HISTORY & SYSTEMS IN PSYCHOLOGY

INSTRUCTOR: JILL PAYNE
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OFFICE: AQUIA 337 PHONE: 703 993 5212
OFFICE HRS: WED 11:30-12:30 PM OR BY APPT AT FENWICK

PSYC 465-002 SPRING 2013
GEORGE MASON UNIVERSITY
MW 1:30-2:45 PM KRUG HALL 242
PREREQUISITE(S): 18 CREDITS IN PSYCHOLOGY INCLUDING PSYC 317, OR PERMISSION OF INSTRUCTOR

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Course Description
Survey of the history of psychology (chiefly American) with an emphasis on the intellectual factors essential for its emergence as a science and the development of major theoretical schools that have guided its growth.

Learning Objectives
Upon completion of the course, students should be able to:

- Describe the philosophical origins of psychology and the advancements in the natural sciences critical to its growth as a science;
- Identify historical research methods in scholarship in the history of psychology;
- Describe major schools of thought in psychology: origins, development over time, proponents and critics, and relationship to larger issues in science and in history.

Required Text

Required Material
Material in a variety of formats (e.g., paper handouts, documents posted to Blackboard, books or journal articles located in Fenwick Library, online videos, etc) that supplements lectures or is necessary to complete a graded assignment. I will assign these during the semester.

Course Schedule
Schedule is subject to change; each student is responsible to become informed of such changes.

<table>
<thead>
<tr>
<th>Class Date(s)</th>
<th>Textbook &amp; Required Material*</th>
<th>Due at Class Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-23 • 1-28</td>
<td>Chpt 1 through p. 6</td>
<td>Historiography • Ancient Civilizations &amp; Human Behavior • Greek Roots</td>
<td></td>
</tr>
<tr>
<td>1-30</td>
<td>Chpt 2, 3</td>
<td>Greek Roots</td>
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<tr>
<td>2-4</td>
<td>Chpt 4</td>
<td>Psychological Thought during the Middle Ages • The Renaissance &amp; Scientific Revolution: Developments in Philosophy and Science</td>
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<tr>
<td>2-6 • 2-11</td>
<td></td>
<td>Philosophical Foundations in the 17th Century: René Descartes &amp; Francis Bacon</td>
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<tr>
<td>2-13</td>
<td>EXAM 1</td>
<td></td>
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<tr>
<td>2-18 • 2-20</td>
<td>Chpt 5</td>
<td>Philosophical Foundations in the 17th and 18th Centuries: Empiricism; Associationism; French Sensationalism</td>
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<tr>
<td>2-25 • 2-27</td>
<td>Chpt 6</td>
<td>Philosophical Foundations in the 17th and 18th Centuries: Rationalism</td>
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<tr>
<td>3-4</td>
<td>Chpt 8</td>
<td>Scientific Foundations: 19th Century Advances in Physiology • Psychophysics</td>
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<tr>
<td>3-6</td>
<td>Chpt 9</td>
<td>Scientific Psychology &amp; Wilhelm Wundt • Structuralism • Early Theorists</td>
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<tr>
<td>3-11 • 3-13</td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>3-18 • 3-20 • 3-25</td>
<td>Chpt 10, 11</td>
<td>Evolutionary Theory &amp; Testing • Early American Psychology • Functionalism</td>
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</tbody>
</table>

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1 of 4 SYLLABUS 1-8 / GMU 465-002 / SPRING 2013
3-27  LAST DAY TO SUBMIT DRAFT TOPIC PAPER
      Chpt 16, 17  Psychoanalytic Theory

4-1   EXAM 2
4-3   Chpt 14  Gestalt Theory
4-8 • 4-10 • 4-15  Chpt 12, 13  Behaviorism & Learning Theory
4-17  FINAL TOPIC PAPER DUE
      Chpt 18  Third Force Psychology
        4-22  Chpt 20  Cognitive Psychology
      5-1    IN CLASS ACTIVITY
        5-6  Chpt 21; Chpt 1 pp. 7-23.  Issues & Future Trends

WEDNESDAY MAY 8 / 1:30 – 4:15 PM  FINAL EXAM

* announced throughout semester

1-29  Last day to add
2-22  Final drop deadline
2-25 through 3-29  Selective withdrawal period

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>There is a total of 550 possible points in this course. Your grade is based on the number of points you earn.</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100 pts</td>
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<tr>
<td>Exam 2</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150 pts</td>
</tr>
<tr>
<td>Topic Paper</td>
<td>100 pts</td>
</tr>
<tr>
<td>In Class Activity</td>
<td>100 pts</td>
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<tr>
<td><strong>Total 550 pts</strong></td>
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</table>

