

History of Theories in Psychology (PSYC 493)

Syllabus and Semester Calendar, Spring 2014

*Time: Tu-Thu, 9:30-10:50**Location: Chambers 207***Professor:** David P. McAnulty, PhD**Office hours** (*best to set up meeting time***Offices:** 215 Chambers Hall; 3A McKinzie Hallvia *email*)**Phone:** (Office) ext. 4824

Mon 1-4 pm

(Cell) 325-660-3066

Tu 3-5 pm

ACU BOX: 28011

Wed 8-11 am

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Fri 1-4 pm

RATIONALE AND OBJECTIVES

- The mission of Abilene Christian University College of Arts and Science is to educate students for Christian service and leadership throughout the world, through programs of study and other learning experiences that blend a liberal arts education with professional and career education.
- Course Description: History of Theories in Psychology provides a survey of major psychological theories and systems and an overview of the history of psychology with an emphasis on modern history. A writing-intensive course.
- Course Objectives:
 1. To introduce the historical, philosophical, and empirical foundations of the field of psychology and its applications.
 2. To provide an understanding of how history has helped to shape important contemporary psychological theories and issues.
 3. To develop critical analytical skills relative to the various approaches to the field of psychology.
 4. To encourage students to develop and to articulate their own ideas, critiques and conclusions relative to their study of Psychology.
 5. To foster critical thinking about how the Christian worldview encounters the psychological view of man, in its various forms.

COURSE FORMAT**REQUIRED TEXTS:**

- Hergenhahn, B.R., & Henley, T. (2013). *An Introduction to the History of Psychology* (7th ed.) Belmont, CA: Wadsworth. Available new & used in bookstore (ISBN: 978-1133958093)

ASSESSMENT & GRADES

1. **Quizzes:** the student's knowledge of basic factual information will be assessed through seven (7) quizzes covering the assigned reading. The format of quizzes will be multiple-choice, true/false, fill-in-the-blank and matching. In the case of class absences for any reason, make up quizzes will not be given until the final (see below). The format of the quizzes will vary, including matching, short answers, multiple-choice items. Study guides are posted in the course files. ***The quizzes are worth 25% of your grade.***
2. *****Essay Exams:** the student's ability to engage critically with the course material will be assessed through four (4) papers, each around 1000 words in length (approx 4-6 pages, double-spaced, typed, Times New Roman 12 pt, 1" margins). Grades will be assigned based on (see Appendix A)
 - (a) Critical thinking (e.g., strength of arguments, ability to connect ideas together, application to current issues),
 - (b) Personal reflections (i.e., it is important that your paper reflect your own reactions, opinions and ideas learned; merely regurgitating material from the text or lectures will result in a significantly reduced grade), and
 - (c) Writing style & organization (paper structure, grammar, spelling, APA style).

The topics for each essay are described below. ***Altogether the essays are worth 45% of your grade*** (see breakdown below). PLEASE NOTE THAT LATE ESSAY EXAMS ARE MARKED DOWN 10 POINTS PER DAY LATE. All essays must be submitted electronically through the dropbox (course files) and received by MIDNIGHT ON THE DUE DATE. ALL ESSAYS MUST BE TYPED IN APA STYLE, with title page, running head, double spacing, etc... EACH ESSAY WILL INCLUDED THREE SCHOLARY REFERENCES (no abstract is needed, though).

- i. **ESSAY EXAM #1** (15% of your grade) will be a paper on ONE of the topics listed in the 1st list in appendix B
 - ii. **ESSAY EXAM #2** (15% of your grade) will be a paper on ONE of the topics listed in the 2nd list in appendix B
 - iii. **ESSAY EXAM #3** (15% of your grade) will be a paper on ONE of the topics listed in the 3rd list in appendix B
 - iv. **ESSAY EXAM #4** (15% of your grade) will be a paper on ONE of the topics listed in the 4th list in appendix B
3. **Reading Journal:** Students will be required to select and read one primary source in the history of psychology throughout the semester. Each student will be responsible for keeping a reading journal in electronic format, consisting of the student's analysis of and reaction to the book, chapter by chapter. The reflections should be approximately 2 paragraphs or 1 page long and must be turned in, according to the schedule, every 2 weeks. Examples of appropriate books are in found in Appendix C ***The Reading Journal is worth 15% of your grade.***

