

Syllabus for History of Psychology
Spring 2012
Psychology 470 TTh A-142 LSH, 1:40 -3:00 pm

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Office: 227 Tillett Hall, Livingston Campus
Office hours: Tuesdays and Wednesdays, 11 am – 12:30 AND other times by appointment
TA: TBD

Read the 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

I recommend that you purchase access to the book through 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 will 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.

In-class quizzes: After group discussion of questions related to assigned readings, there will be brief essay quizzes, during most but not all classes. These will be worth a total of 100 points.

On-line quizzes: There will online quizzes associated with most chapters of the book. The average percent correct score will contribute up to 100 points toward your point total.

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 10-12 page APA format term paper is REQUIRED – The paper should 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 on topics irrelevant to the assignment, poorly written papers, poorly researched papers, papers with improper/inadequate citations or with plagiarized passages will receive 0 points. Papers must be submitted electronically (through this website which will upload the paper to Turnitin.com).

The paper is due before midnight **on April 1, but you will be able to upload it earlier**. Turnitin.com will stop accepting papers at 11:59 pm. Papers may be submitted BEGINNING March 12. (Yes, that is during Spring break.) Turning your paper in early gives you time to correct any improper citations that Turnitin may identify.

Student Presentations

For a relatively small amount of extra credit (amount not determined yet), 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. These 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.

Exams: There will be a mid-term exam and a final exam.

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 — for retrieval on exams or in real life -- 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 I lecture on the material.

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 Jan 17 Th Jan 19	Why is studying the history of psychology worthwhile? Introduction Chapters 1 & 2
2	T Jan 24 Th Jan 26	Ancient Philosophies Chapters 3 - 5
3	T Jan 31 Th Feb 2	Empiricism, Associationism, and Utilitarianism Chapter 6
4	T Feb 7 TH Feb 9	Rationalism Chapter 7
5	T Feb 14 TH Feb 16	Mechanization and Quantification Chapter 8
6	T Feb 21 TH Feb 23	Naturalism and Humanitarian Reform Chapter 9 Exam 1
7	T Feb 28 TH March 1	Psychophysics and the Formal Founding of Psychology Chapter 10 Late 19 th Century developments Chapter 11
8	T March 6 TH March 8	Functionalism Chapter 12
9	M March 12 T March 13 TH March 15	Earliest date for submission of papers NO CLASSES SPRING BREAK Papers can be submitted EARLY during Spring break
10	T March 20 TH March 22	Behaviorism Chapter 13 Other Behavioral Psychologies Chapter 14
11	T March 27 TH March 29	Gestalt Psychology Chapter 15 Psychoanalysis Chapter 16
12	Sunday April 1 T April 3 TH April 5	Papers due before midnight Psychoanalysis continued Humanistic Psychologies Chapter 17
13	T April 10 TH April 12	Evolutionary Psychology Cognitive Psychology
14	T April 17 TH April 19	Neuroscience, cognitive neuroscience, social cognitive neuroscience
15	T April 24 TH April 26	Mental illness, mental competence, mental meds, tolerance of differences Revisiting free will, dualism, determinism
	T May 1 Monday May 7 8am – 11 am	Reading Day Final Exam: Chapters 10 – 17 and added topics

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

In-class essay quizzes	100
On-line quizzes	100
Exams	200
Paper	100

450 or above	A
400 to 449	B
350 to 399	C

Cut-offs for "+" grades are set at my discretion at the end of the course. If you need a certain average to graduate: attend and participate in ALL CLASSES, study actively, take the quizzes, review frequently....starting at the beginning of the semester. Elaborative encoding, elaborative rehearsal, and distributed review of course material will lead to greatly improved retention of the material....and decent grades.

Missed exams: If you miss an exam, in general, you get a zero. Don't miss exams. If you have an unavoidable conflict, let me know ahead of time. 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.
BE ON TIME FOR EXAMS. If you arrive after the first student has turned in an exam, you will not be admitted to the exam and will have to take 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. Identify yourself early in the term. If you wait until just before an exam, it is too late.

If things go horribly wrong in this course, other courses, or your life: the University has many resources to help you. The faculty and staff want you to thrive at the University and to succeed academically and socially. Ask for help as soon as you realize there is a problem. If you don't know what resources are available, I will refer you.