

Psychology 230

History, Systems, & Theories

Fall 2008

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Class meets on Monday and Wednesday 2B (7:30-8:40am) in Hurd 235

Overview: Historical origins of contemporary psychology, including structuralism, associationism, functionalism, behaviorism., Gestalt, and psychoanalysis, as well as recent developments in the field. Prerequisite: Psychology 120.

Course Goals:

1. To introduce you to the historical development of the scientific study of psychology.
2. To show you where psychology fits in the history of ideas in Western thought.
3. To understand key issues, themes, and controversies that shaped (and continue to shape) the contemporary discipline.

Required texts:

Benjamin, L. T., Jr. (2006). *A Brief History of Modern Psychology*. New York: Wiley-Blackwell.

Freud, S. (1989). *On dreams*. New York: Norton.

Skinner, B. F. (1976). *Walden Two*. New York: Macmillan.

Reserve Reading:

Hock, R. R. (2008). *Forty studies that changed psychology* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Requirements

1. *Class participation and attendance.* This course requires constant attendance, active participation, and critical discussion of the readings. I expect that you will attend each and every class, and that you will come prepared to talk about—and question—what you read. Class participation is worth 20% of your final course grade.

Please note that I *will* be taking role, thus your absence from class will affect your participation grade (i.e., if you are not in class, you cannot contribute to discussion). If you miss a class, you are responsible for any material covered, notes given, announcements, etc. If you are absent, please see one of your classmates regarding that day's assignments.

2. *Short papers.* Two short papers (3-5 pages)—one a dream interpretation exercise, the other a response to *Walden Two*—are required across the semester. These papers are meant to organize your thinking about a topic as well as to spur class discussion.

Late Paper Policy. You have three written assignments for this class. Hard copies of all paper assignments are due at the beginning of class or in advance of the dates listed in the syllabus. Papers submitted later than this time—**for any reason**—will be penalized by 20% (i.e., a paper that would have earned a 95 on time receives a 75) on the first day and 10% each day thereafter (including weekends), up to 50%. Practically speaking, an A paper that is 5 days late receives a grade of 50 once it is turned in—if it is never submitted, then it receives a grade of 0. I will not accept electronic copies of papers sent via email, only hard copies. Plan accordingly by working ahead and consistently on your papers.

Submitting work early. I am happy to accept your papers before they are due.

3. *History of experimental psychology paper.* Working with a partner, choose one of the studies in Hock's (2008) *Forty Studies that Changed Psychology* (On Reserve in Reeves Library). Every group will select a different study. You and your partner will each write a 10-page paper (double spaced, APA style) examining a different aspect of your chosen study. In most cases, one of you will write a paper examining the *historical context* that led up to this study, and the other will write a paper examining the *long-term impact* of your study. There may be other ways to divide up the topic—we can discuss these as you wish. You and your partner will also prepare a 15-minute presentation summarizing your papers. Guidelines for the paper and the presentation may be found at the end of this syllabus.
4. *Exams.* Two exams, a midterm and a final exam, will be given. The exams will be comprised of essay questions requiring you to make use of course materials and discussions. Each exam will be worth 20% of your final course grade (i.e., 40

% overall). We will discuss the exam formats during class. *A missed exam will be recorded as a Zero (0) grade. Make-up exams will be given at my discretion, and valid evidence for the absence will be required (e.g., emergency, documented medical excuse).*

5. *Grading.* Your final course grade will be based on the following percentage weights:

Class participation and attendance	20%
Midterm Exam	20%
Short papers (10% each)	20%
Forty Studies paper & presentation	20%
Final Exam	20%

6. *Plagiarism.* Plagiarism is the intentional use of another person's work, misrepresenting that work as your own. All outside sources (i.e., any and all ideas that are not your own) must be properly cited—these include quotations from books, articles, etc. Having someone write a paper for you, relying on the course files from a fraternity or a sorority, or purchasing papers from a “professional” writing service are **not** acceptable methods for satisfying course requirements. The Psychology Department requires that students keep notes, note cards, rough drafts, etc. for papers until a course grade is given. A course instructor may request the above materials at any time. Plagiarism will be dealt with in accordance with the new college policy on academic honesty. Please visit: <http://www.moravian.edu/studentLife/handbook/academic2.htm> to view the policy. In short, plagiarism will not be tolerated.
7. *Disability accommodations.* Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director for Learning Services for Disability Support, 1307 Main Street (campus extension 1510). Accommodations cannot be provided until authorization is received from the Office of Learning Services.
8. Office Hours for fall 2008:
- | | |
|-----------|------------------|
| Monday | 1:30pm – 3pm |
| Wednesday | 1:30pm - 3pm |
| Friday | 8:30am - 10:30am |
- When necessary appointments for other times may be scheduled.
9. *Syllabus.* I reserve the right to alter the syllabus if I decide change is necessary.

