Syllabus
History & Systems of Psychology    PSY 510

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T-Th 11:30 AM – 12:50 PM  Psychology B 248
Office Hours
Mondays, 2:30 – 3:30 PM, 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 – and to critically interrogate – 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, including preparing for each class appropriately.

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 written reaction to readings, in class discussion, and application of the knowledge to a final, original historical investigation.

Course Materials
Readings will be provided as hyperlinks.

Americans with Disabilities Act:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with
you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**Academic Integrity:**
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. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. 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/

**Critical Incident Management:**
Stony Brook University expects students 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, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

**Electronic Communication Statement** Email and especially email sent via Blackboard (http://blackboard.stonybrook.edu) is one of the ways the faculty officially communicates with you for this course. It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education (http://www.stonybrook.edu/mycloud), but you may verify your official Electronic Post Office (EPO) address at http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo. If you choose to forward your official University email to another off-campus account, faculty are not responsible for any undeliverable messages to your alternative personal accounts. You can set up Google Mail forwarding using these DoIT-provided instructions found at http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail. If you need technical assistance, please contact Client Support at (631) 632-9800 or supportteam@stonybrook.edu.

**Policies**

**Special Circumstances:** If you have an unexpected event occur to you that negatively impact on your class performance or need to inform me of any other concerns that you feel put you at a disadvantage, please do so in writing in a timely manner. I cannot make any advance promises about compensation.

**Electronics Policy:** Texting and calling using a cell phone or other device are prohibited in the class period. Tablets, phones and laptop computers may be used only for note taking and class relevant internet research. Video or audio recording of lectures is prohibited without written permission of the instructor.
GRADING

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<tr>
<td>Reaction Paper (1)</td>
<td>80</td>
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<tr>
<td>Presentation (1)</td>
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<td><strong>Total</strong></td>
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1. **Reaction Paper:** This writing assignment is due by the beginning of one class each week (at the student’s choosing), either based upon assigned reading or as a summary and reaction to a previous class discussion. In practice, what this means is that the student can either submit the Reaction Paper in advance of the Tuesday class or the Thursday class each week. If the Reaction Paper is submitted for the Tuesday class, no paper is due for that week’s Thursday class; if the Reaction Paper is NOT submitted for the Tuesday class, it *must* be submitted for the Thursday class. The Reaction Paper should be delivered digitally (via email) in a Word document, sent to the Professor. Ideally, it will be roughly 1 page in length. Full credit will be received based upon completeness and originality. Additionally, six (6) points 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). If a Reaction Paper presents as not representing substantive effort on the student’s part, I reserve the right to send it back to the student for additional edits in lieu of grading it as is; however, in this case the late submission penalty will be applied accordingly.

2. **Presentation:** 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 (25 points), the quality of the discussion (25 points), the incorporation of outside resources (25 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 (25 points).

3. **On time** attendance is a requirement of the class. Attendance will be taken at the beginning of each class. One point from the final semester grade will be deducted for unexcused late arrival or departure, and 3 points deducted for each unexcused missed class.

Scale of Grading (note that all above scores are on this scale):

- 100 - 93 pts = A
- 92 - 90 pts = A-
- 89 - 87 pts = B+
- 86 - 84 pts = B
- 83 - 80 pts = B-
Excused absences will be based on a written explanation of the absence (via email). They should be unavoidable professional conflicts or unexpected misfortunes.

Missing classes: IF YOU ANTICIPATE ANY SCHEDULE CONFLICTS FOR THE UPCOMING SEMESTER THAT MIGHT PREVENT YOU FROM REGULARLY ATTENDING CLASS PLEASE ANTICIPATE A NEGATIVE IMPACT ON YOUR GRADE.

Reading List

Aug 27:
Introduction to the class, syllabus.

Aug 29:
Brush, SG Should the history of science be rated x? Science. 1974;183(4130):1164
72. link

Sep 3:
Lecture on the presentation of Psychology’s History


Sep 5:
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


Sep 10:
Presentation on Operationism


Sep 12:

Presentation on Statistics

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


Sep 17:

Presentation on Kuhn

Watson, John B., Psychology as the Behaviorist views it. Psychological Review, Vol 20(2), Mar, 1913. pp. 158-177Link

Sep 19:

Presentation on Scientometrics


Sep 24:

Pick Preferred Presentation Topic by Today


**Sept 26:**


**Oct 1:**


**Oct 3:**


**Oct 8:**


**Oct 10:**


**Oct 15**

**FALL BREAK, NO CLASS**

**Oct 17:**

**Finalize Presentation Topic by Today**

Presentation on Pseudoscience


**Oct 22:**


**Oct 24:**

**NO CLASS**

**Oct 29:**


**Oct 31:**


Nov 5:

Stam HJ. Link


Nov 7


Nov. 12
Student Presentations

Nov 14
Student Presentations

Nov 19
Student Presentations

Nov 21
NO CLASS, ABCT 2019

Nov 26
Student Presentations

Nov 28
NO CLASS, THANKSGIVING
Dec 3
Student Presentations

Dec 5
Student Presentations, Final Discussion