

History and Systems of Psychology

PSY 540, Fall 2015, CRN#51818



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Classroom: O'Donnell Hall, room 151; Tu/Th, 2:35 – 3:50 pm

Please review this syllabus and Canvas before you send an email. Most of your questions can be answered using this document.

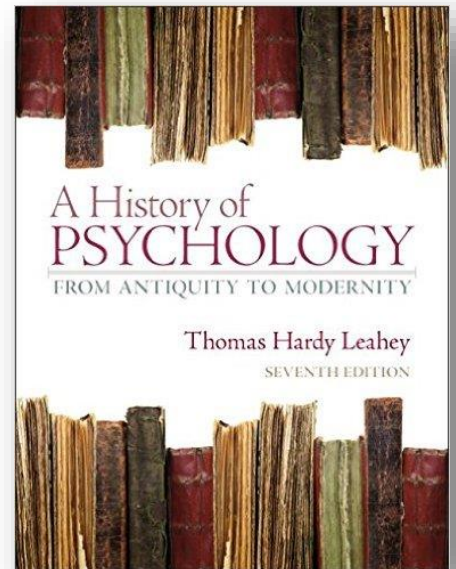
COURSE MATERIALS:

1) Textbook: A History of Psychology: From Antiquity to Modernity by Thomas Hardy Leahey. ISBN-13: 978-0-13-243849-0. ISBN-10: 0-13-243849-6. I may also periodically assign other research articles or readings, which will be posted on Canvas. You can get this from the NMSU book store, or on Amazon for about \$65 (hard cover, used) or AbeBooks.com for about \$25 (soft cover, used).

2) Canvas: Everything you need to know about this course can be found on Canvas at <https://learn.nmsu.edu>. This includes the syllabus, grades, readings (other than the book), and all other course material. I will also post announcements occasionally. Content on the Canvas site will be updated constantly as we progress through the course. It is your responsibility to check Canvas on a regular basis! That means once per day (preferably in the morning, especially on days when you have class, in case I have to cancel for some reason).

COURSE PURPOSE:

The purpose of this class is to provide a broad overview of the history, theories, and systems of psychology. The course encompasses psychology's modern history, as well as



developments in western philosophy leading up to its founding. After completing this course, you should be able to: 1) Describe and explain how various historical approaches to the study of the mind have contributed to the foundation of psychology and shaped its development. 2) Describe and analyze the merits (and faults) of various traditional and modern methodologies used by psychologists (and people in related fields) to study mind and behavior. And 3) contextualize developments in philosophy and psychology in the history of the world, technological progress, and advances in other scientific disciplines.

NEW MEXICO COMMON CORE COMPETENCIES ADDRESSED:

- Identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.
- Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- Describe ongoing reciprocal interactions among self, society, and environment.
- Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas and arguments.

COURSE GOALS (tangible skills I want you to develop in this course):

Beyond learning the material, there are several skills that I want you to gain or develop in this course. This is a graduate course, so there is no point in having you come and listen to me lecture each week. Nor is there much point to having a litany of quizzes or tests. You're graduate students; you're past that. So what do I want you to get better at? In short, skills that will serve you as graduate students and as professionals (once you are done with your degree). It's unlikely you'll move on from your degrees and end up sitting in lecture halls or taking exams on a regular basis. So, let's work on building various skill sets that you may actually come to use.

“Such as what?” you may ask. Good question, you astute and good-natured academic! There are a couple of skills I want you to work on, and I've structured the course (which I elaborate upon below) in such a way so as to help you with those skills. Specifically, there are six things that I'd like you all to try and work on.

1) Becoming proficient at giving presentations. Well, this may seem to be a boring or simple one. We've all taken public speaking courses, and given presentations before. But being a good presenter of scientific/philosophic information is about far more than regurgitating what you read in a textbook. In this course, I want you to practice synthesizing a large amount of information into a more manageable size. I want you to learn

to give presentations that are concise, and that hone in on the most important and stimulating aspects of the material you are to present. I want you to be able to present information in an interesting, lively, and fun manner. And I want you to be able to structure a talk to fit a limited time period, and to stimulate discussion from your audience. These are the skills needed for professional teachers, counsellors, or scientists. Think of condensing a textbook's worth of material into a semester long course, explaining a new treatment program to a patient, or presenting a year's worth of research in a 15-minute presentation.