Course Outline

Week One – Organizational Meeting and Course Overview – M Aug 25 & W Aug 27

Benjamin chapter 1

Begin keeping a dream journal (see attached instructions at end of syllabus)

Week Two – Psychology Before Science – M Sep 1 (*No Class Meeting—Labor Day*) & W Sep 3

No assigned reading (read ahead)

Week Three – Physiology, psychophysics, and the Science of Mind – M Sep 8 & W Sep 10

Benjamin chapter 2

Week Four – Germany and a New Science – M Sep 15 & W Sep 17

Benjamin chapter 3

Week Five – Psychology in America – M Sep 22 & W Sep 24

Benjamin chapter 4

Week Six – The Early Schools of Psychology – M Sep 29 & W Oct 1

In class **midterm exam** on Mon Sep 29

Benjamin chapter 5 for Wed Oct 1

Midterm point of the semester – Friday, Oct 3

Fall Recess – Sat Oct 4 – T Oct 7

Week Seven – Applied Psychology in America – W Oct 8

Benjamin chapter 6

Week Eight – The Nineteenth Century and Consciousness – M Oct 13 & W Oct 15

Guest speakers: Drs. Joanne McKeown and Carole Brown on Dr. Despine and Pierre Janet (read assigned articles)

McKeown, J. M. (2007). Restoring literary wholeness to the fragmented account of Antoine Despine's magnetic cure of Estelle L'Hardy's dissociative disorder. *International Journal of Clinical and Experimental Hypnosis*, 55 (4), 486-496.

van der Hart, O., & Freidman, B. (1989). A reader's guide to Pierre Janet: A neglected intellectual heritage. *Dissociation*, 2 (1), 3-16. Available at:

www.omnovdhart.nl/articles.html

Week Nine – Freud – M Oct 20 & W Oct 22

Benjamin Chapter 7

Week Ten – Freud On Dreams – M Oct 27 & W Oct 29

Read all of Freud's *On Dreams*

Film: *Sigmund Freud: His Offices and Home, Vienna 1938*

Week Eleven – Behaviorism – M Nov 3 and W Nov 4

Benjamin chapter 8

Project paper due: Exploring Freud's theory of dreams as wish fulfillments (directions appear later in this syllabus). Due Wed Nov 4th

Week Twelve – Psychology as a Profession – M Nov 10 & W Nov 12

Benjamin chapter 9

Week Thirteen – B. F. Skinner – M Nov 17 & W Nov 19

Begin Skinner's *Walden Two*

Film: *A World of Difference: B. F. Skinner and Walden Two (NOVA)*

Week Fourteen – Skinner continued and Cognitive Science? M Nov 24 (No Class Meeting on W Nov 26 - Thanksgiving Break begins T Nov 21 at 10pm)

Finish *Walden Two*

Paper due: (1) Is Skinner's utopia a good idea or (2) should psychology be used to plan human communities—why or why not? Address one of these questions.

Due Wed Dec 3

Tu Nov 25 – Su Nov 30 *Thanksgiving Break*

Week Fifteen – Psychology, Social Action, & Social Change M Dec 1 & W Dec 3

Benjamin chapter 10 – *Forty Studies* Presentations

Week Sixteen – Cognitive Psychology – M Dec 8 and W Dec 10

Benjamin chapter 11 – *Forty Studies* Presentations

Final Exam period: F Dec 12; M Dec 15 - T Dec 19

Final Exam Date and Time to be announced: _____

Have a wonderful holiday break . . .

I will be on sabbatical during spring 2009, thus, I will not be on campus, doing academic advising, etc.

Dream Interpretation Exercise

Due date: Wednesday, November 4th.

