

PSY 352: HISTORY AND SYSTEMS OF PSYCHOLOGY

Class: Tu/Th 800a – 950p (21326)

Instructor: Di Yoong

College of Staten Island, CUNY
Department of Psychology

Office Hour: Thurs 1000a – 1100a
or by appointment

Email: diane.yoong@csi.cuny.edu

COURSE DESCRIPTION (from catalog)

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.

Introduction

If we understand psychology as a scientific investigation of human behavior, how does socio-political contexts shape our psychological knowledge? How does psychological knowledge shape our belief about what it means to be human and how do we shape psychological knowledge? What do historians of psychology include and leave out in their storytelling and what implicit assumptions are carried in those stories? Through this course we will consider why understanding the context from which our psychological knowledge and theories emerge from is important to our scientific investigation of human behavior and informs what we do with our knowledge.

Learning Outcomes

By the end of the semester, you will:

- develop an understanding of how history and socio-political contexts impact psychological knowledge production and the goals of psychology
- be able to critically read and evaluate the production of psychological knowledge
- be able to understand and critically reflect on theoretical perspectives and research
- develop skills to produce a podcast episode

Required Texts

We will be using a textbook alongside selected journal articles and other media sources in this class.

The textbook for this class is: **A History of Modern Psychology in Context** (2010) by Pickren, W. & Rutherford, A. While you may choose to purchase the textbook (\$135.25), you can also download the version of it that has been shared on the [author's ResearchGate page](#) (for free!).

Articles and other class materials will be available on our course site via the course schedule page.

Reading Notes

As we explore the histories and systems of psychology, you may come across texts that are unfamiliar to you. Taking notes while you read will help you to better understand the material and will assist you in your forum posts as well as your collaborative assignments. The following questions will help you to figure out what to focus on while reading the texts:

1. What was the general argument/point the author made?
2. How does this text contribute to our understanding of psychology?
3. What are the goals of psychology in this text?
4. How do race, gender, sexuality, and/or class factor into the author's arguments?
 - a) How does the author's race, gender, sexuality, and/or class influence their arguments?
5. What evidence did the author use to support their argument? (ethnographic, personal experience, newspapers, other scholars' research)

Listening/Watching Notes

In addition to texts, we will be listening to and watching a variety of media alongside our readings. The inclusion of these audio and video formats can provide you with ideas on how to think about the structure of your wiki and podcast episode project, particularly on how they share and translate complex ideas. When you listen and watch these media, it is also good to take note of:

1. What is the structure of the audio/video media?
2. What is one thing you enjoyed about their approach?
3. What is one thing that you can learn from and incorporate in your project(s)?

Assignments and Grade Breakdown

There is **no exam or test** for this course. Assessment is structured around assignments throughout the semester to support you in your learning and engagement with the materials. The assignments are as follow:

1. Forum posts (**Total: 30%**)
 - a) Questions (**6 x 2.5%**)
 - b) Responses (**6 x 2.5%**)
2. Group contract (**5%**)
3. In-class (**Total: 15%**)
 - a) Note-taking (**5%**)
 - b) In-class presentation (**10%**)
4. End-of-semester reflection paper (**10%**)
5. Collaborative history podcast episode (**Total: 40%**)

1. Forum posts (Total: 30%)

You will post your questions and responses by **Thursday 07:00am** each week to our class forum. This will begin from our second week of class (Feb 10, 2021). You will post a total of 6 times for each reflexive question post and response post throughout the semester. You can also refer to the class schedule for when to post.

Last Names	Weeks	Types of Forum Posts
A-L	2-7	Reflexive questions
	8-14	Responses
K-Z	2-7	Responses
	8-14	Reflexive questions

a) Forum posts: Reflexive questions (6 x 2.5%)

You will post **two (2) reflexive questions** about the readings of that week. Your questions should reflect that you have done the readings. Questions **should not** be comprehension-based. If the answer to your question can be found in the reading, it is likely to be comprehension-based. For example:

- Comprehension-based question: What are the key points of this reading?
- **Reflexive question:** If Psychology was born out of evolutionary theory, physiology, and philosophy then how does maintaining a strict disciplinary boundary and distinction help Psychology understand what human nature is?

b) Forum posts: Responses (6 x 2.5%)

You will post a **(1) response** to a question by your classmate via our class forum. Your responses should reflect that you have done the readings and is a meaningful reply to your classmates' questions. Your responses should be at least 2-3 sentences to a short paragraph.

