

LONG SIGNATURE SHEET



RECEIVED
4/11/10

Proposal Number: Psyc 03-26-10 UNC CHARLOTTE
 Proposal Title: Creation of a new graduate course in
History + Systems of Psychology
 Originating Department: Psychology

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
3-9-10	Approved by depart meet 3-26-10	3-31-10	Approved	<u>DEPARTMENT CHAIR</u>
4-14-10	Approved 4-14-10		Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>
4-30-10	5-7-10		Approved ✓	<u>COLLEGE FACULTY CHAIR</u>
5-7-10	5-19-10	5/19/10	Approved	<u>COLLEGE DEAN</u>
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
5/19/10	9/14/10	9/22/10	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

COPY MADE!
 9/22/10
 Grad School (ap)

NEW GRADUATE COURSE

PROPOSAL FROM: THE DEPARTMENT OF PSYCHOLOGY

TITLE: CREATION OF A NEW GRADUATE COURSE IN HISTORY AND SYSTEMS OF PSYCHOLOGY

A. PROPOSAL SUMMARY AND CATALOG COPY

1. Summary

The Psychology Department proposes the addition of a new graduate course (PSYC 8240) as a complement to the general education courses of doctoral students in psychology and related graduate programs.

2. Proposed Catalog Copy

PSYC 8240. History and Systems of Psychology (3). Prerequisite: graduate standing and permission of the department. This course explores major developments and ideas in the discipline of psychology from its founding in the late nineteenth century through the early 21st century. Consideration of the systems of psychology, past and present; major controversies and their relevance to contemporary psychology; and the relation between psychology and other disciplines. (*Fall*)

B. JUSTIFICATION

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

The American Psychological Association has identified instruction in the history and systems of psychology as an important general education theme for accreditation of a clinical psychology doctoral program. For graduates of the Interdisciplinary Health Psychology Program who plan to seek licensure, a history of psychology course also covers some of the factual material assessed in state licensing exams. Beyond that, the history of psychology course contributes to a common knowledge base that defines the shared background of psychologists. The content of the course integrates theories and approaches across the fields of psychology

2. Discuss the prerequisites/corequisites for the course including class-standing.

Prerequisites for this class are graduate standing in the psychology department; in the Interdisciplinary Health Psychology or Organizational Science doctoral program; or permission from the instructor.

3. Demonstrate that course numbering is consistent with the level of academic advancement of student for whom it is intended.

Course numbering is consistent with current university catalogs. It is numbered at the 8000-level because it will only be offered to doctoral students.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The course will bring the clinical health psychology program into compliance with the American Psychological Association's accreditation guidelines. Moreover, the course will enhance the general education in psychology. Given the breadth of psychology, graduate students cannot take individual courses in every area. The history of psychology course cuts across fields.

C. IMPACT

1. What group of students will be served by this proposal? Describe how you determine which students will be served.

This will primarily serve doctoral students to prepare them for licensure exams and to meet American Psychological Association guidelines for doctoral education. In addition, the course will contribute to the course options for general education in non-specialty fields for psychology graduate students.

2. What effect will this proposal have on existing courses and curricula?

a. When and how often will the added course be taught?

The three-credit section will initially be taught every other year in the fall semester.

b. How will the content and/or frequency of offering of other courses be affected?

This course will not affect other graduate courses. The proposed course is not an alternative for existing courses, but is an addition to existing courses in

psychology. The proposed instructor does not currently teach another graduate course that would be displaced by the new course.

c. What is the anticipated enrollment in the course added?

Enrollment is anticipated to be 10-12 students.

d. How will enrollment in other courses be affected? How did you determine this?

Enrollment in other courses will not be affected at all, because the proposed course is a required course and will fit within the existing curriculum.

e. If the course has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

This course has not been offered previously. It is planned for Fall 2010 as a topics course in psychology if it is not approved by the university by then.

f. Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.

The course requirements for the clinical health track would need to be modified.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL

1. Personnel

a. New faculty....or increased load on present faculty.

No new faculty would be required. Two current faculty, both members of the graduate faculty, teach undergraduate History and Systems of Psychology.

b. Qualified faculty member interested in teaching the course.

W. Scott Terry, Ph. D.

2. Physical Facility

None.

3. Equipment and Supplies

None.

4. Computer

Nothing out of the ordinary. "Smart classrooms" are available for instruction. Existing campus computing services are adequate for faculty and student assignments.

