

History and Systems of Psychology (EDP 382L-17)

Unique ID: 10930

Wednesday 1-4pm

Sanchez Room 426

COURSE SYLLABUS

Instructor: Dr. Stephanie W. Cawthon.

Teaching Assistant: Elizabeth Walsh

Email: elizabethgracewalsh@gmail.com

Course Objectives

This course has three main goals. The first is to provide an overview of many of the major theoretical frameworks in psychology as well as its antecedents as a scientific field. This class will include discussion of influential ideas, the people behind them, and their historical contexts. Each week we will focus on a particular psychology paradigm (or two) characteristic of a period in history. The second goal is to understand the research methodologies that accompany each paradigm. Students will learn not only what these diverse approaches propose, but will gain the skills necessary to be critical evaluators of psychological theory and research. The third goal of this course is to build skills in communicating and co-constructing understanding through class discussions, oral presentations, and analytical writing.

Weekly Topics

DATE	TOPIC
Aug. 27	Introduction to Course
Sept. 3	Role of a Paradigm and Historiography
Sept. 10	Philosophical Roots of Psychology
Sept. 17	Physiological Roots and Medical Models of Psychology
Sept. 24	Positivism and Post-Positivism
Oct. 1	Behaviorism and Functionalism
Oct. 8	MIDTERM (in class)
Oct. 15	Gestalt Psychology and Psychoanalysis
Oct. 22	Personality and Intelligence
Oct. 29	Cognitivism
Nov. 5	Industrial/Applied Psychology
Nov. 12	Social Constructivism
Nov. 19	Critical Theory
Nov. 26	THANKSGIVING NO CLASS
Dec. 3	FINAL COURSE DAY
Dec. 12	FINAL EXAM (take home) due by 5pm

Assignments and Evaluation

Readings

There are two required books for the course:

Benjamin, L. (Ed.). (1997). *A History of Psychology: Original Sources and Contemporary Research*. McGraw-Hill.

Guba, E. (Ed.). (1990). *The Paradigm Dialog*. SAGE publications.

On some weeks these texts will be supplemented with readings posted on the class Blackboard website. A complete list of all readings for each week will be given on a separate handout. You are expected to read and be prepared to discuss all assigned readings each week.

Class Participation

Class Participation is an essential component of this course. Demonstrating that you have read and critically considered the readings will be an important part of fulfilling the requirement for active participation. We will have weekly in-class assignments that will be used to track both your understanding of the material and your class attendance. In addition, we will have online discussion posts, some in class and some as part of your work outside of class, that will help you think more deeply about the material. Class participation is worth 10% of your final grade. Class attendance is also important: Missing more than *two* class periods, except for a medical or family emergency, will result in a half-grade (e.g. A to A-) deduction to your final course grade.

Core Component Activity

Each student will select one **Core Component** for this course and, working with a partner, will formulate a presentation to cover the main points for the topic. The presentations are designed to be between 20 and 30 minutes in length. Two weeks before the date you are to facilitate, your team will submit to Elizabeth and I a brief (about a page) summary or outline of your lesson plan for this activity. You will be expected to meet with Elizabeth at least once to discuss strategies for a strong presentation. Core Component presentation is worth 15% of your grade. More details about this assignment are provided at the end of this document.

Behavior Portfolio

For the **Behavior Portfolio** project, you will trace the history of our field's understanding of a (your chosen) human behavior. This behavior will be one that you focus on throughout the course in various activities. You will be asked to also briefly share your findings with the class. The Behavior Portfolio is worth 30% of your grade. More details about this assignment are provided at the end of this document.

Exams

There will be one in-class **Midterm Exam** during Week 7 that will consist of three essay questions (you will have some options to choose from). The midterm is worth 25% of

your grade. There will be a **Final Exam** for this course that will consist of three reflection questions. The final is worth 15% of your grade. This will be a take home final due during exam week.

Grading Summary

Assignment	Percent of Total Grade	Due Date
Participation	10	Each week
Core Component Activity	15	Once per semester
Human Behavior Portfolio	30	Week 15
Midterm Exam (in class)	25	Week 7
Final Exam	15	Finals Week

Grading Scale

Grades will be allotted using the following scale:

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
0-50	51-55	56-63	64-65	66-67	68-75	76-77	78-79	80-87	88-89	90-91	92-100

Policies and Expectations

- (1) Honor Code.** I expect all of us to follow the honor code: "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community."
- (2) Students are expected to arrive to class on time**, to avoid disrupting other students' learning experiences. There are no formal penalties, simply a request out of respect for the class, instructor, or guest speaker. You are asked to notify me or our TA if you are unable to attend class or need to miss a part of the class (arrive late or leave early) for any reason.
- (3) E-mail.** Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. **If you do not already do so, you should get into the habit of checking your email on a daily basis.** This will ensure that you receive any important communications from me. Regular e-mail management will also minimize the risk that the inbox will be full, causing the e-mail to be returned to the sender with an error. Undeliverable messages returned because of either a full inbox or use of a "spam" filter will be considered delivered without further action

required of the University. You are expected to respond to all email inquiries within a reasonable amount of time (about 24 hours).

