



College of Education and Human Development

Hawai'i School of Professional Psychology

PP-7000-02-7 History and Systems

Kieffer 8, W 1:00pm–4pm | Credits: 3 | Section: 02 | Term: Fall 2026

Instructor Information

Instructor	Joy Tanji, PhD
Email	joy.tanji@chaminade.edu
Phone	(808) 739-7428
Office Location	BEHS 110
Office Hours	W 12:00pm–1:00pm, F 2:30–4:30pm, and by appointment

Communication

The professor can be reached by email or phone, with email response times expected within 48 hours M–F. In-person meetings are always an option, so please let the professor know if you'd prefer an in-person meeting.

School & Department

School	Hawai'i School of Professional Psychology
Location	Kieffer Hall #11A
Phone	(808) 440-4206
Questions	Contact your instructor or the Program Coordinator

Course Description & Materials

Catalog Description

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.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Kieffer 8
Meeting Days/Times	W 1:00pm–4:00pm
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours

	in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).
Required Textbooks	Ludden, D. C., Jr. (2026). <i>A history of modern psychology: The quest for a science of mind</i> (2nd ed.). SAGE Publications.
Required Readings	Alon, N., & Omer, H. (2004). Demonic and tragic narratives in psychotherapy. In A. Lieblich, D. P. McAdams, & R. Josselson (Eds.), <i>Healing plots: The narrative basis of psychotherapy</i> (pp. 29–48). American Psychological Association. http://dx.doi.org/10.1037/10682-002 Bertrando, P., & Lini, C. (2019). Theory and practice of systemic-dialogical therapy. <i>Australian and New Zealand Journal of Family Therapy</i>, 40, 176–189. doi: 10.1002/anzf.1365 Cauce, A. M. (2011). Is multicultural psychology a-scientific? Diverse methods for diversity research. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 17(3), 228–233. doi: 10.1037/a0023880 Ciofalo, N., Dudgeon, P., & Nikora, L. W. (2021). Indigenous community psychologies, decolonization, and radical imagination within ecologies of knowledges. <i>American Journal of Community Psychology</i>, 69, 283–293. doi: 10.1002/ajcp.12583 Fulmer, R., Davis, T., Costello, C., & Joerin, A. (2021). The ethics of psychological artificial intelligence: Clinical considerations. <i>Counseling and Values</i>, 66, 131–144. doi: 10.1002/cvj.12153 Greenberg, L. S. (2021). Emotion theory. In L. S. Greenberg (author), <i>Changing emotion with emotion: A practitioner's guide</i> (pp. 17–38). American Psychological Association. https://doi.org/10.1037/0000248-002 Gustafson, K. (2009). The criminalization of poverty. <i>The Journal of Criminal Law & Criminology</i>, 99(3), 643–716. Guttman, H. A. (1991). Systems theory, cybernetics, and epistemology. In A. S. Guttman & D. P. Kniskern (Eds.), <i>Handbook of family therapy</i> (vol. 2, pp. 41–62). Brunner/Mazel. La Roche, M. J. (2021). Changing multicultural guidelines: Clinical and research implications for evidence-based psychotherapies. <i>Professional Psychology: Research and Practice</i>, 52(1), 111–120. https://doi.org/10.1037/pro0000347 Laughlin, C. D., & Rock, A. J. (2014). What can we learn from shamans' dreaming? A cross-cultural exploration. <i>Dreaming</i>, 24(4), 233–252. http://dx.doi.org/10.1037/a0038437 Lazarus, R. S. (1984). On the primacy of cognition. <i>American Psychologist</i>, 39(2), 124–129. https://doi.org/10.1037/0003-066x.39.2.124 Michalon, M. (2001). "Selflessness" in the service of the ego: Contributions, limitations and dangers of Buddhist psychology for western psychotherapy. <i>American Journal of Psychotherapy</i>, 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. <i>Asian American Journal of Psychology</i>, 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. <i>Journal of Theoretical and Philosophical Psychology</i>, 40(2), 107–123. http://dx.doi.org/10.1037/teo0000118

	Smith, T. B., & Trimble, J. E. (2016). Firming up the foundation for an evidence-based multicultural psychology. In T. B. Smith & J. E. Trimble (authors), <i>Foundation of multicultural psychology: Research to inform effective practice</i> (pp. 235–248). American Psychological Association. http://dx.doi.org/10.1037/14733-012 Stevens, F. L. (2023). Revising the cognitive primacy hypothesis: Implications for psychotherapy. <i>Journal of Psychotherapy Integration</i>. Advance online publication. https://doi.org/10.1037/int0000313 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. <i>Pacific World</i>, 19, 53–68. Yamamoto, E. (1999). The hat shop controversy. In E. Yamamoto (author), <i>Interracial justice: Conflict & resolution in post-civil rights America</i> (pp. 236–253). New York University Press. doi: 10.1353/jaas.2001.0020 Zajonc, R. B. (1984). On the primacy of affect. <i>American Psychologist</i>, 39(2), 117–123. https://doi.org/10.1037/0003-066x.39.2.117
Required Technology	A laptop will be required in order to complete courses in the Clinical Psychology program. The laptop should have current operating systems, a current antivirus program, a document program (e.g., Word), a presentation program (e.g., PowerPoint), and Adobe Acrobat. It should have a standard web browser, and students should have 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.
Canvas	The syllabus will be posted on both Canvas (chaminade.instructure.com) and in the class folder on the shared drive. Announcements will be made in class and documented in class Powerpoints. Grades will be available through written feedback sent to students by the instructor.

