Meeting time and place
Tuesdays and Thursdays, 1:00 – 4:30 pm
Social Sciences 2, Room 363

Instructor: Erin Toolis     eetoolis@ucsc.edu
Office: Social Sciences II, Room 56
Office hours: Thursdays 11:30 am – 12:30 pm or by appointment

Course description
In this 5-week upper division class, we will review major paradigms that have shaped the ways in which we understand human thought and behavior, from early philosophers to eugenics, psychoanalysis, behaviorism, Gestalt psychology, cognitive psychology, cultural psychology, and narrative/discursive psychology. We will discuss how these paradigms compare and contrast, and how they changed over time. This course takes a critical approach to interrogating the contributions and critiques of these perspectives and the impact they have had on society in order to better understand where we have been, where we are today, and where we may be headed.

Course aims and learning outcomes
The goal of this course is to help you to become a more informed, critical consumer and producer of scientific knowledge within the field of psychology.

By the end of this course, students will be able to...

• Understand the key questions, concepts, and paradigms that have shaped psychological inquiry, and how they have changed over time,
• Consider the contributions and critiques of different theoretical and methodological approaches within the field,
• Understand how the different paradigms underlying the field have shaped, and been shaped by, their cultural and historical context,
• Place the diverse areas of psychology in conversation with each other and better understand the discipline as a whole, and
• Use critical thinking to consider the roles psychology and scientific inquiry more broadly have played in reproducing or challenging social injustices and inequities.

Course format
Our time spent together will involve interactive lectures and discussion to facilitate active learning, enabling students to gain experience in oral communication, active listening,
critical thinking, and problem solving. My role is to facilitate learning by contextualizing the readings, presenting information through diverse forms of media, posing questions, and providing guidance and feedback on written assignments. Students play an equally important role in facilitating learning by completing the readings on time and engaging meaningfully with the material through collaborative discussions and written assignments. I expect that students to do their part to maintain a productive learning environment and minimize distractions by arriving to class on time, bringing readings and notes to class ready to ask questions and share insights, showing respect for others, turning off cellphones, and refraining from using laptops and tablets. If you feel you must use these devices for note-taking purposes, you must meet with me outside class to request permission to do so.

Class attendance policy
Attendance is essential and will be recorded daily and factored into your grade. We will cover a lot of material every meeting and I will discuss guidelines for upcoming assignments during class. Missing class, arriving late, and leaving early will result in your grade being lowered. Missing three or more classes will result in an automatic deduction of one letter grade from your overall course grade.

Course Assignments
The goal of these assignments is to facilitate engagement with the readings and course material, critical analysis, and the ability to synthesize and apply course concepts to past and present-day issues. Assignments are designed to allow for a diversity of interests and learning styles. Specific assignments and their weight in determining your final grade are as follows:

1) Participation (8%): Participation in the course will be evaluated through participation logs that you will keep to provide an accurate record of the quality and quantity of your participation, and to reflect on how your participation can be improved. I will provide a template for this log as a Word Document, which can be found on Canvas. You should update your log twice a week (after each class meeting) and record detailed entries about your participation. You will be asked to submit the log to me once mid-session (on Friday, 7/14 by midnight) and at the end of the session (due on Friday, 7/28 by midnight). Both submissions will be graded. I will also keep notes on your attendance and how actively you engage in the class.

2) Discussion questions (16% @ 2% each): Before each class, each student must submit 2-3 discussion questions per reading based on the assigned readings for that day, as well as one overall key take-away that you gleaned from the readings. You are encouraged to generate open-ended questions that make connections across readings, and that will stimulate discussion (please do not submit a yes/no question or a question with a simple factual answer). Your questions and take-away must be submitted through the discussion section of Canvas, and are due by noon the day before each class to give the facilitators adequate time to prepare their discussion.

3) Dialogue co-facilitation (10%): As part of a team of 2 or 3, each student will be responsible for signing up to facilitate two class discussions. Sign-ups will happen on
the first day of class. You should plan for your discussion questions and activities to last approximately one hour. Please meet with your co-facilitator(s) before the class, and come to class with a brief summary of key concepts and take-aways from that week’s readings as well as a list of questions prepared, which you may draw from the submissions from other students for that day. Part of your discussion time may involve an activity. Students responsible for facilitating must send me a final list of their summaries, questions, and activities by 10pm the night before class.

4) **Essays (36% @ 12% each):** During this course, you will write three essays on topics of your choosing. Students are encouraged to meet with me during office hours to discuss their paper topics and any questions they have about the assignment. Each essay should be about 3 pages long (between 700-900 words), double-spaced, with 12-point Times New Roman font and 1” margins. Papers should include relevant citations and works cited, and should follow APA style guidelines. Papers should be submitted via Canvas.