2) Becoming a better writer and communicator. This point is related to the first point, and may seem trivial. But writing is a skill that needs to be constantly developed. And a particularly difficult sub-skill is to make a strong and well-supported argument in a small amount of space. You won't be writing lots of big papers in this course; I want you to write in smaller chunks, but with no less force or verve than would be commanded from a larger article. Think of providing feedback and reflections to your student or patients, or writing a short-report research article that only allows for a few thousand words.

3) Stepping outside of your intellectual comfort zone. In this course, I want you to learn the theories and philosophies in psychology well beyond the little box you now find yourself in. I'm a Cognitive Psychologist, and I make no apologies for that (especially because cognition is awesome). I know the most about cognition, but I've found that some of the most rewarding (and challenging!) experiences I've had came from learning entirely new subject matters that could inform and assist me in the study of the mind. That being said, I want the experimentalists in the class to learn from the clinical/counselling folks, and vice versa. And I want the various sub-disciplines to learn to appreciate how other psychologists view the mind, both historically (e.g., "What did they think back in the day?") and currently (e.g., "What do people in that other field think?").

4) Stepping outside of your technological comfort zone. Related to the previous point, I want you to push yourself to take on new mediums or forms of presentation that allow you to convey information in a way you may not have previously tried. We've all given Powerpoint presentations before, and we've all written papers. But there are lots of other mediums that you could learn, and importantly, that could convey your information in a really engaging way (or to a different audience altogether). For instance, podcasts are taking off in popularity, and are a great way for people to digest information on the go. Similarly, although we've all written APA-style papers before, even the experimentalists in the room may get sick of writing journal articles eventually (well, not me... but, you know, some people might). And there are lots of other formats, such as writing for a popular science magazine, that involve different formatting, targeting a different audience, use of a

different (often more fanciful) tone, etc. So in this course, I'll push you outside of the realm of prototypical college assignments a bit.

5) Learning to work efficiently with a collaborator you do not already know.

This one may be cliché, but it's important. It's unlikely that you'll move off to a new job and work with all your BFFs or be entirely on your own. Hell, you might end up working with people you cannot stand! You'll do several things in this course in teams, and I'm going to try to pair you with some people you don't already know to make it more challenging, and to allow you to learn from each other's differing perspectives.

6) Learning to give and take criticism. In short, I'd like you all to grow a thick skin, and learn how to provide criticism that avoids sugar-coating, but is constructive and helpful to the person you are criticizing. Often, feedback in academic forums tends to ride either side of the continuum. Sometimes, feedback from one's peers can be snipey, or aimed simply at tearing someone down. That doesn't help. But nor does sugar-coating your feedback to make someone feel good about themselves, or avoid hurt feelings (or maybe to get a date... what's more attractive than a fellow nerd, amiright??). You aren't doing that person any favors if they get out in the real world and suddenly find that they are unable to cope with criticism. That being said, there will be many opportunities in this course to provide feedback to your peers (and receive it yourself), and I encourage you to universally be honest, but to think of ways to HELP your peer first and foremost in bettering their skills.

COURSE FORMAT (stuff you'll be doing from week to week):

Throughout the course, there are a few questions I want you to constantly be thinking about. This course is all about how the study of the mind has changed over time, but it's also about how we as "psychologists," – who occupy a staggering range of different professions – view the study and/or treatment of the mind. So ask yourself throughout the course (and in the context of the time period we are discussing in any given week): What is psychology? What are the big questions in the study of the mind? What are the right questions to ask, if any? What are the right ways to study the mind, if any? And how have people's views changed over time?

We meet twice a week for a little over an hour, and I want to make the most of this time. Occasionally, we will listen to group presentations wherein several students concisely and engagingly discuss the material in a chapter from the book, and engage the entire class in discussion. You will each present

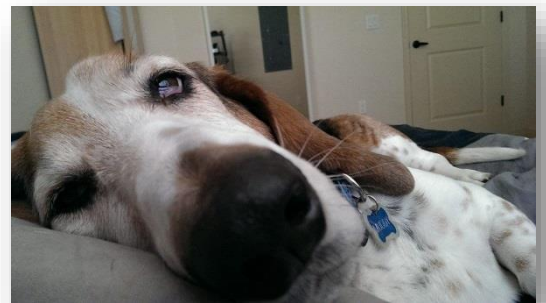


twice during the semester, and presentations will be worth a big chunk of your grade, so I expect you to make the most of them.

