

Psychology 4030, Section 1: History and Philosophy of Psychology - Spring 2020

Instructor Information

Instructor: James Christopher Head
Time: 2:00-3:40, MW
Location: 1111 TLC
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Course Information

Course Description

In this course students will develop, integrate, and critique historical and philosophical knowledge in the major psychological sub-fields. Material covered will include the social and cultural contexts, disciplinary movements, prominent figures, and events in fields like experimental, clinical, social, developmental, behavioral, biological, and cognitive psychology. The primary goals of this historical and philosophical training are to help students build coherent frameworks for organizing and expressing their knowledge of the discipline, and to provide students with the tools to analyze and critique the discipline in transformative ways.

Course Objectives and Learning Outcomes

Upon completion of the course, students should be able to:

- 1) Formulate a research project that reflects a deep, creative and critical engagement with a chosen figure, practice, school, movement, event, etc.
- 2) Construct a basic critical analysis of a particular figure, practice, school, movement, event, etc. from the history of psychology that:
 - a. Considers the general social, philosophical and historical context.
 - b. Describes and analyzes some relevant primary source documents.
 - c. Evaluates the significance and relevance of the historical materials for present-day psychology.
- 3) Coherently and accurately answer specific questions about the major historical events, figures, and movements in the field of psychology (for example, questions from the GRE Psychology subject test preparation booklet).
- 4) Employ a diversity of perspectives and theoretical frameworks when analyzing the history and philosophy of psychology.
- 5) Persuasively present the findings of your research in both written and oral formats.

Grading Information and Policy

There are 100 points possible in the course. The study guides/project reflections are worth a total of 40 points (3 points for each guide, and an additional point for submitting all guides on time), the in-class writings are worth a total of 10 points, the quizzes are worth a total of 10 points, and the research project is worth a total of 40 points. These 100 points will be used to calculate a percentage grade according to the standard percentage point divisions (see table below):

Grading structure and point scale:

| | | |
|-----------------------|------------|---|
| 90-100 points | 90% - 100% | A |
| 80 points - 89 points | 80% - 89% | B |
| 70 points - 79 points | 70% - 79% | C |
| 60 points - 69 points | 60% - 69% | D |
| < 60 points | < 60% | F |

Late work policy:

All assignments are due (i.e., submitted on the course website, unless otherwise specified) by the beginning of the class period corresponding to the due date of the assignment (see the course schedule). Any work turned in after this time will be docked 10% for each day past the due date that it is not turned in.

Assignments and Requirements

Attendance. Formal attendance will be taken in this class and there is no way to learn the material, complete the project, or to get a good grade without regular attendance. Some course work will be completed in class and all assignments will only be fully explained in class.

Readings. You are expected to come to each class with a hard copy of the reading for the day, having read the materials listed on the same date as that lecture (see course outline below). Each day's lecture and class activities will cover material relevant to the assigned reading, so you will be more prepared to understand the material if you come to class having read the assignment. Chapters from the text will provide historical and critical context for the events, places, and figures we discuss in class and the additional assigned readings are all specific examples of research, scholarship, or life narratives from the eras and traditions we will be discussing that week.

Study Guides/Project Reflections. Every other class period (usually; see class schedule below), you will be assigned one chapter from the Pickren and Rutherford text, and by the beginning of class that day, *you are required to submit a short (1 – 3 pages) study guide listing what you consider to be the major figures, events, and ideas from the history of psychology covered in the*

chapter assigned for that day. These study guides should be in outline format and do not need to include any explanatory text. These study guides are worth 3 points each and will be graded in terms of how completely they cover the material from the chapter. Material from these study guides (along with my own notes on the text) will be used to make up the quizzes. At the end of each study guide, *you will include a short (1 paragraph) reflection of your progress toward your final project (the profile).* The nature of these reflections will change throughout the semester. Early reflections will likely address the topic you are considering and how you might go about completing the project, while later reflections will likely address the connection between your topic and course content.

