PSY 444 – History of Psychology
Spring 2007

INSTRUCTOR INFORMATION
Professor: Dr. Darlene Crone-Todd
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Office Hours: M 6:30 – 7 pm and 9:20-9:50 pm

Salem State College is committed to providing equal access to the educational experience for all students in compliance with Section 504 of the Rehabilitation Act and The Americans With Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with the instructor immediately. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with the office for Students with Disabilities, (978) 542-6217, and obtain appropriate services.

COURSE DESIGNATION
This course explores the history of psychology in the context of the history of ideas. Particular attention is given to the basic questions behind psychology’s continually changing theoretical orientations, and to appreciating important milestones in the history of psychology by placing them in their proper intellectual, scientific and cultural contexts. Three lecture/discussion hours per week. Not open to students who have received credits for PSY 404. Prerequisite: Senior standing or permission of the Department Chairperson.

PURPOSE
The history of psychology is the review of both theoretical and empirical attempts to explain peoples’ behavior and mental processes. The history of psychology begins long before the discipline of psychology began and thus psychology is often referred to as having “a long history but a short past.” Because of this, we will spend a great deal of time talking about philosophical movements and how these philosophical movements influenced the development and course of psychology. We will also explore how the major figures in psychology are related to the Salem State College faculty.

REQUIRED COURSE TEXTS

GENERAL COURSE GOALS (BASED ON APA LEARNING GOALS)
At the end of this course, students will be able to:
• Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology (Goal 1: Knowledge Base in Psychology)
• Students will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and the mental processes (Goal 3: Critical Thinking Skills in Psychology)
• Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline (Goal 5: Values in Psychology)
• Students will demonstrate information competence and the ability to use computers and other technology for many purposes (Goal 6: Information and Technological Literacy)
• Students will be able to communicate effectively in a variety of formats (Goal 7: Communication Skills)
• Students will recognize, understand, and respect the complexity of sociocultural and international diversity (Goal 8: Sociocultural and International Awareness)

SPECIFIC OBJECTIVES - LEARNING OUTCOMES
At the completion of the course students will be able to:
1. Show a basic understanding of the various processes of scientific development and change (e.g., paradigmatic shifts, Zeitgeist)
2. Describe the major figures and schools of thought in psychology's history.
3. Identify philosophical underpinnings of the major psychological schools of thought.
4. Discuss recurrent questions in the study of mind and behavior and how these questions have been answered by both philosophers and psychologists.
5. Identify the confluence of events surrounding the development of psychology as a distinct discipline.
6. Generate a persuasive argument supporting their decision as who should be considered the “father” of psychology.
7. Describe the influences of religions, governments, and other contextual factors in the development of philosophical and scientific thinking.
8. Recognize the role of women and people of color in the history of psychology, both as researchers and as subjects of research.
9. Discuss current changes occurring within psychology and the history of some of the more recent sub-disciplines within psychology.
10. Articulate a cogent argument to defend their answer to the question, “Is psychology a science?”
11. Describe how current Salem State College Psychology faculty are descended from other key figures in the development of psychology.

MAJOR STUDENT ACTIVITIES & ASSESSMENTS
1. Students will engage in independent course work outside of class time (studying the textbook carefully). This will be assessed through 27 sets of study questions covering the assigned readings.
   o There is a set of questions that are based on the text. At the first meeting, the class will decide whether I will assign the questions, or if they will organize responsibility for them.
   o Each set of questions are to be discussed the following week in class on the day we discuss them.
   o There are 27 sets of questions (approximately 2-3 sets per class meeting), upon which student presentations are based. All of these sets will be equally weighted and worth 50% of the course grade.
   o You may present the information in any way you see fit. However, please keep in mind that your goal is to help your fellow students understand the reading. You may use handouts, overheads, or PowerPoint. Students are responsible for preparing handouts. If you need PowerPoint, you will need to let me know ahead of time so that I can arrange for an LCD projector.
   o Students are also responsible for asking good questions during discussion.
2. Students will take three take home, short-answer/essay examinations covering assigned readings, study questions, seminar discussion, and class activities.
   o Each exam will be worth 10% of the total course mark, for a total of 30%.
   o Students will be held responsible for all material in a given chapter that is listed in the syllabus, including answers to ALL study questions.
Students will be given one week to complete their exam; exams are due at the beginning (7:00 pm sharp) of class on the due date. Exams that are turned in more than 10 minutes after class is started will be docked 20% (these exams will be accepted until 9:20 pm on the due date for a 20% penalty, otherwise, they will not be accepted).