Semi-regularly, you will turn in writing assignments. These will be short, so I'm not asking you to do a large bulk of writing. Nor am I expecting you to write about each chapter in the book; in fact, you'll have a choice of which chapters you want to discuss. Because I am making these writing assignments short in length, you will need to work towards making a tangible and well-supported argument in a small amount of space. You will reflect on half of the chapters in the book (of your choosing).

Every so often, you will take part in debates, either as a member of a debate team, or as a member of the audience. Each student will participate in two debates, and will be an audience member during five debates. The issues in question will be "big questions" in psychology, so I expect these to be heated discussions. However, I also expect the students to be civil with one another, and to work together on the teams. And as audience members, to engage the debaters by asking pressing questions. Because these debates will require much coordination and team effort, I will set aside class time for you to work on them. That being said, you will certainly also have to get together with your group outside of class. This is graduate school. Deal with it. The audience will anonymously vote on the outcome of the debate, and the winning team will receive extra credit.

The final project in this class is designed to simultaneously challenge you and entertain the class. I want each team, at the end of the semester, to present a 15-20 minute podcast. These could be in the style of a history or science podcast (e.g., "Stuff You Should Know," "Stuff to Blow Your Mind," or "Stuff You Missed In History Class"). Or it could take the form of a conversation between psychologists with differing viewpoints (e.g., a conversation between Skinner and Chomsky that illustrates the difference between behaviorist and cognitivist points of view). I'm open to alternatives, as well. Note that it does not have to be a "podcast" per se, but merely an audio recording of your presentation. Video format is also acceptable, and these can be very very low budget. A simple audio recorder will work for the podcast format, or if you decide to create a movie of sorts, dubbing your voice over a Powerpoint presentation is more than sufficient. The goal is to present material in a really fun and engaging way, and to do so in a medium that you are not universally comfortable with. At the end of the semester, we'll all listen/watch these and will vote on the best ones. The top three best presentations will receive extra credit points.



ASSIGNMENT DETAILS (all the small print!):

1) Writing assignments. In total, you will write 7 short reflections (independently!) throughout the course. They are sprinkled throughout the semester, with the first one being due a couple weeks into the course, and the last one due on the final day of class. Each reflection is due in to me prior to the start of class that day (but you can turn it in earlier if you prefer). Don't bother wasting paper printing them out. Just email the assignments to me with the subject line: "*Your last name* – Writing assignment #X". I prefer them to be in Microsoft Word format, so that I can provide feedback in the document itself before sending it back to you.

For each assignment, you can choose to write about any of the chapters that have already been discussed in the course (e.g., for assignment 1, you can choose Chapters 1 or 2; for assignment 2, you can choose from Chapters 1-4, and so on), you simply cannot write about the same chapter twice during the semester. Please make sure you clearly identify which chapter you are reflecting upon in the document. I want these reflections to be concise, to the point, and carefully written. I do not want you to write me a novel; I want short, targeted writing in the range of 1000-2000 words. And these better not be sloppy (e.g., riddled with typos), because I will pull off credit for sloppy work.

What will you be writing about?... for each writing assignment, I want you to discuss how the thinkers of the current time period (i.e., those talked about in the chapter you chose) departed from those who came before them. Make explicit comparisons between ideas or modes of thought. What was new about what they chose to study, how they chose to study it, or how they thought about the mind more broadly?

How should this be written?... NOT like a grade-school book review, or something you'd find in textbook somewhere. I care less about your ability to summarize the material than I do about your ability to think critically about it. Write this as if you were writing to a lay audience; people who are interested in science and psychology, but are not necessarily trained in it. Don't be uptight and boring like you're writing a journal article. Instead, model your writing after articles one might read in *Scientific American* (or *Scientific American MIND*) magazine, or on a science blog. Be more exciting and don't be afraid to be flowery. Don't just summarize what you read in the text, tell me what was crucially different about this time period, relative to earlier ones. Raise questions that you want the reader to ponder (e.g., was what they were doing ethical? Was it in some way misguided?). And feel free to make judgments. Were the thinkers of the time right, were they naïve, or were they flat out wrong? Did they take steps forward with their thinking, or steps backward? Did they make any significant advances (considering the time period), or were they scientifically or philosophically "stuck?"

