

PSYCHOLOGY 374:
HISTORY OF PSYCHOLOGY
SPRING 2018
SYLLABUS

Instructor: Dr. Alexander Swan

Office: Burgess Hall 106B

Email: aswan@eureka.edu

Office Phone: 309-467-6418

Office Hours: MWF 10-11 AM; W 1-3 PM; MF 2-5 PM; TR 3-5 PM OR GO HERE:

<http://swanpsych.com/contact-about-me/>

My Website: www.swanpsych.com

BASIC COURSE INFORMATION

MEETING:

When: Tuesdays and Thursdays @ 1:15 PM to 2:30 PM

Where: Sanders Hall 308

REQUIRED TEXTBOOK/MATERIALS:

Goodwin, C. J. (2015) *A History of Modern Psychology*. 5th Ed. John Wiley & Sons, Inc.

Additional required readings (book chapters and seminal articles) will be found on Brightspace.

COURSE WEBSITE:

All the course announcements, quizzes, grades, this syllabus, and other resources will be available through the course portal on Brightspace. I will try my best to make the Powerpoint slides used for the lectures available online BEFORE each lecture. However, sometimes life will happen and they might not make it until afterward.

COURSE DESCRIPTION:

Course catalog description: Modern psychology and its foundations. Examination of the development of general theories in psychology.

We will also focus the course thematically by examining the history of the study of the mind and consciousness. This course will cover the development of the various schools of psychology and psychology's philosophical roots. Seminal works and prominent figures and their contributions to the field of psychology will be discussed. This course will include an ongoing evaluation and discussion of the question, "Is psychology a science?"

CLASS FORMAT:

The course will consist of lectures, demonstrations/activities, videos, and class discussion. Reading assignments should be completed before the chapter is discussed in class.

INTENDED LEARNING OBJECTIVES:

By the end of the course, you should be able to:

- Develop an understanding of the historical and philosophical antecedents and contexts of psychology.
- Describe the development of psychology as a scientific discipline and a professional practice.
- Characterize major relationships between developments in psychology and other disciplines, particularly philosophy, biology, the other social sciences, and mathematics.
- Describe the question that each school of psychology was attempting to answer and describe that

answer.

- Describe the methodology used by each school of psychology.
- Describe the philosophical background of each school of psychology.
- Know the theories and thoughts of prominent people in each school of psychology.

COURSE REQUIREMENTS AND GRADING

Three (3) In-Class Quizzes	30% (10% each)	Various Dates: Listed on Course Schedule
Debate Final Exam	20%	Two Days: Thursday, April 26, 2018 & Monday, April 30, 2018 (10:30 – 12:30 PM)
Newspaper Assignment	35%	DUE: Thursday, March 29, 2018 by 1 PM
Primary Sources Reflection Papers	10%	DUE: Beginning of Class, Various Dates
In-class Participation	5%	Various Dates

GRADING SCALE:

The grading scale I will use for the course is the following:

≥ 93%	A	≥ 80% and < 83%	B-	≥ 67% and < 70%	D+
≥ 90% and < 93%	A-	≥ 77% and < 80%	C+	≥ 63% and < 67%	D
≥ 87% and < 90%	B+	≥ 73% and < 77%	C	≥ 60% and < 63%	D-
≥ 83% and < 87%	B	≥ 70% and < 73%	C-	< 60%	F

NOTE: Grades will not be changed for any reason, except for clerical errors!

A. QUIZZES:

- The in-class Quizzes (3 “Units”) consist of essay questions and are based on both the lectures and text readings. Each Quiz will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures or reading may appear on the Quiz, but I will provide a study guide to focus studying. Some of the material in the readings will not be covered in the lecture and some of the material in the lecture will not be covered in the readings. **You are responsible for both!**
- Quizzes must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss a Quiz due to some emergency, then you can make it up by taking an essay exam. A doctor’s note or some other formal verification of absence is required to make up a Quiz. This is the ONLY condition under which I will give a make-up. All make-up Quizzes must be taken during a make-up period agreed upon by you and me.
- No use of notes is allowed for any Quiz. Please be aware that cheating on a Quiz will result in a grade of 0 for the exam and reporting of the incident to the Division Chair and Provost. Cheating includes use of notes, books, cell phones, or copying from someone else’s Quiz.

