

Syllabus for History of Psychology  
Summer 2011  
Psychology 470: B1  
MTWTH 10:10 am – 12:05 pm LSH A-142  
May 31 – July 8, 2011

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Office: 227 Tillett Hall, Livingston Campus  
Office hours: Tuesday AND Wednesday afternoons, 4:45 am – 5:45 am (Walk-in hours);  
AND AT OTHER TIMES by appointment

Read THIS syllabus all the way to the end. It contains important information. On the first day of class, please ask questions about anything you do not understand. Your continued enrollment in the course implies your understanding and acceptance of the information in the syllabus. This is not categorized as a writing intensive course, but a term paper is required.

History of Psychology: Ideas and Context, 4/E  
King, Viney & Woody ISBN-10: 0205512135, ISBN-13: 9780205512133  
Pearson, 2009

You may purchase access to the book through [coursesmart.com](http://coursesmart.com), at a considerable savings over the cost of a physical book.

My hope is that there will be much discussion and interaction in this class.

Objectives of the course

1. Students will develop an understanding of the historical and philosophical antecedents and contexts of psychology.
2. Students will be able to describe the development of psychology as a scientific discipline and a professional practice.
3. Students will be able to characterize major relationships between developments in psychology and other disciplines.
4. Students will investigate a topic of personal interest, find and read primary source material and trace the history of theoretical, methodological, and or professional practice advances / developments with regard to that topic.

**Required readings:** At my discretion, specific papers may be assigned as course reading associated with particular topics. If these are not available on the PsychClassics website <http://psychclassics.asu.edu/>, these will be posted on in the Resources section in a clearly labeled folder.

**On-line quizzes:** There may be periodic online quizzes to help you review material. These will be part of your grade and are required.

**On-line reviews before exams:** Before the midterm and the final exam, review exams will be posted on the Sakai site. The reviews are NOT required, though they will help you prepare for the exams. Scores, if any, on these reviews will not affect your grade.

### **TERM PAPER**

A 7-10 page APA format term paper is REQUIRED. Students are expected to use primary sources to trace the **historical development** of an idea, understanding of a behavioral phenomenon, experimental methodology, treatment method, use of a diagnostic category (or something else interesting) over an extended period (somewhere between 50 and 3,000 years) by identifying and reading selected primary sources related to the topic and relating it to a broader context.

Papers that do not conform to the requirements, poorly researched papers, papers with improper/inadequate citations or with plagiarized passages will receive **0** points. For example, a paper about bipolar disorder would not meet the requirements UNLESS it traced the history of description, understanding, and treatments of the disorder, over at least the required 50 year period.... and did this using primary sources.

Poorly written papers will lose points for the mechanics of writing.

Papers must be submitted electronically (through this website which will upload the paper to Turnitin.com).

The paper is due before midnight **on Friday, July 1**. Turnitin.com will stop accepting papers at 11:59 pm. Papers may be submitted BEGINNING June 10. Turning your paper in early gives you time to correct any improper citations that Turnitin may identify.

The following URL contains an extensive explanation of the University's academic integrity policy.

<http://academicintegrity.rutgers.edu/integrity.shtml>

**In-class extra credit:** As most classes begin, we will consider a question concerning previous material. Students will work in groups to generate answers. We will discuss the answers as a class. Each student turning in a brief summary of the discussion earns an extra credit point.

### **Student Presentations**

For up to 20 points extra credit, students are invited to give a 10 minute presentation to the class (PowerPoint, 3 – 5 slides) about their readings within their research topic. Students should be prepared to discuss the topic with the class. Students may not duplicate topics covered by previous presentations. Presentations must be scheduled in advance. There will not be time for all students, who may wish to do so, to give presentations, unless presentations begin relatively early in the term. Students are strongly encouraged to present their findings BEFORE the paper is written.

**Exams:** There will be **two mid-term exams** and a (more or less) cumulative final. Expect exams to include one or more essay questions.

