

History of Theories in Psychology (PSYC 493)

Syllabus and Semester Calendar, Fall 2014

Time: MWF, 1-1:50 pm

Location: Chambers 107

Professor: David P. McAnulty, PhD

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Office hours

(best to set up meeting time via email)

Mon 10-12

Wed 2-5

Fri 10-12; 2-4

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. (2014). *An Introduction to the History of Psychology* (7th ed.) Belmont, CA: Wadsworth. Available in bookstore.

ASSESSMENT & GRADES

1. **Quizzes:** the student's knowledge of basic factual information will be assessed through eight (8) 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 (*except for official ACU travel, such as student athletes, band members...*), 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 three (3) papers, each 1000-1400 words in length (approx 3-5 pages, double-spaced, typed, not counting title page). Grades will be assigned based on (for a rubric see Appendix B)

- (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 including a title page (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 A
- ii. **ESSAY EXAM #2** (15% of your grade) will be a paper on ONE of the topics listed in the 2nd list in appendix A
- iii. **ESSAY EXAM #3** (15% of your grade) will be a paper on ONE of the topics listed in the 3rd list in appendix A

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 10% of your grade.**
4. **Research paper:** Students will write a research paper with a minimum length of 2000-3000 words (approximately 7-10 pages). The paper requires you to compare and contrast 2 modern thinkers (20th-21st century) in terms of a key aspect of their theory, view of man, perspective on change and must include analysis of each thinkers relationship to faith. The paper must be in APA style (including 1" margins and 12 pt font). This paper will be evaluated on (a) information literacy skills, including the proper citation of a minimum of 5 appropriate sources (refereed journal articles or published books are appropriate sources) that support your research, (b) critical thinking, and (c) style & grammar. A detailed rubric will be provided at a later date. **The paper is worth 20% of your grade.** PLEASE NOTE THAT LATE PAPERS ARE MARKED DOWN 10 POINTS PER DAY LATE. All essays must be submitted electronically copy and be received by MIDNIGHT ON THE DUE DATE.
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** unless otherwise approved by the professor.
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, excess inattention and/or class disruptiveness (e.g., computer/cell phone use unrelated to class or excess talking) 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	35 points bonus
2 absences	20 points bonus
3 absences	10 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)
Book/paper	=	100 points (paper grade x 1.0)
Paper	=	200 points (average blog grade x 2.0)
Final grade	=	(Points earned + Attendance bonus) / 1000 x 100

8. Final Grade Assignments:

A = 90 to 100%	C = 70 to 79%	F = 0 to 59
B = 80 to 89%	D = 60 to 69 %	

ACADEMIC INTEGRITY

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified.

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.

See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.

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	Aug 25	Course introduction	
	Aug 27	Evaluating theories: View of man/ The good life	
	Aug 29	Philosophy of science: an intro	Book Selection Due
2	Sept 1	Pythagoras, Plato & absolutes	QUIZ #1 (Ch. 1,2,3)
	Sept 3	Aristotle & experience	
	Sept 5	Stoicism, Skepticism...	
3	Sept 8	Paul/Jesus: revelation + the ordinary life	Book Journal Entry Due
	Sept 10	Augustine/Aquinas	
	Sept 12	Maimonides, Ibn Rushd	
Part II – Philosophical and Historical Background: The Renaissance, the Enlightenment & the Beginning of the Modern Period			
4	Sept 15	The humors, early physiology...	ESSAY #1 Due
	Sept 17	Renaissance: Changing view of authority-Science	QUIZ #2 (Ch. 4,5,6,7)
	Sept 19	Renaissance: Changing view of man, Mike Wiggins video	
5	Sept 22	Montaigne: humanism, tolerance	Book Journal Entry Due
	Sept 24	Descartes & The Rationalist tradition	
	Sept 26	The Rationalist tradition	
6	Sept 29	Locke & Hume: The Empirical tradition	
	Oct 1	The Empirical tradition	
	Oct 3	Comte & Man Machine	
7	Oct 6	The Rise of Romanticism; early Existentialism	Book Journal Entry Due
	Oct 8	Section wrap up	ESSAY #2 Due
Part III – The Beginning of Scientific Psychology: Biological Influences & Early Cognitive Theories			
	Oct 10	Psychophysics	QUIZ #3 (Ch 8,9,10,18)
8	Oct 13	The clinical method	BOOK SELECTION DUE
	Oct 15	Darwin, Evolutionary Psychology	
	Oct 17	Fall Break No Class	
9	Oct 20	Evolutionary Psychology	Book Journal Entry Due
	Oct 22	Evolutionary Psychology-critique	
	Oct 24	William James & early American Psychology	QUIZ #4 (Ch 11,14,19)

WEEK	DATE	TOPIC	ASSIGNMENTS
10	Oct 27	Section Wrap UP	
Part IV – The Era of the Major Schools of Psychology			
	Oct 29	Gestalt Psychology	
	Oct 31	Psychoanalysis	QUIZ #5 (Ch 16)
11	Nov 3	Psychoanalysis	Book Journal Entry Due
	Nov 5	Psychoanalysis-critique	ESSAY #3 Due
	Nov 7	Behaviorism	QUIZ #6 (Ch 12-13)
12	Nov 10	Behaviorism	
	Nov 12	Behaviorism & the Cognitive revolution	
	Nov 14	Behaviorism & the Cognitive revolution-critique	
13	Nov 17	Third Force Psychology	Book Journal Entry Due
	Nov 19	Third Force Psychology	QUIZ #7 (Ch 17)
	Nov 21	Third Force Psychology	
14	Nov 24	Third Force Psychology-critique	RESEARCH PAPER TOPIC DUE
	Nov 26	THANKSGIVING BREAK (no class)	
	Nov 28	THANKSGIVING BREAK (no class)	
Part V – Contemporary Issues			
15	Dec 1	Synthesis & contemporary perspective	QUIZ #8 (Ch 20)
	Dec 3	Synthesis & contemporary perspective	RESEARCH PAPERS DUE
	Dec 5	Synthesis & contemporary perspective	Book Journal Entry Due
Wednesday Dec 10 @ 8 am		FINAL EXAM	

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. Content demonstrates thorough knowledge and grasp of subject.	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. Content demonstrates more than superficial familiarity, though not thorough grasp, of subject.	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. Content gives no real evidence that the writer has more than common knowledge of the subject.	Fail
Diction and Style (20%)	
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 (20%)	
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
APA style (10%)	
The paper contains no APA style errors	Excellent
The paper contains no major APA style errors, and only a few minor errors	Pass
The paper contains a major error (e.g., no title page) or more than 5 APA errors	Fail

APPENDIX B: 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.
 4. 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.
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APPENDIX C: Examples of books for the paper

Richard Beck

- *The authenticity of Faith*

Abraham Maslow:

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

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*

Frieda Fromm-Reichmann

- *Principles of intensive psychotherapy*

Otto Rank

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

Rollo May

- *Man's Search for Himself*
- *The Courage to Create*

Sigmund Freud

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