**History & Systems of Psychology (PSY 111) Course Syllabus**

**Spring Semester 2017**
**Times and Locations:** TuTh 10:00 - 11:50 am, WH 212

**Professor:** Ronald E. See, PhD  
**Phone:** (805) 565-7062  
**E-mail:** rsee@westmont.edu  
**Course web pages:** Canvas at https://westmont.instructure.com/

**Office:** Winter Hall 338  
**Office hours:** Mon Tue Wed 1-3 pm, or by appointment

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**Course Goals**

The *History and Systems of Psychology* course is designed to introduce students to major historical figures and historically important systems within the academic discipline of psychology. In addition, this course attempts to place psychology within the context of history, assumptions about knowledge, and perspectives on human behavior (i.e., worldviews). This context will help us to examine the antecedents and development of psychology as a science and come to a systematic understanding of the various perspectives in psychology. We will examine the persistent problems or questions of interest to psychologists, and the dominant paradigms and models operating in contemporary psychology. Throughout the course, we will emphasize methods of investigation, the historical figures and forces (Zeitgeist) that shaped the theories and methods, and relevance to current conceptions of mind and behavior. We will also strive to connect historic themes and debates within psychology to a Christian worldview.

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If you would understand anything, observe its beginning and its development.  
**ARISTOTLE**

Those who do not learn from history are doomed to repeat it.  
**GEORGE SANTA YANA**

Psychology has a long past, but only a short history.  
**HERMANN EBBINGHAUS**

There’s a good reason why nobody studies history, it just teaches you too much.  
**NOAM CHOMSKY**
Learning Goals and Outcomes for PSY-111

The College and the Department each maintain separate but overlapping list of outcomes for our students. Each psychology course is designed not only to develop the skills and knowledge appropriate to that course, but also to help students develop toward these outcomes. Although most of our courses are designed to contribute to all of our outcomes, some courses focus more particularly on some outcomes. PSY 111 focuses on the specific departmental outcomes checked in the list below (with institutional outcomes in parentheses):

- **Knowledge Base**: Demonstrate the ability to identify, recognize, or otherwise articulate key elements of content (e.g., core concepts, theories, and individuals) in the history of psychology. (Goal: Knowledge Base)

- **Competence in Written and Oral Communication**: Write efficiently, creatively, and competently using APA style in both theoretical/review genres. (Goal: Written and Oral Communication)

- **Christian Understanding/Practices/Affections**: Demonstrate ability to identify important contemporary areas of overlap between psychology and Christian theology and spirituality, and is positively disposed towards them and inclined towards practicing them. (Goal: Values and Character)

- **Critical and Interdisciplinary Thinking**: Demonstrate ability to recognize good vs. bad theories, and arguments in psychology, and reason in ways that link psychology with other disciplines. (Goal: Scientific Thinking, Methods, & Skills)

- **Research and Information Literacy**: Use disciplinary and general-purpose databases and search engines effectively and efficiently to refine questions and identify possible answers within the literature; recognize and apply appropriate disciplinary methods to further address these questions. (Goal: Scientific Thinking, Methods, & Skills)

**Diversity and Global Awareness**: Engage as active global citizens with an awareness of cultural diversity, one’s own culture(s), and the responsibility of self towards others. (Goal: Values and Character)

**Active Societal/Intellectual/Engagement**: Engage as active agents in one’s local communities, bringing intellectual and academic abilities and interests to bear on improving the lives of those around him or her. (Goal: Applications)

**Creative Expression**: Recognize the creative aspects of theory construction, experimental design, application and collaborative work in psychology, and demonstrate such creativity in one's own disciplinary work. (Goal: Scientific Thinking, Methods, & Skills)

We encourage students to visit the departmental web page and talk with their academic advisors for more information about learning outcomes and goals, and about the structure of our curriculum.

