

PSY 455 – Systems and Theories of Psychology
Course Syllabus – Fall Semester, 2005

I. Course Instructor:

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II. Required Text:

Hothersall, D. (2004). *History of Psychology* (4th ed.). New York: McGraw-Hill.
A set of assigned readings, available electronically

III. Course Description and Objectives:

PSY 455 has three main goals. The first is to introduce you to the history of psychology, especially its most recent history. The course will focus on the 19th and 20th centuries; from the time that psychology emerged from philosophy, physiology, and evolutionary theory to become a new academic discipline. What you will learn about psychology's roots and early development will help provide a broader foundation for the knowledge you have accumulated in other psychology courses, and should enable you to see the interconnections among the different psychology courses you have taken thus far. You will also learn about the origins and evolution of psychology's major "systems" and theoretical positions (e.g., behaviorism, psychoanalysis).

The second main course goal is to give you some insight into what a historian of psychology does and how a historian thinks, evaluates evidence, and so on. You will learn about the methods used by historians and the problems they face when constructing their histories.

The third goal is one that you might not normally associate with a "history" course—it is to affect the way you evaluate yourself and the people around you. The careful study of history can give us some important insights about how to understand ourselves and others. *So this course will change your life.*

NOTE: The course is designed primarily for junior and senior psychology majors, that is, students who have already had several psychology courses. If you are a freshman or sophomore and/or have not had many psychology courses, this course might present problems for you and you should consider switching to another course. We can discuss it.

IV. Course Schedule:

August 24 – September 14

Introduction

Chapter 2. Philosophical and Scientific Antecedents to Psychology

Chapter 3. Early Studies of the Central Nervous System

Chapter 4. Wilhelm Wundt and the Founding of Psychology

Articles by Benjamin/Crouse and Fuchs

EXAM #1. *September 14*

September 19 – October 10

Chapter 5. Edward Titchener and Hugo Münsterberg

Chapter 6. German Psychologists of the 19th and Early 20th Centuries

Chapter 9. Darwin, Galton, James, and Hall

Articles by Furumoto and Coon

EXAM #2. *October 10*

October 17 – November 7

Chapter 10. Functionalism at Chicago and Columbia

Chapter 11. Historical Uses and Abuses of Intelligence Testing

Chapter 7. Gestalt Psychologists of the 19th and early 20th Centuries
 Articles by Burnham and Gelb
 EXAM #3. November 7

November 9 – December 7

Chapter 12. The Research of Pavlov and the Behaviorism of Watson
 Chapter 13. Four Neobehaviorist Psychologists
 Chapter 8. History of Clinical Psychology and the Development of Psychoanalysis
 Articles by Goodwin and Hornstein
 FINAL EXAM. As scheduled during exam week

V. Course Requirements:

1. Semester exams. During the semester, prior to final exams week, you will take three exams, each comprised of objective, short answer, and short essay items. Each exam will cover about three chapters in the text. Taken together, these exams will be worth **300** points. Each exam will be worth 75 points and the score on your best exam will be counted twice in the final weighting. That is, your point total on the exams will include four numbers—your three exam scores, and the score for your best exam of the three. *No exam score will be dropped.*
2. Final Exam. During final exam week, you will take a comprehensive final examination. The in-class portion of the exam cover the material considered after November 7. Like the three semester exams, it will include objective, short answer, and short essay items. There will also be a take-home portion and that will be the “comprehensive” part of the exam. The final exam as a whole will be worth **100** points (75 in-class; 25 take-home).
3. Annotated Bibliography. For **60** points, you will pick a topic of historical interest or a person of some historical importance, and complete a thorough annotated bibliography of available print and electronic information about that topic or person. It will be due in two parts—on October 19 and November 16. More detailed information will be forthcoming.
4. Article summaries. For **80** points, you will write brief (two-page) summaries and analyses of 8 articles on the assigned reading list (see section VII below). You will be responsible for the content of these articles on exams. Two additional summaries can be completed for extra credit (possible 20 extra points).
5. Poster Project. Working with a “lab partner,” you will create a poster that summarizes the events of a particular year, both within and outside of psychology. The year that you will choose (from a list that I will provide) will revolve around some event of particular importance in psychology’s history. More detailed information will be available in a separate handout. The poster and accompanying summary will be worth **60** points.

