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### Key Information and Zoom Links

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#### Discussion Section: Mondays and Wednesdays, 10:00am-11:00am

Discussion: Zoom Link:

<https://ucsc.zoom.us/j/91894225411?pwd=djVyTjBwS2VNVis0b3d4K2Qza01Ldz09>

Discussion Meeting ID: 918 9422 5411

Discussion Passcode: 349916

#### Office Hours: Mondays, 1pm-3pm

Office Hours Zoom Link:

<https://ucsc.zoom.us/j/96002931784?pwd=YWtUWmE0NHh1RFhDS1VvcjZVRkRMQT09>

Office Hours Meeting ID: 960 0293 1784

Office Hours Passcode: 909230

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**Lectures: Available Asynchronously on Canvas**

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### Outline of the Course

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#### Course Description:

Psychology is one of the widest-ranging fields in academia. As a result, psychologists often disagree about fundamental assumptions commonly made in research and clinical practice. This course will explore the history of psychological research and the variety of perspectives and lenses developed in psychology to better understand the world. We will also consider fundamental philosophical questions about our knowledge of human by evaluating the history of research in a research area of your choice, and exploring a variety of approaches to historiography in psychology. I look forward to sharing this journey through the history of our discipline with you all, as we learn, discuss, and investigate the psychological systems of the past.

#### Course Objectives:

By the end of the course, you will be able to:

1. Identify different types of historiography in psychology and the philosophies behind them.

2. Describe the major systems of psychology, and articulate similarities and differences between them.
3. Contextualize how these systems developed throughout the history of psychology.
4. Explain the role that prevailing social norms, culture, policies, and historical events play in influencing the systems employed in psychological research and practice.
5. Specify how psychological research and practice can, conversely, impact and influence prevailing social norms, culture, policies, and historical events.
6. Critically evaluate research in psychology by identifying and appraising the philosophical and theoretic assumptions being made by researchers, as well as explain the relationship between these assumptions and the methods employed in psychological research.
7. Narrate and draw conclusions about the history of a specific research or practice area in psychology that interests you.

**Prerequisites:** PSYC 100 (Research Methods) or equivalent course from another institution

## **Course Requirements**

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**Canvas:** All required readings, handouts, and other course-related documents and communications will be posted on canvas: <http://canvas.ucsc.edu>. You are responsible for accessing the site and checking it frequently. Readings for the course are all posted on canvas at the start of each course.

**Attendance and Participation in Class Discussion:** Attending class is critically important to learning, as there will be many topics that are only covered in class (i.e., not on the course readings or lectures). Additionally, class discussions and activities offer an opportunity to reflect on and deepen your understanding of course material, as well as learn from each other. This is especially the case during the summer, where missing a single class period is the equivalent of missing a full week of course material during a regular quarter. If you know you are going to miss a course in advance, please let the instructor know as soon as possible, so alternative accommodations can be made.

**Choice Readings and Reading Responses:** Readings offer you the opportunity to dive deeper into topics that expand beyond lecture materials, as well as give you the opportunity to read more about the history of psychology subfield. While material covered in lecture is material that is important for everyone to know, choice readings offer you an opportunity to expand your knowledge in an area of interest you choose.

For each class day after the first, there will be a selection of “Choice Readings” available on canvas (typically five to choose from) for the topic of the day.

For each day, select **ONE** of the articles assigned to read in this module under the "Choice Readings" category that interests you most to read. Please submit at least one full page of writing, accomplishing **at least one** of the following three tasks regarding the article you read (You can do more than one if you wish):

- 1) Provide a detailed summary of the article. (This may take the form of either paragraphs summarizing the article, or a very detailed set of notes in an outline format)
- 2) Offer an insightful, specific critique you have of the article
- 3) (Note: This is only an option if the article is an empirical article) Explain one thing you would do differently if you were able to design the study yourself, and why.

Please come to class having completed your one choice reading, as you may be asked to share and discuss what you read with other students in breakout rooms.

**Media Engagement Assignments:** As an instructor, I value providing opportunities to learn through many formats, as readings and lectures are not the only way to help build understanding. As a result, for each class day after the first, there will be a “media engagement assignment”, which will ask you to engage with some form of media (typically a video, podcast, series of images, or series of videos) and write a short response answering some reflection questions provided on Canvas. Please note that these assignments will vary in length and difficulty (in part because some videos are considerably longer than others), so you may need to take a look at them in advance to plan out your time accordingly.

**Quizzes:** Following each lecture, a multiple-choice quiz will become available on canvas based on the lecture material to check your understanding. These quizzes are not intended as a stressful assessment of whether you have memorized something, but instead as another opportunity to review and check your understanding. In line with this goal, you may re-take the quiz as many times as you wish up until the deadline, and ask the instructor for help with any questions you are struggling with.

**Areas of Interest Paper:** Students are asked to submit a 1- 1.5 page paper introducing themselves, describing their main area of interest in the history of psychology, and describing any particular topics that they hope to learn about in this class. These topics will be used to build the final optional lecture of the course, in an effort to align with student interests. More information will be provided on the details of this assignment on Canvas.

**Psychology and the Judiciary Analysis:** You will be asked to complete an assignment investigating the role of psychological research in the context of a historical court case that has come before the United States Supreme Court. This assignment has the following requirements.

- 1) Select a United States Supreme Court case to analyze in which the American Psychological Association got involved by filing an Amicus Brief (a document providing legal arguments and scientific evidence in support of one side of a case that is relevant to psychology)
  - a. You can find a list (organized by issue) of these cases here to select from: (<https://www.apa.org/about/offices/ogc/amicus/index-issues>).
  - b. NOTE: You may select any case you want from the list EXCEPT for Price Waterhouse v. Hopkins (1989), which will be used as an example in class to help guide this assignment. Please also note that if the case lists either 2020 or 2021 as its year, it may not have been argued in court yet, so please check to make sure an

oral argument audio recording for the case is available on oyez.org. before selecting it.

- c. Once you have selected the case, read through the short summary of the case on the APA webpage.
  - d. Then, read through the Amicus brief submitted by the APA (the full pdf will be available on the summary webpage)
    - i. NOTE: You can skip the earliest portions of the brief which usually just list resources and the table of contents, and stop reading after you read the conclusion.
    - ii. NOTE: Some of the language might be a bit challenging, so I highly recommend having a dictionary available for unfamiliar words or legal concepts that might come up.
  - e. Next, listen to the full oral arguments for the case (typically 1 hour in length), which are available via oyez.org (I will demonstrate how to look these up in class)
- 2) After familiarizing yourself with the case by completing step 1, write a 3-4 page paper analyzing the case you chose, briefly describing what the case was about, how it was decided, and the role you perceived that psychological research and/or clinical practice played in the case. The paper should include at least one direct quote or paraphrase from oral arguments, and at least two direct quotes or paraphrases from the amicus brief. You should also discuss to what extent you agree or disagree with the APA's position and why.
  - 3) Turn the paper in on Canvas.
  - 4) Stronger papers demonstrate rich, nuanced, detailed analysis demonstrating a masterful understanding of the case, with a clear central thesis, clear organization, and careful proofreading.

**Tracing a History Topic Proposal:** For the final paper in this class, you will be asked to trace the history of a research topic still studied in psychology today. You'll be asked to analyze the existing research on the topic in order to make a claim about what changes have emerged in the research in your chosen area, as well as identifying any continuities you see across the studies. For this Topic Proposal assignment, you are being asked to submit a paper discussing the topic you are tentatively planning to explore in that final paper.

