PSY 420 – HISTORY AND SYSTEMS OF PSYCHOLOGY

Section 091
Stephen F. Austin State University
Summer I 2011

Professor: Jeremy D. Heider, Ph.D.
Class Location: ED 263
Meeting Times: MTWR 10:10-12:05
Credit Hours: 3
Department: Psychology (ED 215)
Office Location: ED 215H
Office Hours: MTWR 9:00-10:00; or by appointment
Phone Number: (936) 468-1584
E-mail: heiderj@sfasu.edu

Required Text:

Note. If you prefer, this text can be purchased in e-Book format at:
http://www.coursesmart.com/9781111344979?__professorview=false&__instructor=1209412&__instructorinstitution=Stephen+F.+Austin+State+University&__instructorcourse=PSY+420&__instructorterm=Summer+I+2011

Course Description:
Survey of the historical background of psychology, emphasizing its philosophical origins and evolution of the psychological point of view. Contributions of major schools of psychology to modern psychology also emphasized. Prerequisite: Senior standing or consent of instructor.

Dr. J’s description (the real scoop!):
Psychology as a field has a somewhat unique history, in that it somehow manages to simultaneously be one of the oldest and one of the newest sciences. In terms of the “old,” a great deal of modern psychological thought can actually be traced to ancient philosophers from several hundred years B.C. But, in terms of the “new,” psychology as a formally separate discipline from philosophy really didn’t emerge until the 1800s. As a result, modern psychology is still a relatively young discipline trying to find its way in the scientific world. By studying its history, you will gain a deeper understanding of where modern psychological thought came from, where it stands today, and where it may well be headed in the future.

Course Objectives:
• To provide a broad overview of the history of the field of psychology as a scientific discipline, from its classic philosophical roots to contemporary approaches to the field.
• To familiarize students with major figures in the history of psychology, and how they influenced the development of the field.
• To help students develop numerous skills, including critical analysis, integration, writing (particularly in APA style), and oral communication.

**Program Learning Outcomes (PLOs):**

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts,</td>
<td>Mastery</td>
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<td>theoretical perspectives, empirical findings, and historical trends in psychology.</td>
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<td>The student will understand and apply basic research methods in</td>
<td>Intermediate</td>
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<tr>
<td>psychology, including research design, data analysis, and</td>
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<td>interpretation.</td>
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<td>The student will respect and use critical and creative thinking,</td>
<td>Advanced to Mastery</td>
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<td>skeptical inquiry, and, when possible, the scientific approach to</td>
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<td>solve problems related to behavior and mental processes.</td>
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<td>The student will understand and apply psychological principles to</td>
<td>Intermediate</td>
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<td>personal, social, and organizational issues.</td>
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<td>The student will value empirical evidence, tolerate ambiguity, act</td>
<td>Advanced</td>
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<td>ethically, and reflect other values that are the underpinnings of</td>
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<td>psychology as a science.</td>
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**General Education Core Curriculum Objectives:**
No core curriculum objectives are assessed in this course.

**Student Learning Outcomes (SLOs):**
Students with a passing grade in this course should be able to:
• Compare theories and approaches from various points in the history of psychology.
• Describe and discuss important individuals in the history of psychology (including the philosophers and physiologists who made important early contributions).
• Successfully communicate their knowledge of psychology’s history in both written and oral form.

**Means of Assessment:**
In this course, students will demonstrate the course outcomes in the following ways:
• Performance on multiple-choice and essay questions on quizzes and exams.
• Participation in group and class discussions and activities.
• Completion of a short (500 to 600 words) paper detailing a historical psychological event that occurred on the student’s birthday.
• Completion and revision of a 1500- to 2000-word APA-style review paper focusing on a particular figure, theory, or school of thought in the history of psychology.
• Completion of a 1000- to 1200-word “newspaper” detailing important psychological, cultural, social, and political events from a particular year, along with an associated class presentation.
Course Requirements:

**Quizzes and Exams:**
There will be a total of four units (i.e., groups of chapters) in this course. For each unit, there will be a brief quiz consisting of multiple-choice items only and a more thorough exam consisting of multiple-choice, short answer, and essay items. Each quiz or exam will only cover material from the present unit (in other words, none of the exams will be cumulative). Any information found in the textbook, supplemental readings, lectures, or class discussions will be fair game for the exams.