Course Learning Outcomes

PSY 111 focuses on developing a deeper understanding of the pre-history of psychology, including philosophical and general-scientific landmark events and concepts, as well as connections among concepts and methods in a wide variety of psychology’s sub-disciplines and between psychology and other disciplines in the natural sciences, social sciences, and humanities. In addition, PSY 111 offers opportunities for students to identify and appreciate the diversity of contributions to the contemporary fields of psychology and hone their critical thinking skills as they increase their abilities to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology, particularly with respect to their historical roots. Students will also develop their writing skills using APA styles in a literature review-style paper. Finally, they will become more informed about ways in which concepts in science and psychology can be understood relative to questions and principles of Christian theology.
Course Policies

Attendance. Students will be responsible for knowing the assigned course material and any announcements made during class meetings. In accordance with Westmont policy, you are allowed to miss a total of two class sessions without penalty during the semester. Being absent from class beyond this will result in a loss of two points for each missed class session. Students accruing more than four lecture absences during the semester will have their final letter grade in the course dropped by one full letter (e.g., an A will become a B, or a B- will become a C-). You will be responsible for making up any work missed by either excused or unexcused absences.

Academic honesty. All students will be held to the highest ideals of academic integrity. Any form of academic dishonesty will be dealt with as severely as allowed by the college, most likely a grade of F in the course and recommendation of dismissal from the college. “Academic dishonesty” includes, but is not limited to, plagiarism (see below), cheating, and falsification. Please refer to the College’s policy on Academic Honesty.

Plagiarism. According to the Westmont plagiarism policy document, “To plagiarize is to present someone else’s work—his or her words, line of thought, or organizational structure—as your own. This occurs when sources are not cited properly, or when permission is not obtained from the original author to use his or her work. Another person’s “work” can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.” Please familiarize yourself with the entire Westmont College Plagiarism Policy (http://www.westmont.edu/offices/provost/plagiarism/plagiarism_policy.html). This document defines different levels of plagiarism and the penalties for each. It also contains very helpful information on strategies for avoiding plagiarism. I also recommend the website: http://www.plagiarism.org/plagiarism-101/overview/

Required Texts

Required Readings (available on Canvas)
1. Heather Looy Psychology at the theological frontiers
2. Thomas Postlewait Historiography and the theatrical event: A primer with twelve cruxes
3. Peter Harrison Myth #12: That Rene Descartes originated the mind-body distinction
4. Mary Whiton Calkins Psychology as science of self
5. John Dewey The reflex arc concept in psychology
6. John Watson Psychology as the behaviorist views it
7. Max Wertheimer Gestalt theory
8. Thomas Szasz The myth of mental illness
9. Donald Hebb The organization of behavior
10. Keller and Marian Breland The misbehavior of organisms
11. Joseph Henrich The weirdest people in the world

Recommended Resources
For writing. The following articles are available for downloading from Canvas:

For materials on final paper topic. Many classic primary and secondary sources are available online. Some locations that identify and allow access to these sources include:

**Websites**
1. York University's History of Psychology web site: http://psychclassics.yorku.ca/index.htm

**Journals**

- History of Psychology
- *Journal of the History of the Behavioral Sciences*
- History of the Human Sciences

**Course Requirements**

The learning process in this course will follow a lecture/reading/discussion/writing format. The course contains a considerable amount of material and includes a strong emphasis on group discussion and class participation. Because of this format, it is *very essential* that you keep up with the reading and come to class well prepared for each session.

**Readings.** Read the appropriate sections of your chapters before you come to class, so that you are prepared to write and think about the material. After class, review the chapter sections for what you *don't* know. Write down questions about information you don't understand and ask those questions in the next class or via email.

**Historical Paper.** You will write a term paper that details a particular event and person(s) from the history of psychology (roughly 1800-2000). More details are provided at the end of the syllabus.

