**COUN 8970** Special Topics:

Great Ideas in Psychology

***Summer 2023***

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**Special Education,**

**Rehabilitation, & Counseling**

**College of Education**

Instructor Information:

**Brian E McCabe, Ph.D.**

**Assistant Professor**

**2054 Haley Center**

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**334-844-7686**

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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 8320**

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

Course Syllabus

**I. General Information**

Instructor: Brian E. McCabe, Ph.D.

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Office Phone: 334-844-7686 (email is the preferred mode of contact)

Office Hours: by appointment

Email: [bem0040@auburn.edu](mailto:bem0040@auburn.edu)

Class meetings: Tuesdays 4:00 – 7:45pm Haley Center 1221

Prerequisites: None

Co-requisites: None

Class revised May 2019, April 2021, May 2023.

**II. Required Texts:**

Text: Goodwin, C. J. (2012). *A history of modern psychology* (5th edition). Hoboken, NJ: John Wiley & Sons.

**Other readings as assigned, including (see Canvas for article or excerpt):**

*Week 1*

King Jr, M. L. (1968). The role of the behavioral scientist in the civil rights movement. *American Psychologist, 23(3),* 180.

Constantine, M. G., Myers, L. J., Kindaichi, M., & Moore III, J. L. (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.

Pickren, W. E. (2009). Liberating history: The context of the challenge of psychologists of color to American psychology. *Cultural Diversity and Ethnic Minority Psychology*, *15*(4), 425.

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

*Week 3*

Wundt, W. M. (1896).  *Lectures on human and animal psychology*. Swan Sonnenschein.

Locke, J. (1847). *An essay concerning human understanding*. Kay & Troutman.

James, W. (1890). *Principles of Psychology.* Hult: New York.

Witmer, L. (1907). Clinical psychology. *The Psychological Clinic*, *1*(1), 1-9.

*Week 4*

Boake, C. (2002). From the Binet–Simon to the Wechsler–Bellevue: Tracing the history of intelligence testing. *Journal of clinical and experimental neuropsychology*, *24*(3), 383-405.

Long, H. H. (1935). Test results of third-grade Negro children selected on the basis of socio-economic status, I. *Journal of Negro Education*, 192-212.

*Week 5*

Skinner, B. F. (1963). Behaviorism at fifty. *Science*, *140*(3570), 951-958.

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

Krasner, L. (1990). History of behavior modification. In *International handbook of behavior modification and therapy* (pp. 3-25). Springer, Boston, MA.

*Week 6*

Freud, S. (1942). *Outline of Psychoanalysis.* Pengiun UK.

Fanon, F. (1952). *Black Skin, White Masks.* Grove Press US.

*Week 8*

Rogers, C. R. (1946). Significant aspects of client-centered therapy. *American Psychologist*, *1*(10), 415-422.

Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, *50*(4), 370.

Satir, V. (1967). *Conjoint family therapy: A guide to theory and technique.*

*Week 9*

Whiteley, J. M. (Ed.). (1980). *The history of counseling psychology.* Brooks/Cole Publishing Company.

Mollen, D., & Ridley, C. R. (2021). Rethinking multicultural counseling competence: An introduction to the major contribution. *The Counseling Psychologist*, *49*(4), 490-503.

Vandiver, B. J., Delgado-Romero, E. A., & Liu, W. M. (2021). Is Multicultural Counseling Competence Outdated or Underdeveloped, or in Need of Refinement? A Response to Ridley et al. *The Counseling Psychologist*, *49*(4), 586-609.

Davis, D. E., DeBlaere, C., Owen, J., Hook, J. N., Rivera, D. P., Choe, E., ... & Placeres, V. (2018). The multicultural orientation framework: A narrative review*. Psychotherapy, 55*(1), 89.

*Week 10*

McFall, R. M. (2006). Doctoral training in clinical psychology. *Annu. Rev. Clin. Psychol.*, *2*, 21-49.

Shrout, P. E., & Rodgers, J. L. (2018). Psychology, science, and knowledge construction: Broadening perspectives from the replication crisis. *Annual review of psychology*, *69*, 487-510.