**Writing Assignments:**
This class is designated as a writing enhanced (WE) course. This means that:
- Each student will write a minimum of 3000 words or 10 pages throughout the semester.
- The course will include instruction in discipline-based writing among its objectives.
- Each student will be required to revise and re-submit at least one assignment during the term.
- Out-of-class writing assignments will count for a minimum of 20% of the course grade.

To meet the WE goals of the course, students will be required to complete three papers (two fairly traditional papers and one mock “newspaper”) on topics related to the subject matter of the course. The papers will require that you think critically about the issues and theories we will study this semester.

**Paper #1: The “birthday paper.”** For this paper, you will write a short (between 500 and 600 words) summary of one or more historical psychological events that occurred on your birth date (month and day, but not year). The website [http://www.cwu.edu/~warren/today.html](http://www.cwu.edu/~warren/today.html) allows you to enter your birth date, and then shows you a number of interesting events in psychology that occurred on that date. I want you to choose one or more events, do a little additional background reading on the event(s), and write me a 500-to 600-word description of what occurred. Other than being double-spaced, utilizing a standard 12-pt font (e.g., Times New Roman), utilizing standard margins (e.g., 1-inch), and properly paraphrasing and citing your sources, this particular paper does not need to follow any specific formatting guidelines (see course schedule below for tentative due date).

**Paper #2: The review paper.** The largest individual writing assignment in this course is a review paper on a particular figure, theory, or school of thought in the history of psychology. This paper must be written in APA style (including the basics in terms of font style, font size, and margins), and should follow this general format: Title page (p. 1), abstract page (p. 2), main body (pp. 3-??), reference page (begins on separate page after conclusion of main body). The main body of your paper (i.e., excluding the title page, abstract page, and references) should be between 1500 and 2000 words in length. The exact content of the main body is up to you, but you should utilize a minimum of four academic
sources (i.e., journal articles, book chapters, books – but no crap from the web!). To fulfill the WE requirements of the course, you will first turn in a draft of your review paper midway through the semester. Based on feedback about this draft, you will then revise the paper and submit a final version toward the end of the semester (see course schedule below for tentative due dates). We will discuss other requirements as the semester progresses.

**Paper #3: The “newspaper.”** Working in groups of approximately four, you will create a newspaper chronicling important events during one particular year in the history of modern psychology. The newspaper will definitely include news features relating to psychology, but it will also include events that reflect the surrounding historical context (e.g., politics, war, economics, sports, entertainment, other sciences, etc.). Each newspaper must be four pages in length (with 250 to 300 words of text and at least one image per page), must have a minimum of three psych-related stories and three non-psych stories, and must be dated December 31 of the chosen year so that it can be structured as a special “Year in Review” edition. For example, a newspaper on the year 1929 might have psychology-related stories on the International Congress at Yale (with talks by Ivan Pavlov and Kurt Lewin) and/or the opening of Yale’s Institute for Human Relations, along with non-psychology stories on the infamous stock market crash and/or the St. Valentine’s Day massacre in Chicago. To facilitate progress on this assignment, it will be completed in a page-by-page manner (see course schedule below for tentative due dates). At the conclusion of the project, each group will deliver a 10-12 minute class presentation on the newspaper they have created. Both the newspaper itself and the class presentation will be scored based on how interesting and well written the articles are, the accuracy of the content, the diversity of the content, and overall creativity.

