

Syllabus for History of Psychology
Spring 2013
Psychology 470 TTh A-142 LSH, 1:40 -3:00 pm

Dr. Margaret Ingate, mingate@rci.rutgers.edu
Office: 313 Tillett Hall, Livingston Campus
Office hours: 11am – 1 pm, Tuesday and Wednesday AND other times by appointment
TA: TBD

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 not* categorized as a writing intensive course, but a term paper is required.

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. **Clicker quizzes** will be given during most lectures, but unlike other classes I teach, in this class, your clicker average may be used to replace your lowest score among the other forms of tests (three exams, and the online quiz average). So, you don't need to take the clicker quizzes if you are confident of your exam performance. On the other hand, if you are pleased with your other scores and your clicker average, and your paper grade, you could "test out of" the final exam.

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.
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.

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 7-10 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 scholarly sources related to the topic and relating it to a broader 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. Papers must be submitted electronically (through this website which will upload the paper to Turnitin.com).

The paper is due before midnight **on April 7, but you will be able to upload it earlier**. Turnitin.com will stop accepting papers at 11:59 pm. Papers may be submitted BEGINNING March 18. (Yes, that is during Spring break.) Turning your paper in early gives you time to correct any improper citations that Turnitin may identify.

Student Presentations

For a 10 points of extra credit, students are invited to give a 10 minute 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. These must be scheduled in advance. There will not be time for all students, who may wish to do so, to give presentations, unless presentations begin relatively early in the term.

Exams: There will be two mid-term exams and a (more or less) cumulative final.

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 — for retrieval on exams or in real life -- if you actively organize it and relate it to information that you have already learned.

You will learn and retain much more if you attend class regularly and read or at least preview the chapters before I lecture on the material.

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.

Week	Dates	Topic/Assignments
1	T Jan 22 Th Jan 24	Introduction Chapter 1 and psychological issues in the public forum: Mental illness , violence, mental measurement, fitness, race, gender, child-care, Prozac / Xanax / Adderall nation, sexual orientation, is psychology credible as a science? Philosophical issues: Chapter 2
2	T Jan 29 Th Jan 31	Chapter 3: Antecedents and alternatives, other than Greek Ch 3 continued: pre-socratics, Socrates, Plato Aristotle
3	T Feb 5 Th Feb 7	Chapter 4: The Roman period and the Middle Ages
4	T Feb 12 TH Feb 14	Chapter 5: The Renaissance Mid-term Exam 1(Chapters 1 – 5)
5	T Feb 19 TH Feb 21	Empiricism, Associationism, and Utilitarianism Chapter 6 Rationalism Chapter 7
6	T Feb 26 TH Feb 28	Mechanization and Quantification Chapter 8 and Naturalism and Humanitarian Reform Chapter 9
7	T March 5 TH March 7	Psychophysics and the Formal Founding of Psychology Chapter 10 Late 19 th Century developments Chapter 11
8	T March 12 TH March 14	Mid-term Exam 2 (Chapters 6 – 11) Functionalism and William James Chapter 12
9	M March 18 T March 19 TH March 21	Earliest date for submission of papers NO CLASSES SPRING BREAK Papers can be submitted EARLY during Spring break
10	T March 26 TH March 29	Podcast Lecture; class does not meet Tuesday Behaviorism Chapter 13 CLASS MEETS THURSDAY Other Behavioral Psychologies Chapter 14
11	T April 2 TH April 4	Podcast Lecture: class does not meet Tuesday Gestalt Psychology Chapter 15 CLASS MEETS THURSDAY Psychoanalysis Chapter 16
12	Sunday April 7 T April 9 TH April 11	Papers due before midnight Psychoanalysis continued Humanistic Psychologies Chapter 17
13	T April 16 TH April 18	Contemporary Psychology Chapter 18, Evolutionary Psychology Cognitive Psychology, Developmental, Social
14	T April 23 TH April 25	Neuroscience, cognitive neuroscience, social cognitive neuroscience
15	T April 29 TH May 1	Mental illness, mental competence, mental meds, tolerance Revisiting free will, dualism, determinism
	T May 6 TBD	Reading Day Final Exam:

Grading: Grades will be based on a point system, as follows

In-class essay quizzes	100
On-line quizzes	100
Exams	300
Paper	100

540 or above	A
480 to 539	B
400 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. For in-class 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. **For on-line exams, if your usual internet connection is unstable, plan to take the exam somewhere else, or on a different computer, such as in a university library or computer center.**

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 **will be difficult to make appropriate arrangements.**

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.