

PSYCHOLOGY 433: Systems and Contemporary Theories in Psychology

Instructor: Cedar Riener, Ph.D.

Class Time: MW 8:00-10:00 Copley 133

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REQUIRED TEXTS:

1. Schultz, D. P. & Schultz, S. E. (2004). A History of Modern Psychology, (9th ed). New York: Harcourt.
2. Stanovich, K. E. (2007). How to Think Straight About Psychology. (9th ed). New York: Allyn and Bacon.

For each of the textbooks, you may purchase a previous edition if you wish (but don't go too far back). I don't think they have changed that much, and the exams will likely test content available in most editions. However, this is not a guarantee, in that I have not read each edition in detail.

COURSE DESCRIPTION: A required capstone course for senior psychology majors designed to encourage integration of theories, events, and people in the development of contemporary psychological theory and practice. Seminar format requires active student participation and student projects. Prerequisites: **Senior status**, PSYC 200, PSYC 201, PSYC 202, and two 300 level psychology courses.

COURSE OBJECTIVES: The objective of this capstone course is to explore the origins of the major psychological theories so that you will develop a more thorough understanding of the field of Psychology, as it exists today.

SPECIFIC COURSE OBJECTIVES

1. To understand the philosophical, theological, and scientific roots of modern psychology
2. To develop and improve systematic methods of scholarly investigation
3. To improve critical thinking skills
4. To improve written and oral communication skills

STUDENT LEARNING OUTCOMES (What you will do to demonstrate you have accomplished the objectives of this course):

Each of these objectives can be demonstrated in class discussions. You can further your own understanding as well as that of your classmates by preparing, and by contributing both your answers and your questions to class discussions.

1. You will demonstrate your understanding of the philosophical, theological, and scientific roots of psychology by performing well on essay tests and a comprehensive final examination, all of which will measure your knowledge of the historical facts, principles, concepts, methods, issues, and theories of psychology.
3. You will demonstrate your critical thinking skills, your college-level writing ability, and your use of systematic methods of scholarly investigation by writing a biography of a lesser-known historical figure in psychology.
4. You will demonstrate your college-level oral communication skills with two oral presentations. One: a mini-lecture comparing introductory textbooks from different eras. Second: an experimental re-enactment of an important experiment in the history of psychology.

ACADEMIC INTEGRITY: the College's Code of Academic Integrity sets out a list of prohibited behavior, including plagiarism, cheating, and tampering with or destroying College property (including computers in computer labs). The most common act of academic misconduct is plagiarism, which is defined "Passing off a source's information, ideas, or words as your own by omitting to acknowledge that source-an act of lying, cheating, and stealing." (Gordon Harvey, *Writing with Sources: A Guide for Students*). Any student who commits a violation of the Code of Academic Integrity will be subject to the policies and procedures outlined in *Fishtales*. It is each student's responsibility to read and be familiar with the Code. For further help, consult the section on plagiarism in the Appendix.

GRADES:

Midterm	15 %		<u>Grade ranges</u>
Final Exam	20 %		A= 90-100
Biography	15%		B= 80-89
Experiment Paper	15 %		C= 70-79
Re-enactment of Experiment	10 %		D= 60-69
Textbook Reports	10 %		F= below 60
Chapter Facilitation	10 %		"+" if grade ends in 7, 8 or 9
Class Participation	5 %		"-" if grade ends in 0, 1 or 2

If, for example, you earn 84% of the total points, your grade would be a B. This system corrects for the difficulty of exams and imposes no preconceived distribution of letter grades. With an absolute scale it is possible for an entire class to earn A's and B's or for the entire class to score below average! It is up to you. You are competing against an absolute standard and not your classmates.

Why is there no curve? I am strongly in favor of matching the evaluation with the approach to learning that I hope to instill in you. The approach to learning that this absolute, a criteria-based grading supports is one that values mastery of the material, rather than a comparison to one's classmates. This is also a way of standing behind the objectives of the course. Your assessment is tied to the objectives, not to your classmates.

