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PSYC 400.01: History and Systems of Psychology

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PSYC 400, Spring, 2003

**PSYCHOLOGY 400
HISTORY AND SYSTEMS OF PSYCHOLOGY
Spring, 2003**

Dr. Lynne Sanford Koester
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Class: MWF, 2:10-3:00 p.m.
Classroom: SC 423
Office Hours: MWF 10:30 - 11:30 am

PREREQUISITES: All students must have completed a minimum of 15 credits in Psychology before enrolling in this course.

REQUIRED TEXTS: Bolles, R.C. (1993). The story of psychology: A thematic history. Pacific Grove, CA: Brooks/Cole Publishing Co.
(available as used book or as Course Packet)

Schwartz, S. (1986). Classic studies in psychology. Mt. View, CA: Mayfield.

Additional readings will occasionally be put on Electronic reserve (E-RES) through the Library.

SUGGESTED ADDITIONAL RESOURCES (MANSFIELD LIBRARY):

- Kimble, G.A., Wertheimer, M., & White, C.L. (1991). Portraits of pioneers in psychology. Hillsdale, NJ: L. Erlbaum.
- Parke, R.D., Ornstein, P.A., Rieser, J.J., & Zahn-Waxler, C. (1994). A century of developmental psychology. Washington, DC: American Psychological Association.
- American Psychologist, February, 1992. Special Edition on the History of American Psychology.
- American Psychological Association (2001). Publication manual. Washington, DC: APA

IMPORTANT UNIVERSITY POLICIES:

- 1) **Feb. 14:** last day to DROP/ADD by Cyberbear, or to DROP and still receive refund.
- 2) **Mar. 10:** last day to DROP/ADD using forms (signatures required) -no refund.
- 3) Students with disabilities should indicate this to the instructor at the beginning of the course if they require accommodation, and arrange for such accommodations with Disability Services for Students.

COURSE OBJECTIVES AND EXPECTATIONS:

The History and Systems course is designed to help students become aware of and sensitive to the changes that have taken place in the discipline of Psychology over time. To that end, we will read one text (**Bolles**) providing a general overview of the philosophical origins of the field, the major contributors and how they have each emerged and influenced each other, changes in experimental and clinical approaches to psychology over time, and the influences of different cultures and

PSYC 400, Spring, 2003

historical trends. This will be supplemented by readings about classic studies in the field, and biographical accounts of significant individuals (**Schwartz**).

This course will be taught in a combination seminar and lecture format, with an important component being "hands-on" activities or group projects. **Therefore, student attendance, participation, and involvement in the class, and the demonstrated ability to work cooperatively and productively in small groups will be very important to successful completion of this course.**

INDEX CARDS OF KEY FIGURES IN HISTORY OF PSYCHOLOGY:

You may find it helpful to keep a set of index cards, listing the name, nationality, important dates and major contribution(s) of significant individuals in the history of the field. All of this information will be available from the readings and/or lectures, but this brief summary will be helpful in keeping track of the many different scholars we will be studying in this course.

WRITTEN ASSIGNMENT:

The **Semester Paper** outlined below will constitute an important part of your grade for the course. Each student will submit a short **APA-style paper (5-6 typewritten, double-spaced pages, font size 12; title page and references should be on *additional* pages -i.e., not included in the page count)**. At least 4-6 references should be used, no more than 2 of which can be from the Internet. Your grade for this paper will be based on clarity, effectiveness of writing style, accuracy (including correct use of APA style), and thoroughness of information presented. A summary of the main APA style details required for this paper will be provided in advance. You should also be aware that the UM Writing Center provides tutorials and workshops on a variety of skills related to writing; to find out more, visit their website at: www.umt.edu/writingcenter.

