**COUN 8970** Special Topics:

Great Ideas in Psychology

***Summer 2019***

***Mini-semester 2***

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**Special Education,**

**Rehabilitation, & Counseling**

**College of Education**

Instructor Information:

**Evelyn A. Hunter, Ph.D.**

**Assistant Professor**

**2052 Haley Center**

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**334-844-7608**

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Office Hours: **By appointment.**

**This section of this course is reserved for students in the Counseling Psychology 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

**I. General Information**

Instructor: Evelyn A. Hunter, Ph.D.

Office: Haley Center 2052

Office Phone: 844-7608 (email is the preferred mode of contact)

Office Hours: by appointment

Email: eac0006@auburn.edu

Class meetings: MW 11am – 2:45pm Haley 3150

Prerequisites: None

Co-requisites: None

Class revised May 2019.

**II. Required Texts:**

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

Other readings as assigned including:

Abhyankar R. (2015). Psychiatric thoughts in ancient India. *Mens sana monographs*, *13*(1), 59–69. doi:10.4103/0973-1229.153304

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

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

Constantine, M. G., Myers, L. J., Kindaichi, M., & Moore, J. L. III. (2004). Exploring indigenous mental health practices: The roles of healers and helpers in promoting well-being in people of color. Counseling and Values, 48(2), 110-125. [http://dx.doi.org/10.1002/j.2161-007X.2004.tb00238.x](https://psycnet.apa.org/doi/10.1002/j.2161-007X.2004.tb00238.x)

Gerstein, L.H., Rountree, C., & Ordonez, A. (2007) An anthropological perspective on multicultural counselling, Counselling Psychology Quarterly, 20:4, 375-400, DOI: [10.1080/09515070701567788](https://doi.org/10.1080/09515070701567788)

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)

Huang, H., & Coker, A. D. (2010). Examining Issues Affecting African American Participation in Research Studies. *Journal of Black Studies*, *40*(4), 619–636. <https://doi.org/10.1177/0021934708317749>

Okasha, A. (2005). Mental health in Egypt. *The Israel Journal of Psychiatry and Related Sciences, 42,* 116-125.

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)

Tuskegee Study Timeline - CDC. (n.d.). Retrieved from <https://www.cdc.gov/tuskegee/timeline.htm>

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.

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

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

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

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| **Week 1** | **Readings** | **Assignments Due** |
| M Jun 24 | Welcome & Syllabus Review. Why history? The evolution of mental illness. Eminence in Psychology.  |  |  |
| WJune 26 | **No Class** | **Text**:Chap 2**Articles**:Boring (1951)Hollingworth (1918; 2 pgs) Raimy (1950; 2 pgs) | **Reading Quiz 1****Online Assignment** (failure to complete quiz and/or assignment will result in a class absence for this date) |
| **Week 2** | **Readings** | **Assignments Due** |
| MJuly 1 | Philosophical/Scientific Roots of Psychology. Counseling Psychology: The Boulder Model and Certification for Licensure | **Text**:Chap 3 | **Reading Quiz 2****Presentation 1**  |
| WJuly 3 | **Tuskegee History Museum Trip**  | **Articles**:Tuskegee Study TimelineHuang & Coker (2010) |  |
| **Week 3** | **Readings** | **Assignments Due** |
| MJuly 8 | Wundt (The Father of Psychology?); Darwin; Cross-cultural comparisons.  | **Text**:Chap 4 & Chap 5**Articles**:Wundt (1896; 2 pgs) Abhyankar (2015)Okasha (2005) | **Reading Quiz 3****Presentation 2** |
| WJuly 10 | Structuralism & Functionalism | **Text**:Chap 7**Articles**:Gerstein et al. (2007) | **Reading Quiz 4****Presentation 3** |
| **Week 4** | **Readings** | **Assignments Due** |
| MJuly 15 | Gestalt Psychology | **Text**:Chap 8 & Chap 9 | **Reading Quiz 5****Presentation 4** |
| WJuly 17 | Behaviorism  | **Text**:Chap 10 & 11**Articles**:Skinner (1948)Watson (1920) | **Reading Quiz 6****Presentation 5****History of Psych Paper** |
| **Week 5** | **Readings** | **Assignments Due** |
| MJuly 22 | Practitioners | **Text**:Chap 13**Articles**:Constantine et al. (2004)Rosenhan (1973) | **Reading Quiz 7****Presentation 6** |
| WJuly 24 | Movie: A Dangerous MethodResearchers | **Text**:Chap 14**Articles**:Bandura et al (1961)Harlow (1958) | **Reading Quiz 8****Presentation 7****Academic Genealogy** |

