

## History of Psychology (Psychology 210, section 3)

Meeting Times: Monday 4:00 p.m. - 6:30 p.m.

Location: 270 SWKT; Instructor: Dr. Collingridge;

email: doctorc@byu.edu

Required text: An Introduction to the History of Psychology (Thomson, 5<sup>th</sup> edition)

Required text: Truth & Science: An LDS Perspective (published by Cedar Fort Inc.)

### Reading Schedule

Jan. 7	Introduction (no reading)
Jan. 14	Chapter 2 – Early Greek Philosophers; T&S chapter 1
Jan. 21	Chapter 3 – After Aristotle; T&S chapter 2
Jan. 28	Chapter 4 – Beginnings of Modern Science; T&S chapter 3
Feb. 4	Chapter 5 – Empiricism, Sensationalism, and Positivism; T&S chapter 4
Feb. 11	Chapter 6 – Rationalism; T&S chapter 5
Feb. 18	Chapter 7 – Romanticism & Existentialism; T&S chapter 6
Mar. 4	<b>First Exam – in class</b>
Mar. 11	Chapter 8 – Early Developments & Rise of Experimental Psychology; T&S chapter 7
Mar. 18	Chapter 9 – Voluntarism, Structuralism, and other Approaches; T&S chapter 8
Mar. 25	Chapter 10 – Darwinian Influence and Rise of Mental Testing; T&S chapter 9
Apr. 1	Chapter 11 – Functionalism; T&S chapter 10
Apr. 8	Chapter 15 – Early Diagnosis, Explanation, and Treatment; T&S chapter 11
Apr. 15	Chapter 21 – Contemporary Psychology
April 22	<b>Final Exam (starting at 5:45 pm in class)</b>

Objectives: (a) learn the history of thinking in psychology, (b) think critically about issues related to historical viewpoints and philosophies, (d) earn 3 credit hours for the course.

## Weekly Writing Assignments

Each class you will turn in a scholarly, one-page statement about some idea presented in that week's reading assignment. The writings are *not summaries* of the readings, rather they are critical analyses of ideas in the readings. You are to choose one issue you understand and find interesting, briefly explain the issue, and then present your *original thoughts* on the issue. You may agree or disagree with the text.

I am looking for critical thought, for evidence that you have thought about the issues in new and interesting ways. You will be graded on your insights and presentation style. Grammar is also important. Make sure your ideas are related to science and/or philosophy (e.g., issues dealing with history, discovery, and truth). Present your ideas in a scholarly manner (e.g., no slang). Aim for precision and clarity.

### Content Criteria:

1. The writings are not summaries of the reading assignments. They are critical analyses.
2. Choose an issue you understand and find interesting.
3. Briefly present the issue.
4. Present your spin or thoughts on the issue. You may agree or disagree with the text.
5. You will be graded on your insights and presentation style. Grammar is also important.
6. Make sure your ideas are related to psychological history, philosophy, truth, or science.
7. Present your ideas in a scholarly manner (e.g., no slang). Aim for precision and clarity.

### Format Criteria:

1. typed
2. double space
3. 1 inch margins on all sides
4. size 12 font, Times New Roman
5. No title
6. handwrite your name in the top right corner,
7. text must reach at least 2 inches from the bottom of the paper
8. one page

Each weekly writing assignment is worth 5 points. As a whole, weekly writings are worth about 30 points. You may miss one writing assignment without hurting your grade; this should be reserved for emergencies. If you know that you will not be in class one week, you may turn in a paper early - write on the paper that it is being turned in early. If you turn in all writing assignments, I will drop the assignment with the lowest score. I do not accept email assignments.

## Exams

There are two tests this semester. Each test is comprised of multiple choice questions. Exams **MUST** be taken on the days they are scheduled. There is one exception to this rule. You may miss an exam in the event of an emergency (e.g., illness, car broke down). I request supporting documentation. Students who miss exams because of emergencies must contact me by email within 2 DAYS of the missed exam. Missed exams will be rescheduled for the following week.

**Grading** - There are no extra credit assignments and you will not be graded on your attendance. Your course grade will be determined by your scores on the exams and weekly writings. The final grade will be computed from your percentage on the total possible points. The final letter grade criteria are as follows: A, 94-100%; A-, 90-93%; B+, 87-89%; B, 84-86%; B-, 80-83%; C+, 77-79%; C, 74-76%; C-, 70-73%; D+, 67-69%; D, 64-66%; D-, 60-63%.

I drive in from SLC. If I am late it may be because of traffic. Please wait at least 45minutes. If I do not show up by 4:45, class is cancelled.

## **Honor Code**

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 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 Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 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 Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **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>.