

PSY 495
History and Systems of Psychology
Fall 2014

Instructor:	Rick Grieve, Ph.D.	e-mail:	rick.grieve@wku.edu
Office:	GRH 2038	web page:	http://people.wku.edu/rick.grieve/
Office Hours:	MWThF 9:00-10:00	Class Time:	MWF 9:10-10:05
Phone:	745-4417 (office) 781-7081 (home)		

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Required Text:

Schultz, D. P., & Schultz, S. E. (2008). *A history of modern psychology* (9th Edition). Ft. Worth, TX: Harcourt Brace

Objectives of the course: There are three main objectives for this course. The first is to provide students with a historical perspective of psychology. The logic behind this is that psychologists have a better understanding of the current and future issues and concerns of the profession if they understand what has happened before (we have to know where we came from in order to understand where we are going). The second goal is to acquaint students with some of the broad theoretical perspectives, or systems, that have shaped the discipline. The third goal is to provide a general view of psychology in which common interests are stressed. In this respect, this course represents an important integrative experience that has been designed to pull together the many diverse areas of specialization. Secondary goals of the course are to increase students' critical thinking ability, increase students' writing ability, and increase students' ability to present information orally.

Evaluation: Grades for the class will be calculated from the percentage of points earned out of the 300 possible. The following percentages of total points will be used to determine grades for undergraduate students: >89.49 = A, 89.49 - 79.5 = B, 79.49 - 69.5 = C, 69.49 - 59.5 = D, < 59.5 = F. This means that >268 points = A, 238-267 points = B, 208-237 points = C, 178-207 points = D, <178 points = F.

Required Activities/ Sources of Points:

(1) Six (6) sets of **Take Home Questions** will be administered across the semester and will make up

50% of the points. These questions will be worth 25 points each, for a total of 150 points. Due dates for questions will be discussed in class. Students are expected to do their own work on the questions. Instances of cheating will be handled according to the guidelines laid out in the Student Handbook. Undergraduate students will be given a choice of questions to answer; graduate students are expected to answer all questions.

(2) A **term paper** that is at least 8 pages and no longer than 12 pages in length will be worth 50 points and will be about 16.5% of the points. The topic of the paper will be discussed further. The paper will be written in APA 6th edition style (including references), modified for this class.

(3) An **in-class group presentation** will be worth 50 points and will make up about 16.5% of the points. Topics for the presentations will be discussed throughout the semester. Students will present individually.

(4) **In-class activities** will be worth 50 points total and will make up about 16.5% of the points. At a minimum, these will include attendance at each class. They will also include quizzes and other activities.

(5) There may be opportunities to earn up to 15 points or 5% **Extra Credit** during the course by participating in research projects or other appropriate activities. These opportunities will be at the discretion of the instructor. These opportunities will be discussed further in class.

Take Home Questions: Each set of questions will be worth 25 points. Take home questions will consist of a number of essay questions, each of which will require an answer from half a page to two pages in length. Remember, though, these are guidelines; the length of the answers should be sufficient to appropriately address and answer the questions. Students will typically be required to complete a subset of the presented questions.

Late questions will be accepted but will be penalized 5 points for the first day they are late and 1 point per day (not class period) after that, including weekends. Thus, a paper that is due on Friday but is not turned in until Monday will be docked 8 points.

Writing Answers: The essay questions will be drawn from four sources: 1) the Discussion Questions at the end of each chapter in the class text, 2) questions culled from my lecture notes, 3) any sort of combination of 1) and 2) that you can imagine, and 4) my imagination.

In most cases, a good essay answer will require that you combine material in the text with additional material presented in class. Read the text before class, try to take good notes in class, and go over your notes soon after each class. In some instances, all material will come from the text, and in others, all material will come from lecture. All material that is not your own opinion should be appropriately referenced (more on this later). In addition, very good answers will include information from outside sources (in some cases, you will be required to read outside sources in order to complete the question.)

Some essay questions have several parts, and it is extremely important that you answer every part. (It helps some students to underline the separate parts of each question.) As a general strategy, try to give a broad, general answer first and then fill in the details as possible later.

You only need to answer the question that is asked. Students very frequently make the error of very long presentations of information that is irrelevant to the particular question. Read each question carefully and answer only the question that is asked. You will not lose points for leaving out material that is not asked for. Conversely, you will lose points for adding information that is not correct.

Opinion questions are best answered by using appropriate logic skills and data (where possible) to support your opinion. References tend to make very

good impressions on me—especially if the reference you cite actually supports the point you are making.

Creative questions do not require references, but do require that you write “in character” for the best results. Show me that you have done the work and understand what was occurring at the time.

Also, using correct grammar and spelling is a must. It will not matter if you have the greatest ideas in the world if you cannot present them appropriately. You will appear to not know what you are doing and people will discount your ideas. Therefore, I grade on both content and grammar. Typically, what I do is to give a content grade and then subtract points for poor grammar and spelling. It would behoove you to use a spellchecker **and** proofreading (I have found that proofreading is the most important of the two components) before you turn in your questions.

The answers must be written using Modified APA style (see the web page for more information) and true APA Style references. (APA style here refers to the *American Psychological Association Publication Manual*, Sixth Edition; any other edition of APA style is not an acceptable alternative.) Failure to adhere to APA style will result in the loss of points.

Finally, submit the questions only with a cover sheet (without your name on it--your name should only appear at the end of the exam, on the Signature Sheet) that has the date and title of the course. This should be on white paper that is stapled in the upper left hand corner. **DO NOT TURN IN THE TAKE HOME QUESTIONS IN ANY SORT OF FANCY COVER OR FOLDER; I CANNOT GUARANTEE THAT THESE COVERS WILL MAKE IT BACK TO YOU.**

Guidelines for the Presentation

The presentation is usually the most anxiety-provoking requirement of the course. However, in today's society, it is very important to be able to communicate your ideas both verbally and in writing. By doing the presentation, you will gain experience in oral communication.

