

Instructor: Larry White, professor of psychology
Class Meetings: MWF 1:30 – 2:35 in Science Center 202
Office Hours: MWF 11:15 – 12:00 and MF 3:00 – 4:00 in SC 236 or by appointment
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Course Objectives and Learning Goals

In this course, our primary goal is to see and understand “the big picture” in Psychology. We’ll learn about significant developments and enduring issues in the science and practice of Psychology, from the 17th Century to the present day. We’ll learn about early schools of thought (e.g., functionalism and behaviorism) and how they formed a sturdy foundation for modern perspectives (e.g., evolutionary psychology and situationism). We’ll see how psychological science and practice have been shaped by forces and individuals inside and outside of Psychology. We’ll also become acquainted with Psychology’s major controversies, heroes, scoundrels, intellectual achievements, and costly errors.

Readings

Our primary text will be *Pioneers of Psychology* (2012, 4th edition) by historians of psychology Raymond Fancher and Alexandra Rutherford. We’ll learn about the remarkable story of psychology at Beloit College by reading *Professor Tawney’s Chronoscope* (2008), a labor of love by yours truly. We’ll also read and discuss the journal articles listed below.

1. Zimbardo, P. G. (2004). Does psychology make a significant difference in our lives? *American Psychologist*, 59(5), 339-351.
2. Lilienfeld, S. O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist*, 67(2), 111-129.
3. Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60(6) 581-592.
4. Furumoto, L., & Scarborough, E. (1986). Placing women in the history of psychology: The first American women psychologists. *American Psychologist*, 41(1), 35-42.
5. “The changing gender composition of psychology: As times change, the field must stay diverse, say psychologists” at <http://www.apa.org/monitor/jun07/changing.aspx>
6. “Men: A growing minority? Women earning doctoral degrees in psychology outnumber men three to one. What does this mean for the future of the field?” at <http://www.apa.org/gradpsych/2011/01/cover-men.aspx>
7. Brandon, S. (1998). Recovered memory: The nature of the controversy. *Psychiatric Bulletin*, 22, 278-279.
8. Patihis, L., Ho, L., Tingen, I., Lilienfeld, S., & Loftus, E. (2014). Are the “memory wars” over? A scientist-practitioner gap in beliefs about repressed memory. *Psychological Science*, 25(2), 519-530.
9. Nisbett, R., et al. (2012). Intelligence: New findings and theoretical developments. *American Psychologist*, 67(2), 130-159.

10. Henrich, J., Heine, S., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2/3), 1-23.
11. Confer, J. C., Easton, J. A., Fleischman, D. S., Goetz, C. D., Lewis, D. M., Perilloux, C., & Buss, D. M. (2010). Evolutionary psychology: Controversies, questions, prospects, and limitations. *American Psychologist*, 65(2), 110-126.
12. Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9(2), 103-110.
13. Kazdin, A. E., & Rabbitt, S. M. (2013). Novel models for delivering mental health services and reducing the burdens of mental illness. *Clinical Psychological Science*, 1(2), 170-191.

The reading load in this course is about 75 pages a week, on average. When reading, be an active reader. Underline key points. Jot down notes. Constantly ask yourself questions: What should I remember from this reading? Do I believe the author? How does this connect to other stuff? Active reading is more gratifying than passive reading – and produces better test scores. ☺

Course Topics and Reading Assignments

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| Unit 1 | <p>Introduction to the Course (via the Story of Psychology at Beloit)</p> <ul style="list-style-type: none"> • <i>Professor Tawney's Chronoscope</i> and Readings 1-2 |
| Unit 2 | <p>The Foundations of Modern Psychology</p> <ul style="list-style-type: none"> • Chapters 1-5 in <i>Pioneers of Psychology</i> |
| Unit 3 | <p>From Darwin to Milgram</p> <ul style="list-style-type: none"> • Chapters 6-10 in <i>Pioneers of Psychology</i> and Readings 3-6 |
| Unit 4 | <p>Unconscious and Conscious Minds</p> <ul style="list-style-type: none"> • Chapters 11-15 in <i>Pioneers of Psychology</i> and Readings 7-9 |
| Unit 5 | <p>Recent Developments and Psychology Today</p> <ul style="list-style-type: none"> • Readings 10-13 |

If you are unable to attend class or complete an assignment because of an upcoming event (e.g., a religious holiday), please talk with me as soon as possible so we can make alternate arrangements.

If you have a disability and would like to speak to someone about possible accommodations, please visit the Office of Learning Enrichment and Disability Services (LEADS), located in Pearsons Hall on the second floor. If you wish to receive accommodations in this course, you must obtain an Accommodation Verification Letter from the Director of LEADS, dated for this semester.

Five Tests: I propose we have a test – worth 50 points – every 3 weeks or so, at the end of a unit. People learn better when they receive frequent feedback on their performance. These tests will motivate you to complete the assigned readings and be fully engaged with activities and lectures. Each test will include matching items (10 points), true/false items (10 points), 4 short answer questions (20 points), and a 3/2/1 essay question (10 points). I'll distribute essay questions 5 days in advance of a test. Here's a sample question: *George Santayana famously said,*

"Those who cannot remember the past are doomed to repeat it." What important lessons should psychologists draw from the history of their discipline?

All unit tests are scheduled for a Friday. Test dates are **September 12, October 3, October 31** (Halloween!), **November 21**, and **December 12** (at 2:00). Mark your calendar!

Major Project: You will choose to portray an eminent person in the history of Psychology or debate a controversial question in contemporary Psychology. I will distribute detailed instructions for each assignment later, but here are general descriptions of the projects. (A list of persons and debate topics can be found on the last page of this syllabus.)

If you portray an eminent person in psychology's past, you'll learn everything you can about the person and his or her contributions to psychology. You'll write a paper (worth 60 points) and make a guest appearance (worth 40 points) in our class. Your classmates and I will interview you about (a) your life; (b) the ideas, historical events, and people that influenced you; and (c) your contributions to and influence on the science and practice of Psychology. When you visit class, you will **BECOME** your person by dressing in the style of the era and taking on the personality of your person.

If you debate a controversial question, you'll collaborate with a classmate to investigate both sides of the question. You'll write a paper (worth 60 points) that presents the pros and cons of both sides/positions. When you submit your paper, I will randomly assign you and your partner to argue opposite sides of the issue in a formal debate (worth 40 points). As part of the debate, your classmates will ask questions and vote to determine a winner.

To do well on these assignments, you must begin immediately. Chris Nelson, reference librarian *extraordinaire*, can help you locate useful sources of information. Meet with me early on because I have resources and helpful ideas for each of you.

Class Membership: I propose that part of your course grade (50 points) be based on the extent to which you are a responsible and contributing member of the class. You should attend all class meetings, complete readings when assigned, contribute to class discussions and activities, and meet your obligations. A late paper will be docked 10 points per day. A rescheduled test will cost you 10 points.

Electronic devices can be socially disruptive and personally distracting. Please turn off all electronic devices before entering our classroom and leave them off until you exit the room.

I recommend you not use a laptop in class. Students who use laptops often transcribe lectures verbatim instead of paraphrasing the information in their own words (Mueller & Oppenheimer, 2014). This strategy has an adverse effect on learning because shallow processing leads to poorer comprehension, whereas deeper processing leads to better comprehension and higher test scores.

There are 400 points possible in this course. If you earn 90% or more (360+) of the points, you'll receive at least an A-. If you earn 80% or more (320+), you'll receive at least a B- and so forth.

This senior capstone course is a challenging one. To earn an A, you'll have to be fully engaged and consistently demonstrate mastery. Please make our course a priority. If you do, you'll feel – maybe for the first time – like a real psychologist. ☺

Eminent Persons (8) and Debate Questions (3 x 2)

*** Note: When you choose a person or debate, you are also choosing a presentation date. ***

Aristotle (384-322 BCE; Greek philosopher and scientist who was one of the first to write systematically about psychological topics) on Friday, **September 19**

Alexander R. Luria (1902-1977; Soviet psychologist; a founder of cultural-historical psychology and leader of the Vygotsky Circle) on Friday, **September 19**

Eleanor Gibson (1910-2002; American psychologist who studied perception in young children and conducted the “visual cliff” experiment) on Friday, **September 26**

Kenneth B. Clark (1914-2005; first Black president of APA; his expert testimony influenced the U.S. Supreme Court’s *Brown v. Board of Education* decision) on Friday, **September 26**

Harry Harlow (1905-1981; American psychologist who is best known for his maternal-separation and social isolation experiments on rhesus monkeys) on Friday, **October 10**

Anne Anastasi (1908-2001; third woman president of APA; a pioneer in “psychometrics,” the measurement of psychological characteristics) on Friday, **October 10**

Anna Freud (1895-1952; daughter of Sigmund; prominent neo-Freudian and founder of psychoanalytic child psychology) on Friday, **November 14**

Elliot Aronson (1932- ; only person to win all three of APA’s major awards; known for his research on cognitive dissonance and the Jigsaw Classroom) on Friday, **November 14**

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Debate #1 Should animal research in psychology be eliminated? Friday, **October 24**

Debate #2 Should psychologists stop using DSM-5? Wednesday, **November 26**

Debate #3 Should psychologists be able to prescribe drugs? Friday, **December 5**