

PSY 352-E001(6792) Summer 2015
College of Staten Island, City University of New York
Monday, Tuesday, Wednesday, Thursday 6:30 – 10:00 PM, 3S 104
Professor: Dr. Lauren Tenney (516) 319-4295

Office Hours: just before and after class, 3S/104, or by appointment
Email - LaurenTenney@aol.com

COURSE DESCRIPTION: Historical development of contemporary psychology including a critical survey of its chief contemporary systems: structuralism, functionalism, psychoanalysis, behaviorism, Gestalt psychology, and others. We find a richness in the history and systems of psychology that further defines our understanding, practice and research within psychology as a philosophy and science.

Much discipline is required to gather an adequate grasp of the historical implications of different systems of thought on modern-day psychology. We are after different types of knowledge at different times. Sometimes we just want to know past events for the sake of knowing them (historicism). Sometimes, we want to know them to understand the spirit of the times (zeitgeist).

Many want to study history to get to, “How has the past influenced the present?” My pure love for history came when I realized how often all of this has been done already - and how utterly important it is to question current philosophy, science, practice, and change it (Revolution). My real question of the History and Systems of Psychology is, “How ought it influence the future?”

What are your questions? What parts of antiquity, or the past, fascinate you? If you could travel back in time to understand what a Epoch Period or Great Thinker was like, what time would you go to?

What would be your “life and times”? What were you discovering?

Read ... Read ... Read

What hidden facts of the history of psychology will you find? Do not just scratch the surface. What inspires you to dig deeper?

Surviving PSY 352 History & Systems of Psychology:

The first thing you are going to need is a Love of Learning about the Past. Not to worry, it can be developed in 3 steps:

1. because it can keep the past from repeating on us (very messy). Knowing where Psychology came from is almost as important as knowing where Psychology is going. Psychology has a deep, rich, and eventful past that was largely created and geared by people like you, who at one point in their life, were students.
2. no one ever bothered to record human affairs. How dull would our present times be if we could not trace what Great Thinkers have thought about the human condition over time and use this knowledge to influence our postmodern world?
3. lore the great annals . . . they await us. You will find leads on answers to the questions of life from the days of yore. Go dig elsewhere, as well. Expect this: What you learn in this course will change your worldview and create in you an unquenchable thirst for understanding antiquity
4. *your own coping mechanisms here

Academic Integrity: I expect that you will always honor CUNY's academic integrity policy.

Academic dishonesty is prohibited . . . Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. (CUNY, n.d.)

We will review this in class. I will enforce this policy to the fullest extent. I expect that you read the entire policy and familiarize yourself with the Faculty Report form by **JUNE 30 , 2015**. You can find the complete academic integrity policy at: http://www.csi.cuny.edu/privacy/cuny_academic_integrity.pdf

Important CSI Resources: Center for Student Accessibility If you need a reasonable accommodation – meet with me.

Center for Student Accessibility can be reached here:

718-982-2510 Center for the Arts (1P), Room 101 CSA@csi.cuny.edu

I am required to tell you: **Counseling Center**

The Counseling Center provides individual and group counseling for students of the College of Staten Island. We offer personal and academic counseling services. Students are given the opportunity to explore issues that can help them achieve success. To make an appointment please call 718-982-2391 or drop-in to 1A-109. Students can also be seen on a walk-in basis. Email: counseling@csi.cuny.edu.

IMPORTANT ACADEMIC DATES:

7/2 (Thursday) Last day to drop with a 50% tuition refund.

7/9 (Thursday) Last day to withdraw without a W with a 25% tuition refund.

7/11 (Saturday) Last day to drop from course(s) without a grade of "W".

7/21 (Tuesday) End of the four-week session

Attendance and participation are course requirements.

See "Attendance Policy" in Schedule of Classes, p. 23: "A student who is absent in excess of 15% of the class hours in the semester is assigned a grade of WU (withdrew unofficially), subject to the discretion of the instructor. Fifteen percent equals six hours for a course that meets three hours a week." Please realize that this policy holds for excused and unexcused absences. It is your responsibility to be in class during the scheduled times. You will quickly find that your required reading each week is not necessarily what we talk about in class, but some basic information to help you understand and participate in class discussions. Doing the required reading is a great start, but to do well on the exams, you will need to be privy to what is discussed in class – by being here. Attendance matters.

