



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-7000-01-7

Course Title: History and Systems

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2022

Course Credits: 03

Class Meeting Days: Wednesdays

Class Meeting Hours: 9:00am-12:00pm

Class Location: Sullivan Library 102

Instructor Name: Joy Tanji, PhD

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Office Location: Behavioral Sciences 110

Office Hours: Mondays 1:00pm-3:00pm; Wednesdays 1:00pm-2:00pm, 3:00pm-4:30pm; Thursdays 11:00am-12:00pm (in office or over Zoom; appointment recommended). Other days/times may be available upon request (please contact me by email for availability and to schedule an appointment).

University Course Catalog Description and Overview

This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development of western thought, tradition, culture, religion, medicine, and social institutions.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.

3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will appraise the role of historical trends and events in the development of psychology as a scientific discipline, as measured by Paper #1 and the group project. (Competency 5)
2. Students will describe the key contributions of major figures in the history of psychology and be able to identify the major perspectives of these individuals, as measured by the quizzes administered in the class. (Competency 5)
3. Students will summarize and evaluate the contributions of dominant and lesser-known voices in the history of psychology, as measured by Paper #2. (Competency 4)
4. Students will apply knowledge of recurring philosophical themes and issues to their understanding of historical and contemporary conflicts in psychology, as measured by their reflexive contributions to class discussions and oral and written presentation of the group project. (Competency 5)
5. Students will critically evaluate and synthesize relevant theoretical, clinical, and research literature, as measured by their papers and the group project. (Competency 5)

Required Learning Materials

Required Textbooks

Ludden, D. C., Jr. (2021). *A history of modern psychology: The quest for a science of mind*. SAGE Publications, Inc.

Required Readings

- Alon, N., & Omer, H. (2004). Demonic and tragic narratives in psychotherapy. In A. Lieblich, D. P. McAdams, & R. Josselson (Eds.), *Healing plots: The narrative basis of psychotherapy* (pp. 29–48). American Psychological Association. <http://dx.doi.org/10.1037/10682-002>
- Cauce, A. M. (2011). Is multicultural psychology a-scientific? Diverse methods for diversity research. *Cultural Diversity and Ethnic Minority Psychology, 17*(3), 228–233. doi: 10.1037/a0023880
- Laughlin, C. D., & Rock, A. J. (2014). What can we learn from shamans' dreaming? A cross-cultural exploration. *Dreaming, 24*(4), 233–252. <http://dx.doi.org/10.1037/a0038437>
- Lazarus, R. S. (1984). On the primacy of cognition. *American Psychologist, 39*(2), 124–129. <https://doi.org/10.1037/0003-066x.39.2.124>
- Malgaroli, M., & Schultebrucks, K. (2020). Artificial intelligence and posttraumatic stress disorder (PTSD): An overview of advances in research and emerging clinical applications. *European Psychologist, 25*(4), 272–282. <https://doi.org/10.1027/1016-9040/a000423>

- Marohn, S. (2014, August 25). What a shaman sees in a mental hospital. In S. Marohn (Author), *The natural medicine guide to schizophrenia* (pp. 178–189). Hampton Roads Publishing Company, Inc.
- Michalon, M. (2001). “Selflessness” in the service of the ego: Contributions, limitations and dangers of Buddhist psychology for western psychotherapy. *American Journal of Psychotherapy*, 55(2), 202–218. doi: 10.1176/appi.psychotherapy.2001.55.2.202
- Millner, U. C., Maru, M., Ismail, A., & Chakrabarti, U. (2021). Decolonizing mental health practice: Reconstructing an Asian-centric framework through a social justice lens. *Asian American Journal of Psychology*, 12(4), 333–345. <https://doi.org/10.1037/aap0000268>
- Nielson, K., & Ward, T. (2020). Mental disorder as both natural and normative: Developing the normative dimension of the 3e conceptual framework for psychopathology. *Journal of Theoretical and Philosophical Psychology*, 40(2), 107–123. <http://dx.doi.org/10.1037/teo0000118>
- Victor, E., Aghajan, Z. M., Sewart, A. R., & Christian, R. (2019). Detecting depression using a framework combining deep multimodal neural networks with a purpose-built automated evaluation. *Psychological Assessment*, 31(8), 1019–1027. <http://dx.doi.org/10.1037/pas0000724>
- Yaden, D. B., Meleis, M., Newberg, A. B., Vago, D. R., & McDaniel, J. (2017). Cross-cultural contributions to psychology and neuroscience: Self, mind, and mindfulness in Buddhism. *Pacific World*, 19, 53–68.
- Yamamoto, E. (1999). The hat shop controversy. In E. Yamamoto (author), *Interracial justice: Conflict & resolution in post-civil rights America* (pp. 236–253). New York University Press. doi: 10.1353/jaas.2001.0020
- Zajonc, R. B. (1984). On the primacy of affect. *American Psychologist*, 39(2), 117–123. <https://doi.org/10.1037/0003-066x.39.2.117>

Required Video

- TED. (2022, January 10). *Sisa Quispe: Re-thinking who we are through a decolonizing lens* [Video]. YouTube. <https://www.youtube.com/watch?v=zgdzdV-13EY>