4. **Movie paper:** students will write a critical analysis of one movie. The critique must come from the perspective of one leading school of psychology, one theory covered in the course or text, or one particular figure in the history of psychology. The critique should be approximately 3-4 pages long (double spaced, 12 point font). ***The paper is worth 15% of your grade.*** PLEASE NOTE THAT LATE PAPERS ARE MARKED DOWN 10 POINTS PER DAY LATE. The movie paper must be submitted electronically and be received by 8 am, May 10th (the day of the final). The paper must be in APA style (no abstract required, though). Examples of appropriate movies are found in Appendix D.
5. **Final:** All students must be present for the final; under no circumstances will a final exam be given early. Therefore, make your end of semester travel plans accordingly. On the final exam, students who missed a quiz during the semester or who wish to raise their grade on ONE quiz, may take an equivalent quiz over the same material. ONLY ONE QUIZ GRADE MAY BE MADE UP AT THE FINAL.
6. **Attendance:** students who attend all classes will receive a bonus, to be added to the total points earned in the class. Keep in mind that (a) since these are bonus points, *any* absence, whether excused or unexcused, counts as an absence, (b) sleeping in class and/or class disruptiveness (*e.g., excess talking or computer/cell phone use unrelated to class*) will result in a student being counted absent for that day, and, (c) while students are not penalized for absences, they must still comply with ACU attendance policies (*PLEASE NOTE that missing 20% of classes may result in being dropped from the class*).

The bonus points for attendance are awarded as follows:

0-1 absences	40 points bonus
2 absences	30 points bonus
3 absences	15 points bonus
4 or more absences	0 points bonus

7. **Summary of Course Evaluations:**

Quizzes	=	250 points (average quiz grade x 2.5)
Essays	=	450 points (average essay grade x 4.5)
Movie paper	=	150 points (paper grade x 1.5)
Reading Journal	=	150 points
Final grade	=	(Points earned + Attendance bonus) /1000 x 100

8. Final Grade Assignments:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69 %

F = 0 to 59

ACADEMIC INTEGRITY

The majority of students are honest in their academic work. As a reminder, however, you have the responsibility, to yourself and your faith, as well as to your classmates and your professors, to comply with the basic principle of academic honesty as stated in the ACU policy. Anyone who engages in cheating, plagiarism or other misrepresentation of course work will, as a minimum consequence, receive a grade of "0" for the concerned assignment and a minimum reduction of the semester grade by one letter grade. He/she will also be reported to the appropriate university authorities.

Plagiarism is a particularly critical concern in a writing intensive class and will not be tolerated. When in doubt, carefully reference your sources; clearly designate quotes; give credit to original sources of ideas; consult the professor with any questions *before turning in a writing assignment*. Please note that excerpts of all electronic copies of essays & papers are submitted to an online plagiarism checker.

The full ACU policy on academic integrity can be found at:

http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Academic_Integrity_P.html

STUDENTS WITH DISABILITIES

Students with disabilities who wish to receive accommodations in this course should contact the Alpha Scholars Program at 325-674-2667, *within the first week of classes*.

COURSE SCHEDULE

The following is a schedule for the course. Changes may be made during the semester; any such changes will be clearly communicated to the class.

WEEK	DATE	TOPIC	ASSIGNMENTS
Part I – Philosophical and Historical Background: Pre-Renaissance Psychological Thought			
1	01-14-14	<i>Syllabus + Introduction (Philosophy of Science)</i>	

	01-16-14	<i>Introduction: Evaluating theories (the good life)</i>	
2	01-21-14	<i>The Greek Philosophers: Socrates, Plato, Aristotle</i>	Quiz #1 Ch. 1,2,3
	01-23-14	<i>The Roman & Patristic Periods: Jesus, Augustine</i>	
3	01-28-14	<i>The Middle East philosophers: Ibn Rushd, Maimonides</i>	Book Selection Due
	01-30-14	<i>The Middle Ages: Aquinas & the Scholastics</i>	Quiz #2 Ch. 4,5,6,7
Part II – Philosophical and Historical Background: The Renaissance & the Beginning of the Modern Period			
4	02-04-14	<i>Humanism: Montaigne, Galileo...</i>	ESSAY #1 due
	02-06-14	<i>Rationalism: Descartes, Kant...</i>	
5	02-11-14	<i>Rationalism (Continued), Empiricism</i>	Book Journal Entry Due
	02-13-14	<i>Empiricism: Locke, Hume</i>	
Part III – The Beginning of Scientific Psychology: Biological Influences & Early Cognitive Theories			
6	02-18-14	<i>Romanticism, Existentialism</i>	Quiz #3 Ch. 8,9,10,18
	02-20-14	<i>Physiology, experimental psychology, evolution</i>	
7	02-25-14	<i>Psychobiology</i>	ESSAY #2 due Book Journal Entry Due
	02-27-14	<i>Biological Influences (Continued)</i>	
8	03-04-14	<i>Biological Influences (Continued)</i>	
	03-06-14	<i>Structuralism, the beginning of Psychology</i>	Quiz #4 Ch. 11,14,19
9	03-11-14	SPRING BREAK (no class)	
	03-13-14	SPRING BREAK (no class)	
10	03-18-14	<i>U.S. Psychology, James, Hall, Thorndike...</i>	Book Journal Entry Due

Part IV – The Era of the Major Schools of Psychology			
	03-20-14	<i>Gestalt Psychology</i>	ESSAY #3 due
11	03-25-14	<i>Behaviorism</i>	Quiz #5 Ch. 12,13
	03-27-14	<i>Behaviorism</i>	
12	04-01-14	<i>Behaviorism</i>	Book Journal Entry Due
	04-03-14	<i>Psychoanalysis</i>	Quiz #6 Ch. 15-16
13	04-08-14	<i>Psychoanalysis</i>	
	04-10-14	<i>Psychodynamic Psychology</i>	
14	04-15-14	<i>Humanistic theories</i>	Quiz #7 Ch. 17 Book Journal Entry Due
	04-17-14	<i>Humanistic & Existential theories</i>	
15	04-22-14	<i>Humanistic & Existential theories</i>	ESSAY #4 due
Part IV – Contemporary Issues/presentations			
	04-24-14	<i>Contemporary topics</i>	
16	04-29-14	<i>Contemporary topics</i>	Book Journal Entry Due
	05-01-14	<i>Contemporary topics</i>	Movie Paper Due
May 9, 2014		FINAL	Friday, 10-11:45 a.m.

APPENDIX A: Essay rubric

Organization and Content (50%)	
This paper is a superior response to the assigned topic. The ideas are perceptive and fully developed. The thesis is clear, narrowed, and focused. The thesis is fully supported by the body paragraphs. Body paragraphs have excellent structure and supporting detail.	Excellent
This paper is an adequate to good response to the assigned topic. The ideas are somewhat insightful and moderately developed. The thesis is adequate and somewhat focused. Most paragraphs have a controlling idea, a clear paragraph structure, and adequate supporting detail.	Pass
This paper is an inadequate response to the assigned topic because of any of the following: a controlling idea is absent or unclear; the controlling idea is not sufficiently supported; ideas are confused or disconnected; the body paragraphs have serious structural problems.	Fail
Diction and Style (25%)	
The essay shows impressive stylistic control. The language is accurate, sophisticated, and impressive. The vocabulary expresses ideas with unusual precision. The varied sentence structure communicates complex ideas effectively.	Excellent
The essay has a moderately clear style, an adequate range of word choice, good tone, and some sentence variety.	Pass
The essay has an ineffective style, limited word choice, unclear tone, or poor sentence structure. Errors in diction may suggest illiteracy in	

English language.	Fail
Language Use and Mechanics (25%)	
The paper demonstrates complete command of standard English. There are few, if any, errors in grammar, punctuation, or usage.	Excellent
The paper demonstrates a moderate command of standard English. Errors in grammar, punctuation, or usage do not seriously interfere with a reader's understanding of the paper.	Pass
The paper demonstrates little command of standard English. Major errors or repeated minor errors in grammar, punctuation, or usage interfere with a reader's understanding of the paper.	Fail

APPENDIX B: Essay Questions**APPENDIX A: Essay Questions****ESSAY EXAM #1: Choose ONE of the following topics***

1. Plato famously described the Allegory of the Cave to describe man's relationship to Truth. Explain and affirm the allegory. Thinking of ideas that were later shown to be limited or false, use a few examples from the history of psychology studied so far to illustrate the truth of Plato's allegory. Be sure and include your own reactions to the relevance of the Allegory of the Cave. Feel free to use contemporary examples, too. The point of this question is to demonstrate that you understand how to apply the allegory.
2. Choose and discuss 2 significant extra-biblical (meaning not inherently Jewish or Christian) influences from the Greeks to the Renaissance period that had a definite impact on the progression of Christian "psychological" thought (for instance, about man, the soul, the body, faith, happiness, or any other such topics). You may choose influences that preceded and/or that followed the New Testament era. Be sure and include your personal evaluation as to whether the influence was positive or negative in its impact on Christianity. The point of this question is to reflect on the ways that various thoughts and ideas from early philosophy and science made their way into Christianity.
3. Defend the statement: "The Dark Ages were not so 'Dark' after all, with respect to the development of ideas germane to psychology". Be sure and use specific examples. The strength of your answer will be judged in part on your ability to connect your examples to subsequent (even modern) developments in psychological (loosely speaking) thought. Be sure and include personal reflections. This question is geared towards students with a particular interest in the oft-neglected medieval period.
4. Compare and contrast Greek, Christian and Middle Eastern ideas about what constitutes "the Good Life". Be sure and include at least one unique contribution from each perspective. Compare the 3 views drawing on similarities or areas of agreement; contrast them, bringing out incompatibilities or areas of divergence between the three. Be sure and include your personal reflections and reactions. The object is to recognize how early psychological ideas built on each other, as well as diverged from one another.

ESSAY EXAM #2: Choose ONE of the following topics*

1. The Renaissance was a time of change, with regard to ideas, new discoveries or inventions, historical events, and general attitudes. Identify 2 significant persons from that period who characterize these dramatic changes. Be sure and choose 2 individuals who represent *relatively distinctive contributions* to change (rather than 2 individuals who essentially represent the same change or area of change; areas include philosophy, art, science, theology, etc...). Comment briefly on how these changes have fared in history since then; what has endured, what has not? Make your answer personal. The point of this question is to demonstrate an understanding of the significance of the changes that began during the Renaissance.
2. Biological psychology is one of the dominant schools of thought today. Trace the history of biological/physiological psychology from the Greeks through the Renaissance Period (i.e., the time periods covered so far in class). What were some of the prominent views during the Greek, Patristic, Medieval and Renaissance periods? Who do you think were significant persons and what noteworthy ideas and/or events stand out to you? Your answer does not need to be exhaustive, but the point is to demonstrate an awareness of the most significant events & people, as well as the progress (or lack thereof) of ideas during this period. Your answer should not simply be factual, but also critical/evaluative.
3. Understood as philosophical roots of psychology, Romanticism, Rationalism and Empiricism have each profoundly influenced our field. Write an essay outlining some of the key features of these movements (at least one feature per movement) that can be discerned in modern psychology, that is modern views of man/mental health. Be sure and provide a critique of the strengths and limitations of these influences. Conclude with a brief personal comment on which movement resonates most with you and why.
4. Compare and contrast (a) Kierkegaard's 3 stages of the individual towards personal freedom and (b) Auguste Comte's 3 stages of understanding that societies (and its members) go through. Your answer should include your personal reaction to each viewpoint. Be sure to comment briefly on factors that may have influenced each man's perspective (e.g., what might they be reacting "to"?). The idea is not so much to force a point-by-point comparison, as to demonstrate your understanding of (a) two radically divergent views of "progress", and (b) commonalities in how individuals from this period attempted to make sense of the changes in their day.

ESSAY EXAM #3: Choose ONE of the following topics*

1. Write a description and a critical analysis of evolutionary psychology as a model for understanding human behavior. Briefly review the progression of the concept; your review need not be comprehensive but simply illustrative. Minimally, mention one strength and one weakness of this model/theory. The point is to demonstrate critical thinking about a leading theory. The question is NOT about evolutionary theory (vs. creationism, intelligent design...), but about evolutionary PSYCHOLOGY. Your answer should demonstrate that you have engaged in careful reflection on this topic.
2. Defend the notion that William James is properly viewed as the quintessential **American** psychologist. Include in your response the following 3 elements: (a) aspects of James' psychological thinking/theories, (b) biographical information about James, and (c) your own reaction to James' views. The point of the question is not to summarize James' contributions, but to reflect on how he uniquely reflected and influenced the direction of American psychology, as distinctive from Continental psychology. You may use biographical information about James in your answer to the extent it helps support your argument.
3. The 17th to 19th Century saw the progressive development of biological psychology/physiological psychology. Provide an analysis of the development of the idea of "man as machine"; this part of the essay is mostly descriptive (be sure to selectively include key developments). In addition, provide a critique of the concept; is the idea of "man as machine" appropriate scientifically, philosophically, and/or theologically. Illustrate and defend your answer. The second part of the answer is primarily critical/evaluative.