Make-up exams: There are no make-up exams or quizzes. If you miss an exam or a quiz, you forfeit the points toward your grade for it. No exceptions. You also forfeit the ability to qualify for extra credit.

DATE	SUBJECT	DUE
6/25	Introductions, Overview of History and Systems of Psychology, Overview of Requirements,	
6/29	Class will not meet. Use this time to download all of the required readings and organize them into each week's readings either in print or digitally.	
6/30	Ancient History?	one book that was published prior to 1968 about a topic that you are interested in psychology.
7/1	Topic 1: Archival Review Topic 2: History of Psychology of Women and Women in Psychology	Draft paper and meme for each of topics 1 and 2
7/2	Topic 1: 18-19 th Centuries Topic 2: Slavery and Institutional Structural Racism	
7/6	Topic 1: Epistemology and "Iconic Media" Topic 2: Structuralism and Functionalism	Discussion of Your Term Paper (midterm draft)
7/7	Psychoanalysis	
7/8	Topic 1: Personality Psychology Topic 2: Social Psychology Topic 3: Environmental/IO Psychology	
7/9	MIDTERM EXAM	Knowledge Project
7/13	Developmental Psychology	
7/14	Behaviorism	
7/15	Behavioral/Cognitive Psychology	
7/16	Cognitive Psychology	
7/20	Review	Final Draft of Archival Dig
7/21	FINAL EXAMINATION	Final Paper & Presentation

RESOURCES:

Boeree, G. (2006). The history of psychology. George Boeree.
<http://webpace.ship.edu/cgboer/historyofpsych.html>

Classics in the History of Psychology. An internet resource developed by Christopher D. Green York University, Toronto, Ontario ISSN 1492-3713
<http://psychclassics.yorku.ca/index.htm>

The American Psychological Association
<http://www.apa.org/>

The American Psychiatric Association
<http://www.psych.org/>

World Psychiatric Association
<http://www.wpanet.org/>

Flashcards on History and Systems of Psychology
<http://quizlet.com/subject/history-and-systems-of-psychology/>

Social Psychology Network - Links on History of Psychology
<http://www.socialpsychology.org/history.htm>

American Timelines of Psychology
History of the American Psychological Association (National)
<http://www.apa.org/science/wist/time-line.html>

History of the American Psychiatric Association (National)
<http://www.psych.org/MainMenu/EducationCareerDevelopment/Library/APAHistory.aspx>

International Perspectives:
History of Psychology: A Timeline of Psychological Ideas
http://www.geocities.com/athens/delphi/6061/en_linha.htm

History of the World Psychiatric Association
<http://www.worldpsychiatricassociation.org/content/history.shtml>

History of Psychology (387 BC to Present)
<http://allpsych.com/timeline.html>

Ourstory of Commitment: A Living History
www.theopalproject.org/ourstory.html

Risser, P. (n.d.). Movement History of the Consumer/ Client/ Survivor/ Ex-patient/ Ex-Inmate/ User Community (Timeline Follows)
<http://www.patrisser.com/CSXHistoryTimeline.html>

REQUIRED READINGS

NOTE: YOU WILL NEED A DICTIONARY TO UNDERSTAND SOME OF THE READINGS IN THIS CLASS.

Nearly all of your readings for this semester are accessible through the CSI library using EBSCOhost (databases: all) via the Internet. There are several readings which can be accessed, for free, via the Internet.

Steps to get to online library to access nearly all of the references (required readings) for this course:

1. Go to www.library.csi.cuny.edu
2. Click Articles.
3. Choose "Database A-Z List".
4. Choose E
5. Choose "EBSCOhost Databases (all).
6. Check Select/deselect all (so that it selects all)
7. Choose Continue
8. This brings you to EBSCOhost Databases where the following articles were found. Enter author or title to find articles below.

