



DIXIE STATE
COLLEGE OF UTAH

PSY 4000-01 (CRN 44527)
HISTORY OF PSYCHOLOGY
Tuesday, Thursday 1:00pm - 2:15pm
McDonald 102
FALL SEMESTER, 2012

PROFESSOR: Kristine J. Olson, Ph.D.

OFFICE HOURS: McDonald, Room 212 or 217; Tues/ Thurs: 10:30am-noon; Wednesday 3p-5p

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REQUIRED TEXTBOOK

History of Psychology

Edition: 2009, 4TH

Authors: King, Viney, & Woody

ISBN: 9780205512133

ONLINE RESOURCE FOR HISTORICAL PSYCHOLOGY ARTICLES

<http://psychclassics.yorku.ca/author.htm>

OTHER MATERIALS

You may bring your laptop to class to access lecture PowerPoint slides and to take notes. PowerPoint slides will be available on CANVAS <https://canvas.dixie.edu/> . Please bring a notepad and pen/pencil to each class.

COURSE DESCRIPTION

Required of Psychology majors. An examination of the philosophical issues that have troubled Psychology as a science, such as determinism and free will, conscious and unconscious processed, the possibility and efficacy of self-knowledge, behaviorism vs. mentalism, and the relation of mind and brain. Prerequisites: PSY 1010; and Senior standing; AND Psychology major or Integrated Studies Emphasis in Psychology major; or instructor permission. 3 lecture hours per week.

PSYCHOLOGY MAJOR

This course is required to earn the Psychology Bachelor degree (BA/BS)

COURSE OBJECTIVES

*Objective numbers correspond to Psychology Department Learning Outcomes:

<http://www.dixie.edu/humanities/File/Psychology%20Goals%20and%20Outcomes.pdf>

1.4 Relationship of psychology to other disciplines

a. Identify the connections between psychology and other disciplines

b. Compare and contrast the assumptions, methods, and choice of problems of psychology with those of other disciplines

c. Integrate knowledge derived from psychological science with that of other disciplines

1.5 Objectives of psychology

a. Identify and explain the primary objectives of psychology

b. Compare and contrast the primary objectives of psychology

c. Evaluate the strengths and limitations of the primary objectives of psychology

1.6 Historic perspectives in psychology

- a. Describe the key eras of the major schools of thought in the history of psychology (including their founders, assumptions, explanatory concepts and methods)
 - b. Compare and contrast historical perspectives
 - c. Assess the relative importance of the major schools of thought in the history of psychology
 - d. Defend a historical perspective
- 1.8 Main themes of psychology
- a. Identify the overarching themes of psychology
 - b. Apply the overarching themes of psychology in explaining specific behaviors
 - c. Debate the merits of each side of the overarching themes of psychology
 - d. Evaluate the appropriateness of scientific explanations of behavior and mental processes from the standpoint of its overarching themes
- 1.9 Content domains of psychology
- a. Identify and explain basic concepts, theory, and research represented in the general content domains
 - b. Apply and analyze concepts, theory, and research in the general content domains
 - c. Evaluate and synthesize concepts, theory, and research in the general content domains
- 2.1 Scientific method
- a. Describe the basic characteristics of the scientific method in psychology
 - b. Analyze how primary behavioral research adheres to scientific principles
 - c. Design research that adheres to the principles of scientific method
- 2.2 General research strategies
- a. Describe various general research strategies, including advantages and disadvantages of use
 - b. Distinguish the nature of designs that permit causal inferences from those that do not
 - c. Select and apply general research strategies to address appropriate kinds of research questions
 - d. Categorize research articles that employ methods permitting causal and non-causal inferences
 - e. Evaluate effectiveness of a general research strategy in addressing a research question
- 3.1 Use of evidence in psychology
- a. Discern difference between personal views and scientific evidence in understanding behavior
 - b. Collect and use scientific evidence in drawing conclusions and in practice
 - c. Evaluate the quality, objectivity, and credibility of evidence of research findings in drawing conclusions and in practice
- 3.2 Association skills
- a. State connections between diverse facts and theories
 - b. Relate connections between diverse facts and theories
 - c. Apply diverse facts and theories over a wide range of contexts
 - d. Assess the quality of connections made between diverse facts and theories
- 3.3 Argumentation skills
- a. Identify arguments based largely on anecdotal evidence and personal experience
 - b. Deduce contradictory and oversimplified arguments based on a growing knowledge of the available facts and theories
 - c. Develop sound, integrated arguments based on scientific reasoning and empirical evidence
- 3.4 Detection of errors in psychological reasoning
- a. Identify common fallacies and poorly supported assertions regarding behavior
 - b. Deduce contradictory and oversimplified arguments based on a growing knowledge of the available facts and theories
 - c. Develop sound, integrated arguments based on scientific reasoning and empirical evidence
- 3.6 Creativity
- c. Generate novel insights about the psychology of humans and nonhuman
- 3.8 Skepticism
- a. Define skepticism and its role in psychological thinking
 - b. Distinguish between scientific and pseudo-scientific explanations of human behavior and compare their relative value
 - c. Maintain rigorous standards related to quality of scientific evidence in support of a behavioral claim

