**COUN 8320 001**:

Great Ideas in Psychology

***Summer 2025***

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**Special Education,**

**Rehabilitation, & Counseling**

**College of Education**

Instructor Information:

**Marilyn A. Cornish, Ph.D.**

**Professor**

**3118 Education Building**

**mac0084@auburn.edu**

**334-844-7601**

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Office Hours: **By appointment.**

**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: “Great” Ideas in Psychology (3 semester hours)**

Course Syllabus

**I. General Information**

Instructor: Marilyn A. Cornish, Ph.D.

Office: 3118 Education Building

Office Phone: 334-844-7601 (email is the preferred mode of contact)

Office Hours: by appointment

Email: mac0084@auburn.edu

Class meetings: Wednesdays 12:00-3:45pm in Education Bldg 1420

Prerequisites: None

Co-requisites: None

Class revised by this instructor May 2025.

**II. Required Texts:**

**Required Textbook:** Lawson, R. B., Anderson, E. D., & Cepeda-Benito, A. (2018). *A history of psychology: Globalization, ideas, and applications* (2nd ed.). Routledge.

Students will be allowed to use the first edition of this text, but they will still be responsible for identifying and securing material that is only included in the second edition and/or that may have been significantly updated in the second edition.

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

Chen, M. (2025). The westward spread of Eastern learning: Jung’s integration and adaptation of religious Daoism. *Religions, 16*(69), 1-15, <https://doi.org/10.3390/rel16010069>

Combahee River Collective (1977). The Combahee River Collective statement. Reprinted in.-Y. Taylor (Ed.). (2017). *How we get free: Black feminism and the Combahee River Collective* (pp. 15-27). Haymarket Books.

Fanon, F. (1991). Chapter 4: The so-called dependency complex of colonized peoples (C. L. Markmann, Trans.). In *Black Skin, White Masks* (pp. 83-108). Grove Press. (Original work published 1952).

Galton, F. (1904). Eugenics: Its definition, scope, and aims. *American Journal of Sociology, 10*(1), 1-25. <https://www.jstor.org/stable/2762125>

Guthrie, R. V. (2004). Chapter 3: Psychometric scientism. In *Even the rat was white: A historical view of psychology* (2nd ed., pp. 55-87). Pearson.

Martín-Baró, I. (1994). Toward a liberation psychology (A. Aron, Trans.). In *Writings for a liberation psychology* (A. Aron & S. Corne, Eds., pp. 17-32). Harvard University Press. (Original work unpublished).

Olawade, D. B., Wada, O. Z., Odetayo, A., Clement David-Olawade, A., Asaolu, F., & Eberhardt, J. (2024). Enhancing mental health with artificial intelligence: Current trends and future prospects. Journal of Medicine, Surgery, and Public Health, 3(100099), 1-10. <https://doi.org/10.1016/j.glmedi.2024.100099>

Rosenhan, D. L. (1973). On being sane in insane places. *Science, 179(4070)*, 250-258. <http://www.jstor.org/stable/1735662>

Wundt, W. (1902). Psychical elements and compounds (C. H. Judd, Trans). In *Outlines of Psychology* (pp. 58-63). Wilhelm Engelmann. (Original work published 1897).

Yakushko, O. (2019). Eugenics and its evolution in the history of western psychology. A critical archival review. *Psychotherapy & Politics International, 17*(2), 1-13. <https://doi.org/10.1002/ppi.1495>

**Required Podcast Episodes (ordered according to production date)**:

Romney, L., Cusick, R., & Walters, P. (Producers). (2019, June 7). “G”: The miseducation of Larry P. [Audio podcast episode]. In Radiolab Presents. <https://radiolab.org/podcast/g-miseducation-larry-p>

Walters, P., Cusick, R., & Abumrad, J. (Producers). (2019, June 14). “G”: Problem space. [Audio podcast episode]. In Radiolab Presents. <https://radiolab.org/podcast/g-problem-space>

Habte, B., Cusick, R., & Walters, P. (Producers). (2019, June 28). “G”: Relative genius. [Audio podcast episode]. In Radiolab Presents. <https://radiolab.org/podcast/g-relative-genius>

Kielty, M., Miller, L., & Walters, P. (Producers). (2019, July 15). “G”: Unfit. [Audio podcast episode]. In Radiolab Presents. <https://radiolab.org/podcast/g-unfit>

Adler, S. (Producer). (2019, July 25). “G”: Unnatural selection. [Audio podcast episode]. In Radiolab Presents. <https://radiolab.org/podcast/g-unnatural-selection>

Note: Although this podcast series can be accessed through other platforms (e.g., Apple podcasts), it may require a subscription. The above links currently provide free access.