CLASS FORMAT

The class will meet for two hours, twice a week. However, I will NOT be lecturing the whole time. Each class will begin with 10-15 minutes of partner discussion, about the week's reading. You should also use this time to discuss reactions, confusions, and how exciting it was that Freud loved cocaine (*"In my last serious depression I took cocaine again and a small dose lifted me to the heights in a wonderful fashion. I am just now collecting the literature for a song of praise to this magical substance."*) We will then discuss our answers as a class. Sometimes that will be followed by a lecture.

ASSIGNMENTS AND GRADING

Exams: There will be two exams, one midterm, and one cumulative final exam. The exams will be made up of short-answer and essay questions that will test your knowledge of the concepts covered in the books and lectures. You will be given some sample questions in advance of the exams. Exams will NOT be graded on a curve. If you need help with study strategies for these exams, please please see me. The final exam will be cumulative exam that will require you to integrate information from all the lectures, textbooks, and student presentations. There will be an in class portion and a take home portion

Discussion Questions and Participation: I will hand out discussion questions concerning the chapter material in class every day. I will not collect answers to the discussion questions and you will be given time in each class to discuss them. However, I would recommend spending some time trying to answer them at home while you are reading, in order to prepare something to say in class, and because they may end up on the exam. If you have answered them yourself, you will be more prepared for the exam.

OTHER POLICIES

Attendance: There will be no official points deducted for absences, but you will find that if you miss a class, your exam scores will be affected. Your participation grade will also likely be affected. Class time will often cover new material, sometimes review for exams, sometimes discuss problems. If you miss a class, all assignments due on that day will still be due, and will be penalized if they are late. You may email them to me and then turn in hard copies the next class.

Assignments: Late assignments will be penalized 5% of the grade per day late. Late assignments will not necessarily be returned within a week, and will not necessarily receive the same level of feedback as assignments turned in on time.

Feedback and return of assignments: Written assignments will be returned to you with grades and feedback after one week, unless otherwise noted.

Office Hours: Office hours are an important supplement to class time, both as a time to help students who are struggling with material, as well as for me to get feedback on how the class is going. I encourage everyone to attend office hours at some point during the semester. To make the office hours experience the best it can be, please give me some advance notice by scheduling a time by email, and letting me know the topic that brings you in. This advance notice will help me be the most prepared I can be for your questions. I am also generally open to finding a time outside of normal office hours to meet.

Office hours can be a big help for you, but also for me. This time can be a way that I can get to know what problems are tough, what issues are interesting, without having to read your faces in class. This is one of the reasons I have chosen Randolph-Macon, and I would hope that it is also one of the reasons you have. It is an increasingly rare opportunity to have one-on-one time with your professor, but I think it is still just as important for a good college experience. My own experience with mandatory (yikes!) weekly meetings with my undergraduate advisor my senior year were fear-inspiring at the time, but one of the best parts of my college experience in retrospect.

Class Schedule

<u>Date</u>	<u>Readings</u>	<u>Topics</u>	<u>Due</u>
	S & S = Schultz and Schultz S = Stanovich		
2/6	The Syllabus	Course Introduction	
<u>PART 1: History of Psychology</u>			
2/8	S&S - Ch 1: The Study of the History of Psychology S&S - Ch 2 : Philosophical Influences	Empiricism	student profile On moodle
2/13	S&S Ch 3: Physiological Influences	Empiricism	
2/15	S&S Ch 4 – The New Psychology S&S Ch 5 – Structuralism	Wundt and Structuralism	
2/20	S&S Ch 6: Functionalism: Antecedents S&S Ch 7: Functionalism: Development	Functionalism	
2/22	S&S Ch 8 : Applied Psychology	Testing and Applied Psychology	Textbook comparison plan
2/27	S&S Ch 9: Behaviorism: Antecedents S&S Ch 10: Behaviorism: The Beginnings	Behaviorism	Experiment sources
2/29	S&S Ch 11: Behaviorism: After the Founding	Behaviorism	
3/5	S&S Ch 12: Gestalt Psychology	Gestalt Psychology	Experiment plan
3/7	S&S – Ch 13: Psychoanalysis: Beginnings	Psychoanalysis	Biography refs
3/12	S&S Ch 14: Psychoanalysis: After ...	Psychoanalysis	
3/14	S&S Ch 15: Contemporary Developments...	Cognitive and Evolutionary Psychology	Biography quotes
3/19- 3/24	Spring Break		
3/26	Textbook Comparisons	Textbook Comparisons	
3/28	Textbook Comparisons	Textbook Comparisons	
4/2	Exam Review		
4/4	Midterm Exam		