ATTENDANCE

Please refer to <http://www.dixie.edu/humanres/policy/sec5/523.html> for a full explanation for the DSC Attendance Policy. Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student. An absence does not excuse a student from completing work missed. It is the student's responsibility to find out which assignments are missed during an absence.

Students who must miss class because of a college-sanctioned activity, such as an athletic event, club activity, class assignment, or other approved event, are responsible to assuring that their instructors have been notified and for completing any missed assignments. By the second day of class, students with recurring absences must provide each instructor written notification from the appropriate department that includes a schedule of competition, the names of those students on specific teams likely to travel, and the dates and approximate times of departure and return to campus. So that student participation in travel can be verified, the appropriate department will be responsible for informing individual faculty of changes to team rosters and travel schedules throughout the semester. One week prior to an absence, the student will meet with the instructor to arrange a reasonable accommodation, if feasible, to allow the students to complete any missed coursework and/or exams. The instructor may require the student to submit work prior to the due date if the student will be absent. It is the student's responsibility to complete the student absence schedule with the instructor and abide by it. Students with recurring or frequent absences from a course are required to check their schedules against the course syllabus and provide a list of expected absences for the semester by the second day of class. Upon reviewing the list, the instructor may determine that the absences will interfere with the student's ability to succeed in the course. If so, the instructor will recommend that the student seek an alternative.

CLASS POLICIES AND DISCIPLINE POLICY

1. Turn off/silence any cell phones. Phones ringing/vibrating can be very distracting for everyone.
2. Come to class on time. It can be distracting to have students coming/going at different times. Make an effort to either come early or on time to class. Also, please make every effort to stay for the entire class period. If arriving/leaving on time is going to be an issue, please contact me so we can resolve this.
3. Read text before class session. This will only help you to better understand the material. If you read the text before class you will be prepared to ask questions during lecture.
4. Check CANVAS and dmail regularly.
5. This course is designed so that you spend six to nine hours per week between in-class participation and out of class activities.
6. This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class activities and discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class.
7. Students are expected to coordinate in-class small group work effectively.
8. Each student will have courtesy and respectful behavior towards each student and the instructor. Students will refrain from making harassing and discriminating comments in the classroom. Students will be respectful and open-minded about diverse viewpoints expressed in the classroom. Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course. Please refer to the DSC Academic Discipline policy for more information: <http://www.dixie.edu/humanres/policy/sec3/334.html> or www.dixie.edu/humanres/policy/sec5/533.html

Faculty Rights and Responsibilities:

- To establish and implement academic and behavioral standards for the classroom
- To clearly outline expectations, verbally and in syllabi
- To address any inappropriate behavior
- To involve other offices (Dean of Students, Campus Police, etc.) when circumstances arise
- To make a determination regarding possible responses and outcomes for inappropriate behavior within the faculty member's class

What is disruptive behavior?

Disruptive behavior may best be defined as any behavior that inhibits an instructor's ability to conduct class, or behavior that limits another student's ability to benefit from instruction – including conduct, speech, or activity that interferes with the learning activities of other students. Some examples of disruptive behavior may include:

- Physical violence, verbal abuse, or harassment
- Sleeping in class
- Not facing forward in the class
- Putting your feet up on chairs and desks
- Intoxication or illegal drug use
- Use of profanity
- Having side conversations with classmates
- Failing to respect others when expressing their own viewpoints
- Talking while the instructor or another student is talking
- Arriving late to class
- Constant questions or interruptions that interfere with classroom presentation

Students engaging in disruptive behavior will be asked to immediately leave the classroom. If the student does not voluntarily leave the classroom, campus security can be called at DSC Campus Police immediately by calling 437-619-1144 or 435-619-1145.

If you believe that a student in the class is interrupting your ability to learn please notify the instructor as soon as possible so that the issue can be remedied.

