

**UNIVERSITY OF CALIFORNIA, SANTA CRUZ  
DEPARTMENT OF PSYCHOLOGY**

**History and Systems of Psychology  
PSYC 183  
Summer 2018, Session 2**

**Meeting time and place**

Mondays and Wednesdays, 1:00 – 4:30 pm  
Social Sciences 2, Room 363

Instructor: Erin Toolis eetoolis@ucsc.edu

Office: Social Sciences II, Room 333

Office hours: Wednesdays 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...

- Identify the key questions, concepts, thinkers, and assumptions that have shaped psychological inquiry, and discuss how they have changed over time,
- Compare and contrast the theoretical frameworks underlying psychoanalytic, behaviorist, Gestalt, cognitive, cultural, and narrative psychological paradigms,
- Evaluate the contributions and critiques of each psychological paradigm,
- Explain how the different paradigms underlying the field have shaped, and been shaped by, their cultural, political, and historical context,
- Provide examples to describe the role that psychology and scientific inquiry more broadly have played in reproducing or challenging social injustices in the past, and further your critical thinking skills by applying these concepts to analyze current social issues.

## Course format

Our time spent together will involve interactive lectures and discussion to facilitate active learning, enabling students to gain experience in oral communication, 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 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 reflections 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 must use these devices, please meet with me outside class to discuss.

## 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 the number of points contributing toward your final grade (out of 1000) are as follows:

- 1) **Participation (80 points):** Participation 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, which can be found on Canvas. You should update your log after each class meeting and record detailed entries about your participation. You will submit the log to me once mid-session (on Monday, 8/13 by midnight) and at the end of the session (due on Friday, 8/31 by midnight). Both submissions will be graded. I will also keep notes on your attendance and how actively you engage in the class, which will be assessed using the participation rubric.
- 2) **Reflections for discussion (160 points @ 20 points each):** Before each class, students must submit a written reflection on the assigned readings for the day that includes: 1) a brief (150-200 word) summary of the readings, 2) the most significant or interesting thing you took away from the readings, and 3) one lingering question that you have. Your reflections must be submitted through the discussion section of Canvas by midnight the day before each class. You should also bring a hard copy with you to class. These questions will be used to guide discussion in pairs and in the larger group. You may skip turning in one reflection during the quarter without losing points.

- 3) **Quizzes (100 points @ 25 points each):** Short, multiple-choice pop quizzes will be held once a week so that I can assess comprehension of course material. The quizzes are designed to be easy if you have done the readings. The lowest quiz score will be dropped. Quizzes cannot be made up.
- 4) **Essays (360 points @ 120 points 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.

**\*REVISIONS:** You have the option to revise and resubmit each essay within one week after it is handed back. Your old grade will be replaced with the new grade you receive on the revision. This provides you with an opportunity to improve your writing and engage with feedback.

- Essay 1 (due Friday, 8/10 by midnight): Research the life and work of a scholar who was a woman and/or person of color born before 1930 who made a significant contribution to the field of psychology. In your paper, provide relevant biographical information about the psychologist's life and 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. Cite at least 1 source.

*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)
  - Black, S. R., Spence, S. A., Omari, S. R. (2004). Contributions of African Americans to the field of psychology. *Journal of Black Studies*, 35(1), 40-64.
- Essay 2 (due Friday, 8/17 by midnight): Select one of the perspectives that we have covered in class so far, clearly define and describe it citing at least 1 source, and then explain how it applies to a present-day problem of your choosing. In order to clearly describe and contextualize the problem, cite at least 1 current, relevant empirical article or news article 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.
  - Essay 3 (due Friday, 8/24 by midnight): Choose two influential thinkers that we have covered in class so far. Write a transcript of an imagined conversation between these two individuals (they may or may not have been alive at the same time). What are some questions they would ask each other?

What are some things they might agree or disagree about? Your paper should communicate each individual's perspective and major ideas, and how they compare and contrast to one another. Cite at least 2 sources.

**5) Final Reflection Paper (300 points, due Friday, 8/31 by midnight):**

- 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 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 concepts and cite at least 2 course readings to support your points. This final paper should be approximately 4 pages, double-spaced (1000-1200 words).

*NOTE:* Papers submitted after midnight on the due date will be considered late. You will lose 10% on the assignment for each day that it is late. Reflections on the readings will not receive any credit if they are submitted after the start of class.