- You may choose to drop either Exam 1 or Exam 2, in which case total possible points = 450.
- You must inform me of your decision to drop Exam 1 or Exam 2 no later than the last day this class meets for the semester. *If I have no record of your decision regarding Exam 1 and Exam 2 by the deadline, scores on both Exam 1 and 2 will be counted toward your course grade.*
- You may not drop the Final Exam.
- If you do not sit for an exam for any reason, you will receive a score of zero. There are no make-up exams under any circumstance.
- I reserve the right to adjust grades favorably for a student’s appropriate classroom participation and/or contributions to a positive learning environment.
- Attendance is not graded; however, lectures will contain material not found in the textbook and that material will certainly appear on exams.

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>100-98% A+ 89-87% B+ 79-77% C+ 69-67% D+</th>
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<tbody>
<tr>
<td></td>
<td>97-93% A 86-83% B 76-73% C 66-63% D</td>
</tr>
<tr>
<td></td>
<td>92-90% A- 82-80% B- 72-70% C- 62-60% D- 59% and below F</td>
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<thead>
<tr>
<th>Exams</th>
<th>Exam items are drawn from lecture material, required textbook reading, and additional required material. Objective items (for instance, multiple choice, true/false, short answer) and essay items comprise each exam.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Exams 1 and 2 are non-cumulative; the final exam is cumulative.</td>
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</table>
• You will need pencils and loose-leaf paper for each exam. Scantrons and blue books are not necessary.
• Per the GMU Honor Code, the following is NOT permitted during classroom exams: electronic devices, books, notes in any form, or student interaction.
• Classroom exams commence at the start of class when I am satisfied that desks are completely cleared and electronic devices are turned off.
• You will have the entire class period to complete the exam.
• In the case that you arrive late to class on the day of an exam, you will not be given extra time to complete it.
• If you arrive to class on the day of an exam day after another student has completed the exam, you forfeit your opportunity to take the test and will receive a zero. Each student must remain in class for each exam a minimum of 20 minutes from the time the exam commences.
• I retain all graded exams; should you wish to discuss exam items with me, make an appointment to meet during office hours.

Topic Paper
• Substantive, APA-style paper on a topic relevant to the history of psychology.
• Details regarding acceptable topics and writing guidelines will follow.
• The final version is due at the start of class on the due date (see Course Schedule). You lose 5% each calendar day late.
• You may submit a draft version to me (see Course Schedule) that I will review and return to you for revision.
• It is your responsibility to retain electronic copies of work submitted and to retain graded work.

In-Class Activity
• In class discussion that involves reviewing source material, preparing a written summary of reactions and reflections, and presenting your reactions to the class in an informal panel-type format.
• You will earn points for a small piece of writing based on your understanding of the source material and the quality of your commentary in class—both as a presenter and as an audience member when your classmates are speaking.
• Approved topics and detailed guidelines will follow.

Extra Credit
• Throughout the semester you will have the opportunity to earn course extra credit. At the end of the semester, the extra credit points you have earned will be added to the total number of points you have earned in the course.

Intangibles
• Be respectful to me and to your classmates: turn off cell phones and distracting electronic devices; use your laptop to take notes for this class and not to e-mail or web surf; if you must arrive late or leave early from class, do so quietly and sit near the door; keep discussions about course content polite and save personal conversations for after class. Thank you.
• It is each student’s responsibility to obtain missed lecture material from peers and to stay informed of all classroom announcements.
• Class time is devoted entirely to course content; see me during office hours to discuss non-content issues (e.g., your grade, assignment instructions, graded test items).
• Students are expected to adhere to the GMU Honor Code—your pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work—or to attempt any of these actions. Brush up on this at http://oai.gmu.edu/honor-code/masons-honor-code/
• I reserve the right to employ plagiarism detection software, e.g., Turnitin, SafeAssign, on course work submitted.
• Per the GMU Honor Code, attempted or actual violations of the Code will be reported to the Office of Academic Integrity.
Technology Notes

- Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

- I will post material and instructions to Blackboard: make sure you run a browser and operating system that are listed as compatible or certified with the Blackboard version available on the myMason Portal.

- For online .pdf documents, you will need to have Acrobat Reader.

- Please see me if you do not have access to Windows Media Player, QuickTime and/or Real Media Player.

Accommodations for Students with Disabilities

If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 709-993-2474. All academic accommodations must be arranged through that office.