In-class Writings. Throughout the course of the semester, you will be required to complete 10 in-class writings. These writings will be short reflections on the reading and lesson for that day and will be graded on the basis of their relevance, clarity, and insight. All in-class writings will be unannounced. Each in-class writing will be worth 1 point.

Research Project. The largest project that you will be required to complete in this course will be a profile of a particular figure, practice, school, movement, event, etc. from the history and/or philosophy of psychology. This project will be completed throughout the semester and will consist of the following elements (see the schedule below for due dates of each portion of the profile):

- 1) **Timeline** – your timeline will consist of at least two parallel tracks. In the first track, you will list, in the order in which they occurred and including the relevant dates, all of the principle events from the story you have chosen to tell (for example, if you choose to profile a person, this track might include the major events, accomplishments, writings, etc. from that person’s life and/or career). In the second (and possibly 3rd or 4th) track, you will list important local or national events occurring in the same time and place as your story, also ordered along a timeline (for example, if you choose to profile Sigmund Freud, you might include important events occurring in Austria, in medicine, and in psychology during his lifetime). The timeline is worth 10 points and will be graded on the basis of its detail and accuracy.
- 2) **Dialogue** – you will be required to choose one figure from the history of psychology (from among those figures relevant to your chosen story) and to write a script for a roughly 7 - 10 minutes of staged dialogue between that figure and some other figure from psychology (for example, if you chose to profile the Third Force movement, you could stage a dialogue between Wolfgang Kohler and Robert Cialdini). The text of the dialogue should, as much as possible, come directly from materials (articles, books, letters, videos etc.) written or spoken by the figures themselves. All dialogue taken directly from an existing source (letter, article, video, etc.) should be inside quotation marks and should include a reference to the source text. The bulk of the text in the dialogue should thus be in quotation marks. All dialogue should be consistent with the writings of the figures chosen. This dialogue will be worth 15 points and will be graded on the basis of its insight and accuracy, on the degree to which it is based on original texts, and on the quality of writing.

- 3) Report – near the end of the semester, you will be required to write a 6-8-page essay (double-spaced, 12-point font, 1-inch margins) based on the story you have chosen to research throughout the course. In this report, you will be expected to use both primary and secondary sources to demonstrate an argument about some aspect of the historical and/or philosophical context for your profile. The essay is worth 15 points and will be graded on the basis of its insight, accuracy, and on the quality of writing.

Texts, Readings, Instructional Resources, and References

Required Texts:

Textbook: Pickren, W. E., & Rutherford, A. (2010). *A history of modern psychology in context*. Hoboken, NJ: Wiley

Supplemental Texts (the following texts can be found in Course Den):

1. Scientific Worldview: Darwin, C. (1883). *The Descent of Man* (Excerpts).
2. Le Bon, G. (1897). *The crowd: A study of the popular mind*. Fischer.
3. Ebbinghaus, H. (1964). *Memory: A contribution to experimental psychology* (H.A. Ruger & C. A. Bussenius, Trans.). New York: Dover (Original work published 1885) (Excerpts).
4. Munsterberg, H. (1908). *On the Witness Stand: Essays on Psychology and Crime* (Excerpts).
5. Kaplan, R. (2004). O Anna: being Bertha Pappenheim – historiography and biography. *Australasian Psychiatry*, 12(1), 62-69.
6. Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy*. Northwestern University Press.
7. Watson, J.B. (1929). *Behaviorism – the Modern Note in Psychology* (Excerpts).
8. Maslow, A. H. (1961). Are our publications and conventions suitable for the personal sciences? *American Psychologist*, 16(6), 318.
9. Milgram, S. (1963). Behavioral Study of obedience. *The Journal of Abnormal and Social Psychology*, 67(4), 371-378.
10. Chávez, J. M. (2012). The university for social change and the legacy of Ignacio Martín-Baró, S. J. *Peace and Conflict: Journal of Peace Psychology*, 18(1), 68-76.
11. Weisstein, N. (1971). Psychology constructs the female. *Journal of Social Education*, 35, 362-373. (Excerpts).
12. Clark, K. B. & Clark, M. K. (1947). Racial Identification and preference in negro schoolchildren. In T.M. Newcombe & E.L. Hartley (Eds.) *Readings in Social Psychology*. Holt and Company: New York.

