PSY 4303
History of Psychology
Summer session I, 2019
James Forbes, Professor of Psychology
**Course Number & Title**
PSY 4303 History of Psychology

**CREDITS**
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

**FACULTY INSTRUCTOR**
James Forbes, Professor of Psychology
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**Phone:** (325) 486-6120
**Email:** James.Forbes@Angelo.Edu

**OFFICE HOURS**
MTWRF 11:00 am to noon; or by appointment

**COURSE DELIVERY**
This is an online course offering. The course will be taught via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

**COMMUNICATION**
I will typically respond to your questions posted on Bb or sent via email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend and holiday questions messages may not be returned until the next school day.

**ONLINE COURSE ISSUES**
Most students' initial reaction to psychology's history is that it is abstract and remote. This is a normal reaction since most of you have little knowledge about the history of psychology! Your challenge is to make psychology's history more immediate and relevant to you. My challenge is to make psychology’s history accessible and interesting to you. Your informed imagination, your curiosity about the world, and your conscientious effort throughout the summer I session will allow you to derive a meaningful historical perspective on psychology.

This course will be taught entirely on-line. We will not meet in person, unless you choose to visit me in my campus office. I will give you a schedule of events (viz., chapter readings, chapter questions, exams, discussions, journal due date); you will have to ensure that you keep pace with the course schedule. If you manage your time efficiently, work diligently on course content, and keep pace with the schedule, you will fare very well in this on-line course.

**COURSE DESCRIPTION & GOALS**
The overall goal of this class is for you to acquire a historical perspective on why psychology has partitioned itself into sub areas such as cognition, social, personality, developmental, cognitive, experimental, psychobiology, counseling, clinical, health, peace studies, and so on. To this end, you will learn how ideas such as reductionism, empiricism, mechanism, and determinism have shaped the development of psychology. You will also learn how different social contexts,
schools of thought, and historical events have affected psychologists.

**COURSE OBJECTIVES**

You will have opportunities to:

1. Learn about the origins of modern psychology.
2. Discover how psychology became an empirical social and behavioral science of thinking and behavior.
3. Develop skill in expressing ideas and arguments in writing.
4. Exercise and communicate your curiosity about topics from the history of psychology by writing an interpretive journal.

**Student Learning Outcomes**

You will be able to:

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<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>CORRESPONDING ASSESSMENTS</th>
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<tbody>
<tr>
<td>1) Describe and explain concepts and events from psychology’s history.</td>
<td>Chapter Assignments &amp; Exams</td>
</tr>
<tr>
<td>2) Interpret content from psychology’s history.</td>
<td>Discussion forums, Interpretive Journal, Chapter Assignments, &amp; Exams</td>
</tr>
<tr>
<td>3) Discuss how content from psychology’s history relates to your own knowledge and experiences, to content in Goodwin’s textbook, and to your understanding of psychology as a science today.</td>
<td>Interpretive Journal</td>
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**REQUIRED TEXTS AND MATERIALS**

The required course textbook is: Goodwin, C.J. (2012; 2015). *A History of Modern Psychology, 5th edition*. Editions 4 or 5 will work equally well. The 5th edition has a bit more detail on selected topics; the 4th edition will be less expensive.
You must obtain a copy of the textbook before the summer I semester begins on 4 Jun, 2018 because you will be unable to complete any of the chapter assignments or exams without the textbook.

The Principles of Psychology (William James, 1890):  
http://psychclassics.yorku.ca/James/Principles/index.htm

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Webcam (recommended)
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

INTERNET RESOURCES

Useful history of psychology on-line resources include Classics in the History of Psychology (http://psychclassics.yorku.ca), a web site devoted to making the full texts of an extraordinarily large number of historically significant documents available on the World Wide Web. The Archives of the History of Psychology, Akron Ohio is the largest archival repository of the largest collection of primary source material from the history of psychology, much of which is accessible on-line. Other useful web sites include Division 26 of the APA, History of Psychology; as well as
DONALD DEWSBURY’S (http://grove.ufl.edu/~dewsbury/index.html) EXCELLENT AND COMPREHENSIVE WEB PAGE ON HOW TO WRITE A RESEARCH PAPER IN THE AREA OF HISTORY OF PSYCHOLOGY. THERE ARE ALSO A NUMBER OF EXCELLENT WEB SITES ON NUMEROUS ISSUES IN THE HISTORY OF PSYCHOLOGY LISTED IN THE GOODWIN TEXT.

THE ON-LINE RESOURCES ARE ENORMOUSLY USEFUL SUPPLEMENTAL MATERIAL YOU MAY USE TO FOR YOUR JOURNAL, EXAMS, ASSIGNMENTS, AND MAKE INFORMED COMMENTS ON THE COURSE DISCUSSION BOARDS.

EVALUATION AND GRADES

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

Final course grades will be calculated as follows: Course Grade = Chapter Assignments (35%) + Exams (30%) + Interpretive Journal (25%) + Discussion Board (10%).

The grading scale for the course will be as follows:

<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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ASSESSMENT/ACTIVITY | PERCENT OF TOTAL GRADE
---------------------|-------------------------
Chapter Assignments  | 35%                     
Exams (2 exams)      | 30%                     
Interpretive Journal | 25%                     
Discussion Board     | 10%                     
TOTAL COURSE GRADE   | 100%                    

TEACHING STRATEGIES

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials presented in the course) in discovering, processing, and applying the course information using additional information and examples on the Internet, and discussing course material and experiences with their peers.