**Note.** All writing assignments must be submitted to me via e-mail (heiderji@sfasu.edu) by no later than the beginning of the class period on the due date. The first two papers (birthday and review) should be sent as an attachment in Microsoft Word format (either .doc or .docx). All components of the newspaper assignment should be sent as attachments in Microsoft PowerPoint format (either .ppt or .pptx). Also, please note I will **NOT accept e-mailed assignments unless you are also present in class on the due date.** Exceptions can be made in the event of a documented excuse, but for the most part this rule will be enforced strictly. **In other words, no skipping class just because you can e-mail me your assignments instead of physically handing them in!**
**Grading Policy:**

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<tr>
<th>Material</th>
<th>Possible Points</th>
<th>% of Total Points</th>
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<td><strong>Quizzes:</strong></td>
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<td>Quiz 1</td>
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<td>Quiz 2</td>
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<td>Quiz 3</td>
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<td>Quiz 4</td>
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<td><strong>Exams:</strong></td>
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<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<tr>
<td>Exam 4</td>
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<tr>
<td><strong>Birthday Paper:</strong></td>
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<td><strong>Review Paper:</strong></td>
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<td>15%</td>
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<tr>
<td><strong>Newspaper:</strong></td>
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<tr>
<td>Newspaper</td>
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<tr>
<td>Class presentation</td>
<td>15</td>
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<tr>
<td><strong>Class Attendance &amp; Participation:</strong></td>
<td>15</td>
<td>5%</td>
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**Grading Scale:**

A = 270-300 pts  
B = 240-269.5  
C = 210-239.5  
D = 180-209.5  
F = 179.5 or less  

*Note.* These grade cutoffs are **FIRM.** In other words, I do **not** round grades. So if you end up with 269 points (or 268, or 267…), don’t even bother asking me if I will round your grade up to an A. I won’t.
**Attendance Policy:**
Class attendance is expected, and will be incorporated into your class participation score at the end of the semester. Lectures, class discussions, demonstrations – and most importantly, your participation – are all valuable contributors to your learning. If you know you are going to be late to (or leave early from) class, please come anyway. I would rather have you present for part of class than to miss it completely. For more information on SFA’s policy on attendance and excused absences, visit http://www.sfasu.edu/upp/pap/academic_affairs/CLASS_ATTENDANCE_AND_EXCUS S.html.

**Academic Integrity:**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Cheating in any form (e.g., copying your neighbor’s test answers; committing plagiarism on your papers) is unacceptable. Cheating is grounds for failure in the course, and you may also be subject to suspension or dismissal from the university. In other words, DON’T CHEAT.

**Definition of Academic Dishonesty:**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

**Withheld Grades (Semester Grades Policy A-54):**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Statement on Americans with Disabilities:
If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact Disability Services in the Human Services Building, Rm 325 (Phone: 936-468-3004). You may also visit their website for more information. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

I expect every student in my courses to be good community members by remembering to CONSIDER THE NEEDS OF OTHERS. This means a lot of things: (1) If others need help (e.g., asking to see your notes), then help them. (2) Don’t be disruptive in class (e.g., via excessive talking); other people might actually want to pay attention. (3) TURN OFF YOUR CELL PHONES OR OTHER THINGS THAT MAKE NOISE. They are annoying. No one cares that you have a phone call, nor do they need to hear what witty song you have as a ringtone. (4) Please SHOW RESPECT FOR OTHERS’ IDEAS AND OPINIONS. In this class we may occasionally discuss personal and/or sensitive issues that provoke strong feelings. Please be sensitive to the feelings of others in discussing these issues. Also remember that good people can have differing opinions, and that part of the purpose of the class is to increase your familiarity with how others might think and feel about various issues related to psychology and life.