**Journals.** In addition to the paper itself, you will submit weekly journal entries in Canvas describing your thoughts on the subjects covered in your readings and lecture and your progress in researching and writing the term paper. Journal entries must be completed and uploaded on Canvas prior to 5:00 pm each Saturday in order to receive credit. On most weeks, the journal entry will simply consist of notes or reflections on the readings, lecture or your paper topic, or perhaps exploring some potential topic. On certain weeks, though, you must include specific information as follows:

**Week 5:** List and Description of Possible Candidate Topics or Historical Figures. This entry must describe at least THREE candidates for your paper topic. Each must include at least one specific historical event and at least one historical figure from within the primary history of psychology. For each candidate topic, write a brief paragraph describing the event(s), the figure(s), and the relationship between them that you would explore. Doing a good job on this will make your project enjoyable and straightforward; the converse is also true.

You should spend a good deal of time during the first five weeks of the semester looking over the course textbook (especially Chapters 8-19), searching the internet and PsycInfo database, identifying and skimming primary readings, and weighing the relative merits of a variety of topics. These searches will allow you to complete this journal entry in the 5th week.

**Week 7:** Topic Statement & Tentative Bibliography. This will include the name of the primary figure(s), a paragraph on the historical event that will be addressed, and some of the primary source material that will be used (articles, books, and book chapters). "Primary sources" means works written by your primary historical figure(s) and his or her contemporaries. Bibliographic entries must be in APA style.
**Week 11: Thesis Statement & Outline.** Includes further refinements of the topic (a couple of paragraphs, now culminating in a thesis statement) and a tentative two-level outline. The outline should consist of section headings you would use if you were including two levels of section headings, and should represent an orderly progression of ideas developing toward your thesis. There are many good sources for how to write thesis statements available online, including the University of Wisconsin-Madison Writing Center's *Writer's Handbook*.

If you are unsure of what a thesis statement is, see: http://writing.wisc.edu/Handbook/Thesis_or_Purpose.html for a nice distinction between a purpose statement (what we more often write) and thesis statement.

In addition, this web page: http://writing.wisc.edu/Handbook/Thesis.html provides a nice description of what a thesis statement includes and where it is located in a paper.

You may receive feedback on your journal entries, but whether you do or not, you should continue researching your paper and recording journal entries. You should also make use of office hours to discuss your topic or get help with the project if you have questions or are stuck or don't know how to begin.

**Conference.** You must schedule a conference to discuss your project during week 9 of the semester. Bring your thesis and bibliography with you to this meeting. You may also wish to bring a working draft of your paper with you to this conference. During this meeting, you must demonstrate adequate work toward your final paper (e.g., completed readings and critical and integrative thinking on the topic).

**Exams.** There will be three unit exams in the course. The exams will include a combination of multiple-choice, short-answer, matching, and essay questions, including a “flow graph” of major figures and groups. The exams will cover the primary text, other readings, lectures, and discussions.

There will be no make-up exams without written justification from a doctor. These make-up exams will be all-essay in nature. Arriving late to exams (more than 15 minutes) will result in a failing grade on that exam. You may not take the final exam at any time other than that scheduled for the course.

**Attendance and participation.** Regular attendance and class participation is expected. Class participation will be based on attendance and preparation for and participation in class discussions and classroom activities. You will be expected to actively participate in class discussion and you may be called upon at any time to answer a question or contribute to class dialogue.

**Late work.** Assignments are due on the day specified in the schedule below. Journal entries submitted on Canvas after the due date will not receive credit. Final papers turned in after the due date will incur a 10% per day penalty.

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**Course grading**

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<tr>
<th>Grading Criterion</th>
<th>Points Possible</th>
<th>Weight factor</th>
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<tr>
<td>Exams (3 total)</td>
<td>300 (100 each)</td>
<td>.60</td>
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<td>Journals (14 total+conference)</td>
<td>45</td>
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<td>Final Paper</td>
<td>120</td>
<td>.24</td>
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<td>Class Participation</td>
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<td>TOTAL</td>
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The final course letter grade for the course will be assigned as follows:

- A+: 98-100%
- B+: 88-89%
- C+: 78-79%
- D+: 68-69%
- F: ≤ 59%
- A: 93-97%
- B: 83-87%
- C: 73-77%
- D: 63-67%
- A-: 90-92%
- B-: 80-82%
- C-: 70-72%
- D-: 60-62%
**Writer's Corner:**

Writer’s Corner, the campus-writing center, is an academic support service free for all students. Peer tutors are available to help you with initiation (getting started), arrangement (getting organized), APA style, thesis statements, paragraph development and structure, and integrating sources. One-on-one tutorials are held in Voskuyl Library (VL 215). Open hours are typically from 4-11 pm on Monday through Thursday and from 6-11 pm on Sunday. Drop-ins are welcome; but note that the writing center is busier during peak times of the semester (before mid-term and each holiday break) as well as later in the evening (9-11 pm).

