

01:830:470

History of Psychology

Asynchronous Remote Fall 2020

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Office hours: Zoom/webex meetings by appointment

This course surveys the growth of Psychology as an academic and applied discipline in the Western world with a focus on its development in the U.S. The goals of the course are to familiarize you with the major ideas that have shaped the development of Psychology and to provide a context for the paths Psychology has taken over the past century. Although the formal discipline of Psychology did not emerge until late in the 19th century, we will begin by tracing its roots in the domains of Philosophy and Physiology. Then we shall consider the rise of several schools of Psychology in late 19th and early 20th centuries and, ultimately, the decline of these schools during the second half of the 20th century. The latter period has been characterized by an increasingly eclectic and interdisciplinary approach to Psychology.

A set of readings is posted at the Sakai Resources site in lieu of a textbook. These readings are articles or excerpts from writings by psychologists and philosophers who have influenced the development of modern Psychology.

Power point slides with audio narration are posted at the Sakai Resources site corresponding to the class topics. These replace the traditional in-person lectures.

Evaluation: Your grade will be based on the number of points you accumulate.

	<u>Points</u>
6 Quizzes (20 points each)	120
Final Exam	30
2 Class surveys (10 pts. each)	20
Abstracts of readings (10 each worth 3 points) (1 pt. for each per class)	30
Total possible points	200

Quizzes (20 pts each) cover material presented in the audio power points. Quizzes will be posted at Sakai and will consist of multiple choice questions. You will have a window in which you can take the quiz; I will set the specific times and dates of the quizzes once the class has initially met so I can take into account your schedules. You can begin the quiz at any time during the window for that quiz, but once you begin the quiz, you cannot stop it and restart it at a later pointg.

Final exam (30 points) will cover the material after Quiz 6. Ten points of the final will consist of an essay question. I will give you the essay question in advance, so you can upload your answer at the time of the final. (General information about final exams can be found at <http://finalexams.rutgers.edu/>)

Two surveys (20 points total): The 1st survey will be available at Sakai Resources until the end of Sept 11 (Friday) which is the last day to add a class. The 2nd survey will be available at the final exam.

Grades: Grades are based on a modified curve. I take the cluster of top scores in the class and set that as the 100% point; 90% of that total is an A; 87% a B+, 80% a B; 77% a C+, 70% a C, 60% a D; below 60% is not passing. For example, if the top scores are around 180 of the possible 200 points, then 180 becomes the 100% benchmark. **A** would be 162 and above; **B+** 156-161; **B** 144-155; **C+** 139-143; **C** 126-138; **D** 108-125. **Note, this is an example and NOT the actual cutoffs that will be used.** Those will be determined by the performance of the class which, of course, I cannot know in advance.

Sakai site: Audio power point slides for each class are posted at the Resources tab. Titles of power point files correspond to topics discussed in class (p. 5 of syllabus). Readings are also posted at Resources. Announcements will be posted at Sakai and emailed to you for any changes that may occur in assignments or classes. Exam scores will be posted at Sakai Gradebook.

Online Meetings: I will be meeting online with the class weekly (times to be determined) to answer questions, to review material, and to conduct practice quizzes.

Integrity:

Sample of a syllabus discussion of cheating and plagiarism. Copied (not plagiarized) from the spring 2010 syllabus for Andy Egan's 01:730: 252 Eating Right: The Ethics of Food Choices and Food Policies.

Cheating and Plagiarism

Short version: Don't cheat. Don't plagiarize.

Longer version: Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy: **Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by**

quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- **Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.**
- **Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.**
- **Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.**
- **Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.¹**

A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. **All** information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too!

Judgments about plagiarism can be subtle. If you have any questions, please feel free to ask for guidance from me.

Student-Wellness Services:

[Just In Case Web App](#)

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact

the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/> Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Topics and Readings

Date	Topic	<i>Readings at Sakai Resources</i>
Part 1: <i>Roots of Psychology: Mental Philosophy</i>		
Week 1 (9/1)	Overview and Survey 1	Stearns
2 (9/7)	Greek Philosophy, Scholasticism	
3 (9/14)	Renaissance, Enlightenment, Romanticism	Descartes, Locke
TBA	<i>Quiz 1 (material from weeks 2 and 3)</i>	
Part 2: <i>Roots of Psychology: Physiology and Natural Science</i>		
Week 4 (9/21)	Physiological Roots	Hippocrates, Broca, Mueller
5 (9/28)	Psychophysics	Ebbinghaus
TBA	<i>Quiz 2 (material from weeks 4 and 5)</i>	
Part 3: <i>Early Schools of Psychology (late 19th and early 20th centuries)</i>		
Week 6 (10/5)	Voluntarism and Structuralism	Titchener
7 (10/12)	Evolution and Intelligence	Darwin, Galton, Binet, Cattell, Terman
TBA	<i>Quiz 3 (material from weeks 6 and 7)</i>	
8 (10/19)	Functionalism	James
9 (10/26)	Roots of Clinical Psychology	Pinel
TBA	<i>Quiz 4 (material from weeks 8 and 9)</i>	
10 (11/2)	Psychoanalytic Psychology	Freud 1-5, Jung interview
Part 4: <i>Psychology in the 20th Century</i>		
Week 11 (11/9)	Behaviorism	Thorndike, Watson, Watson & Rayner
TBA	<i>Quiz 5 (material from weeks 10 and 11)</i>	
Week 12 (11/16)	Emergence of Psychology as a Profession	Witmer, Fullerton
	Neobehaviorism & Radical Behaviorism	Tolman, Capshew
13 (11/23)	Gestalt Psychology and Crises	Wertheimer, Kohler, Breland, Eysenck
TBA	<i>Quiz 6 (material from weeks 12 and 13)</i>	
14 (11/30)	Crises and Humanistic Psychology	Maslow, Rogers interview
15 (12/7)	History of RU Psychology and Trends	
<i>12/22 Tuesday 4 pm or 8 pm Final Exam: Material from week 14 and 15 plus Survey 2</i>		