

PSY 4989, History & Systems of Psychology, 4 Credits, Winter 2018

Instructor: Dr. M. B. Lewis
Course Section #: 12775
Class Time: Tues/Thurs 1 pm – 2:47 pm
Classroom: 156 NFH

Office: 208 Pryale Hall
E-mail: eberly@oakland.edu
Office Phone: x2314
Office Hours: Thursdays 3 – 4:30 p.m.

Course Description	<p>Examines psychology's philosophical and physiological roots. Attention is given to the ways in which historical contexts and movements are linked to major developments in psychological thought and theory, including the psychology of consciousness, the unconscious, behaviorism, cognitive science, social psychology, and applied fields of psychology.</p> <p>This class satisfies the General Education requirements in the <u>Writing Intensive</u> in a major area or general education, but not both. <i>Prerequisite: WRT 160.</i> This class also satisfies the university general education requirement for the <u>Capstone Experience</u>.</p> <p>Course Prerequisites/corequisites: PSY 100 and 250 and two courses other than PSY 251. In addition, WRT 160 is required.</p> <p>Required Text(s) and Supporting Course Material: Shiraev, E. (2015). <i>A History of Psychology: A Global Perspective</i>. (2nd Ed). Thousand Oaks, CA: Sage. <u>Course Procedures:</u> <i>lectures, discussion</i></p> <p>Helpful Website: Classics in the History of Psychology - http://psychclassics.yorku.ca/</p>
Intensive Writing Course	<p>General Education Requirement: At least one third (1/3) of the overall course grade is based on substantive written assignments in 2 or more forms. For this course, a comparison paper, a biography, and critical thinking questions/reflections will be required.</p> <p><u>The student will demonstrate:</u></p> <ul style="list-style-type: none"> • knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose • effective rhetorical strategies appropriate to the topic, audience, context, and purpose <p><u>Cross-Cutting Capacities:</u> effective communication, critical thinking</p> <p><u>Course Objectives</u> (derived from American Psychological Association guidelines):</p> <ol style="list-style-type: none"> 1. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. 2. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values 3. Communicate effectively in a variety of formats.

Capstone Requirement	<p>General Education Requirement: The capstone experience will create an explicit link between general education and your major (or between general education components if you take a general education capstone instead of one in your major). The capstone can be interdisciplinary- or discipline-specific. If taken in the major, it must explicitly address the relevance to the major of a combination of at least three of the general education knowledge areas and capacities to the major.</p> <p>The student will demonstrate:</p> <ul style="list-style-type: none"> • appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise • the ability to integrate the knowledge learned in general education and its relevance to your life and career <p>Cross-Cutting Capacities: critical thinking, effective communication, social awareness</p> <p>Course Objectives: (from APA Guidelines)</p> <ol style="list-style-type: none"> 1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. 2. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. 3. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science. 4. Communicate effectively in a variety of formats.
Expectations	<p>Student Conduct: The University's regulations that relate to academic misconduct will be fully enforced. Any student suspected of cheating and/or plagiarism will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of academic misconduct in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Students found guilty of academic misconduct by the Academic Conduct Committee may face suspension or permanent dismissal. The full policy on academic misconduct can be found in the General Information section of the Undergraduate Catalog. For more information visit, http://www2.oakland.edu/deanofstudents/handbook/conduct.cfm.</p> <p>Add/Drops & Incompletes: The University add/drop and incomplete grade policies will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.</p> <p>Make-up Examinations: Verification of the reason for not taking an exam is required; if a make-up exam is granted the time and nature of that exam will be determined by the professor.</p> <ul style="list-style-type: none"> • A signed, written document must be presented to me to validate your reason for missing an exam (e.g. doctor's excuse, grandparents obituary, etc.). <u>Please understand that a vacation or work is NOT considered a valid reason for missing an exam.</u> Thus, if an exam falls on the time that you have chosen to miss class (i.e. take a vacation, overslept, scheduled a routine doctor's appointment, had a work meeting, you scheduled work) you will receive no points on that exam (0 points). If your excuse is valid, then IT IS YOUR RESPONSIBILITY TO ARRANGE TO TAKE A MAKE-UP EXAM. I WILL NOT DO IT FOR YOU!!!! ○ If a Make-up exam is approved, then the exam must be taken within a week of the original date. <p>Audio Recording Policy Students who wish to audio-record lectures may request permission to do so. These recordings may only be used for the purpose of personal study. Students may not share these recordings with other individuals without the consent of the professor. At the conclusion of the semester, students may request permission to keep these recordings if needed, otherwise it is expected that all audio-recordings will be deleted from all electronic recording and storage devices.</p> <p>Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services orth Foundation Hall, (248) 370-3266. Please bring your needs to my attention as soon as possible. For more information, visit http://www.oakland.edu/dss.</p> <p>Excused Absence Policy: University excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. For the excused absence policy, see http://www.oakland.edu/?id=6850&sid=175.</p> <p>Veteran Support Services: The office of Veteran Support Services (VSS) is responsible for giving support services to more than 300 veterans, service members, and dependents of veterans. VSS is staffed with personnel who are veterans and current or former students. Any student veteran or dependent of a veteran requiring assistance with navigating the Veterans Administration, understanding service-related benefits, or requires referrals to campus and community resources should contact one of the Veterans Liaisons by visiting 116 North Foundation Hall, or phoning 248-370-2010.</p>

