

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	EPY 8113
Course Title:	History and Systems of Psychology
Credit hours:	Three (3) semester hours
Type of Course:	Lecture
Catalog Description:	Seminar class for students at the advanced level in psychology fields. Examines the history and systems in psychology.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

After completing this course, the successful student will be able to:

1. To develop an understanding of the roots of contemporary psychology, the philosophical and physiological viewpoints that lead to the birth psychology as we know it. **(CFPO #1, 3, 8, 14; NASP Domain #2.8, 2.10; Program Goal #4; InTASC #4, 9)**
2. Analyze and synthesize the lessons of psychology such that a better understanding of the continuity of ideas, the role of the Zeitgeist in history and the existence of psychology in the broader context of science and society can be obtained. **(CFPO #1, 3, 4, 8, 13, 14; NASP Domain #2.8, 2.9, 2.10; Program Goal #4; InTASC #4, 9)**
3. Obtain an appreciation and tolerance for the views of others in psychology and related fields and humility for your own views including issues related to diversity with regard to policies and practices, populations, culture, and professionals. **(CFPO #1, 2, 3 14; NASP Domain #2.8, 2.10; Program Goal #4; InTASC #4, 9)**
4. Obtain a working knowledge of the major systems (or school) of psychology: structuralism, functionalism, behaviorism, psychoanalysis, Gestalt, humanistic, cognitive, and biological psychology. **(CFPO #1, 3, 8, 14; NASP Domain #2.5, 2.10; Program Goal #4; InTASC #4, 9)**
5. Examine the works and contributions of the major leaders in the field of psychology including the first generation of American women psychologists and psychologists of diverse backgrounds. **(CFPO #1, 2, 14; NASP Domain #2.8, 2.10; Program Goal #4; InTASC #4, 9)**
6. Examine the emergence of psychology as a profession and the psychologist as a practitioner, emphasizing the fields of clinical, counseling, and school psychology. **(CFPO #1, 3, 4, 8, 14; NASP Domain #2.8, 2.10; Program Goal #4; InTASC #4, 9)**
7. Introduce the student to published and unpublished sources of historical materials in psychology including the many biases relative to practice, populations, and cultures that have emerged across the years. **(CFPO #1, 3, 4, 8, 14; NASP Domain #2.8, 2.9, 2.10; Program Goal #4; InTASC #4, 9)**

Topics Covered:

- | | |
|--|---------|
| 1. The history of psychology | (2 hrs) |
| 2. Philosophical influences on psychology | (1 hr) |
| 3. Physiological influences on psychology | (1 hr) |
| 4. Cultural influences on psychology | (1 hr) |
| 5. Modern psychology | (1 hr) |
| 6. Structuralism | (1 hr) |
| 7. Functionalism: Antecedent influences | (1 hr) |
| 8. Functionalism: Development and Founding | (1 hr) |
| 9. Applied psychology: The legacy of Functionalism | (1 hr) |
| 10. Behaviorism: The Antecedent influences | (1 hr) |
| 11. Behaviorism: The Beginnings | (1 hr) |
| 12. Behaviorism: After the founding | (1 hr) |
| 13. Gestalt psychology | (1 hr) |

- | | |
|--|--------|
| 14. Psychoanalysis: The beginnings | (1 hr) |
| 15. Psychoanalysis: After the founding | (1 hr) |
| 16. Contemporary psychology | (1 hr) |

The systems of psychology:

- | | |
|--|---------|
| 1. Psychological Practice | (3 hrs) |
| 2. Clinical Psychology | (3 hrs) |
| 3. School Psychology | (3 hrs) |
| 4. Industrial-organizational Psychology | (3 hrs) |
| 5. Counseling psychology | (3 hrs) |
| 6. Current practices of psychology in the 21 st century | (3 hrs) |

Texts:

Benjamin, L.T., & Baker, D.B. (2004). *From séance to science: A history of the profession of psychology in America*. Belmont, CA: Thomson.

Gutherie, R.V. (2004). *Even the rat was white: A historical view of psychology* (2nd ed.). New York: Pearson.

Schultz, D.P., & Schultz, S.E. (2008). *A history of modern psychology, 9th ed.* Belmont, CA: Wadsworth.

