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**PY309 History and Systems of Psychology**  
**University of Guam**  
**Fanuchånan (Fall) 2024**

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Class Time: M/W 2:00 pm – 3:20 pm  
Class Location: HSS 306  
Office Hours: M/W 12:00 pm – 2:00 pm  
Th 2:00 pm – 4:00 pm

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### **Course Description**

This course is a study of the historical development of modern psychology, of its foundation in the other sciences and philosophy, and of the people, ideas and theoretical systems that have been most influential in shaping contemporary psychological thought.

In this course we will explore the historical origins of the dominant paradigms in contemporary psychology. But rather than simply tracing the history of psychology, we will examine the impact of social, political, cultural, and historical contexts on the development of psychological knowledge. This will help you learn to identify the assumptions and values which underlie psychological theories and concepts, and to critically examine the implications of the ideas associated with the field of psychology. Classes will include lectures and formal discussion sessions. I encourage you to complete the assigned readings each week, and to participate in class by asking questions, sharing your thoughts, and working together to develop new ideas.

### **Required Readings**

Leahey, T. H. (2018). *A history of psychology: From antiquity to modernity* (8th ed.). Routledge.

Cushman, P. (1995). *Constructing the self, constructing America: A cultural history of psychotherapy*. Da Capo Press.

Gergen, K. J. (2000). *The saturated self: Dilemmas of identity in contemporary life*. Basic Books.

### **Supplemental Reading**

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). <https://apastyle.apa.org/products/publication-manual-7th-edition>

### **Evaluation Methods**

Your final grade will be based on two examinations, a term paper, a series of reaction papers, and class participation. Grades will be calculated as follows:

- 20% - Class Attendance and Participation
- 10% - Reading Quizzes
- 30% - Discussion Leadership
- 30% - Term Paper
- 10% - Term Paper Presentation

Numerical scores will be converted to letter grades based on the following percentages:

A+	98 – 100%
A	93 – 97%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	70 – 76%
D	60 – 69%
F	Below 60%

**Reading Quizzes:** At the start of each class, you will be required to complete a brief quiz to test your knowledge of the assigned readings. These reading quizzes are designed to encourage everyone in the class to read the assigned material in-depth and to come to class prepared to participate in the seminar discussions. When calculating final grades, I will drop your lowest quiz score. If you miss a quiz for any reason, it will be counted as your dropped quiz.

**Discussion Leadership:** For each class session, 2-3 students will facilitate class discussions. Discussion leaders are required to prepare a list of 8-9 thought provoking questions based on the assigned readings to stimulate discussion. When working in groups, each leader should contribute 3-4 questions to create a total of maximum of 9 discussion questions to be distributed to the class (please indicate which questions you contributed by writing your name after your questions). You will be graded individually on your discussion questions and your contribution to leading the class discussion. Each discussion you lead will be worth 10 points. Each student will lead 4 class discussions, including one discussion from each of the required readings. I will drop your lowest class discussion grade, and thus, only 3 of the 4 will count towards your final grade (3 x 10 = 30% of your final grade). Please note that being absent from your assigned discussion leadership day will **not** be counted as a dropped presentation. Discussion questions should be posted to Moodle before the start of each class.

**Term Paper:** For your paper, you are required to choose a topic area in psychology and trace the history of this area from its inception to the present day. As an important component of your historical analysis, you should outline the impact of the socio-historical context on the area you are investigating. The paper should be approximately 8 – 12 typed double-spaced pages (2000 – 3000 words) and should be written in APA style. A minimum of 5 sources (scholarly journal articles and books) should be used for this project. Approximately four weeks prior to the due date, you are required to submit a short (one paragraph) outline of your paper and a list of at least two research sources you intend to use. I strongly encourage you to meet with me to discuss your outline prior to completing your paper. Some possible topic areas include: Adolescence, Aggression, Aging, Anxiety, Child-Rearing, Child Development, Community Psychology, Conformity, Cross-Cultural Psychology, Depression, Educational Psychology, Family Therapy, Industrial-Organizational Psychology, Intelligence Testing, Moral Development, Personality, Psychoanalysis, Psychology of Women, Psychotherapy, Social Psychology, and Substance Use, among other topics. Please feel free to consider other topics of special interest to you. More details on this assignment will be provided in class.

**Term Paper Presentation:** You will have a chance to present your research topic to the class. Your presentation is an overview of your term paper that outlines your historical analysis of the psychological topic you chose. More details on this assignment will be provided in class.