Grade Determination

Grades in this course will be based on evaluations of the following materials:

- **Exams:**
 - The exams cover the assigned readings, lectures, handouts, movies, and anything else that goes on in class. Exam format will include essay questions and multiple choice. You will have two exams during the semester and an exam during the scheduled final exam period. Each exam is worth 60 points. Grades will be calculated from your total points earned during the semester. See below for the point allocation.
 - Exam 1 (60 pts.)
 - Exam 2 (60 pts.)
 - Exam 3 (60 pts.)
 - Exam 4 (60 pts.)
 - It is my policy that if you disagree with the way a question was graded, it is your responsibility to write why your answer is correct with citations and page number(s) from the text. You will need to indicate why your answer is better than the one given.
- **Written Projects (Please see the "Course Requirements" for a more detailed description of each assignment):**
 - Critical Thinking Question with response (20 pts. Each X 5 = 100 pts)
 - Comparison of Historical and Contemporary Research (70 pts)
- Total points possible = 410
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- **Policy Note:** You will have several different homework assignments, ranging from reading assignments to class discussion preparations. See the attached "Description of Assignments." All assignments are due at the **BEGINNING** of the class on the day that each is due. For each day late, 5 points will be deducted from the total assignment score. Throughout the semester, I will provide you with guidelines and discuss strategies for your best performance.

Grade Calculation: The sum of points earned in all activities will be converted to a percentage of all points possible.

Grade Calculation

Grade Calculation: Each exam will be assigned a grade based on the following table:

Percentage	OU Grade	Percentage	OU Grade
100	4.0	79	2.9
99	4.0	78	2.8
98	3.9	77	2.7
97	3.9	76	2.6
96	3.8	75	2.5
95	3.8	74	2.4
94	3.8	73	2.3
93	3.7	72	2.2
92	3.7	71	2.1
91	3.6	70	2.0
90	3.6	69	1.9
89	3.5	68	1.8
88	3.4	67	1.7
87	3.4	66	1.6
86	3.3	65	1.5
85	3.3	64	1.4
84	3.2	63	1.3
83	3.2	62	1.2
82	3.1	61	1.1
81	3.1	60	1.0
80	3.0	≥59	0.0

*The percentages for your course grade are rounded to the nearest whole number. For example, 69.4% is equal to 69% and an OU grade of 1.9.

Tentative Reading Schedule and Homework Due Dates
PSY 4989: History of Psychology

Week 1: Jan 4

Welcome, Introductions, & Expectations

Chapter 1: Understanding Psychology's History

Example topics: Gaining a deeper understanding, Recognition of fads and; avoiding repetition, basic curiosity . . . how did we become a field of science?

Week 2: Jan 9, 11

Chapter 1: Understanding Psychology's History (con't)

Week 3: Jan 16, 18

Chapter 2: Early Psychological Knowledge

Example topics: Rationalism versus Empiricism; What is a "Law"?; Assumptions of determination; Karl Popper and positivism; Thomas Kuhn and paradigms; Mechanism versus Vitalism; Role of Early Civilizations, Recognition of the diversity of contributions from cultures and religions

Reflection Paper #1: Due Friday, January 19 by 5 p.m. on MOODLE

Week 4: Jan 23, 25

Chapter 2: Early Psychological Knowledge (con't)

Chapter 3: Psychology during the Mid-Millennium Transitions – 15th – 18th centuries.

Example topics: Philosophers (as linked to psychological ideas); Influence of Renaissance, Reformation, and scientific revolution

Week 5: Jan. 30, Feb 1

Chapter 3: Psychology during the Mid-Millennium Transitions (con't)

******* Thursday, February 1 -- Exam 1: Chapters 1 – 3 *******

Week 6: Feb. 6, 8

Chapter 4: Psychology in the Laboratory

Example Topics: Issue of major social and scientific transitions, early quantitative studies of the mind, early laboratories

Reflection Paper #2: Due Friday, February 9 by 5 p.m. on MOODLE

Week 7: Feb 13, 15

Chapter 5: Psychology and the Mass Society – Early 20th Century

Example Topics: connections between natural science and psychology, role of functionalism and evolutionary theory, emergence of "new" fields of psychology

Historical and Contemporary Comparison Assgn (Draft #1) – Due Thursday, Feb 15

WINTER RECESS (No class - Feb. 20, 22)

Week 8: Feb. 27, March 1

Chapter 6: Clinical Research and Psychology: End of 19th and Early 20th Centuries

Example topics: Understand Psychopathology as viewed at this time, complexity of mental illnesses and their cures

Reflection Paper #3: Due Friday, March 2 by 5 p.m. on MOODLE

Week 9: March 6, 8

Chapter 6: Clinical Research and Psychology: End of 19th and Early 20th Centuries

******* Thursday, March 8 – Exam 2 (Chapters 4 – 6) *******

Week 10: March 13, 15

Chapter 7: The Birth and Development of the Behaviorist Tradition

Example Topics: Understand animal psychology, work of Thorndike, Pavlov, Bekhterev, and Watson, complexity of behaviorism over time.