For more information, visit the writing center website: (http://www.westmont.edu/_academics/departments/english/writers-corner.html).

**Counseling Center:**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in college. For helpful resources, contact the Counseling Center on campus. Their website is: www.westmont.edu/_offices/counseling/

**Disability Statement:**

Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course. Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information: http://www.westmont.edu/_offices/disability

**Take Your Professor to Lunch:**

I highly value the opportunity to develop relationships with students. The classroom environment does not always allow for more personalized attention or one-on-one exchanges, but I am always open to getting together for coffee or lunch. Feel free to take advantage of the Take Your Professor to Lunch passes that the Office of Campus Life makes available.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings/Topic</th>
<th>Assignment due</th>
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<tr>
<td>1</td>
<td>JAN 10</td>
<td>Course Overview</td>
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<td>JAN 12</td>
<td>Chapter 1: Introduction</td>
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<td>Article #1: Looy</td>
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<td>JAN 14</td>
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<td>Journal Entry #1 (2 pts), 5:00 pm</td>
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<td>JAN 17</td>
<td><strong>NO CLASS for MLK day (Monday classes meet)</strong></td>
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<td>JAN 19</td>
<td>Chapter 1: Introduction</td>
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<td>Article #2: Postlewait</td>
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<td>Bibliography information (Lauren Kelley)</td>
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<td>3</td>
<td>JAN 24</td>
<td>Chapter 2: Ancient Greece</td>
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<td>JAN 26</td>
<td>Chapter 3: Rome and the Middle Ages</td>
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<td>JAN 28</td>
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<td>Journal Entry #3 (3 pts), 5:00 pm</td>
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<td>JAN 31</td>
<td>Chapter 4: Renaissance Science &amp; Philosophy</td>
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<td>Article #3: Harrison</td>
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<td>FEB 2</td>
<td>Chapter 5: Empiricism, Sensationalism, &amp; Positivism</td>
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<td>FEB 7</td>
<td>Chapter 6: Rationalism</td>
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<td>FEB 9</td>
<td>Chapter 7: Romanticism &amp; Existentialism</td>
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<td>FEB 11</td>
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<td>Journal Entry #5 (4 pts), 5:00 pm</td>
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<td>FEB 14</td>
<td><strong>EXAM 1</strong> (chapters 1-7)</td>
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<td>FEB 16</td>
<td>Chapter 8: Physiology &amp; Psychophysics</td>
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<td>FEB 18</td>
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<td>Journal Entry #6 (2 pts), 5:00 pm</td>
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<td>7</td>
<td>FEB 21</td>
<td><em>Presidents Holiday (NO CLASS)</em></td>
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<td>FEB 23</td>
<td>Chapter 9: Early Approaches to Psychology</td>
<td>Schedule conference (2 pts)</td>
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<td>FEB 25</td>
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<td>Journal Entry #7 (4 pts), 5:00 pm</td>
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<td>8</td>
<td>FEB 28</td>
<td>Chapter 10: Evolution &amp; Individual Differences</td>
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<td>MAR 2</td>
<td>Chapter 11: American Psychology &amp; Functionalism</td>
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<td>Article #4: Calkins</td>
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<td>MAR 4</td>
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<td>Journal Entry #8 (3 pts), 5:00 pm</td>
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<td>Week</td>
<td>Date</td>
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<td>9</td>
<td>MAR 7</td>
<td>Chapter 11: American Psychology &amp; Functionalism</td>
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<td>Article #5: Dewey</td>
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<td>MAR 9</td>
<td>Chapter 12: Behaviorism</td>
<td>Conferences (all week)</td>
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<td>Article #6: Watson</td>
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<td>MAR 11</td>
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<td>Journal Entry #9 (4 pts), 5:00 pm</td>
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<td>MAR 13-17</td>
<td><strong>Spring Recess</strong></td>
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<td>10</td>
<td>MAR 21</td>
<td>Chapter 13: Neobehaviorism</td>
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<td>MAR 23</td>
<td>Presentation and discussion of historical papers</td>
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<td>MAR 25</td>
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<td>Journal Entry #10 (2 pts), 5:00 pm</td>
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<td>11</td>
<td>MAR 28</td>
<td><strong>EXAM 2</strong> (chapters 8-13)</td>
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<td>MAR 30</td>
<td>Chapter 14: Gestalt Psychology</td>
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<td>Article #7: Wertheimer</td>
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<td>APR 1</td>
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<td>Journal Entry #11 (5 pts), 5:00 pm</td>
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<td>12</td>
<td>APR 4</td>
<td>Chapter 15: Early Considerations of Mental Illness</td>
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<td>Article #8: Szasz</td>
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<td>APR 6</td>
<td><em>One Flew Over the Cuckoo’s Nest</em></td>
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<td>APR 8</td>
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<td>13</td>
<td>APR 11</td>
<td>Chapter 16: Psychoanalysis</td>
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<td>APR 13</td>
<td>Chapter 17: Humanistic Psychology</td>
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<td>APR 15</td>
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<td>APR 18</td>
<td>Chapter 18: Psychobiology</td>
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<td>Article #9: Hebb</td>
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<td>Article #10: Brelands</td>
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<td>APR 20</td>
<td>Chapter 19: Cognitive Psychology</td>
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<td>APR 22</td>
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<td>Journal Entry #14 (3 pts), 5:00 pm</td>
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<td>15</td>
<td>APR 25</td>
<td>Chapter 20: Psychology Today</td>
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<td>Article #11: Henrich</td>
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<td>APR 27</td>
<td>Review and discussion</td>
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<td>APR 28</td>
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<td>Historical Paper, 5:00 pm</td>
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<td></td>
<td>MAY 3</td>
<td><strong>EXAM 3</strong> (chapters 14-20)</td>
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Guidelines for Historical Term Paper

