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<th>date</th>
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<td>September 4</td>
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<td>Introductory Discussion of History, Science, and Philosophy</td>
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<td>The Early Greek Philosophers</td>
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<td>After Aristotle: A Search for the Good Life</td>
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<td>Empiricism, Sensationalism, and Positivism</td>
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<td>Empiricism, Sensationalism, and Positivism</td>
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<td>October 14</td>
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<td>Voluntarism, Structuralism, etc.</td>
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Exam 1 in the Testing Center, October 3 to October 9 LD10 (Chapters 1 to 7). [Sample Exam](#)

Exam 2 in the Testing Center, November 7 to November 15 LD16 (Chapters 8 to 14).
November 6 Thursday Early Diagnosis, Explanation, and Treatment of Mental Illness Chapter 15
November 11 Tuesday Psychoanalysis Chapter 16
November 13 Thursday Psychoanalysis (Initial draft of term paper due) Chapter 16
November 18 Tuesday Early Alternatives to Psychoanalysis Chapter 17
November 20 Thursday Humanistic Psychology Chapter 18
November 27 Thursday Thanksgiving Holiday
December 2 Tuesday Psychobiology Chapter 19
December 4 Thursday Cognitive Psychology Chapter 20
December 9 Tuesday Contemporary Psychology Chapter 21
December 11 Thursday Presentation of Projects or Term Papers Turned In

Final Exam

Thursday, December 18, 2012, 7:00 a.m. to 10:00 a.m.

Text


Learning Outcomes

1. Students will demonstrate basic critical thinking skills by comparing and contrasting the assumptions regarding human nature that have traditionally guided and shaped the various schools of contemporary psychological thought.
   Measurement: Short essays on exams and on group quizzes.

2. Students will identify and evaluate the various implications that these basic assumptions about human nature have for both the theory and the practice of contemporary psychology.
   Measurement: Multiple choice and short essay on exams and group quizzes.

3. Students will identify the major figures and schools of thought that have made significant historical and conceptual contributions to the contemporary disciplinary landscape of psychology.
   Measurement: Multiple choice exams and individual quizzes.

4. Students will express a reasoned position on some of the enduring questions, issues, and concerns of the discipline of psychology from a perspective that is faithful to the Restored Gospel of Jesus Christ.
   Measurement: Essay questions on exams, term paper.

Requirements

I am interested in your class participation as well as your performance on the exams and writing. You are expected to be current in your reading of the text, and to come to class prepared to discuss and ask questions. You will be expected to give three brief (3 to 5 minute) in-class presentations on a theorist, scientist or philosopher of your choice, one in each third of the semester. Your grade for class participation will come from this, supplemented by
your scores on the Exploration Quizzes and any major contributions 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 required for the class. In this paper you will express a reasoned position on one or more of the enduring questions of the discipline of psychology from a perspective that is faithful to the Restored Gospel of Jesus Christ. The first draft of the paper is due on November 16, and the paper is to be turned in by December 11, the last day of class.

There is the possibility of 600 points from exams, the term paper, and class participation:

1. The two examinations during the semester will be for 100 points each.
2. The final examination will be comprehensive and will be for 130 points.
3. The term paper will be for 100 points.
4. Class participation and attendance will count for 100 points.
5. Research participation will count for 70 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 in building your own reasoned position on one or more of the enduring questions in the discipline of psychology, as specified in the fourth learning outcome above. Hergenhahn identifies about a dozen such “persistent questions in psychology” in Chapter 1 (pp. 14-23). Although these persistent questions are possibilities for the term paper, you may write it on any topic you wish within the history of psychology, or you might even select another medium for your creative work (a video presentation, a comparative chart with detailed commentary, etc.), but you should look for ways to develop a reasoned position on your topic within the project. If you choose a medium other than the paper, you should be certain that the amount of effort/achievement is comparable to that of a ten page paper.

The minimum length has been set at ten pages, double spaced. The entire paper could deal with one of the “enduring questions,” or you could perhaps write two smaller papers on separate topics for a total of ten or more pages. The grade does not depend on paper length, but on quality. Four suggestions may help you in writing 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 sources that strong reference material, and of course many journals are now available online.
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.
Research Participation

An important part of your education in psychology is to learn about the research process, both as a participant and also as an investigator. In your senior year you will have the opportunity to participate as an investigator in a mentored capstone research project. In the three initial courses of the psychology major, Psychology 111, 101, and 210, research participation is one of the course requirements. **You are required to participate in 2 hours of research, which corresponds to 12 SONA credits.** You will be instructed in the process of signing up for research using the SONA online system.

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)

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.*

Bruce L. Brown, PhD  
1098 SWKT  
422-6365  
Office Hours:  M 1:00, Th 10:00  

[bruce_brown@byu.edu](mailto:bruce_brown@byu.edu)