**COUN 8970** Special Topics:

Great Ideas in Psychology

***Summer 2015***

***Mini-semester 1***

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**Special Education,**

**Rehabilitation, & Counseling**

**College of Education**

Instructor Information:

**Annette S. Kluck, Ph.D.**

**Associate Professor**

**2066 Haley Center**

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**334-844-2553**

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Office Hours: **By appointment.**

**This section of this course is reserved for students in the Counseling Program at Auburn University. All others require instructor permission.**



**College of Education**

**Special Education, Rehabilitation, & Counseling**

**COUN 8970**

**Special Topics: Great Ideas in Psychology (3 semester hours)**

Course Syllabus

Summer 2015

**I. General Information**

Instructor: Annette S. Kluck, Ph.D.

Office: Haley Center 2066

Office Phone: 844-2553 (email is the preferred mode of contact)

Office Hours: by appointment

Email: [ask0002@auburn.edu](mailto:ask0002@auburn.edu) and by appointment

Class meetings: Insert Specific Days

Prerequisites: None

Co-requisites: None

Class developed in May 2010, revised May 2012 and May 2015.

**II. Required Texts:**

Text 1: Goodwin, C. J. (2012). *A history of modern psychology* (4th edition). Hoboken, NJ: John Wiley & Sons.

Text 2: Benjamin Jr., L. T. (2009). *A history of psychology: Original sources and contemporary research* (3rd edition). Malden, MA: Blackwell Publishing.

Other readings as assigned including:

Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal & Social Psychology, 63*, 575-582.

Benjamin, Jr. L. T. (2000). *The psychology laboratory at the turn of the 20t century*. In Text 2 (pages114-118)

Boring, E. G. (1951). The woman problem. *American Psychologist, 6*, 679-682.

Gibson, E. J., & Walk, R. D. (1960). The “visual cliff.” *Scientific American, 202*(4), 67-71.

Harlow, H. F. (1958). The nature of love. *American Psychologist, 13*, 673-685.

Hollingworth, L. S. (1918). *Tentative suggestions for the certification of practicing psychologists*. In Text 2 (pages 195-197)

James, W. (1890). *The stream of thought*. In Text 2 (pages 84-87)

Locke, J. (1690). *An essay concerning human understanding*. In Text 2 (pages 27-31)

Raimy, V. (1950). *Professional training in the light of a changing science and society (excerpt from the Bolder Report).* In Text 2 (pages 313-317)

Rosenhan, D. L., (1973). On being sane in insane places. *Science, 179*, 250-258.

Skinner, B. F. (1948). Superstition in the pigeon. *Journal of Experimental Psychology, 38*, 168-172.Witmer, L. (1907). *Clinical psychology*. In Text 2 (pages 176-181)

Watson, J. B., & Rayner, R. (1920). Conditioned emotional responses. *Journal of Experimental Psychology, 3*, 1-14.

Wundt, W. (1896). *Psychical elements and compounds*. In Text 2 (pages 58-63)

**III. Recommended:**

Use of other textbooks and literary sources that detail history of psychology. It is expected that students will approach this course with a curiosity about the history of the field and will explore beyond the assigned readings.

**IV. Course Description:**

This course will expose students to the individuals and ideas that shaped the field of psychology. Course coverage will include exposure to databases that track the influence of past scholarly works. Students will learn about philosophical sources of influence, the specific contributions of eminent psychologists, and important events that are relevant to modern psychology. Students will read selected original works and will gain experience tracing the history of psychology.

**V. Course Objectives and Methods:**

Objectives that reflect the college’s commitments to diversity and technology are coded as “D” and “T” respectively. The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals.

Objectives:

1. Learn about the philosophical ideas and historical events in science and the world that have influenced the emergency and progression of the scientific discipline of psychology

2. Be able to articulate the relationship between the diverse specialties within the field of psychology and the reciprocal influence disciplines and science and practice have had on one another. D

3. Engage in critical analysis of the science of psychology and examine the progress of the field with appropriate scientific skepticism.

4. Understand what qualities contribute to the success of those individuals who have achieved recognition of greatness in the field of psychology.

5. Know how to trace the genesis of a theory or psychological concept back through history. T

Instructional Strategies:

In this class, we will take a curious and exploratory approach to the history of psychology. It is expected that you will read beyond the assigned readings to learn about the Great Ideas that shaped our field and the individuals who developed those ideas. During the course of the semester, the section of the Monitor relevant to course content is fair game for class discussions and questions. If you do not happen to get a copy of the Monitor, I recommend you borrow it from a friend.

**VI: Course Content** **and Schedule:**

I reserve the right to make modifications to this schedule as necessary.