NOTE:

Full documentation of the following articles having been downloaded and organized by you, by each nights reading, is 10% of your final grade. All materials are free to download. It is your responsibility to either print or digitally file these articles in an organized manner.

Part of this assignment is to create an APA format table of contents of the required readings for this semester (this is different than the required reference list for your term project) (This is due on July 21).

I suggest if you are printing articles to buy a binder or file folder, with individual tabs for each article, and clearly label your materials per each class session. Create a solid file for yourself.

If you are only downloading articles, I suggest you save each article with its APA format title (as below) and create folders for each week of readings. You will need to show me that you have completed this at the end of semester, so if you have to put it on a thumb drive, etc. you will need evidence that you have completed this portion of the coursework in an organized manner.

I will be using these articles as the basis for class discussions. If you find you are struggling with material, talk with me about it. However, if you are struggling with material because you have not taken classes about the subjects you are reading about I suggest that you find an Introduction to Psychology textbook or a text book on the subject and refresh your memory about the ins and outs of the topic.

I do not expect that you read every word of every article, but I do expect that you solidly read at least 1 article that is at least 10 pages in length from each topic discussed (some nights we will only have 1 topic, and some nights we will have as many as 3 topics). To be clear I do expect you move through each article and get the gist of what is being said and pick one to read which you will write about.

You are required to write at least 1 page on an article in each topic (11 due at midterm, an additional 4 due at final, along with a write-up about a book of your choosing pre-dating 1968) This is discussed in the section on your midterm in the syllabus.)

This syllabus is subject to change.
Required Reading Selection/Topic by Date:

June 29, 2015

Class will not meet.

Use this time to prepare for the semester by finding and downloading all of the required material through CSI CUNY's online library. You can choose whether or not to print it. Each student will have to demonstrate that all articles have been downloaded and organized into folders, digitally, for each week's classes at the end of the semester.

Using the CSI CUNY online library database find at least one book that was published prior to 1968 about a topic that you are interested in psychology. Go to the CSI library and check the book out. Bring this book to class with you on June 30. **Having this book in class on Tuesday, June 30, 2015 is 5% of your grade.**

June 30, 2015

Ancient History

Boeree, C. G. (2006). *The history of psychology: Part One: The Ancients*.
http://www.social-psychology.de/do/history_1.pdf.

Danziger, K. (2013). Psychology and its history. *Theory & Psychology*, 23(6), 829-839.

Discussion of the book that you chose on a topic in psychology. The book must have been published prior to 1968.

July 1, 2015

Archival Review

Faye, C., & Baker, D. (2011). Sources: The Center for the History of Psychology at the University of Akron. *History Of Psychology*, 14(2), 204-209.

Stock, A. (2010). The Adolf-Würth-Center for the History of Psychology at the University of Würzburg: Its history, present, and future. *History Of Psychology*, 13(3), 335-339.

Resource for finding material for your term project: www.archivegrid.org

Topic 2: Women in the History of Psychology and Psychology of Women

www.femistvoices.com

Rutherford, A., Vaughn-Blount, K., & Ball, L. (2010). Responsible opposition, disruptive voices: science, social change, and the history of feminist psychology. *Psychology Of Women Quarterly*, 34(4), 460-473. doi:10.1111/j.1471-6402.2010.01596.x

July 2, 2015

Topic 1: 18th and 19th Century

Alvarado, C. S. (2009). Nineteenth-century hysteria and hypnosis: A historical note on Blanche Whittmann. *Australian Journal Of Clinical & Experimental Hypnosis*, 37(1), 21-36.

Foucault, M. (2014). The politics of health in the eighteenth century. *Foucault Studies*, (18), 113-127.

Grob, G. N. (1966). The state mental hospital in mid-nineteenth-century America: A social analysis. *The American Psychologist*, 21(6), 510-523.

Green, C. D., Feinerer, I., & Burman, J. T. (2015). Searching for the structure of early American psychology: Networking Psychological Review, 1894–1908. *History Of Psychology*, 18(1), 15-31.

