

History of Psychology

Fall Semester 2008
T/Th 9:35-10:50am – 270 SWKT

Instructor: Edwin E. Gantt, Ph.D.
Office Hours: TBA

Office: 1086 SWKT
Phone: 422-9785

Please Turn Off Your Cell Phones!!!

Course Objectives:

This course is designed to help you appreciate the nature and history of psychological thinking in the Western intellectual tradition. Likewise, it is also designed to serve you as an introduction to the nature and role of science, philosophy, and religion in psychology. The goal of the course is to help you to be able to identify and critically evaluate the historical context and underlying philosophical assumptions of contemporary psychological thinking. This course also endeavors to help round out a Christian liberal education that takes seriously the reality and truth of the Restored Gospel of Jesus Christ. Therefore, serious attention will be given not only to the intellectual, but also the spiritual and moral context of Western thought.

To accomplish this goal, you will be introduced to many of the great thinkers in the Western intellectual tradition. We will discuss their theories and the assumptions upon which those theories are based, as well as how those theories have influenced the development of contemporary psychological theory. My hope is that, through our studies, you will not only gain a respectful appreciation for the contributions of these great thinkers, but also an ability to articulate a sophisticated Christian perspective on the history of psychological science.

The student who successfully completes this course will be able to:

1. Articulate and take an informed Christian position on the enduring questions, issues, and dilemmas that have plagued mankind throughout the histories of philosophy and psychology.
2. Recognize that many of the “new” ideas and issues that surface in our age are often just variations on ancient and historical ones.
3. Identify and articulate the premises and philosophical assumptions upon which contemporary psychology is based.
4. Challenge and modify the above assumptions in a direction compatible with the Restored Gospel of Jesus Christ as revealed in scripture and through the teachings of latter-day prophets.
5. Cite and evaluate the major historical events, ideas, and movements that have shaped and given rise to contemporary psychology.
6. Identify the major historical figures and movements that have made important contributions to the development of psychology.
7. Identify and evaluate the contributions of those major historical figures and movements.

Textbooks:

Raymond E. Fancher (1996). Pioneers of Psychology (3rd Edition). New York: W. W. Norton.

Jostein Gaarder (1996). Sophie's World (P. Møller, Trans.). New York: Berkeley Books.

Benjamin Wiker (2002). Moral Darwinism: How We Became Hedonists. Downers Grove, IL: InterVarsity Press.

Additional Readings: There will be some additional readings beyond the required texts listed above. Copies of these additional readings will be made available in the Course Materials Section of Blackboard.

Course Outline:

A tentative outline of the schedule for the course is included in this syllabus. I may change this schedule if it becomes necessary, so please attend class regularly and stay current with your reading assignments. Your grade in this course will be based primarily upon your performance on Ten (10) Group Quizzes, Ten (10) Individual Quizzes, Four (4) Individual Exams, and a Peer Evaluation. The quizzes will be unannounced, but will cover the assigned readings for the particular class period during which they are given. Some of the questions on the quizzes will be multiple choice in nature and some will be short essay in nature. Each quiz will be worth twenty (20) points. Each of the four (4) exams will consist of fifty (50) questions each – with each question worth two (2) points. Exams will be taken in the Testing Center. The exams will be primarily multiple-choice in nature, but may also include some short-answer and matching items. Finally, peer evaluations of your contributions to the success of your group will be worth one hundred (200) points.

Total possible points = 1000. The points break-down for this class is as follows:

200 points	=	10 Group Quizzes x 20 points each (20% of Total Possible)
200 points	=	10 Individual Quizzes x 20 points each (20% of Total Possible)
400 points	=	4 Exams x 100 points each (40% of Total Possible)
200 points	=	Peer Evaluation (20% of Total Possible)

Grades will be assigned on the following percentage basis:

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+	00% - 59%	E

Peer Evaluation Procedure

The class will be divided into groups of five (5) members each. Group members will work together on in-class group quiz assignments. At the end of the semester, each member of the group will evaluate the quality of participation and contribution made by each of the other members of the group. Each member will assign up to 50 points in each of four categories: PREPARATION, COLLEGIALITY, CONTRIBUTION, and COMMITMENT. The average scores in each of these areas will be added and then applied to the individual student's points total.