B. DEBATE FINAL EXAM

I have decided to adopt an element of Dr. Fulop’s previously taught courses in History of Psych. She had groups of students form panels to debate various BIG QUESTIONS in Psychology. At the end of the semester, including your Final Exam period, we will engage in these debates; this will constitute your oral final quiz/exam. These panels will be 30 minutes in length and consist of 2v2 debate formation (so a total of 4 people per panel).

These topics include:

1. What makes the “Mind/Body” problem a problem? What are the assets and liabilities of current “embodied cognition” and “cognitive neuroscience” in relation to it?

2. Consider the phenomena of latent learning, transposition, “insight”, and language-acquisition as these bear on the central tenets of behaviorism. Consider these same phenomena in relation to the “cognitive revolution”.
3. Should psychology be taught in K-12 grades? What should be taught?
4. Is there a dominant question/problem in psychology today (e.g., consciousness)? What is the scope of psychology? If so, how will that question influence the future of psychology?
5. Ideas for panels that you would like to share and you will want to get your panel discussion approved by me at least ONE MONTH prior to your panel date.

C. HISTORICAL NEWSPAPER ASSIGNMENT:

The goal of this assignment is for you, working in a four-person group (**not the same as your debate group**), to produce a “newspaper” that chronicles the events during one of psychology’s important dates (I’ll give you some suggestions in class). The newspaper will include such topics as news features relating to events in psychology, book review, ads, obituaries, and anything else that emerges from the group’s collective creativity. A reader of your newspaper should learn something about what happened of importance to psychology in a particular year, and should also learn something about the historical context in which these events occurred.

For example, one project did the year 1929, with the lead story concerning the International Congress at Yale, which talks by Pavlov and Lewin (and a party for Pavlov hosted by Cattell). It also included psychology stories on the publication of Lashley’s brain book and Boring’s history, the opening of Yale’s Institute for Human Relations. Non-psychology items included stories on the stock market crash, the introduction of color film by Kodak, a Nobel Peace Prize for Frank Kellogg, President Hoover’s inaugural, and the St. Valentine’s Day massacre in Chicago (students’ headline: “No Hugs for Bugs”, referring to Al Capone’s rival, Bugs Moran).

D. PRIMARY SOURCES SHORT REFLECTION PAPERS

For each primary source you will read in this course (approximately one per week), I want you to write a 1-page, single-spaced reflection paper. The reflections should contain a brief summary of the article (and don’t be afraid to be honest—if you didn’t understand it, I want to know!) followed by an analysis from your perspective. What questions did the reading leave you with? How does the past relate to the present or how you perceive the field? Are there deficiencies or proficiencies in the researcher? Do you agree or disagree with the presented conclusions? Use these papers to put your thoughts on the material into motion, as this generative activity will help you conceptualize and digest the loads of the material in the course. These reflections are due the day we will discuss the reading in class, so you should make sure you’re staying on top of the reading!

E. PARTICIPATION GRADE:

- Small assignments will be given at the beginning of class on random days throughout the semester. Points will be given out for completing the assignments that will count toward your participation grade. It is highly recommended that you arrive to class on time in order to complete these assignments.

COURSE POLICIES

1. GETTING INFORMATION:

- **EMAIL PROTIP:** I use email for almost all communications/announcements. If you do not check your Eureka email often, forward it to an address you do check. **YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format

so that I can help you:

To:
Subject Line: "PSY 374: (insert your topic here)"
From: your full address

Dear (insert name of person you are contacting here),

Hello, my name is (your full name here) and I am a student taking PSY 374/History of Psychology. I have a question regarding (insert your question here).

*(Considerate closing of your choosing),
Your full name*

A word of caution: I will do my best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Brightspace. Please hold off on resending a message until 48 hours have passed. Finally, I may not respond to emails between the hours of 8 PM and 8 AM, so please keep this in mind when deciding whether to resend the message.