Topic 2: Slavery and Institutional and Structural Racism and Gendered Thinking

Jackson, V. (2001). In our own voice: African-American stories of oppression, survival, and recovery in Mental Health Systems.
<http://www.healingcircles.org/uploads/2/1/4/8/2148953/inovweb.pdf>

Jackson, V. (n.d.). Separate and unequal: The legacy of racially segregated psychiatric hospitals A cultural competence training tool.
<http://www.healingcircles.org/uploads/2/1/4/8/2148953/sauweb.pdf>

Packard, E.P.W. (1868). The prisoner's hidden life: Insane asylums unveiled. Published by the Author. <http://www.archive.org/stream/prisonershidden00pack#page/n5/mode/2up>

Tenney, L. J. (2006). Who fancies to have a revolution here? The Opal Revisited (1851-1860). *Journal of Radical Psychology*, 5.
<http://www.radicalpsychology.org/vol5/Tenney.html>

Tenney, L. J. (2008). Psychiatric slave no more: Parallels to a Black liberation psychology. *Journal of Radical Psychology*, 7. <http://www.radicalpsychology.org/vol7-1/tenney2008.html>

July 6, 2015**Topic 1: Epistemology and "Iconic Media"**

Boeree, C. G. (1999). Epistemology. Website: <http://webspace.ship.edu/cgboer/epist.html>.

Wieser, M., & Slunecko, T. (2013). Images of the invisible: An account of iconic media in the history of psychology. *Theory & Psychology*, 23(4), 435-457.

Topic 2: Structuralism and Functionalism

Köhler, W. (1943). A perspective on American psychology. *Psychological Review*, 50(1), 77-79.

July 7, 2015**Psychoanalysis**

Lees, J. (2005). A history of psychoanalytic research. *Psychodynamic Practice: Individuals, Groups And Organisations*, 11(2), 117-131.

Kupfersmid, J. (1993). Freud's rationale for abandoning the seduction theory. *Psychoanalytic Psychology*, 10(2), 275-290.

Zepf, S., & Zepf, F. D. (2011). 'You are requested to close an eye': Freud's seduction theory and theory of the Oedipus complex revisited. *Psychoanalytic Review*, 98(3), 287-323.

Ingram, D. H. (2012). Who Was Karen Horney?. *Psychiatric Times*, 29(3), 22-23.

Jones, R. A. (2013). Jung's "Psychology with the Psyche" and the Behavioral Sciences. *Behavioral Sciences (2076-328X)*, 3(3), 408-417.

July 8, 2015**Topic 1: Personality Psychology**

Caprara, G. V. (1992). Reflections on the recent history and the present challenges of personality psychology. *European Journal Of Personality*, 6(5), 345-358.

Funder, D. C. (2001). Personality. *Annual Review Of Psychology*, 52, 197-221.

Topic 2: Social Psychology

Pepitone, A. (1981). Lessons from the history of social psychology. *American Psychologist*, 36(9), 972-985.

Lubek, Ian. (2000). "Understanding and using the history of social psychology." *Journal Of The History Of The Behavioral Sciences* 36, no. 4: 319-328.

Topic 3: Environmental/IO Psychology

Lewin, K. 1. (1986). "Everything within me rebels": a letter from Kurt Lewin to Wolfgang Köhler, 1933. *Journal Of Social Issues*, 4239-47.

July 9, 2015**MIDTERM – Knowledge Project (see page 8 of syllabus)****July 13, 2015****Developmental Psychology**

Anandalakshmy, S., & Grinder, R. E. (1970). Conceptual emphasis in the history of developmental psychology: Evolutionary theory, teleology, and the nature-nurture issue. *Child Development*, 41(4), 1113-1123.

Callaghan, T. C. (1993). Developmental roots: How developmental psychology can inform psychology. *Canadian Psychology/Psychologie Canadienne*, 34(3), 265-270

Pietikainen, P., & Ihanus, J. (2003). On the origins of psychoanalytic psychohistory. *History Of Psychology*, 6(2), 171-194. (Read for Erikson; psychohistory as developmental psychology)

Young, J. L. (2014). Developmental psychology in historical perspective. *Journal Of The History Of The Behavioral Sciences*, 50(3), 334-335.

