

History of Psychology

Winter Semester 2019 – T/Th 9:30-10:45am

Instructor: Edwin E. Gantt, Ph.D.
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Hours: TBD

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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 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.

Please be aware that this course 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 one semester. In addition to the required texts for this class, there are also a number of additional readings that are required. Copies of these readings will be made available well in advance of the date on which they have been assigned for class discussion. 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:

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

1. Demonstrate basic critical thinking skills by comparing and contrasting the basic assumptions regarding human nature that have traditionally guided and shaped the various schools of contemporary psychological thought.
2. Identify and evaluate the various implications that these basic assumptions about human nature have for both the theory and the practice of contemporary psychology.
3. Identify the major figures and schools of thought that have made significant historical and conceptual contributions to the contemporary disciplinary landscape of psychology.
4. 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.

Textbooks:

Alexander, B. K., & Shelton, C. P. (2014). *A History of Psychology in Western Civilization*. Cambridge, UK: Cambridge University Press.

Gaarder, J. (2007). *Sophie's World* (P. Møller, Trans.). New York: Farrar Straus Giroux.

Additional Readings: There will be additional readings beyond the required texts listed above. Copies of these additional readings are available in the Content Section of Learning Suite.

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 **Eight (8) Group Quizzes, Fourteen (14) Individual Quizzes, Three (3) Individual Exams, a Peer Evaluation, a Syllabus Quiz, and a Research Component**. The quizzes will be unannounced. Group quizzes will cover relevant material covered in class and in assigned readings from the preceding 2-3 class periods. Individual quizzes will cover the assigned readings for the particular class period during which the quizzes are given. Individual quizzes will be primarily multiple-choice in nature, while group quizzes will be short essay in nature. Each quiz will be worth twenty (20) points. Each of the three (3) exams will be worth a total of two hundred (200) points. Exams will be taken in the Testing Center. The exams will be both multiple-choice in nature and short-answer essay in format, with some matching and short-answer questions possible. Finally, peer evaluations of your contributions to the success of your group will be worth one hundred-sixty (160) points. The Research Component is an “all or nothing” grade, either you complete it to get full credit (12 points) or you do not complete it (whether you didn’t do it or it is incomplete), in which you would earn a “0” on that assignment (see below for more details. Finally, there will be a special syllabus quiz. Any student not scoring at least 90% correct on this quiz will be required to retake the quiz until they achieve the 90% requirement. Failure to complete this requirement will result in a one-step reduction in your letter grade in the course.

Peer Evaluation Procedure:

The class will be divided into groups of four (4) members each. Group members will work together *outside of class* on group quiz assignments. These quizzes will be “**open-book**” in nature. Quizzes are to be returned in class on the class period immediately following the class period in which they were assigned. 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 40 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.

After each group quiz, you should 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.

PLEASE NOTE: Failure to turn in your Peer Evaluation form on time will result in you receiving **ZERO** points for this assignment! (However, your fellow group members will not be harmed by your failure to evaluate them and assign scores.)

Research Component:

During the course of the term you are required to volunteer for at least six (6) credits as a research participant in an ongoing research project being conducted by full-time faculty or graduate students in the psychology department. Many research participation opportunities can be found by visiting the Psychology Department homepage, selecting the SONA Research System link in the Undergraduate Program listing, then clicking on the “Signing up as a participant” link. This link will provide you with relevant information concerning participation in research studies. Only studies that are listed at this website will be considered in calculating time volunteered. If you volunteer for (and complete) at least six (6) credits as a research participant (whether in one study or across several), you will have 12 points added to your final point total in the course. For example, if you were to end the course with a 890 points (89% or a B+), but participated for at least six credits in a formal research project, an additional 12 points (a 1% bonus) would be added to your final score, thereby, boosting you up to 902 points or 90% and an “A-” final grade.