How will this be graded?... very simply! I will use the simple rubric below to grade all writing assignments, and I will provide you with short (one or two line) feedback on how well you did. The rubric focuses on three core areas (content, organization, and style), and you will receive a score out of three on each (so each assignment will be graded out of nine points). I will drop your lowest scored writing assignment from your grade, so you have a chance to get the swing of things, in case assignment #1 is particularly challenging for you.

	Unsatisfactory (Does not meet Expectations) 1 pt	Satisfactory (Meets Basic Expectations) 2 pts	Exemplary (Exceeds Expectations) 3 pts
CONTENT & READER INTEREST	<ul style="list-style-type: none"> ▪ Many instances where information presented is inaccurate. ▪ Information is presented flatly and in a boring manner, leaving the reader disinterested with the topic. 	<ul style="list-style-type: none"> ▪ Information mostly accurate, with some inaccuracies. ▪ Information is presented in a mildly interesting fashion, but does not encourage the reader to seek out more information on the topic. 	<ul style="list-style-type: none"> ▪ Information is all or almost all accurate. ▪ Information presented in a way that grabs the attention of the reader, and encourages them to think about the material in more depth.
ORGANIZATION	<ul style="list-style-type: none"> ▪ Paper lacks clear progression. ▪ Information presented is not organized in a coherent fashion so that the reader could readily make sense of it. ▪ Length is much too long/short. 	<ul style="list-style-type: none"> ▪ Basic progression is clear but in places information is out of place. ▪ Reader can follow the development of the information most of the time. ▪ Length is somewhat too long/short. 	<ul style="list-style-type: none"> ▪ Clear progression in information presented. ▪ Reader can readily follow the presentation of the whole paper. ▪ Length is within appropriate bounds.
STYLE	<ul style="list-style-type: none"> ▪ Voice, word choice, and sentence and paragraph construction are poor; difficult to understand. ▪ Grammar, mechanics, and usage are frequently a problem. 	<ul style="list-style-type: none"> ▪ Voice, word choice, and sentence and paragraph construction are rudimentary, but understandable. ▪ Some grammatical and mechanical mistakes. ▪ Writing does not always match the conventions of the genre. 	<ul style="list-style-type: none"> ▪ Voice, word choice, and sentence and paragraph construction are suitable for the readers' expectations and conventions of the genre. ▪ Grammar, mechanics, and usage match the conventions of the genre.

2) Debates. Your group will take part in two debates, and the issues for each debate are listed in the schedule below. Simply refer to the course schedule and your group identification (both at the bottom of this syllabus) to know which debates you will take part in. There will, of course, be two teams. Consult with your team after the first class. On the second class period, we will go through each set of debate questions and flip a coin to determine which team argues for which side of each debate. The team that wins the coin flip will get to choose their side of the argument; the loser of the coin flip will get to decide who goes first in the debate. Thereafter, all teams will know which debates they are arguing and on which side they are on, so you can commence preparing for them.

The goal of these debates is to have contentious but civil discussions/arguments between educated persons. I want the debaters to have clearly prepared their arguments prior to the start of the debate, and to have anticipated the points made by the opposing team so that successful counterarguments can be lobbied.

The structure will be as follows:

- 1) Team 1 presents opening arguments (10 minutes + 1 minute break)
- 2) Team 2 presents opening arguments (10 minutes + 1 minute break)
- 3) Team 1 presents counterargument to Team 2's opening remarks, poses questions for Team 2. (5 minutes + 1 minute break)
- 4) Team 2 responds to counterarguments (5 minutes + 1 minute break)
- 5) Team 2 presents counterarguments to Team 1's opening remarks, poses questions for Team 1. (5 minutes + 1 minute break)
- 6) Team 1 responds to counterarguments (5 minutes + 1 minute break)
- 7) Audience presents questions to either side of the debate. Team has 2 minutes to respond to each question. (10-15 minutes).
- 8) Team 2 presents closing statement. (2 minutes)
- 9) Team 1 presents closing statement. (2 minutes).
- 10) Class votes (anonymously) on the winner.