- **OFFICE HOURS:** As you may note from the first page of this syllabus, I will be in my office a lot. I will trial an open-door policy: stop by whenever within the time frames and I will be happy to chat. You can check my website for these times rather than emailing me to ask me if I'll be there. You might want to email me to let me know you're coming, but walk-ins are welcome. I will specify whether there are circumstances that will cut into my office time as needed.

2. LATE WORK AND MAKE-UP POLICY:

- If participation in university-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time, if possible.
- Unless otherwise stated, all assignments are due at the beginning of class (unless otherwise noted for electronic assignment submissions). Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point/percentage deductions (standard penalty is 10%/24-hr period). Please alert me to these extraordinary circumstances by email within 24 hours of the missed class, and we will set up a time to discuss these on a case-by-case basis.
- Without appropriate circumstances and documentation, early Quizzes or Quiz make-ups will not be granted.
- **BENEFIT OF DOUBT POLICY:** However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days.
 - i. First, on Quizzes, extra credit will be offered from one Quiz to the next if there is a 10% improvement. For example, if Quiz 1 receives a 60%, a 70% or higher on Quiz 2 will result in an additional percentage increase of extra credit. If you miss a Quiz AND notified me appropriately, and cannot make-up the Quiz prior to the next Quiz, I will count your next Quiz score twice (so no zeroes are given out).
 - ii. In addition, your lowest Reading Check and one Participation assignment will be dropped from your final category computation. You will not be able to make these up—they are dropped for whatever reason you missed, no questions asked!

3. GRADE DISPUTE POLICY:

- If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with the original assignment) in to the instructor at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, the instructor will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

4. CLASS ETIQUETTE:

- **Please do not use your cell phones during class.** I would prefer them to be put on silent or off. If your cell phone goes off during class or an exam, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you must leave, please sit in the back and at the edge of an aisle so as to not disrupt your fellow classmates.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet, or doing homework for other classes.
- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 1:15 PM, and it can be distracting to me and to your peers if you arrive late. I will try not to keep you late.

5. LAPTOP & TABLET POLICY:

- a. Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed).
- b. Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, **I strongly recommend that you NOT use laptops in class.**
- c. However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

6. ATTENDANCE:

- Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.
- Though attendance is not required by College policy, I strongly recommend you attend class prepared and present. As such, you will not be penalized in your grade for missing a class. However, I WILL REWARD folks who arrive to class on time and attend each class, most likely with some helpful exam advice, if you catch my drift. If you do happen to miss a class, that's OK, but you will be responsible for *all* material covered in lecture, some of which will not be covered by the textbooks. If you know about an absence beforehand, please shoot me and email to let me know.

ADDITIONAL COURSE AND COLLEGE INFORMATION

ACCESSIBILITY (ADA) STATEMENT:

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual

academic counseling, and course specific tutoring are also available by contacting Jason Zimmerman at x6520 or jzimmerman@eureka.edu.

Any Eureka College student with a disability or other special circumstances requiring accommodations or other consideration in order to successfully complete the requirements of this course is requested to identify himself/herself to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course so proper accommodations can be made.

ACADEMIC HONESTY AND INTEGRITY STATEMENT:

Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Writing Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another's ideas as one's own, any attempt to gain information about a test or exam prior to the test or exam date without the instructor's consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. Cheating on a test, exam, quiz, paper, or other assignment will result in a failing grade for the assignment. Further dishonesty will result in failing the course. Students who fail for academic dishonesty will not have the option of withdrawing from the course. If you are in doubt about what plagiarism means, or about how to appropriately document sources in your work, please contact me; I will be happy to help.

COUNSELING SERVICES:

Provided by Tazwood Center for Wellness, seeing a professional counselor as a Eureka College student is easy and free. Whatever is on your mind, don't be afraid to talk to someone.

Tazwood Center for Wellness visits campus twice a week for on campus counseling appointments. Each student receives 6 free sessions per semester.