Exams must be typed (double-spaced, 11pt or 12 pt font) with the page with exam questions and the students’ name stapled to the last page of the examination (So that exams can be marked anonymously and I only see the student’s name after I have read all answers). Answers must be written in complete sentences using a paragraph format.

On exams, I strongly encourage students to use their own words. Any phrases or definitions taken from Hergenhahn need to be quoted with a page number citation.

Although students may share answers to study questions in preparation for the exam, students are expected to work independently on their exams. Any exam that resembles another exam in content or formatting will be held for investigation of possible cheating/plagiarism. Cheating or plagiarism on an exam will result in automatic course failure.

Students will complete a history project in which all full time members of the Salem State College Psychology faculty are linked back in an “intellectual genealogy”. This final project will be created in a standard genealogy format, and each student will write up a summary of the individual faculty member’s main mentoring influence, and how their current thinking in psychology is related to their intellectual “heritage”. This activity is worth 10% of the final grade.

PRESENTATION METHODS
Class will consist of a variety of presentation methods. The majority of the class meetings will be set up using seminar formatting in that students will present their answers/summary related to the assigned study questions. Some lecture/discussion will be employed to clarify difficult concepts. Students will also engage in small-group discussions regarding controversial or noteworthy topics. Finally, students will complete some class activities individually, reporting their own findings and reflections.

EVALUATION AND GRADING
All marks will be posted on Blackboard and students may keep track of their points using this system.

Points:
- Preparation for, and presentation & questions at, seminar = 50
- Exams (points per exam x 3 exams) = 30
- Intellectual genealogy project = 10

Total = 100

Grading

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<tr>
<th>Grade Earned</th>
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<th>Points Required</th>
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<tr>
<td>A</td>
<td>93 – 100</td>
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<td>73 – 76.99</td>
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MAKE-UP EXAM/ASSIGNMENT POLICY
Make-up exams/assignments will be scheduled in the event that documentation is provided to the instructor showing the absence on the day of the assignment or exam was due to illness, the death of an immediate family member, participation in authorized university events, or the Weather Bureau has issued a weather advisory of hazardous driving conditions (commuting students only).

STUDENT CONDUCT POLICY
RESPECT…I will treat you with respect and, in turn, I expect you to treat me with respect (e.g., no newspapers, studying or doing homework for another class, heads on desks, talking, cell phones, text-messaging).

1. Please do not visit with other students during class. This is very distracting to students who are trying to listen, take notes, or participate in class discussion. It is also very distracting to the professor. If visiting occurs, the student(s) will be asked to stop. Then, if visiting still persists, the student(s) will be asked to leave the classroom.
2. Do not be late for class, leave class early, or leave during class unless you have a very good reason.
3. Students should turn off and put away their cell phones during class. Any student behavior deemed disruptive by the professor will result in expulsion of the student from the classroom.

HISTORY OF PSYCHOLOGY SCHEDULE

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<tr>
<th>Lecture Topic</th>
<th>Date</th>
<th>Assignment/Activities</th>
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<tr>
<td></td>
<td>Jan 22</td>
<td>Syllabus, Introduction, and Methods</td>
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<td></td>
<td>Jan 29</td>
<td>Ch 1</td>
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<td>Feb 5</td>
<td>Ch 2 &amp; 3</td>
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<td>Feb 12</td>
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<td>Feb 19 holiday</td>
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<td>Ch 6 &amp; 7</td>
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<td></td>
<td>Mar 5</td>
<td>Ch 8 &amp; 9</td>
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<td>SPRING BREAK</td>
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<td>Mar 19</td>
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<td>Mar 26</td>
<td>Exam Due &amp; Ch 12 &amp; 13</td>
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<td>Apr 2</td>
<td>Ch 14 &amp; Genealogy Draft Reports</td>
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<td>Apr 9</td>
<td>Ch 15, 16, &amp; 17</td>
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<td>Apr 23</td>
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<td>Apr 30</td>
<td>Ch 21</td>
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<td>May 7</td>
<td>Exam Due and Final Genealogy Project Wrap Meeting</td>
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