During the semester, after each in-class group quiz, you will need to fill out the Quiz Participation Evaluation Form (see below). On this form you will assign 0-5 points in each of the four listed categories (PREPARATION, COLLEGIALITY, CONTRIBUTION, and COMMITMENT) for each of your fellow group members. At the end of the semester, you will tally each of the categorized columns and then transfer these ratings to the Peer Evaluation Form, which will then be handed in and used in computing final grades.

Classroom Courtesy: **Please turn off your cell phones and beepers before class begins.**

Discourteous classroom behavior also includes: frequently arriving late for class, talking or sleeping or studying other materials (including the newspaper or homework) in class, and leaving class early. The Prophet Joseph Smith said: "It is an insult to a meeting for persons to leave just before its close" (*Teachings of the Prophet Joseph Smith*, p. 287). Please be courteous in your class behavior. I reserve the right to lower your final grade for consistently discourteous class behavior.

Late Work: **No late work will be accepted!** If you feel that you cannot complete an assignment on time you must a) make arrangements with me well in advance of the due date for the assignment, and b) your excuse had better be very, very good (e.g., university excused absences or medical emergencies)! Please note that not carefully reading the syllabus or just plain forgetting to take an exam is not a good enough reason to be granted an exception.

Formal Appeals: If you ever have an objection to an Exam or Group Quiz question, you are invited to write your objection to the question and provide an argument as to why your answer was the right one, or why the question was inappropriate or misleading. I will not hear oral arguments (no matter how high-pitched and emotional) until after I have read your prepared brief first. Appeals must be no more than one-half page in length. **Appeals to a group quiz must be submitted within one week of the class period in which that group quiz was graded and returned or they will not be considered.**

Write your own Question: I am more than happy to entertain alternative exam questions that my students might think up. If you think you have a good exam question in mind, please submit it to me for consideration.

Miscellany:

Personal Consultations: Please do not hesitate to ask for assistance. If my office hours do not meet your schedule, I will gladly try to set appointments with you for other times. Please be aware, however, I do not usually return phone calls and email responses are likely to be brief and terse. The course TAs will also be available for consultation at a variety of times and are more likely to be able to spend more time with you in consultation.

Blackboard: There is a forum for this course listed on Blackboard. Occasionally information relevant to the class will likely be posted there by myself and the TAs. You will also be able to use Blackboard to access a record of your grades in the course throughout the semester. Informative internet links and additional optional readings will on occasion be posted in this forum as well. Blackboard also provides you with a ready means for discussing class issues, sharing opinions, raising questions, getting clarifications, and/or reviewing material with your classmates, the TAs, and me. It is expected that all online discussions will be conducted in a respectful and courteous manner.

Extra Credit: During the course of the semester opportunities MAY arise in which you may participate as a subject in some ongoing research project in the psychology department. (Note: You may well have to hunt down these opportunities for yourself.) If you elect to get involved in such a project, you will be eligible for the addition of a 1 percentage point bonus to your final score in the class. Thus, if you end the course with a score of 89% (B+), but volunteered to participate in a formal psychology research project, an additional 1 percentage point will be added to your final score (89% + 1% = 90% = A-). Only one such participation will be counted towards fulfilling this Extra Credit option. Anyone wishing to take advantage of this Extra Credit option but not wishing to participate in formal research should speak with the instructor about other possible options.

Heavy Lifting: As you peruse the assigned readings schedule, you will no doubt become aware of the fact that this class will require you to do a large amount of reading. That is the nature of the beast when you are trying to adequately survey 2500 years of intellectual history in just 14 weeks. Be aware also that you are responsible for all of the assigned reading material, as well as all material covered during lecture. It is likely in your best interest to form or join a study group with other students to ensure that you can adequately study and manage all of the material assigned in the course.