You will first select one scholar of interest to you from our survey of the history of psychology. A list of possible scholars from which to choose will be provided, some from those covered during the first half of the semester, and others from the latter half. (Please check with me first if you wish to cover an individual not on the list.) Accordingly, there will be two different dates for submitting the papers, and you will sign up for one of these dates depending on your own semester workload and schedule. Points will be deducted for late papers unless prior arrangements have been made with me. After selecting the scholar you wish to study, you should investigate and write about the following aspects of the scholar's life:

- a) brief biographical description
- b) main ideas, theories, or research contributions
- c) controversies, challenges, or disagreements regarding his/her work
- d) synthesis: what was the importance of this person in the history of psychology?

STUDENT PRESENTATIONS:

Students will also sign up to work in small groups (2-4 students) to prepare a brief class presentation of approx. 15 mins., based on one of the following projects. (If you have a convincing reason to work alone rather than in a group, please see me to discuss this.) There will be some time during class for the small groups to prepare for these presentations before they are due. Projects will be graded on creativity, accuracy, and effectiveness of presentation.

a) Theoretical Debate:

In this "debate", your group will represent the opinions or theories of 2 or more individual scholars whose ideas you have reviewed. For example, you might compare Freud's theory to those of later psychoanalysts, or to contemporary developmental psychologists - i.e., a debate between an "old master" and a later one -- or you might contrast the approaches of two "old masters" such as Wundt and Titchener, etc. At least two students in the group will be responsible for "assuming the identity" of a given scholar, and will then argue on that person's behalf and defend that person's views about a specific topic or question posed to them. One student in the group may be designated as the Moderator, to introduce the scholars, pose the main question to be addressed, and interject additional questions when necessary to keep the debate going. *Be creative!* You may bring props, costumes, etc. to establish the atmosphere appropriate to your scholars (although this is not required).

b) Experimental Design or Equipment Demonstration:

For groups choosing this project, the approach will be related to historical demonstrations of different kinds of apparatus or methods of studying psychological phenomenon, rather than to the theoretical underpinnings. The goal is to help students appreciate the earlier forms of experimentation, some of their shortcomings, as well as ways in which they also advanced our understanding of psychology. With this in mind, you will be expected to design and "construct" either a *simple* piece of experimental equipment or a *simple* way of testing a certain phenomenon (e.g. memory for nonsense syllables) that can be demonstrated in class. This may involve volunteer(s) either from your group or from the class to play the role of Subjects. All members of the group should actively participate in each aspect of the project -- collecting background information, designing or preparing the materials, and the actual presentation to the class. *Again, be creative!* I will provide further suggestions in class for this option and for possible sources of information.

GRADING POLICIES: Grades will be based on the following distribution of points:

2 (out of 3) Quizzes:	50	<u>Breakdown of Final Points:</u>	
Group Presentation:	50	405-450	A
Mid-Term Exam:	100	360-404	B
Semester Paper:	100	315-359	C
Final Exam:	150	270-314	D
<u>TOTAL POINTS:</u>	<u>450</u>		

Please note: Since attendance and class participation are important aspects of this course, points may be deducted at the instructor's discretion for excessive absenteeism (i.e., more than 5 unexcused absences). In addition, if a student appears not to have completed the assigned readings (e.g., is unable to discuss them), points may also be deducted from the final grade.

PSYC 400, Spring, 2003

A friendly warning: Plagiarism or cheating of any kind will, of course, not be tolerated. *Presenting another person's ideas, answers, or writings as your own is considered plagiarism, is unethical, and is a violation of the Student Conduct Code.* Please be aware that this applies to materials you may access from the Internet as well. Evidence of plagiarism will result in an automatic "F" for that assignment or test and the further subtraction of 50 points from your final grade. The instructor also reserves the right to assign an "F" for the course if either cheating or plagiarism occurs.

GRADUATE STUDENT PRESENTATIONS. Since this is a 400-level UG course, graduate students are required to do some *additional* work beyond that required for undergraduates. Therefore, each graduate student will select a topic which they will research in preparation for a presentation to the entire class. A formal, written term paper on this topic will not be required, but you should submit to me a brief (1-2 page) summary of your presentation, plus references, at the time of your presentation. This project will count for an additional 100 points toward your grade in the course.