As described above in the syllabus, a major component of the course grade in PSY 111 is a term paper. Below are some guidelines and suggestions for writing a paper that focuses on historical issues related to psychology. You should also meet with me for help on the paper, especially during the early stages of topic selection, source selection, and thesis construction.

Selecting a Topic:
- The topic must be a specific historical episode or event with lasting consequences in the history of psychology, focused between approximately 1800 and 2000 (see examples below). Please avoid over-done topics such as Freud's id/ego/superego, Piaget's cognitive stages, Jung’s collective unconscious, Pavlov's classical conditioning, etc. If you are interested in one of these topics, you should find a related topic (probably a historical antecedent, or some specific, nuanced, and not-so-well-known aspect) and explore how it relates to the more popular topic.
- The paper must integrate historical antecedents (philosophical, scientific, and psychological), as well as later events in psychology for which your event served as an antecedent.
- The paper must focus on one or more historical figures from within the primary discipline of psychology.
- Lots of things might count as an “historical episode or event:” The publication of an important book; a classic experiment or study; the development of a psychological test, method, or theory; a famous controversy, debate, or disagreement; etc.
- Your paper must have a thesis or, at a minimum, an overall theme or goal. In other words you want to do more than just describe a catalog of events; you should develop a point of view, or have a common thread (or small set of threads) that runs through the paper. Ask yourself, what are 1 to 3 issues, main themes, or perspectives that I want the reader to remember after having read the paper? Have those themes shape your paper so that it has cohesion, structure, and direction. And after turning in your bibliography, check your sources to make sure that you can address those issues, themes or perspectives effectively.
- Be sure to develop arguments on the basis of evidence, rather than personal opinion or authority. APA style requires that you support factual, and even most opinion, statements with references to published literature.
- Use Postlewait's (1991) suggestions as a guide to how to write scholarly papers on historical events. It's a bit dated, but is a nice introduction to historiography for the non-historian.