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>.

Academic and Moral Integrity:

“We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men; indeed, we may say that we follow the admonition of Paul – We believe all things, we hope all things, we have endured many things, and hope to be able to endure all things. If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things” (Article of Faith 13; see also Brigham Young University Honor Code in the BYU 1999-2000 Undergraduate Catalog, pp. 6-9).

I signed and fully support the Honor Code. Any actions not in accordance with it will receive disciplinary action.

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/stlife/campuslife/honorcode/honcode.html> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

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

Brigham Young University is committed to providing a working and learning atmosphere which 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 (378-2767). 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. You should contact the Equal Employment Office at 378-5895, D-282 ASB.

TENTATIVE COURSE SCHEDULE

<u>DATES</u>		<u>LECTURE TOPICS</u>	<u>READING ASSIGNMENTS</u>
Sep	02	Course Introduction	Syllabus
Sep	04	Philosophical Frameworks and Arguments	Hergenhahn (Ch. 1)
Sep	09	The Origins of Naturalism	SW (1-46) / MD (Ch. 1)
Sep	11	The Being / Becoming Split	SW (47-103)
Sep	16	Aristotle: Epistemology and Ethics	SW (104-148)
Sep	18	Hedonism	MD (Ch. 2)
Sep	19-22	EXAM #1 – Testing Center	
Sep	23	The Christian Response to Naturalism	SW (149-187) / MD (Ch. 3)
Sep	25	The Renaissance	SW (188-232)
Sep	30	The Rise of Newtonianism	MD (Ch. 5)
Oct	02	Continental Rationalism	SW (233-256) / Fancher (Ch. 1)
Oct	07	British Empiricism	SW (257-302) / Fancher (Ch. 2)
Oct	09	Materialism	MD (Ch. 6)
Oct	14	Reconciling Christianity and Naturalism	MD (Ch. 7)
Oct	16	Kant and Reid	SW (303-341)
Oct	17-20	EXAM #2 – Testing Center	
Oct	21	Romanticism	SW (342-371)
Oct	23	Rousseau and the French Philosophes	
Oct	28	Existentialism: Theist and Atheist	SW (372-384) / Hergenhahn (Ch. 7)
Oct	30	Darwin and the Rise of Evolutionary Thinking	SW (385-428) / Fancher (Ch. 6)
Nov	04	The Measurement of Man	Fancher (Ch. 7)
Nov	06	A Closer Look at Darwinism	MD (Ch. 8)
Nov	07-10	EXAM #3 – Testing Center	
Nov	11	Wundt and the Founding of Modern Psychology	Fancher (Ch. 5)
Nov	13	William James and Psychology in America	Fancher (Ch. 8)
Nov	18	Pavlov, Watson, Skinner and the Rise of Behaviorism	Fancher (Ch. 9)
Nov	20	Freud and Psychoanalysis	SW (429-446) / Fancher (Ch. 11)
Dec	02	Gestalt Psychology	Hergenhahn (Ch. 14)
Dec	04	Modern Humanism and Existentialism	SW (447-514) / Viney (Ch. 17)
Dec	09	How We Became Hedonists	MD (Ch. 9)
Dec	11	And So Now What?	MD (Conclusion)
Dec	15-19	EXAM #4 – Testing Center	

QUIZ PARTICIPATION WORKSHEET

Instructions: After each in-class group quiz assignment, please take a few minutes and rate the performance of each of your fellow group members on a scale of 0-5 in each of the following four categories. At the end of the semester tally each of the four columns and transfer the totals to the Peer Evaluation Sheet for each of your group members. See the Peer Evaluation Form for definitions of the four rated dimensions of quiz participation.