METHODS OF ASSESSING LEARNING OUTCOMES

Learning outcomes will be assessed via one interpretive journal, discussion posts, chapter assignments, and two exams.
1. **Chapter Assignments (35% of your course grade).** A chapter assignment will be given for most chapters in the Goodwin textbook (*A History of Modern Psychology*). Chapter assignment format will be short essay answer. Reading assigned chapters and writing short answers to questions will help you learn about Psychology’s history and prepare you for the exam essay examinations. You may submit a chapter assignment past the due date. However, chapter assignments submitted after I post feedback can obtain a maximum of half the available quiz points.

**Chapter Assignment Scoring & Grading:** At the *very end* of the semester, I will sum your chapter assignment points, evaluate the assignment score distribution, then assign grades that reflect the difficulty of the exercise. The highest total assignment scores will receive an "A," the next group of scores will receive a "B," and so on-if necessary. Hence, your assignment grade will be based on your performance relative to your peers—not to some arbitrary standard of excellence.

It is unrealistic to expect that all of your assignment answers will always result in all available points. I certainly do not have that expectation. It is difficult to read through Goodwin’s chapters and extract crucial information and subtle distinctions, then accurately paraphrase with aplomb. Some students anxiously write far too lengthy responses in a misguided effort to not omit some critical information. Others merely label concepts without also adequately describing and explaining what those concepts mean. With practice, you will develop skill in answering the assignment questions and be confident that your answers are succinctly written, complete, and accurate.

2. **Exams (30% of your course grade).** There will be two short essay exams. Each exam will count as 15% of your overall course grade. Examination format will be interpretive essay questions. The exams are not cumulative; each one will cover the material immediately preceding it. No make-up exams will be given except under extraordinary circumstances. Late exams will result in a 10% reduction in grade for each day beyond the exam due date.

**Exam Scoring and Grading:** After each exam I will sum your points obtained, evaluate the assignment score distribution, then assign grades. In this way, your assignment grade will be based on your performance relative to your peers—not to some arbitrary point cutoff or other random standard of excellence. The highest total exam scores will receive an "A," the next group of scores will receive a "B," and so on. I will post your exam score and grade on Bb. I will also post the class exam score and grade distribution so you can see how well you did relative to your peers.

3. **Interpretive Journal (25% of your course grade).** Three times during the semester you will post a written journal entry about one chapter (for a total of three different chapters) in the *Principles of Psychology (1890).* You will submit journal entries each Monday throughout the semester: 10 Jun, 17 Jun, and 24 Jun. Each journal entry should be approximately 1-2 pages in length.

**Interpretive journal content and format.** Each of your journal entries will take the form of a letter written by you—living today—to William James—living in 1890—about psychology. Your comments should: 1) demonstrate your understanding of a chapter topic, theme, or content William James wrote in the *Principles of Psychology (1890)*; and 2) accurately describe some
discovery or finding from psychology as an evidence based science today and how it relates to
the content of William James' book chapter.

Interpretive journal scores and grades: Each interpretive journal entry is worth 20
points. At the end of the semester I will sum your points obtained, evaluate the assignment
score distribution, then assign a journal grade. In this way, your journal grade will be based on
your performance relative to your peers. The highest journal scores will receive an "A," the next
group of scores will receive a "B," and so on. I will post your journal score and grade on Bb. I
will also post the class journal score and grade distribution so you can see how well you did
relative to your peers.

4. Discussion Boards (10% of your course grade). Discussion forums will be posted on the
discussion board at the rate of one per week. You will regularly contribute as a participant in
these discussion forums throughout the semester. You will find that the web sites listed in your
text, will greatly aid you in contributing substantively. Participating in the discussion forums will
help you relate topics from psychology's history to your own experiences. Thinking about forum
topics will help you examine your own beliefs about the history of psychology. Reflecting on
others’ posts, and posting your thoughts about these issues may help you clarify and enrich you
thinking.

Discussion Boards Grading: Your discussion board contributions will be graded
satisfactory (90% or more), unsatisfactory (< 60%) at the very end of the semester, and count
as 10% of your course grade. The highest scores will be awarded to those who make insightful
comments at regular intervals throughout the semester. Echoing others' opinions and comments
made only at the very end of the semester will be awarded the l
owest scores.

Blackboard Location: Discussion board forums are posted under the Discussion Boards tab on
Blackboard. Each forum will have availability dates posted during with time the forum will be
open and accessible.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following
documents:
● Angelo State University Student Handbook located on the ASU website
   http://www.angelo.edu/cstudent/documents/pdf/Student Handbook.pdf,

STUDENT RESPONSIBILITY & ATTENDANCE
ON-LINE: This class is an asynchronous, meaning you do not have to be on-line at a certain time.
There are readings which you will have to complete to be able to adequately participate in
individual and group assignments. In order to complete this course successfully, you do have to
participate in all course activities i.e. discussion boards, chapter assignments, journal entries,
and exams. Students are expected to engage in course activities and submit work by due dates
and times. The hope is that students will make substantive contributions which reflect
integration of assigned materials as well as any outside readings as appropriate. Scholarly
contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**LATE WORK OR MISSED ASSIGNMENTS POLICY**

Due dates and times for assignments are posted in the course schedule. Late assignments are **not accepted without my prior approval**. I may deduct points for late assignments that are accepted past the original due date.

**ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/content/files/17358-university-honor-code](http://www.angelo.edu/content/files/17358-university-honor-code). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**PLAGIARISM**

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

**STUDENTS WITH DISABILITIES**

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”
2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.”

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
ASU policy is that incomplete grades be reserved for student illness or personal misfortune. Please contact me if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS & COURSE SCHEDULE CHANGES
I may make changes as necessary to this syllabus, the course content, or the course schedule. If changes become necessary during this course, I will notify you by email, course announcements and/or a discussion board announcement. It is your responsibility to look for such communications about the course on a regular basis.