

PSYC5060.001, *Advanced History and Systems of Psychology*
Course Syllabus, Summer Session II, 2009

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Class Meeting: Summer Session II 2009, 13 July – 14 August 2009 (Monday-Thursday; 10:00 a.m.-11:50 a.m.)
Chemistry Building (CHEM), room 253

Final exam period: Friday, 14 August 2009, 10:00 a.m. (hard and e-copy of class project due as final exam)

Office Hours: Monday and Wednesday, 11:50 am - 12:50 p.m. (right after our class), and by prearranged appointment. You may arrange an appointment before or after any class meeting. I am usually preparing for our class right before, so please do not look for me until I arrive at class; I will try to arrive 10 minutes before our class begins. In general, I will be happy to talk with you after class. I will not answer any phone/e-mail questions about confidential matters such as test grades, etc. I will only speak to you in-person about your grade/class performance (this is based on privacy protection issues and my understanding of UNT policy).

Required text:

Thorne, B. M., & Henley, T. B. (2005). *Connections in the history and systems of psychology* (3rd ed.). Boston: Houghton Mifflin.

Required additional text for your reference (which I hope you already have):

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington: American Psychological Association.

or

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington: American Psychological Association.

Other reserve and e-copy readings on race/ethnicity/racism in Psychology will be added from some of the following or other sources as announced:

Guthrie, R. V. (2004). *Even the rat was white: A historical view of psychology* (2nd ed.) Boston: Allyn & Bacon.

Padilla, A. M. (1995). *Hispanic psychology: Critical issues in theory and research*. New York: Sage.

Richards, G. (1997). *'Race', racism and psychology: Towards a reflexive history*. New York: Routledge.

As this course is for UNT Department of Psychology Ph.D. students, I assume everyone has a background in Psychology equivalent to an intensive undergraduate major in Psychology. If you need general background information on specific content material, I suggest you look an introduction to psychology text.

Course objectives

So you understand my point of view, here is who I am professionally; I am a Clinical Psychologist/Health Psychologist, and a non-experimental/quasi-experimental research methodologist. My central research interests are in late-life chronic illness, and specifically ethnic/racial biopsychosocial differences in Metabolic Syndrome.

Now the course, PSYC5060, *Advanced History and Systems of Psychology*, provides an advanced introduction to the field of history and systems of psychology for current UNT, Department of Psychology Ph.D. students. Given my belief that applied psychology should be a scientist/practitioner profession within social science (read theoretically-based empirically-validated study of human behavior), we will critically evaluate course material in how well it follows the rules of science, matches social science principles, and either fails to or cover non-dominant non-majority culture points of view.

I will try to teach this course not only as an overview of history and systems of psychology, as it is currently conceptualized, but (I believe more importantly) as a professional development course using philosophical roots of modern psychology in relationship to major contemporary systems and themes in psychology. We will pay special attention to gender/ethnicity/racism/race diversity issues in the history of modern American Psychology. A meta-goal of my offering of this course will be for you to development a personal professional orientation as a soon-to-be professional psychologist! As PSYC5060 is a core requirement for the department's Ph.D. programs, I am taking the opportunity in this required course to aid you as Ph.D. students to development of your own philosophical system as emerging professional psychologists. Therefore, the topic for the final-exam class paper/project will be to (somehow) use/relate material in history and systems of psychology to develop, define and critically evaluate your own personal professional psychology career orientation.

Quizzes

During the early part of this summer term (i.e., before class presentations begin in week three), there will be a weekly quiz. Three quizzes are planned. Quizzes will focus on required reading for that class period. First readings come from the required text, but then use other sources (i.e., books, journals, etc.). We will normally have a group critical discussion of these topics. I will count all three of your quiz scores; there will be no early or make-up quizzes.

Final Exam Class Paper/Presentation

A major requirement of this course will be to write a critical evaluative review/thought paper using history and systems of psychology material to develop, define and critically evaluate your own personal professional career orientation to psychology (Please think about the usefulness of understanding history and systems, along with philosophical underpinnings in order to potentially improve our profession, and the human condition). Your class paper should be in the current APA style and format (5th or 6th edition of the publication manual), and 10 to 15 pages long in 12-point Times New Roman font (page length is meant to include cover/title page, abstract, integrative evaluative review, references, and any tables/figures). Please try to use three-levels of APA headings per the publication manual. Your presentation should reflect your class paper.

Class Schedule

A tentative schedule of topics, required readings, and written assignments for this course follows. You are responsible for all the readings listed below and everything presented in class. Please have the readings done before class. Reading assignments are underlined below.

Summer II, 2009 – Week One

<u>Day</u>	<u>July</u>	<u>Content and Readings</u>
Monday,	13 th	- Syllabus, Course overview and requirements Discussion of class format, syllabus, paper, presentation, etc. Self-introductions A somewhat current popular media presentation of some thinking about the nature of what is
Tuesday,	14 th	- Leahey, T.H. (1992). <i>The mythical revolutions of American Psychology</i> . <u>American Psychologist, 47, 308-318</u> (get it from UNT library e-resources) <u>Connections: Preface</u> <u>Connections: Ch 1 (Introduction)</u> <u>Connections: Ch 3 (Roman Period & the Middle Ages)</u>
Wednesday,	15 th	- <u>Connections: Ch 4 (The Renaissance and Early Modern Philosophers)</u> <u>Connections: Ch 5 (Empiricism, . . .)</u> <u>Connections: Ch 6 (Continental Philosophies: Rationalism . . .)</u>