GROUP MEMBER: _____

	Preparation	Collegiality	Contribution	Commitment
QUIZ #1	_____	_____	_____	_____
QUIZ #2	_____	_____	_____	_____
QUIZ #3	_____	_____	_____	_____
QUIZ #4	_____	_____	_____	_____
QUIZ #5	_____	_____	_____	_____
QUIZ #6	_____	_____	_____	_____
QUIZ #7	_____	_____	_____	_____
QUIZ #8	_____	_____	_____	_____
QUIZ #9	_____	_____	_____	_____
QUIZ #10	_____	_____	_____	_____
TOTALS:	_____	_____	_____	_____

GROUP MEMBER: _____

	Preparation	Collegiality	Contribution	Commitment
QUIZ #1	_____	_____	_____	_____
QUIZ #2	_____	_____	_____	_____
QUIZ #3	_____	_____	_____	_____
QUIZ #4	_____	_____	_____	_____
QUIZ #5	_____	_____	_____	_____
QUIZ #6	_____	_____	_____	_____
QUIZ #7	_____	_____	_____	_____
QUIZ #8	_____	_____	_____	_____
QUIZ #9	_____	_____	_____	_____
QUIZ #10	_____	_____	_____	_____
TOTALS:	_____	_____	_____	_____

GROUP MEMBER: _____

	Preparation	Collegiality	Contribution	Commitment
QUIZ #1	_____	_____	_____	_____
QUIZ #2	_____	_____	_____	_____
QUIZ #3	_____	_____	_____	_____
QUIZ #4	_____	_____	_____	_____
QUIZ #5	_____	_____	_____	_____
QUIZ #6	_____	_____	_____	_____
QUIZ #7	_____	_____	_____	_____
QUIZ #8	_____	_____	_____	_____
QUIZ #9	_____	_____	_____	_____
QUIZ #10	_____	_____	_____	_____
TOTALS:	_____	_____	_____	_____

GROUP MEMBER: _____

	Preparation	Collegiality	Contribution	Commitment
QUIZ #1	_____	_____	_____	_____
QUIZ #2	_____	_____	_____	_____
QUIZ #3	_____	_____	_____	_____
QUIZ #4	_____	_____	_____	_____
QUIZ #5	_____	_____	_____	_____
QUIZ #6	_____	_____	_____	_____
QUIZ #7	_____	_____	_____	_____
QUIZ #8	_____	_____	_____	_____
QUIZ #9	_____	_____	_____	_____
QUIZ #10	_____	_____	_____	_____
TOTALS:	_____	_____	_____	_____

PEER EVALUATION FORM

NAME: _____

GROUP#: _____

Please assign scores that reflect how you really feel about the extent to which the other members of your group contributed to your learning and/or your group's performance. This will be your only opportunity to reward the members of your group who worked hard on your behalf. **(Note: If you give everyone pretty much the same score, you will be treating unfairly both those who did the most and those who did the least.)**

Instructions: In the space below please enter the semester-end totals from the Quiz Participation Form for each of the other members of your group. Each member's final peer evaluation score (i.e., the one that will be considered in the calculation of final grades) in each category will be the average of the points they receive from the other members of the group. To complete the evaluation you should: 1) List the names of each member of your group in alphabetical order (last name, first name) and 2) enter anywhere between 0 and 50 points in each of the four ratings categories listed and defined below.

Preparation: This is a measure of how prepared for class you feel a given group member was (i.e., had they really read the assignments, had they thought about the subject matter, were they consistently ready to engage the material and help the group succeed, etc.?).

Collegiality: This is a measure of the degree to which a group member respectfully listened to other member's opinions, was friendly and easy to work with, supported other members of the group, and did things to make sure everyone in the group felt included and welcome.

Contribution: This is a measure of how much a given group member did to contribute knowledge, thoughtful argument, and useful insight during group activities such as quizzes and appeals preparation.

Commitment: This is a measure of how much you feel a given member of the group was committed to the success of the group and the course in terms of their attendance and participation.

Group Member	PREP.	COLL.	CONT.	COMM.	TOTAL
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