Tazwood Center for Wellness
3248 Vandever Ave. Pekin, IL 61554
309-437-5522 (Phone)
309-347-1148 (Emergency Response Services)

CHANGES TO SYLLABUS:

The Instructor reserves the right to make policy and course changes to the syllabus at any time with advance notice to students.

READINGS

1. Phil vs. Exp Context: <http://psychclassics.yorku.ca/Titchener/brentano-wundt.htm>
2. Wundt: <http://psychclassics.yorku.ca/Wundt/Outlines/sec1.htm>
3. Wertheimer/Gestalt: <http://psychclassics.yorku.ca/Wertheimer/Forms/forms.htm>
4. Evolutionary Thinking: <http://psychclassics.yorku.ca/Watson/Animals/index.htm>
5. American Pioneers: <http://psychclassics.yorku.ca/Washburn/>
6. Structuralism vs. Functionalism: <http://psychclassics.yorku.ca/Calkins/reconciliation.htm>
7. Behaviorism: <http://psychclassics.yorku.ca/Watson/Animals/index.htm>
8. Intelligence: <http://psychclassics.yorku.ca/Hollingworth/sexdiffs.htm>
9. Freud: <http://psychclassics.yorku.ca/Freud/Origin/origin1.htm>
10. Humanism: <http://psychclassics.yorku.ca/Rogers/therapy.htm>
11. Cognitive Revolution: <http://psychclassics.yorku.ca/Miller/>
12. Women in Psych: <http://psychclassics.yorku.ca/Boring/woman.htm>
13. Minorities in Psych: Salter & Adams (2013) – PDF available on Brightspace

TENTATIVE COURSE SCHEDULE

Note: Schedule is subject to change depending on the progress of the course or at the instructor's discretion.

Week	Day	Date	Lecture	Lecture Topic	Readings
1	R	1/11	1	Course Introduction/Why Study History?	Ch 1
2	T	1/16	2	Philosophical Context	Ch 2 Reading 1
	R	1/18	3	Experimental Context	Ch 3
3	T	1/23	4	Wundt & German Psychology	Ch 4 Reading 2
	R	1/25	5	Gestalt Psychology	Ch 9 Reading 3
4	T	1/30	----	QUIZ 1	
	R	2/1	6	Evolutionary Thinking	Ch 5 Reading 4
5	T	2/6	7	American Pioneers	Ch 6 Reading 5
	R	2/8	8	American Pioneers	Ch 6
6	T	2/13	9	Structuralism vs. Functionalism	Ch 7 Reading 6
	R	2/15	10	Structuralism vs. Functionalism	Ch 7
7	T	2/20	----	NO CLASS – INDEPENDENT READING	Ch 10
	R	2/22	11	Behaviorism	Chs 10 & 11 Reading 7
8	T	2/27	12	Behaviorism	Ch 11
	R	3/1	----	QUIZ 2	
9	T	3/6	----	NO CLASS – SPRING BREAK	
	R	3/8	----	NO CLASS – SPRING BREAK	
10	T	3/13	13	Intelligence & Psychometrics	Ch 8 Reading 8
	R	3/15	14	Intelligence & Psychometrics	Ch 8
11	T	3/20	15	Early Mental Illness & Treatment	Ch 12
	R	3/22	16	Freud & Psychoanalysis	Ch 12 Reading 9
12	T	3/27	17	Freud's Lasting Impact	Ch 12
	R	3/29	18	Humanism & the PsyD	Ch 13 Reading 10
13	T	4/3	19	<i>Film</i>	
	R	4/5	----	QUIZ 3	
14	T	4/10	20	Cognitive Revolution	Ch 14 Reading 11
	R	4/12	----	NO CLASS – DR. SWAN @ MPA	
15	T	4/17	21	Cognitive Revolution	Ch 14
	R	4/19	22	Women/Minorities in Psychology	Ch 15 Reading 12 OR Reading 13
16	T	4/24	----	FINAL ORAL EXAM: DEBATE PANELS	
	R	4/26	----	NO CLASS – STUDY DAY	
F	M	4/30	----	FINAL ORAL EXAM: DEBATE PANELS (10:30 AM – 12:30 PM)	