**Class Attendance and Participation:** Discussions will be led by discussion leaders who will encourage students to share their thoughts and reactions to the course readings. These discussions will serve as an opportunity for you to critically evaluate the ideas presented in the readings and to explore your own ideas about the development of psychological knowledge. Your class participation grade will be based on your involvement in these discussion sessions and demonstrated understanding of the material both as a discussion leader and as a participant.

## Class policies

### **Late Work Policy**

All written assignments will have a 10-minute grace period for submissions. Late work submitted after the deadline will have a 10%-point reduction for each day late, including weekends. If you submitted the assignment on time but it was somehow delivered to the instructor late, please send the instructor a screenshot of your submission to be eligible for full points.

### **Academic Dishonesty and Artificial Intelligence (AI) Large Language Models (LLM) Policy**

The University of Guam's Student Code of Conduct prohibits students from engaging in acts of dishonesty, including cheating and plagiarism. On page 35 of the Student Code of Conduct, cheating is defined as "(1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. On the same page, plagiarism is defined as "the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." (p. 35).

As such, written work generated in whole or large part through the use of AI LLMs (e.g., Chat-GPT, Google Bard, or other chatbots) is considered a form of cheating and plagiarism in this course, and thus a violation of the Student Code of Conduct. Students found in violation of the rules against cheating and plagiarism outlined in the University of Guam's Student Code of Conduct may be subject to academic sanctions such as reduced or failing grades in this course, and/or disciplinary sanctions from the University.

HOWEVER, one way that you *are* permitted to use AI LLMs in this course is to edit and improve your writing. If you elect to use AI LLMs this way, you must submit the following with any written assignment: 1) A screenshot of any text that you entered into the AI LLM program, 2) A screenshot of the edited version provided by the AI LLM program, and 3) A one-paragraph description of what you learned about writing and editing from your submission to the AI LLM program.

AI LLMs constitute powerful programs with the potential to profoundly impact how we communicate and work. It is important to learn how to use AI LLMs and other emergent technologies responsibly and ethically. *\*Please note that AI LLMs are not foolproof, and thus the use of AI LLMs in editing your work is not a guarantee for a perfect score on any written assignment.*

### **Classroom Environment**

Our program, and I as an instructor, value diversity and inclusion. Part of how I strive to live out this value is by collaborating with you to create a classroom environment where people can write about and discuss how diversity and lived experience connect to the course material. Most if not all of our topics lend themselves to this type of connection. If you have other ideas about how I can further integrate diversity and inclusion into any aspect of this course, please let me know.

It is essential that our classroom be a place where people can express their thoughts, perspectives, and experiences, knowing that they will be heard and taken seriously. Thus, I expect all students to be respectful of the varied experiences and perspectives presented by class members. You may expect the same level of respect from me. Disrespect or discrimination on any basis, including but not limited to ethnicity, race, gender, gender identity, sexual orientation, physical ability, class, religion, nationality, or value system, will not be tolerated.

### **Principles for a Positive Learning Environment**

**Mutual respect.** Understand that all of us come to this course with varying experiences, perspectives, and social identities. Recognize that learning is a process often involving self-growth and self-reflection. Obviously, you are free to disagree with others; however, do so with professionalism and care (e.g., no personal attacks, no sarcasm, etc.).

**Speak from somewhere and use “I”.** This refers to speaking for oneself rather than for others and using personal experience as a jump-off point for discussion. As you are comfortable, describe where you are coming from. This will minimize defensiveness among your peers and helps us to learn from each other.

**Remember you are in a social context.** Be passionate, speak from your experiences, and remember you are in a social context with people from diverse backgrounds. Be aware of how your perspective may affect those around you.

**Collaborate to grow together.** We all come from different sets of experiences and at times may unintentionally be insensitive to the perspective of others. If you feel you may have misspoken, ask us. If another classmate (or the instructor) missteps, let us know so that we can collaborate to learn from one other.

**Be a careful and curious listener.** True dialogue means that we do not know how the conversation will conclude, and we get to that conclusion together. Be willing to enter into dialogue to understand yourself and those around you better. Listen to understand rather than listening to respond.

### Overview of Student Learning Outcomes (SLOs)

#### PY309 Course Student Learning Outcomes (SLOs)

Students successfully completing this course should demonstrate the following:

- 1) Knowledge of the key concepts related to the history of psychology.
- 2) Knowledge of the various theories in psychology and the cultural, historical, social, and political contexts related to the development of those theories.
- 3) Knowledge of a variety of strategies used historically in psychological research.
- 4) Identify and describe recent theoretical developments in the field of psychology and their potential application.