<u>Part 2: Logic and Philosophy of the Science of Psychology</u>			
4/9	In class workshop on experiment and biography		Draft script
4/11	TBA, Work on experiment re-enactment		Biography timeline & tree
4/16	Experiment re-enactments		
4/18	Experiment re-enactments		Biography draft
4/23	Experiment re-enactments		
4/25	Chapter facilitations	Stanovich Discussion 1-3	
4/30	Chapter facilitations	S. Discussion, 4-6	Experiment paper due
5/2	Chapter facilitations	S Discussion, 7-9	
5/7	Chapter facilitations	S. discussion 10-12	Biography due
5/9	Last day of class		Take home final due
	Final Exam: Take home due Wednesday 5/9, In class Thursday May 17 th 2-5 pm		

PROJECTS AND ASSIGNMENTS

Introduction to Psychology Text book Comparison

- a. You will present a 10-15 minute mini-lecture to the class comparing a historical textbook to a modern one
- b. This assignment is a **presentation**, you will hand in your slides, but nothing else
- c. Your presentation should have 4 major sections
- d. First, start with the person about to purchase this textbook, as a college student.
 - a. What was a typical person in this course?
 - b. Who was in college at this time?
 - c. What historical events happened their last year in high school before coming to college?
 - d. What sorts of things did they do for fun? Try to find some primary docs
 - e. Find a picture of someone around that age from that time, and put them on the slide as you talk about them
- e. Then, compare briefly to the modern college student
- f. Begin describing the context of the class
 - a. Was there a psychology major? If not, who typically took this course?
 - b. Who taught the course? (what was the professor trained in?)
 - c. What jobs did students who graduated with a psychology degree get?
- g. Then compare the textbooks themselves
 - a. First, compare chapter titles side by side
 - b. Then, compare the introductions. What is different? Do not dwell on surface characteristics like color, pictures, etc. Try to read into the words used.
 - c. Finally, pick a chapter or a section and do a close comparison. What dimensions are different? What are the same?

Experiment Assignment: Re-enact an historical experiment

This will be half group project, and half individual project. It has two parts.

Part 1: Paper

The first part is a paper where you summarize the experiment, and also describe its historical context. The paper should be 1300-1500 words, not including references (roughly 5-7 pages). It should be double spaced, 12 point font, and 1 inch margins throughout. It should also otherwise follow APA style.

This will be individual. You must write the paper yourself. You can share sources and your research, but you must write the paper yourself. You will be graded individually on this portion.

Background

Who ran the experiment? Did they need IRB approval? Who participated in the experiment? Was there any follow-up? What was the experimenter like? If it was collaborative, what roles did the different authors take?

The experiment itself

Describe the methods, but then go beyond the methods if you can. Did the experimenters run more studies that they weren't able to report? Were there any difficulties mentioned in the article that could be expanded upon?

Conclusions, discussion, and influence

How was this study received? Did many other articles cite it? Did it open up a new field? What did this experiment mean for the researchers' careers? How did they communicate this study to the public?

For this you should find and read **at least** seven (7) sources in addition to the article itself, four (4) of which should be primary sources. This can include interviews, biographies, autobiographies, speeches as well as peer-reviewed journal articles. But this may not include encyclopedias, Wikipedia or other online encyclopedias. Encyclopedias can be used for ideas or to get other sources, but not as a source in themselves.