**Learning and remembering the material covered in this course:** Preview the text before you begin any serious reading. Before you read a chapter, skim through it to understand the structure of the authors' presentation and formulate questions that interest you about the topics covered. Write your questions down, on paper, in your laptop, or on index cards. Then begin to read the chapter, reading for answers to your questions. Stop after every major section. Write (or type) any answers to your questions that you have found. Note any additional questions that you have. Take notes reviewing the major points of the section. Take a break. Then go on to the next section, using the same technique: read for answers, read for questions, record answers to your questions and major summary points. Later in the week, review your chapter questions and notes, review the PowerPoint slides, and review your lecture notes. The material will be easier to remember if you actively organize it and relate it to information that you have already learned.

You will learn and retain much more if you attend class regularly and read or at least preview the chapters before we discuss the material in class.

**Behavior in the classroom:** As adults, students are expected to behave in a manner that is conducive to learning in a classroom environment. However, should a student's behavior be perceived by the instructor to be disruptive to fellow students in the class, the instructor will ask the student to leave the class room, and if this recurs, then the disruptive student may be judged unable to successfully complete the course with a passing grade.

The schedule below is subject to change.

Week	Dates	Topic/Assignments
1	T May 31 W June 1 Th June 2	Chapter 1: Critical Issues in historical studies Chapter 2: Philosophical issues Chapter 3 Ancient Psychological Thought
2	M June 6 T June 7 W June 8 Th June 9	Chapter 4: The Roman Period and the Middle Ages Chapter 5: The Renaissance Review and relationships to 20 <sup>th</sup> and 21 <sup>st</sup> Century Psychology <b>Exam 1: Chapters 1 - 5</b>
3	M June 13 T June 14 W June 15 Th June 16	Chapter 6: Empiricism, Associationism and Utilitarianism Chapter 7: Rationalism  Chapter 8: Mechanization and Quantification  Chapter 9: Naturalism and Humanitarian Reform
4	M June 20	Chapter 10: Psychophysics and the Formal Founding

	T June 21 W June 22 Th June 23	of Psychology Chapter 11: Developments after the Founding Chapter 12: Functionalism <b>Exam 2 Covering Chapters 6 - 12</b>
5	M June 27 T June 28  W June 29 Th June 30	Chapter 13: Behaviorism Chapter 14: Other Behavioral Psychologies Chapter 15: Gestalt Psychology Chapter 16: Psychoanalysis TERM PAPER DUE FRIDAY, JULY 1. Submit online
6	M July 4 T July 5 W July 6 Th July 8	Federal Holiday NO CLASS Chapter 17 Humanistic Psychologies Chapter 18 Contemporary Psychology <b>Final Exam Covering Chapters 13 - 18</b>

**Grading:** Grades will be based on a point system, as follows

	Each Worth Maximum of:	Total
Exams	100 points each	300 points
On-line quizzes	Average score	100 points
Term Paper	100 points	100
Presentation	20 points	20
In-class extra credit	1 point	18

Grading standards

A	450 points
B	400 points
C	350 points
D	300 points
F	< 300 points

Depending on the distribution of scores, grading standards may be more lenient. Standards will not be tougher if everyone does very well.

Cut-offs for “+” grades are determined at my discretion.

If you need a certain average to stay in school, to keep financial aid, to get into graduate or professional school, or just to keep your parents happy, attend ALL CLASSES, study actively, take the quizzes, do the extra credit, turn your paper in on time, review frequently **starting at the beginning of the term.**

**Missed exams:** If you miss an exam, in general, you get a zero. Don't miss exams. In the case of extraordinary circumstances (hospitalization, death in the family) you will have to produce documentation; with acceptable documentation, we can make arrangements for a makeup.

**Special arrangements:** If you are entitled to extended testing time or other testing accommodations, provide me with the documentation from the Office of Disability Services, and I will work with them to arrange alternate administration of your exams.