- **Essay 1 (due Friday, 7/7 by midnight):** Research the life and work of a woman or a scholar of color born before the year 1930 who made a significant contribution to the field of psychology. In your paper, provide relevant biographical information about the psychologist’s life and their academic training, describe how their life was shaped by their historical, cultural, and social context, and articulate the contributions that they made to the field and the significance of those contributions.

  **Suggested resources:**
  - Women Past section of Psychology’s Feminist Voices website ([www.FeministVoices.com](http://www.FeministVoices.com))
  - *Even the Rat was White* by Robert Guthrie (available for 2 hour reserve at the library)

- **Essay 2 (due Friday, 7/14 by midnight):** Select one of the perspectives that we have covered in class so far, clearly define and describe it, and then explain how it applies to a present-day problem. In order to clearly describe and contextualize the problem, cite 1-2 current, relevant empirical articles or news articles from outside the class readings. Provide sufficient details to justify the relevance of your chosen perspective to the current problem. Be sure to address how this perspective helps us to understand the chosen issue in society today, as well as the perspective’s limitations (in what ways does it fall short in helping us understand this issue?).

- **Essay 3 (due Friday, 7/21 by midnight):** Choose a topic or question that you are interested in, and select two famous psychologists from different theoretical perspectives that we covered in class, and compare and contrast the ways in which they would go about conceptualizing and analyzing this question. In your paper, be sure to clearly describe your research question or
topic, describe both theoretical perspectives, and discuss the strengths and limitations to each of their approaches. (Note: You must select two different perspectives from what you selected for Paper 2).

5) **Final Reflection Paper & Portfolio (30%, due 7/28 by midnight)**: Your final project for this class will be to submit a final reflection paper along with a portfolio of all the work you have completed this quarter.

   - In your final reflection paper, you will integrate ideas and skills learned across the course and reflect on your position in the field. Your paper should cover your biggest critiques of the field, what you view as the biggest challenges facing the field of psychology (past and present), what aspects of psychology’s history and systems inspire you, where you want the field to go, and what you would like to see happen to move the field in that direction. Conclude by discussing how you will apply the knowledge and skills learned in this class to your future professional life, and what you hope to contribute to the field of psychology. You should reference course readings and concepts to support your points. This final paper should be approximately 4 pages, double-spaced (equivalent to 1000-1200 words).

   - In addition to your final reflection paper, your portfolio should include your completed participation log and revised versions of the three essays that you wrote earlier in the quarter. This provides you with an opportunity to improve your writing and engage with feedback.

**NOTE**: Papers submitted after midnight on the due date will be considered late. For essays, you will lose 10% for each day that it is late. For discussion questions you will lose 10% for each hour that it is late.

**Grading**

- A = 93% or higher
- A- = 90 – 92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 76-79
- C = 70-76
- F = below 70

All grading is criterion-based, which means that students are evaluated on objective criteria rather than on a curve. There is no need for competition and all students have the opportunity to get an A. Helpful class participation can be a tiebreaker in grading.

**Readings**

Readings will include a combination of theoretical and empirical articles and chapters, which will be available to you on Canvas.
Session Deadlines:
Drop: Monday, July 3
Withdraw: Friday, July 14

Summer Session does not drop students for non-attendance or non-payment. Students must drop themselves.

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.
All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

DRC Accommodations:

The DRC reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations, or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or drc@ucsc.edu.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information, advice, referrals, and/or copies of the UC Policy on Sexual Violence and Sexual Harassment and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment are available to all students, faculty, and staff by contacting Tracey Tsugawa, Title IX/Sexual Harassment Officer, 105 Kerr Hall, 459-2462, or ttsugawa@ucsc.edu.
Course outline:

1. **Tuesday, 6/27 - Introduction / Psychology & Society**

   *No required readings*

   *Suggested readings:*


2. **Thursday, 6/29 - Psychology’s origins: Natural science or human science?**


3. **Tuesday, 7/4 – HOLIDAY – NO CLASS**

4. **Thursday, 7/6 - Eugenics & Scientific Racism**


5. **Tuesday, 7/11 - Psychoanalysis**


6. **Thursday, 7/13 - Behaviorism**


7. **Tuesday, 7/18 - Gestalt psychology, social psychology, and developmental psychology**


8. **Thursday, 7/20 - Cognitive psychology**


9. **Tuesday, 7/25 - Cultural psychology / Discourse, narrative, & interpretive psychology**


10. **Thursday, 7/29 - The future of psychology**
