

## 470:01 Fall 2013

Syllabus for History of Psychology

Psychology 470: 01

MTh 10:20 am – 11:40 am

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Office hours: Walk-in hours: Tuesday 2 – 5 pm AND most Wednesday mornings 11 am – 12 Noon ; AND AT OTHER TIMES by appointment

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. This is not categorized as a writing intensive course, but a good deal of writing is required.

History of Psychology: The Making of a Science, KardasCengage Learning, 2014  
ISBN-10:1-111-18666-9 The book is available as an ebook on coursesmart.com; coursesmart.com offers 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, particularly philosophy, biology, the other social sciences, and mathematics.
4. Students will investigate a topic of personal interest, find and read primary source material and trace the history of that topic. Students will present their findings to the class, and EITHER substantially edit Wikipedia pages related to their topic OR create a Wikipedia page if their topic is not currently covered in Wikipedia. (See Wikipedia Project below for more detail)

**Required readings:** At my discretion, specific papers may 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 clearly labeled folders.

**On-line quizzes:** There will be periodic online quizzes to help you review material. These are part of your grade and are required.

**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.

### **Wikipedia Project**

The American Psychological Society (APS) is recruiting faculty and students to improve the quality of Wikipedia entries dealing with psychological topics.

The equivalent of a 7-10 page term paper is REQUIRED. ***“Required” means that if you do not complete the work, you may not receive a passing grade in the course.*** Students are expected to use primary sources to either 1) trace the **historical development** of an idea, important in psychology, 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 and make substantive edits to Wikipedia pages on the topic ; or 2) create a Wikipedia page on the topic if it is not currently covered in Wikipedia or 3) students may choose a member of the Rutgers psychology faculty (of Associate Professor rank or higher) and trace and document the intellectual “genealogy” of that individual, both in terms of the chain of graduate advisors and the ideas embodied in that individual’s research and publications.

Poorly written entries will lose points for the mechanics of writing. Edits and entries must conform to Wikipedia style.

All editing and entries must be completed before midnight on Friday, December 6.

### **Academic integrity**

Cheating on exams and quizzes is a violation of academic integrity. Submitting the work of someone else, whether a presentation or a sentence in a Wikipedia entry, without appropriate attribution and appropriate use of quotations is also a violation of academic integrity. The following URL contains an extensive explanation of the University's academic integrity policy.

<http://academicintegrity.rutgers.edu/integrity.shtml>

### **Wikipedia is similarly stringent about plagiarism.**

**In-class quizzes:** As many classes begin, we will consider a question concerning previous material. Students will work in groups to generate answers. Bring your laptop or tablet to class to enable additional research on the question. We will discuss the answers as a class, before you submit your own written answer. There are no makeups for missed quizzes.

### **Student Presentations**

Students are expected to give a brief 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. Presentations will begin Monday, December 2.

**Exams:** There will be **two mid-term exams** and a cumulative final. The primary format of exams will be multiple choice questions.

**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 if you actively organize it and relate it to information that you have already learned.

When readings outside the text are assigned (which will be frequent) read the papers BEFORE the class for which they are assigned.

You will learn and retain much more if you attend class regularly and read material before we discuss it in class.

**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.

The schedule below is subject to change in terms of dates that chapters are covered. Exam dates will not change, barring hurricanes or other unforeseen disruptions.

Week	Dates	Topic/Assignments
1	Th Sept 5 Class Does Not Meet Audio file for lecture	Chapter 1: Psychology and the study of history PowerPoint Slides in Resources; mp3 file in Podcast Read Liliensfeld in Required Readings, under resources for Monday
2	M Sept 9 Class meets Th Sept 12 Class meets	Chapter 2: Who are we and how did we get this way? Read Cosmides et al in Potential Future Classics for Thursday
3	M Sept 16 Class meets Th Sept 19: Class Does Not Meet Audio File for lecture	Chapter 3 Early philosophers and what they contemplated
4	M Sept 23 Class meets Th Sept 26 Class Does not meet: audio file	Chapter 4: Greek philosophers and philosophic movements
5	M Sept 30 Th Oct 3	Chapter 5: Observation and reason versus revelation and faith
6	M Oct 7 Th Oct 10	Chapter 6: The Middle Ages and scholasticism
7	M Oct 14 Th Oct 17	Exam 1 Chapters 1 – 5; Read Montaigne for Thursday Chapter 7: The rebirth of inquiry, religious and scientific revolutions

8	M Oct 21 Th Oct 24	Chapter 7 continued Chapter 8: Rationalism and empiricism
9	M Oct 28 Th Oct 31	Chapter 9: Modern philosophy, Spinoza through Lotze
10	M Nov 4 Th Nov 7	Chapter 10: The emergence of psychology Exam 2: Chapters 6 - 10
11	M Nov 11 Th Nov 14	Chapter 11: Psychology and biology Chapter 12: Henry James and American functionalism Read Huxley (half class) Read James (half class) for Monday
12	M Nov 18 Th Nov 21	Chapter 12 continued Chapter 13: Behaviorism: Pavlov, Watson, McDougall Chapter 14: Neobehaviorism – the beginning of the “cognitive revolution”
13	M Nov 25 Th – Thanksgiving NO CLASS	Chapter 15: Gestalt psychology
14	M Dec 2 Th Dec 5	Chapter 16: Personality and the study and treatment of psychopathology Benjamin Rush through (and beyond) Freud, the DSMs and psychopharmacology <b>Student presentations start</b> <b>student presentations</b>  <b>Wikipedia edits and entries completed by Dec 6</b>
15	M Dec 9 LAST DAY OF CLASS Th Dec 12 READING DAY	<b>Student presentations and review</b>
16	M Dec 23 FINAL EXAM	

**Grading:** Grades will be based on a point system with 620 possible points, as follows

	Each Worth Maximum of:	Total
3 Exams	100 points each	300 points
On-line quizzes	Average score	100 points
Wikipedia	100 points	100 points
Presentation	20 points	20 points
In-class quizzes	Average score	100 points

The lowest two scores on in-class quizzes and on on-line quizzes will be dropped before the average scores are computed.

Grading standards

A 550 points

B 490 points

C 430 points

D 300 points

F < 300 points

Cut-offs for "+" grades are determined at my discretion, but will be uniformly applied.

If you need a certain average to stay in school, to keep financial aid, to get into graduate or professional school, or just to keep your parents happy, attend ALL CLASSES, study actively, take the quizzes, do your Wikipedia work EARLY, and review frequently **starting at the beginning of the term**.

**Missed exams:** If you miss an 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.

**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.