PSYC 4309: History & Systems of Psychology
CRN 13916
Course Outline - Fall Semester 2023
University of Texas at El Paso

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Class Time: MW, 10:30 am – 11:50 am
Office Hrs: MW: 12 Noon - 2:30 pm
Other Times Can Be Negotiated

Class Location: Liberal Arts Building 106

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:	**N**		**Total Pcnt Wt**
I. On-Line Quizzes	N–2	=	90%
II. Term Paper – Contrast in Time	1	=	5%
III. Newspaper Assignment	1	=	5%
		Total:	**100%**

I. Quizzes. This course is designed to quiz you a chapter at a time. Weekly quizzes will be multiple choice and timed. **Bring scantron answer sheets.**

The average of quiz grades (I hope to cover 12 chapters) after dropping your two worst grades (ie, N-2) 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 all 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 any additional quizzes, there is no make-up, due to significant non-participation.
d) I will entertain ***documented*** excuses, but circumstances must be compelling.

On-line resources accompanying the text have significantly helped students excel in this course. Go to 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. See especially the **multiple choice** quizzes.

II. Term Paper – Contrast in Time. **(Select Personality by Sept 27, Submit Term Paper on Oct 23)**

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 2010*).
Appendices may be used that do not count in the 3-page limit as described below.
Refer to grading rubrics (p. 4) – 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 to create more space for text)
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, most likely from the web (attached in the appendix),
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 peer-reviewed 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 *from a publication by the modern scientist*

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) 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
bb) any other historical figure with Instructor approval

Grading Rubric for Term Paper

	Missing Components						
A) Historical Figure							
a) Illustration of Historical Figure (*Appendix*)	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) Modern Scientist							
a) Illustration of Modern Figure (*Appendix*)	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 (*Appendix*)	0	75	80	85	90	95	100
C) Synthesis of Two Personalities/Science	0	75	80	85	90	95	100
D) Bibliography (*Appendix*)	0	75	80	85	90	95	100
E) Clarity/Organization of Term Paper	0	75	80	85	90	95	100

F) Timely Submission of Term Paper = ____ Days Late X 10% = ____ Subtracted from Final Term Paper Grade

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III. The Newspaper Assignment – Coverage Between 1890 - 2000.
(Select Topic/Year by Nov 1, Submit Newspaper on Nov 22)

This assignment is designed to give students some insight into the historical context surrounding famous events in psychology's history. Each student will create a *four-page maximum "Year-in Review" newspaper* that chronicles the important events in a year of importance to psychology. The newspaper must contain a minimum of **three stories** that have something to do with Internal Factors to psychology and **three additional stories** that deal with External Factors that are historical events outside of psychology during that year (political, economic, cultural, etc.). Students choose a year based on a historical publication/advancement from key dates identified in the readings

To be clear I am asking you to use a newspaper format to review one Significant Event in psychology, 3 additional psychology-related stories (Internal History) and 3 other historical events outside of psychology (External History). *See grading rubric below*.

The goal of this assignment is for you to produce a "newspaper" that chronicles the events during the same time as a key historical research publication. The newspaper will include such topics as news features relating to events in psychology, book review, ads, obituaries, or anything else that emerges from your research – not all topics have to be directly related to a research outcome. A reader of your newspaper should learn something about what happened of importance to psychology in a particular era *and* should also learn something about the historical context in which these events occurred. Here are the guidelines:

1. *Select a key publication by **November 1***. After this deadline, I will randomly make a choice for those who have not selected a year based on a historical publication/advancement from key dates identified in the readings. In your newspaper, this will be a **Headline** and you will provide a paragraph summarizing the Introduction, Methods, Results and Discussion/Conclusions. I must approve your choice.
2. Each newspaper must have a **minimum of three stories that are Internal Factors** having to do with psychology or some topic very closely related to psychology.
   For each story, of course, you would have to search for more information than you will find in our textbook. Use websites with timelines outlining this kind of information.
   - 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 newspaper paragraph in length. Other examples of psychology stories include the creation of Psi Chi that year, and the publication of Boring's history text. 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. The paper should include **at least three stories about External Factors** related to social, cultural, political, historical, economic, and climate stories at this time.
   - For instance, if you choose 1890, your paper could have a big story on William James and publication of his new book, and other stories on things like the Sullivan skyscraper and statehood for Idaho and Wyoming. 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.
4. Each newspaper will be dated December 31 of the year chosen and will be structured as a special edition featuring the "Year in Review." *Events within one year on either side of the key date year may be used* (e.g., if the year is 1892, a story on the *upcoming* World's Fair in Chicago, held in 1893, could be included).
5. Each newspaper will be a *maximum four pages long*. I would strongly encourage you to import images into your pages, but at least 80% of the newspaper should be text information. So, *use images*, but be sure to *write intelligible descriptions of events*. For non-psychology events, you could have a story on the biggie of that year, such as the stock market crash if you were to be covering ±1928-1930.
6. *This assignment is due on **November 22***. The newspaper will be scored for how interesting and well written the articles are, accuracy of content, diversity of content, and creativity.

Examples of Famous Articles For Newspaper: There are many famous studies that you can use as the basis for your newspaper (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 (see #15 below).
NOTE: There can only be one topic per student, 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)
15. Other Alternatives: http://psychclassics.yorku.ca/

Grading Rubrics for Newspaper Assignment:

Newspaper Assignment	Grading Rubric: Missing: 0 70 75 80 85 90 95 100							
	HEADLINES Historical Publication	**Internal Factors**			**External Factors**			
		1	**2**	**3**	**1**	**2**	**3**	**Average**
Interest Factor								
Accuracy								
Creativity								
Diversity of Content								
Grammar & Format								
Timely Submission	__ Days Late	X 10% = _____% Subtracted from Final Grade =						
Final Grade								

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!

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 15-20 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 a written appeal in writing via e-mail within one week from receiving the assignment or upon your test score posting on Blackboard. After one week, 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).

PSYC4309 – History & Systems of Psychology

Tentative Date M	W		Scheduled Lectures	Quizzes Scheduled on Mondays
Aug 28			Orientation to Course and Requirements	
	30		Ch 1: Psychology's History	
Sept 4			Labor Day Holiday – No Class!	
	6		Ch 1: Psychology's History	
Sept 11	13		Ch 2: Philosophical Context	1) Ch 1 ☛ Sept 11
18	20		Ch 3: Physiological Context	2) Ch 2 ☛ Sept 18
25	**27**		Ch 4: Wundt & German Psychology **Finalize Personality for Term Paper (Sept 27)**	3) Ch 3 ☛ Sept 25
Oct 2	4		Ch 5: Darwin & Evolution	4) Ch 4 ☛ Oct 2
Oct 9	11		Ch 6: American Pioneers	5) Ch 5 ☛ Oct 9
16	18		Ch 7: Structuralism & Functionalism	6) Ch 6 ☛ Oct 16
23	25		Ch 8: The New Applied Psychology **Submit Term Paper (Oct 23)**	7) Ch 7 ☛ Oct 23
Oct 30	Nov **1**		Ch 8 + Ch 9: Gestalt Psychology **Finalize Newspaper Topic (Nov 1)**	
Nov 3			Drop/Withdrawal Deadline!	
6	8		Ch 9 + Ch 10: Origins of Behaviorism	8) Ch 8 ☛ Nov 6
13	15		Ch 10: Origins of Behaviorism	9) Ch 9 ☛ Nov 13
20	**22**		Ch 11: Evolution of Behaviorism **Submit Newspaper (Nov 22)**	10) Ch 10 ☛ Nov 20
Nov 23	24		HAPPY Thanksgiving Holiday – We do not meet on these days anyway	
27	29		Ch 11: Evolution of Behaviorism	
Dec 4	6		Ch 12: Mental Illness & Its Treatment	11) Ch 11 ☛ Dec 4
Dec 15 (Friday) **10:00 am – 12:45 pm**			**University-Scheduled Exam Time** ⇨	12) Ch 12 ☛ Dec 15 **Friday**, **10:00 am**