

Section 01 F2F–Fall 2023 Syllabus



Dr. Lawrence (Larry & Emma!) Burns, 2219 ASH, 331-2862, Email burnsl@gvsu.edu

Class hours: 11:30-12:45 Tu/Th, Rm MAK D-1123

Office Hours: I look forward to meeting you this semester. I will be in my office Tuesdays and Thursdays 1:00-2:00 pm. If these times are not convenient, please speak with me so we can arrange an appointment.

Required Text(s): On Bb (no charge): Bolles, R.C. (1993; special PDF edition) *The Story of Psychology*. Cengage.

Course Objectives: Psychology has a diverse and meaningful history even as a relatively new science. Based on historical and contemporary work, this course will review many of the theoretical foundations of psychology. Readings emphasizing the contributions of the primary schools of psychology and related areas will be included to highlight various aspects of the development of the science of psychology.

Class Format: This course is not a pure lecture class as an upper-level class. I encourage you to ask questions and participate in classroom discussions. Your grade is based in part on your participation. Reading class material before class attendance will be required. Due to the class format, frequent absences from class may reduce your final grade.

Upon successful completion of this course, students will be able to:

1. Describe fundamental issues in the history and philosophy of science (e.g., how does scientific knowledge grow in any particular discipline? What is the logic of scientific theory testing?)
2. Describe broader theoretical issues related to the history and philosophy of science (e.g., the ontological problem and consciousness).
3. Explain early psychological thought and scholarship.
4. Explain and differentiate between the major schools of thought in psychology.

Grading: Your final grade will be based on three (3) exams, ten (10) weekly write-ups, and weekly questions related to the assigned readings (excluding the 1st week, there are 11 weekly sections; drop one at your preference), and discussion participation each Thursday (11 weekly discussions, 3 points per week, drop two at your choice). Each exam will consist of four (answer three) essay questions drawn from the readings and class discussions. Each exam will cover material from a particular course section and count equally toward your final grade. The third exam (given during finals week) will not be comprehensive. Each exam will count for 60 points. Questions & write-ups will be worth 180 points (18 points each). Discussion participation will be worth 27 points. The history project or course paper (your choice) will be worth 50 points. Thus, the maximum number of points you can gain for all exams, write-ups, questions & discussions, and your history project with references is 437. You are guaranteed the following grade based on your total score:

Grade Point Distribution

406-437 A
396-405 A-
389-395 B+
360-388 B
355-359 B-
347-354 C+
322-346 C
315-321 C-
393-314 D+
274-292 D
<274 F

GVSU Policy Pointers—

Disabilities Support Resources

If you have any condition, such as a physical or mental disability, which will make it difficult for you to carry out the work as outlined, or which will require extra time on examinations, please notify me in the first week of the course so that we can make appropriate arrangements. This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

Due to the course's format during the discussion-based portion (Thursdays), please **no computer use/cell phone** texting during class.

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Caring for Students

Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out, and we will figure out accommodations.

Mental Health

Mental health concerns, including overwhelming stress, excessive worry, difficulty participating in daily activities, and changes in mood, appetite, or sleep patterns, can interfere with your academic performance. College student surveys report that roughly 1 out of 3 students screen positive for a current mental health concern ([Healthy Minds Study](#)). GVSU values your health and wellness and provides services to support your mental health. If you would like mental health support or are concerned for another member of our campus community, reach out to the [University Counseling Center](#) for free resources, self-help options, and services. Also, visit [Campus Recreation & Wellness](#) for additional health and wellness programming.

Emergency Procedures:

Fire: Immediately proceed to the nearest exit during a fire alarm. Do not use elevators.

More information is available on the University's Emergency website located at <http://www.gvsu.edu/emergency>.

Make-up Exams: I will give make-up exams based on extenuating circumstances.

GVSU Policy Pointers—

Bb and email

1. Computing Conditions of Use (Condition #7):

Using university technology resources for commercial use is strictly prohibited. Such resources are to be solely used in conjunction with doing business for GVSU or purposes directly related to academic work.

2. Email Policy (In Section B, "Account Usage," the 3rd paragraph):

University e-mail services shall not be used to send unsolicited commercial emails; such use may result in your account being disabled.

Write-ups and Questions for each week (Thursday discussion):

Write-ups typically range from one to three pages (double spaced) per chapter and/or reading.

I. What is the point of the chapter(s)/reading(s)? (15 points for the pair of write-ups-- each week.)

What is the dominant model or system under examination in the chapter or primary reading? Is this model or system still in use, and if so, in what way? If not, then why not? What is the main point of the chapter or reading? What does this chapter or reading add/reveal about the history of psychology? Why do you think so? Finally, and this is a critical question, **what links the readings this week?** Your write-up is not to be a “book report” or simply a reiteration of what you read, but your thoughtful synthesis and reaction.

→Please use a separate page for each chapter and/or reading write-up (of course, printing on both sides is excellent!).

Write-ups will be due at the **end** of class each Tuesday (excluding the Fall Break week and review/exam weeks), Late write-ups lose three (-3) points a day. I will not accept papers via email (except for very rare exceptions).

Please note (General Academic Policies, p.78; 1996-1997) **Plagiarism** is "Any ideas or material taken from another source... must be fully acknowledged... sentences or paragraphs... any student who fails to give credit is guilty of **plagiarism**."

"Such activity (**plagiarism**) may result in failure of a specific assignment, an entire course, or if flagrant, dismissal from GVSU."

II. Weekly Questions? (up to 3 points, drop one set of your choice)

Based upon your reading and personal beliefs, list a minimum of four questions related to your readings (that is, a minimum of two (2) from each source. They must come from both sources assigned for the week (list the source for each set of questions). Please consider asking questions about aspects of the readings that move or confuse you.

I.e., Please arrange your questions:

Bolles Chapter X:

1)

2)

Title of Primary Reading:

1)

2)

These will be due by 5:00 p.m. each Monday via email (excluding 1st week and Fall Break week—due before the start of class at the next class session after the holiday/break).

No credit will be provided for questions delivered after 5:00 p.m. → 5:05 p.m. is late = zero (0) credit.

Please do not delay! (You may feel free to send them in on Sundays if you like.)

→ Please place a header on your e-mail “*Psy-405 Week X Questions*”

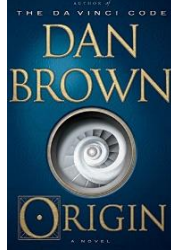
Send these in **the main body** of your email—please do not use an attachment.

III. Participation (up to 3.0 points per class, excluding two 'skips' and review sessions/exams)

See the participation handout on Bb for specific grading criteria.

The Dan Brown History Project (50 points)

Based on the **first** letter of your last name, you are to trace a GVSU psychology faculty member within two (2) letters of either side of your last initial (e.g., if your last initial is “J,” you can only approach faculty with last names which begin with “H,” “I,” “J,” “K,” or “L” [A, B, Y, & Z, are high and low].



As I do not want complaints from faculty for excessive questions --the only question(s) you may ask is, “Who was your dissertation advisor, who was their dissertation advisor, and what graduate school did they attend? The rest is up to you to dig up.

Your mission is to track the training orientation of a particular faculty member back to a **minimum** of four (4) generations, including the current faculty member. Can you get past William James or Wundt to some of the earlier philosophers? Provide at least one paragraph for each “generation”

you return to.

- 1) E.g., “X at GVSU” was trained by Jones. “X” is known for their work regarding (get this from Google Scholar, Research Gate, or the department web page).
- 2) Jones (1945-) is most widely known for work related to “Y.” Jones was trained by Watson (1878-1958).
- 3) Watson is famous for and was trained by James R. Angell and H.H. Donaldson at the University of Chicago.
- 4) Angell was trained by...

Careful attention to detail, supporting information, and creativity in linking the various psychological schools or orientations to the faculty member will determine your grade. You will need at least three (3) non-internet references

(texts or periodicals) to supplement your detective work. Consider, for instance, Freud and his influence on several subsequent theorists who went in completely different directions than their initial work with Freud.



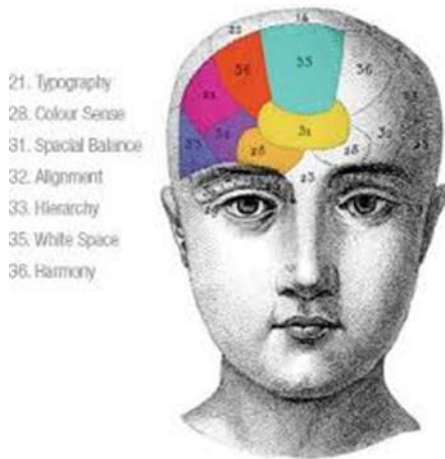
The Contribution to Psychology History Project* (50 points)

Each student may choose to write a research paper analyzing a particular person's work, a theory, or an area of Psychology. Examples of topics a student could select include: a person such as [Mary Calkins](#); a theory (or theories) such as those regarding Motivation [Graham \(2020\)](#); an area of psychology like Gestalt psychology; or even another type of topic such as testing in psychology or psychology in Asia. Your primary task will be to trace the significance of your topic throughout the history of psychology, connecting your topic to past, current, and future theories and individuals prominent in Psychology. Your paper should be a historical analysis, which is quite different from an empirical research paper one

might write to share the results of an experiment. Other topic ideas might include those listed in our syllabus or any other prominent historical figure or essential area. More examples: Hugo Munsterberg, William James, Wilhelm Wundt, Hermann Ebbinghaus, Edward Tichener, Ivan Pavlov, Edward Thorndike, B.F. Skinner, Kurt Lewin, Ulric Neisser, Harry Harlow, Humanistic Psychology (the area, or a figure such as Abraham Maslow), Cognitive Psychology (the area, or a figure such as George Miller), African-Americans in Psychology (the area, or figures such as Kenneth and Mamie Clark), developmental psychology (area, or figures such as Jean Piaget or Erik Erikson), or social psychology (the area or a figure such as Leon Festinger or Stanley Milgram). The number of possible choices would be very large; feel free to pick any historical figure from any psychological area/course you have studied – be creative! **Make your choice early because students must choose different topics**, and gathering research materials may take a great deal of time (they may need to be delivered from other locations). The following topics may NOT be pursued: Sigmund Freud, Carl Jung, Solomon Asch, Charles Darwin, dreams, prisons, corrections, and mental institutions.