Week 11: March 20, 22

Chapter 8: The Birth and Development of Psychoanalysis

Example Topics: Emergence of thought, Theoretical ideas, Freud, Alder, Jung, diversity of approaches and therapeutic methods

Reflection Paper #4: Due Friday, March 23 by 5 p.m. on MOODLE

Week 12: March 27, 29

Chapter 9: The Paths of Gestalt Psychology

Example Topics: Social Conditions giving rise to Gestalt Psychology, Key Theories, diversity of applications

Final Draft of Comparison Paper: Due Thurs., March 29 (include 1st draft in portfolio)

Week 13: April 3, 5

******* Tuesday, April 3 – Exam 3 (Chapters 7 – 9) *******

Chapter 10: Theoretical and Applied Psychology after WWI

Example Topics: Ways in which Social climate influenced psychological thought, advancements in human testing, human development, personality theories, and social psychology

Week 14: April 10, 12

Chapter 11: Behaviorism and Psychoanalysis in the Mid-20th Century

Example Topics: "New" directions of theoretical and applied research in behaviorism & psychoanalysis after Freud

Week 15: April 17

Chapter 12: Humanistic and Cognitive Psychology

Example Topics: Key principles of Humanistic Psychology, its methods, and its applications

Reflection Paper #5: Due Tuesday, April 17 by 5 p.m. on MOODLE

****** Exam 4 – TBD ******

Homework Assignments

Reflections (20 pts each X 5 = 100 points)

Question Criteria and Instruction

1. The "Question" should address an interesting point, idea, or curiosity you have while you are reading or in class. It should originate and reference class content, or the textbook. Keep in mind that your question should be OPEN-ENDED; that is, it will generate thought and critical thinking. Your question should be a springboard for thinking about and extending the material.
2. You also will need to respond to your "Question" in a typed, double-spaced format. Please keep the length to one (1) or two (2) pages. I should see clear, thoughtful, and logical responses. Referencing other articles outside of reading in an integrated and thoughtful way is a bonus!
3. To be certain: This is not a "fill-in-the-blank" or "write-a-list" type of question. It can't be answered with a "Yes" or "No" response. It is something that will synthesize material or extend material to show that you are thinking.
4. I have uploaded a few examples from previous students on Moodle.
 1. Good Question:
 1. Watson's version of Behaviorism is well-known for its controversial place in psychology because it disregards theories of the mind and consciousness and advocates for a purely nurture approach over nature. To this effect, in what ways do Watson's behaviorism disregard the concept of free will entirely in favor of environmental determinism? Are his views still valid/relevant to modern psychology approaches?
 2. Low-scoring question:
 1. Did Watson propose that the only true psychology is one that focuses on behavior?

Comparison of Historical and Contemporary Scholarship (70 points)

This assignment is worth 70 points of your total grade. You will be able to write a first draft (35 points) and then edit (35 points) this assignment.

For this assignment, you will need to find two articles. One article should be published BEFORE 1920. The second article should be published after 1990 and be on the same topic as the OLD article. You are then asked to summarize each article and offer a comparison. The paper should be between 4 – 6 pages in length, double-spaced, 12-point font with 1" margins. Organization, grammar, and clarity of presentation are important and will be included in the grade. The paper should begin with a brief summary of each article, including a careful description of the methods and whether the methodology was valid in answering the researchers' question(s). Thereafter, you will need to discuss similarities and differences both in terms of historical period, use of terms and/or psychological constructs, and ethical considerations.

General Structure of the Paper

1. Introductory Paragraph
 - a. Include the more general topic you identified
 - b. A bit of rationale and background of the construct
 - c. Thesis Statement – remember all you are doing is comparing two articles. You are not summarizing 100-years of research.
 - d. Paragraph 2 (&3 if needed): Summary of Historical Article
 - e. Paragraph 3 (or 4 & 5 if needed): Summary of Contemporary Article
 - f. Next 2 – 4 paragraphs should be summarizing the similarities and differences between the articles
 - i. Keep in mind that each paragraph should have a singular mission/purpose for the critique or analysis
 - ii. You should identify examples within each article to demonstrate your points (be sure to cite properly if you are using a direct quote)
 - g. Concluding Paragraph
 - i. Summarize your key points of interest BRIEFLY
 - ii. Draw overall conclusion

Potential Comparison Points of Interest (You will probably want to include several of what is below or a few based on your own observations):

1. Mechanics and Structure
 1. This type of comparison would focus on the WAY the articles/chapters are written at the macro (overall organization) and micro (grammar, sentence structure, vocabulary, tone) levels
2. Empirical methods
 1. What are similarities and differences in their research approach? How have things changed for contemporary articles? What about the use of statistics? or Differences in ways that results are presented?
3. Conceptual/Theoretical Differences
 1. What was the predominating view of the phenomenon at the time of publication? How does it come through in the article?
 2. What biases or beliefs are present?
 3. How have beliefs about the phenomenon changed between the time of publication?