- (4) **Please turn your cell phones to silent-alert.** However, if you find you check your phone for text messages whenever you receive a notification, I ask that you turn your phone off until the class is over. I do not mind if you discreetly leave the room to take an urgent call or text message on occasion. Please just try to avoid disturbing others and do not take calls or texts inside the classroom.
- (5) **Cheating will not be tolerated.** Academic dishonesty is a serious matter, and steps will be taken in cases where students are suspected of engaging in any form of unauthorized collaboration, cheating, plagiarism, or misrepresentation of work. If you have questions about how to avoid plagiarism by properly citing your references, please do let us know. Students may visit the webpage of the Office of Dean of Students, Student Judicial Services, for more information
<http://deanofstudents.utexas.edu/sjs>
- (6) **Respect of other students' views, experiences, and questions is expected.** I expect everyone to contribute at least to some degree, and for everyone to be respectful of others' contributions, even if opinions widely differ. I also expect all of you to listen while others talk and for no one to "hog" the talk time.
- (7) **Accommodations.** Upon request, according to standard policies at The University of Texas, I will provide appropriate academic accommodations for qualified students with disabilities. Be certain to register with the Services for Students with Disabilities office in the Division of Diversity and Community Engagement as soon as possible. For more information, contact the Office of the Dean of Students at 471-6259 / 471-4641 TTY.
- (8) **Holy Day Observances.** I will allow make-up work for assignments and exams due to absences or schedule conflicts for religious observances. You must **notify me by email 7 days prior** to the holy day observance in order to make arrangements unless the day falls within the first 7 days of the semester. In that case, I require notification within 24 hours of the first class meeting.
- (9) **Writing Center: UT Graduate Students** *Graduate Student Writing Service* (GSWS). UT Learning Center Tutoring Center JES A332A (512) 471-3614
www.utexas.edu/student/utlc/tutoring/grad_writing_services.php. Located in the UT Learning Center in Jester, the GSWS offers writing advice to any UT graduate student in the same way the UWC works with undergrads. They employ graduate student consultants who are familiar with personal statements, cover letters, resumes, articles for publication, and dissertations. Consultations are offered by appointment only and students who are interested must visit the main office.

(10) Safety and Emergency Procedures: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Behavior Concerns Advice Line (BCAL): 512-232-5050. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Please do not hesitate to make an appointment if you have any concerns or questions about the class.

Here's to a wonderful semester together!

Readings and Assignments

All assignments outside of Guba and Benjamin will be available on Canvas.

Week 1 (August 27th)

- No readings

Week 2 (September 3rd)

- Guba, E. *The Paradigm Dialog*: pp.15-27; 88-102; 258-276
- Benjamin, *A History of Psychology*: Preface, Chapter 1.
- **One quote from the reading that stuck with you, and why.**

Week 3 (September 10th)

- Benjamin, Chapter 2
- Letters from John Stuart Mill, pages 41-53.
- **Discussion Question Outside of Class**
- **Choose a behavior for your Portfolio project.**

Week 4 (September 17th)

- Benjamin, Chapter 3
- Excerpts from Oliver Sacks
- **Discuss Question Outside of Class**

Week 5 (September 24th)

- Guba, Chapter 2, and pages 165-174
- Specific reading on Wilhelm Wundt
- **Discussion Question Outside of Class**
- **Identify and “bring” a person who studied your behavior.**

Week 6 (October 1st)

- Benjamin, Chapter 8: Intro, the first article (Watson's manifesto), and the last article by Alexandra Rutherford. Skim the rest). Also, pages 144-169.
- Additional Readings
- **Discussion Question In Computer Lab During Class**
- **Bring a news article, blog, or other news source that relates to your chosen behavior.**

Week 7 (October 8th)

- Midterm, No Readings
- **Midterm Studying Discussion Outside of Class**

Week 8 (October 15th)

- Benjamin, pages 390-396 and Chapter 7
- **Blanton Assignment Write up on Discussion Board After Class**

Week 9 (October 22nd)

- *Handbook of Psychology* Volume 1: Chapter 9 (ebook from UT Library)
- *Models of Intelligence: International Perspectives*: Chapter 1 and Chapter
- **Discussion Question Outside of Class**
- **Draft Timeline with three main events that relate to your behavior portfolio.**

Week 10 (October 29th)

- Harrei, R. *Key Thinkers in Psychology*, Chapter 3 (p 45-78) (ebook from UT Library)
- Tolman and Loftus, *Forty Studies that Changed Psychology*, p 107-122
- **Discussion Question Outside of Class**

Week 11 (November 5th)

- Benjamin, Chapter 6 intro, pages 202-222 (the remainder of the chapter may be of interest to you as well, but read on your own).
- **Discussion Question Outside of Class**

Week 12 (November 12th)

- Guba, Chapter 4 (p 67-87)
- **Discussion Questions in Computer Lab During Class**

Week 13 (November 19st)

- Guba, Chapter 3 (p 46-66); Chapter 13 (p 188-197)

Week 14 (November 26th)

- **Thanksgiving No Class**

Week 15 (December 3rd) Last Class Day- Portfolios Due

- Guba Chapter 30

Week 16 (December 10th)

- **Final Exam due by 5pm.**

Core Concept Presentation

Each week we will have at least one, if not two, topics that are presented by students. The purpose of this assignment is to allow you to go in depth on a topic related to your own interests. We also benefit greatly from the variety of presentation styles and insights present in this class!

