

History of Psychology (PSYCH 210)
Section 3; 3 credits
M 4:00-6:30
270 SWKT
Fall Semester 2009

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4-5 Tuesday

Required Texts:

Fancher, R. E. (1996). *Pioneers of psychology* (3rd Ed.). New York: W. W. Norton & Company.

Slife, B. D., & Williams, R. N. (1995). *What's behind the research? Discovering hidden assumptions in the behavioral sciences*. Thousand Oaks, CA: Sage Publications.

Course Objectives

- Understand contemporary psychological issues through the study of psychology's history.
- Recognize and describe implicit assumptions underlying the many theories and explanations of psychology.
- Identify and evaluate the historical and philosophical underpinnings of psychological theorizing.

Course Requirements

Quizzes Reading plays a central role in class activities and the learning process. To provide students with incentive to read and participate in class a quiz on each reading assignment will be given at the beginning of each class session for which a chapter is assigned. Our class discussions may not always follow the class schedule (listed below), but the quizzes will always follow this schedule, so have the assigned reading completed. No makeup quizzes are given. There will be 12 quizzes worth 5 points each.

Small-Group Discussions There will be five small-group discussion topics assigned during the course. Discussions will take place in class and will focus on the identification and explanation of historical themes in psychological theories and issues (e.g., drug therapy). The discussion should also emphasize the implications of those historical themes for understanding and improving the quality of human life. Participation in the discussion will earn each student 5 points.

Historical Figure Report Each small group will be responsible for presenting an oral and written report on a historical figure (not necessarily a psychologist) who had a significant impact on the development of the discipline. The report should include relevant biographical information about the person as well as a summary of his or her main theoretical ideas and contributions to the field (similar to Fancher's approach, but much briefer). The oral report will last from 10-15 minutes and will be graded according to its creativity, clarity, and cohesiveness across presenters. It is worth 20 points. The written report will be 4-6 pages long, double-spaced and will be graded according to its comprehensiveness and clarity. It is also worth 20 points.

Exams There will be two exams in the course. Each exam will cover several historical themes of import to psychology (e.g., determinism, reductionism). Students will describe the themes, show how they inform psychological theories and practices, discuss their historical origins, and clearly delineate their consequences for a study of human being. Each exam is worth 50 points.

Research Participation: To gain an experiential understanding of the assumptions guiding the scientific research process students will have the opportunity to participate in one or more research studies being conducted in the psychology department. Students are expected to be available for up to 1 hour of participation and will receive 1 point for every 10 minutes of participation for a total of 6 points. If, by no fault of the student, the requisite 1 hour of participation cannot be completed it is the responsibility of the student to contact the instructor or TA for an alternative means of earning the remaining points.

Course Grading

Quizzes	60 points
Small Group Discussions	25 points
Historical Figure Reports	40 points
Midterm	50 points
Final Exam	50 points
<u>Research Participation</u>	<u>6 points</u>
Total	231 points

Grading Scale

93-100%	A	83-86%	B	73-76%	C	63-66%	D
90-92%	A-	80-82%	B-	70-72%	C-	60-62%	D-
87-89%	B+	77-79%	C+	67-69%	D+	0-59%	E

Course Policies

Cell Phones: Please turn off cell phones while in class.

Computers: Computers are welcome in class for note taking. Please do not surf the internet, answer email, etc. as these activities are distracting to you and those around you.

Plagiarism: It is an act of plagiarism to "borrow" ideas or quotes from former students' old papers and from the papers of students presently taking the course with you. Plagiarism also includes quoting or paraphrasing passages from any of your references without giving proper credit to the real authors (i.e., an APA-style citation), because doing so implies that this information came from you. Presenting the ideas of others as one's own is called plagiarism. Plagiarism, as defined by the BYU Honor Code, is a form of intellectual theft. It is an act of fraud; it is dishonest, deceitful, unethical, and can lead to serious and lasting negative consequences for your academic and professional career. For this reason, please follow the course guidelines for when and when not to read other students' papers (including those from other sections) or have them read yours. In addition, please use only those sources that meet the course criteria for acceptable reference materials.^[1]

Academic Honesty: While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Discrimination and Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Opportunity Office at 801-422-5895 or 801-422-5689 (24-hours); or contact the Honor Code Office at 801-422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 2170 WSC (801-422-2767). Reasonable academic accommodations are reviewed for all

^[1] Always do right. This will gratify some people, and astonish the rest.—Mark Twain

students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 301-422-5895, D-282 ASB.

Student Learning Outcomes: Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to FHSS@byu.edu.

Honor Code Standards: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be** your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Flu policy: As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at flu.byu.edu. Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. **ALL** students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up

on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

Tentative Fall 2009 Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Aug. 31	Course Introduction	Syllabus, SW 1
Sept. 7	Labor Day Holiday, No Class	
Sept. 14	Ways of Knowing	F 1&2, SW 3
Sept. 21	Reductionism	F 3&4, SW 5
Sept. 28	Science and Human Behavior	F 5, SW 6
Oct. 5	Naturalism	F 6&7
Oct. 12	American Psychology	F 8
Oct. 19	Midterm Exam	
Oct. 26	Determinism	F 9, SW 4
Nov. 2	Human Images	SW 2
Nov. 9	Freud	F 11
Nov. 16	The Developing Mind	F 12
Nov. 23	Minds and Machines	F 13
Nov. 30	Individualism	TBA
Dec. 7	Where can we go from here? Small Group Presentations Historical Figure Reports Due	Slife & Williams 7
Dec. 14	Final Exam (from 5:45-7:45pm)	