

PSY 352-E003-51857 Fall 2016
College of Staten Island, City University of New York
Tuesday 6:30 – 9:50PM Building 4S Room 217
Professor: Dr. Lauren Tenney (516) 319-4295

Office Hours: just before and after class, 4S 217, or by appointment

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COURSE DESCRIPTION: Historical development of contemporary psychology including a critical survey of its chief contemporary systems: structuralism, functionalism, psychoanalysis, behaviorism, Gestalt psychology, and others.

Prerequisite: [PSY 201](#) and eight additional PSY credits at the 200 level or higher

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.

TEXTS (FREE!):

Boeree, G. (2006a; 2006b; 2006c; 2006d). The history of psychology. C. George Boeree.
<http://webspace.ship.edu/cgboer/historyofpsych.html>

Boeree, G. (2006e). Personality Theories. C. George Boeree.
<http://webspace.ship.edu/cgboer/perscontents.html>

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>

Free online resources and articles found in the CSI Library online will be utilized. I will do a training on the first night of class for using the historical databases. We have access to a wealth of information via the CUNY library system.

You will need to find one library book that pre-dates 1938 about a topic in psychology of your choosing. The older the book, the better it meets the requirements of the assignment.

You will also be finding primary source data. This will require one or more trips to a library or museum or archive where you can find materials that meet your needs. Please see www.archivegrid.net to conduct your literature searches.

You will need to research two female psychologists worked on whatever your topic interest is—or something related, using the www.FeministVoices.com website. One from Woman Past, a database of female psychologists who earned their PhDs prior to 1950 and one feminist psychologist from Woman Presence, who earned her PhD after 1950.

To the Scholar in You:

Welcome to History and Systems of Psychology! I do hope you enjoy our time exploring the vast and often grey matters of the mind. This section of Psychology will be a great challenge. We will quickly learn that there is not always a correct answer when sorting through the history of things of a psychological nature.

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?

ENVIRONMENT:

I intend for our class to be participatory. This means that along with lecture we will have group work, discussions, role play, and activities. It is important that you understand that in this **cell phone, sidekick, iphone-free environment**, learning is the goal. Due to the nature of the subject we will be talking about intimate details of the lived experience.

It is essential to be in a room where mistakes are allowed and growth and development is encouraged. The goal is not to get people to agree with you, but to understand different perspectives. Questions are essential to learning, so speak up! Ask what is on your mind!

The RULES OF RESPECT are now called into play.

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 **September 6, 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: For full calendar:

<http://www.csi.cuny.edu/currentstudents/academiccalendars/Fall2016.pdf>.

9/1 (Thursday): Course Drop period begins. An administrative grade of WD is assigned to students who officially drop a class.

9/7 (Wednesday): Last day to drop with a 50% tuition refund.

9/14 (Wednesday): Last day to withdraw with a 25% tuition refund. Last day to drop without a grade of "W".

9/15 (Thursday): Course withdrawal period begins. A grade of W is assigned to students who officially drop the class.

10/1 (Saturday): Last day to file for January 2017.

10/4 (Tuesday): No classes scheduled

10/11 (Tuesday) No classes scheduled

10/14 (FRIDAY): Classes follow a Tuesday schedule.

10/17 (Monday): Course withdrawal period ends. Last day to withdraw from the class with the grade of "W" without permission of the Instructor and Psychology Department Chairperson.

12/13 (Tuesday): Final Examination. All Materials Due with 3 graded drafts in order to receive credit, all finalized, revised materials must be handed in with original graded drafts.

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. Attendance matters.

Make-up exams: Only under extraordinary circumstances are there make-up exams. There is generally no way to make up for random quizzes. If you miss an exam or a quiz, you forfeit the points toward your grade for it. You also forfeit the ability to qualify for extra credit. Extra means extra, not instead of what was required.

ACTIVITY DUE and GRADING:

DATE	ACTIVITY	POINTS OF FINAL GRADE
9/13	Find and bring to class one book that was published prior to 1968 about a topic that you are interested in psychology; Draft paper for Term Project: Topic Statement, Book prior to 1938, Woman Past, Woman Presence	5
9/20	Draft Statement on Reflexivity	5
10/18	Draft of Term Project, v. 2 (include v. 1)	15
10/18	Midterm Exam	20
11/15	Third Quarter Review (Draft of Term Project, v. 3 – include v. 1 and v. 2)	5
12/13	Final Examination	20
12/13	Submission of Term Project and all previous versions	15
Throughout Semester	Random Quizzes	15
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 or less, plagiarism, or excessive absence.

