Please attach/submit additional documents as needed to fully complete each section of the form.

**I. COURSE INFORMATION**

- **Department:** Psychology
- **Course Title:** History and Systems of Psychology
- **Course Number:** PSYX400
- **Type of Request:** Renew
- **Rationale:** This course is being reviewed as part of the scheduled review process.

**II. ENDORSEMENT / APPROVALS**

- **Instructor:** Lois Muir
  - Signature
  - Date
- **Phone / Email:** 4948/lois.muir@umontana.edu
- **Program Chair:** Chris Fiore
  - Signature
  - Date
- **Dean:** Christopher Comer
  - Signature
  - Date

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.*

**III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION**

Provide an introduction to the subject matter and course content:

The History and Systems course is designed to assist students in an appreciation of changes in Psychology over time. This includes a general overview of the philosophical origins of the field, major approaches to the field of Psychology and how each has emerged and influenced another as well as changes in conceptual and methodological approaches to the field over time.

**IV. LEARNING OUTCOMES**

Provide examples of how the course will support students in achieving each learning outcome

- Identify and pursue sophisticated questions for academic inquiry.
  - Yes  If yes, how will student learning be supported?

Students are required to select two scholars from the history of psychology and find supplementary readings about each scholar’s research, theoretical approach or specific contribution to the field. They will also gather information regarding the historical era in which each scholar lived and worked.
- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (description of information literacy outcomes appropriate for each class level). Subject liaison librarians are available to assist you embed information literacy into your course:

☐ No  If no, course may not be eligible

☐ Yes  If yes, how will student learning be supported?

Students will write a paper that compares and contrasts the approaches or contributions of each scholar and explain differences in relation to each’s historical era, gender perspective, or technological environment. To support students’ research and writing, class will include presentations by the liaison librarian and the writing center. Both of these resources will be available for ongoing assistance to students.

Students also write two other shorter papers based on primary source readings from the course.

- Manage multiple perspectives as appropriate

☐ No  If no, course may not be eligible

☐ Yes  If yes, how will student learning be supported?

Students must synthesize different perspectives as part of the Semester Paper requirement. In addition, they learn a variety of perspectives as the course covers a variety of scholars and theories that contributed to the development of the field of psychology.

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

☐ No  If no, course may not be eligible

☐ Yes  If yes, how will student learning be supported?

The course emphasizes the technical, organizational and expressive skills necessary to write effectively about topics in the field of psychology.

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work

☐ No  If no, course may not be eligible

☐ Yes  If yes, how will student learning be supported?

The course is designed to advance student writing in a formative manner. For the reaction papers, the first draft is reviewed in class with students working in teams. These drafts are then revised for submission. For the semester paper, there are three stages: 1) a summary, thesis statement and outline; 2) a first draft; and 3) the final draft. At each stage students receive written feedback on content, style and format. This feedback is incorporated in the next stage.
Several class periods and exercises are devoted to mastering details of writing as specified by the American Psychological Association (APA). All papers must follow these guidelines and feedback on accurate usage is provided through class exercises and grading of papers.

V. WRITING COURSE REQUIREMENTS

- Enrollment is capped at 25 students. ☑ Yes  ☐ No
  If no, list maximum course enrollment.
  Explain how outcomes will be adequately met for this number of students.

The outcomes are met through the writing assignments and exams that include written expression.

Justify the request for variance.

The course is capped at 40 students and a Graduate Teaching Assistant is assigned to work with students in the course.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

Students are given substantial instruction and practice in mastering the details of APA style. They are also referred to websites that can assist them. In addition, the APA Style Manual is a recommended text in the course. Through the years, we have worked closely with the Writing Center so that our combined resources are in alignment with the course requirements.

- Which written assignment(s) includes revision in response to instructor’s feedback?

The semester paper receives feedback that the student can use to revise their papers. Also, they receive feedback on the first reaction paper from fellow students, the instructor and the graduate teaching assistant. This feedback may then be incorporated into their final draft.

