

PSYC 4309: History & Systems of Psychology
CRN 23383
COURSE OUTLINE - Spring Semester 2020
University of Texas at El Paso

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Office Hrs: M: 12:00 pm - 1:30 pm
T,W: 1:30 pm - 2:30 pm
Th: 10:00 am - 12:00 pm
Appointments are best

Class Time: MW, 10:30 am – 11:50 am
Location: Psychology 308

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:

C. James Goodwin, A History of Modern Psychology, 5th Ed., John Wiley & Sons, 2015
E-Text: ISBN 978-1-119-02614-3 – purchase from Campus Bookstore or www.wiley.com
Hard Copy: ISBN 978-1-118-83375-9

Grading, Quizzes 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:

	<u>N</u>		<u>Individ Wt</u>		<u>Total Pcnt Wt</u>
I. Quizzes	10 of 12	X	9%	=	90%
II. Term Paper	1	X	5%	=	5%
III. Poster Presentation	1	X	5%	=	5%

Total: 100%

Liberal Arts Honors Program [LAHP] Designated 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 <https://www.utep.edu/liberalarts/lahp/> or contact LAHP Director Andrew Fleck at lahp@utep.edu. If you join the Liberal Arts Honors Program, this course will count towards the LAHP minor!

I. Quizzes. This course is designed to quiz you a chapter at a time. **Bring scantron answer sheets.** On-line resources accompanying the text have significantly helped students excel in this course. See especially practice **multiple choice** quizzes at: www.wiley.com/college/goodwin. Click on the book's image, select "Student Companion Site," then navigate to "Browse by Chapter, and select a chapter. The average of 10 quiz grades will comprise 90% of your final grade.

Absence During Quizzes. Quizzes will be administered only on scheduled dates (see p. 7).

- a) The lowest 2 grades from 12 quizzes will be dropped.
- b) If you miss two quizzes, these missing quizzes will serve as the two dropped lowest grades.
- c) If you miss a third quiz, there is no make-up, because you are showing a pattern of absences.
- d) If you miss a fourth quiz before the drop deadline, **you will be withdrawn** from the course for lack of participation. Missing quizzes after the drop deadline are zeroes.
- e) I will entertain **documented** excuses, but circumstances must be compelling.

II. Term Paper – Contrast in Time. (Select Personality by Feb 24, Submit Term Paper on Apr 1)

This is a maximum 3-page paper where you will compare and contrast experimental work from a significant personality in the development of psychology (see next page for suggestions) with a modern psychology scientist (*Use a primary research publication no older than 2000*).

Appendices may be used that do not count in the 3-page limit.

Refer to grading rubrics (p. 3) – Note penalties for late submissions.

This term paper is worth 5% of your final grade.

Required Sections in the Term Paper:

1) Required Bibliography multiple bibliographic sources (**NOTE:** minimum 3 different bibliographic resources:

- a) the textbook,
- b) electronic resources – especially for illustrations, portraits/depictions of personalities
- c) scientific literature – at least one peer reviewed journal manuscript, citing specific experimental work from the modern psychologist you choose to compare/contrast to the historical scientist and from which you include data in the form of a graph or table from original research.

2) Historical Figure

- a) Include an illustration of the historical figure (you can include this in an appendix,
- b) briefly, describe an interesting aspect of the personality of the historical figure, and
- c) summarize the historical scientific contribution you wish to compare and contrast to the modern psychological scientist. You may use any original graphed/tabled data, but not necessary.

3) Modern Psychological Investigator

- a) Include an illustration of the modern psychological investigator,
- b) briefly, describe an interesting aspect of the personality of this modern scientist,
- c) summarize a modern scientific contribution you wish to compare and contrast to the historical scientist, and
- d) you must include an illustration of data (bar graph, line graph, table) from the relevant research publication

4) Include a Synthesis and Integration (Comparison/Contrast) of the Two Perspectives

5) Appendices

- a) Bibliography
- b) Illustrations of the two personalities (the historical and the modern scientists)
- c) Data graph or table (*one from the modern scientist will earn maximum value*)

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) 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
- ac) 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) Vygotsky → 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
- bb) any other historical figure with Instructor approval

Grading Rubric for Term Paper

	Missing Components						
A) <u>Historical Figure</u>							
a) Illustration of Historical Figure (<i>Appendix</i>)	0	75	80	85	90	95	100
b) Interesting Personality Trait	0	75	80	85	90	95	100
c) Scientific Contribution	0	75	80	85	90	95	100
B) <u>Modern Scientist</u>							
a) Illustration of Modern Figure (<i>Appendix</i>)	0	75	80	85	90	95	100
b) Interesting Personality Trait	0	75	80	85	90	95	100
c) Scientific Contribution	0	75	80	85	90	95	100
d) Illustration of Data (<i>Appendix</i>)	0	75	80	85	90	95	100
C) <u>Synthesis of Two Personalities/Science</u>	0	75	80	85	90	95	100
D) <u>Bibliography (Appendix)</u>	0	75	80	85	90	95	100
E) <u>Clarity/Organization of Term Paper</u>	0	75	80	85	90	95	100
F) <u>Timely Submission of Term Paper</u> = ____ Days Late X 10% = ____ Subtracted from Final Term Paper Grade							

III. Poster Presentations on Historical Psychology Research Published Between 1890 - 2000:

Students will pair up and build a poster on a research publication and its prime mover. Presentations take place on **May 15**. This term paper is worth 5% of your final grade. Here's how to proceed:

- First, find a poster buddy by **April 6** or I will make random assignments.
- **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., and
 - 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 – Internal Factors** – 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 – External Factors** – 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 intelligible 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. You may look for other famous studies outside of this short list.