If you need a quick refresher on developmental theories:

Miazga, J. (2000). Developmental theories: It's time to review. *TCA Journal*, 28(1), 4-10. <http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2000-05351-001&site=ehost-live>

July 14, 2015**Behaviorism**

Skinner, B. F., & Campbell, S. L. (1947). An automatic shocking-grid apparatus for continuous use. *Journal Of Comparative And Physiological Psychology*, 40(5), 305-307

Johnston, T. D. (2002). An early manuscript in the history of American comparative psychology: Lewis Henry Morgan's 'Animal Psychology' (1857). *History Of Psychology*, 5(4), 323-355.

Beck, H. P., Levinson, S., & Irons, G. (2009). Finding little Albert: A journey to John B. Watson's infant laboratory. *American Psychologist*, 64(7), 605-614

Mills, J. A. (2000). Hard-Nosed Psychologists: Some Reflections on Writing Psychology's History. *Theory & Psychology*, 10(3), 399-412.

Beck, H. P. and Irons, G. (2009). Finding little Albert. *Psychologist*, 24(5), 392-395.

Harris, B. (2011). Letting go of little Albert: Disciplinary memory, history, and the uses of myth. *Journal Of The History Of The Behavioral Sciences*, 47(1), 1-17.

July 15, 2015

Behaviorism/Cognitive Psychology

Brown, F. J., & Gillard, D. (2015). The 'strange death' of radical behaviourism. *The Psychologist*, 28(1), 24-27.

Hishinuma, E. S. (1998). Pre-unified separatism and rapprochement between behaviorism and cognitive psychology: The case of the reinforcer. *Journal Of Theoretical And Philosophical Psychology*, 18(1), 1-15.

Andresen, J. (1991). Skinner and Chomsky 30 years later or: The return of the repressed. *Behavior Analyst* 14(1), 49-60.

July 16, 2015

Cognitive Psychology

Hergenhahn, B. R. (1994). Psychology's cognitive revolution. *American Psychologist*, 49(9), 816-817

Sperry, R. W. (1993). The impact and promise of the cognitive revolution. *American Psychologist*, 48(8), 878-885.

Sampson, E. E. (1994). Sperry's cognitive revolution. *American Psychologist*, 49(9), 818-819.

Leahey, T. (1992). The mythical revolutions of American psychology. (cover story). *American Psychologist*, 47(2), 308.

Greenwood, J. D. (1999). Understanding the 'cognitive revolution' in psychology. *Journal Of The History Of The Behavioral Sciences*, 35(1), 1-22.

July 20, 2015

Review

July 21, 2015

Final

MIDTERM – Knowledge Project (will include an oral examination)

For your midterm you will need to bring in 11 memes. There must be one meme for each topic we have covered thus far. Each meme that you make must be based on your required readings. Each meme must include a quote (not more than 150 words) about the history of psychology that you find relevant from the readings we have read thus far. Accompanying each meme must be a minimum 1-page paper explaining the meme, the quote, and why you thought it was relevant to the history of psychology.

In total, your midterm will include: A ten-page paper explaining ten memes about the history of psychology.

Each meme must contain proper APA citation of the quote (Author, Year, page number) on the meme. Each 1 page write up for the meme must include a full APA citation for the paper you chose to quote. In your meme and 1 page write-up, you must concentrate on 1 of the readings from that topic.

If there were multiple readings for the topic, you can gather up to 5 points extra credit for creating up to 5 memes and write-ups for each one. For extra credit, 1 point per Meme and write-up.

Once your meme has been approved, I will ask you to tweet it to #CSICUNYPSY352 to add to a knowledge project about the history and systems of psychology. Your midterm is a draft of your final term paper and a chance to get feedback on your work.

This model will be followed for the rest of the semester, and your final paper and memes (1 meme and write up for each topic covered) will be graded for content and APA style. At the end of the semester, you will have needed to created for the remaining 4 topics.

Additionally, your final exam must include 1 meme and write-up about the book you found pre-dating 1968.

