

# PSYC306 History and Systems of Psychology

Spring 2012

Tuesday & Thursday 11:00 – 12:15

Robinson 318

**Instructor:** Dr. Erin A. Kennedy

E-mail: [ekennedy@lhup.edu](mailto:ekennedy@lhup.edu)

Office: 305 Robinson Hall

Phone: 570-484-2433

*Note: If you come to my office and I'm not there, please look at the sign on my door.*

**Office Hours:** Monday/Wednesday

2:30 – 4:00

Tuesday/Thursday

9:30 – 10:30 *and by appointment!*

## Textbook:

- Schultz, D. P., & Schultz, S. E. (2008). A History of Modern Psychology. (9th ed.) Boston: Cengage.
- Bound packet available at bookstore for a small fee. (Required)

## Course Overview

In this course we will cover the history of modern (mostly American) experimental and applied psychology. We will discuss the influences of philosophy and physiology on psychology, the current state of the field, and many ideas in between. In addition to our focus on major theoretical systems, people, and schools of thought in psychology, we will examine how psychology has developed as a function of its sociohistorical context. This course is designed to provide a meaningful integration of what you have learned about psychology through your undergraduate career.

## Objectives

1. To acquire knowledge about the origins of modern psychology and the progression of the field from its roots in philosophy to the field as we know it today.
2. To understand how social, historical, and cultural contexts influence the development of people and ideas in psychology.
3. To learn about the major people and ideas in the history of psychology, such that you will be able to engage in intelligent conversation with other scholars about our field.
4. To think critically about what we know about the history of psychology and how this history is obtained.
5. To become familiar with some of the methods used in conducting research on the history of psychology.

Course Learning Outcomes (Objectives)	Program Student Learning Outcomes	University-level Student Learning Outcomes
Upon successful completion of this course, students will be able to:		
Relate current theories and research to their historical antecedents and to the major schools of psychology (both historical and current).	Knowledge Base of Psychology	NA
Synthesize a term project in which he or she defends the frame of reference of a historical or contemporary school of psychology, through the integration of significant research findings.	Knowledge Base of Psychology; Communication Skills	Communication

Research and report orally on one of the major theoretical formulations of psychology and to relate this theory to the solution of historical problems in that particular area	Knowledge Base of Psychology; Application of Psychology; Communication Skills	Communication
Relate given information to personal experiences and interpret these experiences in light of an explanation based upon a major systematic approach.	Knowledge Base of Psychology; Application of Psychology; Personal Development	Interpersonal

### **Americans with Disabilities**

No qualified disabled student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular or other post-secondary program or activity offered or sponsored by this University.

#### *Disability Services for Students Office*

The Office for Disability Services assists with a variety of academic needs. The office also assists students with reasonable accommodations. Students with learning, visual, hearing, and mobility impairments and other disabilities have used the office for the following: course selection, registration assistance, counseling, liaison with state rehabilitation agencies, obtaining books on tape, note taker and reader service, test accommodations, and advocacy.

Students in need of disability services are urged to make their needs known early as some services require considerable advance planning and coordination. Contact Dr. Rey Junco at 570-484-2926 if you have any questions.

### **Emergencies**

If you are experiencing an EMERGENCY situation at any time 24 hours a day:

Call Public Safety 570-484-2278 or Call 711 from any campus phone or 911 from any off-campus phone.

### **Course requirements**

#### 1. Class attendance/participation:

Attendance and promptness are expected and, by university policy, required. Although I will not take daily attendance, and do not have a specific attendance policy, you will not do very well in this class if you do not show up. If you must miss class, you are responsible for the material you missed (please do not copy notes during class time). I will not give you the missed information (but I will help you understand it) so make some friends today! I make every effort to begin class on time and I expect the same from you. Please enter the room quietly if you must be late. If you must leave early, please notify me in advance and sit near the door to minimize disruption.

You are expected to participate in class and group discussions. Participation includes making comments, asking questions, requesting clarification, and sharing relevant personal experiences as necessary. Participation can include occasional one-on-one time with me (e.g., during office hours).

## 2. Writing Assignments:

You are required to complete four short papers in which you will reflect upon original source readings and podcasts by some of the big names in the history of psychology. Please see the separate assignment sheet for more information.

## 3. Exams:

There will be a total of *four* exams, including one scheduled during the final exam period. Exams will consist of multiple-choice and short answer questions. Exam material will be drawn primarily from the textbook, lecture, and discussion.