General Course Notes:
A guiding principle in this (and any) course is to READ EARLY and READ OFTEN. You will maximize the benefits of lectures by completing the assigned readings before we cover them in class, and you will be better prepared for exams if you have read the material more than once. I also encourage you to ask questions, both to foster in-class discussion and to ensure that you have an understanding of what is covered in the textbook and lectures.
If necessary, you may drop this course as long as it is no later than **Wednesday, June 29th**. For more information on SFA’s add/drop policy, visit [http://www.sfasu.edu/upp/pap/academic_affairs/add_drop.html](http://www.sfasu.edu/upp/pap/academic_affairs/add_drop.html)

This course will utilize the **myCourses** online system (a.k.a. **Blackboard**) to facilitate learning and communication. The myCourses page for this class will be used to post course documents such as the course syllabus and lecture notes, and you will also be able to check your grades using this system.

*Note:* I highly recommend printing out the lecture notes and bringing them to class – your printouts will make a handy place to take additional notes. However, don’t make the mistake of thinking that having access to my PowerPoint notes will serve as a substitute for class attendance. It won’t!!! We will discuss a great deal of information above and beyond what is presented in the slides, so if you make a habit of missing class I can guarantee you will be at a serious disadvantage when it comes time for the exams and other assignments.

To log into myCourses, go to [http://mycourses.sfasu.edu/](http://mycourses.sfasu.edu/). This will take you to the login page (your user name and password are the same ones you use to log into mySFA).
Course Calendar:

Note. This proposed schedule is tentative; changes may be made as necessary. If changes are made, they will only be announced in class – so make sure you attend regularly!

Section 1: Introduction & Antecedent Influences – Chapters 1-3

6/6:  Introduction to Studying the History of Psychology (Schultz & Schultz, Ch 1)

6/7:  Ancient Philosophy

Quiz 1: Wednesday, 6/8 (beginning of class)

6/8:  Modern Philosophy (Schultz & Schultz, Ch 2)

Draft of Newspaper Page 1 due Thursday, 6/9

6/9:  Physiological Influences (Schultz & Schultz, Ch 3)

EXAM 1: MONDAY, 6/13 (first half of class)

Section 2: Early Schools of Thought – Chapters 4-8

6/13:  Voluntarism and Structuralism (Schultz & Schultz, Chs 4-5)

6/14:  Voluntarism and Structuralism cont’d
       Functionalism (Schultz & Schultz, Chs 6-7)

Birthday Paper due Wednesday, 6/15

6/15:  Functionalism cont’d

Draft of Newspaper Page 2 due Thursday, 6/16

Quiz 2: Thursday, 6/16 (beginning of class)

6/16:  Applied Psychology (Schultz & Schultz, Ch 8)

6/20:  Applied Psychology cont’d
       Treatments of Mental Illness

EXAM 2: TUESDAY, 6/21 (first half of class)
Section 3: Major 20th Century Schools of Thought – Chapters 9-14

6/21: Behaviorism (Schultz & Schultz, Chs 9-11)

Review Paper Draft due Wednesday, 6/22

6/22: Behaviorism cont’d

Quiz 3: Thursday, 6/23 (beginning of class)

Draft of Newspaper Page 3 due Thursday, 6/23

6/23: Gestalt Psychology (Schultz & Schultz, Ch 12)

6/27: Gestalt Psychology cont’d
       Psychoanalysis (Schultz & Schultz, Chs 13-14)

6/28: Psychoanalysis cont’d

EXAM 3: WEDNESDAY, 6/29 (first half of class)

Section 4: Contemporary Approaches – Chapter 15

6/29: Introduction to Contemporary Approaches to Psychology; Cognitive Psychology (Schultz & Schultz, Ch 15)

6/30: Social Psychology

Draft of Newspaper Page 4 due Thursday, 6/30

MONDAY, 7/4: NO CLASS (4th of July holiday)

Quiz 4: Tuesday, 7/5 (beginning of class)

7/5: Biopsychology

Review Paper Final Revision due Wednesday, 7/6

7/6: Evolutionary Psychology (Schultz & Schultz, Ch 15)

EXAM 4: THURSDAY, 7/7

GROUP NEWSPAPER PRESENTATIONS: FRIDAY, 7/8
(final version must be e-mailed to me by 5 PM on Thursday, 7/7)