

**PSYCHOLOGY 374:**  
**HISTORY OF PSYCHOLOGY**  
SPRING 2019  
SYLLABUS

**Instructor: Dr. Alexander Swan**

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

My Website: [www.swanpsych.com](http://www.swanpsych.com)

What you can call me: “Dr. Swan”, “Prof Swan”, “Swan”, “Doc”

Preferred Pronouns: He/Him/His

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**BASIC COURSE INFORMATION**

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**MEETING:**

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

Where: Sanders Hall 309

**REQUIRED READING:**

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

**COURSE WEBSITE:**

All the course announcements, readings, 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**

Take-home Essay Midterm Exam	25%	<b>DUE: Thursday, March 7, 2019 at 1:15 PM</b>
Debate Final Exam	25%	<b>Two Days: Thursday, April 30, 2019 &amp; Monday, May 6, 2019 (10:30 – 12:30 PM)</b>
Newspaper Assignment	25%	<b>DUE: Thursday, March 28, 2019 by 1:15 PM</b>
Primary Sources Reflection Papers	15%	<b>DUE: End of Class, Various Dates</b>
In-class Participation	10%	Various Dates

### **GRADING SCALE:**

≥ 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. TAKE-HOME ESSAY MIDTERM EXAM**

- The midterm exam for this class will be an open-note/resource essay exam. You will answer three (3) long-form essays in a one-week period.
- Questions will be based primarily on lectures, but I do reserve the right to ask questions directly from the course readings. The midterm will be cumulative from the first half of the semester.
- **LATE/MAKE-UP POLICY:** This Take-home Exam is due on the date on the Course Calendar, no exceptions. However, if you must miss the deadline due to some emergency, then I will grant a two day-extension **ONLY**. This is only offered if I am notified prior or the day of the deadline. If you are somehow incapacitated and cannot let me know the situation, then we will discuss on a case-by-case basis, but further extension will be rare.
- A take-home exam is a not exactly the time to engage in academic dishonesty. I will take ANY plagiarism attempt (whether intended or not) as academic dishonesty and it will result in a grade of zero (0) for the exam and reporting of the incident to the Division Chair and Provost. If you are unsure if something is plagiarism, please see me. Plagiarism includes using someone's ideas or words as your own (including improper in-text citation), using a classmate's words or ideas as your own, or contracting your essay responses (paying someone else to write your answers).

### **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). 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.

- These topics include, but are not limited to:
  1. The nature of human nature
  2. The relation between humans and nonhuman animals
  3. The relationship between the mind and the body
  4. The origins and status of human knowledge
  5. Rationalism versus irrationalism
  6. Consciousness versus unconsciousness
  7. Reductionism versus nonreductionism
  8. Atomism versus holism
  9. Objective versus subjective reality
  10. Mechanism versus vitalism
  11. Determinism versus freedom
  12. The foundation of human happiness

### **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 during 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.

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## **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 or at any hour on the weekends, 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 have an open-door policy: stop by whenever within the time frames and I will be happy to chat. Additionally, if my door is open during the day and it's not one of the above time frames, I am available. If my door is closed, but you know I'm here, then you should come back. 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.
  - **AN IMPORTANT NOTE ON OFFICE HOURS:** In case you're not aware, office hours are a chance for you to get help on assignment, go over material covered in class, talk about some connections between class material and your other academic or extracurricular work, and so on. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses. I STRONGLY ENCOURAGE you to take advantage of this time!

## 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.
  - Your lowest Participation assignment and Reflection Paper 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 me 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, I 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 and away in your bag/pocket. If your cell phone goes off during class or quiz, 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 near a door or 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/social media, 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:**

- 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).
- 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.**
- 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 directly. 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 send me an email to let me know.