Your Topic Proposal should meet the following criteria:

- 1) The paper describes why you are interested in the topic.
- 2) The paper identifies and cites one paper as an example of the research area (this paper can be used in the final paper as well).
- 3) The paper is 1- 1.5 pages long.
- 4) The paper uses appropriate writing mechanics (grammar, punctuation, spelling, etc.)
- 5) The topic that is selected is appropriate for the assignment:

- a. The topic needs to be one that is **studied within the discipline of psychology** (even though it may also be studied in other disciplines as well).
- b. The topic needs to be one that has been **studied within psychology for at least 40 years (i.e., you can locate at least one paper published on the topic prior to or during the year 1981)**. For this reason, topics focusing exclusively on the Internet, social media, smartphones, etc. would not be appropriate, though larger topics about which these were later features of the research are fair game. This requirement is in place to ensure you can effectively analyze trends in the research in terms of continuity and change across a longer period of historical time, and a topic with a very short research history will likely be difficult to assess in this manner. For example, a paper focusing on "the history of research on the spread of political misinformation" would be appropriate and could certainly cover the research about how social media has contributed to the problem more recently, so long as it is also covering the research on the spread of political misinformation over this longer span of time as well.
- c. The topic should be one that is **still studied in psychology today (i.e., you can locate at least one paper published on the topic from the year 2011 or later)**.
- d. The topic should be **specific enough to narrow your search to a reasonable number of important papers, but broad enough that at least 6 papers have been published on the topic**. (For example, "Adolescent psychology" is too broad, but "The relationship between clinical depression and occupational interest among LGBTQ adolescents in Barbados" is probably too specific, as there won't be enough papers on this topic specifically). NOTE: You are not being asked to read every single paper in a literature, just a handful of the most important and impactful ones.

**Tracing a History Paper:** In lieu of a final exam, in this course you are asked to write a final paper in which you make an argument about the history psychological research on the topic you selected in the topic proposal assignment. To complete this assignment, please write a paper making an argument that answers the following question: "How has research in your topic area changed, remained consistent, and/or developed over time?" The paper should meet the following criteria:

- 1) The topic is appropriate for this assignment (see above)
- 2) The paper is 5 - 8 pages in length (You have a lot of leeway on length here, but remember that the title page and references page do are not included in this length)
- 3) The paper accurately reviews at least six papers in the topic area (ideally widely cited or central to the research literature)
- 4) The paper makes a claim about how research in that topic area has changed and/or remained consistent over time, and uses that reviewed papers to support that claim. You may, for example, make an argument about what patterns you've noticed in the literature, whether theories and approaches in the field have come into conflict and/or build off of one another, how philosophies, epistemologies, and ontologies may have

changed in the field, or how the field has responded to criticism and limitations over time.

- 5) The paper uses appropriate writing mechanics (grammar, punctuation, spelling, etc.)

**Note on ALL Papers for this class:** All papers must be 12-point, Times New Roman Font, with 1-inch margins, double-spaced, and, if citing a paper, include a References page, and in-text citations. References pages and title pages do not count towards page length.

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### Class Policies

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**Late Policy:** Late papers and outlines lose 10% of their maximum point value for each 24-hour period for which they are late. Papers and outlines that are more than 7 days late will not be accepted. If extenuating circumstances (see below) will prevent you from completing the assignment on time, please contact the instructor via email to let them know so that alternative arrangements can be made.

**Extenuating Circumstances:** Sometimes sudden circumstances come up, such as hospitalizations, deaths of close family members, and mental health challenges. If an extenuating circumstance is affecting your performance in this course, or making it so that your coursework will be turned in late, please communicate with the instructor as soon as possible to notify them, so appropriate accommodations can be made.

**Accommodations for Disabilities:** Any student who thinks s/he may need an accommodation based on the impact of a disability should contact the instructor privately to submit their Accommodation Authorization and discuss specific needs, preferably within the first week of the quarter. Please contact the Disability Resource Center at 831-459-2089, in room 146 Hahn Student Services, or by e-mail at [drc@ucsc.edu](mailto:drc@ucsc.edu) to coordinate those accommodations.

**Academic Integrity:** Academic dishonesty is not tolerated. Cheating and plagiarism are very serious academic offenses. Penalties can include a failing grade in an assignment, quiz, exam, or in the course, or suspension or expulsion from the university. Please consult the following website for more information: [http://www.ue.ucsc.edu/academic\\_integrity](http://www.ue.ucsc.edu/academic_integrity)

**Unauthorized Sale of Course Notes and Materials:** Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose—whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers, or other course materials) is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal action.

