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**COUN 505:** History of Psychology (3 credits)  
Lecture: Mondays and Wednesdays, 2:00 – 5:00 PM

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*This syllabus describes the requirements and procedures for COUN 505: History of Psychology. You are responsible for knowing this material, so please read carefully. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this class.*

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**Professor:** Klaus Cavahieri, Ph.D.

**Zoom link:** <https://und.zoom.us/j/93514240665>

**Class Day & Time:** MW, 2 – 5 pm.

**Office Hours:** Thursdays, 9am-12pm

**Phone:** 701-777-4391

**Email:** klaus.cavahieri@und.edu

**Course Description:** *COUN 505. History of Psychology. 3 Credits.* Historical development of modern psychology with an emphasis on philosophical precursors to psychology, experimental and systematic phases of early psychological thought, important issues during the growth of psychology, and current and future trends.

**Course Objectives:** The focus of this course will be an introduction of the history and major systems of modern western psychology. This course will also cover aspects of Asian American, African American/Black, Native American, and European philosophy/religion/psychology. However, this course will concentrate primarily on approximately the last 130 years of western psychology.

Upon completing this course, you will have a greater understanding of: (a) *the beginnings of western psychology and the influences of other indigenous psychologies on western psychology;* (b) *the major schools of western psychology,* (c) *the impact of diversity and multiculturalism on psychology.*

The three main course objectives (a, b, and c) are intended to help students critically evaluate the origins and development of the major schools of thought in our discipline, particularly in regards to the development of the science and profession of psychology, through engagement in active discussion, debates, discursive writing, and historical research. In line with objectives (a) and (c),

in this course we will also address the history of marginalized groups in psychology, in an attempt to decolonize our professional history. Specific readings are included to foster insight and discussion on why psychologists from marginalized communities were frequently neglected on the historical recollections of psychology, and how psychology has historically served to legitimize oppression of vulnerable groups (e.g., justification of eugenics, colluding with the Department of Defense to avoid placing ethical constraints on psychologists who aided in the use of torture). By engaging with this course, I hope you will be able to have a greater understanding of the history of our profession, and to be able to critically evaluate the assumptions underlying our current practices.

This course provides coverage consistent with Standard II.B of the APA Commission on Accreditation Standards of Accreditation. As noted in Implementing Regulation C-7 D (available at <http://www.apa.org/ed/accreditation/section-c-soa.pdf>), this course will result in knowledge including the origins and development of major ideas in the discipline of psychology, inclusive of but beyond the parameters of professional specializations such as clinical, counseling, or school psychology.

**Course overview:** This is a discussion-based course, and you should expect to *actively participate* in class. I encourage you to critically and meaningfully engage with the material – particularly on how the history of our profession influences our current assumptions. This is a condensed course with a substantial amount of reading, and you should come to class prepared to actively discuss. Class will also involve lectures, papers, debates, and a midterm. Overall, class structure will be divided between (a) a discussion about the assigned readings, and (b) activities and/or lectures on the topics at hand.

**Expectations from students:** You are expected to follow class rules, be on time for class, and be considerate and respectful. As a graduate student, you are also expected to be prepared for class, including having read the assigned material. I also expect you will follow the syllabus, and turn your assignments on time.

**Expectations from instructor:** You should expect me to come prepared for class, and to grade/provide feedback on your assignments in a timely manner (~2 weeks). You should also expect me to be available both in class and outside (on agreed upon times) to discuss class issues, as well as to answer any questions about the material or our shared profession. Overall, you can expect me to (a) be available, (b) be professional, (c) provide guidance as needed, and (d) come prepared to class and be knowledgeable about the subject at hand.

### **Required Readings:**

#### **Book:**

Benjamin, L. T. (2019). *A brief history of modern psychology* (3<sup>rd</sup> ed.). New York, NY: Wiley.

#### **Hereafter: LB**

#### **Articles:**

*\*articles are available either on blackboard or on the psychclassics platform when indicated\**

Angell, James R. (1907). The province of functional psychology.

<http://psychclassics.yorku.ca/Angell/functional.htm>

- American Psychological Association. (2013). Recognition of Psychotherapy Effectiveness. *Psychotherapy, 50*(1), 102-109. DOI: 10.1037/a0030276
- Arnett, J. J. (2008). The neglected 95%: why American psychology needs to become less American. *American Psychologist, 63*, 602-614. doi: 10.1037/0003-066X.63.7.602
- Benjamin, L. T. (2005). A history of clinical psychology as a profession in America (and a glimpse at its future). *Annual Review of Clinical Psychology, 1*, 1-30. doi: 10.1146/annurev.clinpsy.1.102803.143758
- Blumenthal, A. L. (1975). A reappraisal of Wilhelm Wundt. *American Psychologist, 30*, 1081-1088.
- Broca, Pierre Paul. (1861). Loss of speech, chronic softening, and partial destruction of the left anterior lobe of the brain. <http://psychclassics.yorku.ca/Broca/perte-e.htm>
- Calkins, Mary Whiton. (1892). Experimental psychology at Wellesley College. <http://psychclassics.yorku.ca/Calkins/lab.htm>
- Cattell, James McKeen. (1888). The psychological laboratory at Leipsic. <http://psychclassics.yorku.ca/Cattell/leipsic.htm>
- Chambless, D. L., Crits-Christoph, P., Wampold, B. E., Norcross, J. C., Lambert, M. J., Bohart, A. C., Beutler, L. E., & Johannsen, B. E. (2006). What should be validated? In: J. C. Norcross, L. E. Beutler, & R. F. Levant (Eds.), *Evidence-Based Practices in Mental Health: Debate and Dialogue on the Fundamental Questions* (pp. 191-245). Washington, DC: American Psychological Association.
- Chomsky, N. (1966). Review of B. F. Skinner's Verbal Behavior. *Language, 35*, 26-58.
- Clark, K. B., & Clark, M. P. (1950). Emotional factors in racial identification and preference in Negro children. *The Journal of Negro Education, 19*(3), 341-350.
- Cokley, K., Palmer, B., & Stone, S. (2019). Toward a Black (and diverse) psychology: The scholarly legacy of Joseph White. *Journal of Black Psychology, 45*(2), 112-121. <https://doi.org/10.1177/0095798419828243>
- Cortina, M. (2010). The future of psychodynamic psychotherapy. *Psychiatry, 27*(1), 43-56.
- Cundiff, J. L. (2012). Is mainstream psychological research "Womanless" and "Raceless"? *Sex Roles, 67*, 158-173. DOI: 10.1007/s11199-012-0141-7
- Delgado-Romero, E. A., Lau, M. Y., & Shullman, S. L. (2012). The Society of Counseling Psychology: Historical values, themes, and patterns viewed from the American Psychological Association presidential podium. In N. A. Fouad, J. A. Carter, & L. M. Subich (Eds.), *APA handbook of counseling psychology: Theories, research, and methods* (Vol 1, pp. 3-29). doi: 10.1037/13754-001
- Elkins, D. N. (2016). The American Psychological Association and the Hoffman Report. *Journal of Humanistic Psychology, 56*(2), 99-109. DOI: 10.1177/0022167815619064
- Elliott, R. (1998). Editor's introduction: A guide to the empirically supported treatments controversy. *Psychotherapy Research, 8*(2), 115-125.

- Essandoh, P. K. (1996). Multicultural Counseling as the “fourth force”. *The Counseling Psychologist*, 24, 126-137. doi: 10.1177/0011000096241008
- Eysenck, Hans J. (1952). The effects of psychotherapy: An evaluation. <http://psychclassics.yorku.ca/Eysenck/psychotherapy.htm>
- Freud, S. (1909) Lecture I: Five lectures in psychoanalysis. <http://psychclassics.yorku.ca/Freud/Origin/origin1.htm>
- Gill, J. H. (2002). *In Native American worldview: An introduction*. Amherst, NY: Humanity Books (pp. 137-156).
- Gyekye, K. (1995). *On the idea of African philosophy*. Philadelphia, PA: Temple University Press (pp. 189-212).
- Herbert, P. B., & Young, K. A. (2002). Tarasoff at twenty-five. *Journal of American Academic Psychiatry and Law*, 30, 275-281.
- Hoffman et al. (2015). *Report to the special committee of the board of directors of the American Psychological Association: Independent review relating to APA ethics guidelines, national security interrogations, and torture*. [read only summary, pages 9-10]
- Holliday, B. G. (2009). The history and visions of African American psychology: Multiple pathways to place, space, and authority. *Cultural Diversity and Ethnic Minority Psychology*, 15, 317-337.
- James, William. (1884). What is an emotion? <http://psychclassics.yorku.ca/James/emotion.htm>
- Jones, Mary Cover. (1924). A laboratory study of fear: The case of Peter. <http://psychclassics.yorku.ca/Jones/>
- Lashley, K. (1930). Basic neural mechanisms in behavior. *Psychological Review*, 37, 1-24.
- Leong, F. T. L., & Okazaki, S. (2009). History of Asian American psychology. *Cultural Diversity and Ethnic Minority Psychology*, 15, 352-362. doi: 10.1037/a0016443
- Martín-Baró, I. (1990). The role of the psychologist (A. Aron, trans.). In: Martín-Baró, I. *Writings for a Liberation Psychology*. Cambridge, MA: Harvard University Press.
- Miller, George A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. <http://psychclassics.yorku.ca/Miller/>
- Minton, H. L. (1997). Queer theory: Historical roots and implications for psychology. *Theory & Psychology*, 7(3), 337-353.
- Padilla, A. M., & Olmedo, E. (2009). Synopsis of key persons, events, and associations in the history of Latino psychology. *Cultural Diversity and Ethnic Minority Psychology*, 15, 363-373. DOI: 10.1037/a0017557
- Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21(2), 95-103.
- Russo, N. F. & Denmark, F. L. (1987). Contributions of women to psychology. *American Review of Psychology*, 38, 279-298. doi: 0066-4308/87/0201-0279
- Sanford, F. H. (1951). Across the Secretary's Desk: Notes on the Future of Psychology as a Profession. *American Psychologist*, 6(2), 74–76. <https://doi.org/10.1037/h0059011>

- Skinner, B. F. (1948). Superstition in the pigeon. <http://psychclassics.yorku.ca/Skinner/Pigeon/>
- Szasz, Thomas S. (1960). The myth of mental illness. *American Psychologist*, 15, 113-118. <http://psychclassics.yorku.ca/Szasz/myth.htm>
- Terman, Lewis M. (1916). The uses of intelligence tests. <http://psychclassics.yorku.ca/Terman/terman1.htm>
- Titchener, Edward B. (1888). The postulates of a structural psychology. <http://psychclassics.yorku.ca/Titchener/structuralism.htm>
- Tong, P. K. K. (1969). Understanding Confucianism. *International Philosophical Quarterly*, 9(4), 518-532. <https://doi.org/10.5840/ipq19699442>
- Trimble, J. E., & Clearing-Sky, M. (2009). An historical profile of American Indians and Alaska Natives in psychology. *Cultural Diversity and Ethnic Minority Psychology*, 15, 338-351. doi: 10.1037/a0015112
- Watson, J. B. (1913). Psychology as the behaviorist views it. <http://psychclassics.yorku.ca/Watson/views.htm>
- Witmer, Lightner. (1907). Clinical psychology. <http://psychclassics.yorku.ca/Witmer/clinical.htm>
- White, J. (1970). Toward a Black psychology. *Ebony*, 25, 44-53.
- Yakushko, O. (2019). Eugenics and its evolution in the history of western psychology: A critical archival review. *Psychotherapy Politics International*, 17, e1495.
- Yakushko, O. (2018). Don't worry, be happy: Erasing racism, sexism, and poverty in positive psychology. *Psychotherapy Politics International*, 16, e1433. <https://doi.org/10.1002/ppi.1433>

**Technical assistance:** For technical assistance, please contact UND Tech Support at 701-777-2222. For a list of Technical Requirements please visit the website. Visit the University Information Technologies (UIT) website for their hours, help documents and other resources.

**Resources:** Many services are available to online students such as writing assistance from the UND Writing Center, free online tutoring from Smarthinking, and more. Visit the Student Resources page for more information. You can also access the resources webpage from the Student Resources link in your Blackboard course menu.

### **Class Requirements:**

- 1. Attendance, class participation, and professional deportment (50 points, 12.5%).** Significant contributions to class discussion are expected from each member of the class. Debate and thoughtful expression of your ideas and reactions are highly encouraged. This class' expectations encompasses both attendance and participation. This class is not a passive learning experience, but an active and engaged learning process that requires your participation. I hope that by having open discussions about each of the topics, we can all challenge each other to foster a deeper and more critical

understanding of the historical context from which psychology as we know (and study) has developed. You should be prepared to share and discuss your reactions to the readings and assignments. Further, this is a condensed course— *if there are three or more absences from class, your final grade will be dropped 2 letter grades (e.g., an A would become a C).*

- 2. Reading Summaries (100 points, 25%).** You will write 10 summaries of the readings assigned for the day. The reading summaries should not include the book – you should write solely on the additional readings for the day. For example, for the class on physiology, your reading summary would address the articles by Broca (1861), Lashley (1930), and Arnett (2008) – not on the book. The summaries do not need to be lengthy, but should reflect you have thoughtfully engaged with the readings. It may include the main points of the reading, a critical analysis of the subject, or specific questions that came up as you read. My hope is that through these argumentative writings, you will be able to reflect on the assumptions that drive our field, and have a better understanding of the historical underpinnings of our current practice. These reading summaries will also serve as a tool to better prepare you for in-class discussions. Note that we have 13 classes with assigned readings – you will only submit 10 reading summaries. It is up to you which ones you do or do not turn in.
- 3. Debates (100 points - 70/20/10, 25%).** One of the goals for this class is for you to engage with the material, and reflect on the philosophical and empirical assumptions of our field. To that end, we will have 3 debates throughout the course. In groups of 4-5, you will research and debate a topic in class. You will divide your group in two, and each subgroup will argue for one side. Your arguments should be well-researched and thorough – you will present your arguments to why you defend a position (e.g., dualism), and the other group will dispel your arguments, and argue in defense of theirs (e.g., monism). You should have at least 2 argument exchanges. Be prepared to debate for approximately 45 minutes. All students who are debating must be active participants, and will submit (on Blackboard) a summary of how they prepared for the debate. Students who are not debating will fill-out a feedback form for the debate, which will be part of your grade. They will grade you out of 20 points. You will also do a self-assessment, and grade your own performance, out of 10 points. I will grade the remaining 70 points. Your grade will consist of: *70% graded by the instructor, 20% graded by your peers, and 10% graded by yourself*. The rubric for the debate is attached to the end of the syllabus. Your grade will be based on the clarity, organization, quality of argument, and rebuttal (specific guidance on the rubric attached at the end of the syllabus). I hope that by debating these important topics in psychology, you can use contextually and historically based arguments, and better understand how our professional history impacts our current practice of psychology.

- a. **Examples of debate topics:** *Debate I* – (a) dualism x monism, (b) structuralism x functionalism; *Debate II* – (a) free will x determinism; *Debate III* – (a) EST x EBP, (b) categorical x dimensional diagnosis; *Debate IV* – (a) same x different norm groups for intelligence testing, (b) fair x unfair high stakes testing practices.
4. **Midterm (50 points, 12.5%).** One exam will be given, at midterm. The exam will be essay based, and it is open-book. After you have completed it, you will upload it to Blackboard. I have designed the essay questions so you are able to focus on a specific area of our history, and critically and contextually evaluate it, hoping it would provide a clearer picture of how our profession has developed.
5. **Final paper (100 points, 25%).** You will choose a figure from the history of psychology and write a paper. Overall, you should provide a brief biographical summary of that person, describe their contribution to the field, and relate their work to present day work. You have freedom in selecting who you would like to write this paper on – in the past, students have written papers on Evelyn Hooker, Thomas Szasz, Mary Calkins, Edmund Husserl, Mamie Clark, Richard Suinn, or Joseph White (not an all-inclusive list). You should address (a) the person’s contributions to psychology, (b) the personal and sociocultural context that influenced these contributions, and the (c) the lasting impact of the contributions made (i.e., how psychology as we understand it today has been influenced by the work of the person you chose). The final paper should be 9-12 pages long (including references, double spaced, 12 pt Times font), and must comply with APA style (no need for an abstract). Alternatively, you may choose to write on a historical movement or position – but check with me first to make sure the topic is suitable. This paper serves as a capstone project, in which you will describe a person’s contributions to our field, and how it continues to impact what we do today. I hope this assignment will allow you to reflect on how our profession has developed, and tangentially allow for some self-reflection on how you can engage with the profession.

**Grading:**

	<i>Assignment</i>	<i>Points</i>	<i>%</i>	<i>Final Grade Scale</i>	
1	Attendance and participation	50	12.5	> 90%	A
2	Reading Summaries	100	25	80 - 89.9%	B
3	Debate	100	25	70 - 79.9%	C
4	Midterm	50	12.5	60 – 69.9%	D
5	Final Paper	100	25	< 59.9%	F
	<b>Total</b>	<b>400</b>	<b>100</b>		

**Special accommodations:** I recognize that students might need accommodations to optimize their learning process. Students are encouraged to contact Disability Support Services (DSS; <http://und.edu/disability-services/>) if necessary, and I will make every effort to make reasonable

accommodations to any student. You can find additional resources on blackboard, under ‘Student Help Resources’ and ‘Student Support Services’.

**Late assignments:** All assignments must be submitted by the time and date indicated. You will lose 10% of your grade for each day the assignment is late. Late assignments can only be submitted with the instructor’s prior permission.

**Attendance:** Attendance is mandatory – you should not have other appointments scheduled during class time (e.g., doctors’ appointment, practicum). If you miss class for an unavoidable reason, you are responsible for informing the instructor and for catching up on the material.

**Last day to drop a course:** July 17<sup>th</sup>

**Incomplete grades:** It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student’s control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark “I,” Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See “Grading System” in the UND 2018-19 Catalog)

#### **University & College Statements**

*Attendance and participation in class activities are considered integral parts of a university education. It is the University policy that attendance in classes is expected of all students. If attendance and/or participation are required and will impact grading, it is the responsibility of the instructor to communicate clearly that policy to students during the first week of class in the course syllabus.*

*Even in situations where an instructor might excuse a class absence, e.g., severe medical situations, family emergencies, military service, or authorized University activities, it is the responsibility of the student, whenever possible, to inform the instructor ahead of time.*

*Campus Emergency: In the event of a major campus emergency, suspension, or closure, the course requirements, deadlines, and grading policies on the official syllabus are subject to change. You will be notified of such changes by email, using the email address you have listed in Blackboard. Please make sure that email address is correct.*

*The Code of Student Life: UND students are expected to follow the Code of Student Life which is available at: <http://und.edu/code-of-student-life/>. It outlines the rights and responsibilities and expected levels of conduct of citizens in the University community. The purpose of the rules outlined is to prevent abuse of the rights of others and to maintain an atmosphere in the University community appropriate for an institution of higher education.*

*Disability Services for Students: UND recognizes its responsibility for making reasonable accommodations/adjustments to ensure there is no discrimination on the basis of disability, as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you plan to request disability accommodations you are expected to register with Disability Support Services. For more information, contact DSS or check the DSS web site at: <http://und.edu/disability-services/>*

*College of Education & Human Development Academic Concerns and Grievance Process Policy: The grievance process can be found on the web at <https://education.und.edu/files/docs/cehd-interim-grievance.policy-10.17.18.pdf> Graduate students should follow the CEHD Grievance Policy for decisions made at the course or program level and should follow the School of Graduate Studies Grievance Policy for decisions made by the School of Graduate Studies. **It is the student’s responsibility to initiate and advance the grievance.** Please contact Dr. Donna Pearson, the Associate Dean of Student Services and Assessment, for more information and assistance with the CEHD grievance process.*



Scholastic Honesty: *Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion.*

A. *Cheating on a test includes, but is not restricted to:*

1. *Copying from another student's test.*
2. *Possessing or using material during a test not authorized by the person giving the test.*
3. *Collaborating with or seeking aid from another student during a test without authority.*
4. *Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.*
5. *Substituting for another student or permitting another student to substitute for oneself to take a test.*
6. *Bribing another person to obtain an unadministered test or information about an unadministered test.*

B. *Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. This includes appropriation of another person's work by the use of computers or any other electronic means.*

C. *Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Instructors choosing to treat a case of scholastic dishonesty as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. If, before the drop date, an instructor is considering such action (or still investigating a possible case of dishonesty), the instructor may, with the concurrence of the dean of the course, place a hold on the student's registration to prevent the student dropping the course. If the student has already dropped the course, the dean of the course may void that drop and have the Registrar re-enroll the student in the class. (See "Scholastic Honesty" in the 2018-19 UND Catalog).*

Non-discrimination statement: *As part of its commitment to providing an educational environment free from discrimination, UND complies with Title IX of the Education Amendments, which prohibits discrimination and harassment based upon sex in an institution's education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of students at UND-sponsored activities and programs whether occurring on-campus or off-campus. Title IX also protects third-parties, such as visiting student athletes, from sexual harassment or violence in UND's programs and activities and protects employees from sexual harassment and discrimination. Prohibited harassment includes acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, even if those acts do not involve conduct of a sexual nature; sex-based harassment by those of the same sex; and discriminatory sex stereotyping. UND will take prompt action to investigate and resolve reports of sexual harassment or sexual violence in accordance with Title IX. UND's Title IX coordinator is Donna Smith, Director of Equal Employment Opportunity/Affirmative Action, 401 Twamley Hall, 264 Centennial Drive Stop 7097, Grand Forks, ND 58202-7097, 701-777-4171, [donna.smith@und.edu](mailto:donna.smith@und.edu). Retaliation against any person who initiates an inquiry or complaint or participates in the investigation of a complaint is prohibited. Such conduct will be further cause for disciplinary action.*

Brief Information about reporting: *Any student who has been impacted by sexual violence (sexual assault, domestic violence, dating violence, stalking) or gender-based misconduct is encouraged to report and seek appropriate resources on campus. Please contact the Title IX Coordinator (Donna Smith, [donna.smith@und.edu](mailto:donna.smith@und.edu) or 701-777-4171) to discuss your options. To view the policy and additional resources, please visit: <https://und.policystat.com/policy/4522669/latest/>.*

How to seek help when in distress: *We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/student-affairs/student-rights-responsibilities/care-team.cfm>.*

Faculty reporting obligations regarding sexual violence: *Classroom discussions or assignments may lead a student to disclose information about an incident of sexual violence that occurred recently or in the more distant past. It is*

*important for students to understand that faculty are required by federal law to report to the Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. Reporting the incident does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.*

### CLASS SCHEDULE

*The schedule outlines general readings, activities, course expectations, and assignments. It is not a contract between instructor and student, and it is subject to change based on the instructor's discretion. Modifications to the syllabus will be announced in class.*

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings and assignments</b>
<b>1</b>	<b>05/31</b>	<b>Memorial Day – NO CLASS</b>	
<b>2</b>	<b>06/02</b>	Introduction and Overview	Sanford (1951)
<b>3</b>	<b>06/07</b>	Prescientific Psychology	LB 1 Gill (2002) Gyekye (1995) Tong (1969)
<b>4</b>	<b>06/09</b>	Physiology, psychophysics, and the science of mind  International psychology	LB 2 Broca (1861) Lashley (1930) skim Arnett (2008)
<b>5</b>	<b>06/14</b>	Germany and the birth of a new science  American Indians and Alaskan Natives in psychology	LB 3 Cattell (1888) skim Blumenthal (1975) Trimble & Clearing-Sky (2009)
<b>6</b>	<b>06/16</b>	Origins of scientific psychology in America  Asian American psychology	LB 4 James (1884) Calkins (1892) skim Leong & Okazaki (2009)
<b>7</b>	<b>06/21</b>	The early schools of American psychology  African American psychology	LB 5 Titchener (1888) skim Angell (1907) skim Holliday (2012) White (1970)  <i>Recommended:</i> Cokley et al. (2019)
<b>8</b>	<b>06/23</b>	<i>Debate I</i>	
<b>9</b>	<b>06/28</b>	The birth of the new applied psychology in America	LB 6 Witmer (1907)

		Latino psychology	Terman (1916) skim Padilla & Olmedo (2009)  <i>Recommended:</i> Delgado-Romero et al. (2012) Benjamin (2005)
<b>10</b>	<b>06/30</b>	<i>Debate II</i>	
<b>11</b>	<b>07/05</b>	<b>NO CLASS – Independence Day (observed)</b>	
<b>12</b>	<b>07/07</b>	Psychoanalysis  Queer psychology	LB 7 Freud (1909) Lecture I Cortina (2010) skim Minton (1997)
<b>13</b>	<b>07/12</b>	Behaviorism  <i>Midterm due</i>	LB 8 Skinner (1948) Chomsky (1959) Jones (1924) skim Watson (1913)
<b>14</b>	<b>07/14</b>	Cognitive psychology  Women in psychology	LB 11 Miller (1956) Russo & Denmark (1987) Cundiff (2012)
<b>15</b>	<b>07/19</b>	EST and EBP	Elliott (1998) Szasz (1960) Chambless et al. (2006)
<b>16</b>	<b>07/21</b>	<i>Debate III</i>	
<b>17</b>	<b>07/26</b>	Ethics in Psychology	Hoffman et al. (2015) pp. 9-10 Herbert & Young (2002) Elkins (2016) Yakushko (2019) Yakushko (2018)
<b>18</b>	<b>07/28</b>	The new profession of psychology	LB 9 APA (2013) Eysenck (1952) Rogers (1957)
<b>19</b>	<b>08/02</b>	A psychology of social action and social change  Liberation psychology	LB 10 Clark & Clark (1950) Essandoh (1996) Martín-Baró (1964)
<b>20</b>	<b>08/04</b>	<i>Final paper due</i>	

**COUN 505 – History of Psychology**  
*Klaus Cavalhieri, Ph.D.*

**Debate Rubric**

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<b>Assessment:</b> <b>(circle one)</b>	<i>Instructor</i> <i>(70 points)</i>	<i>Peer</i> <i>(20 points)</i>	<i>Self</i> <i>(10 points)</i>
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**Date:**                      **Topic:**                                      **Reviewer:**                                      **Group members:**

**Points:** if this is a peer assessment, assign up to 5 points per category; if it is a self-assessment, assign up to 2.5 points per category

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<b>Clarity</b>	<b>Organization</b>	<b>Quality of argument</b>	<b>Rebuttal</b>
<i>Arguments were well made, discussion was clear, arguments based on evidence and historical facts</i>	<i>Debate was well structured and easy to follow, all students participated equally, mindful of time, equal attention allotted to argument and rebuttal</i>	<i>Depth of argument, coverage of topic, historical contextualization of arguments</i>	<i>Critics and limitations, depth of argument, coverage of topic, historical contextualization of arguments</i>

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Total: