

History and Philosophy of Psychology (Psy 3611)-- S-06 (Jeff Ratliff-Crain)

Contact Information

Office: SS-135, Phone: 589-6204

E-Mail Address: ratliffj@morris.umn.edu

Course web page: <http://www.morris.umn.edu/~ratliffj> and then choose "PSYC 3611"

Office Hours: Mon. & Wed. Noon-1:00 , Tue. 1:00-2:00 , or by appt.

Required materials:

- Schultz, D. P., & Schultz, S. E. (2004). *A history of modern psychology* (8th ed.). Belmont , CA : Wadsworth/Thompson Learning.
- An introductory psychology textbook. If you don't have one, I have extras that I can loan.
- Other materials will be distributed in class, linked to the course web page, or may be placed on reserve later in the term and will be announced in class.

SYLLABUS

A history of psychology reflects cultural shifts and how we view ourselves: Where do we place humanity in relation to the world around us? What makes up an individual—their personality, their abilities? What are the implications of how we approach the study of human behavior; if we see mental illness, for example, as a biological v. spiritual disorder? How have philosophical and cultural shifts shaped the field? Psychology has been there, developing, through Western society's shifts from agrarian to industrial to information based economies. What does each of these economies value in workers? How about in times of conflict? Needs associated with these questions have shaped our field. As with other sciences, psychology has evolved through changes in paradigms and technologies, making *history of psychology* a specific example of the history and philosophies of science in general. Therefore, a history of psychology goes well beyond a list of who wrote what when. It's a history of us. The field has helped shape who we've become while being shaped by the changing forces around us. By exploring the history and philosophy of psychology we're also exploring the great questions regarding who we are and how we come to understand that.

The UMM psychology discipline has the following set of goals for students:

To foster understanding of and the ability to apply the scientific method to the problems of the behavioral sciences and of individual and social human behavior by providing students with basic methods, logical skills and practice in applying them and by providing an introduction to core areas of psychology.

Objectives and basic strategy for course:

The purpose of this course is to more fully introduce you to the roots of modern psychology for the purpose of understanding:

- How the field has developed to its current state. This will include an exploration of underlying philosophical assumptions, individual contributors, and various forces that served to shape the emerging field of psychology.
- The ways in which psychology's development has interacted with society, in terms of both how the culture and context affected psychology's development and how the field of psychology and its players have shaped society.
- The major overarching themes and questions and their changes over time (e.g., free will vs. determinism; interactions between heredity, biological influences, and environment; subjectivity of perspectives, etc.).

A further objective is to develop and apply critical analysis and interpretation skills related to use of historical material.

The basic structure will be weekly seminar discussions, where instructor *and* students are responsible for assimilating and disseminating knowledge, based on the readings and questions that will be distributed to you. *Active course participation is a requirement.* You will also provide written work to demonstrate your understanding and ability to work with the concepts.

Grades are determined from four essays based on course discussions and materials (45%), a final essay that will provide your conclusion for the course (15%), active participation in class (20%), and your part in helping lead a discussion on the history of a particular discipline within psychology (20%). More specific information on each of these follows.

Extra credit (up-to 5%): Psychology is part of modern culture. Ever see the “Pop-Up Book of Phobias”? We see examples in music, movies, literature, art, television programs, and applied in multiple ways around us every day. The last day of class, bring in an example of psychology in modern culture with an explanation of the area of psychology that it is related to and note any deviations or inaccuracies in how the psychological idea, principle, or personality is used or treated.

The following is the calendar of events in this course. Dates and structure are subject to change (with adequate notice) based on decisions we make about how the class might proceed, and from events outside our control (e.g., illness, weather, etc.) You should get in the habit of checking your e-mail regularly, if you haven't already developed that habit.

Essays:

You will be asked to complete four 500 to 750-word essays in response to distributed questions. Questions will be e-mailed to you one week prior to their due dates. Your responses will need to be e-mailed to me by the dates and times indicated. Late submissions will receive a 5% deduction for each hour late. The questions will relate to the immediately preceding topics, reflecting the basic issues noted on the first page of this syllabus. (Grading criteria and sample essays will be distributed in class and are available on the course web page).

The final essay will ask you to provide a conclusion for the course, based on the history and issues covered. This will be a longer, integrative essay (1200 to 1500 word limit) due by the time of the scheduled final (3:30 pm, Thurs. May 11). Late final essays will not be accepted.

Class participation:

Class participation makes up a significant proportion of your course grade. First of all, course participation isn't possible if you're not in attendance. Therefore, I will take attendance. I can understand that there are very real reasons why someone might need to miss a class or two; you also need to understand that there isn't a good way to make-up missed participation in discussions. If something meriting a Chancellor's excuse will make you miss several class times, we can discuss possible written make-up assignments. Make sure you see a fellow student for information missed and clarify any questions about that material with me.

Second, attending class is necessary for participation, but certainly isn't sufficient to be classified as "participation." You are expected to contribute to the conversations by asking questions, contributing ideas, questioning conclusions, suggesting ways the materials might apply to other issues, integrating points others have made, etc. Your grade will be based on the extent that your contributions help develop the topic-- that means the *quality* of your contributions will matter more than the *quantity*. The only real "rules" are that your comments are respectful (even when you disagree) and at least tangentially related to the topic. This requires you to have read assigned material ***before*** coming to class. Evidence that this is not occurring will result in a significant reduction in your participation score.

Participation will be judged each class session using the following percentage breakdowns:

- √+ Actively participates, adding to topic through questions and/or observations and clearly has read material.
- √ Some class participation (has contributed at least once), providing relevant observations or questions; has likely read the material but does not demonstrate a careful or thorough attempt at understanding material.
- √- Attended class but was minimally engaged with discussion and did not contribute beyond direct questioning by instructor.
- 0 Came to class but slept, worked on material for other class, was disruptive, or otherwise gave the impression he/she should have stayed home.
- Abs. Did not attend class.

NOTE: Because students are not all equally comfortable speaking up in class, I will do several things to make participation easier. For one, you will often work through issues in small groups. Your active involvement in those groups constitutes class participation. Second, by having the thought questions in advance of the class, no one should feel blindsided. I'll give opportunity to compare answers and ideas so you will feel more comfortable sharing your thoughts. Further, I will do my best to spread opportunities to comment around so no one ends up dominating discussions (and so the class doesn't come to rely on one or two individuals to answer everything). Be sure to talk to me if you find participation difficult.

Discipline histories:

You will help lead a discussion on the history of a particular discipline within psychology (e.g., developmental, health psychology, clinical, I/O, etc.) (20%). The presentation will be a group project. The focus will be on discipline-specific histories based on the roots provided in class (so more of an emphasis on the past 40 years, rather than tracing from Descartes forward again). The presentation should provide information on the main players and shapers of the sub-field, the relevant zeitgeist, and technological/scientific advances that combined to shape the field. Be sure to provide an idea of the impact that the sub-field as it's evolved and connect this information back to the history we've covered in class.

Presentation guidelines and grading criteria will be distributed in class and are also available on the course web page. Be ready to choose a presentation topic by **Feb. 28**. There will be two 50-minute presentations per class time. Dates and topics are:

- April 11 = Social; Physiological OR Sensation-Perception
- April 18 = Developmental; Psychology of Women OR Comparative
- April 25 = Clinical; Health OR Industrial-Organizational

Course Outline

Discussion topics and readings from the Schultz & Schultz text and reserve readings are listed below.
Assigned readings are to be completed by class time in order for you to participate.

Date	Topic	Schultz & Schultz
Jan. 17	Introduction to the course and issues.	Pp. 60-65 by Rice (in 'reserve articles' file on WebCt)
Jan. 24	Philosophical influences	Postman: 'Scientism' chapter from <i>Technopoly</i> (also on reserve) Chapt. 1 and Chapt. 2 through p. 43 in Schultz & Schultz
Jan. 31	Philosophical influences (conclusion) Physiological influences	Chapts. 2 & 3 http://www.wsu.edu/~dee/ENLIGHT/PRE.HTM which has several modules about Europe from the 16 th through 18 th centuries.
Essay 1 related to discussions from 1/17-1/31 due by 4:30 pm , 2/2		
Feb. 7	The "new psychology" and Structuralism	Chapts. 4 & 5
Feb. 14	Functionalism: Antecedents and development.	Chapts. 6 & 7
Feb. 21	Functionalism: Applications w/ a focus on intelligence testing	Chapt. 8
Essay 2 related to discussions from 2/7-2/21 due by 4:30 pm , 2/23		
Feb. 28	Behaviorism: Antecedents and beginnings.	Chapts. 9 & 10
*Spring Break! *		
Mar. 14	Behaviorism: Continued	Chapt. 11; Skinner: Excerpt from <i>Walden II</i> (on WebCt reserve) Bandura et al. (1963). <i>Imitation of film mediated violence</i> (on WebCt reserve)
Mar. 21	Gestalt psychology	Chapt. 12
Essay 3 related to discussions from 2/21-3/21 due by 4:30 pm , 3/23		
Mar. 28	Psychoanalysis: Freud	Chapt. 13; Freud (1910): <i>The psychopathology of everyday life</i> (on WebCt reserve)
Apr. 4	Psychoanalysis: Dissenters and descendants	Chapt. 14; "Seeing both sides: Is Freud's influence on psychology still alive?" (on WebCt reserve)
Essay 4 related to discussions from 3/28-4/4 due by 4:30 pm , 4/6		
Apr. 11	A look to the present: Development of a specific discipline in psychology – I	Chapt. 15; Readings to be assigned by presenters
Apr. 18	A look to the present: Development of a specific discipline in psychology – II	Readings to be assigned by presenters
Apr. 25	A look to the present: Development of a specific discipline in psychology – III	Readings to be assigned by presenters
May 2	A look back over the course: Review and conclusion	Zimbardo (2004): <i>Does psychology make a significant difference in our lives?</i> (on WebCt reserve)

DEFINITIONS OF GRADES & ACADEMIC WORKLOAD EXPECTATIONS

(The following information is provided as required by the University Senate.)

- A -- achievement that is outstanding relative to the level necessary to meet course requirements.
 - B -- achievement that is significantly above the level necessary to meet course requirements.
 - C -- achievement that meets the course requirements in every respect.
 - D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.
 - S -- achievement that is satisfactory, which is equivalent to a C- or better.
 - F (or N) -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)
 - I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.
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Work load

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a two-credit course will be expected to put in 90 hours of work during the semester. That means that for a course that meets one 100-minute session per week for 15 weeks, students will be expected to put in approximately 4 hours of work outside of class per week during the time the course meets.

Cheating and plagiarism policy

The University defines **scholastic dishonesty** as “submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.” Scholastic dishonesty, in the form of cheating on exams, using a previous student’s paper, etc., will result in a “0” for the assignment or exam, at the minimum, and possible removal from the course, at the maximum. Incidences of scholastic dishonesty will be reported, in writing, to the Vice-Chancellor for Student Affairs.