**III. Recommended:**

Use of other textbooks and literary sources that detail the history of psychology, as well as review of original writings of early psychologists and psychology-adjacent professionals. 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. Students will learn about philosophical sources of influence, the specific contributions of historical figures, critiques of the field of psychology, 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:**

After taking this course, students will be able to:

1. Describe the philosophical ideas and historical events in science and the world that have influenced the emergence and progression of the scientific discipline of psychology.
2. 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.
3. Engage in critical analysis of the science and perspective of psychology and examine the progress of the field with appropriate scientific skepticism and critical evaluation.
4. Understand that factors that influence who receives recognition for advancements in the field of psychology.
5. Know how to trace the genesis of a theory or psychological concept through history.

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

I reserve the right to make modifications to this schedule as necessary. Unless otherwise noted, due dates and time are the start of the class period listed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Readings/Podcasts** | **Assignments Due** |
| Wk 1 May 21 | Welcome & Overview Why history? Global Forces in Modern PsychologyU.S. PsychologyMethods of Study of History  | Lawson et al. Ch. 1-3, 19 |  |
| Wk 2May 28 | **Small Group Work Day for Great Psychologist Presentations** |  | Great Idea request due by 1:00pmGreat Psychologist request due by 1:00pm |
| Wk 3June 4 | Philosophical FoundationsInternational PsychologiesIndigenous Psychologies | Lawson et al. Ch. 4, 16-18 |  |
| Wk 4June 11 | Biological FoundationsMind, Body, and SoulHistory of “Mental Illness” | Lawson et al. Ch. 5-7Rosenhan (1973) | “Great” Psychologist Presentations 1 & 2 (slides due June 9 at 12noon) |
| Wk 5June 18 | Voluntarism & StructuralismFunctionalismRoots of Intelligence Testing | Lawson et al. Ch 8-9Wundt, 1897/1902Galton, 1904Radiolab Podcast: GMiseducation of Larry P Problem SpaceRelative Genius | “Great” Psychologist Presentations 3 & 4 (slides due June 16 at 12noon)Podcast Reflection Paper #1 due |
| Wk 6June 25 | **NO CLASS – University Study/Reading Day** |  |  |
| Wk 7 July 2 | Psychology and EugenicsMisuses of IQ Testing & ResponsesContributions of Psychologists of Color  | Lawson et al., Ch. 15Guthrie, 2004Yakushko, 2019Radiolab Podcast: GUnfitUnnatural SelectionTwo IQ testing articles, as assigned | IQ Article Summary & Attestation Due July 1 at 12:00noonPodcast Reflection Paper #2 due |
| Wk 8July 9 | **Group/ Independent Work Day – Work on Genealogy Presentation and Great Idea Paper** |   |  |
| Wk 9July 16 | BehaviorismGestalt PsychologyWomen’s Contributions | Lawson et al. Ch. 10-11, 14 | Academic Genealogy Tree Presentation Due |
| Wk 10July 23 | Race & Psychology and Women in Psychology Virtual Tour from U of Akron, 12:00Psychoanalysis and Beyond | Lawson et al. Ch. 12-13Chen, 2025Fannon, 1952/1991 |  |
| Wk 11July 30 | Future of Psychology | Combahee River Collective 1977Martín-Baró, n.d./1994Olawade et al 2024 | Great Idea Presentations and Paper Due  |

**VII: Course Requirements/Evaluation**

**Course Evaluation**

1. Great Idea & Great Psychologist Decisions: 8 pts
2. Academic Genealogy: 40 pts
3. IQ Testing Article Summary: 15 pts
4. Podcast Reflections: 12 pts
5. Great Psychologist Presentation: 50 pts
6. Great Idea Paper and Presentation: 85 pts

**Total points: 210**

**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

**Course Requirements:** Additional information about these assignments, including due dates and times, can be found in Canvas.