Methods of Instruction:

Class discussions, lecture, and student presentations will be utilized in this course. The instructor will provide on-going feedback regarding individual performance and supplement the presentations if necessary.

Student Activities:

Students are responsible for:

1. Completing all readings. (Course Objectives 1-7)
2. Earning a passing grade on all exams. (Course Objectives 1-7)
3. Write and present a paper on a topic (see list at end of syllabus) of historical importance to the field of psychology. (Course Objectives 1-7)

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Technology:

Students will use a variety of technology and tools (e.g., computer software) to complete work in the

school, to turn in work samples.

Diversity:

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Disability:

I want to facilitate the learning of all students in the class. If you have a disability that may significantly interfere with your learning or believe that you need special assistance to successfully complete the requirements of the class, please contact me during the first week of class so that I can attempt to accommodate your learning needs. Also, if you are having problems in this course, for whatever reason, I invite you to make an appointment with me to discuss the matter. Be sure to make the appointment early in the semester so that we have enough time to remediate the problem.

Important Note: If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (Montgomery Hall, 325-3335).

Field Component:

None

Evaluation of Student Progress:

The students are evaluated on the basis of their participation in the class and the course grade will be based on the take home final, presentations, pop quizzes, and handouts/summaries.

Weighting of assignments:

Presentation	=	25%
Class assignments	=	25%
Paper	=	25%
Final	=	25%

Test, Quiz, and Paper Grading:

90% - 100%	=	A
80%- 89%	=	B
70%- 79%	=	C
60%- 69%	=	D
below 60%	=	F

Paper

Students will be required to select a topic (provided in a list on the first day of class). Students will be expected to have selected their topic by the second class period. The student will prepare a paper and an oral presentation on this topic. The presentation will be scheduled for a minimum of 10 and a

maximum of 15 minutes. The presentation will be graded as a pass or fail and will count toward 5% of the course grade. The paper is to be typed in APA style, double-spaced and is to be a minimum of 10 pages but limited to 15 pages (not counting the title page, abstract, and references [a minimum of 7 references is required]). The paper will also include an annotated bibliography with a minimum of 5 references in addition to those in the paper. This paper is intended to be a historical paper. The deadline for the paper is November 28th at 5:00 pm. Papers that are not turned in via email at that time will be considered late and will receive 1 letter grade reduction.

Policy for Academic Misconduct:

Any acts of academic misconduct (e.g., cheating, plagiarism, etc.), as outlined by Mississippi State University, will be vigorously pursued by the instructor. Some words of advice: DO NOT CHEAT! For detailed information regarding the university's policies related to academic misconduct please refer to the following link on the university's website: <http://www.msstate.edu/dept/audit/1207.html>

Course Policies

Attendance:

Students will be expected to attend all scheduled sessions of the course. The course is cumulative, and losing even one session would result in a loss of continuity to the student. If you are unable to attend a particular class, you must contact me and provide me with a reason for your absence. Unexcused absences may result in a lowered grade.

Bibliography:

Benjamin, L. T., Jr. (Ed.) (1997). *A history of psychology: Original sources and contemporary research* (2nd ed.). New York: McGraw-Hill.

Benjamin, L. T., Jr. (1991). *Harry Kirke Wolfe: Pioneer in psychology*. Lincoln: University of Nebraska Press.

Caulkins, M.W. (1906). A reconciliation between structural and functional psychology. *Psychology Review*, 13, 61-81.

Demorest, A. (2005). *Psychology's grand theorists: How personal experiences shaped professional ideas*. Mahwah, NJ: Lawrence Erlbaum Associates.

Grob, G. N. (1994). *The mad among us: A history of the care of America's mentally ill*. Cambridge, MA: Harvard University Press.

Scarborough, E., & Furumoto, L. (1987). *Untold lives: The first generation of American women psychologists*. New York: Columbia University Press.

Wertheimer, M. (2000). *A brief history of psychology* (4th Edition). Belmont, CA: Wadsworth.

Winston, A.S. (2004). Introduction: Histories of psychology and race. In A.S. Winston (Ed.), *Race, racism, and the history of psychology* (pp. 3-18), Washington, D.C.: American Psychological Association. [In addition to a useful conceptual overview, this chapter includes summaries of all of the other chapters in the book, only two of which we will be reading later in the semester. In case your interest is sparked and you want to read more of them, we have this book in the library]