9. You will receive grades for completed assignments within 1 week (7 days) of your submission. I will respond to your emails within 24-48 hours (I am usually able to respond within 12-24 hours). However, there is a high probability I will not respond to emails on Saturday and Sunday. Thus, if you email me on Friday at 5pm, it is quite likely that I will not respond to you until Monday.

EARNING POINTS IN THIS COURSE

Chapter Preparation (17 Chapters; 6 points each chapter; you can drop two chapters: 90 points possible): For each chapter: (1) answer one review questions at the back of the chapter. You may choose any of the questions to answer; (2) provide fun biographical information about a person in the chapter, and be sure to cite where you get the information; (3) Provide your own reflections and thoughts about how you support or criticize the theories and ideas in the chapter.

Each of the three parts is worth 2 points. Each answer should be between 75-100 words. Your answers must be in complete sentences and must thoroughly answer the questions. All answers must be typed. The answers for the questions are due in class on the first day we start a chapter. Submitting answers to questions on the first day of class ensures you have done your reading and you are prepared to contribute to class discussion. Late assignments will not be accepted.

Essay EXAM Questions (30 points each; 150 points total): Any plagiarism will result in a grade of zero for the assignment and a referral to the Dean for academic dishonesty. Yes, I will use a plagiarism device to check your work. All essays must be two pages, 1.5 space, 1 inch margins, 12 pt Times New Roman font (YES, I can see the difference!). Put your name in the header of the paper so that it is apparent that you have written a full two pages. Grammar, style, and content will be graded. The more you incorporate and integrate material from the text and the history of psychology readings, the higher grade you will receive, provided that the essay is clear and free from structural errors. Late assignments will not be accepted.

Essay 1 for Chapters 1-2: Explain how at least two of the theories presented in these chapters relate to your own personal view of human nature. And, explain how two different theories in the chapters are contrary to your view of human nature.

Essay 2 for Chapters 3-5: Use your textbook PLUS one article written by a historical figure listed on this website (<http://psychclassics.yorku.ca/author.htm>)/an article we discussed in class in your essay response. Describe how the historical events (e.g., politics, religion, or social movements) of the world contributed to psychological theory of at least three different figures in the textbook.

Essay 3 for Chapters 6-9: Use your textbook PLUS one article written by a historical figure listed on this website (<http://psychclassics.yorku.ca/author.htm>)/an article we discussed in class in your essay response. Pick at least three theories from this set of chapters. Explain/describe your thoughts about which chapters/theories are the best and worst in terms of advancing psychological theory. Rank each of the theories from best to worst. Be sure to fully explain why you are rating each theory from best to worst.

Essay 4 for Chapters 10-15: Use your textbook PLUS one article written by a historical figure listed on this website (<http://psychclassics.yorku.ca/author.htm>)/an article we discussed in class in your essay response. Make an argument for or against behaviorism/behavior psychology and its applications in comparison to the other theories described in these set of chapters.

Essay 5 for Chapters 16-18: Due on the day of the final exam. Use your textbook PLUS one article written by a historical figure listed on this website (<http://psychclassics.yorku.ca/author.htm>)/an article we discussed in class in your essay response. Describe which of the psychological approaches described in Chapters 16-18 you would choose to participate in if you were seeking therapy. Why? Provide a brief historical account of the development of your favorite type of psychology (you will need to refer to previous chapters in the book to answer this question). Which approach of psychology would you avoid as a patient? Why? Which theory of psychology do you believe would help the greatest number of people in society? Why?

In class participation (12 days; you may drop one day, 6 points each day: 66 points total): There will be days that we will engage in class discussions on papers that are available on the internet (see syllabus). On days that we are covering this material, you are expected to bring a copy of the paper (either a photocopy or on your laptop/tablet) and be prepared to discuss the material. Ways to discuss the material will be to write notes that you can discuss, have opinions (pro or con) about the article, or be able to make connections between the article and the textbook. To earn points, for each of these classes you will need to turn in a piece of paper that contains your notes and/or thoughts on the article and how you contributed to class. If there is a lull in the class discussion, the instructor will start calling on students to make comments. You should be fully prepared to make a comment if you are called upon.

Final (verbal presentation is 10 points + 30 points for essay as described above): For the Final Exam, you will submit Essay 5. And, you will be required to provide a 3-5 minute verbal presentation that summarizes your Essay 5 to the class.

Extra Credit:

There may be an opportunity for extra credit. The instructor will present any opportunities for extra credit to the entire class. The instructor will not provide extra credit opportunities on an individual basis.