The presentations will focus on presenting the theories and contributions of individuals whom I feel made significant contributions to the science of psychology but who are not discussed (or not discussed at length) in the book. I will create a list of such individuals by the time that we choose presentation times.

We will create presentation groups and assign dates and times for the presentation on a date determined on the first day of class. We will make a determination of the presentation schedule during the second day of class.

All students are expected to attend class during the presentations. **There will be penalties for missing class during that time.** The presentation itself should last approximately 20 minutes, and there will be penalties for drastically short (17 minutes or less) or long (23 minutes or more) presentations. The presentations are professional presentations, so appropriate dress is required and visual aids are required. A 1-page handout summarizing the main points of the presentation must be included with your presentation.

Also, just a word of warning. Better prepared presentations tend to receive better grades. If you have an outline and have practiced your presentation in front of other people, you will do well. If you get up and try to "wing it," you will not do so well. I also like it if you talk to your audience rather than read the presentation. I think this sounds like you know the material you are presenting. However, I also recognize that reading presentations decreases anxiety. And, I also would rather see a good presentation that is read rather than a bad presentation that is talked. However, I do tend to grade talking more highly than reading.

Guidelines for the Term Paper

The reaction paper is an important part of the course. It is worth about 16.5% of the points for the course, and, without completing the paper it will be difficult to receive a good grade. Above and beyond that, though, in today's society, it is very important to be able to communicate your ideas both verbally and in writing. By writing a term paper, you will gain experience in written communication. Finally, the reaction paper will expose you to seminal articles in the field of psychology.

You will need to turn in two components to fully complete the paper assignment. You will need to turn in a rough draft and a final draft of the paper. **The rough draft of the paper will be due on October 17.** Simply turning in the rough draft will be worth **11 points.** **The final draft of the paper will be due on August 11.** The final draft of the paper will be worth up to **39 points** and will be graded on both content (**25 points**) and grammar (**14 points**).

NO LATE COMPONENTS WILL BE ACCEPTED. IF YOU FAIL TO TURN IN A COMPONENT OR TURN IN AN INCOMPLETE COMPONENT, YOU WILL FORFEIT THE POINTS ASSOCIATED WITH THE COMPONENT AND RECEIVE A ZERO (0) FOR THAT ASSIGNMENT.

I have this policy for two reasons:

- 1) In the working world, there will always be real deadlines. If you are submitting a bid for a contractor and the deadline is Friday at 12:00, a submission made at 12:01 will not be accepted. You need to be prepared to turn work in on time.
- 2) I have great respect for the majority of students who manage to do assignments correctly and turn them in on time. I think it is a terrible insult to those who are able to meet deadlines to accept late papers from those who (for whatever reason) cannot meet the deadline.

When you turn in your Rough Draft, I will read it and give you feedback on the status of the paper. The more that you complete on the Rough Draft, the better I can evaluate the paper. You should run your Rough Draft through both a Spell Checking and a Grammar Checking program. That way, I will not have to focus on the technical aspects of your writing and can focus on the conceptual information presented. If my attention is diverted by a number of spelling and grammar errors, I will not be able to focus on the information presented and, thus, will not be able to give you as constructive of feedback as you would like. The feedback that I provide is meant to facilitate revision of the paper. The comments are not all-inclusive. Simply making the changes suggested does not guarantee an A. A sloppy revision of the paper, for example, could result in lowering the overall coherence of the paper (and, therefore, a lower grade). In order to improve the quality of the paper, you should make/incorporate the suggested changes and then read the paper and check it for coherence, style, and content. You are encouraged to have all drafts reviewed at the Writing Center. However, remember, the ultimate responsibility for the quality of the final product rests with you. Finally, the paper should be done in American Psychological Association (APA) Style.

Attendance: The attendance policy will be discussed the first day of class.

Class Format: We will cover approximately one chapters from the text each week. Because of the volume of information, lectures during the week will be selective; I will not be able to lecture on everything in the text. However, students will be expected to read the text and will be responsible for all material; I reserve the right to ask questions over material from the text about which I do not lecture. Despite the (generally) traditional lecture format, I have found that class is much more interesting, and students retain more, if questions are asked. So, please, ask me questions.

APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

We will read one chapter a week. Additional readings may be required, and will be announced in class.

Important Dates:

8/25/14 Intro to the Class; Syllabus; Getting to Know Me; Getting to Know You
 9/1/14 *Labor Day*
 10/3/14 *Fall Break*
 11/26-11/28 *Thanksgiving*
 10/17/14 **Rough Drafts Due**
 11/24/14 **Final Drafts Due**

Monday, December 8, 8:00 am to 10:00 am, Final Exam Time

Chapter 1: The Study of the History of Psychology
 Chapter 2: Philosophical Influences on Psychology
 Chapter 3: Physiological Influences on Psychology
 Chapter 4: The New Psychology
 Chapter 5: Structuralism
 Chapter 6: Functionalism: Antecedent Influences
 Chapter 7: Functionalism: Development and Founding
 Chapter 8: Applied Psychology: The Legacy of Functionalism
 Chapter 9: Behaviorism: Antecedent Influences
 Chapter 10: Behaviorism: The Beginnings
 Chapter 11: Behaviorism: After the Founding
 Chapter 12: Gestalt Psychology
 Chapter 13: Psychoanalysis: The Beginnings
 Chapter 14: Psychoanalysis: Dissenters and Descendants
 Chapter 15: Humanistic Psychology and Cognitive Psychology
 Chapter 16: Gender and Race in the History of Psychology