2. Group Contract (5%). Due: 02/18/2021

For this assignment, you will be writing a group contract that will lay out group expectations for the semester. As the podcast assignment is a semester-long collaborative project, this group contract will help us with being accountable and responsible to our contributions to the group. Please refer to the guideline for a template.

3. In-class (Total: 15%)

For the week that your group has signed up for you will be taking notes for the class and sharing a short in-class presentation. Please [sign-up for a group](#) by 02/04 (Th). Since our class meets twice a week, I suggest that half the group does the note-taking and the other half does the presentation for Tuesday and switch for Thursday's class. Both note-taking and in-class presentations will be graded as a group.

a) Note-taking (5%)

You and your group will be in charge of taking notes for on [our collective class Google document](#). Each week **1 group** will be in charge of taking notes for the week that you have signed up for at the beginning of the semester.

Please include a header with the topic of the week and the date. Your objective here is to record and synthesize our discussion. You should not be copying word-for-word what is being shared in the lecture but to track and record what was important and useful to you and your classmates.

To attain full credit, your notes should include:

- What are the key ideas discussed today? Why are they important?
 - Include discussion points from your classmates, not just the lecture from the class.
- How has/have the author/s introduced the ideas? Why is the context important to the ideas they present?

b) In-class mini presentation (10%)

For your presentation, you will present a concept map of the reading(s) due for that class. A concept map is a visual organization and representation of knowledge. It shows concepts and ideas and the relationships among them. You create a concept map by writing key words (sometimes enclosed in shapes such as circles, boxes, triangles, etc.) and then drawing arrows between the ideas that are related. Then you add a short explanation by the arrow to explain how the concepts are related. Your presentation should be **8-10 minutes** in length. You may find [Google Jamboard](#) helpful in crafting your concept map.

Synthesis

In your presentation, discuss:

- A brief background of the authors and their genealogy (e.g. who did they learn from? who were their students?)
 - For those presenting on the readings from the textbook, please choose one of the main theorists introduced by the textbook's authors instead.
- Socio/historical/political context contributing to the emergence of their work.
- What is the main argument of the article? What is the story here, and why (for what purpose)?
- What are the main concepts and theories employed in this reading? How is the author connecting these concepts? Make sure to draw a few specific examples from the reading.

Analysis

To enrich our discussion, include these components:

- What are three (3) main takeaways/conclusions from the reading(s)?
- Include two (2) discussion questions for the class based on the themes brought up in your presentation.
 - You can use the questions you've created for your forum post.
- Include at least one (1) relevant example from current events, media, or another object of analysis that contributes to your understanding of the concepts.

4. End-of-Semester reflection paper (10%). Due: 05/20/2021

For this paper, you will be writing a short **2-3 page** paper based on the readings and discussion from this course and your own experiences. Reflecting on your understanding of psychology from the beginning of the course,

you will be noting how your thinking has/has not shifted. While writing this paper, you should pay attention to how your own racialized, classed, gendered, and sexualized experiences shaped and influenced your thoughts and seek to balance your theoretical analysis with it. Your paper should be both analytical and reflective.

5. Collaborative history podcast (Total: 40%)

Throughout the semester, you will be working on a collaborative podcast episode. The purpose of the project is to apply what we are learning from our class readings with our understanding of psychology. The podcast project will require some research into theorists and their theory/concept/work who are *not* usually a part of the conventional canon psychology history. You will craft a short **15-20 minutes** podcast episode to discuss a) the theorist of your choice and your work, b) the socio/historical/political context for their work and the genealogy of their training and legacy, and c) the relevance of their work to our current contemporary moment. A good place to start would be through the bibliographic essay section at the end of the chapter in the textbook. Please refer to the guideline and rubrics for detailed instructions on the assignment.

Components	% of total grade	Due Date
Stage 1: Proposal	10	03/11
Stage 2: Draft	10	04/06
Peer feedback	5	04/13
Stage 3: Final	15	05/04

Your final grade will be converted to a letter grade as follows:

A 92.5-100	A- 89.5-92.4	B+ 86.5-89.4	B 82.5-86.4	B- 79.5-82.4
C+ 76.5-79.4	C 69.5-76.4	D 59.-69.4	F <50.4 and below	

Class Policies

Respect and accountability are crucial to productive class discussions. As I value you as co-producers of knowledge, I am also expecting that we will practice respectability and accountability to each other as we proceed with class. Understand that we all hold different perspectives and come from different background, and the classroom space is a learning space that can be, at times, uncomfortable. This can be a productive moment for ourselves as long as we strive to be respectful to each other and accountable to the opinions, comments, questions, and concerns we share.