Part 2: Performance

For this part you will re-enact the experiment. This part of the project will be done in pairs. You will decide early on in the process how to divide up the tasks for this project. This can be done collaboratively, but I require you to turn in to me what each person will be doing.

You will need

Research: The experimental report itself, movies or documentaries describing the experiment, 3-4 articles which cite the experiment and follow up on it.

Script: You should write a script for exactly how a participant experienced the study or experiment. You will have 5-10 minutes to re-enact the study. You should begin with a little introduction, but then have different actors (your classmates) play different parts in the study. You can give them notecards to read, but try to draw their words and actions directly from the experiment itself. Sometimes it may be necessary to run the experiment twice, or in parallel, showing the difference between two (or more) groups. You may find it necessary to narrate some of the portion of the experiment, especially if non-human animals are involved. You should end with a summary of the results and conclusions and a brief discussion of how the experiment has been influential.

You will turn in to me:

First: A plan. Breakdown tasks, as well as which group member is responsible.

Example for Stanford Prison Experiment:

Joe: Prison Uniforms, white lab coats, find supporting documents, write introduction and discussion for script

Jane: prison bars, recruit actors, write methods section, find follow-up articles

Second: A draft of the script and a list of the references you used. The script should be very detailed, and the reference list should be APA style.

Due Dates

Sources Due: 2/27

Plan: 3/5

Draft Script and references: 4/9

Final Performance: 4/16

Final paper: 4/30

Stanovich Chapter Facilitation

This will be another pair project. Again, please tell me how you split up the tasks, and who is responsible for each.

Responsibilities:

- a. Come up with 1-3 small group discussion questions to begin the class period.
- b. Answer them in writing, along with other possible answers
- c. Do extra research, from other books, primary documents, Wikipedia, etc.
- d. Become an expert on this topic.
- e. Bring notes.

You will turn in:

- 1) Written discussion questions
 - a. These should not be clear and easy to look up, but rather questions that ask us to relate what we have read to some other issue. They may have a right approach, but should not have a clear right or wrong answer
- 2) Typed answers
 - a. You should answer each of the discussion questions with a paragraph or two of what approach you might take.
- 3) Discussion notes
 - a. These can be handwritten or typed, but should reflect your reading of the chapter, and one or two supporting documents.
- 4) List of references (APA style)

You will be graded both on your written preparation material and your discussion leadership. Extra points will be given if your presentation is creative, and engages the class. You could do this through finding a good demonstration or youtube video, or posing very provocative questions.

Biography Assignment

You will have this figure for the entire semester, and you will write a biography of your historical figure. The paper should be 1300-1500 words, not including references (roughly 5-7 pages). It should be double spaced, 12 point font, and 1 inch margins throughout. It should also otherwise follow APA style.

Here are the steps

- 1) Collect at least 10 documents either produced by this figure (autobiographies, interviews, letters, experimental reports) or by others. At least seven should be primary documents.
- 2) Write 10 quotes.
- 3) Assemble intellectual family tree
- 4) Make timeline.
- 5) First draft of paper.
- 6) Final draft of paper.