LATE WORK AND MAKE-UP POLICY

Exams and In-class assignments cannot be made up or be submitted at a date/time past the assigned due date. Please arrange your schedule so that you are able to complete all course requirements on the designated time. Make ups are not allowed for in-class assignments. Exams need to be submitted the day they are assigned. If you know you will be out of class, you need to make arrangements to turn in your assignments before the scheduled due date. Any assignments that are submitted late will be penalized 20% for each calendar day it is late. The assignments that are due on the day of the final exam may not be submitted late. Students will receive zero points for any assignment that has not been submitted to the instructor by the end of the assigned final exam time period for this class. For example, if the final exam for this course is schedule on a Wednesday from 10am-noon, any coursework submitted at 12:01pm on that day will not receive any credit.

COURSE GRADING SYSTEM

Total Points in Course = 316

Percentage (%) Letter Grade

100-93 = A

92-90 = A-

89-87 = B+

86-83 = B

82-80 = B-

79-77 = C+

76-73 = C

72-70 = C-

69-67 = D+

66-63 = D

62-60 = D-

Less than 60 = F

COURSE SCHEDULE*

Week	Date(s)	Topic	Assignment Due
1	8/21/12	Syllabus, Chapter 1 Historical Studies: Some Issues	
	8/23/12	Chapter 2 Philosophical Issues	Ch 2 Questions
2	8/28/12	Chapter 3 Ancient Psychological Thought	Ch 3 Questions
	8/30/12	Chapter 3 Discuss: http://www.sciencedirect.com/science/article/pii/S0160252708001192	
3	9/4/12	Chapter 4 The Roman Period and the Middle Ages	Ch 4 Questions/ Essay 1
	9/6/12	Chapter 4: Discuss (two) http://neurophilosophy.wordpress.com/2006/11/http://www.thecolourworks.com/pdfs/Hippocrates%20the%20Four%20Humours%202.pdf	
4	9/11/12	Chapter 5 The Renaissance	Ch 5 Questions
	9/13/12	Chapter 6 Empiricism, Associationism, and Utilitarianism	Ch 6 Questions/ Essay 2

5	9/18/12	Chapter 6: Discuss two articles http://www.olearyweb.com/classes/philosophyS2/readings/bacon/Idols.pdf http://www.cals.ncsu.edu/agexed/aee501/bacon.html	
	9/20/12	Chapter 7 Rationalism	Ch 7 Questions
6	9/25/12	Chapter 8 Mechanization and Quantification	Ch 8 Questions
	9/27/12	Chapter 8 Discuss: http://www.jstor.org/stable/10.2307/25600086	
7	10/2/12	Chapter 9 Naturalism and Humanitarian Reform	Ch 9 Questions
	10/4/12	Chapter 9 Discuss: http://psychclassics.yorku.ca/Galton/talent.htm	
8	10/9/12	Chapter 10 Psychophysics and the Formal Founding of Psychology	Ch 10 Questions/ Essay 3
	10/11/12	NO SCHOOL: FALL BREAK! ☺	
9	10/16/12	Chapter 11 Developments After the Founding	Ch 11 Questions
	10/18/12	Chapter 12 Functionalism	Ch 12 Questions
10	10/23/12	Chapter 12: Discuss http://psychclassics.yorku.ca/Hollingworth/children.htm	
	10/25/12	Chapter 13 Behaviorism	Ch 13 Questions
11	10/30/12	Chapter 13/14 Other Behavioral Psychologies	Ch 14 Questions
	11/1/12	Chapter 14 Discuss (two): http://psychclassics.yorku.ca/Watson/mental.htm http://www.sonoma.edu/users/d/daniels/Watson.htm	
12	11/6/12	Chapter 15 Gestalt Psychology	Ch 15 Questions
	11/8/12	Chapter 16 Psychoanalysis	Ch 16 Questions/ Essay 4
13	11/13/12	No class: career day at DSC	
	11/15/12	Chapter 16 Discuss: http://psychclassics.yorku.ca/Freud/Dreams/dreams3.htm	

13.5	11/20/12	http://psychclassics.yorku.ca/Freud/Origin/origin4.htm http://psychclassics.yorku.ca/Freud/Origin/origin5.htm	
14	11/27/12	Chapter 17 Humanistic Psychologies	Ch 17 Questions
	11/29/12	Chapter 17 Discuss (2 articles): http://psychclassics.yorku.ca/Maslow/motivation.htm http://psychclassics.yorku.ca/Rogers/therapy.htm	
15	12/4/12	Chapter 18 Contemporary Psychology	Ch 18 Questions
	12/6/12	Chapter 18: Discuss: http://psychclassics.yorku.ca/Harlow/love.htm	
FINAL: Essay 5, verbal presentation of essay to the class			

