

HISTORY OF PSYCHOLOGY (PSY 592)

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AB4 315

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Summer 2007 TTH 2-3:50

Office Hours: Mon. 2-3:00; Thurs. 4-5:00, or by appointment

Course Description: This course is designed to provide a comprehensive history of psychology from ancient times to the present. The focus will be on empirical discoveries, systems and theories of psychology, as well as on contemporary trends. The course will consist of lecture and discussion. **Everyone is expected to come to class having read the appropriate material for that day's topic and be prepared to discuss that material.**

Textbook: Thorne, B. M., & Henley, T. B. (2005). *Connections in the History and Systems of Psychology* (3rd Ed.). New York: Houghton Mifflin. The assigned readings are indicated on the accompanying tentative calendar. The textbook readings will be supplemented by reading assignments of articles and original sources included on the attached reading list. The exams will include questions from both the lectures and the reading assignments, so expect some questions from the text that were not discussed in class.

Course Objectives: At the completion of this course, students will:

- Be able to identify major issues in psychology
- Be able to identify, compare, and contrast the different perspectives in the development of psychology as a science
- Be able to explain the social and cultural context of the development of psychology
- Be able to describe how psychology developed from philosophy and physiology
- Be able to describe contemporary and emerging trends in psychology

Grading: Coursework & Evaluation: There are 500 points possible consisting of three exams, a paper, and a participation grade each counting 100 points. The paper will be a literature review on a specific topic in the history of psychology. Topics will be discussed with and approved by the instructor well in advance of turning the paper in.

Exams: Each exam will consist of matching, short, and long answer essay questions. Make-up exams will be permitted only in EXTREMELY rare cases.

Paper: The paper assignment is to select one volume of *Psychological Bulletin* from each of four time periods (1939 to 1950, 1951 to 1965, 1966 to 1989, and 1990 to present) and describe each one in terms of its structure (types and lengths of articles, notes, etc.) and content (types of problems and theories addressed, relative emphasis on areas of psychology – clinical, perception, physiology, developmental, social, etc.). Then select and briefly summarize one article from each volume that you think was important at the time it was published. Indicate why you think it was important at the time and the extent to which it is or is not relevant today. The paper should conform to APA style. The format should be patterned after a *Psychological Bulletin* article. The paper is due in class **on Tuesday, July 24, 2007**. The due date is firm. Late papers will incur a 10-point deduction for each day or part of day the paper is late.

Participation: It is important, and will be challenging if you have not done the day's assigned readings. Therefore, plan to come to class prepared to briefly summarize the supplemental readings, discuss material from the text, etc.. Identifying a quotation from the reading that you find to be particularly interesting/controversial is another way to add to your "talking points" for the assigned readings.

Participation will be graded as follows: **90-100 points:** clearly apparent reading of the chapter(s) and articles demonstrated through thoughtful comments, questions, knowledge of the material; **80-89 points:** the reading has been done and there is a general working understanding of the material along with useful comments and questions that are not as thorough as in the first category; **70-79 points:** apparent knowledge/understanding gaps along with less relevant comments/questions and lower level participation; **60-69 points:** not keeping up with the assigned readings, lack of understanding, failing to participate; **50-59 points:** yikes -- missing classes, when attending, signs of life are fairly challenging to discern.

Attendance Policy: In keeping with SHSU policy, class attendance is expected and required. Although absences will be recorded, grades will be based on student performance on quizzes and exams.

Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty Policy: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Academic dishonesty in any form in this class will result in a zero for quiz, exam, or assignment, and an “F” for the course. Further, the University and its official representatives 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 which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Please note that I reserve the right to answer any phone that rings (jingles, or otherwise signals an incoming call) in the classroom.

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. Please note that no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office.

TENTATIVE CALENDAR

DATE	TOPIC	READING	
MAY			
31	Overview & Introduction	Text Ch. 1	Supplemental 1
JUNE			
5	Beginnings: Early Greek Philosophers	Ch. 2	2
7	Renaissance : Descartes et al.	Ch. 4	3
12	British Empiricism: Hobbes, Locke, Berkeley, Hume	Ch. 5	4
14	Associationism: Hartley, James Mill, John Stuart Mill, Bain	Ch. 5	5, 6
19	Early German Philosophy : Kant, Herbart, et al.	Ch. 6	
21	EXAM 1		
26	Physiological Roots: Bell, Muller, Gall, Flourens, Helmholtz Psychophysics: Fechner	Ch. 7	
28	Founding: Wundt Post-founding : Titchener, Brentano, Kulpe, et al.	Ch. 8	7
JULY			
3,5	Darwinian Influence	Ch. 9	8, 9
	Early American Psychology	Ch. 10	
	Functionalism : James, Angell	Ch. 11	
10	EXAM 2		
12	Behaviorism: Pavlov, Thorndike, Watson	Ch. 12	10, 11
17	Neobehaviorism: Hull, Tolman, Skinner	Ch. 13	12
19	Gestalt Psychology: Kohler, Koffka, Wertheimer, Lewin	Ch. 14	13
24	Freud & Psychoanalysis, Neo-Freudians <i>Papers due in class today</i>	Ch. 15	
26	Third Force	Ch. 16	14
AUGUST			
31	Cognitive Revolution	Ch. 18	15
2	Contemporary and Emerging Trends		1
3	EXAM 3 (Final)		