Historical figures

1. Lillian Moller Gilbreth – Pioneer in industrial organizational psychology
2. Mary Whiton Calkins – Early American philosopher and psychologist, first woman APA president
3. Marian Breland – One of first applied animal psychologists, studied with B.F. Skinner
4. Jerome Bruner – A founder of cognitive psychology, as well as contributor to social psychology
5. Kenneth B. Clark – African American psychologist who studied children's perceptions of race
6. Francis Cecil Sumner – Pioneer of Black Psychology, studied racism and bias
7. Leon Festinger – Discoverer of cognitive dissonance
8. Coleman Griffith – Pioneer of American sports psychology
9. Donald Hebb – Pioneer in neuroscience
10. Leta Stetter Hollingworth – Pioneer in the psychology of women
11. Joseph Jastrow – early experimental psychologist, pioneer in study of language, optical illusions
12. Karl Lashley – Early American behaviorist and neuroscientist
13. James Mark Baldwin – Philosopher, psychologist, early contributor to psychiatry and evolution
14. C. Lloyd Morgan – British psychologist, animal psychology, inspired behaviorism
15. James Jones – Modern African American psychologist, wrote book on prejudice and racism
16. Margaret Floy Washburn – Early American psychologist, animal behavior, motor theory
17. Robert Yerkes – Pioneer of animal and comparative psychology
18. Helen Thompson Woolley – Pioneer in women's psychology, sex differences, social activism
19. Norman Triplett – First social psychology experiment
20. Muzafer Sherif – social psychologist
21. Christine Ladd Franklin – pioneer in color vision
22. Fritz Heider – Gestalt theorist, pioneer of social perception theory
23. Naomi Weisstein – a Founder of feminist psychology
24. Mary Ainsworth – pioneer in Developmental psychology and attachment theory
25. Eleanor Gibson – pioneer in developmental psychology and vision
26. Jerome Kagan – pioneer in developmental psychology

P L A G I A R I S M

a. WHAT IS PLAGIARISM?

1. Definition: "Presenting someone else's ideas as your own, whether deliberately or accidentally" (Fowler, 1986, p. 501).
2. Plagiarism is derived from a Latin word meaning "kidnapper" (Fowler, 1986, p. 570).
3. Forms of plagiarism
 - a. "The use of another's writing without proper use of quotations marks. Do not, under any circumstances, copy onto your paper a direct quotation without providing quotation marks and crediting the source" (Lester, 1967, p. 47).
 - b. "The borrowing of a word or phrase, the use of an idea, or the paraphrasing of material if that phrase, idea, or material is not properly introduced and documented. Also included in plagiarism is the mere rearrangement of phrases from the original into a new pattern" (Lester, 1967, p. 47).
 - c. It is also plagiarism to "take, buy, or receive a paper written by someone else and present it as your own" (Corder & Ruszkiewicz, 1985, p. 633).
 - d. Another form of academic dishonesty that is related to plagiarism is collusion, which is defined as "collaboration with someone else in producing work you claim to be entirely your own" (Corder & Ruszkiewicz, 1985, p. 633).

B. HOW PLAGIARISM CAN BE AVOIDED?

1. Acknowledge all borrowed material by introducing or following the quotation or paraphrase with the name of the authority from whom it was taken.
2. Enclose all quoted materials within quotation marks.
3. Make certain that all paraphrased material is written in your own style and language.
4. Provide a bibliographic entry for every source that appears in a written work.

5. Be certain that all written work you submit is your own. You may (and in some cases should) ask others to review your work, but "any changes, deletions, rearrangements, or corrections should be your own work" (Corder & Ruszkiewicz, 1985, p. 633).

C. WHY IS PLAGIARISM WRONG?

1. It is a criminal offense (i.e., the theft of intellectual property) and can result in fines and/or imprisonment.
2. It is academically dishonest and can lead to serious sanctions from the college.
3. It undermines the academic integrity and ethical atmosphere of the college.
4. It violates the mission of the college to emphasize "a respect for knowledge."
5. It involves a passive learning process that obstructs the acquisition and understanding of meaningful academic material.
6. It stalls or retards intellectual, moral, and social development.
7. It violates and disables the process of critical thinking.
8. It promotes feelings of lowered self-esteem in those who believe they must practice it to survive academically.
9. It violates the code of ethics of the American Psychological Association.
10. It produces alumni whose inferior knowledge, abilities, and moral standards tarnish the public image of the college and lower the perceived value of a college degree in the eyes of those who evaluate current Randolph-Macon College students who are seeking employment or admission into graduate school.

References

- Corder, J. W., & Ruszkiewicz, J. J. (1985). Handbook of current English. Glenview, IL: Scott, Foresman.
- Fowler, H. R. (1986). The Little, Brown handbook. Boston: Little, Brown and Company.
- Lester, J. D. (1967). Writing research papers: A complete guide. Glenview, IL: Scott, Foresman.