Class Schedule Information

| Schedule | | Topic | Reading | Assignment Due | |
|----------|-----------|--|---|------------------------|-------------------------|
| January | 6 | Wednesday | Introduction | Syllabus | |
| | 8 | Monday | Origins of a science of mind | P&R, Ch 1 | Study Guide Ch1 |
| | 13 | Monday | The Scientific Worldview | Sci Worldview* | |
| | 15 | Wednesday | Everyday life and psychological practices | P&R, Ch 2 | Study Guide Ch2 |
| | 22 | Wednesday | Science and the framing of problems | LeBon | |
| | 27 | Monday | Subject matter, methods, and the making of a new science | P&R, Ch 3 | Study Guide Ch3 |
| | 29 | Wednesday | Self-observation in the history of psychology | Ebbinghaus | |
| February | 3 | Monday | From periphery to center: creating an American psychology | P&R, Ch 4 | Study Guide Ch4 |
| | 5 | Wednesday | Applied psychology: Munsterberg and the origins of forensic psychology | Munsterberg | |
| | 10 | Monday | The practice of psychology at the interface with medicine | P&R, Ch 5 | Study Guide Ch5 |
| | 12 | Wednesday | Freud, Breuer, and the early years of psychoanalytic thought | Kaplan | |
| | 17 | Monday | Psychologists as testers: applying psychology, ordering society | P&R, Ch 6 | Study Guide Ch6 |
| | 19 | Wednesday | The rise of the personal in psychology | Maslow | |
| | 24 | Monday | The emerging crisis in science | Husserl | Timeline |
| 26 | Wednesday | American psychological science and practice between the World Wars | P&R, Ch 7 | Study Guide Ch7 | |
| March | 2 | Monday | The behavioral “revolution” | Watson | |
| | 4 | Wednesday | Psychology in Europe between the World Wars | P&R, Ch 8 | Study Guide Ch8 |
| | 9 | Monday | The golden age of American psychology | TBD | |
| | 11 | Wednesday | The golden age of American psychology | P&R, Ch 9 | Study Guide Ch9 |
| | 23 | Monday | The golden age of social psychology | Milgram | Dialogue |
| | 25 | Wednesday | Internationalization and indigenization of psychology after World War II | P&R, Ch 10 | Study Guide Ch10 |
| | 30 | Monday | Liberation psychology | Chavez | |
| April | 1 | Wednesday | Feminism and American psychology: the science and politics of gender | P&R, Ch 11 | Study Guide Ch11 |
| | 6 | Monday | Resistance and feminist psychology | Weisstein | |
| | 8 | Wednesday | Inclusiveness, identity, and conflict in late 20 th -Century American psychology | P&R, Ch 12 | Study Guide Ch12 |
| | 13 | Monday | Race and researcher activism in psychology | Clark | Essay Draft |
| | 15 | Wednesday | Brain, behavior, and cognition since 1945 | P&R, Ch 13 | Study Guide Ch13 |
| | 20 | Monday | Contemporary psychology in context | TBD | |
| | 22 | Wednesday | Essay due by 12:00 p.m. | | Essay |
| 27 | Monday | | | | |

Course and UWG Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Accessibility Services

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](#).

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[CourseDen Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for

Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **CourseDen Help (8 AM – 5 PM)**
<https://uwgonline.westga.edu/uwg-online-student-help.php>
Email: online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administrati on/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Accessibility Services**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnE A/edit?ts=57b4c82d#heading=h.yrqefffvts1f>

Syllabus

As this document corresponds with a dynamic entity (a class), this syllabus is subject to change.