8/30	INTRODUCTIONS	
9/6	Ancient History?	Pick one ancient civilization and watch a documentary about it and write a brief paper reacting to what you learned. Be sure to APA cite. This will be incorporated into your Term Project.
9/13	Topic 1: Archival Review. Topic 2: Herstory of Psychology of Women and Women in Psychology www.FeministVoices.com archival work Topic 3: Sex and Gender	One book published prior to 1938 about a topic you are interested in, in the field of psychology. Bring book to class 9/13. Start reading it. You will be writing a paper about it and including it in your Term Project. Pick psychologist from Psychologist Past and Psychologist Presence for your Term Project and bring in draft writing about each.
9/20	Topic 1: 17 th - 19 th Centuries Topic 2: Slavery and Institutional, Structural, and Scientific Racisms	Draft Statement on Reflexivity
9/27	Topic 1: Epistemology and “Iconic Media” Topic 2: Structuralism and Functionalism	
10/4	NO CLASS	
10/11	NO CLASS, WE MEET FRIDAY	
10/14 FRIDAY	Topic 1: Understanding the modern structure of psychology (APA, APS) Topic 2: REVIEW for Midterm	Discussion of Your Term Project (midterm draft v1)
10/18	MIDTERM	Drafts of your Term Project
10/25	Topic 1: Developmental Psychology	
11/1	Topic 1: Psychodynamic Psychologies	
11/8	Topic 1: Personality Psychology	
11/15	Topic 1: Social Psychology Topic 2: Environmental/IO Psychology	Drafts of your Term Project
11/21	Topic 1: Behaviorism Topic 2: Behavioral/Cognitive Topic 3: Cognitive Psychology	
11/29	Topic 1: Gestalt Psychology Topic 2: Humanistic Psychology Topic 3: Existential Psychology	
12/6	REVIEW	Final Draft of your Term Project
12/13	FINAL EXAMINATION	All versions of your work due.

RESOURCES:

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

<http://laurenttenney.us/ourstory-of-commitment.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>

PEER REVIEWED ARTICLES ARE PART OF THE REQUIRED READING. NEVER PAY FOR A PEER REVIEWED ARTICLE. THESE ARE ALL FREE.

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.

**This lecture guide is subject to change.
I will be discussing these articles throughout the semester.**

FIND, DOWNLOAD, DIGITALLY ORGANIZE A FILE WITH THE FOLLOWING ARTICLES, ALL WHICH CAN BE FOUND IN THE CSI LIBRARY DATABASE.

This is 50% of your FINAL EXAM GRADE (10 full points). This assignment includes creating 2 APA Reference Lists, one, alphabetical of all entries, the other, reference lists by topic (alphabetized).

Each section of articles must be downloaded and organized into a digital file. Main folder: PSY 352 History and Systems of Psychology. Each of the headings, then, such as "Ancient History" is the label of another folder in the PSY 352 folder. Save each of the articles by author(s) last names, publication year, and title. This is required for your FINAL EXAMINATION.

Also, what articles can you find?

While it is your responsibility to obtain all of these articles through literature searches, you are only required to pick one from each category, in conjunction with weekly readings from Boeree (2006), read these articles, and use them as part of your written Term Project. We will discuss this in class.

Ancient History

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

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

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

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.

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.

Structuralism and Functionalism

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

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.

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*, 52197-221.

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.

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.

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>

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.

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.

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.

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Use it for notes.
Exchange contact info with classmates.*

Directions for Stump the Class Questions or Memes and Explanations

Due Each Week (1 Point Each/18 Total Points Possible/No Late Work Accepted).

You may decide for each required reading whether you will create a Stump the Class Question or a Meme. Some weeks you may have to do 1, other weeks 2, or 3.

Extra Credit

STUMP THE CLASS QUESTIONS AND EXPLANATIONS:

First: Read the required reading that will be the subject of the next weeks discussion.

Second: As you are reading the material, think about what is the most important point being made; what really can you say is the point of the material.

Third: Make up a multiple choice or true/false question based on what you think the point of the required reading is. Be sure to cite the page where the information for the question comes from. You are making this question up based on the readings.

Fourth: Write an explanation of why the right answer is the right answer; why you think this is the most important thing to consider based on the readings; and why other answers offered (the wrong answers) are wrong (1 solid page or more).

Fifth: Make sure that you cite everything APA style.

- 1/3 point for a good solid meaningful question that demonstrates knowledge of the required reading.
- 1/3 point for a correct multiple choice answer and an adequately represented written explanation of why the answer is correct and why the question is important (1 solid page or more).
- 1/3 point APA style is met including in-text citations.

MEME AND EXPLANATIONS:

Required.

First: Read the required reading that will be the subject of the next weeks discussion.

Second: As you are reading the material, think about what is the most important point being made; what really can you say is the point of the material.