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| --- | --- |
| **Week 1** | |
| M/T | Welcome to class, read chapter 1, discuss why history, review syllabus, discuss social citation index, define eminence in psychology; NO READING QUIZ |
| W/H | **Pretest**, COP, Boulder Model, certification for licensure, Boring paper, Hollingworth paper, Raimy paper |
| **Week 2** | |
| M/T | Possibly Tour museum. If not, Chapter 3 on Functioning of nervous system and Phrenology |
| W/H | Descarte, Locke, Berkeley, Mill, Stuart Mill, Leibniz, Kant, Chapter 2 and Locke paper; Chapter 3 on Functioning of nervous system and Phrenology, **Matching Test** |
| **Week 3** | |
| M/T | Wundt, Ebbinghaus, Darwin Chapters 4 and 5 and Wundt paper |
| W/H | James, Hall, Calkins, chapter 6, James paper and Benjamin paper **Matching Test** |
| **Week 4** | |
| M/T | Titchener, Dewey, Thorndike, Wertheimer, Koffka , Lewin Chapters 7 and 9, |
| W/H | Pavlov, Watson, Tolmon, Skinner, Piaget Chapters 10 and 11 and part of 14 (on Piaget)**,** Skinner paper, Watson paper, **Matching Test** |
| **Week 5** | |
| M/T | Freud, Rogers, Witmer, Clarke, Gibson, Chapters 13 15, Gibson Paper, Rosenhan paper, Witmer paper, **Course Paper Due** |
| W/H | WW-2, Milgram, Zimbardo, Sternberg, Bandura, Harlow, Possibly watch *A Dangerous Method*, Chapter 14, Bandura paper, Harlow paper, and review of course |
| June 22 | **Final exam at 10:00 am – Both Sections** |

**VII: Course Requirements/Evaluation**

1. Complete Assigned Readings (see reading quizzes)
2. Participate in class (see class philosophy)
3. *Course presentation*. As a part of the Great Ideas class, you will each be responsible for presenting for 60-75 minutes on an individual who has made a substantial contribution to the field. I have preselected the individuals that I would like students to present on for the course. On the first night of class, we will draw numbers at the start of class. If you are not on time, you will get last pick regardless of the numbers left. In order of the numbers drawn people will select the person they wish to present on. You cannot present on an individual if you are scheduled to be absent on the date assigned. If you miss the day you are to present on a person, you will have to present on another individual of my choosing that is scheduled for coverage later in the course. You will only be able to make up the presentation (as outlined above) for a university excused absence (essentially, these are emergencies only and require documentation). If you have already cleared an absence in writing with confirmation from me at the time I send the email describing this policy, I will work with you to find a person and day you can present if the only time left falls during your previously approved absence.

For your presentation, you will need to submit to me, at least 48 hours before the start of class in which you are to present, an outline of your presentation. This will give me some time to determine if there are things that you do not wish to cover that I think I need to review as part of my lecture. Students presenting will generally, though not always, go at the start of class. I will decide the order in which students present because it often makes sense to talk about one individual before the other or to review them in a particular order. The grading for the presentation is outlined below (total 15 pts)

submission of overview on time 2 pts

length of presentation 2 pts

coverage of key ideas for person 5 pts

extends beyond what students obtained from reading assignments 3 pts

background on individual and historical environment shaping ideas 2 pts

Inclusion of references 1 pts

*Paper*. The paper will be due by the start of class on the date assigned and is designed to allow you to further explore the history of psychology in a way that interests you and may shape your work as a psychologist. It is expected that the paper will be approximately 8 pages double spaced (this does not include references or the title page). Because both of the options for this paper require you to access primary sources, you will want to start gathering resources early. You will likely need to order some of the resources through Inter Library Loan or Library Express as older sources are not as often available through the more modern internet sources, which can mean that getting sources will take time. The paper is worth 13 pts. You will pick from one of the two following options:

1. Describe the history of a psychological concept of interest to you. This will likely be easier if you chose something that is not overly broad or overly focused. The idea behind this paper is to trace a current concept of interest in psychological research back through time. This will involve accessing current articles to see which authors and sources they cite in referencing the theory that supports the current construct. You will then access those sources to determine who they cited. For this paper, you will describe the research lineage of the idea that you traced and include references as you describe the link. It is expected that you will continue reviewing the citations back to when you can tie them to the original theorists. You should also describe what you learned as you consulted the earlier sources, what surprised you, and what inaccuracies you discovered along the way. It is expected that you will have abstracts of articles and sources available if requested.
2. Describe a historical event (this does not have to have happened in the United States) that has shaped the field of psychology. Briefly discuss the event and describe how it affected specific subfields. It is expected that you will consult literature dating back to the event as you describe how it has shaped the field. It is also expected that you will primarily draw upon primary sources. Finally, you will use more current sources that document the continual and prominent effect of this event.
3. Class trip. I plan for us to attend the Tuskegee Human and Civil Rights Museum. Our goal is to study history and we will take advantage of the history that is near us and related to what we do in psychology. We will focus on the exhibit that details the syphilis study. I encourage you to do a little research before we go if you are unfamiliar with this study. I am currently working with the museum to identify a day and time when all students (both classes can go). My hope is to go on the 26th of May. If that does not work, we will find a Friday to go. I will pay for each student who goes with the class. If you are unable to go with the class, you will need to go on your own and you will need to pay for it. Going to the museum is worth 5 pts. If you attend on your own, you will need to produce a receipt and a brief paper on the experience (reflecting on the experience). If you go with the class, you will not be required to produce a receipt or paper because I will pay and I will be able to observe you and speak with you as you move through the exhibit.
4. *Tests*. This course has been taught in different ways. I think it is essential that you have a good understanding of the lines of thought that influenced our field (including philosophy, biology, cognitive science, and behaviorism to name a few) and know when these ideas were most active in their influence. The final exam will focus more on the ideas and accessing our history.