***DISCLAIMER**

Information contained in this syllabus, other than the grading scale and exam/quiz policy may be subject to change with advanced notice, as deemed appropriate to the instructor.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustments, accommodations, or auxiliary aids to be successful in their program of study should contact the Disability Resource Center within the first two weeks of the beginning of classes for eligibility determination. Proper documentation of impairment is required in order to receive services. DRC is located on the ground floor of the Financial Aid Office. You may call 652-7516 to schedule appointment for further information regarding the process to receive accommodations. DRC Coordinator determines eligibility for and authorizes the provision of services.

DISABILITY RESOURCE CENTER

Contact the center for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule an appointment to discuss the process. The DRC Coordinator determines eligibility for and authorizes the provision of services.

TUTORING AND WRITING CENTERS

The Dixie State College of Utah Tutoring Center is located in the Browning Resource Center and is **free** for all registered Dixie State students. Tutors are available to assist you in clarifying concepts and class material, and in improving your study skills. The center also offers assistant with writing. Tutoring Center hours are Monday-Thursday from 9:00 am to 8:00 pm, and on Fridays from 9:00 am to 5:00 pm. Tutoring: <http://www.dixie.edu/tutoring/index.php> Writing Lab: <http://dsc.dixie.edu/owl/>

LIBRARY

Please use the library! It is a great resource and the staff can help you find the materials you need. <http://library.dixie.edu/>

ACADEMIC INTEGRITY POLICY

1. All work done for this course is to be your own, with the exception of the Group Projects.
2. Cheating is forbidden-All incidents will be reported to the Department Chair and/or Academic Dean.
3. All students are expected to have read and understand the current issue of the student handbook, published by Student Services. The handbook includes all student responsibilities, student rights, intellectual property policy, information regarding procedures, and appropriate student behavior.
4. Cheating of any kind may be punishable by one or more of the following: a) Receiving a failing grade on the specific assignment where dishonesty was observed; b) Receiving a failing grade in the course; c) Immediate dismissal from this course; and d) Referral to the Academic Affairs Committee which may take actions such as reprimands, placing on probation, suspension, or removal from Dixie State College of Utah.

For further information regarding student responsibilities related to academic integrity, please refer to Section 5.33.5 of the DSC policy, which can be viewed at <http://www.dixie.edu/humanres/policy/sec5/533.html>.

TESTING CENTER

Please contact the Testing Center to learn about their hours of operations and testing procedures. Testing Center - <http://dixie.edu/testing>

EMAIL

You are required to frequently check your Dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to www.dixie.edu and select "Dmail" from the left column. To locate your dmail username and password, go to www.dixie.edu, and click on "Log in to student

GRADING RUBRICS

OTHER IMPORTANT DATES/DEADLINES

Apr 16	Registration open to Seniors (90+ credits)	Sep 10	Pell Grant Census
Apr 17	Registration open to Juniors (60+ credits)	Sep 10	Last Day for Refund
Apr 18	Registration open to Sophomores (30+ credits)	Sep 10	Last Day to drop without receiving a "W" grade
Apr 19	Open Registration	Sep 11	Courses dropped for non-payment
Aug 13-17	Faculty Workshops	Sep 14	Last Day to Add/Audit
Aug 20	Classwork Starts	Sep 28	Graduation Application Deadline
Aug 24	Last Day to Add Without Signature	Oct 10	Mid-Term Grades Due
Aug 27	Drop/Audit Fee Begins (\$10 per class)	Oct 11-12	Semester Break
Sep 3	Labor Day	Oct 15	Last Day to Drop Individual Class
Sep 4	\$50 Late Registration/Payment Fee	Nov 9	Last Day for Complete Withdrawal
		Nov 12	Spring Registration open to

Seniors (90+ credits)	
Nov 13	Career Day
Nov 13	Spring Registration open to Juniors (60+ credits)
Nov 14	Spring Registration open to Sophomores (30+ credits)
Nov 15	Spring Registration Open to

All Students	
Nov 21-23	Thanksgiving Break
Dec 7	Classwork Ends
Dec 10-14	Final Exams

***To learn more about syllabi at Dixie State College, refer to: <http://new.dixie.edu/reg/faculty/?page=Syllabus>