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PSYX 400.01: History and Systems of Psychology

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Syllabus: PSYX 400 – History and Systems of Psychology

Instructor information

- Instructor: Allen Szalda-Petree
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 - Phone: 406.243.4521 (to leave a message)
 - Office hours: Tuesday & Thursday 11 – 12, Wednesday 1 – 2, and by appt.
- Graduate Teaching Assistant: Bethany Gorter
 - Email: bethany.gorter@umontana.edu
 - Office: Skaggs 368
 - Office hours: Monday 2:00-3:30 and Friday 11:00-12:30 and by appt.

Required Readings

- Schultz, D. & Schultz, S. (2016). *A History of Modern Psychology, 11th Ed.*
- Selected readings on Moodle

Recommended Readings

- American Psychological Association (2010). *Publication manual, 6th Edition.* Washington, DC: APA. (On Reserve in the Mansfield Library)

Course Objectives

This course is designed to assist students in an appreciation of changes in Psychology over time. This includes a general overview of the philosophical origins of the field, major approaches to the field of Psychology and how each has emerged and influenced another and changes in conceptual and methodological approaches to the field over time. As a result, students will:

- Demonstrate an understanding of ideas and methods that have influenced the development of psychology over time;
- Remember major contributors to psychology and schools of thought in the field, when they emerged and how they influenced each other;
- Exhibit awareness of historical trends in experimental and clinical approaches over time;
- Critically consider historical, methodological and cultural questions in psychology's history; and
- Express this understanding in writing, using APA Style.

Exams

There will be 3 midterm exams and a comprehensive final. Each exam, including the final, will be worth 50 points and will consist of 50 multiple choice, true/false, and/or fill-in-the blank items (1 pt each). You will be allowed to drop the lowest exam score of the four exams (including the final) and use the three highest exam scores in the calculation of your final grade. See the tentative reading schedule for exam dates.

Both lecture and book material will be covered on each exam in approximately equal proportions. **Critical Note:** You will be expected to read and study the assigned textbook chapters. My lectures will not cover all the material in the readings that will be used to create the exams.

Requests for reevaluation/re-scoring of test items (essays in particular) will be accepted until the date of the next exam. Makeup exams will NOT be given except under unusual circumstances. This issue always becomes particularly sticky regarding the time and date for the final exam. Please note that we will adhere to the date published in the course schedule for the final exam. I will not give early finals except for **very** unusual circumstances.

Papers

Since Psychology 400 satisfies the Upper Division Writing requirement, there will be a strong emphasis on developing technical, organizational and expressive skills that are necessary in effective writing. Substantial class time will be devoted to mastering details as specified by the American Psychological Association (APA),

understanding issues related to plagiarism and use of the Internet, and receiving feedback about clarity and effectiveness of your writing.

The University of Montana Writing Center offers students in all disciplines free support as they write for any course. Welcoming all students, the Writing Center provides a comfortable environment where students can engage in supportive conversations about their writing and receive feedback at any point during a writing process. To make an appointment and learn more about the Writing Center's by-appointment and drop-in hours, visit www.umt.edu/writingcenter, call 243-2266, or stop by Lommasson 271.

Reaction Papers

Students will submit two (2) short papers based on an article which can be found in the Mansfield Library or on Moodle (see below). One article will be used for each paper. These papers should be 4-5 pages of actual text with the first half summarizing the article read and the latter half expressing your reaction to and assessment of the content. Include a cover page and abstract of your paper. The full reference should be listed at the end of the paper using APA style; no other sources are needed for these papers. Sources for the articles include:

1. Select an article from--Sternberg, R.J. (Ed.) (2003). *Psychologists defying the crowd: Stories of those who battled the establishment and won*. Washington, D.C.: APA.
2. Select an article from--*American Psychologist*, February 1992, Vol. 47(2). Special Edition on the History of American Psychology.
3. Eagly, A.H., Eaton, A., Rose, S.M., Riger, S. & McHugh, M.C. (2012). Feminism and psychology: Analysis of a half-century of research on women and gender. *American Psychologist*, 67, 211-230.