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

1. Barker, R., Dembo, T., & Lewin, K. (1941). Frustration and regression: An experiment with young children. *University of Iowa Studies in Child Welfare, 18, No. 1.*
2. Calkins, M. C. (1894). Association I. *Psychological Review, 1, 476–483.*
3. Carr, H. A., & Watson, J. B. (1908). Orientation in the white rat. *Journal of Comparative Neurology and Psychology, 18, 27-44.*
4. Eysenck, H. J. (1952). The effects of psychotherapy: An evaluation. *Journal of Consulting Psychology, 16, 319-324.*
5. Goddard, H. H. (1910). Four hundred feeble-minded children classified by the Binet method. *Journal of Genetic Psychology, 17, 387–397.*
6. Jenkins, J. J., & Dallenbach, K. M. (1924). Minor studies from the psychological laboratory of Cornell University: Oblivescence during sleep. *American Journal of Psychology, 35, 605-612.*
7. Jones, M. C. (1924). The elimination of children’s fears. *Journal of Experimental Psychology, 7, 382–390.*
8. McGraw, M. (1941). Neural maturation as exemplified in the changing reactions of the infant to pin prick. *Child Development, 12, 31-42.*
9. Miller, G. A. (1956). The magic number plus or minus two: Some limits on our capacity for processing information. *Psychological Review, 63, 81-97.*
10. Skinner, B. F. (1960). Pigeons in a pelican. *American Psychologist, 15, 28–37.*
11. Spelt, D. (1948). The conditioning of the human fetus in utero. *Journal of Experimental Psychology, 38, 338-346.*
12. Tolman, E. C., Ritchie, B. F., & Kalish, D. (1946). Studies in spatial learning. I. Orientation and the short-cut. *Journal of Experimental Psychology, 36, 13–24.*
13. Watson, J. B., & Morgan, J. J. B. (1917). Emotions reactions and psychological experimentation. *American Journal of Psychology, 28, 163-174.*
14. Zeigarnik, B. (1967). On finished and unfinished tasks. In W. D. Ellis (Ed.), *A source book of Gestalt psychology* (pp. 300–314). London: Routledge and Kegan Paul. (Original work published 1927)

Poster Day Presentations – Friday, May 15, 10 am – 12:45 pm (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.
- After the last quiz, posters will be arranged around the room perimeter, 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 – <u>Differential Weighting Per Student</u>	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.

Conduct During Quizzes.

- 1) Quizzes take place at the beginning of class, you lose quiz time if you are late for class.
- 2) Phones, tablets, laptops and computers must be put away and turned off.
- 5% subtracted from your quiz every time your phone rings.
- 3) You must remove your smartwatches and store them where they are not visible.
- 4) Only the quiz, scantron, pencil (do not use ink), and eraser are allowed on your desktop.
- 5) No food or liquid containers will be allowed on the desktop.
- 6) No eating or drinking during the quizzes, which will last approximately 15 minutes.
- 7) Focus on your exam, do not display wandering eyes.

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).

UPDATED COURSE SCHEDULE – February 11, 2020

PSYC4309 – History & Systems of Psychology

<u>Tentative Date</u>	<u>Scheduled Lectures</u>	<u>Quizzes</u> <u>(Mondays of Denoted Week)</u> <i>except where noted below</i>
Jan 22	Orientation to Course and Requirements Ch 1: Psychology's History	
27 29	Ch 1 + Ch 2: Philosophical Context	
Feb 3 5	Ch 2	1) Chapter 1 🗨️ 🗨️ (<i>Wednesday</i>)
10 12	Ch 2 + Ch 3: Scientific (Physiological) Context	
17 19	Ch 3 + Ch 4: Wundt & German Psychology	2) Chapter 2 🗨️
24 26	Ch 4	3) Chapter 3 🗨️
Mar 2 4	Ch 5: Darwin & Evolution 🗨️ Finalize Personality for Term Paper (Feb 24)	4) Chapter 4 🗨️
9 11	Ch 6: American Pioneers	5) Chapter 5 🗨️
16 18	SPRING BREAK – No Class	
23 25	Ch 7: Structuralism & Functionalism	6) Chapter 6 🗨️
Mar 27	🗨️ Drop/Withdrawal Deadline!	
30 Apr 1	Ch 8: The New Applied Psychology 🗨️ <u>Submit Term Paper (Apr 1)</u>	7) Chapter 7 🗨️
6 8	Ch 8 + Ch 9: Gestalt Psychology 🗨️ Finalize Poster + Partners (Apr 6)	
13 15	Ch 9	8) Chapter 8 🗨️
20 22	Ch 10: Origins of Behaviorism	9) Chapter 9 🗨️
27 29	Ch 10 + Ch 11: Evolution of Behaviorism	
May 4 6	Ch 11	10) Chapter 10 🗨️
<u>May 15th (Friday)</u> <u>10:00 am – 12:45 pm</u>	🗨️ <u>Poster Presentations</u>	11) Chapter 11 🗨️ 🗨️ (<i>Friday</i>)