Third: Use www.imgflip.com to make a meme. Choose a quote of less than 75 words to use in a meme. Be sure to cite the page where the information for the question comes from. You are making this meme based on the readings.

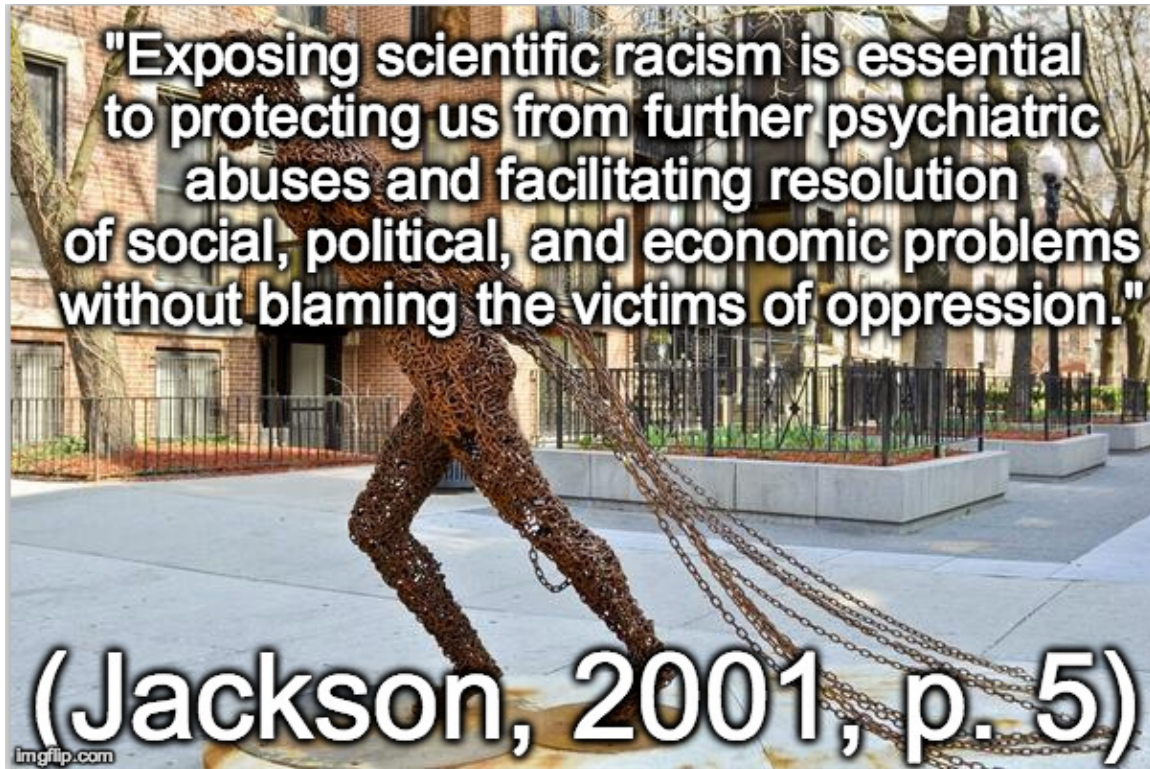
Fourth: Write a paper explaining the meme you made; including the quote you chose, and an explanation of why you think this is the most important thing to consider based on the readings, and any other connections you can make about the reading. (1 solid page or more).

Fifth: Make sure that you cite everything APA style.

- 1/3 point for a good solid quote and visual representation that demonstrates knowledge of the required reading.
- 1/3 point for an adequately represented written explanation of why you chose the quote and why the question is important (1 solid page or more).
- 1/3 point APA style is met including in-text citations.

Be sure to stay on top of these. If you do not have them handed in on time, you lose the points for them. You cannot qualify for extra credit if you have not completed all 18 stump the class questions/or memes and explanations.