Participation is required. I strongly believe that students are co-producers of knowledge, hence your presence and participation will be vital to the discussions and learning that takes place in class and on our Blackboard. If you have an unexpected emergency that makes it challenging to complete your assignments in time, please let me know as soon as you can. Please note the assignment due dates in your calendars. Late submissions are not accepted.

Plagiarism will not be tolerated. In essence, plagiarism is the quoting of and/or paraphrasing someone else's work and failing to credit the source. If you did not come up with the idea/theory/concept on your own, chances are you will need to provide an appropriate citation for it, even if you did not quote it directly. If you're in doubt about what constitutes plagiarism, please refer to this document for more information: <https://tinyurl.com/s3f9vf9>.

Communication and emails. As we continue to navigate this semester online, we will be relying on email communications much more so than when we meet in-person. Please make sure that the email associated with your Bb account and CUNYFirst is up-to-date and is linked to an inbox that you check regularly. Please also give me up to **2 business days** to respond to your email. If you send me an email during the weekend, they will be read on Monday and may take me till Wednesday to respond. If you fail to receive a response by time frame indicated here, please feel free to follow-up with me. Please be sure to include **PSY 352** and an appropriate subject line in your email (eg. PSY 352: Additional resources for podcast project).

Resources

Zoom

We will be using Zoom for our class meeting. You should be able to access the Zoom class meeting via the web browser without having to download the application. If you would like to download the Zoom application, you can also do so here: <https://zoom.us/download>

CSI Center for Student Accessibility

Please contact the Center for Student Accessibility if you require formal accommodations for the course. Their email address is CSA@csi.cuny.edu and their documentation guidelines can be found here:

<https://www.csi.cuny.edu/sites/default/files/pdf/csa/CUNYGuidelines.pdf>

CSI Food Pantry

The Food Pantry offers healthy food selections to currently enrolled CSI students who may be experiencing hunger, so that they can focus on their academic studies. If you would like to make an appointment to access the service (<https://forms.gle/urVmvY3KQ6QcFH399>) or need more information, please call the Office of Student Life at [718-982-3088](tel:718-982-3088), or email them at STUDENTLIFE@csi.cuny.edu.

CSI Counseling Center

During this prolonged period of physical distancing, you may find yourself in various stages of distress and anxiety. Please feel free to make use of the resources from the Counseling Center. You may contact them via counseling@csi.cuny.edu or their 24/7 telephone support at [718-982-2391](tel:718-982-2391).

The Writing Center @ CSI

They may be useful to you as you are planning and writing the various assignments for class. You can find information on how to contact them through their website:

<https://www.csi.cuny.edu/academics-and-research/departments-programs/english>

Beyond CSI

Crisis Text Line

(<https://www.crisistextline.org/>)

If you need to speak with someone and are not comfortable with the on-campus counseling center, please consider reaching out through the Crisis Text Line. You can reach them by texting HOME to [741741](tel:741741).

Tips for Students: Distance Learning in the time of COVID-19

(<http://cuny.is/tips4students>)

This student guide was created for Spring 2020 when we first transitioned to remote learning. The information shared here is still useful as we continue with our remote environment in the Fall semester. Some of the tips include managing your time and space to prepare for class and work, as well as a list of resources for accessing services.

Course Schedule

While I do not anticipate major changes to the schedule, if materials are modified, I will send an advance notice through Announcements. Note: Last day to add a class is **02/04/2020** (Thurs), last day to drop without a “W” is **02/18/2020** (Thurs), and last day to withdraw without permission is **05/17/2020** (Mon).

Readings with an * indicates that it is a textbook chapter. The full chapter/article may not always be due on the same day; hence, please pay attention to the **page numbers** next to the assigned readings.

Week	Date	Readings Due	Forum Post	To-Do (Due)
TURN-OF-20TH CENTURY CONVENTIONAL PSYCHOLOGY				
1	02/02 (Tu)	Welcome and orientation!		
		Chamberlin, J. (2010, Feb). Don't know much about history. American Psychological Association.		
		Watch in class: Hatala Testing. (2016, May 5). The Study of the History of Psychology – Ch 1 – History of Modern Psychology – Schultz & Schultz[Video]. YouTube.		
		Discuss in class: Writing on history (n.d). Historiography.		
	02/04 (Th)	* Pickren, W. E. & Rutherford, A. (2010). Chapter 1: Origins of a Science of Mind. In W. E. Pickren & A. Rutherford (Eds), A history of modern psychology in context (pp. 3-23).		Introduction post Group Sign-Up
2	02/09 (Tu)	* Pickren, W. E. & Rutherford, A. (2010). Chapter 3: Subject matter, methods, and the making of a new science. In W. E. Pickren & A. Rutherford (Eds), A history of modern psychology in context (pp. 42-65).		
	02/11 (Th)	Mandler, G. (2006). The birth of modern psychology: Wilhelm Wundt and William James. In G. Mandler (Author) A history of modern experimental psychology : From James and Wundt to cognitive science. ProQuest Ebook Central (pp. 51-61)	Questions: A-K Response: L-Z	Group Contract
3	02/16 (Tu)	Schultz, D. P., & Schultz, S. E. (2011). Structuralism in D. P. Schultz, & S. E. Schultz (Eds) A history of modern psychology (pp. 87-100). Cengage Learning.		Group 1 presentation and note-taking