Suggested graduate student topics:

- 1) a review of the history of your own field within psychology (broadly or narrowly defined)
- 2) an intellectual and biographical portrayal of a particular individual of interest to you, but preferably one whom we have **not** covered extensively in class readings
- 3) a history of the contribution of women or any minority group to the discipline
- 4) a discussion of the socio-political (and perhaps scholarly) factors that seem to have prevented a particular idea, methodology, or paradigm from being widely accepted in the field at a specified period in time.

Graduate students should consult with me once they have narrowed down their ideas for this assignment, in order to make sure that their plans are suitable as well as to schedule a time for presentation to the class.

COURSE SCHEDULE

DATES TOPICS, READINGS, AND ASSIGNMENTS

NOTE: BOLLES book = (B) SCHWARTZ book = (S)

(week of 1/27)	(M): Introduction to Course (W): Chap. 1 (B): Beginnings (F): Chap. 1 (B): (continued)
(week of 2/3)	(M): Chap. 2 (B): Physiological (W): <i>Chap 2 (S): The Divided Brain (Sperry)</i> (F): Chap. 3 (B): Philosophy
(week of 2/10)	Chap. 4 (B): Loss of Themes <i>Video</i> Chap. 5 (B): Sensory-Perceptual
(week of 2/17)	*** HOLIDAY *** Chap. 6 (B): Wundt <i>Chap. 3 (S): Psychophysics (Fechner)</i> <i>Quiz #1 (Wed.)</i> <i>Chap. 1 (S): Conditioned Reflex (Pavlov; Watson)</i>
(week of 2/24)	Chap. 7 (B): Germany (periphery) <i>Chap. 4 (S): Memory (Ebbinghaus)</i> <i>Chap. 10 (S): Imprinting (Lorenz)</i> <i>(& review for first test)</i>
(week of 3/3)	**** Mon., 3/3: MID-TERM EXAMINATION **** Chap. 8 (B): Britain (periphery) Chap. 9 (B): American pioneers
(week of 3/10)	Chap. 10 (B): American functionalism Chap. 11 (B): Psychoanalysis Carl Jung (no additional readings) **** FIRST PAPER DEADLINE, FRI. 3/14 ****
(week of 3/17)	Chap. 12 (B): Gestalt Psychology <i>Chap. 5 (S): Sensation & Perception (Gibson)</i> <i>Quiz #2 (Wed.)</i> Chap. 13 (B): Behaviorism

PSYC 400, Spring, 2003

<u>DATES</u>	<u>TOPICS, READINGS, AND ASSIGNMENTS</u>
(week of 3/24)	**** SPRING BREAK ****
(week of 3/31)	**** PROJECT WEEK: **** <i>1st CLASS PRESENTATIONS</i>
(week of 4/7)	Chap. 14 (B): Cognitive Important women in early psychology (no additional readings) Hanuš Papoušek (readings will be on E-RES)
(week of 4/14)	**** SECOND PAPER DEADLINE, FRI. 4/18 **** <i>Chap. 6 (S): Emotions (Schachter)</i> Chap. 15 (B): Diversification Diversification & Social Psychology (continued)
(week of 4/21)	<i>Chap. 6 (S): Conformity & Obedience (Asch; Milgram)</i> <i>Chap. 11 (S): Ages & Stages (Piaget)</i> <i>Quiz #3 (Wed.)</i> <i>Guest Lecture or Video</i>
(week of 4/28)	**** PROJECT WEEK: **** <i>2nd CLASS PRESENTATIONS</i>
(week of 5/5)	Developmental Psych: Theoretical (<i>no additional readings</i>) Developmental Psych: Applied (<i>no additional readings</i>) Conclusions: Where is the field today, how have we gotten there, and where are we headed next? (<i>no additional readings</i>)

FINAL EXAMINATION: Tues., May 13, 2003; 3:20 - 5:20 pm