5. Audio

No equipment or services will be needed from Media Services..

6. Other Resources

None.

7. Sources of funding

No new funding required

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS/UNITS

1. Library Consultation

See attached memo from Frada Mozenter dated March 10, 2010.

2. Consultation with Other Departments or Units

None. Will not affect other departments or units.

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

1. Originating Unit

The Department of Psychology.

2. Other Considering Units

NA

G. ATTACHMENTS

1. Relevant documentation of consultations with other units are attached in the following order:

- Consultation on Library Holdings--see attached.
- Course syllabus--see attached.

Graduate Course Guidelines

1. Course Number and Title

Psyc 8240: History and Systems of Psychology

2. Catalog Description

PSYC 8240. History and Systems of Psychology (3). Prerequisite: graduate standing and permission of the department. This course explores major developments and ideas in the discipline of psychology from its founding in the late nineteenth century through the early 21st century. Consideration of the systems of psychology, past and present; major controversies and their relevance to contemporary psychology; and the relation between psychology and other disciplines. (*Fall*)

3. Pre or Co-requisites

Graduate standing in the department of psychology, the Interdisciplinary Health Psychology Program, or the Organizational Science Program; graduate students from other department's with instructor's permission.

4. Objectives of the Course

Why a history of psychology course?

To learn the basic facts, theories, ideas, and individuals in psychology's modern history.

To understand the origins of the diversity of contemporary psychologies.

To integrate the various fields and approaches of psychology through knowledge of underlying systems.

To develop critical thinking skills by consideration of the discipline's past successes and mistakes.

To reflect on the differing values in the controversial issues that have confronted psychology.

The course is a form of socialization or acculturation, providing the common background knowledge shared by psychologists.

Finally, maybe history is interesting?

5. Instructional Method

The course will be partly lecture and partly seminar.

6. Means of Student Evaluation

a. Exams: Examinations at the graduate level should normally include integrative, issue-oriented essay questions. However, there is a factual core in the history of psychology that the American Psychological Association and the various state associations that provide

licensure, expect students to know. So, exams will include tests of factual information.

b. Papers: Topics relating psychology's history to contemporary psychology and to other disciplines.

c. Projects: Various projects developed in consultation with the students may be devised, such as faculty genealogies, posters sessions on classic experiments, etc.

7. Specific Policies

a. Students have the responsibility to observe the UNCC Code of Academic Integrity.

b. Attendance at each class meeting is expected. The University catalog suggests that excessive absences should lead to lowering of the final grade.

c. Grading Policy. Graduate grading system of grades of A, B, C, and Unsatisfactory. A=90%; B =80%; C+70%.

d. Disabled Student Policy: "If any member of this class feels that he/she has a disability and needs special accommodations, the instructor will work with you and the Office of Student Disability Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. "

8. Probable Textbook and Resources

Books:

C. James Goodwin, *A History of Modern Psychology*, Wiley, third edition 2008.

Ludy Benjamin and David Baker: *From Séance to science: A history of the profession of psychology in America*. Thompson/Wadsworth, 2004.

Ernest Hilgard, *Psychology in America: A historical survey*. 1987. Harcourt, Brace, Jovanovich.

Morton Hunt, *The Story of Psychology*. Knopf Publishing, 2007.

Annie Paul, *The Cult of Personality Testing*, Simon & Schuster, 2005

John Horgan, *The Undiscovered Mind*. Simon & Schuster, paper 2000.

Stephen J. Gould *The mismeasure of man*. Norton, 1981.

Ludy Benjamin (Ed.) *A history of psychology: Original sources and contemporary research.*

Third ed., Balckwell, 2009.

Reference:

History of Psychology in Autobiography, nine volumes, 1930 – 2007.

Online resources:

York University, Primary Source Reading Assignments for History of Psychology

Courses. www.psychclassics.yorku.ca.