1. **“Great” Idea & “Great” Psychologist Decisions** (4 pts each/8 pts total)**.** You will have one *individual* paper and presentation on a Great Idea and one *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 finalize the Great Idea and Great Psychologist in the 2nd week.
2. **“Great” Psychologist Presentation** (35-50 minutes; 50 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 (or “great”) contribution to the field from a historical perspective. Your group will be assigned in **Week 1** and your final decision on the psychologist will occur no later than **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.
3. **IQ Article Summary** (13 pts summary, 2 pts attestation; 15 total). You and another student will each be assigned two historical journal articles that address the intelligence of children. One article includes conclusions about the inherent inferiority of certain groups, whereas the other article draws conclusions that factors outside of those children are responsible for differences in intelligence scores. You are required to read both articles. Coordinating with your fellow paired student, you will develop a written summary about **one** of the articles to share with the class (your fellow student will write the summary for the other assigned article). You will use the provided Historical Intelligence Testing Article Summary form (“Article Summary Form”) to write your summary. Although you may discuss the shared articles with your peer, you are expected to write the summary for your specific article on your own. With the exception of receiving 2 points for confirming that you read both articles (separate assignment submission), you will be graded only on your summary and your peer will be graded only on theirs. **Your summary must be uploaded at least 24 hours before the start of class for the date the assignment is due.** On the due date, you will provide a brief (3-5 minutes) summary of the article to facilitate dialogue about the state of psychological intelligence testing in the early 1900s. Written Article Summary Forms will be shared with the class.
4. **Podcast Reflections** (6 pts each/12 pts total). You will submit two brief (~3/4- to 1-pg single spaced) reaction/reflections papers related to the Radiolab “G” podcast episodes about intelligence testing assigned for this class. These papers should include 1) a brief summary of what you learned from the assigned podcasts, 2) a social-justice focused critique of the history of psychology (and science) covered in the episodes, and 3) connection to class learning (e.g., readings, lectures, presentations, etc). The content of your reflection should make it clear that you listened to each of the assigned episodes.
5. **Academic Genealogy Tree** (40 pts). You, along with classmates who have the same academic advisor, will work together to research your 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 and an investigation of the work of their mentors, and tracing as far back as you can. 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 advisor and you need to engage in additional research to verify/correct any information you may find on the website. **Your group should reach out to your advisor early this semester to schedule a time to meet, as many faculty may be out for part of the summer**. You will work with your advising group to complete this genealogy related to your primary advisor, but you are welcome to independently research the academic genealogy of other psychologists who you consider to be your mentors.

You and your group will create an “Academic Tree” presentation that should last 15-20 minutes. You are required to upload your slides/other presentation materials by the start of class on the day the presentations are due. You will need to go back at least 3 generations, but try 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(s) or Field
	3. Current or Last Known Place and/or Type of Employment
	4. Contributions to the field of psychology
1. **Great Idea Paper & Presentation** (85 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 7-10 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 for instant download, 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 weeks of this course. **You will briefly present (~10 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 psychological 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), who may or may not be psychologists. You should also search for evidence that the “original” theorists may have been influenced by non-academic cultural sources of knowledge (e.g., religious texts, myths, etc). In addition, consider the regional/world events occurring at the time this “original” theorist was working – what external forces were at play? You will attach all you consider to be “original/primary sources” in the Appendix of your paper.
3. You will describe the research and cultural 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 in more recent literature 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. Late assignments are not accepted; failure to complete an in-class presentation/activity or to submit an assignment on time will result in a grade of 0 for that requirement. 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 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.

Respect: Use of technology during class for non-educational purposes is disrespectful to your peers, your instructor, and the learning process. Cell phones should be turned off or silenced during class and supervision sessions. Please do not engage in texting or other messaging during class. In addition, laptops and other devices should only be used for note-taking. Laptops should be closed during supervision-of-supervision portions of class unless needed for a reason approved by the instructor.

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 and Student Behavior: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College of Education’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: Rather than having an established office hour, I will meet with students by appointment. 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.