Thursday, 16th - Connections: Ch 7 (Physiological Influences)
Connections: Ch 8 (Modern Scientific Psychology)
Connections: Ch 9 (Darwin's Influence)
Quiz #1 (on all the class material for this week)
Submit e-mail Word file attachment of one-page idea-sheet for class paper (due at 5 pm)

Summer II, 2009 – Week Two

Monday, 20th - Connections: Ch 10 (Early American Psychology)
Connections: Ch 11 (Functionalism)
Connections: Ch 12 (Animal Psychology & Early Behaviorism)

Tuesday, 21st - Connections: Ch 13 (Neobehaviorism)
Connections: Ch 14 (Gestalt Psychology)
Connections: Ch 15 (Psychoanalysis)

Wednesday, 22nd - Connections: Ch 16 (Mind and Brain)
Connections: Ch 17 (Applied Psychology)
Connections: Ch 18 (The Cognitive "Revolution")
Quiz #2 (on all the class material for this week to this point)

Thursday, 23rd - Guthrie, R. V. (2004). *Even the rat was white: A historical view of psychology* (2nd ed.)
Boston: Allyn & Bacon. (pages xi - 134)
Submit e-mailed Word file attachment by 5 pm of detailed outline of class paper, try using 3
APA heading levels (see APA, 2001, p. 113-115)

Summer II, 2009 – Week Three

Monday, 27th - Richards, G. (1997). *'Race', racism and psychology: Towards a reflexive history*. New York:
Routledge. (pages 1, 292-311)
Padilla, A. M. (1995). *Hispanic psychology: Critical issues in theory and research*. New
York: Sage. (pages xi-xxi, 57-70)

Tuesday, 28th – Fox, D., Prilleltensky, I., & Austin, S. (Eds.). (2009). *Critical psychology: An introduction*.
New York: Sage. (Part 1, pp. 1-53; Part 3, 197-249)
Quiz #3 (on all the class material since Quiz #2, material on race/ethnicity/racism)

Wednesday, 29th - Any final class material; Class Paper Presentations #1 - #3

Thursday, 30th - Class Paper Presentations #4 - #6

Summer II, 2009 – Week Four

August

Monday, 3th - Class Paper Presentations #7 - #9

Tuesday, 4th - Class Paper Presentations #10 - #12

Wednesday, 5th - Class Paper Presentations #13 - #15

Thursday, 6th - Class Paper Presentations #16 - #18

Summer II, 2009 – Week Five

Monday, 10th - Class Paper Presentations #19 - #21

Tuesday, 11th - Class Paper Presentations #22 - #24

Wednesday, 12th - Class Paper Presentations #25 - #27

Thursday, 13th - Class Paper Presentations #28 - #30

Friday, 14th - As final exam, turn in and e-mail Word attachment of Final Exam Class Paper and PowerPoint (or other) attachment of presentation (due at 10 am).

Please note the use of the adjective "tentative" in describing the above class schedule. I reserve the right to juggle, change, add and/or delete. I will always announce any changes at least one day in advance.

Grading

Final grades will be assigned based on the point accumulation system shown here:

- 60 points from the 3 quizzes, during weeks 1, 2 and 3, based on reading assignments (20 pts. ea.)
- 40 points for presentation and Final Exam class paper (paper due Friday, 14 August 2009, 10 a.m. or before)

I will assign everyone a final grade at the end of this summer session. I will give a grade of "I" only under the most unusual circumstances. No makeup quizzes will be given. No late Final Exam class papers will be accepted. Much of what we do will rely on discussion during the first part of the class and your presentations for the second part of the class, so class attendance is required (see below). I will use a 90, 80, 70, 60 percentile cut scores of the greatest number of points earned by an individual to assign letter grades as shown here:

<u>Course Grade</u>	<u>Percentage of greatest number of points earned</u>
A	90% -100% of top point-score in class
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

Use of the greatest number of points earned for a "curve," is the course-difficulty/ease adjustment factor.

General notes

The Department of Psychology cooperates with the Office of Disability Accommodation (ODA) to make reasonable accommodations for qualified students with disabilities (cf. Americans with Disabilities Act and Section 504, Rehabilitation Act). If you have not registered with ODA, we encourage you to do so. Please present your written Accommodation Request to your instructor on or before the 12th class day (3rd class day during summer sessions like this current term). If you experience any problems in getting reasonable accommodations, please contact the Psychology Department Liaison or the ODA. Also, the Department complies with the University's policies concerning discrimination and sexual harassment. If you have any complaints please contact the departmental chairperson, Dr. Linda Marshall, or UNT's Equal Opportunity Office.

If you take an "I" (Incomplete) in any course, you must complete the work and have the "I" removed within one year or you must enroll in the course again in order to receive a grade.

Integrity is an important component of professional ethics in psychology, and the university has a policy on academic dishonesty that applies to this course. You can find more information in the UNT Code of Student Conduct and Discipline or the Graduate Catalog. It is your responsibility as a graduate student to be aware of the definitions and implications of academic dishonesty. Identification of academic dishonesty in this class can result in penalties including: additional work; a failing grade for the assignment or class; a grade being reduced or changed; referral to the Dean of Students. The APA publication manual and material on the UNT Center for Student Rights and Responsibilities webpage (www.unt.edu/csrr) can help you understand and avoid plagiarism.

This syllabus is subject to revision and thus should not be interpreted to be a contract.

Attendance Policy: Regular and punctual attendance is expected. Any more than two absences will each result in a loss of 3.0 class-points. The first class is not included in this two-absence count. I decided to use this rule-of-two allowance as two classes is 10% of the 20 class meetings in summer session II.