

# History of Psychology

Psychology 210, Section 001

Bruce Brown

Fall Semester 2009

Monday/Wednesday/Friday 12:00 to 12:50 p.m.

270 SWKT

date	day	topic	readings
August 31	Monday	Introduction to the Class	
September 2	Wednesday	Introductory Discussion of History, Science, and Philosophy	Chapter 1
September 4	Friday	The Early Greek Philosophers	<a href="#">Chapter 2</a>
September 7	Monday	<i>Labor Day Holiday</i>	
September 9	Wednesday	The Early Greek Philosophers	Chapter 2
September 11	Friday	After Aristotle: A Search for the Good Life	<a href="#">Chapter 3</a>
September 14	Monday	After Aristotle: A Search for the Good Life	Chapter 3
September 16	Wednesday	The Beginnings of Modern Science and Philosophy	<a href="#">Chapter 4</a>
September 18	Friday	The Beginnings of Modern Science and Philosophy	Chapter 4
September 21	Monday	Empiricism, Sensationalism, and Positivism	<a href="#">Chapter 5</a>
September 23	Wednesday	Empiricism, Sensationalism, and Positivism	Chapter 5
September 25	Friday	Rationalism	<a href="#">Chapter 6</a>
September 28	Monday	Rationalism	Chapter 6
September 30	Wednesday	Romanticism and Existentialism	<a href="#">Chapter 7</a>
October 2	Friday	Romanticism and Existentialism	Chapter 7
<i>Exam 1 in the Testing Center, October 2 to October 10 (Chapters 1 to 7). <a href="#">Sample Exam</a></i>			
October 5	Monday	Physiology and the Rise of Experimental Psychology	<a href="#">Chapter 8</a>
October 7	Wednesday	Physiology and the Rise of Experimental Psychology	Chapter 8
October 9	Friday	Voluntarism, Structuralism, etc.	<a href="#">Chapter 9</a>
October 12	Monday	Voluntarism, Structuralism, etc.	Chapter 9
October 14	Wednesday	The Darwinian Influence and the Rise of Mental Testing	<a href="#">Chapter 10</a>

October 16	Friday	The Darwinian Influence and the Rise of Mental Testing	Chapter 10
October 19	Monday	Functionalism	<a href="#">Chapter 11</a>
October 21	Wednesday	Functionalism	Chapter 11
October 23	Friday	Behaviorism	<a href="#">Chapter 12</a>
October 26	Monday	Behaviorism	Chapter 12
October 28	Wednesday	Neobehaviorism	<a href="#">Chapter 13</a>
October 30	Friday	Neobehaviorism	Chapter 13
November 2	Monday	Gestalt Psychology	<a href="#">Chapter 14</a>
November 4	Wednesday	Gestalt Psychology	Chapter 14
<i>Exam 2 in the Testing Center, November 5 to March 13 (Chapters 8 to 14).</i>			
November 6	Friday	Early Diagnosis, Explanation, and Treatment of Mental Illness	<a href="#">Chapter 15</a>
November 9	Monday	Early Diagnosis, Explanation, and Treatment of Mental Illness	Chapter 15
November 11	Wednesday	Psychoanalysis	<a href="#">Chapter 16</a>
November 13	Friday	Psychoanalysis	Chapter 16
November 16	Monday	Early Alternatives to Psychoanalysis	<a href="#">Chapter 17</a>
November 18	Wednesday	Early Alternatives to Psychoanalysis	Chapter 17
November 20	Friday	Humanistic Psychology	<a href="#">Chapter 18</a>
November 23	Monday	Humanistic Psychology	Chapter 18
November 24	Tuesday	Psychobiology <b>Term Paper Due</b>	<a href="#">Chapter 19</a>
November 27	Friday	<i>Thanksgiving Holiday</i>	
November 30	Monday	Psychobiology	Chapter 19
December 2	Wednesday	Cognitive Psychology	<a href="#">Chapter 20</a>
December 4	Friday	Cognitive Psychology	Chapter 20
December 7	Monday	Contemporary Psychology	<a href="#">Chapter 21</a>
December 9	Wednesday	Contemporary Psychology	Chapter 21

## Final Exam

Tuesday, December 15, 2009, 11:00 a.m. to 2:00 p.m.

## Text

B. R. Hergenhahn (2009). *An Introduction to the History of Psychology, Sixth Edition*. Belmont, California: Wadsworth/Thomson Learning.

## Syllabus Location on the Internet:

<http://psychology.byu.edu/Faculty/BBrown/Assets/p210sep09.pdf>

## 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 the psychology department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>.

## Requirements

I am interested in your class participation as well as your performance on the exams. You are expected to be current in your reading of the text, and to come to class prepared to discuss and ask questions. During some class periods, you will be asked to write a paragraph on the reading for that day (at the beginning of class), or to summarize the day's lecture (at the end of class). On other occasions I will call upon one or more students to launch our discussion of a particular topic with a very brief summary or discussion of some of the ideas or concepts from the readings for that day. Your grade for class participation will come from this, supplemented by any other major contribution you make to class discussion. Attendance is also part of your participation grade.

## Grading

You will have three exams (two during the semester and a final exam). The final examination is comprehensive. There is also an optional term paper for the class that can substitute for the lowest of the first two exam scores. The paper is to be turned in by April 2. There is the possibility of 500 points from exams and class participation:

- (1) The two examinations during the semester will be for 130 points each (total=260).
- (2) The final examination will be comprehensive and will be for 180 points.
- (3) Class participation and attendance will count for 60 points.

The grading will not be on a curve, but rather on an absolute scale. Your grade for the class will be the percent of your "earned points" compared to this total possible (the "A" range being 95% to 100%, the "A-" range 90% to 94%, the "B+" range 87% to 89%, the "B" range 83% to 86%, the "B-" range 80% to 82%,etc.)

## Guidelines for the Term Paper

The paper is a chance for you to do creative work on any topic in the history of psychology. The minimum length has been set to only two paragraphs but your paper may be up to three pages in length. The grade does not depend on paper length, but on quality. Four suggestions may help you to write a good paper:

1. Go beyond the Hergenahn text. Consult primary sources. This is your chance to examine some of the major works firsthand, and if you choose well, you will find some very exciting ideas to launch your own writing.
2. Give proper citations for all sources and have a list of references at the end of the paper. Internet sites are not considered to be strong academic sources, but they may help you to locate other referenceable material.
3. To promote coherence and good logical flow in the paper, begin with a simple, logically-tight outline, and then write to it.
4. Give the paper a good proof-reading before turning it in (either by yourself or a friend), to be sure there are no errors (spelling, grammar, typographical), awkward places, etc.

## Academic Honesty

*BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (complete version of the Academic Honesty Policy available at [honorcode.byu.edu](http://honorcode.byu.edu))*

## Preventing Sexual Discrimination or 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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; 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 which may impair your ability to complete this course successfully, please contact the University Accessibility Center at 422-2767, or at 1520 WSC. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SDD 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 422-5895, or at D-282 ASB.

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## 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](http://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. (*Wording taken from a BYU administrative memo to faculty.*)