The first type of examination will involve a daily reading quiz. Reading quizzes will always take place at the start of class. A review of the grade breakdown will reveal that you can miss a reading quiz and still get an A if you do well on other portions of the class. There will be no reading quiz during the first class. The intent of these quizzes is to check that you read the material rather than to test you over mastery. It is expected that you will read so that you arrive to class ready to discuss what you learned about the contributors, theories, and ideas. You are also expected to go beyond the assigned readings and explore the field. This will expand our discussions and allow each class member to contribute to the learning experience in the course. If you will be absent and know about it before hand, you must inform me and take the reading quiz before you leave. You are expected to remind me at least 1 week before hand of the date(s) in which you will be absent from class and the date by which you need to take the reading quiz. Students will not be allowed to take the reading quiz after the class in which it is offered unless there is an emergency (students should review university policies regarding excused absences). Similarly, if you arrive late to class and the class has finished the quiz, you will not be allowed to take the quiz unless you have a university excused absence (note that this would have to be pre-approved or a documented emergency). Each reading quiz is worth 5 pts.

My goal for the class is that you increase your knowledge about the history of our field and how our field fits together. The final will have two parts: the first part will be simple and ask you to identify who has which idea. This will line up with the pretest. You will also have multiple chances (in addition to the final) to document that you know this information and obtain feedback-these practice tests will only be graded that you took them. These are called Matching Tests in the schedule above. You must take them, but only the one offered in the final exam is considered for the grade. However, I encourage you to study for each of these (it will make your job for the final easier – recall what you know about learning of material and take advantage of that research). The same general content will appear on the pretest and these Matching Tests. However, I will add additional individuals to these tests as we progress through the course. You will know whether you got the item correct or not, but I will not tell you the correct answer. The test will involve a matching format where you must match the person up with his or her idea(s) which may change in order (or in the wording) for each version of the Matching Test. The Matching portion is worth 12 pts and each practice will be 1 pt (except for the pretest which will not be given credit)

The second part of the Final Exam will be a multiple choice test that will focus on the understanding of major ideas in our field. This is worth 12 pts

The breakdown of points will be:

Reading quizzes: 5 pts each = 40 pts

Completion of Matching Tests for practice: 1 pt each = 3 pts

Final exam Matching portion: 12 pts

Museum attendance: 5 pts

Presentation: 15 pts

Paper: 13 pts

Final exam Review portion: 12 pts

Total points: 100

**VIII: Class Policy Statements**

*Attendance*. It is expected that you will be responsible for attending class and you are expected to attend each class unless you have a university or instructor approved absence. I will not take attendance for the class, but will be having reading quizzes each day. You will not be allowed to make up a reading quiz unless you have an absence that meets the requirements approved by the university or have previously had a scheduled absence approved by me. In cases of previously approved absences, it is expected you will take the reading quiz prior to the missed class (so you will need to read ahead). You must have documentation for any absence so please obtain a doctor’s note if you are unable to attend due to illness (otherwise, you will not be allowed to make up the quiz).

*Late Papers/Quizzes*. I will not accept late papers. All papers will be submitted via email such that you can still submit assignments even if you are not present in class. Papers are due by the start of class (10:00 am) or at least 48 hours prior to the start of class (for outlines of presentations). All class assignments turned in after this time will receive a grade of 0. As stated above, quizzes and tests will be given at the start of class. If you arrive after the completion of the quiz, you will not be allowed to take the quiz. If you need to miss class, you will need to take the quiz prior to the class (see policies above as you are responsible for informing me of your need to schedule a time for your quiz prior to your absence).

*Preparing and Submitting Assignments*. You should prepare all assignments using APA format. You must use the 6th edition. Poor grammar and typos can detract from your grade. You will submit all assignments via email. It is recommended that you copy yourself on the emails so you can ensure and document that your assignment was submitted.

Classroom civility is expected. *Please turn off* cell-phones or pagers before entering class.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

**IX: Justification for Graduate Credit:**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.