Students who do not wish to participate in a research project may instead write a three (3) page summary/review of a research article found in one of the following professional journals:

Journal of Theory and Philosophy of Psychology
Theory and Psychology
Journal of the History of the Behavioral Sciences
The British Journal for the History of Science
Zygon: Journal of Religion and Science

History of Psychology
History of the Human Sciences
History of Science
Philosophy of the Social Sciences
Theology and Science

Please note that there are no partial points awarded for the Research Component – that is, either you complete six credits of research participation (or submit a full three page summary) and receive 12 points or you receive zero points.

Syllabus Quiz:

There will be a quiz on the course syllabus. All students are required to take this quiz. Any student not scoring at least 90% correct on this quiz will be required to retake the quiz until they achieve the 90% requirement. Failure to complete this requirement by noon on January 15th, 2019 will result in a one-step reduction in your letter grade in the course.

(It is expected that all students will be intimately familiar with the policies and provisions contained in the course syllabus. Thus, any inquiries concerning matters or policies that are clearly covered in the syllabus will go unanswered by the course instructor and teaching assistants. Thus, before you write your email or raise your hand, make sure that the question you have is not already answered in the course syllabus. Questions about relevant matters not covered in the course syllabus are welcome and will be cheerfully answered in as timely a manner as possible.)

Final Grades:

Total possible points = 1200. The points break-down for this class is as follows:

160 points	=	8 Group Quizzes x 20 points each (13.33% of Total Possible)
280 points	=	14 Individual Quizzes x 20 points each (23.33% of Total Possible)
600 points	=	3 Exams x 200 points each (50% of Total Possible)
160 points	=	Peer Evaluation (13.33% of Total Possible)
0/12 points	=	Research Component (see above)

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

Classroom Courtesy:

Please turn off your cell phones before class begins! Using laptop computers, tablets, and other such electronic devices IS NOT PERMITTED in this class. This course is based on a vision of education in which students come to class informed and prepared to participate in discussion and analysis, as well as to share and debate ideas. Participating in such discussion requires both careful preparation and careful attention. Because electronic devices can so easily interfere with student attention, it is the general policy of this course that – **UNLESS OTHERWISE DIRECTED** – electronic devices are to be turned off during class time.

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 (and Make-up) 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 – that is, (1) university excused absence or (2) verified medical necessity.

Please note that not carefully reading the syllabus, not being aware of Testing Center hours, not arriving at the Testing Center in sufficient time to complete an exam, scheduling wedding plans or other such things during scheduled exam times, or just plain forgetting to take an exam is not a good enough reason to be granted an exception! It is your responsibility to be aware of the exam dates and Testing Center hours of operation. Failure to allot enough time to complete an exam is not sufficient reason to be allowed to finish it later.

Formal Appeals and “Hedging your Bets”:

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 returned or they will not be considered. No exceptions.**

“Hedging your bets”: Students are allowed to “hedge bets” on individual quizzes by electing to choose more than one possible answer, no appeals will be allowed for questions on individual quizzes. By “hedging your bet” on an individual quiz, you are allowed to choose more than one possible answer, but no more than two possible “bets”. If the correct answer is one and only one of your “bets,” then you would receive half credit for that question. If the correct answer is none of your “bets,” then you would receive no credit for that question.

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.

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).

BYU 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 Discrimination and Harassment:

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

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 (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 UAC. 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.

Academic Honesty Policy:

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. 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 but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy:

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Respectful Environment Policy:

“Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others. . . . We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. . . . I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another.” *President Cecil O. Samuelson, Annual University Conference, August 24, 2010*

“Occasionally, we hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets.” *Vice President John S. Tanner, Annual University Conference, August 24, 2010*