The winner of the debate will receive two points of extra credit toward their debate grade. Debates will be graded (out of 18 points) based on the following rubric (below). Here are the list of debate topics, in order.

- 1) The material covered in H&S courses should be required material for APA accreditation. (Note, not my particular course, but the course in general).
- 2) Psychologists should inform their governments on how to combat terrorism.
- 3) Psychologists should be required to do continuing education, regardless of their particular profession (e.g., researchers, counsellors, teachers).

- 4) Psychology is a more difficult topic to study than “hard sciences” like chemistry, biology, or physics.
- 5) Psychology has made progress since its infancy.
- 6) Psychologists should study the “hard problem” of consciousness.
- 7) Psychology, as we know it today, is studying the mind in appropriate ways.

	Unsatisfactory (Does not meet Expectations) 1 pt	Satisfactory (Meets Basic Expectations) 2 pts	Exemplary (Exceeds Expectations) 3 pts
RESPECT FOR OTHER TEAM	<ul style="list-style-type: none"> ▪ Statements, responses and/or body language were consistently not respectful 	<ul style="list-style-type: none"> ▪ Most statements and responses were respectful and in appropriate language, but there were some sarcastic or inappropriate remarks 	<ul style="list-style-type: none"> ▪ All statements, body language, and responses were respectful and were in appropriate language
INFORMATION	<ul style="list-style-type: none"> ▪ Information had some major inaccuracies OR was usually not clear 	<ul style="list-style-type: none"> ▪ Most information presented in the debate was clear and accurate, but was not usually thorough 	<ul style="list-style-type: none"> ▪ All information presented in this debate was clear, accurate and thorough
REBUTTAL	<ul style="list-style-type: none"> ▪ Counter-arguments were not accurate and/or relevant 	<ul style="list-style-type: none"> ▪ Most counter-arguments were accurate and relevant, but several were weak 	<ul style="list-style-type: none"> ▪ All counter-arguments were accurate, relevant and strong
USE OF FACTS / STATISTICS	<ul style="list-style-type: none"> ▪ All points were not supported 	<ul style="list-style-type: none"> ▪ Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable 	<ul style="list-style-type: none"> ▪ Every major point was well supported with several relevant facts, statistics and/or examples
ORGANIZATION	<ul style="list-style-type: none"> ▪ Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion 	<ul style="list-style-type: none"> ▪ Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion 	<ul style="list-style-type: none"> ▪ All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion
UNDERSTANDING OF TOPIC	<ul style="list-style-type: none"> ▪ The team did not show an adequate understanding of the topic 	<ul style="list-style-type: none"> ▪ The team seemed to understand the main points of the topic and presented those with ease 	<ul style="list-style-type: none"> ▪ The team clearly understood the topic in depth and presented their information forcefully and convincingly

Note that I do not care how the division of labor is distributed among group members, or who does what proportion of the speaking. I'd like each of you to speak at least once, but that is the only restriction (I do not care for how long each person talks). Some people may prefer to do lots of speaking during the debate, and others may wish simply to help structure the arguments. Learn to work together and play to each other's strengths and weaknesses.

3) Chapter presentations. Your group will present the material from two chapters in the book (refer to the class schedule and group assignments, below). These presentations should not be boring, tedious rehashings of the text. Everyone is responsible for reading the material, so we should all be familiar with what is being discussed. Instead, what I want is for each group to give a fun and exciting presentation that highlights the most important content from the chapter (e.g., how the current mode of thinking progressed from former eras).

I do not want this to be an opportunity for the class to sit back and zone out, or work on other material for their other responsibilities. Engage your audience, call on students, get them to take part in a demonstration if you can, and most importantly... get them to ask questions or discuss the material with you, and with each other! These need not be as heated as the debates, of course, but a little back-and-forth between students is highly encouraged. Do your best to bring that out in your fellow classmates.

You should aim to have something on the order of a 40-50 minute presentation, including time for discussion, demonstrations, etc. Try to limit yourself to between 15-20 slides of material, and make them fun and engaging. Do not overload them with text; we care more about what the presenters have to say, than about reading off of your slides.

As with the debates, I do not care how the division of labor is distributed among group members. If one person wants to speak and another is particularly good with Powerpoint, great. If some other division of labor arises, that's fine too. Once again, learn to work together and play to each other's strengths and weaknesses.