FINAL EXAMINATION (will include an oral examination) (This will be discussed at greater length throughout the semester.)

Your final paper is an extension of your midterm work. Here, you will have an opportunity to revise your midterm work.

Your final paper will rely on the work you did throughout the entire semester to tell a story of the history of psychology.

You may consider creating a timeline for your term project and discussing that, or you may decide to discuss your work through themes. This decision is entirely yours. What you want to demonstrate through your paper and memes is that you have a solid handle on the history of psychology.

FINAL EXAMINATION (continued)(will include an oral examination)

At least 15 articles from the required reading must be used in your final paper.

Each of these articles must represent 1 of the 15 topics we cover throughout the course. Your goal is to tell a story of the history of psychology.

Your final paper will range between 20 - 22 pages not counting memes (perhaps longer depending on your interest).

Your final paper must be printed in 12 Point Times New Roman Font, Double Spaced, 1 inch margins all around, and must include:

Title Page;

Abstract and Keywords;

Table of Contents;

Introduction (including your bias, and data contextualizing the subject, and an overview of what you are about to present in the paper);

Discussion of the 15 topics we have addressed throughout the semester (minimum of 1 page each);

15 memes, each titled with their web address (This will add 15 pages to your paper, but are not counted in the length of your paper);

Results/Discussion (what is now your understanding of the history of psychology, and what does it mean?);

Conclusion (Review all that you have done and offer suggestions for next steps); and
References APA style.

Note: References in this syllabus are not necessarily APA style. Further, for double-spaced work, multiple line references ought to look like this (these are from your required readings):

Köhler, W. (1943). A perspective on American psychology. *Psychological Review*, 50(1),
77 - 79.

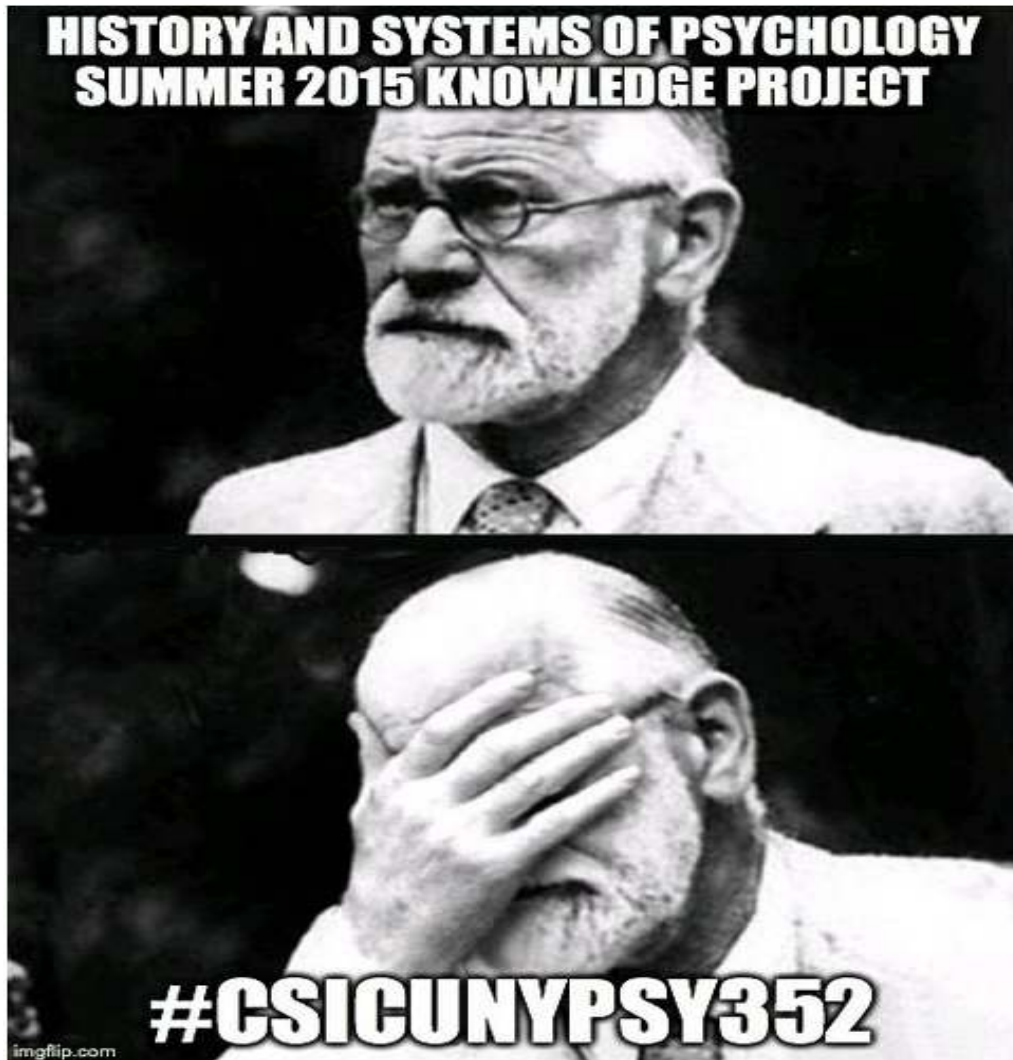
Lewin, K. 1. (1986). "Everything within me rebels": a letter from Kurt Lewin to