Archives of the History of American Psychology, www3.uakron.edu/ahap/

9. Topical outline of Course Content

See attached draft syllabus

9. Topical outline of Course Content

Draft Syllabus

PSYC 8240: History and Systems of Psychology

Instructor: Dr. W. Scott Terry
email: wsterry@email.uncc.edu

Office: Colvard 4034 Hours:
Phone: 704-687-4751

Texts: 1. C. James Goodwin, *A History of Modern Psychology*, Wiley, third edition 2008
Ludy Benjamin (Ed.) *A history of psychology: original sources and contemporary research*.
Third ed., Balckwell, 2009

Course Description

9. Course Outline

Prelude: Studying the history of Psychology: methods, approaches, caveats in history
What is mind? Some important questions

The Prehistory of Psychology

Influences on the Development of Psychology from Philosophy and the Sciences

Trends in Philosophy: Descartes and Locke *Nature versus nurture*

Trends in Science: Brain Studies and Psychophysics *Biological determinism*

A. The Beginnings of Psychology as a Discipline

1. The Founding of Psychology in Germany: Wundt ; *How do you start a new discipline?*

2. The Founding of Psychology in America: William James, another founder? G.
Stanley Hall
What is consciousness?

3. The beginnings of psychology in Britain: Darwin, Francis Galton; animal mind
How do you measure mind? Evolution and psychology
Did mind evolve? Do animals have minds?

B. The Era of Systems of Psychology *What are systems? Their purpose and fate.*

1. Structuralism and Functionalism: the first two systems
Disagreements over science and practice

2. Gestalt Psychology: *The whole is different than the sum of its parts*

3. Behaviorism: Pavlov; John B. Watson; B.F. Skinner and radical behaviorism
Can behavior replace the mind? The behavioral sciences.

4. Freud and Psychoanalysis: *Psychology as the study of the unconscious mind*

Is Freud Dead? Why Freud isn't dead. Why isn't Freud dead? Freud's alive, just not in psychology.

C. The Development of Applied and Professional Psychology

1. Mental testing;

Intelligence Uses and abuses of intelligence

Industrial/Organizational psych;

What are the issues? Basic science versus applied psychology

Eugenics: nature vs nurture (again)

2. Clinical Psychology:

Precursors: humors; hypnotism; hysteria; asylums

Testing -to- diagnostics-to - psychotherapy

Psychopathology and diagnostic systems

Development of alternative psychotherapies

Professional development

Psychological testing: science and society

Psychotherapy: the challenges today

D. Psychology's Middle Years: The Age of Theories; Example fields of theory:

1. Personality Theories: types, traits, behavioral, & humanistic approaches

2. Social Psychology; and Social Action and social change

3. Developmental theories: child adult, life span.

E. Contemporary Systems of Psychology: What are the contemporary systems?

Neuroscience; Evolutionary psychology; Cognitive Science; Health-Social-Personality

Course Assignments:

1. Exams: Examinations at the graduate level should normally include integrative, issue-oriented, essays questions. However, there is a factual core in the history of psychology that APA expects students to know. So, exams will include an in-class portion testing recall of factual information. Each exam will have "take home" essays, given in advance and due at exam time. The in-class and take-home portions count 50 % each. There will be two or three of these exams.

2. Biographies: prepare two biographies, one of a primarily research oriented/experimental/scientist psychologist, and a second of a clinical/applied/psychologist. What were the influences that determined the individual's life course? These factors could be familial, social, economic, personal, mentors, etc.

3. A paper (5-6 pages +references) on a topic relating to contemporary psychology. We will discuss topics and content in class.

4. There will be other odds' and' ends requests or assignments along the way. Maybe some choices or options, such as a take-home trivia test; compiling results of an in-class survey; a report to the class on a classic experiment in psychology.

Grading Scale:

2 tests = 200points

2 biographies= 100

Paper (short) =50

Other =50

Final Grades: 90% = A, 80% = B, 70%= C.

University Policies:

1. Students have the responsibility to observe the UNCC Code of Academic Integrity.
2. Attendance at each class meeting is expected. The University catalog suggests that excessive absences should lead to lowering of the final grade.
3. Disabled Student Policy: "If any member of this class feels that he/she has a disability and needs special accommodations, the instructor will work with you and the Office of Student Disability Services to provide reasonable accommodations

Course/Program: PSYC8240: History and Systems of Psychology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: March 10, 2010

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

Atkins Library has adequate resources to support the proposed course "History and Systems of Psychology". The Library has monographs and databases that support the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that support research in this course are *PsycINFO* and *PsycARTICLES*. Additional databases include *ScienceDirect*, *Sage Journals Online*, *America: History and Life*, and *Historical Abstracts*.

Monograph holdings are more than adequate in the area of the history of Psychology, for which there are 1217 titles listed. This also holds true for the topics listed in the syllabus.

Overall, the Library's holdings meet the needs of the new course.