Like the writing assignments, I will use a simple 3 item, 3 point rubric on which I will grade the presentations. The rubric will be identical to the one I use for the writing assignments, with the following caveats. Simply replace "reader" with "audience member" in the first criterion. In the second, replace "paper" with "presentation." And in the third, replace items specific to written text (e.g., grammar) with their suitable spoken word counterparts. Keep in mind, the "genre" is not that of a typical, boring classroom regurgitation of material. These presentations should be fun, and exciting! Think more along the lines of a TED talk than a typical classroom report.

At the end of the class, each of the audience members will provide two points of feedback. They will provide the feedback to me electronically (either at the end of class via personal laptop, or later that evening), and I will collate the feedback and send it along to the presenters anonymously. The two points are: 1) What is the best thing about the presentation? What sparked your interest the most, or really made you think? Or what was remarkably well done in the presentation? 2) What aspect of the presentation did you like the least? Where did the presenters fall short? Make a specific recommendation for something they could improve upon in their next presentation.

4) Final projects. Your final projects will be the most challenging (and hopefully the most fun!) thing you do all semester. Your goal is to present a 15-20 minute audio (or audiovisual) presentation. You may take the style of a history or science podcast, or you may make it an informal (fictional) conversation between two (or more) historical figures in psychology (they do not have to have been alive at the same time! A death match between Plato and William James is totally acceptable). I'm open to alternatives as well, but any other format must be approved by me first.

I will NOT be judging you based on the production quality of the project. You're grad students, I know you're broke. A simple audio recording will do just fine, or a Powerpoint presentation with your voices dubbed over it. Or if you want to get super fancy, a video where one of you dresses up like Chomsky and the other like Skinner and you have it out. Go crazy if you want, but do not feel that you are required to do so. That being said, at the end of the semester, we will all listen to and vote on these as a group. The 3 best final projects will receive 3, 2, and 1 extra credit points, respectively. All students who attend both final classes in their entirety (which is STRONGLY encouraged) will be allowed to vote. I will refrain from voting, unless a tie-breaker is needed.

What will the final presentation be about?... well, anything you like. Anything at all. You may mimic the style of writing or chapter presentations, and consider how psychology has changed over time. You may revisit one of the debate topics, and present an argument. You may even be daring, and attempt a "History of Psychology in 20 minutes" podcast, if you dare! I am open to many many different ideas. However, you have to have your project decided upon as a group, and approved by me by the 22nd of October. I do not need a full proposal, just a simple email (or chat with me in class) that explains what you plan to do your presentation on, so that I can give the go-ahead or tell you to choose a different topic or format.

Like the writing and presentation assignments, I will use a simple 3 item, 3 point rubric on which I will grade the presentations. Simply envision the rubric as applied to an audio

presentation (e.g., replace “reader” with “listener”). Keep in mind here, that the “genre” is that of an interesting podcast (or equivalent).

GRADING CALCULATIONS:

Everyone should get an A or B in this course, hopefully. I’d be happy if everyone got an A. Truly. That’d be super cool. If you are an active contributor in this class, you put forth some effort, and step out of your comfort zone, you should acquire enough points to pass this class with flying colors. I have no interest in failing students, fitting grade distributions to a Normal Curve, or intentionally making this class difficult. I’d rather it be fun, challenging, and that you... you know, learn something.

Each of the four components of this class (writing, presenting, debating, final project) will be weighted to be worth 25% of your overall grade. Different assignments come with different points values (via the rubrics), but each component is equivalent with respect to your overall grade.

- 1) Writing assignments: best 6 out of 7 (scored out of 9), for a total of 54 possible points.
- 2) Debates: 2 (scored out of 18), for a total of 36 possible points.
- 3) Chapter presentations: 2 (scored out of 9), for a total of 18 possible points.
- 4) Final project: 1 (scored out of 9), for a total of 9 possible points.

Final letter grades are assigned as follows:

Percentage	Letter Grade
> 90%	A
79.6 – 89.5%	B
69.6 – 79.5%	C
59.6 – 69.5%	D
< 59.5%	F

Incompletes (I Grades): The grade of I (incomplete) is given for passable work that could not be completed due to circumstances beyond the student’s control. The “I” grade will not be used to avoid a student receiving a D or F grade.

