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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 and influential people 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 the 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 Canvas 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 are posted at Canvas. They contain major points that I will be discussing in class. They are not a substitute for coming to class and do not contain all the information that will be covered in the class.

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

	<u>Points</u>
3 hourly exams (35 points each)	105
Final Exam	35
2 class surveys (10 points each)	20
What I learned from readings (30 pts.)	30
Attendance (1 pt. per 15 of the 25 classes) (3 of the 28 classes are exam days)	15
Total points	205

No extra credit: About a third of the points (65 which is 32% of the total) can be earned with minimal effort: coming to class, completing two surveys, and submitting the reading assignments.

Exams (35 pts each): 3 exams plus a final; total points = 140. The exams cover material presented in the lectures as well as readings. Exam format for the three hourly exams is multiple choice (35 questions). The final exam consists of two parts: 25 multiple choice questions that cover only the material after exam 3 plus one essay question. I will give you a couple of essay questions in advance so that you can prepare answers. One of those questions will be selected at the final exam for you to answer during the final.

Surveys (20 points): Two surveys will be conducted; each is worth 10 points. **The first will be posted at Canvas and must be completed no later than Friday 1/21 for credit.** The second will be distributed at the in-person final exam.

What I learned from the readings (30 points): There are 28 readings and 2 video interviews in addition to the class lectures and power points. Although you are encouraged to read or view all of them, you are required to submit a “what I learned from the readings” comment for the 14 readings in **bold** on the syllabus. For each, tell me, in a couple of complete sentences or a paragraph, 2 things that you learned from the reading. I do not want a summary of the reading but rather a statement of 2 points you learned about psychology or about how this reading connects with the course. **Each submission is worth 2 points (except the longer Freud reading which is 4 points) and is due on or before 11:59 pm Friday of the week it is assigned. See list of topics and dates below for reading assignment due dates.** Upload your comments (Word or Pdf only – no Google doc links or Harry Potter magic) to Assignments at Canvas **or** directly type your comments into the assignment box at Canvas. There will be a separate assignment box for each of the readings.

Attendance (15 points): I have mixed feelings about counting class attendance toward your grade. On the one hand, it is an easy way to pick up some points that may help your grade and, more importantly, part of my responsibility is to encourage you to come to class. On the other hand, you are adults, and it should be up to you to choose the consequences of attending or not attending class. In the spirit of Solomon, I have decided to split the difference and give you credit (1 point per class) for attending 15 of the 25 non-exam classes. That provides you with an incentive to come to class yet flexibility to miss some classes without impacting your grade. (Note, you will get credit for classes that I cancel or that are moved online; however, you won’t get attendance credit for exams. Because the first 3 classes are online, everyone will get attendance credit for 1/20, 1/24, and 1/27.)

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 at 180 of the possible 205 points, then 180 becomes the 100% benchmark. **A** would be 162 and above; **B+** 156-161; **B** 144-155; **C+** 138-143; **C** 126-137; **D** 108-125. **Note, this is an example and NOT the actual grading scale that will be used.** The grading scale will be determined by the performance of the class which, of course, I cannot know in advance.

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 Canvas Modules</i>
Part 1: <i>Roots of Psychology: Mental Philosophy</i>		
1/20	Overview and Survey Power points: Course Introduction Audio lectures at Media Gallery: Course Intro 1 and 2	<i>Stearns</i>
1/24-27	Greek Philosophy, Scholasticism, Renaissance Power points: Philosophical Roots 1, 2 Audio lectures at Media Gallery: Philosophical Roots 1, 2, 3, 4, 5 Scholasticism Audio lectures at Media Gallery: Scholasticism 1, 2, 3, 4 Renaissance to Enlightenment 1, 2 Audio lectures at Media Gallery: Renaissance 1, 2, 3, 4, 5	<i>Descartes (due 1/28)</i>
1/31-2/3-7	Enlightenment, Romanticism Power points: English Enlightenment 1, 2 Realism, Sensationalism, Empiricism 1, 2 German Enlightenment/Romanticism	<i>Locke (due 2/4)</i>
2/10	<i>Exam 1 (material from 1/20-2/7)</i>	
Part 2: <i>Roots of Psychology: Physiology and Natural Science</i>		
2/14-17	Physiological Roots Power points: Physiological Roots 1, 2, 3, 4, 5	<i>Hippocrates (due 2/18), Broca (due 2/18), Mueller</i>
2/21	Psychophysics Power points: Psychophysics 1, 2	<i>Ebbinghaus</i>
Part 3: <i>Early Schools of Psychology (late 19th and early 20th centuries)</i>		
2/24	Voluntarism and Structuralism Power points: Voluntarism & Structuralism 1, 2	<i>Titchener</i>
2/28-3/3	Evolution and Intelligence Power points: Evolution & Intelligence 1, 2, 3, 4, 5	<i>Darwin (due 3/4)</i> <i>Binet</i> <i>Terman (due 3/4)</i>
3/7	<i>Exam 2 (material from 2/14-3/3)</i>	
3/10	Functionalism Power points: Functionalism 1, 2	<i>James (due 3/11)</i>

3/21-24	Spring Break	
3/28	Roots of Clinical Psychology and begin Psychoanalytic Power points: Roots of Clinical	<i>Pinel</i>
3/31-4/4	Psychoanalytic Psychology Power points: Psychoanalytic School 1, 2, 3, 4	<i>Freud 1-5 (due 4/1), Jung</i>
Part 4:	<i>Psychology in the 20th Century</i>	
4/7	Behaviorism Power points: Behaviorism 1, 2	<i>Thorndike, Watson, Watson & Rayner (due 4/8)</i>
4/11-14	Emergence of Psychology as a Profession Power points: Emergence of Psych Neobehaviorism Power points: Neobehaviorism	<i>Witmer, Fullerton (due 4/15) Munsterberg Tolman (due 4/15)</i>
4/18	<i>Exam 3 (material from 3/10-4/18)</i>	
4/21	Gestalt Psychology Power points: Gestalt 1, 2	<i>Wertheimer, Kohler (due 4/22)</i>
4/25	Radical Behaviorism Power points: Return to Radical Behaviorism	<i>Capshew</i>
4/28	Crisis and Humanistic Psychology Power points: Crisis in Lab & Clinical Humanistic psych 1, 2	<i>Breland (due 4/29), Eysenck Maslow (due 4/29), Rogers</i>
5/2	History of RU Psychology and Trends Power points: Rutgers psych Contemporary psych	<i>History timeline</i>
5/9	<i>Final exam: 8-11 a.m. Monday in 242 Tillett</i>	