VI. WRITING ASSIGNMENTS
Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

- **Formal Graded Assignments**

Students submit two short papers (4-5 pages) based on a variety of assigned readings. The first half of the paper summarizes the article and the second half assesses the content, its relevance to other aspects of psychology and the student’s experience. The semester paper is 10-12 pages long.

- **Informal Ungraded Assignments**

There are several in-class assignments that further the student’s learning of APA style; grammatical, spelling, and writing errors; and correct citations of source material.

- Attach a sample writing assignment. Include instructions / handouts provided to students.

**VII. WRITING ASSESSMENT**

How are the learning outcomes above measured? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

For the above writing assignment, please see the attached powerpoint presentation file (Semester paper guidelines.pptx) that is covered in class and posted on Moodle for students.

The grading rubric for the semester paper is attached.
VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty.senate@msou.mtu.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
<table>
<thead>
<tr>
<th>GRADING CATEGORIES</th>
<th>POINTS</th>
<th>EARNED</th>
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<tbody>
<tr>
<td><strong>Responsiveness, Support, and Organization (60 points)</strong></td>
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<tr>
<td><em>Introduction</em></td>
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<tr>
<td>Thesis statement that explains cultural/historical/gender/etc. factors that influence the scholars’ work</td>
<td>12</td>
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<tr>
<td>Brief background of 2 scholars</td>
<td>4</td>
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<tr>
<td>Brief explanation of ideas/approaches of scholars</td>
<td>4</td>
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<tr>
<td><em>Comparing and Contrasting to support thesis</em></td>
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<tr>
<td>Comparison of 2 scholars</td>
<td>10</td>
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<tr>
<td>Contrasts of 2 scholars</td>
<td>10</td>
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<tr>
<td><em>Logical organization with transitions</em></td>
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<tr>
<td>Ideas presented in clear order</td>
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<tr>
<td>Transitions between ideas</td>
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<td></td>
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<tr>
<td>Logical organization within paragraphs</td>
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<tr>
<td>Conclusion that summarizes main argument</td>
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<tr>
<td><strong>Correctness (18 points)</strong></td>
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<tr>
<td><em>Grammar</em></td>
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<tr>
<td>Sentence Structure</td>
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<tr>
<td>Word Choice (grammar)</td>
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<tr>
<td>Non-biased language; appropriate wording</td>
<td>3</td>
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<tr>
<td>Subject-verb/subject-subject agreement</td>
<td>2</td>
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<tr>
<td>Consistent Verb Tense</td>
<td>3</td>
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<tr>
<td>Punctuation, capitalization</td>
<td>2</td>
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<tr>
<td>Spelling</td>
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<tr>
<td><strong>Format APA Style (20 points)</strong></td>
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<tr>
<td>Title Page</td>
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<td>Page Numbering</td>
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<td>Margins/Justification</td>
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<td>Font style/size</td>
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<tr>
<td>Appropriate spacing</td>
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<td><em>In-Text Citations</em></td>
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<td>Inclusive of text citations</td>
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<tr>
<td>Capitalization and Punctuation</td>
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<tr>
<td>Alphabetizing and Chronological Order</td>
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<tr>
<td>Spacing and Indentation</td>
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<tr>
<td>Correct Elements Present</td>
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<tr>
<td>Appropriate Use of Italics</td>
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<td><strong>Prior graded drafts attached (2 points)</strong></td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
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<td>(divide by 4 for 1st draft)</td>
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</table>
Psyx 400.1: History and Systems (70878)

Fall 2015

Course Location and Time
GBB119
Tuesday & Thursday 2:10 – 3:30

Instructor Information
Instructor: Professor Muir
Email: lois.muir@umontana.edu
Office: Corbin 334
Phone: 406.243.4948
Office hours: Tuesday and Thursday 11:30-1

Graduate Teaching Assistant: Jacob Bloch
Email: jacob.bloch@umontana.edu
Office: Skaggs 368
Office hours: Monday and Wednesday 11-12:30

Required Readings

Selected articles on Moodle.