6. <u>Summary.</u>	Exams.....	300 points
	Final Exam.....	100 points
	Bibliography.....	60 points
	Summaries.....	80 points
	Poster.....	60 points
	Sum.....	600 points

Once a point total has been determined, letter grades for the course will be assigned as follows:

A = 94 – 100% =	564-600 points	C = 73 – 76% =	438-461 points
A- = 90 – 93% =	540-563 points	C- = 70 – 72% =	420-437 points
B+ = 87 – 89% =	522-539 points	D+ = 67 – 69% =	402-419 points
B = 83 – 86% =	498-521 points	D = 63 – 66% =	378-401 points
B- = 80 – 82% =	480-497 points	D- = 60 – 62% =	360-377 points
C+ = 77 – 79% =	462-479 points	F = 0 – 59% =	000-359 points

VI. Miscellaneous:

Class Attendance. I expect to see you in class on a regular basis and I will keep a record of attendance. The most fundamental reason for coming to class is simple—it will have a clear effect on your grade. There is strong evidence that missing class is related to poor exam performance. This is especially true in my classes, because a substantial portion of exam material will be from topics covered and discussed in class. For example, we will do a number of exercises and class demonstrations, and I almost always ask about these on tests. There will be no specific penalty for missing class, however. You are adults, and it is your decision about whether to come to class. In the words of the well-known philosopher:

“Eighty percent of success is showing up” → Woody Allen

Policy on Make-up exams. If you miss any of the exams for an *acceptable* reason, you may take a make-up exam. These exams will be given during the final week of classes. Acceptable reasons for missing exams are limited to the following:

- illness that can be documented by medical personnel
- death or serious family illness that takes you away from campus (and can be documented)
- documented participation in obligatory campus activities (e.g., athletics, student government)

All excused absences from exams must be accompanied by written documentation. Furthermore, if you miss an exam, you must produce the evidence of an excused absence within seven calendar days of the scheduled exam. If you must miss an exam, notify me as soon as possible, so I will know where you are.

Deadlines. The schedule for the article summaries can be found in section VII. The bibliography and the poster assignments will be due on the following dates:

bibliography, part I	October 19
bibliography, complete	November 16
poster	December 5

Late penalties: 10 points per day late for the bibliography, both parts; 10 points per day late for the article summaries (i.e., no value if late); if the poster is not presented on December 5, no points will be given.

Academic Honesty. Cheating on an exam or plagiarizing on any of the written work will result in an automatic grade of F for the course and a recommendation from me to the Department Head and Dean that you be dismissed from the university.

Classroom Climate. I think learners thrive in an environment where everyone contributes in positive ways to make learning interesting and fun. To those ends, here is what I expect as your contribution to creating a positive atmosphere:

- Actively read assignments before coming to class
- Be in your seat and ready to go when class starts (chronic latecomers run the risk of being embarrassed)
- Avoid having informal discussions during class time, regardless of whether it is me or another student addressing the group
- Avoid “packing up” five minutes before class is officially over
- Ask questions at any time if something is unclear or to raise issues for discussion, but do so without interrupting, if someone else has the floor
- Treat your peers (and me) in a fair, civil, and professional fashion
- Take reasonable measures to keep yourself awake and alert (i.e., never allow your head to touch the desk or your eyes to close for more than 10 seconds—consider that an operational definition of the behavior that will get you kicked out of class for the day)

In turn, here is how I will contribute to a positive and energizing course climate. I will:

- Start and end class on time and come well prepared for each class
- Treat all students in a fair and civil fashion
- Return exams and written work promptly (typically within one or at most two class periods)
- Spend extra time with you if you need help with anything related to the course
- Observe my office hours (above) and generally be available to you outside of class

VII. Assigned Readings.

Your textbook provides an account of psychology's history. The readings on the list below are all examples of historical analysis, written by modern historians of psychology. They have been chosen to illustrate some of the historiographic issues to be discussed in the class. In particular, they all show how historians try to fit events in psychology's history into the broader historical context.

Your job will be to read these articles carefully and write brief, two-page summaries of them. The summaries should be specific about showing how historical context has been integrated into the article.

