

Syllabus for History of Psychology

Summer 2014

Psychology 470: H2

MTWTH 10:05 – 11:55 pm LCB 110

July 7 – August 13, 2014

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Office: **227 Tillett Hall**, Livingston Campus

Office hours: Tuesday AND Wednesday afternoons, 1:00 pm – 4:00 pm (Walk-in hours); 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. A term paper is required, and is due August 7.

*Summer session classes are small; this gives us the opportunity to discuss material actively, rather than have me lecture and you passively take notes. You will be reading some primary source material in class, so bring your tablet, laptop or other device. (Laptops and tablets work better as readers than do phones!)*

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. 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 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 prepare a paper in APA format summarizing their findings.

**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.

**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, if any, 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) over an extended period (somewhere between 50 and 3,000 years). You should identify and read selected 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, including 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 psychologists and psychology played in shaping debates and resolution of issues (e.g. school segregation, the effects of child-care, capital punishment for crimes committed by children, adolescents or intellectually impaired individuals, reliability of eye witness testimony, interrogation techniques)
- 4) Some other topic that you discuss with me for approval.

Papers that do not conform to the requirements, poorly researched papers, papers with improper/inadequate citations or with plagiarized passages will receive **0** points. For example, a paper about free will would not meet the requirements UNLESS it traced the history of description, understanding, and controversies surrounding free will, over at least the required 50 year period.... and did this using primary sources (original papers) as well as secondary sources (typically books, but also some papers). 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, August 7**. Turnitin.com will stop accepting papers at 8 am Friday morning. A 5-point penalty will 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>

**In-class quizzes:** As some classes begin, we will consider a question concerning previous material. Students will work in groups to generate individual short essay answers. Bring your laptop or tablet to class to enable additional research on the question. We will discuss the answers as a class (after handing in your written answers).

### **Student Presentations**

Students are expected to give a 10-minute presentation to the class (PowerPoint, 3 – 5 slides) about their readings and findings within their research topic. Students should be prepared to discuss the topic with the class. Presentations will begin Monday, August 4.

**Exams:** There will be **mid-term exam** and a cumulative final. The primary format of the mid-term exam will be take-home essays. 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).

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. Attendance is particularly important in the context of a brief summer course. There are a lot of names – these are not equally important. I will try to make it very clear which names are critical to remember.

**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.

| Week | Dates   | Topic/Assignments  |
|------|---|--|
| 1    | M July 7<br>T July 8<br>W July 9<br>Th July 10            | Overview of history of psychology<br><br>KVV: Chapter 1: Psychology and the study of history<br>KVV: Chapter 2: Philosophical issues<br>KVV: Chapter 3: Early philosophers and what they contemplated<br>KVV: Chapter 4: Roman period and Middle Ages<br>KVV: Chapter 5: The Renaissance, observation and reason versus revelation and faith   |
| 2    | M July 14<br>T July 15<br>W July 16<br>Th July 17         | KVV: Chapter 6: Empiricism, Associationism<br>KVV: Chapter 7 Rationalism (Descartes, Montaigne)<br>Guthrie: Part I   |
| 3    | M July 21<br>T July 22<br>W July 23<br>Th July 24         | KVV Chapter 8 Mechanism and Quantification<br>KVV: Chapter 9: Naturalism and Humanitarianism<br>KVV: Chapter 10: Psychophysics and the founding of Psychology<br><b>TAKE HOME EXAM 1</b>   |
| 4    | M July 28<br>T July 29<br>W July 30<br>Th July 31         | Chapter 11: After the Founding: Psychology and biology<br>Chapter 12: Henry James and American functionalism<br>Chapter 13: Behaviorism: Pavlov, Watson, McDougall<br>Guthrie Part II  |
| 5    | M August 4<br><br>T August 5<br>W August 6<br>Th August 7 | Guthrie: to end (read profiles of the Clarks and of Sumner, the others are optional)<br>Chapter 14: Other behavioral psychologies – the beginning of the “cognitive revolution” <b>Student presentations start</b><br>Skip Chapter 15: Gestalt psychology <b>student presentations</b><br>Chapters 16 and 17: Personality and the study and treatment of psychopathology Benjamin Rush through (and beyond) Freud, the DSMs and psychopharmacology<br><b>TERM PAPER DUE THURSDAY, AUGUST 7. Submit online on Sakai under Assignments</b> |
| 6    | M August 11<br><br>T August 12<br><br>W August 13         | Chapter 18: The rise of contemporary psychology continued, student presentations<br><br>Student presentations, review before final<br><br><b>Final Exam Covering Chapters 1 - 16</b>   |

**Grading:** Grades will be based on a point system with 450 possible points, as follows

|                  | Each Worth Maximum of: | Total      |
|------------------|------------------------|------------|
| 32 Exams         | 100 points each        | 200 points |
| Term Paper       | 100 points             | 100 points |
| Presentation     | 20 points              | 20 points  |
| In-class quizzes | Average score          | 100 points |
| Participation    | 30 points              | 30 points  |

### Grading standards

|   |              |
|---|--------------|
| A | 400 points   |
| B | 360 points   |
| C | 320 points   |
| D | 280 points   |
| F | < 280 points |

Depending on the distribution of total points, grading standards may be more lenient. Standards will not be tougher if everyone does very well.

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

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, turn your paper in on time, 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 final exam. I encourage all students, even very anxious ones, to make their presentations to the class. However, if you have a disabling level of presentation-anxiety, you may make your presentation to me during my office hours, and still receive credit.