Learning Outcomes

Program Learning Outcomes (PLOs)

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 (CLOs)

1. Students will appraise the role of historical trends and events (zeitgeist) in the development of psychology as a scientific discipline, as measured by Paper #2 and the group project. (PLO 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. (PLO 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 #1. (PLO 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. (PLO Competency 5)
5. Students will critically evaluate and synthesize relevant theoretical, clinical, and research literature, as measured by their papers and the group project. (PLO Competency 5)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No’eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No’eau 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’eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No’eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no’eau (‘Ōlelo No’eau 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'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

CLO alignment is displayed in the CLO section above.

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. 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. 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 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 an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Course Requirements and Activities

Attendance and Participation (45 pts; 5%)	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. Five points will be awarded per instructional class if the preceding is fulfilled, and points will be deducted accordingly. If absent, no points will be awarded. More than two unexcused absences may require additional work and may result in being dropped from the course.
Quizzes (100 pts; 40%)	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 essay items. Content of the quizzes will be taken from the textbook, articles, lectures, 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. Although the quizzes are all take-home, open book exams, students are required to complete these independently and not discuss the items with peers until the assignment has been completed and submitted to the instructor by all members of the class. Completed quizzes will be due a week after they are posted. Quizzes will be due at the beginning of the following class. No late submissions will be accepted.
Paper 1: Contributions to the Field of Psychology (50 pts; 15%)	In keeping with APA's (2021) apology statement to resolve systemic inequities that have impacted psychology's development and practices, this activity requires students to highlight accomplishments of a psychologist whose work may have been overlooked in the history of psychology due to biases in the field. The goal is to highlight the accomplishments of this

	individual, to provide a relevant biography, to place their work in the cultural and sociopolitical climate (zeitgeist) 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 the title page and 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.). The rubric for this assignment will be filed in the Contributions Paper folder for the class on the program's shared drive. Late submissions. Papers are due at the beginning of the class on the day they are posted as due. Late submissions will be accepted up to 48 hrs after this deadline, but there will be a deduction of 8 pts out of the total 50 pts).
Paper 2: Origins and Evolution of Major Psychological Theory (35 pts; 15%)	Students will write a 15-page maximum (not including the title page and 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 early development of that particular theoretical orientation. They will then identify a zeitgeist that influenced significant changes in that approach. How was the approach changed to address this zeitgeist? The rubric for this assignment will be filed in the Psychological Theory Paper folder for the class on the program's shared drive. Late submissions. Papers are due at the beginning of the class on the day they are posted as due. Late submissions will be accepted up to 48 hrs after this deadline, but there will be a deduction of 7 pts out of the total 35 pts).
Group Project: Project-Based Learning (pedagogical method) + Cultural Diversity & Inclusivity (focal element) + Long-Term Project (collaborative project) (25 pts; 25%)	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 an awareness of fundamental questions and the positions framing debates in psychology's history can inform contemporary gridlocked issues and support reflexive problem solving. 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 three fundamental philosophical issues that may offer greater insights into the nature of the 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. The rubric for this assignment will be filed in the Group Project folder for the class on the program's shared drive. Late submissions. A copy of the group's presentation slides are due at the beginning of class on the day they are presenting. Late submissions will be accepted up to 48 hrs after this deadline, but there will be a deduction of 5 pts out of the total 25 pts).

Course Policies

Late Work	With the exception of quizzes, late submissions are accepted up to 48 hrs after the established deadlines. Point deductions for work submitted during this late period are indicated in the description of the course requirements, above.
Make-Up Work	There is no make-up work allowed for this course.
Extra Credit	There is no extra credit for this course.

Incomplete Grade	The issuance of an “I” is at the discretion of the instructor. Grade deductions for late work may be imposed. The incomplete grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 30 days).
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and documented in weekly Powerpoints.
Cell phones, tablets, and laptops	Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are required 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.
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.
Use of course information, content, and materials	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).
APA writing style	Unless otherwise instructed, all course submissions should follow 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. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.
Use of AI in this course	The program needs to evaluate a student’s competency in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is not permitted for program submissions and will be considered academic dishonesty.

Final Grades

Final grades for this course are calculated according to the table below.