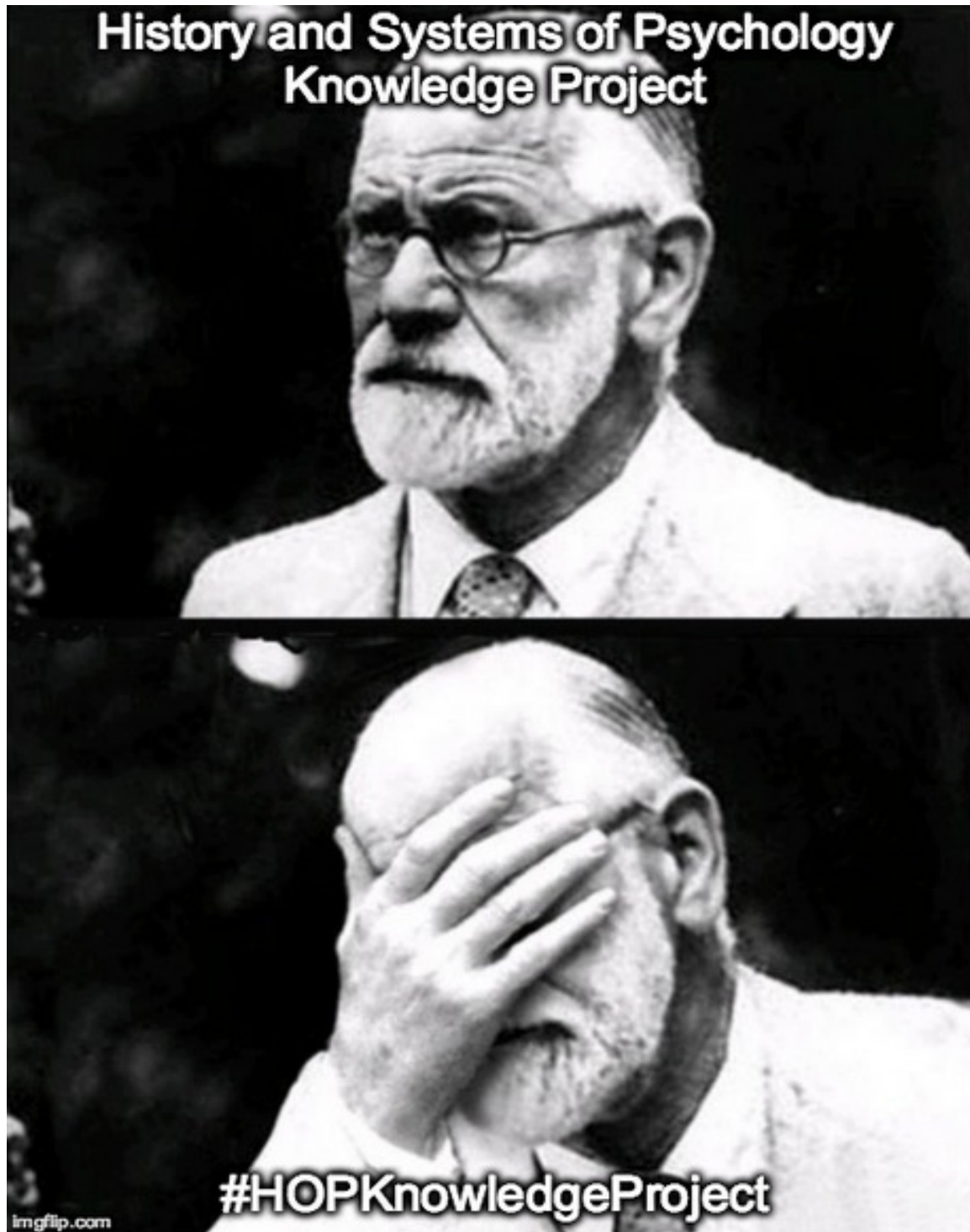
Some more MEME instructions



When you make your meme, generate it through www.imgflip.com. Name your meme. Create an APA citation for it including your name, year, title of meme, where the quote was from (APA STYLE!) and then the Date which you retrieved it and the link that imgflip gives you. Be sure that your quote is in quotes, with the period inside the quote ("----."). Make sure it has the automatically generated imgflip.com logo on it (this allows you to use the image and protects you from copyright violation. Keep the quote around 50 – 75 words but not more than 150 words. On the bottom of the meme, in parentheses included Author last name, Year, p.) Make sure there is a comma after author last name, space, year, comma space, p. (p period) space and then the page number inside the parentheses. When you are in imgflip – if you hit advanced options, it allows you to take cap lock off and change the font to arial for easier reading . . . When you upload your meme to the knowledge project/twitter be sure to use #HOPKnowledgeProject *HOP stands for History of Psychology

Example of Citation:

Tenney, L. J. (2015). Corrected Student Meme. Quote from Jackson, V. (2001). *In our own voice: African-American stories of oppression, survival, and recovery in mental health systems*. It's About Time: Discovering, Recovering and Celebrating Mental health Consumer/Survivor History. August 2001. Retrieved August 27, 2015 from <https://www.power2u.org/downloads/InOurOwnVoiceVanessaJackson.pdf>. Retrieved August 28, 2015 from <https://imgflip.com/i/q7jc8>.



Please share your APA style cited memes here:

<https://www.facebook.com/historyandsystemsofpsychology> Be sure to include your citation in the description.

<https://twitter.com/HoPKnowledge> Tweet memes to: @HoPKnowledge include #HoPKnowledgeProject