Recommended Readings

Course Objectives
This course is designed to assist students in an appreciation of changes in Psychology over time. This includes a general overview of the philosophical origins of the field, major approaches to the field of Psychology and how each has emerged and influenced another and changes in conceptual and methodological approaches to the field over time. As a result, students will:

- Demonstrate an understanding of ideas and methods that have influenced the development of psychology over time;
- Remember major contributors to psychology and schools of thought in the field, when they emerged and how they influenced each other;
- Exhibit awareness of historical trends in experimental and clinical approaches over time;
- Critically consider historical, methodological and cultural questions in psychology’s history; and
- Express this understanding in writing that includes the following:
  - Identify and pursue more sophisticated questions for academic inquiry
  - Find, evaluate, analyze, and synthesize information effectively from diverse sources
  - Manage multiple perspectives as appropriate
- Recognize the purposes and needs of Psychology audiences and adopt the academic voice necessary for it
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to APA
- Develop competence in information technology and digital literacy

Course Requirements
The course will be taught with a combination of seminar and lecture that includes small group activities. Class attendance, participation, and the ability to work cooperatively and productively in small groups is important to the successful completion of the course. Students are expected to arrive on time and remain for the entire class period since it is disruptive to the class to arrive late or leave early.

There are three quizzes, a midterm and a final exam based upon class material and reading assignments. There are two reaction papers and a semester paper that are required. Students may review their exams or assignments within one week of the posting of the score. The syllabus, assigned articles, course notices, and grades will be posted on the Moodle Course Management System and books listed in the syllabus are on reserve in the Mansfield Library. You must access the online system regularly and check your university e-mail for course messages. Papers will NOT be accepted by email.

Graduate student presentations
Since this is a 400-level UG course, graduate students are required to do some additional work beyond that required for undergraduates. Therefore, each graduate student will select a topic to research in preparation for the presentation to the entire class. Supplemental written materials that support the oral presentation must be submitted as well. See the instructor for suggested topics and procedures.

Course Guidelines and Policies

Add/Drop
After September 22 adviser and instructor consent is required to drop classes. After November 3 a petition to drop the course or change grading options will require Dean permission.

Academic Honesty
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

Disability Modifications
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Writing Assignments
Since Psychology 400 satisfies the Upper Division Writing requirement, there will be a strong emphasis on developing technical, organizational and expressive skills that are necessary in effective writing. Substantial class time will be devoted to mastering details as specified by the American Psychological Association (APA), understanding issues related to plagiarism and use of the Internet, and receiving
feedback about clarity and effectiveness of your writing. The Reaction Papers and the Semester Paper represent a significant proportion of your final grade in the course. The University Writing Center provides tutorials and workshops on a variety of skills needed for successful writing. Printing on both sides of the paper is encouraged.

Reaction Papers
Students will submit 2 short papers based on an article, which can be found in the Mansfield Library or on Moodle. One article will be used for each paper. These papers should be 4-5 pages of actual text with the first half summarizing the article read and the latter half expressing your reaction to and assessment of the content. Include a cover page. The full reference should be listed at the end using APA style; no other sources are needed for these papers. Readings include:


Semester Paper
Each student will also submit an original APA-style paper:

- 10-12 typewritten, double-spaced pages; font size 12
- Title page, abstract and references on additional pages, are not included in the page count.
- Minimum of six references, none of which should be the textbook or from the Internet

Your grade for this paper will be based on clarity, effectiveness of writing style, accuracy, correct use of APA style, development of a convincing and logical argument, and thoroughness of information presented. A summary of the main APA style details required for this paper will be provided.

The first stage of the paper is to submit a description of your topic. This can be a detailed outline or a narrative explanation of how you plan to develop the topic. Include what questions you will attempt to address in the paper. Include a list of 4 references that you have obtained that will be used in your paper. You will then receive feedback from the Graduate Teaching Assistant who will help you fine-tune your topic and provide suggestions for additional sources. Additional information regarding the paper will be provided in class.