TENTATIVE COURSE SCHEDULE

<u>DATES</u>	<u>LECTURE TOPICS</u>	<u>READING ASSIGNMENTS</u>
Jan 08	Course Introduction	Syllabus
Jan 10	History, Philosophy, Psychology	HP (pp. 1-14; 448-478)
Jan 15	Laying the Foundations	Williams, Gantt, Brown, & Scott (5)* / SW (pp. 1-48)
Jan 17	Platonic Rationalism I	Williams, Gantt, Brown, & Scott (6; pp. 1-14)* / SW (pp. 49-103)
Jan 22	Platonic Rationalism II	HP (Chp. 2)
Jan 24	Aristotle, Empiricism, and Virtue Ethics	Williams, Gantt, Brown, & Scott (6; pp. 15-31)* / SW (pp. 104-119)
Jan 29	The Philosophers of Happiness	Williams, Gantt, Brown, & Scott (7)* / SW (pp. 120-146)
Jan 31	Augustine and the Hellenization of Christianity	HP (Chp. 4) / SW (pp. 147-184)
Feb 05	Hebrew versus Greek Thinking	http://www.ldsphilosopher.com/what-if-truth-is-a-person/ http://www.ldsphilosopher.com/ancient-roots-of-person-truth/
Feb 07	The Renaissance and the Reformation	SW (pp. 185-229)

Feb 08 – Feb 13 EXAM #1 – Testing Center

Late Fee Begins Feb. 13 @ 8:00 am

Feb 12	Newton and the Rise of Mechanism	Gantt and Williams*
Feb 14	Hobbesian Materialism	HP (Chp. 5; pp. 194-240)
Feb 21	Modern Hobbesianism: Behaviorism and Neuroscience	HP (Chp. 5; pp. 240-252)
Feb 26	Continental Rationalism I (Descartes)	Fancher (Chp. 1)*
Feb 28	Continental Rationalism II (Modernism and Truth)	SW (pp. 230-252)
Mar 05	British Empiricism I (Locke)	HP (Chp. 6; pp. 257-285) / SW (pp. 253-262)
Mar 07	British Empiricism II (Hume)	HP (Chp. 6; pp. 285-327) / SW (pp. 263-277)
Mar 12	Berkeley's Idealism and Kant's Rationalism	SW (pp. 278-337)
Mar 14	Romanticism and Humanistic Psychology	SW (pp. 338-380) / Viney & King (Chp. 17; pp. 390-397)

Mar 14 – Mar 20 EXAM #2 – Testing Center

Late Fee Begins Mar. 20 @ 8:00 am

Mar 19	Darwinism and Evolutionary Psychology	HP (Chp. 7) / SW (399-422)
Mar 21	Taking Issue with Evolutionary Psychology	Taking Sides (Issue 6)*
Mar 26	Galton, Measurement, and Eugenics	Kevles*
Mar 28	William James and Radical Empiricism	Pajares (pp. 41-51; 56-62)* / HP (pp. 16-27)
Apr 02	Freud and the Medical Model	HP (Chp. 8) / SW (423-440)
Apr 04	Existentialism	Viney & King (Chp. 17; pp. 383-387)* / SW (pp. 441-464)
Apr 09	Phenomenology	Viney & King (Chp. 17; pp. 387-390)* / SW (464-508)
Apr 11	Salvation by Therapy	Wilkins & Sanford (Chp. 9)*
Apr 16	Go With God!	Hauerwas*

APR 16 PEER EVALUATIONS DUE IN CLASS – NO EXCEPTIONS!!!

Apr 19 – Apr 24 FINAL EXAM – Testing Center No Late Fees

* Reading that is available in electronic format in the Content Section of Learning Suite.

QUIZ PARTICIPATION WORKSHEET

Instructions: After each group quiz assignment you must 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	_____	_____	_____	_____
TOTALS:	_____	_____	_____	_____

GROUP MEMBER: _____

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

GROUP MEMBER: _____

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

GROUP MEMBER: _____

	Preparation	Collegiality	Contribution	Commitment
QUIZ #1	_____	_____	_____	_____
QUIZ #2	_____	_____	_____	_____
QUIZ #3	_____	_____	_____	_____
QUIZ #4	_____	_____	_____	_____
QUIZ #5	_____	_____	_____	_____
QUIZ #6	_____	_____	_____	_____
QUIZ #7	_____	_____	_____	_____
QUIZ #8	_____	_____	_____	_____
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
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

