

Syllabus

History of Psychology

Psychology 210 - Spring Term 2018

Instructors: Eric Ghelfi and Sheilagh Fox

TA: TBA

Course Objectives:

Ultimately, we see the course objectives as being twofold. First, you should come out of this class knowing the key people and ideas in the intellectual history of psychology. Second, you should come out of this class with improved thinking skills. The purpose of studying the intellectual history of a discipline is to understand how and why psychology is the way it is now and to accomplish this, you will likely need to think in new ways.

In *The Abolition of Man*, C.S. Lewis wrote about hidden assumptions: “[The] boy who thinks he is ‘doing’ his ‘English prep’ [insert ‘the undergraduate who thinks he or she is studying psychology’]... has no notion that ethics, theology, and politics are all at stake. It is not a theory they put into his mind, but an assumption, which ten years hence, its origin forgotten and its presence unconscious, will condition him to take one side in a controversy which he has never recognized as a controversy at all.” It is our business here to make many of these assumptions explicit so that you can decide for yourself – truly for yourself – where you stand on important historical, current, and future issues in psychology.

Departmental Learning Objectives

Critical thinking: Students will 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.

Implications: 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.

Identify major figures and schools of thought: 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.

Reasoned position: Students will express a reasoned position on some the enduring questions, issues, and concerns of the discipline of psychology that is faithful to the Restored Gospel of Jesus Christ.

Course Schedule:

Date: **Module**

May 1- May 4	Welcome to the Course
May 4 - May 7	Basics, Presocratics
May 8 - May 10	Plato and Aristotle
May 11 - May 14	Hellenistic Thinkers and the Middle Ages
May 15 - May 17	Descartes and the Mind-Body Problem
May 18 - May 21	The Rationalists and the Empiricists
May 22 - May 24	Darwinism, Positivism, and the Scientific Method
May 30	Midterm Exam
May 30 - June 2	Experimental Psych and William James
June 2 - June 6	Mental Illness and Psychoanalysis
June 6 - June 9	Behaviorism
June 9 - June 13	Humanistic and Existential Psychology
June 13 - June 16	Cognitive Psychology
June 16 - June 19	The Future of Psychology
June 18	Project is Due
June 20 – June 21	Final Exam

Coursework:

Each module (other than the introductory module, which only has 2 short quizzes) consists of 4 parts: reading assignments, quizzes about the reading assignments, podcasts, and discussions about the material in the module.

Reading Assignments (12 total): Expect to read a lot. This is a spring course, so we are going through an already reading-heavy course in half the time of a regular semester. Each lecture will equal three regular-length lectures. You will be responsible for learning the material covered in assigned readings because we will not have enough time to go over all of it in lectures. College students are many things--resourceful, optimistic, bright, meme-savvy, etc. One thing college students usually are not: loaded with cash and time. As such, we have decided not to require a textbook for this course. Instead, we will assign excerpts from publicly available primary sources and provide instructor commentary, focusing on quality over quantity, so you can keep as many of your dollars and minutes as possible.

Quizzes (12 total; 10 points each, 2 dropped): Quizzes will ask questions about the primary source readings and instructor commentary. Each quiz will ask ten questions and will be worth ten points. We will drop the two lowest quiz scores.

Podcasts (12 total): Instead of recording our powerpoint slides as we talk over them, we will be doing our lectures in a podcast-style format. This is way cooler. Trust us on this - we've seen samples of recorded PowerPoints, and they were very boring. In these podcasts, we will supplement the text by explaining difficult concepts, making connections between ideas, and frequently including guest lecturers. Podcasts have the added benefit of being downloadable, so you can listen to lectures while driving, doing the dishes, etc.

Discussions (12 total; 20 points each): College discussion boards often end up like this:



We are aware of this tendency but nevertheless have high expectations of you for our class discussions. We don't anticipate that $2 + 2$ answers will be too much of a problem. To help mitigate this tendency, we will structure the assignments in a way that will make it easier for you to write meaningful things than to write... well, less meaningful things.

The rubric for the discussion for each module is this:

You will be graded on a check, check-plus, and check-minus basis primarily on your original post. Here is a brief and succinct rubric:

Check. Posts that meet the basic requirements of the prompt will receive checks, which will count for 16 of 20 possible points.

Check plus. Posts that go beyond expectations (e.g., by making an exceptionally convincing or interesting case) will receive a check-plus, which will count for 20 of 20 points.

Check minus. We will reserve check minuses for posts that display a clear and concerning lack of effort or knowledge on the topic. Check-minuses will receive 10 of 20 points. In the case that you do not respond to any classmates' posts, you will automatically receive a check-minus. Additionally, responses to others' posts that are clearly unthoughtful will also receive check minuses.

Bonus points: It will be very difficult to have good discussions if you all are rushed. Thus, we will give 1 bonus point to everyone who posts before the due date for the discussion and 2 bonus points to everyone who posts two days before the due date of the discussion (or earlier). We are hoping you will make use of this incentive.

Project (1 total; 75 points):

This class will have one large project. It will be due on the last day of class, but we urge you to not think of it as a final project because procrastination will hurt you (we know from experience). We hope that you will start thinking about and working on it after the midterm exam. In this project, you will write about how one or more key figures you studied in the first section of this course (pre-midterm) influenced or is somehow similar to one or more key figures from the second section of this course. It is actually a fun project. We promise.

Exams (2 total; 100 points for the midterm, 125 points for the final):

This class will include a midterm exam and a final exam. The final exam will be comprehensive but will focus mostly on material covered after the midterm (the questions about material in the first half of the course will be more basic).

Points Summary:

Introductory Quizzes 10 points (1.6%)

Quizzes 100 points (15.3%)

Discussions 240 points (37%)

Project 75 points (11.5%)

Exams 225 points (34.6%)

Total 650 points (100%)

Required Materials:

A suitable electronic device

The internet

Curiosity

Snacks

Grade Scale:

A 93%

A- 90%

B+ 87%

B 83%

B- 80%

C+ 77%

C 73%

C- 70%

D+ 67%

D 63%

D- 60%

E 0%

University Policies:**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 every instructor's 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 Misconduct:

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> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability:

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 (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. 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:

The first injunction of the 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.

Respectful Environment:

"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

Inappropriate Use of Course Materials:

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Plagiarism:

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent

plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Mental Health:

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Deliberation Guidelines:

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)