

CPSE 790R
History and Systems of Psychology
Spring 2019

INSTRUCTOR: Richard N. Williams

OFFICE: 392 HC

HOURS: T Th 12:00p - 2:50p

PLACE: 355 MCKB

TEXTS:

Robinson, D. N. (1981). *An intellectual history of psychology* (Third Ed.). Madison, WI: University of Wisconsin Press.

Annual Review of Psychology journals

Other readings may be assigned or provided

COURSE CONTENT:

This course will take an integrative “history of ideas” approach to the study of the development of psychology as a discipline and as a historical phenomenon, in the attempt to better understand the system of ideas and scholarly approaches which have come to define the field and its questions today. We will give considerable attention to the philosophical and meta-theoretical assumptions that underlie our current intellectual assumptions, theories, and methods. We will also give some time to examining their historical roots.

This course also aims to be a capstone for the program, integrating the subjects of affective, biological, cognitive, developmental, and social psychology. Therefore, we will be addressing each of these topics over the course of the semester, their origins, and how the ideas and philosophies of each domain of psychology are related to, and integrate in various ways with the other domains and how emphases have waxed and waned over time. We will give more attention to the biological and the social domains – as these are clearly discernible through history. You will be asked to produce two written analyses each of which will require you to integrate the prevailing literature and models of today in light of the conceptual and theoretical history of psychology.

In summary, the course will:

1. Begin by setting the philosophical stage for the sort of historical and critical analysis which is necessary to appreciate the history of psychology.
2. We will then track the history of dominant themes and ideas, up to the present.
3. The final phase will be applying the same sort of analysis to present assumptions, theories and methods.

REQUIREMENTS:

1. You will be required to write two short essay papers (three pages, APA, double-spaced) over the course of the semester. For these assignments you will search through the ‘Annual Review of Psychology’ (within the last five years) in the areas of Social Psychology and Biological factors. Based on this material and the content of the class, your essay should make a historically informed case regarding the integration of the social and the biological “factors” in psychological understanding. You should, of course, include references for the research that contributes to your analysis..
2. A final exam. The possible topics will be posted on Learning Suite at the first of the term. The final paper should be no longer than 7 pages (APA, double-spaced). It should reflect your use of at least 3 -5 texts (books or articles) other than those required for the course. The final should reflect your most careful and serious thought and expression regarding “Big Questions.”

LEARNING OBJECTIVES:

1. Students will learn and recognize the roots of contemporary theories, ideas and practices in the thought of earlier figures and movements.
2. Students will be able to recognize the influence of older ideas on the assumptions on which current ideas and understandings are based, especially in the domains of affective, biological, cognitive, developmental, and social psychology.
3. Students will be able to apply critical thinking to contemporary models and ideas and understand them in terms of their important assumptions and implications.
4. Students will be able to take a historical perspective on a topic of interest to them in their own professional work.

Schedule:

DATE	TOPIC/READINGS/ASSIGNMENTS DUE
4/30	Defining the Subject Readings: <ul style="list-style-type: none"> • Textbook chapter 1
5/2	Psychology in the Hellenic Age: From the Pre-Socratics to the Dialogues Readings: <ul style="list-style-type: none"> • Textbook chapter 2
5/7	The Hellenistic Age: Aristotle, the Epicureans, and the Stoics Readings: <ul style="list-style-type: none"> • Textbook chapters 3
5/9	Patristic Psychology: The Authority of Faith Readings: <ul style="list-style-type: none"> • Textbook chapters 4
5/14	Scholastic Psychology: The Authority of Aristotle Readings: <ul style="list-style-type: none"> • Textbook chapters 5 Assignment: <ul style="list-style-type: none"> • Integration Paper 2 due
5/16	Nature and Spirit in the Renaissance

	Readings: <ul style="list-style-type: none"> • Textbook chapters 6
5/21	Empiricism: The Authority of Experience Readings: <ul style="list-style-type: none"> • Textbook chapter 7
5/23	Rationalism: The Geometry of the Mind Readings: <ul style="list-style-type: none"> • Textbook chapters 8
5/28	Materialism: The Enlightened Machine Readings: <ul style="list-style-type: none"> • Textbook chapter 9 Assignment: <ul style="list-style-type: none"> • Integration Paper 2 due
5/30	The Nineteenth Century: The Authority of Science Readings: <ul style="list-style-type: none"> • Textbook chapter 10
6/4	From Systems to Specialties: The Crucial Half Century (1870-1920) Readings: <ul style="list-style-type: none"> • Textbook chapters 11
6/6	Contemporary Formulations Readings: <ul style="list-style-type: none"> • Textbook chapters 12
6/11	Summary and synthesis
6/13	Final Paper due

Partial Bibliography for History and Systems of Psychology

- Boring, E. G. (1950). *A history of experimental psychology* (2nd Ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Gantt, E. E., & Williams, R. N. (Eds.). (2018). *On hijacking science: Exploring the nature and consequences of overreach in psychology*. New York: Routledge.
- Koch, S., & Leary, D. E. (1992). *A century of psychology as science*. Washington, D.C.: APA Press.
- Leahey, T. H. (1987). *A history of psychology: Main currents in psychological thought*. (2nd Ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Rychlak, J. F. (1981). *A philosophy of science for personality theory* (2nd Ed.). Malabar, FL: Robert E. Krieger.
- Slife, B. D., & Williams, R. N. (1995). *What's behind the research: Discovering hidden assumptions in the behavioral sciences*. Newbury Park, CA: Sage.
- Principe, L M. (2011). *The scientific revolution: A very short introduction*. Oxford: Oxford University Press.

Williams, R. N., & Robinson, D. N. (2015). *Scientism: The new orthodoxy*. London: Bloomsbury Academic.

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 378-2847.

Students with Disabilities:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-292 ASB.

Academic Honesty Policy:

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not

limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy:

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.