❖ **Extra credit (50 points, due 8/27 by midnight):** You can receive extra credit for submitting one 2-page reaction paper based on one of the readings listed below. Reaction papers should spend one page introducing the topic and summarizing the article or book chapter, and one page describing your response to the article, which should include a clear, coherent argument supported by reasoning and evidence.

- Any chapter from: Sternberg, R.J. (2003). *Psychologists defying the crowd: Stories of those who battled the establishment and won*. American Psychological Association. (available at McHenry Library)
- Any chapter from: Baker, D. & Benjamin, L. (2014). *From séance to science: A history of the profession of psychology in America*. University of Akron Press. (available online or at McHenry library)
- Bartlett, B. (2015). The search for psychology's lost boy. *The Chronical of Higher Education*.
- Yee, A. H., Fairchild, H.H., Weizmann, F., & Wyatt, G.E. (1993). Addressing psychology's problem with race. *American Psychologist*, 48(11), 1132-1140.
- Shields, S. A. (2007). Passionate men, emotional women: Psychology constructs gender difference in the late 19<sup>th</sup> century. *History of Psychology*, 10(2), 92-110.
- Herek, G. M. (2010). Sexual orientation differences as deficits: Science and stigma in the history of American psychology. *Perspectives on Psychological Science*, 5(6), 693-699.
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world?. *Behavioral and brain sciences*, 33(2-3), 61-83.
- Sampson, E. E. (1981). Cognitive psychology as ideology. *American Psychologist*, 36, 730-743.

## **Grading**

A = 93% (930 points) or higher

A- = 90 – 92 (900-920 points)

B+ = 87-89 (870-890 points)

B = 83-86 (830-860 points)

B- = 80-82 (800-820 points)

C+ = 76-79 (760-790 points)

C = 70-76 (700-760 points)

F = below 70 (700 points)

All grading is standards-based, which means that students are evaluated against transparent, objective criteria rather than on a curve. There is no need for competition and all students have the opportunity to get an A.

If you would like to challenge an aspect of your grade, you must submit a grade inquiry form (located on Canvas).

## **Readings**

Readings will include a combination of theoretical and empirical articles and chapters, which will be available to you on Canvas.

## **2018 Deadlines:**

Add: Thursday, August 2

Drop: Monday, August 6

Withdraw: Friday, August 17

Neither Summer Session nor instructors drop students for non-attendance or non-payment. Students must drop themselves. Dropping results in full tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar -

<https://summer.ucsc.edu/fundamentals/academic-calendar.html>

## **DRC Accommodations:**

The Disability Resources Center 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](mailto:drc@ucsc.edu).

## **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](#).

### **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 about the Title IX Office](#), the [online reporting link](#), applicable campus [resources](#), reporting responsibilities, 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 can be found at [titleix.ucsc.edu](http://titleix.ucsc.edu).

The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

### **Basic Needs**

Any student experiencing difficulty affording or accessing nutritious food, or who does not have a safe, stable place to live is urged to contact Slug Support at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu) or 831-459-4446. A comprehensive listing of food and housing resource on campus and in Santa Cruz is available at [basicneeds.ucsc.edu](http://basicneeds.ucsc.edu).

### **Health resources**

Students seeking mental health resources or experiencing a crisis are urged to contact Counseling & Psychological Services at (831) 459-2628 or visit [caps.ucsc.edu](http://caps.ucsc.edu). If you find yourself struggling with your mental or physical health this quarter, please feel free to approach me. I try to be flexible and accommodating.

**Course outline:**

Date	In-class agenda	Reading work due	Written work due
<b>Monday, 7/30</b>	Introduction / Psychology & Society		
<b>Wednesday, 8/1</b>	Psychology's origins: Natural science or human science?	<p>James, W. (1892/1984). Psychology: Briefer course. Cambridge, MA: Harvard University Press. (Chapter 1, pp. 1-8)</p> <p>Blumenthal, A.L. (1975). A reappraisal of Wilhelm Wundt. <i>American Psychologist</i>, 30, 1081-1086.</p> <p>Furumoto, L., &amp; Scarborough, E. (1986). Placing women in the history of psychology: The first American women psychologists. <i>American Psychologist</i>, 41(1), 35-42.</p>	*Reflections on readings due
<b>Monday, 8/6</b>	Eugenics & Scientific Racism	<p>Claeys, G. (2000). The "survival of the fittest" and the origins of social Darwinism. <i>Journal of the History of Ideas</i>, 61(2), 223-240.</p> <p>Galton, F. (1904). Eugenics: Its definition, scope, and aims. <i>The American Journal of Sociology</i>, 10(1), 1-6.</p> <p>Shields, S. A., &amp; Bhatia, S. (2009). Darwin on race, gender, and culture. <i>American Psychologist</i>, 64(2), 111-119.</p>	*Reflections on readings due
<b>Wednesday, 8/8</b>	Psychoanalysis	<p>Freud, S. (1949). "The Ego and the Id, trans. James Strachey." The Standard Edition of the Complete Psychological Works of Sigmund Freud. [Chapters 1 &amp; 2]</p> <p>Chodorow, N. J. (2989). <i>Feminism and psychoanalytic theory</i>. New Haven, CT: Yale University Press. [Chapter 8, pp. 165-177]</p> <p>Watch Part 1 of "The Century of the Self" (1 hour, available on YouTube)</p>	<p>*Reflections on readings due</p> <p>*Essay 1 due Friday (8/10) by midnight</p>