Course Requirements

- 1. Attendance and Participation (TOTAL POSSIBLE POINTS for Attendance and Participation: 48 pts; worth 5% of grade).** Regular attendance and active participation in class discussions are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor and, if the concerns persist, consultation with the student’s academic advisor for remediation. A half-grade point deduction will be assessed for tardiness (10 or more minutes late on 5 or more occasions) and late submissions of work.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

- 2. Quizzes (TOTAL POSSIBLE POINTS for Quizzes: 60pts; worth 40% of grade).** To support student learning of the course material, four quizzes will be administered during the term. The quizzes will include multiple choice, true/false, and short answer items. Content of the quizzes will be taken from the textbook, articles, and class discussions. The quizzes will highlight important concepts being covered in

the class. The student is required to complete all four of the quizzes. The lowest quiz score will be dropped.

Although the quizzes are all take-home, open book exams, you are required to complete these independently and not discuss the items with peers until the assignment has been completed by all members of the class.

3. Papers:

a. PAPER #1: Origins and Evolution of a Major Psychological Theory (TOTAL POSSIBLE POINTS for Paper #1: 35pts; worth 15% of grade). Students will write a 15-page maximum (not including references), APA-style paper that explores their primary theoretical orientation. They will begin this exploration by examining the contributions of a key theorist in the origins of that particular theoretical orientation and innovator. For details, please see the Psychological Theory Paper folder for the class on the Share Drive.

b. PAPER #2: Contributions to the Field of Psychology by Members of Non-Dominant Cultures (TOTAL POSSIBLE POINTS for Paper #2: pts; worth 15% of grade). In the aftermath of APA's (2021) recent apology statement and resolve to shed its colonial roots, it is important for each of us to consider ways that we can constructively decolonize psychology's contributions to systemic inequities. The purpose of this activity is to highlight accomplishments of marginalized communities that are often overlooked in the past, present, and future history of psychology. The goal is to highlight their accomplishments, relevant biography, cultural and sociopolitical climate of the day, and their impact on contemporary psychology.

Subjects must be approved by the instructor. Students will write a 10-page max. (not including references), APA-style paper that explores the contributions to psychology by a member of a non-dominant culture (e.g., ethnic/racial, gender, sexual orientation, socioeconomic status, spirituality, ability, etc.). For details, please see the Contributions Paper folder for the class on the Share Drive.

4. Group Project (TOTAL POSSIBLE POINTS for Group Project: 25pts; worth 25% of grade). The focus of this project is to provide students with an opportunity to explore the contemporary relevance of the history and systems of psychology. In particular, this project examines how fundamental questions that recur in psychology can help us to better understand human differences and support more inclusive, equitable problem solving.

Elements: Project-Based Learning (pedagogical method) + Cultural Diversity & Inclusivity (focal element) + Long-Term Project (collaborative project)

In groups of 3-4, students will examine a current social justice event or issue through the lens of recurring philosophical issues in the history and systems of psychology (e.g., metaphysics, truth, epistemology, the mind-spirit-body problem, free will vs determinism, causality, purpose, and the nature of Mind). Students will select the three most relevant fundamental issues of relevance to the event and describe and conceptualize the conflict as a polarization of cultural positions and assumptions of the groups in conflict. Students will then explore how they might be instrumental in creating opportunities for more productive problem resolution and reparation, through the exploration and development of new theories or conceptualizations of the problem, research studies, and approaches to assessment and intervention. For details, please see the Group Project folder for the class on the Share Drive.

Grading

Project/Assignment	Point Value
Attendance and Participation	5
Four Quizzes (10% each)*	40
Paper #1: Origins and evolution of a major psychological theory (15 pages max.)*	15
Paper #2: Contributions to the field of psychology by a member of a non-dominant culture (10 pages max.)*	15
Group Project: Philosophical dilemma posed by a contemporary issue and psychology's potential role in future problem resolution*	25
TOTAL:	100

***Students MUST receive a minimum competency passing grade of 80% on these course requirements in order to pass the course.**

NOTE: Students are expected to come into this class with a preliminary knowledge of at least three theoretical orientations. This class is not meant as a theory course on psychological theories of change, but rather an integration of psychology theories.

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 (\leq 69); Failed - No credit given

Grades of "Incomplete"

An Incomplete Grade will be given to a student who is experiencing hardship. It is recommended that students discuss their need for an incomplete grade and submitting the necessary paperwork two weeks ahead of the last day of class.

Course Policies

Late Work Policy: Students are required to submit their assignments to the instructor on time. Please do not assume that you will receive an automatic grace period. Please note that points will be deducted for late work: 25% will be deducted for submissions submitted one day late; 50% for submissions two days late. Submissions more than two days late will not be accepted for points.

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell Phones, Tablets, and Laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the

Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions: It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students’ rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the formatting of the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai’i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	8/24	Introductions Introduction to the history and systems of psychology REVIEW OF SYLLABUS <ul style="list-style-type: none"> • An overview of the group project Enduring questions: Philosophical issues in psychology	Yamamoto (1999)	

2	8/31	<p>PRESCIENTIFIC PSYCHOLOGY</p> <ul style="list-style-type: none"> • WHAT IS MIND? Ancient Psychological Thought: China, Babylonia, Egypt, India and Pakistan, the Hebrews, Persia • METAPHYSICS: A priori and a posteriori knowledge Ancient Greece: The nature of human activity Classical Rome: The development of specialties 	Ludden: Ch. 1 (pp. 3-9)	
3	9/7	<ul style="list-style-type: none"> • The Dark Ages: The decline of the Roman Empire and establishment of the Eastern Roman Empire • The Islamic Golden Age: The integration of Greek philosophy and Islamic theology • Judaism: Guide for the Perplexed <p>THE MIDDLE AGES</p> <ul style="list-style-type: none"> • Early Middle Ages: The reconciliation of Christianity and Greek paganism • High Middle Ages: Patrists, Scholasticism <p>WHAT IS MIND?</p> <ul style="list-style-type: none"> • Eastern Philosophy: Spiritual dualism <p>SCIENTIFIC PSYCHOLOGY</p> <ul style="list-style-type: none"> • Mid-Millennium Traditions: The Renaissance, Reformation, and Enlightenment 	Ludden: Ch. 1 (pp. 10-13)	Group Project: Part A and B draft due
4	9/14	<p>The Copernican Revolution France's Le Grand Siècle (the Great Century): Sensationalism, Voluntarism, and Positivism Empiricism, Associationism, and Utilitarianism Rationalism: Interactionist dualism, materialist monism, dual-aspect monism, and psychophysical parallelism</p>	Ludden: Ch. 1 (pp. 14-24)	Quiz 1 Due
5	9/21	<p>A search for identity: What is the nature of psychology?</p> <p>THE PROBLEM OF CAUSALITY</p> <ul style="list-style-type: none"> • The nature of change in the universe: Catastrophism vs uniformitarianism • Creationism vs evolution 	Ludden: Ch. 2	

		<p>Darwin's Theory of Evolution Mechanization and Quantification Galton's nature vs nurture and the search for scientific ways of studying the human mind</p> <ul style="list-style-type: none"> • Early German Psychologists: Psychophysics • Neurophysiological antecedents of psychology 		
6	9/28	<p>The ongoing search for identity: Natural science or human science EPISTEMOLOGY: Scientific Method Early German Labs</p> <ul style="list-style-type: none"> • Wundt: The founding of psychology <p>Group Project: Begin working on Part C and D</p>	Ludden: Ch. 3 (pp. 51-61)	Quiz 2 Due
7	10/5	<p>MODERN PSYCHOLOGY THE PROBLEM OF EXPLANATION</p> <ul style="list-style-type: none"> • The Nature of Mental Illness • Role of Emotions in Knowledge • Psychology's Modern Perspectives: The emergence of medical-biological models of psychopathology and therapeutic interventions 	<p>Ludden: Ch. 8 (pp. 178-186), Ch. 9 (pp. 213-217), 14 Alon & Omer (2004) Michalon (2001) Laughlin & Rock (2014) Marohn (2003) Nielson & Ward (2020)</p>	
8	10/12	<p>GOAL OF PSYCHOLOGY</p> <ul style="list-style-type: none"> • American Structuralism • American Functionalism: Harvard, Clark, Chicago, and Columbia Applied Psychology 	Ludden: Chs. 3 (pp. 62-69), 4	Paper 1 Due
9	10/19	<p>FREE WILL AND DETERMINISM Methodological Behaviorism Neo-Behaviorism Radical Behaviorism Social Learning Theory</p>	Ludden: Chs. 5, 9 (pp. 200-208), 13 (pp. 307-312)	
10	10/26	<p>Gestalt Psychology NATURE vs NURTURE</p> <ul style="list-style-type: none"> • Developmental Psychology 	Ludden: Chs. 6, 8 (pp. 186-193), 9 (pp. 208-213), 13	Quiz 3 Due
11	11/2	<p>Psychoanalysis: Freud and the Neo-Freudians Ego Psychology</p>	Luddens: Ch. 7	

12	11/9	Existentialism Phenomenological Psychology Humanistic Psychology Positive Psychology	Ludden: Chs. 12, 15	
13	11/16	Physiological and Comparative Psychology The Cognitive Movement Cognitive-behavioral Therapy Social Cognitive	Ludden: Chs. 10, 11, 14 (pp. 340-345) Lazarus (1984) Zajonc (1984)	Paper 2 Due
14	11/23	CONTEXT Structuralism vs Post-structuralism • Multicultural Approaches to Psychotherapy Systemic Psychology	Cauce (2011) Yaden et al. (2017)	
15	11/30	The Future of Psychology: Contemporary issues in theory, research, teaching, and practice Decolonization of Psychology Neuropsychology: The fifth pillar Artificial Intelligence and Machine Learning	Ludden: Ch. 16 TED: (2022, January 10) Millner et al. (2021) Margaroli & Schultebrucks (2020) Victor et al. (2019)	Quiz 4 Due
16	12/7	Final Presentations Final Discussion		Group Project Write-ups and Powerpoints Due