	02/18 (Th)	* Pickren, W. E. & Rutherford, A. (2010). Chapter 4: From periphery to center: Creating an American psychology. In W. E. Pickren & A. Rutherford (Eds), A history of modern psychology in context (pp. 71-90).	Questions: A-K Response: L-Z	Group 1 presentation and note-taking
4	02/23 (Tu)	Chung, M. C., & Hyland, M. E. (2012). Further early beginnings of Psychology: Functionalism, measurement and the application of psychology. In M. C. Chung & M. E. Hyland (Authors) History and philosophy of psychology. ProQuest Ebook Central (pp. 88-102)		Group 2 presentation and note-taking
		Hatala Testing. (2016, May 5). Functionalism: Development and Founding - Ch7 - History of Modern Psychology - Schultz & Schultz [Video]. YouTube.		
	02/25 (Th)	* Pickren, W. E. & Rutherford, A. (2010). Chapter 8: Psychology in Europe between the world wars. In W. E. Pickren & A. Rutherford (Eds), A history of modern psychology in context (pp. 178-190).	Questions: A-K Response: L-Z	Group 2 presentation and note-taking
WORLD WARS AND ITS IMPACT ON PSYCHOLOGY				
5	03/02 (Tu)	Mandler, G. (2006). The success of Gestalt theory and its translation to the United States. In G. Mandler (Author) A history of modern experimental psychology : From james and wundt to cognitive science. ProQuest Ebook Central (pp. 139-164)		Group 3 presentation and note-taking
	03/04 (Th)	Schultz, D. P., & Schultz, S. E. (2011). Behaviorism: The beginnings in D. P. Schultz, & S. E. Schultz (Eds) A history of modern psychology (pp. 211-226). Cengage Learning.	Questions: A-K Response: L-Z	Group 3 presentation and note-taking
6	03/09 (Tu)	Librarian Visit		
	03/11 (Th)	Schultz, D. P., & Schultz, S. E. (2011). Behaviorism: The beginnings in D. P. Schultz, & S. E. Schultz (Eds) A history of modern psychology (pp. 227-232). Cengage Learning.	Questions: A-K Response: L-Z	Podcast Stage 1
		Harris, B. (1979). Whatever happened to Little Albert? American Psychologist, 34(2), 151–160. https://doi.org/10.1037/0003-066X.34.2.151		
7	03/16 (Tu)	* Pickren, W. E. & Rutherford, A. (2010). Chapter 5: The practice of Psychology at the interface with medicine. In W. E. Pickren & A. Rutherford (Eds), A history of modern psychology in context (pp. 94-114).		Group 4 presentation and note-taking