Choosing a Topic

After the first class day there will be a list of potential core concept presentation topics available in a quiz on Blackboard. We will ask you to rank your top three concepts and will do our best to assign one of them to you. If you wish for us to choose one to you, we can do that as well. **Due to the class size, we will put you into teams of two students per topic for this project, unless only one person is interested in a topic.**

Preparing Your Presentation

The best way to prepare is to do some background reading and then come to talk to Natasha or myself about potential ways to go about approaching your topic. We also can share some examples of what students have done in the past for this assignment. **A week before your presentation you are to turn in a rough draft of your lesson plan to us for review.** I strongly encourage you to use the themes of ontology, methodology, and epistemology as part of your presentation, where relevant. Your presentation should no more than 30 minutes long. A basic approach is to first give some background and definitions, then some historical context and main people involved, important findings, and then implications for us in the field today. You may have some classroom involvement, but be sure that you demonstrate your mastery of the content as part of your presentation. We usually aim for at least 20 minutes of content-driven material and the rest of the time for integration, application, and discussion.

Giving Your Presentation

We all get nervous speaking in front of other people, so it's good to have some strategies so that you do your best as you give your presentation. Try to keep in mind that we are a very supportive audience! It is good to practice your talk at least once before you go "live". I can help you with your presentation style and pacing should that be helpful to you. If you wish to use a power point, you may do so. However, be sure to look at us, not the screen behind you, when you are talking in front of the class. You may use a handout or notes to help structure your discussion as well. It should be clear from the team presentation that both individuals have participated in its development and in the engagement with the material.

Presentation Evaluation

Presentation Content (80 points)...Is substantive, offers clear description of ideas and key findings, identifies differences of opinion or conclusions drawn in the literature, tells how the research ties to larger issues, offers suggestions for implications, demonstrates critical thinking and analysis, and uses examples and/or illustrations to convey complex information.

Presentation Format and Clarity (20 points)...Includes at least 20 minutes of formal presentation, if a class activity is used, is designed to deep class knowledge or perspectives, engages the class, presenter answers questions thoughtfully, present coherently, and if using visuals, integrates those to the overall presentation.

Behavior Portfolio

The purpose of this assignment is to create a portfolio of resources and a summative paper that provides the history of how your chosen behavior has been studied. You might choose to make a family “tree” or “timeline” of who has studied or “wrestled with” your chosen behavior. The visual image (tree vs. timeline vs. other concept!) driving your portfolio may depend on the kind of information that is available. In essence you are drawing upon resources to tell a narrative, or a story about the study of your chosen behavior. Your portfolio thus has two parts: Resources and Narrative.

Link to Online Website Blog: <http://historysystemsportfolio.ning.com/>

Resources

You will be asked to include and draw on at least one of each of the following resources:

- Published Empirical article (*within* the last 5 years)
- Published Empirical article (*before* 10 years ago)
- Published Conceptual article (*before* 10 years ago)
- Unpublished thesis or dissertation
- Pop psychology resource within the last 10 years (book, T.V., movie)
- Newspaper or magazine article within the last 10 years
- A biography or autobiography (in any form: book, article, media)
- An interview transcript or part of a transcript
- An obituary
- A letter
- Social Sciences Citation Index
- Timeline of events

You may add other resources as they fit your topic. Some interesting resources might include:

- News stories
- UTube or other media links
- Musicology
- Genealogy
- Editorials
- Documentaries
- Law cases

Narrative

In your summative paper, the narrative of your behavior, you will tell the story that you have traced using the above resources. If you use the blog, you can type directly into the site at <http://historysystemsportfolio.ning.com/>. Your paper should be at least 15 pages long but no more than 20 pages long. Although each of you will tell a unique story, you will all be asked to address the following questions:

- Who are at least **three** significant persons who have shaped the scholarship in this field? What did they value? What questions did they pursue? Why do you think their work had an impact on the field? Be sure to select individuals from at least two different paradigm perspectives. Be sure also to include one person who directly influences your own thinking.
- How has thinking about the *ontology* of the behavior changed over time?
- How have the *epistemologies* changed over time? Be sure to cite specific examples.
- In a related vein, how have the *methodologies* changed over time? Be sure to cite specific examples.
- How has the historical context been salient in this process?
- What does contemporary culture have to say about the behavior?
- What is your own personal motivation for looking at this behavior?
- What paradigm do you hold, either using a “named” paradigm or one you create yourself? Be sure to discuss each of the components of a paradigm. How does this guide what you think are the interesting “next steps” in the dialog about your behavior and the role of psychology in understanding it?

Please do not feel this list is exclusive. I fully recognize that interesting tidbits and unanticipated content is likely to arise. We will be working on this project throughout the semester as an embedded part of our courses. Come and see me if you want to discuss how to add other components that you feel help you to tell your story!