

Syllabus for History of Psychology

Spring 2015

Psychology 470: 01

TTH 3:20 – 4:40 pm Tillett 257

January 20 – April 30

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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. A term paper is required, and is due April 23.

Two books are required: *A history of Psychology; ideas and context* by King, Viney, & Woody, Fifth Edition (earlier editions are acceptable) and *Even the Rat Was White: A Historical View of Psychology* Second Edition, by Guthrie. Both books are available at Barnes and Noble. King, Viney and Woody is available as an ebook on coursesmart.com. The site coursesmart.com generally offers a considerable savings over the cost of a physical book. A copy of the fourth edition of King, Viney & Woody will be on reserve in the Kilmer Library.

You will learn and retain the most information, and benefit from it, if you do assigned readings before coming to class and actively participate in class discussions.

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, particularly philosophy, biology, the other social sciences, and mathematics.
4. Students will develop skills in reading and analysis of primary source material.
5. Students will investigate a topic of personal interest, find and read primary source material and trace the history of that topic. Students will prepare a paper in APA format summarizing their findings.

**Required readings:** A number of historical works (e.g. chapters from works of Aristotle) and 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 documents will be posted on Sakai in the Resources section, in a clearly labeled folder.

**On-line quizzes:** There will be periodic online quizzes to help you review material. These are NOT part of your grade but will help your grade if you complete them and even review them.

**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 on these reviews will not affect your grade.

## TERM PAPER

A 10 page APA format term paper is REQUIRED. *“Required” means that if you do not turn in a paper, you are very unlikely to receive a passing grade in the course.*

You have alternatives for the focus of your paper:

- 1) You may use primary sources to trace the **historical development** of an idea, important in psychology (e.g., free will, individual differences, group differences, gender differences, genetic versus experiential contributions to behavior, the nature and role of consciousness) over an extended period (somewhere between 50 and 3,000 years). You should identify and read primary sources and secondary sources related to the topic and relate the topic to a broader context within psychology.
- 2) You may focus on the work and career of a retired or deceased former member of the Rutgers University Psychology Department, tracing their professional history, tracing their “psychology family tree”, describing their graduate education and research, tying your findings to broader themes in the history of psychology. The following site will be helpful: <http://psych.rutgers.edu/history-of-psychology>. The Rutgers library will be essential.
- 3) You may focus on the history of a public policy issue and the role individual psychologists and institutional psychology (e.g. the APA, APS, SIOP, Psychonomic Society, etc.) played in shaping debates and resolution of issues.
- 4) You may read one or two of the chapters (from chapters 4 – 26) of William James’ 1890 *Principles of Psychology*, and trace the ideas through 20<sup>th</sup> and 21<sup>st</sup> century research, indicating which of his ideas have been supported and which have not. The kindle version, containing volumes 1 and 2 is available for 99¢ on Amazon, though it omits three chapters for some odd reason.
- 5) Some other topic that you discuss with me for approval.

In short, your paper must concern BOTH history and psychology and cover a time period of at least 50 years. It must rely mostly on primary sources (original writings) with some reliance on secondary sources (topical or historical reviews) and essentially no reliance on text books.

Papers that do not conform to the requirements, poorly researched papers, papers with improper/inadequate citations or with plagiarized passages may receive **0** points. For example, a paper about employment testing would not meet the requirements UNLESS it traced the history of description, understanding, and controversies surrounding employment testing, over at least the required 50 year period.... and did this using primary sources (original papers, court decisions) as well as secondary sources (which may be books or papers or journalistic accounts). Text books are not acceptable sources for research papers.

Poorly written papers will lose points for the mechanics of writing. Papers that do not conform to APA style will lose points (up to 5)

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

The final version of the paper is due before midnight **on Thursday, April 23**. Turnitin.com will stop accepting papers at midnight the following day. A 1-point penalty may be charged for every hour that a paper is late. Papers may be submitted at any time prior to the deadline. 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>

**Exams:** There will be a **two exams** and a cumulative final. The first two exams will consist of multiple choice and/or essay questions. The final exam will be multiple choice.

**Learning and remembering the material covered in this course:** Preview the texts before you begin any serious reading. Take notes, in longhand! Recent research indicates that students who take notes on laptops are doing verbatim transcription (of lectures too), which tends to be automatic, less thoughtful, and leads to lower retention of material.

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.