ESSAY EXAM #4: Choose ONE of the following topics*

1. Compare and contrast E.L. Thorndike's theory of learning (*Functionalism-early Behaviorism*), based on animal experimentation, to Wolfgang Köhler's (*Gestalt Psychology*) theory of learning. Provide a brief personal analysis or critique as a conclusion to your answer.
2. Both J.B. Watson and Abraham Maslow believed that the environment was a powerful influence on the individual's development. Compare and contrast Watson's S-R psychology to Maslow's self-actualization psychology with regard to the impact of environmental factors. Be sure and include a personal critique.

3. Write a brief “Christian” critique of Carl Rogers’ client-centered theory. What aspects of his theory might fit a Christian perspective and which might differ? Be sure and include a personal opinion regarding the impact of Rogerian theory/therapy.
4. The 20th Century saw some of the world’s most horrific genocides (the Holocaust, the Killing Fields of Cambodia, Rwanda...). Write an essay about how one of the modern schools of psychology would attempt to explain these phenomena of mass violence. Your answer should outline specific psychological mechanisms associated with the school(s) of psychology you choose. Your answer may also rely on actual statements about these events made by specific psychologists associated with one of these schools, since many 20th century figures made comments about war and violence. Provide a brief personal reaction as a conclusion (perhaps from a Christian perspective).
5. Each of the leading schools of psychology (behaviorism, psychoanalysis, existentialism and biological psychology) has attempted to contribute to our understanding of mental illness. Choose 2 schools and for EACH school, use one example of a disorder that illustrates both the **merits** and the **limitations** of that school’s theory of abnormal behavior/mental illness. You may use the same example more than once, if you wish. Conclude with a personal statement about how the schools inform (or fail to inform) your own understanding.

• *Additional question options may be added at a later date*

APPENDIX C: Examples of books for the reading journal

Abraham Maslow:

- *Toward a Psychology of Being,*
- *Religions, Values and Peak-experiences*

Aristotle

- *Nicomachean Ethics*

Augustine

- *Confessions*

B.F. Skinner

- *Beyond Freedom & Dignity*
- *Walden Two*

Carl Rogers

- *Client-centered Therapy: Its Current Practice, Implications and Theory*
- *On Becoming a Person: A Therapist's View of Psychotherapy*

Carl Jung

- *The Red Book*
- *Modern man in search of a soul*

David Hume

- *Selected Essays*

Desiderius Erasmus

- *Praise of Folly*

Friedrich Nietzsche

- *Thus spake Zarathustra*
- *Beyond Good & Evil*
- *The will to power*

Frieda Fromm-Reichmann

- *Principles of intensive psychotherapy*

Galen

- *Selected Works (Oxford Classics)*

Harry Harlow

- *Love at Goon Park: Harry Harlow and the Science of Affection (by Deborah Blum)*

Jean Jacques Rousseau

- *Emile, or On Education*

Michel de Montaigne

- *Essais*

Otto Rank

- *Psychology and the Soul: A Study of the Origin, Conceptual Evolution, and Nature of the Soul*

Paul Tournier

- *A place for you: Psychology & Religion*

Plato

- *Republic*

René Descartes

- *Discourse on the Method*

Rollo May

- *Man's Search for Himself*

- *The Courage to Create*

Sigmund Freud

- *Civilization and Its Discontents*
- *The Future of an Illusion*
- *Dream Psychology: Psychoanalysis for Beginners*
- *The Interpretation of Dreams*

William James

- *The Varieties of Religious Experience*
-

APPENDIX D: Examples of movies for the movie paper:

- “Bladerunner”: critique from the perspective of Plato or Descartes
- “All of Me”: critique from the perspective of biological psychology
- “American Beauty”: critique from a humanistic-existential perspective
- “Clockwork Orange”: critique from a behavioral perspective
- “Fight Club”: critique from a psychoanalytic perspective
- “Mary Reilly”: critique from a Jungian perspective
- “Vertigo” or “Psycho”: critique from a psychoanalytic perspective
- “The lives of others”: critique from an existential perspective
- “Alice in Wonderland”: critique from a Jungian perspective
- “What Dreams May Come”: critique from a Christian (psychological) perspective