**Mutual Respect:** This course will involve discussing controversial topics that continue to be under intense public debate. Some of these issues may touch on very personally challenging questions and experiences. As a result, it is extremely important that we foster an environment where people feel comfortable disagreeing and discussing ideas productively. That will include being mindful of your level of participation, being mindful of when you are expecting others to do emotional labor for you and practicing any self-care you may need. Students are expected to

treat one another with mutual respect, and refrain from insults and personal attacks, even in the midst of heated debate about ideas.

**Communication:** The best way to get into contact with me is via email: [sadhughe@ucsc.edu](mailto:sadhughe@ucsc.edu). I will do my best to respond to emails within 48 hours. I am also available via office hours, and by appointment, so please don't hesitate to reach out.

## Grading Policies

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**Course Grade:** Your final grade **will be weighted as follows:**

Assignment	Point Value
Choice Reading Response	10 (x9) = 90
Discussion Attendance	4 (x9) = 36
Quizzes	12 (x10) = 120
Media Engagement Assignments	8 (x9) = 72
Areas of Interest Paper	10
Tracing a History Topic Proposal Paper	22
Psychology and the Judiciary Analysis Paper	50
Tracing a History Paper	100
Total	500

**Translating Points into Letter Grades:**

Points	Percentage	Letter Grade
490-500	98.0%-100.0%	A+
465-489	93.0%-97.9%	A
450-464	90.0%-92.9%	A-
440-449	88.0%-89.9%	B+
415-439	83.0%-87.9%	B
400-414	80.0%-82.9%	B-
390-399	78.0%-79.9%	C+
365-389	73.0%-77.9%	C
350-364	70.0%-72.9%	C-
340-349	68.0%-69.9%	D+
315-339	63.0%-67.9%	D
300-314	60.0%-62.9%	D-
0-299	59.9%-0.0%	F

Note: If you are taking the course **PASS-FAIL**, 350 points and above (70.0% and above) is passing; 349 points and below (69.9% and below) is failing.

## Course Schedule

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<b>Day of the Week</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments Due at the Start of Class</b>	<b>Assignments Due at Other Times</b>
Monday	June 26	Syllabus Overview and Course Logistics	None	
Wednesday	July 28	Historiography in Psychology	Syllabus Quiz Media Engagement Lecture Quiz Choice Reading Response	
Friday	July 30			Areas of Interest Paper due at 11:59 PM on July 30 <sup>th</sup> on Canvas
Monday	August 2 <sup>nd</sup>	Ancient and Classical History of Psychology	Media Engagement Lecture Quiz Choice Reading Response	
Wednesday	August 4	Medieval and Industrial History of Psychology	Media Engagement Lecture Quiz Choice Reading Response	
Friday	July 6			Tracing a History Topic Proposal Paper due at 11:59 PM on July 6 <sup>th</sup> on Canvas
Monday	July 9	Early Scientific History of Psychology	Media Engagement Lecture Quiz Choice Reading Response	
Wednesday	July 11	Post-War Psychological Systems	Media Engagement Lecture Quiz Choice Reading Response	
Friday	July 13			Psychology and the Judiciary Analysis Paper due at 11:59PM on July 13 <sup>th</sup> on Canvas
Monday	July 16	Psychology and Mid-20 <sup>th</sup> Century Social Change	Media Engagement Lecture Quiz Choice Reading Response	
Wednesday	July 18	Psychology in the Late 20 <sup>th</sup> Century	Media Engagement Lecture Quiz Choice Reading Response	

Friday	July 20			No assignment due, work on final paper
Sunday	July 22	(Optional Viewing) Student Topic of Interest Lecture	No assignments associated with this lecture	No assignments associated with this lecture
Monday	July 23	Contemporary Controversies in Psychology	Media Engagement Lecture Quiz Choice Reading Response	
Wednesday	July 25	Epistemologies, Ontologies, and Paradigms	Media Engagement Lecture Quiz Choice Reading Response	
Friday	July 27th			Tracing a History Paper due at 11:59 PM on August 27 <sup>th</sup> on Canvas