DISABILITIES:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a

student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director
Student Accessibility Services (SAS) - Corbett Center, Rm. 244
Phone: (575) 646-6840 E-mail: sas@nmsu.edu
Website: <http://sas.nmsu.edu/>

DISCRIMINATION:

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU's complaint process, or to file a complaint contact:

Gerard Nevarez, Title IX Coordinator
Agustin Diaz, Title IX Deputy Coordinator
Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue
Phone: (575) 646-3635 E-mail: equity@nmsu.edu
Website: <http://www.nmsu.edu/~eoo/>

Other NMSU Resources:

NMSU Police Department:	(575) 646-3311	www.nmsupolice.com
NMSU Police Victim Services:	(575) 646-3424	
NMSU Counseling Center:	(575) 646-2731	
NMSU Dean of Students:	(575) 646-1722	
For Any On-campus Emergencies:	911	

CHEATING/PLAGIARISM POLICY:

Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct and are subject to disciplinary action such as failure on the assignment, failure of the course or dismissal from the university. The NMSU Library has more information and help on how to avoid plagiarism at <http://lib.nmsu.edu/plagiarism/>

DISCLAIMER:

This syllabus is subject to change without notice!

EMAIL / CONTACT POLICY:

My typical response time to emails is between 24 and 72 hours. If you don't get a reply, please double check that you have the correct address (mhout@nmsu.edu) and try emailing me again (or stop me in class).

PLANNED CLASS SCHEDULE:

Date	Topic / Activity	Group	Readings / Goals	Assignments Due
20-Aug	Intro to the course, getting to know your groups			
25-Aug	Choosing debate sides; In class prep time			
27-Aug	Student presentation	1	Chapter 1	
1-Sep	Student presentation	2	Chapter 2	
3-Sep	Student presentation	3	Chapter 3	Writing #1
8-Sep	Debate 1	6 vs 7		
10-Sep	Student presentation	4	Chapter 4	
15-Sep	Debate 2	4 vs 5		
17-Sep	Student presentation	5	Chapter 5	Writing #2
22-Sep	Debate 3	2 vs 3		
24-Sep	Student presentation	6	Chapter 6	
29-Sep	In class prep time			
1-Oct	Student presentation	7	Chapter 7	Writing #3
6-Oct	Debate 4	1 vs 7		
8-Oct	Student presentation	1	Chapter 8	
13-Oct	Debate 5	5 vs 6		
15-Oct	Student presentation	2	Chapter 9	Writing #4
20-Oct	In class prep time			
22-Oct	Student presentation	3	Chapter 10	Final project proposals due
27-Oct	Debate 6	3 vs 4		
29-Oct	Student presentation	4	Chapter 11	Writing #5
3-Nov	Debate 7	1 vs 2		
5-Nov	Student presentation	5	Chapter 12	
10-Nov	Student presentation	6	Chapter 13	
12-Nov	Student presentation	7	Chapter 14	Writing #6
17-Nov	I am out of town for a conference; no class		Work on final presentations!	
19-Nov	I am out of town for a conference; no class		Work on final presentations!	
24-Nov	Thanksgiving break; no class		Relax!	
26-Nov	Thanksgiving break; no class		Relax!	
1-Dec	Listening to final projects: Groups 1- 4	1 - 4		Final projects
3-Dec	Listening to final projects: Groups 5 - 7	5 - 7		Final projects; Writing #7

* Please note: This schedule tentative and subject to change, according to class demands! *

GROUP ASSIGNMENTS:

Group 1	Group 2	Group 3	Group 4
Jessica Madrid	Isaiah Cottengaim	John Dennem	Hunter A Johnson
Tamara Stimatze	Yogesh Raut	John Ross	Joshua Uhalt
Andrea Gonzalez	Daniel Henning	Helen Kim	Susanna La
Jeremy Rutherford	Edin Sabic	Sibella Salazar	Hank Strevel
Group 5	Group 6	Group 7	
Elizabeth Kaltenbach	Zachariah Larue	Summer Lileck	
Tara Young	Isaac Del Rio	Jacqueline Zeiber	
Heather Miller	Benjamin Neeley	Jessica Rodriguez-Herrera	
Joshua Turner	Chelsea Twiss	Kristal Valdovinos	