Sources:
- The bibliography must include both primary and secondary literature from 10-15 sources. A good rule of thumb is that you use at least 6 primary sources (books, chapters, or articles by the primary historical figures and their contemporaries), at least 4 sources from the primary scholarly literature (peer-reviewed journals, chapters, or scholarly books). These are minimums, as the number of sources required will vary greatly depending on length and type of the primary sources (e.g., book vs. article), the scope of the question, and your specific perspective on the question, although you should not rely too heavily on any one source.
- You may not have more than 2 references from non-scholarly sources. These sources include textbooks, popular magazines (e.g., Time, U.S. News), encyclopedias, web pages or other electronic sources. You may not reference the course notes or the instructor. You may reference the text (very sparingly). Although Wikipedia may be a great place to start as it can lead you to other interesting sources, it is very rare that a Wikipedia article would ever be a source for a scholarly paper.
- You are encouraged to reference the course readings when appropriate.

Format and Style:
- Papers must be in APA format and written in APA editorial style, and must make use of one or two levels of section headings.
- In addition to the body of the paper, you must include a title page, abstract, and references section. Tables and figures are optional, but encouraged if useful.
• You should keep the number of direct quotations to a minimum, no more than four or five. Use them only where the exact wording of the original is important. Citations and direct quotations must be in APA format.

• Papers should be written as if for submission to a scholarly journal devoted to the history of psychology or the history of science. Familiarize yourself with historiographical writing before you try to write in it yourself. Read a few articles in the journals listed earlier in the syllabus, and check the "instruction to authors" sections in those journals. These are valuable sources of information about how to write in the genre. In addition, be sure to avoid writing in the first person, sexist language, and too-casual voice.

Papers receiving high scores will:
• have a clear and coherent thesis that guides the logic of the paper;
• have a representative review of the relevant literature;
• have logical development of arguments, clear organization, and linear flow;
• consist of scholarly arguments (evidence-based, rather than intuition-, authority-, or opinion-based);
• be accurate and complete with respect to the historical event and figure(s);
• place issues, methods, interpretations, etc., in the broader historical context;
• be written with excellent grammar/syntax, and sentence, paragraph, and section structure;
• have professional appearance and APA style (including APA-style citations and references, use of headings, figures & tables, page numbers)
• typically be in the 3500-4500 word range. At around 250 words/page, this is at least 14 pages, not including the title page, abstract, and references.

Examples of Paper Topics:
• Flourens vs. Gall on Phrenology: Localization of function in the 19th century
• Color vision theorists: Ladd-Franklin vs. Hering and Helmholtz
• Fechner's Psychophysics: psychology as physiological philosophy?
• Introspective methodologies of the 19th century
• Wundt's "creative synthesis"
• Wundt's völkpsychologie
• Donders' mental chronometry
• Phenomenology, intentionality, and the active mind
• Ebbinghaus and the sense of nonsense material
• Mental measurement and the nature-nurture controversy
• James on will and habit
• The James-Lange theory of emotion
• Calkins's self-psychology
• Hall and the development of developmental psychology
• Dewey, functionalism and the reflex arc concept
• Thorndike's cats and the Spencer-Bain principle
• Washburn's Animal Mind vs. Watson's mindless animals
• McDougal vs. Watson on instincts
• Würzburg and the imageless thought controversy
• L. S. Hollingworth and the psychology of gifted children
• Sechenov and early Russian psychology
• Tolman and Hull on intervening variables
• Lewin's field theory
• Gestalt and Behaviorism on transposition
• Pinel and Dix: the reformation of inpatient treatment of the mentally ill
• Witmer and the origins of the psychological clinic
• Charcot vs. Liébeault on hypnotism
• Horney's psychoanalysis: basic hostility and basic anxiety
• Lashley's search for the engram and the doctrine of equipotentiality
• Hebb's cell assemblies and connectionism