#### Psychology Program Student Learning Outcomes (PLOs)

The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association. Graduating students will demonstrate that they have:

- 1) Developed a broad and deep knowledge base in Psychology;
- 2) Acquired and can appropriately apply knowledge of psychological research skills;
- 3) Acquired and can appropriately apply critical thinking skills in Psychology;
- 4) Developed competence in making appropriate applications of Psychology;
- 5) Acquired and can appropriately apply the values of Psychology;
- 6) Developed competence in information and technology literacy;
- 7) Developed competence in communication skills;
- 8) Acquired and can appropriately apply sociocultural and international awareness;
- 9) Acquired effective personal development skills;
- 10) Acquired knowledge and competence in career planning and development.

#### Institutional Student Learning Outcomes (ISLOs)

The expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

**Alignment of PY309 Course Assignments with  
PY309 Student Learning Outcomes (SLOs),  
Psychology Program Student Learning Outcomes (PLOs),  
and Institutional Student Learning Outcomes (ILOs)**

<b>PY309 Course Assignments</b>	<b>PY309 Student Learning Outcomes (SLOs)</b>	<b>Psychology Program Student Learning Outcomes (PLOs)</b>	<b>Institutional Student Learning Outcomes (ILOs)</b>
1. Attendance and Participation	1, 2, 3, 4	1, 2, 3, 4, 5, 7, 8, 9	1, 3, 4, 5, 6, 7
2. Reading Quizzes	1, 2, 3, 4	1, 2, 3, 4, 5, 7, 8	1, 3, 4, 5, 6, 7
3. Discussion Leadership	1, 2, 3, 4	1, 2, 3, 5, 7, 8, 9	1, 3, 4, 5, 6, 7
4. Term Paper	1, 2, 3, 4	1, 2, 3, 4, 5, 7, 8	1, 3, 4, 5, 6, 7
5. Term Paper Presentation	1, 2, 3, 4	1, 2, 3, 4, 5, 7, 8, 9	1, 3, 4, 5, 6, 7

## Proposed Class Schedule

*This is a proposed class schedule subject to change by the instructor. Any changes will be announced in class and/or by email.*

<b>Week 1</b> (Targeted SLOs: 1, 2, 3, 4)
<b><u>Wednesday, August 14</u></b> Course Overview
<b>Week 2</b> (Targeted SLOs: 1, 2, 3, 4)
<b><u>Monday, August 19</u></b> Leahey (2018) Chapter 1 Introduction
<b><u>Wednesday, August 21</u></b> Gergen (2000) Chapter 1 The Self Under Siege Gergen (2000) Chapter 2 From the Romantic to the Modern Vision of Self
<b>Week 3</b> (Targeted SLOs: 1, 2, 3, 4)
<b><u>Monday, August 26</u></b> Leahey (2018) Chapter 2 The Legacy of Ancient Greece (EEA-323 BCE)
<b><u>Wednesday, August 28</u></b> Gergen (2000) Chapter 3 Social Saturation and the Populated Self Gergen (2000) Chapter 4 Truth in Trouble
<b>Week 4</b> (Targeted SLOs: 1, 2, 3, 4)
<b>MONDAY, SEPTEMBER 2 - LABOR DAY (NO CLASSES)</b>
<b><u>Wednesday, September 4</u></b> Gergen (2000) Chapter 5 The Emergence of Postmodern Culture Gergen (2000) Chapter 6 From Self to Relationship
<b>Week 5</b> (Targeted SLOs: 1, 2, 3, 4)
<b><u>Monday, September 9</u></b> Leahey (2018) Chapter 3 Antiquity (323 BCE-1000 CE)
<b><u>Wednesday, September 11</u></b> Gergen (2000) Chapter 7 A Collage of Postmodern Life Gergen (2000) Chapter 8 Self-Renewal and Sincerity
<b>Week 6</b> (Targeted SLOs: 1, 2, 3, 4)
<b><u>Monday, September 16</u></b> Leahey (2018) Chapter 4 The End of the Premodern World (1000-1600 CE)
<b><u>Wednesday, September 18</u></b> Gergen (2000) Chapter 9 Reckoning and Relativity
<b>Week 7</b> (Targeted SLOs: 1, 2, 3, 4, 5, 6)
<b><u>Monday, September 23</u></b> Leahey (2018) Chapter 5 The Scientific Revolution
<b><u>Wednesday, September 25</u></b> Cushman (1995) Chapter 1 Psychotherapy, the Impossible Bridge

**Week 8** (Targeted SLOs: 1, 2, 3, 4)**Monday, September 30**

Leahey (2018) Chapter 6 The Enlightenment (1700-1815)