You will need a minimum of 700-800 words to accomplish either project.

Due November 16th



Section I

August 28th Introduction of material

August 31st ***What defines [a] science?*** (No essays due, but will be one of the questions on the first exam.)

- 1 ***The Beginnings of a Science (Italics–Bolles' Text)***
 Miller, G. A. (1999). The Constitutive Problem of Psychology.
 Luckey, E. F. (2020). The psychologist's biographer: Writing lives in the history of psychology.
 (Non-italics–reading material on Bb)

September 5th ***Of a mechanistic faith...?*** (Essays start–due Tuesday)

- 2 ***Physiological Background***

September 7th **Discussion**

Fearing, F. (1929). Jan Swammerdam: A study in 17th-century physiological psychology.
 Langfeld, H. S. (1933). The historical development of response psychology.

September 12th ***Déjà vu—the four themes, or something more?***

- 3 ***Philosophical Themes***

September 14th **Discussion**

Gopnik, A. (2015, October). How an 18th-century philosopher helped solve my midlife crisis.

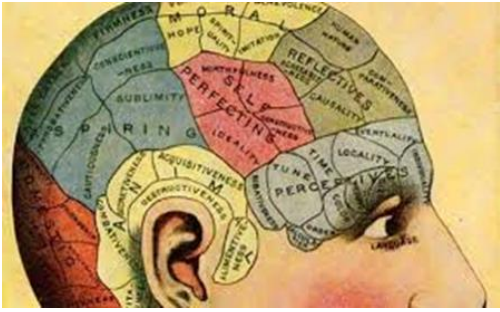
September 19th ***Floundering, then Finding vs. Lost and Found?***

- 4 ***Loss of the Themes***

September 21st **Discussion**

Walls, J. (1982). The psychology of David Hartley and the root metaphor of mechanism: A study in the history of psychology.

September 26th review & September 28th Exam 1



Section 2

October 3rd ***What is Perception?***

5 *Sensory Physiology & Perceptual Problems*

October 5th **Discussion**

 Arnheim, R. (1999). *The Other* Gustav Theodor Fechner.

October 10th ***Are we [still] stuck between philosophy & physiology?***

6 *Wundt and Structuralism*

October 12th **Discussion**

 Blumenthal, A. L. (1975). *A reappraisal of Wilhelm Wundt.*

 Smith, R. (1982). *Wilhelm Wundt resurrected.*

October 17th ***What role the Loyal Opposition?***

7 & 8 *The Periphery in Germany & Britain*

October 19th **Discussion**

 Daston, L. J. (1977). *British responses to psycho-physiology, 1860-1900.*

October 23-24 Fall Break No Class

October 26th ***What lies at the heart of American Psychology?***

9 *The American Pioneers*

October 26th **Discussion**

 Ellsworth, P. C. (1994). *William James and emotion: Is a century of fame worth a century of misunderstanding?*

 Deigh, J. (2014). *William James and the rise of the scientific study of emotion.*

October 31st review & November 2nd Exam 2



Section 3

November 7th **Why Functionalism?**

10 *American Functionalism*

November 9th **Discussion**

Furumoto, L. & Scarborough, E. (1986). Placing women in the history of psychology.

→The last day to Drop Class is November 10th

November 14th **Is Was Psychoanalysis a Paradigm?**

11 *Psychoanalysis*

November 16th **Discussion**

Yakeley, J. (2018). Psychoanalysis in modern mental health practice.
Crabtree, A. (2019). 1784: The Marquis de Puyégur and the psychological turn to the west.

→November 16th **History Project due**

November 21st **Open Discussion (non-graded)**

November 22-24 **Thanksgiving Break No Class**

November 28th **Could things have gone differently?**

12 & 14 *Gestalt & Cognitive Psychology*

November 30th **Discussion**

Henle, M. (1999). Rediscovering Gestalt Psychology.

December 5th **“Excitement and Pink lemonade...”?**

15 *The Diversification of Psychology*

December 7th **Discussion**

Flis, I. & van Eck, N. J. (2017). Framing Psychology as a Discipline (1950-1999): A Large-Scale Term Co-Occurrence Analysis of Scientific Literature in Psychology.

Sewell, E. (1999). Psychology and poetry: The uneven dance.

December 12th **Tuesday @10-11:50 pm Final Exam**