**Extra credit opportunities:** There may be opportunities to participate in research for a limited amount of extra credit. These sometimes, but not always, arise. Students may earn up to 10 points extra credit by reading one of a designated set of outside readings and making a brief presentation to the class (10 minutes or less) on the reading explaining its contents and relevance to the history of psychology. Alternatively, students may find, read, and summarize one or two articles from the APA journal *History of Psychology* or from *The Journal of the History of the Neurosciences*. Both journals are available online through the RU library portal (though there is an 18 month embargo on JHN articles). Article summaries and pdfs for extra credit (for 5 points per combination) may be submitted through Assignments on Sakai. **ONLY** articles from *History of Psychology* or *Journal of the History of the Neurosciences* are acceptable. So a maximum of

10 points of extra credit are available for course related extra credit work (presentation on readings OR history of psych/neuroscience articles and summaries). Extra credit presentations may be scheduled beginning the second week of class. Article summaries may be submitted until the last day of this class (Thursday, April 30).

**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 classroom, and if this recurs, then the disruptive student may be judged unable to successfully complete the course with a passing grade.

**Participation and attendance:** I expect you to attend most classes and to participate in class discussions.

The schedule below is subject to change. It may be helpful to print the next page for easy reference.

<b>Week</b>	<b>Dates</b>	<b>470:01 257 Tillett Hall Tuesdays and Thursdays, 3:20 – 4:40 pm</b>
1	T Jan 20 TH Jan 22	[reading: KVV, ch 1 – 2] Introduction to the study of History of Psychology: methods, historiography, enduring questions
2	T Jan 27 TH Jan 29	[reading KVV: Ch 3; required reading: Aristotle: <i>Politics</i> first 8 pages] Ancient philosophies; pre-Socratic philosophy The philosophy of Classical Antiquity: Socrates, Plato, Aristotle and contemporaries
3	T Feb 3 TH Feb 5	[reading: KVV: Ch 4, ETRW: Ch 1 – 2] The Roman period and the Middle Ages
4	T Feb 10 TH Feb 12	[reading: KVV: Ch 5, ETRW: Ch 3 – 4] The Renaissance
5	T Feb 17 TH Feb 19	[reading: KVV Ch 6, required reading Locke, Kant] Empiricism and Associationism The emergence of scientific racism
6	T Feb 24 TH Feb 26	[reading: KVV Ch 7:] Rationalism <b>Exam 1</b>
7	T March 3 TH March 5	[reading: KVV Ch 8, Ch 9. Required reading: Huxley: <i>On the hypothesis...</i> ] Mechanism and quantification Naturalism and Humanitarianism
8	T March 10 TH March 12	[reading KVV Ch 10 ]Psychophysics and the founding of psychology
9	T March 17 TH March 19	 <b>SPRING BREAK – No Classes</b>
10	T March 24 TH March 26	[reading KVV Ch 11 – 12, required: James <i>Are we automata? And Does Free Will Exist?</i> ] Around and after the founding: biology and other psychologies James and American functionalism
11	T March 31 TH April 2	[reading KVV Ch 13 – 14, Behaviorism: Russian objectivists, Pavlov, Watson, McDougall Other behavioral psychologies; the start of the cognitive revolution
12	T April 7 TH April 9	<b>Exam 2 mostly chapters 8 – 14 and readings</b> [reading: KVV Ch 15] Gestalt psychology
13	T April 14 Th April 16	[reading KVV Ch 16 – 17, required: Duckworth & Gross; Baumeister] Psychodynamic theories Humanistic psychology
14	T April 21 TH April 23	[reading: ETRW: Part 2; Clark 1944 Group violence; Clark & Barker 1945 Zoot suit effect] <b>Papers due before midnight, 24 hour grace period – with penalties</b>
15	T April 28 TH April 30	[reading Clark & Clark articles]
16	Date of Final TBD	<b>Final Exam: Cumulative but with emphasis on Chapters 15 – 17, ETRWW, readings; multiple choice</b>

**Grading:** Grades will be based on a point system with 400 possible points, as follows

	Each Worth Maximum of:	Total
3 Exams	100 points each	300 points
Term Paper	100 points	100 points

#### Grading standards

- A 360 points
- B 320 points
- C 260 points
- D 220 points
- F < 220 points

Cut-offs for “+” grades are determined at my discretion, but will be uniformly applied. These are generally the midpoints between the cutoffs for full letter grades.

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

**Missed quizzes and exams:** If you miss a 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. Makeup exams will be of the same approximate difficulty as those administered to the class, but may be a different format and contain different questions.

**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 quizzes, midterm, and final exam.