**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 people 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 people who have achieved recognition of greatness in the field of psychology.
5. Know how to trace the genesis of a theory or psychological concept through history. T

**Grade Scale**

The following scale will be used: 90-100% = A

80-89.9% = B

70-79.9% = C

60-69.9% = D

Below 60% = F

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Readings** | **Assignments Due** |
| 1  May 23 | Welcome & Syllabus Review. Why history?  Philosophical context.  The evolution of mental illness. | Goodwin Ch.1-2  King (1967)  Constantine et al. (2015)  Pickren (2009)  Rosenhan (1973) |  |
| 2  May 30 | **No Class Group Planning & Decision Day** |  | ***Choose Great Idea***  ***Choose Great Psychologist*** |
| 3  June 6 | Philosophical/Scientific Roots of Psychology.  Structuralism & Functionalism. | Goodwin Ch. 3-7  Wundt (1879)  Locke (1847)  James (1890)  Witmer (1907) |  |
| 4  June 13 | Statistics & Measurement.  Use (and Misuse) of Intelligence. | Goodwin Ch.8  Boake (2002)  Long (1935) | **Great Psychologist Presentation #1** |
| 5  June 20 | Behaviorism: laboratory to clinic. | Goodwin Ch.10-11  Skinner (1963)  Watson & Rayner (1920)  Krasner (1990) | **Great Psychologist Presentation #2** |
| 6  June 27 | Psychoanalysis. | Goodwin Ch.12  Freud (1942)  Fanon (1952) | **Great Psychologist Presentation #3** |
| 7  July 4 | **No Class Auburn Holiday** |  |  |
| 8  July 11 | The Humanistic Approach. | Goodwin Ch.13  Rogers (1946)  Maslow (1943)  Satir (1983) | **Great Psychologist Presentation #4** |
| 9  July 18 | Modern Science of Psychology, part 1  Counseling Psychology  Multiculturalism | Goodwin Ch.14  Whiteley (1980) Ch.2-3,6  Mollen & Ridley (2021)  Vandiver et al. (2021)  Davis et al. (2018) | **Academic Genealogy Tree Paper and Presentation Due** |
| 10  July 25 | Modern Science of Psychology, part 2  Training Models  Replication and reproducibility crisis. | Goodwin Ch.15  McFall (2006)  Shrout & Rodgers (2018) | **Great Idea Presentations** |
| 11  Aug 1 | **No Class Reading Day** |  | **Great Idea Paper Due** |

**VII: Course Requirements/Evaluation**

**Course Evaluation**

1. Great Idea & Great Psychologist Decisions: 10 pts
2. Academic Genealogy: 30 pts
3. Great Psychologist Presentation: 30 pts
4. Great Idea Paper: 30 pts

**Total points: 100**

1. **Great Idea & Great Psychologist Decisions (10 pts).** You will have one *individual* presentation on a Great Idea and a *group* presentation on a Great Psychologist during the semester. Preparation for these should **begin early**, and your research should also be on-going before your presentation. There are specific requirements for each, including turning in parts in advance. As such, you will have the opportunity to choose the Great Idea and Great Psychologist (and the group) in the 2nd week.
2. **Academic Genealogy Tree** (30 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/mentor, and an investigation of the work of their mentors, and if possible the mentors of mentors. You may also include other academic mentors that you see as integral to your development into a Counseling Psychologist. As an example, I consider three people as members of my academic genealogy tree. 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 “Academic Tree” paper and briefly (~10 min.) 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 3 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 or Field
  3. Current or Last place of Employment

1. **Great Psychologist Presentation** (~75 minutes; 30 pts)**.** As a part of the class, you will each be responsible (as part of an assigned group) for presenting on a psychologist who has made a substantial or great contribution to the field from a historical perspective. Your group will choose a psychologist in **Week 2**. You will submit, 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) basic historical information about the person, b) a review of the person’s contributions to psychology, c) a review of how we currently utilize this person’s contributions (specifically the evidence of their contribution in modern psychology), and d) some class activity to illuminate the material you have covered. Submit the slide deck in Canvas.

The grading for the presentation is outlined below:

* 1. submission of choice and overview on time 5 pts
  2. length of presentation between 70-80 min 5 pts
  3. background/historical context of person 5 pts
  4. coverage of key ideas for person extends beyond course reading assignments 5 pts
  5. contributions rooted in modern/current psychology 5 pts
  6. activity is relevant and connects teaching material 5 pts

1. **Great Idea Paper & Presentation** (6-8 pgs; 30 pts). 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 Counseling Psychologist. The paper will be approximately 6-8 pages double spaced (this does not include references, appendices, tables/figures, 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 to download through the more modern internet sources, which can mean that getting sources will take time. You will have time to discuss potential Great Ideas in class, and the overall topic must be approved by the instructor in the first 2-3 weeks of this course. **You will briefly present (~10-15 min.) the history of your Great Idea in class.**

You will also 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). Give a brief description of the concept from academic literature.
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, and so on. 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.
3. You will describe the research lineage of the idea that you traced and include references as you describe the link.
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. 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.

**VIII. 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.

Students may be granted excused absences at the discretion of the instructor 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.

**IX. 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.