### **Missed Exam Policy:**

- If you know in advance that you will miss an exam, you must notify me at least 7 days before the exam and make arrangements to take an early exam.
- If you unintentionally miss an exam, you must contact me within 48 hours of the start of the exam. If you have a documented excused absence (e.g., funeral, illness accompanied by a visit to the infirmary or doctor), you will be permitted to make up the exam within 7 days after the original exam date.
- If you miss an exam without notifying me, or with an unexcused absence (e.g., oversleeping, illness without seeing a doctor), you will be required to take the make-up exam immediately following the final exam. Only one make-up exam will be permitted.
- If you miss the final exam, you must contact me within 12 hours after the start time of the exam. If I do not hear from you within 12 hours, you will not be permitted to make up the exam.

## 4. Classroom Behavior:

Students and faculty share responsibility for maintaining an appropriate learning environment in the classroom. Civility and respect create a safe and productive atmosphere in which students can achieve. Disruptive behavior hinders the educational process and is unacceptable at LHUP.

The definition of disruptive behavior is at the reasonable discretion of the faculty member teaching the class, and determination of whether a specific behavior is disruptive resides within the authority of the faculty member. Examples of disruptive behavior include, but are not limited to, the following:

- a) Showing disrespect for and displaying poor manners toward any faculty member or other students *[Poor manners include doing other schoolwork, looking out the window, sleeping, eating stinky or loud food, and leaving garbage behind.]*
- b) Disruptive or inappropriate use of technology and electronic devices in the classroom, such as cell phones, computers, pagers, and MP3 players. *[NO TEXTING!]*
- c) Persistent speaking without being recognized or interrupting other speakers *[Do not talk to your neighbor during class. You think you are quiet enough, but you are probably not.]*
- d) Persistently entering class late or leaving early without an excuse or the faculty member's permission *[Sometimes you have to be late – please use your judgment as to when you should enter the classroom. Please do not pack up to leave until I give you a signal.]*
- e) Threats, harassment, or personal insults of any kind directed toward any faculty member and other students *[We value diversity of all kinds – please help make our community a pleasant one!]*

Faculty have the discretion to impose sanctions for disruptive behavior in the classroom. Sanctions may include a formal apology, dismissal from the class in which the disruptive behavior occurs, or referral to Student Affairs for resolution of the situation, which could result in dismissal from the University.



**Daily Schedule** (Note: This schedule is subject to alteration as necessary)

<u>Date</u>	<u>Reading</u>	<u>Assignment due dates</u>
January 24, 26	Introduction to course, syllabus, and each other <u>Chapter 1</u> : The Study of the History of Psychology	
January 31 February 2	<u>Chapter 2</u> : Philosophical Influences on Psychology	1/31: Homework & Syllabus Quiz by midnight
February 7	<u>Chapter 3</u> : Physiological Influences on Psychology	2/7: Descartes paper
February 9, 14	<u>Chapter 4</u> : The New Psychology	2/14: Broca paper
<b>February 16</b>	<b>EXAM 1 (Chapters 1 – 4)</b>	
February 21	<u>Chapter 5</u> : Structuralism	2/21: Wundt paper
February 23, 28	<u>Chapter 6</u> : Functionalism: Antecedent Influences	
March 1, 6	<u>Chapter 7</u> : Functionalism: Development and Founding	3/1: Titchener podcast
March 8	<u>Chapter 8</u> : Applied Psychology: The Legacy of Functionalism	3/8: Galton podcast
March 12 – 16	☀ <i>Spring Break</i> ☀	
March 20	<u>Chapter 8</u> , cont.	
<b>March 22</b>	<b>EXAM 2 (Chapters 5 – 8)</b>	
March 27, 29	<u>Chapter 9</u> : Behaviorism: Antecedent Influences	3/27: Calkins podcast
April 3	<u>Chapter 10</u> : Behaviorism: The Beginnings	
April 5, 10	<u>Chapter 11</u> : Behaviorism: After the Founding	4/5: Watson paper
<b>April 12</b>	<b>EXAM 3 (Chapters 9 – 11)</b>	
April 17	<u>Chapter 12</u> : Gestalt Psychology	
April 19, 24	<u>Chapter 13</u> : Psychoanalysis: The Beginnings	
April 26 May 1	<u>Chapter 14</u> : Psychoanalysis: After the Founding	4/26: Kohler paper
May 3	<u>Chapter 15</u> : Contemporary Developments in Psychology	
May 7 (Mon.)		5/7: Rogers paper
<b>May 11 (Fri.) 8:00 – 9:50</b>	<b>EXAM 4 (Chapters 12 – 15)</b>	