The second stage of the paper is to submit a first draft of the paper for review and grading. Deadlines are listed on the course outline. Points will be deducted for late outlines, drafts and final papers. The third stage of the paper is to submit all the previous submissions along with the final draft.

Paper Topics
Select two scholars that are covered in the history of psychology. I will provide a list of possibilities on Moodle. Find readings beyond class material that provide you with additional information about each person's research, theoretical perspective, and contributions to the field of Psychology. You may choose scholars from different theoretical perspectives or two from the same perspective at different points in time. In the term paper, you will compare and contrast their approaches and contributions and explain their differences/similarities in terms of gender, cultural or historical influences. The explanation could include advances in science and technology.
DEADLINES FOR THE SUBMISSION OF PARTS OF THE SEMESTER PAPER
October 20: Outline/description and initial references for paper
November 3: Revised outline/description and initial references PLUS 1st DRAFT
November 24: Outline/description and initial references, 1st draft, PLUS FINAL DRAFT

Course Grading
Course grades will be determined by point totals, not percentages. Total possible points in the course are as follows: 2 Reaction Papers (50 points each)—100 points; Semester Paper (outline/4 references; 1st draft; final paper)—150 points; 2 (out of 3) Quizzes (25 points each—50 points (The lowest quiz score will be dropped so final grades will include only two quiz scores.); Midterm Exam—100 points; and Final Exam—100 points. Total possible points: 500.

Points for final grades: 450-500—A; 400-449—B; 350-399—C; 300-349—D; below 300—F

NOTE
Since attendance and class participation are important aspects of this course, points may be deducted for excessive absenteeism (i.e., more than 5 absences). In addition, if a student appears not to have completed the assigned readings or fails to participate in class exercises, points may also be deducted from the final grade. Failure to complete any of the writing assignments will be considered as failure to meet the requirements of the course and can result in an F for the course.
# Course Outline

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>September 1: Course Introduction</td>
<td>September 3: Ancient Conceptualizations Chapter 1</td>
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<tr>
<td>September 8: Philosophical Underpinnings Chapter 2</td>
<td>September 10: Philosophical (continued)</td>
</tr>
<tr>
<td>September 15: Physiological Underpinnings Chapter 3</td>
<td>September 17: Library Research (Adrienne Alger) Plagiarism Exercise</td>
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<tr>
<td>September 22: Writing Center (Kelly Webster) Lilienfeld et al. e-article</td>
<td>September 24: APA Style 1&lt;sup&gt;st&lt;/sup&gt; Reaction Paper draft for class exercise</td>
</tr>
<tr>
<td>September 29: Physiological (continued) 1&lt;sup&gt;st&lt;/sup&gt; Reaction Paper Due w/ original feedback</td>
<td>October 1: Beginnings of Psychology Chapter 4</td>
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<tr>
<td>October 6: Structuralism Chapter 5</td>
<td>October 8: Quiz 1</td>
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<tr>
<td>October 13: Beginnings of Functionalism Chapter 6 2&lt;sup&gt;nd&lt;/sup&gt; Reaction Paper Due</td>
<td>October 15: Functionalism Chapter 7</td>
</tr>
<tr>
<td>October 20: Applications of Functionalism Chapter 8 TERM PAPER (outline &amp; references) DUE</td>
<td>October 22: MIDTERM EXAM</td>
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<tr>
<td>October 27: Women in Psychology</td>
<td>October 29: Early Behaviorism Chapter 9</td>
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<td>November 3: Behaviorism Chapter 10; TERM PAPER (1&lt;sup&gt;st&lt;/sup&gt; draft) DUE</td>
<td>November 5: Later Behaviorism Chapter 11</td>
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<tr>
<td><strong>November 10: QUIZ 2</strong></td>
<td>November 12: Gestalt Psychology Chapter 12</td>
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<tr>
<td>November 17: Psychoanalysis Chapter 13</td>
<td>November 19: Later Psychoanalysis Chapter 14</td>
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<tr>
<td>November 24: Cognitive Psychology Chapter 15; TERM PAPER (final) DUE</td>
<td>November 26: Thanksgiving NO CLASS</td>
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<tr>
<td>December 1: Developmental Psychology Bretherton e-article</td>
<td>December 3: Clinical Psychology Szasz e-article</td>
</tr>
<tr>
<td>December 8: Psychology Today</td>
<td>December 10: Quiz 3</td>
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<tr>
<td><strong>December 17: FINAL EXAM</strong></td>
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</tbody>
</table>
SEMESTER PAPER
PSYX 400

SCHOLARS TO
COMPARE/CONTRAST
Alfred Adler
Mary Ainsworth
Gordon Allport
Solomon Asch
James Mark Baldwin
Albert Bandura
Nancy Bayley
Alfred Binet
John Bowlby
Paul Broca

Jerome Bruner
Mary Whiton Calkins
James McKeen Cattell
Raymond Cattell
Noam Chomsky
Kenneth Clark
Charles Darwin
John Dewey
Erik Erikson
Hans Eysenck
Gustav Fechner
Viktor Frankl
Anna Freud
Sigmund Freud
Eleanor Gibson
Carol Gilligan
G. Stanley Hall
Harry Harlow
Leta Hollingworth
Clark Hull

Carl Jung
Lawrence Kohlberg
Wolfgang Köhler
Christine Ladd-Franklin
Kurt Lewin
Konrad Lorenz
Eleanor Maccoby
Abraham Maslow
George Miller
Maria Montessori
Hugo Münsterberg
Ivan Pavlov
Jean Piaget
Carl Rogers
Muzaffer Sherif
Millicent Shinn
B.F. Skinner
Kenneth Spence
Roger Sperry
E.L. Thorndike
Niko Tinbergen
E.B. Titchener
Edward Tolman

Lev Vygotsky
Margaret Washburn
John B. Watson
Max Wertheimer
Lightner Witmer
Wilhelm Wundt
Robert Yerkes
Philip Zimbardo
Choosing your scholars or topic:

- e.g., compare 2 scholars with opposing ideas, theories, psychological explanations;
- or, 1 very early contributor & another more recent contributor
- compare and contrast both approaches or contributions.
- Be sure to include each scholar's background, when & where they lived, etc.
Establish the thesis for the paper

• How do you plan to compare these 2 scholars?
• What aspects of the scholars’ work will be compared?
• Explain comparisons & contrasts (similarities & differences), in the context of:
  – Cultural or gender differences?
  – History, or “Zeitgeist” of the time?
  – Technological advances?
  – Different “world views”?
APA-style paper
(10-12 typewritten, double-spaced pages)

• Minimum of 6 references, none from Internet.

• Grade based on:
  – development of a convincing and logical argument
  – thoroughness of information presented
  – clarity
  – effectiveness of writing style
  – accuracy (including APA style)
First Due Date -- Tuesday, Oct. 21:

- **Submit description of your topic:**
  - several sentences only to describe the topic, the scholars that will be compared, the aspect(s) of their theory/findings/approach
  - question(s) to be answered—BE SPECIFIC
    - how will the scholars be compared (historical, cultural, gender, technological context)
    - what aspect of the scholars will be compared
  - detailed outline of how you plan to approach and develop topic
  - list of 4 relevant references you’ve already found
IMPORTANT DATES:
(be sure to keep drafts & feedback as you proceed)

- Oct. 21\textsuperscript{st}:
  - Description, outline & initial references (25 pts)

- Nov. 6\textsuperscript{th}:
  - All of above, \textit{PLUS 1ST DRAFT} (25 pts.)

- Nov. 20\textsuperscript{th}:
  - All of above, \textit{PLUS FINAL DRAFT} (100 pts.)