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.

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

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. 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 80% of your final grade. The lowest grade from 11 exams will be dropped. If you miss one exam, this exam missing will be dropped grade.
   b) If you miss a second exam, you may take an oral exam as a make up with proper documentation.
   c) If you miss a third exam, you will be Withdrawn from the course for lack of participation.

II. Mini-Lecture. (Mar 28-Apr 4) 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
   o) Köhler → mentality of apes
   p) Lewin → field theory and action research
   q) Pavlov → gen’lization, 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) Lock vs. Leibniz → nature vs. nurture issue
   ab) Terman vs. Lippman → nature and use of IQ tests
   ac) Milgram → obedience to authority
   ad) Festinger → cognitive dissonance
   ae) Bandura → social learning theory, self-efficacy
   af) Yerkes → comparative psychology
   ag) Vygodsky → sociocultural theory
   ah) Clark → racial identification & preference
   ai) Melanie Klein → play therapy
   aj) Jung → analytical psychology
   ak) Maslow → self-actualization, humanistic psych.
   al) Zimbardo → Stanford prison experiment
   am) Martha Bernal → ethnic identity

To accomplish this, you will:
   1) Consult at least one of each of the following (NOTE: 3 different resources):
      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. 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 the next page of this syllabus (p. 4).
   4) Note: Walk-outs or Absences will cost 50% of your Mini-Lecture grade!
### Grading Rubrics for Mini-Lecture:

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

**Presenter Name:** _________________________________

**No Show = 0**

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<td>Memorable Quirk in Personality</td>
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<td>Contribution to a Hole in Knowledge</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:  
Circle - 1 2 3 4 5 6 7 8 9 10

**Feedback:**

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3
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 (40%)

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

C. Organization (20%)

D. Clarity (20%)

E. One Page Limit (10%)
III. Poster Presentations: Students pairs will build a poster about psychology & non-psychology material, the latter which provides historical context. Presentations take place on May 11, after Exam 11.

First, find a poster buddy by April 11 or I will 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 insight 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, Wednesday, May 11, 7:00-9:45 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.

Grading Rubrics for Poster Presentations:
1) Quality of Center Panel Presentation – Significant Event Year’s Events or Famous Study
   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).
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<th>Tentative Date</th>
<th>Scheduled Lectures</th>
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| Jan 25         | Orientation to Course and Requirements  
Ch 1: Psychology’s History          |                        |
| Feb 1          | Ch 2: Philosophical Context                                                        | 1) Chapter 1           |
| Feb 8          | Ch 3: Physiological Context                                                        | 2) Chapter 2           |
| 15             | Ch 4: Wundt & German Psychology                                                    | 3) Chapter 3           |
| 22             | Ch 5: Darwin & Evolution                                                           | 4) Chapter 4           |
| 29             | Ch 6: American Pioneers                                                            | 5) Chapter 5           |
| Mar 7          | **SPRING BREAK – No Class**                                                        |                        |
| 14             | Ch 7: Structuralism & Functionalism                                                 | 6) Chapter 6           |
| 21             | Ch 8: The New Applied Psychology                                                   | 7) Chapter 7           |
| 28             | Mini-Lectures                                                                      | 8) Chapter 8           |
| Apr 4          | Mini-Lectures                                                                      |                        |
| 11             | Mini-Lectures                                                                      |                        |
|                | Finalize Poster Partners                                                            |                        |
| 18             | Ch 9: Gestalt Psychology                                                            |                        |
| 25             | Ch 10: Origins of Behaviorism                                                       | 9) Chapter 9           |
| May 2          | Ch 11: Evolution of Behaviorism                                                     | 10) Chapter 10         |
| May 11         | **Poster Presentations**                                                            | 11) Chapter 11         |

**WEDNESDAY**  
7:00 pm – 9:45 pm