## 7. ADVICE FOR COURSE SUCCESS:

- It is important for all students to realize that there will be a distribution of grades in this class that reflects your mastery of some very technical and often-challenging concepts. Complete mastery of all concepts will earn an “A,” good but imperfect knowledge earns a “B,” average or adequate knowledge will earn a “C,” and poorer knowledge will receive grades of “D” or “F.” By these criteria, the majority of grades should (and likely will) be “B/C” grades. Remember that your grade in this course is not a reflection of your general ability or your character.
- **This is a difficult, but not impossible course;** it is my hope that you will find this class challenging but rewarding in terms of the knowledge you will walk away with. If you anticipate having difficulty (or when you are), I strongly urge you to do the following:
  - Attend every lecture, and take good notes. While attendance will not be graded, per se, the ability to truly learn and use the material in this class is strongly related to attendance.
  - Review lecture notes on the day of the lecture (before you go to bed). If you need clarification on anything, ask in the next lecture, lab, or office hours. Don’t wait until right before the exams!
  - Manage your time wisely. This is an intense course with many moving pieces and specific terminology. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your work – there is just too much to do it at the last minute
  - Use the resources available to you – that includes your course materials (especially this syllabus), me, and the many amazing services offered on campus.
  - Discuss the material with another student. Form a study group. Go to office hours. Ask me questions. **ASK QUESTIONS. ASK ALL THE QUESTIONS—DO NOT WALLOW IN YOUR OWN CONFUSION.**

## 8. FINAL POINT: I CARE ABOUT YOU

- Eureka College is an institution committed to helping everybody associated with it—students, teachers, administrators, grounds staff, custodians—become their best selves. As a teacher, I become my best self by helping you become *your* best self. That means:
  - Everything I ask you to do (even stuff you don’t like) is intended to help you learn and grow. You can trust me to have your best interests at heart.
  - My office is always a safe space for you. So is our classroom. If you ever feel that isn’t true, *talk to me.*
  - If you need any accommodation--- for disability, mental health, or just having a rough week, *talk to me.*
  - If anything in you like is keeping you from doing your best work in our class, talk to me. It can be illness (physical, mental). It can be loneliness and homesickness. It can be trouble at home, trouble with family, trouble with relationships. It can be fear for personal safety, food insecurity, homelessness, job loss. Whatever it is, I can’t promise a solution, but I can promise to do whatever I can to help you find the resources you need. *Talk to me.*
  - I want our class to be a safe space. To me this means a place where you feel safe expressing your thoughts, working through things. But it also means a space where you are safe from abuse, negativity, bigotry. Some of the topics we deal with may be difficult. We may struggle. We may need to take breaks, come back to things. This is all part of thinking through big ideas. Because these things don’t happen right away, but occur over time, brief snapshots of our class are not representative of who we are and what we do. To ensure our class remains a safe space, come tell me as soon as possible so I can rectify the situation.

## ADDITIONAL COURSE AND COLLEGE INFORMATION

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### **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](mailto: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/themselves 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 (plagiarism), 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 or plagiarizing 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.**

**A specific note on plagiarism:** Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. Although some assignments or projects in this class can be completed in pairs, all writing must be the work of the student whose name is on the assignment, and that student alone. If you are at all uncertain about what constitutes plagiarism, please see me – do not risk your grade or integrity! I also encourage you to meet with me if you suspect that another student in the course has engaged in academic misconduct.

### **TITLE IX POLICY:**

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Eureka College is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual's fundamental rights and personal dignity. Eureka College considers sexual discrimination in all its forms to be a serious offense. This resource refers to all forms of sexual discrimination, including: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties (Title 20 U.S.C. Sections 1681-1688).

Persons who wish to report any form of sex discrimination may contact the College's Title IX Coordinator. The Title IX Coordinator can assist with all aspects of the reporting procedure and will conduct an investigation into a complaint. Employees of the College can also make an initial report to their immediate supervisor who must report it to the Title IX Coordinator.

**IMPORTANT NOTE:** I am a mandatory reporter, compelled by both federal/state law and College policy. If you disclose a report of sex discrimination, I must report it to the Title IX Coordinator within 24 hours.