1. Begin a dream diary immediately. When you wake up in the morning, write down as much as you can remember about each of your dreams.
2. Choose **one** of these dreams to analyze for your project.
3. Do not try to interpret it right away. Divide the dream into smaller parts (following Freud's technique) and then free associate to each one. Do this in writing, please—it will be part of what you turn in with the paper. Bear in mind that free association is not easy at first, that it requires some practice. Write down whatever comes to mind, no matter how silly, irrelevant (or irreverent), bizarre, or mundane your thoughts seem to be. Be sure to associate to all parts of the dream. As Freud notes in *The Interpretation of Dreams*, it is best to conduct your analysis over several days, not at one sitting.
4. After your free associations are complete, interpret the dream as best you can. What does it seem to mean? Are there several simultaneous interpretations, as Freud suggests there often are? *Exactly how does your dream express an unconscious wish?* Consider how your analysis relates to our readings and discussions whenever possible.
5. Please type the description of your dreams as well as your final interpretation. After interpreting the dream, answer the questions below (typing them, as well). You do not need to type up the free associations, but do attach them to the typed portion of your project.
 - A. What did you learn about yourself from this exercise? Why?
 - B. According to psychoanalytic theory and dream interpretation, what are some of the problems with self-analysis? Did you encounter any of these problems? If so, which ones? Please discuss them.
 - C. Using your dream analysis as evidence, evaluate Freud's theory of dreams. Do the results of your own analysis confirm or disconfirm his ideas? Why? Be critical.
 - D. Is dream interpretation a useful form of self-insight?

Note: There may be personal issues raised in your project paper or the free associations—please know that I will not be sharing or discussing these materials with anyone else. As always, do not submit materials to me (or anyone) that you want to keep confidential.

Forty Studies Presentation

Paper guidelines. (Papers are to be approximately 10 pages, should contain a minimum of 5 references in addition to the article in question, and are due by 5 pm on Friday, April 24). References can be from books, but should also include journal articles. Some of these studies may have been written about by historians of psychology – check the journal *History of Psychology* for possible references related to your study and/or authors.

1) **Historical Context** paper

- Your primary goal is to describe the historical forces that led to this research being conducted when it did. Your paper could address the following:

- Identify the intellectual predecessors to this study. Can you identify this person's intellectual genealogy? That is, can you trace back this person's line of teachers and mentors to describe what led this person to this particular topic at the time?

- Relate the study to the larger history of psychology. Does this study follow more the Wundt-Structuralist tradition, or does it follow more the James-Functionalism tradition?

- What were the dominant forces in psychology at the time that led to this study occurring when it did? Was it conducted to challenge some mainstream line of thought in psychology?

- To what extent was this paper a product of the cultural zeitgeist? Was there some larger cultural or social issue that might have motivated this study?

2) **Long-term impact** paper.

- Your primary goal is to describe what has been the long-term impact of this study on the field of psychology, or even beyond psychology.

- Did your study begin a new subfield within psychology? Did it usher in a new way of thinking about an existing problem? Did it create or address a lingering controversy in field?

- What kind of follow-up studies have been conducted by these or other authors that have either supported and further developed this finding, or else contradicted or otherwise questioned this study?

- To what extent might the study have had an impact beyond experimental psychology? Did it influence clinical practices? Did it influence work in any other scientific disciplines, public policy, government, or educational practice?

Presentation Guidelines

1. Date of presentation:

I will determine the date of your presentation once everyone has signed up. That way I can group presentations appropriately by theme. All presentations will occur during the last four class meetings of the semester.

2. Duration:

You should plan on presenting for approximately 15 minutes. The specific length will vary by study (some are more complicated than others).

3. Supplementary elements:

Powerpoint. You should plan on using Powerpoint for your presentation. Avoid putting too many words on your slides. Slides should be used as visual support for what you're saying, not to copy what you're saying. Use slides for briefly-worded outlines, for displaying study results (you can scan original figures in the library), or even for displaying video where appropriate. You will need to email me a copy of your Powerpoint presentation to aid in grading.

Class activities. You may include class activities. Everyone will have been required to read the chapter in the Hock book that describes your study, and should be prepared to discuss it. You may lead a class discussion, recreate an element of the research, etc. If you plan to conduct some sort of in-class research, contact me first so that I may give your study human subjects approval before proceeding.

Grading. Attached you will find the grading sheet that I will use to assign grades for the presentations. Each person in your presentation group will receive the same grade, unless I see an enormous difference in quality between members of the group, in which case I will assign individual grades.

Psych 230
Presentation Grade

Names:

Topic:

	<i>Poor</i>			<i>Excellent</i>	
Was the material accurate?	1	2	3	4	5
Were the details of the specific study (method, results, etc.) presented clearly?	1	2	3	4	5
Did the presentation of the study itself include information beyond the Hock reading?	1	2	3	4	5
Did the presentation effectively link the study to the earlier history of psychology?	1	2	3	4	5
Did the presentation effectively illustrate the impact of this study on contemporary psych?	1	2	3	4	5
Was the presentation thoughtful and thought-provoking?	1	2	3	4	5
Did the presentation hold the class's attention/interest?	1	2	3	4	5
Was each person's part well-organized? (Concise and organized Powerpoint slides)	1	2	3	4	5
Was the presentation coherent/integrated across individuals?	1	2	3	4	5

Overall grade: _____

Comments: