Syllabus
History & Systems of Psychology  PSY 510

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Office Hours
T-Th 9:50-11:40 and by appointment

Course Description and Goals
This course will be a critical analysis of the History and Philosophy of Psychology. We will consider psychology in a broad context so as to develop a pluralistic perspective on what scientific psychologists do. All students are expected to have taken an undergraduate course in the History of Psychology or acquired the appropriate introductory background through independent study.

My goal is to create a setting for discussion. This will require that: (1) I foster an open and informal atmosphere in our meeting place and (2) that students participate with enthusiasm in all aspects of the course.

Learning Objectives:

1. Recognize the manner in which the History of Psychology is typically presented to undergraduates, as distinct schools of thought that replace each other sequentially, and consider alternatives.

2. Explore the nature of scientific progress, as discussed by philosophers, historians and sociologists of science.

3. Interrogate assumptions about the methods that define psychological research practice.

4. Debate the nature and importance of contexts (historical, social, geographical, moral) in which psychologists functioned.

These objectives will be promoted by using primary literature. Progress will be evaluated by a reaction writings to each reading, in class discussion, and application of the knowledge to a final, original historical investigation.

Course Materials
Readings will be provided.

Academic Misconduct (from http://naples.cc.stonybrook.edu/CAS/ajc.nsf/pages/syllabus): Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Students are continually engaged with other people’s ideas: they read them in texts, hear them in lectures, discuss them in their classes, and incorporate them into their own writing. As a result, it is very important that each student give credit where it is due. Plagiarism,
intentional or unintentional, is considered academic dishonesty and all instances will be reported to the Academic Judiciary. To avoid plagiarism, you must give credit whenever you use another person’s idea, opinion, or theory; any facts, statistics, graphs, drawings, or any other pieces of information, that are not common knowledge; quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words. Citing all sources and putting direct quotations in quotation marks are required. Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

If you have a physical, psychological, medical, or learning disability that may impact your coursework, please contact Disability Support Services (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.ehs.sunysb.edu and search Fire Safety and Evacuation and Disabilities.

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students’ ability to learn.

You can access class information on-line at: http://blackboard.sunysb.edu. If you used Blackboard during the fall semester, your login information (Username and Password) has not changed. If you have never used Stony Brook's Blackboard system, your initial password is your SOLAR ID# and your username is the same as your Stony Brook (sparky) username, which is generally your first initial and the first 7 letters of your last name.

**GRADING**

<table>
<thead>
<tr>
<th>Summary papers/Quiz (1)</th>
<th>80 points</th>
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<tr>
<td>Presentation (1)</td>
<td>20 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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1. This writing assignment is due at the beginning of each class, either based upon assigned reading or as a summary and reaction to class discussion and will be roughly 1 page in length. Full credit will be received based upon completeness and originality. Additionally, one point will
be subtracted for each 24-hour period after the beginning of the class session for which the paper was due. Like any original work of scholarship, these papers should be in your own words and rules pertaining to plagiarism apply (see above statement).

2. Each student will be required to present to the class the results of an historical investigation of a topic in their field of study. Topics will be determined in consultation with the instructor. Students may use any media, including handouts or PowerPoint, and are encouraged to draw upon resources that supplement the assigned reading. The grading will be based upon the thoroughness of the coverage of the material (3 points), the quality of the discussion (3 points), the incorporation of outside resources (3 points), and the presenter’s application of the methods discussed in class based upon the ability to respond knowledgably to questions for the faculty or fellow students (3 points).

Scale of Grading:

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<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>100 - 93 pts</td>
<td>A</td>
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<tr>
<td>92 - 90 pts</td>
<td>A-</td>
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<tr>
<td>89 - 87 pts</td>
<td>B+</td>
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<tr>
<td>86 - 84 pts</td>
<td>B</td>
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<tr>
<td>83 - 80 pts</td>
<td>B-</td>
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<tr>
<td>79 - 77 pts</td>
<td>C+</td>
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<tr>
<td>76 - 74 pts</td>
<td>C</td>
</tr>
<tr>
<td>73 - 70 pts</td>
<td>C-</td>
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<td>69 or fewer</td>
<td>F</td>
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Excused absences will be based on a written explanation of the absence (via email). They should be unavoidable professional conflicts or unexpected misfortunes.

Reading List

Aug 30

**Aug 30:**

Brush, SG Should the history of science be rated x? Science. 1974;183(4130):1164 72.[link](link)

Sept 6:

Standardizing the Subject: Experimental Psychologists, Introspection, and the Quest for a Technoscientific Ideal. Deborah J. Coon. Technology and Culture Vol. 34, No. 4, Special Issue: Biomedical and Behavioral Technology (Oct., 1993), pp. 757-783.[Link](Link)
E.G. Boring (1945). *The use of operational definitions in science.* Psychological Review. [Link](Can be found in PsychArticles if link doesn’t work)

Sep 6

Sep 8

**Sept 15:**

Cohen, J. (1994). The earth is round (p<.05). American Psychologist. [Link]

**Sept 20:**


**Sept 27:**


**Oct 4:**


**Oct 11:**


**Oct 18:**

Oct 25:


Nov 1:


Nov 22:


Dec 6:


Student Project Presentations