceed:
   • Find a year. There are some years that are better than others (i.e., more psychology relevant events). In general, you can probably get by with any year from 1890 through 1950, but there are some especially good years. The best way to find them is to look through your text for major events and see when they happened.
   • For the year you choose, identify a minimum of three psychology-related events, at least one of which should be quite highly significant and the main focus of your poster (e.g., APA founding).
   • Do some research on the social, economic, political, etc. climate during your year. That is, one of the goals of the project 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.
   • Your poster title should follow this format → “Year: catchy title” → the “catchy title” part is your opportunity to be creative. As for the poster itself, create individual panels that each describe one event or story. Use images, but be sure to write thorough descriptions of events, especially the important ones. Think of the writing that you do as similar to newspaper writing.
   • It is best to think of the stories you will place on your poster as being similar to brief stories you would see in the newspaper. For example, if your year was 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 3-4 paragraphs in length. Other psychology stories could be on 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. For non-psychology events, you could have a story on the biggie of that year—the stock market crash. Be liberal with your use of images.

2) Posters That Center on a Famous Study: Prepare a poster that focuses on an important research study published in the history of psychology. Here’s how to proceed:
   • Pick a study from the list on the next page.
   • Do some research on (a) other things going on in psychology during the year of your chosen study, and (b) the social, economic, political, etc. climate during the year your study was published. One of the goals is for you to fit the study into its historical context. On your poster, the center panel will contain details about your study. The left hand panel will describe other psychology events of the year, and the right hand panel will describe important events going on in the country and in the world during the year of your study.
   • In the center panel, you should indicate the title of the research article, the authors, and the year published. It would be good to also include a photo of the study’s author (or main author) if you can find one (Google image search works pretty well). Other relevant images would also enhance the poster. Then be sure to include descriptions of
     • 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
List of Famous Articles For the “Famous Study” Poster Format: If you have another famous study that you would like to use as the basis for the poster (e.g., Small’s pioneering maze learning study, the Clark doll studies, Köhler’s insights studies, etc.), I will need to approve it before you begin the work.

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

**Poster Day Presentations:**
- 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, Tuesday, May 13, 1:00–3:45 pm, we will arrange the posters around the perimeter of the room, and you will get a chance to see everyone’s poster. That is, at any given time, one of you will stand at your poster and answer questions from other students, while your poster buddy will circulate around the room and examine the other posters. As you look at the posters of your classmates, you should ask questions about the material they have discovered and you should evaluate the overall content of the poster. I will also invite other department faculty to come to the class that day (at the end of the semester, many will probably be too busy, but many have shown up in the past). I will entice them with gustatory delights and libations!

**Grading Rubrics for Poster Presentations:** You will each complete a self-evaluation of your own poster, and you will also score posters for the best performance on each of the following criteria:

1) **Quality of the written descriptions of the events or study you have chosen.**
   - Vote for the best description by another poster – list the two student’s names.

2) **Appropriateness of the illustrations and images chosen to accompany the stories.**
   - Vote for the best illustrations by another poster – list the two student’s names.

3) **Whether side panel psychology stories provide insight into the big psychology events of the year.**
   - Vote for the best side panel psychology stories – list the two student’s names.

4) **Whether side panel non-psychology stories provide insight into the historical context of the year.**
   - Vote for the best side panel non-psychology stories – list the two student’s names.

5) **Overall visual appeal**
   - Vote for the best visual appeal – list the two student’s names.
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).
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<td>Ch 2: Philosophical Context</td>
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<td>Feb 4</td>
<td>Ch 3: Physiological Context</td>
<td>Chapters: 1 &amp; 2</td>
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<td>Ch 4: Wundt &amp; German Psychology</td>
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<td>Ch 5: Darwin &amp; Evolution</td>
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<td>Ch 6: American Pioneers</td>
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<td>Mar 4</td>
<td>Ch 7: Structuralism &amp; Functionalism</td>
<td>Chapters: 5 &amp; 6</td>
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<td>SPRING BREAK</td>
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<td>18</td>
<td>Ch 8: The New Applied Psychology</td>
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<td><strong>Mini-Lectures</strong>&lt;br&gt;&lt;<strong>Buddy up for Poster Requirement</strong></td>
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<td>Apr 1</td>
<td>Ch 9: Gestalt Psychology</td>
<td>Chapters: 7 &amp; 8</td>
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<td>Ch 10: Origins of Behaviorism</td>
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<td>Ch 11: Evolution of Behaviorism</td>
<td>Chapters: 9 &amp; 10</td>
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<td>22</td>
<td>Ch 12: Mental Illness &amp; Its Treatment&lt;br&gt;Ch 13: Psychology’s Practitioners</td>
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<td>Ch 14: Postwar Psychological Science</td>
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<td>May 13</td>
<td><strong>Poster Presentations</strong></td>
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