Reaction means that you use the statements in the reading as evidence to support an analytic examination of the work of an historical figure, a specific study or series of studies, or of a field. When you use the writing of others in this way, you must cite the work so that anyone who wants to verify your claims can do so by reading the original text.

Assessment means that you provide a reasoned evaluation of the content of the reading. This may be done by summarizing the key points you find in a reading, placing those within an historic context, linking the work to the readings in class, or describing a linkage to the work of others (previous, contemporaneous, or recent). If you have space left, you may then offer your personal judgment about its value, ethics, or other implications for the future.

Term Paper

Each student will also submit an original APA-style paper that compares and contrasts two figures from the history of psychology (provided on Moodle). Find readings beyond class material that provide you with additional information about each scholar's research, theoretical perspective, and contributions to the field of Psychology. You may choose scholars from different theoretical perspectives or two from the same perspective at different points in time. In the term paper, you will compare and contrast their approaches and contributions and explain their differences/similarities in terms of gender, culture or historical influences. As with the brief reaction papers, you may propose an alternative but the Professor must approve it. The paper should be 8-10 typewritten, double-spaced pages; title and reference pages should be on additional pages that are not included in the page count. The paper should integrate information from a minimum of six (6) references. Your grade for this paper will be based on clarity, effectiveness of writing style, accuracy (including correct use of APA style), development of a convincing and logical argument, and thoroughness of information presented. A summary of the main APA style details required for this paper will be provided in advance.

The Term Paper process will involve five (5) steps culminating in the final draft of the paper (see schedule for due dates). Students will submit

1. Scholars and topic: a description of Scholars to be compared and the topic for comparison
2. Question & Thesis statement: the question(s) to be answered and the thesis statement for paper
3. Outline & References: a detailed outline for the paper and a list of four (4) references
4. 1st draft: a revised outline/description and initial references PLUS 1ST DRAFT
5. Final draft: the outline/description and initial references, 1st draft, PLUS FINAL DRAFT

At each step in the process, students will receive feedback on their submissions to help prepare for the next required submission. Additional information regarding the paper will be provided in class. Five percentage points will be deducted from each submission for every day late unless prior arrangements have been made with me.

Graduate student increment

Since this is a 400-level UG course, graduate students are required to complete additional work beyond that required for undergraduates. Therefore, each graduate student will select a topic to research in preparation for the presentation to the entire class. Supplemental written materials that support the oral presentation must be submitted as well. See the instructor for suggested topics and procedures.

Course guidelines and policies

General behavior

As a university student, certain behavior is expected of you. Most importantly, it is your responsibility to meet the requirements of this course.

You may expect me to be in the classroom on time, prepared & organized, and open to discussion/questions pertaining to the day's subject material. I will expect you to be in the classroom on time, to be awake and attentive, to participate in demonstrations/discussions, and to be respectful toward the instructor and other students.

I understand there will be circumstances beyond your control that, on occasion, will require you to leave class early. Please plan accordingly by notifying me at the beginning of class and choose seating that will result in minimal disruption.

You should feel free to ask any questions in class. Also, please feel free to see the instructor about any classroom issue during office hours.

Electronic devices policy (cell phones/tablets/laptops)

No laptops, tablets, phones, or other electronic screen devices are allowed out during lecture. If you need to use these devices as a reasonable modification or you have extenuating circumstances which require the use of an electronic screen device please see me.

The reasoning behind this policy is twofold. Recent research shows that

- laptop/screened device use is associated with a greater likelihood of multitasking. Multitasking during lecture has been shown, through both correlational and experimental methods, to result in poorer comprehension and subsequent exam performance.

The extant research on multitasking, more accurately called divided attention, is clear. Humans are poor multitaskers as evidenced by poorer performance on a task when multitasking compared to "singletasking" – equal performance multitasking is a myth.

- laptop/screened device use is distracting to other students within view of the screen and results in poorer comprehension and subsequent exam performance.