	03/18 (Th)	Gaztambide, D. (2020). From Freud to Fanon to Freire: Psychoanalysis as a liberation method. In L. Comas-Diaz and E. Torres Rivera (Eds), Liberation psychology: Theory, method, practice, and social justice (pp. 71-81).	Questions: A-K Response: L-Z	Group 4 presentation and note-taking
8	03/23 (Tu)	* Pickren, W. E. & Rutherford, A. (2010). Chapter 6: Psychologists as testers: Applying psychology, ordering society. In W. E. Pickren & A. Rutherford (Eds), A history of modern psychology in context (pp. 118-137).		Group 5 presentation and note-taking
	03/25 (Th)	Guest Lecture: Friederike Windel Vine, N. (2009). Psychology Under the Third Reich. Worcester: Worcester Polytechnic Institute. Read the first two sections Introduction & Psychology leading up to the Third Reich	Questions: L-Z Response: A-K	Podcast Stage 2 Group 5 presentation and note-taking
9	SP BR SP BR	No class. No class.		
MENTAL TESTING, EUGENICS AND PSYCHOLOGY				
10	04/06 (Tu)	Guthrie, R. V. (2004). Psychology and race. In R. V. Guthrie (Author) Even the rat was white: A historical view of psychology (2nd ed., pp. 88-110). London, UK: Pearson. National Constitution Center. (2019, May 10). A Dangerous Idea: The History of Eugenics in America (HD) [Video]. YouTube. https://youtu.be/3rt1YWvV1fA?t=505 . Watch from 3:20 to 20:40		Group 6 presentation and note-taking
	04/08 (Th)	Winston, A. S. (2020). Why mainstream research will not end scientific racism in psychology. <i>Theory & Psychology</i> , 30(3), 425-430. Exploring heredity: Race, eugenics, and the history of intelligence testing [Exhibition]. University of Akron (2020 December 11). Akron, OH, United States. Cornish, A (Host). (2017, May 17). This simple puzzle test sealed the fate of immigrants at Ellis Island [Audio podcast episode]. In All Things Considered. NPR. https://www.npr.org/transcripts/528813842 Vitelli, R. (2020, Jan 31). Weeding out the immigrants. <i>Providentia</i> .	Questions: L-Z Response: A-K	Podcast Stage 2 (Peer Feedback) Group 6 presentation and note-taking
11	04/13 (Tu)	Notable New Yorkers (2006). Mamie Clark. [Oral History Transcript] Columbia University Libraries Oral History Research Office. Please read the Profile and pages 16-30		Group 7 presentation and note-taking

Benjamin, L. T. & Crouse, E. M. (2002) The American Psychological Association's response to Brown v. Board of Education: The case of Kenneth B. Clark. *American Psychologist*, 57(1), 38-50.

- 04/15 (Th) * Pickren, W.E. & Rutherford, A. (2010). Chapter 12: Inclusiveness, identity, and conflict in late 20th-century American psychology. In W. E. Pickren & A. Rutherford (Eds), *A history of modern psychology in context* (pp. 288-305). Questions: L-Z Response: A-K Group 7 presentation and note-taking
- 12 04/20 (Tu) Goode, D., Hill, D., Reiss, J., & Bronston, W. (2013). A history of institutions for people with intellectual disabilities. In *A history and sociology of Willowbrook state school* (pp. 16 - 34). American Association on Intellectual and Developmental Disabilities (AAIDD).

JDS:92 6ix. 1. 6ix (2017, Mar 20). Willowbrook II [Video]. YouTube.

The Arc Oregon. (n.d.). What is people first language? Group 8 presentation and note-taking
- 04/22 (Th) Ilyes, E. (2020). Psychology's eugenic history and the invention of intellectual disability, *Social & Personality Psychology Compass*, 14(7). Questions: L-Z Response: A-K Group 8 presentation and note-taking

Weiser, B. (2020, Feb 21). Beatings, Burns and Betrayal: The Willowbrook Scandal's Legacy. *NYTimes*.
- GENDER AND PSYCHOLOGY**
- 13 04/27 (Tu) * Pickren, W.E. & Rutherford, A. (2010). Chapter 11: Feminism and Psychology: The Science and Politics of Gender in W. E. Pickren & A. Rutherford (Eds), *A history of modern psychology in context* (pp. 262- 282). Group 9 presentation and note-taking

Cummings Center for the History of Psychology (2015, Jul 8). 5 Minute History Lesson, Episode 2: Ruth Howard [Video]. YouTube. https://youtu.be/_k-BK0u00BA
- 04/29 (Th) psychsfeministvoices. (2014, Jan 15). The Changing Face of Feminist Psychology [Video]. YouTube. Questions: L-Z Response: A-K Podcast Stage 3

Group 9 presentation and note-taking
- INTERNATIONALIZATION OF PSYCHOLOGY**
- 14 05/04 (Tu) * Pickren, W.E. & Rutherford, A. (2010). Chapter 10: Internationalization and indigenization of Psychology

after World War II. In W. E. Pickren & A. Rutherford (Eds), A history of modern psychology in context (pp. 238- 257).

Torres Rivera, E. Comas-Diaz, L. (2020). Introduction. In Liberation psychology: Theory, method, practice and social justice (pp. 3-13).

05/06 (Th) Stillpoint Spaces Berlin. (2019, Nov 27). Accompanying: Questions: L-Z
Healing Through Liberation Psychology [Video]. Response: A-K
YouTube. Watch until 23:16

15 05/11 (Tu) Green, C. D. (2015). Why psychology isn't unified, and probably never will be. Review of General Psychology, 19(3), 207-214.

Final Listening Party

05/13 (Th) Final Listening Party/Buffer Week

05/20 (Th) No classes. Finals week.

Semester Reflection

Last day for incomplete assignments and redo