

# History of Psychology

Psychology 210, Section 001

Bruce Brown

Fall Semester 2008

MWF 12:00 to 12:50 p.m.

270 SWKT

date	day	topic	readings
September 3	Wednesday	Introduction	
September 5	Friday	Introduction to Philosophy of Science	Chapter 1
September 8	Monday	The Early Greek Philosophers	<a href="#">Chapter 2</a>
September 10	Wednesday	The Early Greek Philosophers	Chapter 2
September 12	Friday	After Aristotle: A Search for the Good Life	<a href="#">Chapter 3</a>
September 15	Monday	After Aristotle: A Search for the Good Life	Chapter 3
September 17	Wednesday	The Beginnings of Modern Science and Philosophy	<a href="#">Chapter 4</a>
September 19	Friday	The Beginnings of Modern Science and Philosophy	Chapter 4
September 22	Monday	Empiricism, Sensationalism, and Positivism	<a href="#">Chapter 5</a>
September 24	Wednesday	Empiricism, Sensationalism, and Positivism	Chapter 5
September 26	Friday	Rationalism ( <a href="#">click here for supplementary readings. A</a> )	<a href="#">Chapter 6</a>
September 29	Monday	Rationalism	Chapter 6
October 1	Wednesday	Romanticism and Existentialism	<a href="#">Chapter 7</a>
October 3	Friday	Romanticism and Existentialism	Chapter 7
<i>Exam 1 in the Testing Center, Oct 3 to Oct 10 (Chapters 1 to 7). <a href="#">Sample Exam</a></i>			
October 6	Monday	Physiology and the Rise of Experimental Psychology	<a href="#">Chapter 8</a>
October 8	Wednesday	Physiology and the Rise of Experimental Psychology	Chapter 8
October 10	Friday	Physiology and the Rise of Experimental Psychology	Chapter 8
October 13	Monday	Voluntarism, Structuralism, etc.	<a href="#">Chapter 9</a>
October 15	Wednesday	Voluntarism, Structuralism, etc.	Chapter 9
October 17	Friday	The Darwinian Influence and the Rise of Mental Testing	<a href="#">Chapter 10</a>

October 20	Monday	The Darwinian Influence and the Rise of Mental Testing	Chapter 10
October 22	Wednesday	Functionalism	<a href="#">Chapter 11</a>
October 24	Friday	Functionalism	Chapter 11
October 27	Monday	Behaviorism ( <a href="#">click here for supplementary readings, B</a> )	<a href="#">Chapter 12</a>
October 29	Wednesday	Behaviorism	Chapter 12
October 31	Friday	Neobehaviorism	<a href="#">Chapter 13</a>
November 3	Monday	Neobehaviorism	Chapter 13
November 5	Wednesday	Gestalt Psychology	<a href="#">Chapter 14</a>
November 7	Friday	Gestalt Psychology	Chapter 14
<i>Exam 2 in the Testing Center, November 7 to November 20, late day on 21<sup>st</sup> (Chapters 8 to 14).</i>			
November 10	Monday	Early Diagnosis, Explanation, and Treatment of Mental Illness	<a href="#">Chapter 15</a>
November 12	Wednesday	Early Diagnosis, Explanation, and Treatment of Mental Illness	Chapter 15
November 14	Friday	Psychoanalysis	<a href="#">Chapter 16</a>
November 17	Monday	Psychoanalysis	Chapter 16
November 19	Wednesday	Early Alternatives to Psychoanalysis	<a href="#">Chapter 17</a>
November 21	Friday	Early Alternatives to Psychoanalysis	Chapter 17
<b>November 24</b>	Monday	Humanistic Psychology <b>Term Paper Due</b>	<a href="#">Chapter 18</a>
November 25	Tuesday	Humanistic Psychology	Chapter 18
November 27	Thursday	Psychobiology ( <a href="#">click here for supplementary readings, C</a> )	<a href="#">Chapter 19</a>
December 1	Monday	Psychobiology	Chapter 19
December 3	Wednesday	Cognitive Psychology	<a href="#">Chapter 20</a>
December 5	Friday	Cognitive Psychology	Chapter 20
December 8	Monday	Contemporary Psychology	<a href="#">Chapter 21</a>
December 10	Wednesday	Contemporary Psychology	Chapter 21

## Final Exam

*Wednesday, December 17, 2008, 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/p210sept08.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 a term paper for the class. The paper is to be turned in by March 21. There is the possibility of 600 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 200 points.
- (3) Class participation and attendance will count for 60 points.
- (4) The paper will count for 80 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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