Project/Assignment	Point Value
Attendance and Participation	5%
Quizzes	40%
Paper #1: Contributions to the Field	15%
Paper #2: Origins and Evolution of a Major Psychological Theory	15%
Group Project: Philosophical Dilemma Posed by a Contemporary Issues	25%
Total	100%

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ will be rounded up
A	4.00 (93-100)
A-	3.67 (90-92)
B+	3.33 (87-89)
B	3.00 (83-86)
B-	2.67 (80-82)
C	2.00 (70-79); Fail – No credit given
F	0.00 (≤ 69); Fail – No credit given

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options:

chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to student's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching,	chaminade.edu/career-services

Resource	Description	Contact / Website
	and access to career-related resources and opportunities.	
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week#	Date	Topics	Readings Due	Assignments Due
1	8/26	Introductions REVIEW OF SYLLABUS Introduction to the history and systems of psychology An overview of the group project Recurrent themes and enduring questions	Yamamoto (1999)	Group Project: Form groups and begin brainstorming Parts A and B
2	9/02	PRESCIENTIFIC PSYCHOLOGY - WHAT IS MIND? Is human nature rational or irrational? - MIND-BODY PROBLEM - EPISTEMOLOGY: What is the nature of knowledge? Is it a priori or a posteriori? - METAPHYSICS: What is the nature of the world? Ancient Greece and its non-Western contemporaries	Ludden: Ch. 1 (pp. 3–10)	
3	9/09	PRESCIENTIFIC PSYCHOLOGY (Cont.) - NATURE OF MIND, EPISTEMOLOGY, AND METAPHYSICS (Cont.) - The Dark Ages: The decline of the Classical Roman Empire and	Ludden: Ch. 1 (pp. 10–15)	Group Project: Part A and B draft due

Week#	Date	Topics	Readings Due	Assignments Due
		establishment of the Eastern Byzantine Empire • The Middle Ages ◦ The Islamic Golden Age: The integration of Greek philosophy and Islamic theology ◦ Judaism: Guide for the Perplexed ◦ Early Middle Ages: The reconciliation of Christianity and Greek paganism High Middle Ages: Patrists, Scholasticism		
4	9/16	SCIENTIFIC PSYCHOLOGY Mid-Millennium Traditions: The Renaissance, Reformation, and Enlightenment THE COPERNICAN REVOLUTION FRANCE'S LE GRAND SIÈCLE (the Great Century): Sensationalism, Voluntarism, and Positivism Empiricism, Associationism, and Utilitarianism RESURGENCE OF RATIONALISM: Interactionist dualism, materialist monism, dual-aspect monism, and psychophysical parallelism	Ludden: Ch. 1 (pp. 15–27)	Quiz 1 Due
5	9/23	A search for identity: What is the nature of psychology? • Role of God • Natural science vs human science THE PROBLEM OF CAUSALITY • The nature of change in the universe: Catastrophism vs uniformitarianism • Origins of life: Creationism vs evolution • Nature vs nurture EPISTEMOLOGY: Seeking scientific ways of studying the human mind • Mechanization and quantification • Psychophysics Neurophysiological antecedents of psychology	Ludden: Ch. 2	
6	9/30	EPISTEMOLOGY: The problem of truth, sources of knowledge Early German Labs • Wundt: The founding of psychology • Challenges to Wundtian assumptions Group Project: Begin working on Part C and D	Ludden: Ch. 3 (pp. 53–65)	Quiz 2 Due

7	10/7	MODERN PSYCHOLOGY THE PROBLEM OF EXPLANATION • The Nature of Mental Illness Psychology's Modern and Postmodern Models of psychopathology and therapeutic interventions	MODERN PSYCHOLOGY THE PROBLEM OF EXPLANATION • The Nature of Mental Illness Psychology's Modern and Postmodern Models of psychopathology and therapeutic interventions	
8	10/14	GOAL OF PSYCHOLOGY • American Structuralism • American Functionalism • Harvard, Clark, Chicago, and Columbia Applied Psychology	Ludden: Chs. 3 (pp. 65–74), 4	
9	10/21	FREE WILL AND DETERMINISM Methodological Behaviorism Neo-Behaviorism Radical Behaviorism Social Learning Theory	Ludden: Chs. 5, 9	Paper 1 Due
10	10/28	Gestalt Psychology Developmental Psychology Group Project: Continue working on Part C and D	Ludden: Chs. 6, 13	
11	11/04	Psychoanalysis: Freud and the Neo-Freudians Ego Psychology	Luddens: Ch. 7	Quiz 3 Due
12	11/11	Campus Holiday: Veteran's Day		
13	11/18	Existentialism Phenomenological Psychology Humanistic Psychology Transpersonal Psychology Positive Psychology	Ludden: Ch. 15 Lazarus (1984) Stevens (2023) Zajonc (1984) Greenberg (2021)	
14	11/25	Physiological and Comparative Psychology The Cognitive Movement Cognitive-behavioral Therapy Social Cognitive Theory	Ludden: Chs. 10, 11, 12	Paper 2 Due
15	12/02	CONTEXT Structuralism vs Post-structuralism Group Presentations	Cauce (2011) Smith & Trimble (2016) La Roche (2021)	Group Projects: Presentation Slides Due
16	12/09	Systemic Psychology Group Presentations Final Discussion The Future of Psychology: Contemporary issues in theory, research, teaching, and practice	Guttman (1991) Bertrando & Lini (2019) Ludden: Ch. 16 Ciofalo et al. (2021) Yaden et al. (2017) Fulmer et al. (2021) Millner et al. (2021) Gustafson (2009)	Quiz 4 Due Group Projects: Presentation Slides Due