Wolfgang Köhler, 1933. *Journal of Social Issues*, 4239 - 47.

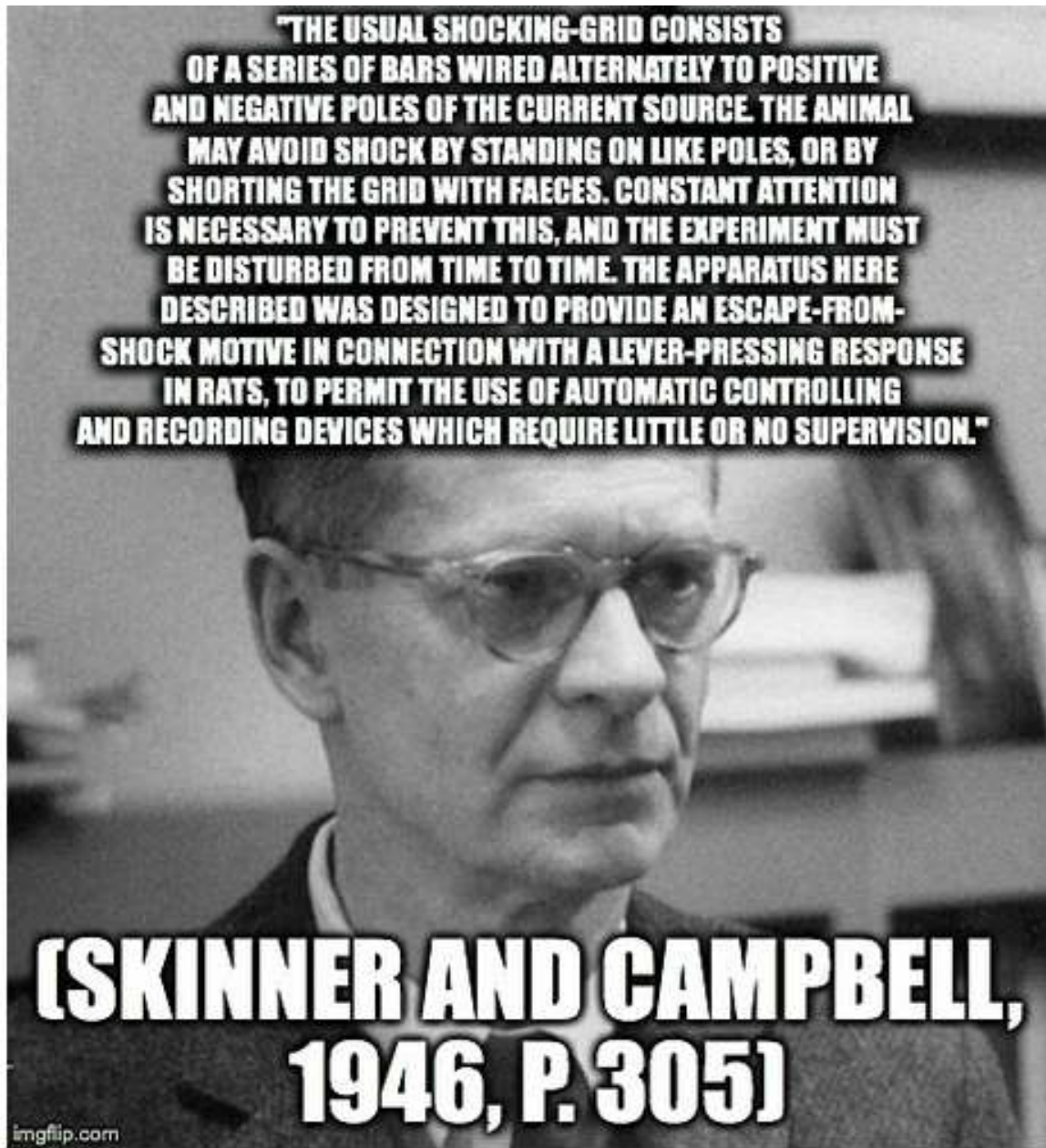
Skinner, B. F., & Campbell, S. L. (1947). An automatic shocking-grid apparatus for continuous use. *Journal Of Comparative And Physiological Psychology*, 40(5), 305 - 307.

Example of Meme and Example of a Meme with a quote, APA style (note, you cannot get caps off, so ordinarily (p.) would be lowercase, but it is unable to augment it. . . . : These images came from www.imgflip.com – you can use it as a source. Or you may decide to use another meme generator. Or you can make your own based on a picture you have taken or using a PowerPoint template, etc. We will discuss this in class. **Be sure not to use photos that have a copyright without permission.**

Once your meme has been approved by me (for APA style and content) please tweet to #CSICUNYPSY352 to be part of the Summer 2015 History and Systems of Psychology Knowledge Project



Example of Meme with quote and Suggested Citation Model to follow (you will need at least 11 of these by midterm and 16 of these by final)



Tenney, L. J. (2015). Skinner on electric shock apparatus generated with imgflip.com quote from Skinner, B. F., & Campbell, S. L. (1947). An automatic shocking-grid apparatus for continuous use. *Journal of Comparative And Physiological Psychology*, 40(5), 305-307. Photograph. Retrieved on June 22, 2015 from <https://imgflip.com/i/n934n>.

GRADING:

DATE	ACTIVITY	POINTS OF FINAL GRADE
6/30	Find and bring to class one book that was published prior to 1968 about a topic that you are interested in psychology.	5
7/1	Draft paper and meme for each of topics 1 and 2	5
7/6	Discussion of Your Term Paper (midterm draft)	10
7/9	Midterm Exam (Draft of Final Paper Due) Paper includes 11 Memes and 11 write-ups based on 11 topics covered thus far. This will include an APA Table of Contents and an APA Reference list. All papers must be APA style for in-text citations. www.apastyle.org for guidance	25
7/9	Oral Presentation	5
7/21	Final Examination (Final paper will include full final paper (instructions on page 10-11 of syllabus); final paper typewritten approximately 20-22 pages; additionally, 15 memes printed; plus 1 meme and write up on book pre-dating 1968 (discussion of this incorporated into your final paper). This will include an APA Table of Contents and an APA Reference list. All papers must be APA style for in-text citations. www.apastyle.org for guidance	25
7/21	Oral Presentation	5
By 7/21	Evidence of all of your articles downloaded and organized per the required readings for each class with APA style reference list two ways (per each discussion and then in full, alphabetically) must be included with your evidence of having retrieved these articles. (You may have your articles in printed files or digitally organized, either way, you must bring your articles into class to show me).	10
Throughout Semester	Random Quizzes	10
Total		100

TRACK YOUR GRADE:::

A = 93 and above A- = 92 -90 B+ = 87=89 B = 82-86 B- 81-80 C+ = 79-76 C = 69 -75 D = 68 – 65 F = 64 of less