Resources for victims of sexual misconduct:

- The Title IX Coordinator can assist with finding on and off campus resources.
- Tazwood Center for Wellness: (309) 347-5522
- National Sexual Assault Hotline [www.rainn.org](http://www.rainn.org)
- Woodford County Center for Prevention of Abuse: 800-559-7233
- Reassignments – When the survivor and the accused student participate in the same class(es) and/or reside in the same college residence or in proximity to one another, survivors may request that a fair and immediate way to reassign and/or move one of the persons be decided upon by College Administration.

### **INCLUSIVITY**

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

### **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:**

I reserve the right to make policy/course changes to the syllabus at any time with advance notice to students.



## READINGS

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1. Phil vs. Exp Context: <http://psychclassics.yorku.ca/Titchener/brentano-wundt.htm>
2. Wundt: <http://psychclassics.yorku.ca/Wundt/Outlines/sec3.htm>
3. Gestalt Psychology: <http://psychclassics.yorku.ca/Kohler/today.htm>
4. Evolutionary Thinking: <http://psychclassics.yorku.ca/Darwin/Descent/descent1.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/emotion.htm>
8. Intelligence: <http://psychclassics.yorku.ca/Goddard/chap1.htm>
9. Freud: <http://psychclassics.yorku.ca/Freud/Origin/origin1.htm> (please only read the intro/first page of the piece)
10. Humanism: <http://psychclassics.yorku.ca/Rogers/therapy.htm>
11. Cognitive Revolution: <http://psychclassics.yorku.ca/Stroop/>
12. Women in Psych: <http://psychclassics.yorku.ca/Gordon/education.htm>
13. Minorities in Psych: Salter & Adams (2013) – PDF available on Brightspace

## TENTATIVE COURSE SCHEDULE

*Note:* The schedule is subject to change depending on the progress of the course.

Week	Day	Date	Lecture	Lecture Topic	Readings
1	R	1/17	1	Course Introduction/Why Study History?	
2	T	1/22	2	Philosophical Context	Reading 1
	R	1/24	3	Experimental Context	
3	T	1/29	4	Wundt & German Psychology	Reading 2
	R	1/31	5	Gestalt Psychology	Reading 3
4	T	2/5	6	Evolutionary Thinking	
	R	2/7	----	<b>NO CLASS – FOUNDER’S DAY CONVOCATION</b>	
5	T	2/12	7	Evolutionary Thinking	Reading 4
	R	2/14	8	American Pioneers	Reading 5
6	T	2/19	9	American Pioneers	
	R	2/21	----	<b>NO CLASS – INDEPENDENT READING</b>	Reading 6
7	T	2/26	10	Structuralism vs. Functionalism	
	R	2/28	11	<b>ESSAY MIDTERM EXAM QUESTIONS/</b> Structuralism vs. Functionalism	
8	T	3/5	12	Behaviorism	Reading 7
	R	3/7	13	<b>ESSAY MIDTERM EXAM DUE/</b> Behaviorism	
9	T	3/12	----	<b>NO CLASS – SPRING BREAK</b>	
	R	3/14	----	<b>NO CLASS – SPRING BREAK</b>	
10	T	3/19	14	Intelligence & Psychometrics	Reading 8
	R	3/21	15	Intelligence & Psychometrics	
11	T	3/26	16	Early Mental Illness & Treatment	
	R	3/28	17	Freud & Psychoanalysis	Reading 9
12	T	4/2	18	Freud’s Lasting Impact	
	R	4/4	19	Humanism & the PsyD	Reading 10
13	T	4/9	20	Cognitive Revolution	Reading 11
	R	4/11	----	<b>NO CLASS – DR. SWAN @ MPA</b>	
14	T	4/16	21	Cognitive Revolution	
	R	4/18	----	<i>Film</i>	
15	T	4/23	----	<i>Film/Film Discussion</i>	Reading 12
	R	4/25	22	Women/Minorities in Psychology	Reading 13
16	T	4/30	----	<b>FINAL ORAL EXAM: DEBATE PANELS</b>	
F	M	5/6	----	<b>FINAL ORAL EXAM: DEBATE PANELS</b> <b>(10:30 AM – 12:30 PM)</b>	