Date	In-class agenda	Reading work due	Written work due
<b>Monday, 8/13</b>	Behaviorism	<p>Watson, J. B. (1913). Psychology as the behaviorist views it. <i>The Psychological Review</i>, 20, 158-177.</p> <p>Skinner, B.F. (1987). Whatever happened to psychology as the science of behavior? <i>American Psychologist</i>, 42(8), 780-786.</p> <p>Ruiz, M. R. (1995). B. F. Skinner's radical behaviorism: Historical misconstructions and grounds for feminist reconstructions. <i>Psychology of Women Quarterly</i>, 19, 161-179.</p>	<p>*Reflections on readings due</p> <p>*Mid-term participation log due by midnight</p>
<b>Wednesday, 8/15</b>	Gestalt psychology, social psychology, and developmental psychology	<p>Rock, I. &amp; Palmer, S. (1990). The legacy of Gestalt Psychology. <i>Scientific American</i>, 84-90.</p> <p>Gergen, K. J. (1973). Social psychology as history. <i>Journal of Personality and Social Psychology</i>, 26(2), 309.</p> <p>Burman, E. (2008). Deconstructing Developmental Psychology (2nd Ed).</p>	<p>*Reflections on readings due</p> <p>*Essay 2 due Friday (8/17) by midnight</p>
<b>Monday, 8/20</b>	Cognitive psychology	<p>Simon, H. A. (1995). The information-processing theory of mind. <i>American Psychologist</i>, 50(7), 507-508.</p> <p>Miller, G.A. (2003). The cognitive revolution: A historical perspective. <i>Trends in Cognitive Science</i>, 7(3), 141-144.</p> <p>Pinker, S. (1999). How the mind works. <i>Annals of the New York Academy of Sciences</i>, 882(1), 119-127.</p> <p>Epstein, R. (2016, May 18). The empty brain. <i>Aeon</i>.</p>	<p>* Reflections on readings due</p>
<b>Wednesday, 8/22</b>	Cultural psychology	<p>Shweder, R. A., &amp; Sullivan, M. A. (1993). Cultural psychology: Who needs it? <i>Annual Review of Psychology</i>, 44, 497-523.</p> <p>Gjerde, P. F. (2004). Culture, power, and experience: Toward a person-centered cultural psychology. <i>Human Development</i>, 47, 138-157.</p>	<p>*Reflections on readings due</p> <p>*Essay 3 due Friday (8/24) by midnight</p>

Date	In-class agenda	Reading work due	Written work due
<b>Monday, 8/27</b>	Discourse, narrative, & interpretive psychology	<p>Bruner, J. (1990). <i>Acts of meaning</i>. Cambridge, MA: Harvard University Press. (Chapter 1, pp. 1-32).</p> <p>Tappan, M. B. (1997). Interpretive psychology: Stories, circles, and understanding lived experience. <i>Journal of Social Issues, 53</i>(4), 645-656.</p>	<p>*Reflections on readings due</p> <p>*Last chance to submit extra credit assignment</p>
<b>Wednesday, 8/29</b>	The future of psychology	<p>Arnett, J.J. (2008). The neglected 95%: Why American psychology needs to become less American. <i>American Psychologist, 63</i>, 602-614.</p> <p>Pickren, W. E. (2009). Liberating history: The context of the challenge of psychologists of color to American psychology. <i>Cultural Diversity and Ethnic Minority Psychology, 15</i>(4), 425-433.</p>	<p>*Reflections on readings due</p> <p>*Final paper and participation log due Friday (8/31) by midnight</p>