

Syllabus for History of Psychology – Writing Intensive
Spring 2012
Psychology 471 MW LSH-B115 3:20 – 4:40

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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* categorized as a writing intensive course, therefore a 15 page term paper is required. A draft of the paper must be submitted by March 12. Reviewer's comments will be returned to students no later than April 1 and a final version of the revised paper should be submitted by April 15.

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.

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.

Required readings will include (but are not limited to)

Aristotle [De Anima](#)

Descartes [Meditations on First Philosophy](#)

Montaigne [Of the Education of Children](#)

T.H. Huxley "On the hypothesis that animals are automata, and its history"

James [Are we automata?](#)

James [Does consciousness exist?](#)

In-class quizzes: After class discussion of questions related to assigned readings, there will be brief essay quizzes.

On-line quizzes: There will online quizzes associated with most chapters of the book.

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 15 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 intellectual and historical 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. Drafts and final versions of papers must be submitted electronically (through this website which will upload the final versions of the paper to Turnitin.com).

The first draft is due by March 12. The final version is due by April 15.

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

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.

1	W Jan 18	Why is studying the history of psychology worthwhile? Introduction Chapters 1 & 2 FOR NEXT WEEK: Read <i>De Anima</i>
2	M Jan 23 W Jan 25	Ancient Philosophies Chapters 3 - 5
3	M Jan 30 W Feb 1	Empiricism, Associationism, and Utilitarianism Chapter 6 and <i>On the Education of Children</i>
4	M Feb 6 W Feb 8	Rationalism Chapter 7 and <i>Meditations on First Philosophy</i>
5	M Feb 13 W Feb 15	Mechanization and Quantification Chapter 8
6	M Feb 20 W Feb 22	Naturalism and Humanitarian Reform Chapter 9 Exam 1
7	M Feb 27 W Feb 29	Psychophysics and the Formal Founding of Psychology Chapter 10 Late 19 th Century developments Chapter 11
8	M March 5 W March 7	Functionalism Chapter 12 and Huxley & James
9	M March 12 W March 14	First draft of paper due March 12 before midnight NO CLASSES SPRING BREAK
10	M March 19 W March 21	Behaviorism Chapter 13
11	M March 26 W March 28	Other Behavioral Psychologies Chapter 14 Gestalt Psychology Chapter 15
12	M April 2 W April 4	Psychoanalysis Chapter 16
13	M April 9 W April 11 Sunday, April 15	Humanistic Psychologies Chapter 17 Evolutionary Psychology Papers due before midnight
14	M April 16 W April 18	Cognitive Psychology
15	M April 23 W April 25	Neuroscience, cognitive neuroscience, social cognitive neuroscience Mental illness, mental competence, mental meds, tolerance of differences
	M April 30 W May 2 Wednesday May 9 12N – 3 pm	Revisiting free will, dualism, determinism 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	200

540 or above	A
480 to 539	B
420 to 479	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.