

PSY 4303

History of Psychology

Summer, 2020



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Office Hours: MTWRF 11:00 to noon; or by appointment

Course Information

Course Description

The overall goal of this class is for you to acquire a historical perspective on the current state of psychology and why psychology has partitioned itself into so many different 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 Credits

Three Semester Credit Hours (3-0-0)

Prerequisite

PSY 2301

Psychology Program Outcomes

Upon completion of the program of study for the bachelor's in psychology, the graduate will be prepared to: access and use relevant psychological knowledge and solve comprehensive problems in different domains of the discipline; communicate effectively in a variety of formats; use information from the different branches of psychology to analyze and improve human functioning in a variety of social contexts; use critical and creative thinking, skeptical inquiry,

and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignments and activities validating outcome achievement:	Mapping to Program Outcomes
Describe and explain concepts and events from psychology's history.	Chapter Assignments & Exams	Access & use knowledge; communication, integrative thinking
Interpret content from psychology's history.	Discussion forums, Interpretive Journal, Chapter Assignments, & Exams	Access & use knowledge; communication, integrative thinking
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.	Interpretive Journal	Access & use knowledge; communication, integrative thinking

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at <http://blackboard.angelo.edu>

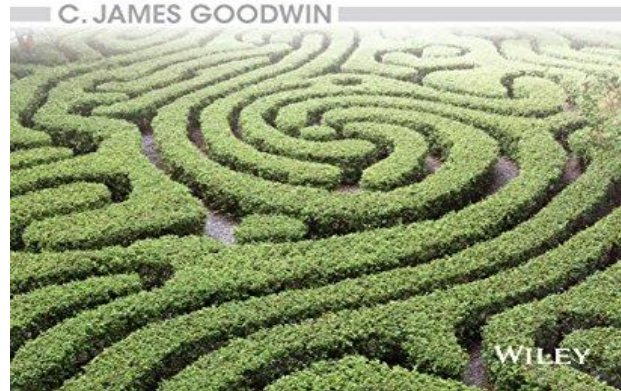
Required Text

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 4rd edition will be less expensive.*

A HISTORY OF
**MODERN
PSYCHOLOGY**
FOURTH EDITION
C. JAMES GOODWIN



A HISTORY OF
**MODERN
PSYCHOLOGY**
FIFTH EDITION



INTERNET RESOURCES

USEFUL HISTORY OF PSYCHOLOGY ON-LINE RESOURCES INCLUDE [CLASSICS IN THE HISTORY OF PSYCHOLOGY \(HTTP://PSYCHCLASSICS.YORKU.CA\)](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.

THESE 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.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access

- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

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 weekday.

Assignment and Activity Descriptions

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 the 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 three times during the semester on the dates shown on the **course schedule**. 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 your 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 lowest 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.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at james.forbes@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

Course Schedule

A complete course schedule with all topics and assignments, included all due dates is posted on the course BlackBoard web page. Click on the Syllabus & Course Schedule tab on the navigation bar.

This course will be taught entirely on-line. We will not meet in person, unless you choose to visit me in my campus office. Consequently, much responsibility for developing a viable research proposal rests with you. I will give you a schedule of events (viz., readings, assignments, exercises, applications, discussion topics, and due dates); you will have to ensure that you keep pace with the schedule. If you manage your time effectively and focus your interests and energy on the course objectives, you will fare well in this on- line course.

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 and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent of Course Grade
Chapter Assignments	35
Exams	30
Interpretive Journal	25
Discussion Forums	10
Total	100%

Final course grades will be calculated as follows:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = < 60%

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

This class is 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, course projects, reflective logs, etc. 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.

Academic Integrity

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

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).³

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

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 Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The

term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

4. Developing skill in expressing oneself orally or in writing
5. Learning how to find, evaluate, and use resources to explore a topic in depth
6. Developing ethical reasoning and/or ethical decision making
7. Learning to analyze and critically evaluate ideas, arguments, and points of view
8. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>