**Wednesday, October 2**

Cushman (1995) Chapter 2 Selves, Illnesses, Healers, Technologies

**FANUCHÁNAN BREAK: OCTOBER 7-11 (NO CLASSES)****Week 9** (Targeted SLOs: 1, 2, 3, 4)**Monday, October 14**

Leahey (2018) Chapter 7 The Ascent of Science (1815-1914)

**Wednesday, October 16**

Cushman (1995) Chapter 3 The Self in America

**Week 10** (Targeted SLOs: 1, 2, 3, 4)**Monday, October 21**

Leahey (2018) Chapter 8 The Psychology of Consciousness

**Wednesday, October 23**

Cushman (1995) Chapter 4 Healing through Self-Domination: Capitalism, the Asylum, the Untamed Female Body, and Freud

**Week 11** (Targeted SLOs: 1, 2, 3, 4)**Monday, October 28**

Leahey (2018) Chapter 9 The Psychology of the Unconscious

**Wednesday, October 30**

Cushman (1995) Chapter 5 Healing through Self-Liberation: Mesmerism and the Enchanted American Interior of the Nineteenth Century

**Week 12** (Targeted SLOs: 1, 2, 3, 4)**Monday, November 4**

Leahey (2018) Chapter 10 The Psychology of Adaptation

**Wednesday, November 6**

Cushman (1995) Chapter 6 Strange Bedfellows: The Americanization of Psychoanalysis in the Early Twentieth Century

**Week 13** (Targeted SLOs: 1, 2, 3, 4)**MONDAY, NOVEMBER 11 - VETERANS' DAY (NO CLASSES)****Wednesday, November 13**

Cushman (1995) Chapter 7 The Road Not Taken: Henry Stack Sullivan, Melanie Klein, and the Location of the Social

**Term Paper outline due this week:**

- One paragraph on Term Paper topic
- Two research sources you plan to use

<b>Week 14</b> (Targeted SLOs: 1, 2, 3, 4)
<p><b><u>Monday, November 18</u></b> Leahey (2018) Chapter 11 Behaviorism (1892-1956)</p> <p><b><u>Wednesday, November 20</u></b> Cushman (1995) Chapter 8 Self-Liberation Through Consumerism: Post-World War II Object Relations Theory, Self-Psychology, and the Empty Self</p>
<b>Week 15</b> (Targeted SLOs: 1, 2, 3, 4)
<p><b><u>Monday, November 25</u></b> Leahey (2018) Chapter 12 Cognitive Science (1956-2016)</p> <p><b><u>Wednesday, November 27</u></b> Cushman (1995) Chapter 9 Psychotherapy as Moral Discourse: A Hermeneutic Alternative</p>
<b>Week 16</b> (Targeted SLOs: 1, 2, 3, 4)
<p><b><u>Monday, December 2</u></b> Leahey (2018) Chapter 14 The Psychological Society (1940-2016)</p> <p><b><u>Wednesday, December 4</u></b> Term Paper Presentations</p>
<b>Final Exams Week</b> (Targeted SLOs: 1, 2, 3, 4)
<p><b>MONDAY, DECEMBER 9 – OUR LADY OF CAMARIN DAY (NO CLASSES)</b></p> <p><b><u>Wednesday, December 11 (Final Exam Schedule: 2:00pm-3:50pm)</u></b> Course Wrap-up Term Paper Presentations</p> <p><b><u>Friday, December 13</u></b> Term Paper due via Moodle by 11:59pm</p>

### University of Guam Policies

#### Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University (OIT policy manual, 3.10, p. 36).

#### Disability Support Services

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

#### EEO/ADA & Title IX Office

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities, and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & Title IX Office, at 671-735-2244, 671-735-2971, 671-735-2244 (TTY) or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.



**Plagiarism Policy**

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course the penalties for plagiarism may include: (1) no credit for the assignment, or (2) failure in the course.

**UOG Writing Center**

If you need assistance with writing for this course, please contact UOG’s Writing Center. The University of Guam’s Division of English and Applied Linguistics (DEAL) Writing Center is a tutorial resource run *by* students *for* students and is funded by course fees from those enrolled in composition classes. The main goal of the Writing Center is to help students become better writers. The Writing Center is located on the second floor of the English & Communications Building in room EC204. Students may either walk-in or email [writingcenter@triton.uog.edu](mailto:writingcenter@triton.uog.edu) to schedule an appointment with one of the Writing Center tutors.

**Tobacco-Free/Smoke-Free Policy**

UOG is a tobacco-free/smoke-free campus. Thank you for not using tobacco products on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.