**VII: Course Requirements/Evaluation**

1. **Reading Quizzes** (35 pts). Eight (8), quizzes will be administered at the beginning of each class period using an online format. **If you do not have capabilities to access an online quiz in class (smart phone, laptop, tablet, etc.), please come see me immediately after the first class.** The lowest two quiz grades will be dropped, such that the seven (7) highest quizzes will count in your final grade (5 pts/quiz). Quiz format will be multiple choice and short-answer response questions, based on the article/text readings due, previous class discussions, and/or previous readings. The best way to do well is to stay actively involved in the course material (i.e., take notes as you read, review lectures, quiz yourself, and so on). Because there are options to drop lowest quiz grades, you will not be able to make up missed quizzes due to tardiness or absence.
2. **Academic Genealogy Tree** (15 pts)**.** A major assignment for this course will be your research into your own academic genealogy. To do so, you will need to begin by interviewing your academic “parentage”. At minimum, this will include an interview with your primary advisor; however, you may also include other academic mentors that you see as integral to your development into a Counseling Psychologist. As an example, I consider both Dr. Annette Kluck (advisor) and Dr. Randolph Pipes (mentor) as members of my academic genealogy. You can use sites such as [www.academictree.org](http://www.academictree.org), but be mindful that you must conduct at least the initial interview with your first line of advisors/mentors.

You will create an electronic “Academic Tree” and present your lineage to class (if you would like to, you can add to your tree on academictree.org, or create an electronic .doc/pdf). You will need to go back at least 4 generations (but I would encourage you to go as far as you can, you may be surprised who you can find in your lineage). Your information on your Academic Tree will need to include the following:

* 1. Name of person
	2. Primary Specialty Area
	3. Current or Last place of Employment
1. **Great Psychologists Presentation** (75 minutes; 20pts)**.** As a part of the class, you will each be responsible for presenting on an individual who has made a substantial contribution to the field. 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. Your presentation should include a powerpoint covering a) basic historical information about the person, b) a review of the individuals contributions to psychology, c) a review of how we currently utilize this individuals contributions (where is the evidence of their contribution in modern psychology, and d) some class activity to illuminate the material you have covered.

The grading for the presentation is outlined below:

* 1. submission of overview on time 2 pts
	2. length of presentation between 70-80 min 2 pts
	3. background/historical context of person 3 pts
	4. coverage of key ideas for person extends beyond what students obtained from reading assignments 5 pts
	5. contributions rooted in modern/current psychology 5 pts
	6. activity is relevant and connects teaching material 3pts
1. **History of Psychology Paper** (6-8 pgs; 20pts). The paper 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 6-8 pages double spaced (this does not include references, appendices, or the title page). Because this paper requires 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.

You will complete the following as a component of this paper:

1. Select a psychological concept of interest to you that is relatively well-known (e.g. The Superwoman Schema – now you cannot use this one :-). Give a brief description of the concept in the literature. 2pts
2. Next, you will trace this 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. It is expected that you will continue reviewing the citations back to when you can tie them to the original theorists (so perhaps the root of “The Superwoman Schema” for example is Piaget’s theory- this is made up as an example). You will include all you consider to be “original/primary sources” in the Appendix of your paper. 5 pts
3. You will describe the research lineage of the idea that you traced and include references as you describe the link. 5 pts
4. You should describe what you learned as you consulted the earlier sources, what surprised you, and what inaccuracies you discovered along the way. 5 pts
5. Finally, connect this concept and your understanding of the history of the concept to your work as a psychologist and how this may impact how you understand your professional self. 3 pts
6. **Tuskegee History Museum Trip** (10 pts). We will 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, but we may also venture to other aspects of the museum as well. Your grade for this trip will include the following:
	1. Demonstration of pre-reading for the day (based on discussion at the museum)
	2. Professional and respectful engagement during the your
	3. Integration of the experience with our learning in the overall course

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. If you attend on your own, you will need to produce a receipt and a brief paper on the experience (reflecting on the experience).

**Course Evaluation**

Reading quizzes: 35 pts (5 pts/each)

Academic Genealogy: 15 pts

Great Psychologist Presentation: 20 pts

History of Psychology Paper: 20pts

Tuskegee History Museum: 10 pts

**Total points: 100**

**8. Class Policy Statements:**

Late Work Policy: It is expected that you have completed all assignments by the due date and time. Failure to turn an assignment in on time will result in unsatisfactory completion of that course requirement. Late assignments are not accepted. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance Policy: Class attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **As stated in the Course Requirements, students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. In order for an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

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

As students enrolled in a training program accredited by the American Psychological Association, you are bound by the *Ethical Principles of Psychologists and Code of Conduct* adopted by that organization. The Student Policy eHandbook contains information on procedures to follow in the event you have an academic grievance. It also contains information about the student code of conduct. It is your responsibility to be familiar with and to follow the code of conduct in the eHandbook.

Office Hours: I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class or call my office phone. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a course designed to teach knowledge and skills related to the scientist-practitioner model of counseling psychology, only students enrolled in the counseling psychology doctoral program are eligible to take this course.