If you are an emergency professional (physician/nurse, counselor/therapist, EMT, etc) or you are expecting an EMERGENCY communication please set your wireless device to silent alarm mode and quietly exit the classroom to respond.

Academic Misconduct and Plagiarism

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [Student Conduct Code](#).

The Student Conduct Code discusses plagiarism. However, it is a serious offense worth re-mentioning. This course requires students to adhere to APA format when citing, paraphrasing, or referencing sources. If you have plagiarized, either intentionally or accidentally, you will receive a zero on the entire assignment. If you plagiarize a second time, you will fail the course.

Attendance

The course will be taught with a combination of seminar and lecture that includes small group activities. Class attendance, participation, and the ability to work cooperatively and productively in small groups is important to

the successful completion of the course. Students are expected to arrive on time and remain for the entire class period since it is disruptive to the class to arrive late or leave early.

Dropping/Adding/Changing grade option

Please refer to the Registrar's [Drop/Add Policy](#) and the [Official Dates & Deadlines Calendar](#) for all questions related to dropping or adding or changing grade option for a course.

Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Course grading

Assignment	Points
Exams (3 of 4)	150
Reaction papers (2)	100 (50 pts each)
Term paper	150 (sum of below)
<i>Scholars & Topic</i>	(5)
<i>Quest & Thesis</i>	(5)
<i>Outline & Ref</i>	(10)
<i>1st draft</i>	(30)
<i>Final draft</i>	(100)
Total	400

Course total	Course Grade
358 – 400	A
318 – 357	B
278 – 317	C
238 – 277	D
0 – 237	F

Tentative Course Schedule

Dates	Readings	Papers
Week 1		
Jan 24	Course Introduction	
Jan 26	Chpt 1 – The study of the history of Psychology	
Week 2		
Jan 31	Chpt 2 – Philosophical influences on Psychology	
Feb 2	Library Research tutorials	
Week 3		
Feb 7	Chpt 2 (continued) & APA Style Exercise	Term paper: Scholars and topic DUE
Feb 9	Chpt 3 - Physiological influences on Psychology	Reaction Paper 1 DUE
Week 4		
Feb 14	Writing Center presentation Lilienfeld et al. e-article	
Feb 16	Reaction Paper 1 draft for class feedback	
Week 5		

Dates	Readings	Papers
Feb 21	Chpt 3 (continued)	Reaction Paper 1 Rewrite Due (with original feedback)
Feb 23	Chpt 4 – The new Psychology	
Week 6		
Feb 28	Chpt 5 - Structuralism	Term Paper: Question & Thesis statement DUE
Mar 2	Midterm 1 – Chpts 1 - 5	
Week 7		
Mar 7	Chpt 6 – Functionalism: Antecedent influences	Reaction Paper 2 DUE
Mar 9	Chpt 7 – Functionalism: Develop. & Founding	
Week 8		
Mar 14	Chpt 8 – Applied Psychology	
Mar 16	<i>Paper work day</i>	Term Paper: Outline & references DUE
Week 9		
Mar 21	Spring Break	
Mar 23		
Week 10		
Mar 28	Chpt 9 – Behaviorism: Antecedent influences	
Mar 30	Chpt 10 – Behaviorism: The beginnings	Term Paper: First draft DUE
Week 11		
Apr 4	Chpt 11 – Behaviorism: After the founding	
Apr 6	Midterm 2 – Chpts 6 - 11	
Week 12		
Apr 11	Chpt 12 – Gestalt Psychology	
Apr 13	Chpt 13 – Psychoanalysis: The beginnings	
Week 13		
Apr 18	<i>Paper work day</i>	Term Paper: Final draft DUE
Apr 20	Chpt 14 – Psychoanalysis: After the founding	
Week 14		
Apr 25	Chpt 15 – Cont developments in Psychology	
Apr 27	Chpt 15 continued	
Week 15		
May 2	Midterm 3 – Chpts 12 - 15	
May 4	Course wrap up	
Finals Week		
Thursday, May 11th 1:10–3:10	Final Exam – Chpts 1 - 15	