Here is how to proceed:

1. Find a copy of the article. There are two main ways to do this. First, I will place a copy of each article on electronic reserve in Hunter library. Second, most of the articles are either from *American Psychologist*, *The American Journal of Psychology*, or *The Journal of the History of the Behavioral Sciences*; Hunter library carries all three journals. The best way to proceed is to make a copy of the article, either directly from the journal or from the electronic copy on reserve.
2. Read each article carefully and write a brief two-page summary of its content. Be sure to include specific examples of how the author informed you about historical context or, if the article is weak in setting the context, point out the omission and describe what you think was missing.
3. The paper must be word-processed (i.e., cannot be handwritten) and double-spaced.
4. Scoring: There will only be four possible scores:
 - 10 this means you have done everything well, especially the context part.
 - 7 this means you've written a pretty good summary, but have omitted some important part of the article or have not done much with historical context.
 - 4 this means your summary is relatively weak, either poorly written, missing important pieces, and/or totally lacking in any reference to context
 - 0 this means you've written a poor summary or failed to turn one in on time.

Extra Credit

You will notice that the list on the next page contains some additional articles. For extra credit, you may write summaries of any two of these articles, to be turned in on the last day of class. All of these extra articles can be found in bound journals in the library, but none are on electronic reserve. I have at least one copy of each one and you can borrow copies from me.

Assigned Readings

NOTE: *JHBS* = *Journal of the History of the Behavioral Sciences*
AP = *American Psychologist*
AJP = *American Journal of Psychology*

Summary Due on	Article
August 31	Benjamin, L. T., & Crouse, E. M. (2002). The American Psychological Association's response to Brown v. Board of Education: The case of Kenneth B. Clark. <i>AP</i> , 57, 38-50.
September 7	Fuchs, A. H. (1998). Psychology and "the Babe." <i>JHBS</i> , 34, 153-165.
September 21	Furumoto, L. (1988). Shared knowledge: The Experimentalists, 1904-1929. In J. G. Morawski (Ed.), <i>The rise of experimentation in American psychology</i> (pp. 94-113). New Haven, CT: Yale University Press.
October 5	Coon, D. J. (1992). Testing the limits of sense and science: American experimental psychologists combat spiritualism. <i>AP</i> , 47, 143-151.
October 19	Burnham, J. C. (1972). Thorndike's puzzle boxes. <i>JHBS</i> , 8, 159-167.
October 26	Gelb, S. A. (1986). Henry H. Goddard and the immigrants, 1910-1917: The studies and their social context. <i>JHBS</i> , 22, 324-332.
November 16	Goodwin, C. J. (1991). Misportraying Pavlov's apparatus. <i>AJP</i> , 104, 135-141.
November 30	McReynolds, P. (1987). Lightner Witmer: Little-known founder of clinical psychology. <i>AP</i> , 42, 849-858.

For extra credit, due December 9, read and summarize one or two of the following:

- Benjamin, L. T., Jr., Rogers, A. M., & Rosenbaum, A. (1991). Coca-cola caffeine, and mental deficiency: Harry Hollingworth and the Chattanooga trial. *JHBS*, 27, 42-55.
- Dewsbury, D. A. (1990). Early interactions between animal psychologists and animal activists and the founding of the APA committee on precautions in animal experimentation. *AP*, 45, 315-327.
- Furumoto, L. (1992). Joining separate spheres—Christine Ladd-Franklin, woman-scientist (1847-1930). *AP*, 47, 175-182.
- Goodwin, C. J. (1985). On the origins of Titchener's Experimentalists, *JHBS*, 21, 383-389.
- Harris, B. (1979). Whatever happened to Little Albert? *AP*, 34, 151-160.
- O'Donnell, J. M. (1979). The crisis of experimentalism in the 1920's: E. G. Boring and his uses of history. *AP*, 34, 289-295.
- Richards, R. J. (1983). Why Darwin delayed, or interesting problems and models in the history of science. *JHBS*, 19, 45-53.
- Smith, L. D. (1992). On prediction and control: B. F. Skinner and the technological ideal in science. *AP*, 47, 216-223.
- Sokal, M. M. (1981). The origins of the Psychological Corporation. *JHBS*, 17, 54-67.
- Winston, A. S. (1990). Robert Sessions Woodworth and the "Columbia Bible": How the psychological experiment was redefined. *AJP*, 103, 391-401.