

History of Psychology

Psychology 210, Section 001

Bruce Brown

Winter Semester 2009

Tuesday/Thursday 8:00 to 9:20 a.m.

B037 JFSB

date	day	topic	readings
January 6	Tuesday	Introduction to the Class	
January 3	Thursday	No Class	
January 13	Tuesday	Introductory Discussion of History, Science, and Philosophy	Chapter 1
January 15	Thursday	The Early Greek Philosophers	Chapter 2
January 20	Tuesday	After Aristotle: A Search for the Good Life	Chapter 3
January 22	Thursday	After Aristotle: A Search for the Good Life	Chapter 3
January 27	Tuesday	The Beginnings of Modern Science and Philosophy	Chapter 4
January 29	Thursday	Empiricism, Sensationalism, and Positivism	Chapter 5
February 3	Tuesday	Rationalism (click here for supplementary readings. A)	Chapter 6
February 5	Thursday	Romanticism and Existentialism	Chapter 7
<i>Exam 1 in the Testing Center, February 6 to February 14 (Chapters 1 to 7). Sample Exam</i>			
February 10	Tuesday	Physiology and the Rise of Experimental Psychology	Chapter 8
February 12	Thursday	Physiology and the Rise of Experimental Psychology	Chapter 8
February 19	Thursday	Voluntarism, Structuralism, etc.	Chapter 9
February 24	Tuesday	The Darwinian Influence and the Rise of Mental Testing	Chapter 10
February 26	Thursday	The Darwinian Influence and the Rise of Mental Testing	Chapter 10
March 3	Tuesday	Functionalism	Chapter 11
March 5	Thursday	Behaviorism (click here for supplementary readings. B)	Chapter 12
March 10	Tuesday	Neobehaviorism	Chapter 13
March 12	Thursday	Gestalt Psychology	Chapter 14
<i>Exam 2 in the Testing Center, March 13 to March 21 (Chapters 8 to 14).</i>			

March 17	Tuesday	Early Diagnosis, Explanation, and Treatment of Mental Illness	Chapter 15
March 19	Thursday	Psychoanalysis	Chapter 16
March 24	Tuesday	Psychoanalysis	Chapter 16
March 26	Thursday	Early Alternatives to Psychoanalysis	Chapter 17
March 31	Tuesday	Humanistic Psychology	Chapter 18
April 2	Thursday	Psychobiology Term Paper Due	Chapter 19
April 7	Tuesday	Cognitive Psychology	Chapter 20
April 9	Thursday	Contemporary Psychology	Chapter 21
April 14	Tuesday	Review and Discussion	

Final Exam

Monday, April 20, 2009, 2:30 p.m to 5:30 p.m.

Text

B. R. Hergenhahn (2005). *An Introduction to the History of Psychology, Fifth Edition*. Belmont, California: Wadsworth/Thomson Learning.

Syllabus Location on the Internet:

<http://psychology.byu.edu/faculty/blb6/Files/P210/p210sept09.htm>

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 Hergenhahn 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.

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.

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 receiving 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 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 378-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 378-2847.

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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