Syllabus

COURSE:  Psyc 491 History and Literature of Psychology II
[3-5-14]

Spring 2014  Sections 1 & 3  1.5 cr

TIME/PLACE/CRN:
Section 1  Tu  8:30-9:45 AM  AMH 214  30831
Section 3  Tu  4:00-5:15 PM  AMH 214  30833

INSTRUCTOR:  Dr. Tom Hogan, Professor of Psychology
Office: AMH 223, Tel: Office 570-941-4268
e-mail Thomas.Hogan@Scranton.edu
Office hours: Wed 10-11 AM, Th 8:30-9:30 AM
Other times by arrangement.

STUDENT LEARNING OUTCOMES

The University catalog provides the following description of the course:
(Prerequisite: senior standing; a grade of C or higher in PSYC 490) This seminar, designed for students
with a major or minor in Psychology, will entail critical reading, analysis, and discussion of selections
from the seminal literature in psychology, including selected works of William James, Sigmund Freud,
and B.F. Skinner. Individual professors will choose additional readings on the basis of their interests and
student preferences. (The course is designated as writing intensive.)

Following are the specific learning outcomes with cross reference to departmental program goals:

1. Students will demonstrate their knowledge of key sources in the history of psychology as
evidenced by acceptable performance on quizzes, preparation of papers, and participation in
discussions. Program goal 1 (knowledge) and goal 4 (communication).
2. Students will demonstrate their ability to critically analyze key sources in the history of
psychology as evidenced by preparation of papers, participation in discussions, and passing an
individual oral examination. Program goal 2 (critical thinking) and goal 4 (communication).
3. Students will demonstrate writing skill appropriate for professionals in the social/behavioral
sciences as evidenced by preparation of papers. Program goal 4 (communication) and goal 5
(professional development).
4. Students will demonstrate speaking skill appropriate for professionals in the social/behavioral
sciences as evidenced by class presentations and discussions. Program goal 4 (communication)
and goal 5 (professional development).

Context

The first course in this sequence, Psyc 490, surveyed the broad spectrum of schools, movements,
and developments in psychology. The current course examines a relatively few works selected from that
broad spectrum, with emphasis on critical analysis. In other words, dig down; and think about it.

Although not formally stated in the catalog description of the course, by tradition the course serves
as a capstone experience, the grand finale or last hurrah, so to speak. That tradition colors some of the
way we approach the course as it unfolds.

ASSESSMENTS AND GRADING

1-28-14
The schedule for all assessments appears with the course schedule on a later page. You will have 10 brief quizzes on assigned reading material. You will complete 11 brief papers, following the format and procedures given below. Papers are graded on a scale of 1-10 (low to high). You will have 3 (perhaps 4) short, in-class presentations on topics assigned in the preceding class, with assessment made by class members. You will be graded, by the instructor, on the quality of your class discussions. Finally, we will conclude the semester with an individual oral exam with the instructor in the last week of class. You may drop the grade from one quiz and from one paper (except the last paper). The following weights apply in determining final grades:

- Best 9 quizzes: 20
- Best 10 papers: 40
- In-class presentations: 10
- Class discussion: 15
- Final oral exam: 15

ACADEMIC HONESTY:
See the University's policy on academic honesty. A student found cheating or engaging in another form of academic dishonesty will receive an F for the assignment and the Dean’s office will be notified.

STUDENTS WITH DISABILITIES:
In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current documentation. Students should contact Mary Ellen Pichiarello (570-941-4039, LSC 577) or Jim Muniz (570-941-4218, LSC 580) for an appointment. For more information, visit http://www.scranton.edu/disabilities.

REVISIONS AND ANNOUNCEMENTS:
The syllabus is subject to revision. Any revisions will be announced in class. Note also that you will sometimes receive e-mail announcements through Angel. Make sure you check your University e-mail account.

REQUIRED MATERIALS:


Several additional chapters and papers, as identified in the course schedule below, are conveniently found at links in the “Classics in the History of Psychology” website (http://psychclassics.yorku.ca/).

Several assignments use articles readily available in the PsycARTICLES database available through the University’s library.

Papers

You will prepare 11 papers, about one per week. (This is a “W” course!!)

Format: Please adhere rigidly to these format requirements. Each paper should be two pages (approximately 500 words), double spaced, with one inch margins on all sides, 12-point type size, in Times New Roman font. Place your Royal ID and the date the paper is due in the upper right corner of page 1. Submit the paper in hard copy at the beginning of the class when it is due; no e-mail submissions. Create your own title for each paper, appearing on the first line of text, centered. See exceptions to format below for Letter to Incoming Psychology Majors.

Paper 1:

You will read three reports that try to define “great works” and/or “great people” in psychology. Briefly describe the methods used in these reports. Comment on the relative merits of the ways of defining “great …” in these reports. State what you think is the best method and explain why. Conclude with your own list of the “top 10” people or works.

Papers 2-10: Use the following guidelines for papers 2-9. Each paper should have five parts. Having five parts does not necessarily mean five paragraphs. You may have one, two, or more paragraphs for each part.

Part 1 provides a summary in your own words of what the author says in the work. (The “work” may be an entire book, several chapters, or a single chapter or article.) This part is description, not critique. You may quote from the work but, for the most part, the summary should be in your own words.

Part 2 provides context for the work. What was going on in psychology, in other sciences, or in the world that helps us place the “what” in Part 1 in meaningful context. For Part 2 you may draw on what you learned in Hist&Lit I, on any history courses you have had, and on sources for world events.

Part 3 gives your conclusions about the positive points in the work. What do you think were the strong points in the author’s contentions, viewpoints, methods, research strategies, etc.

Part 4 gives your conclusions about the weak points or flaws in the work. What did the author(s) miss? What were the shortcomings of the approach, methods, etc.? Part 5 is your favorite quote from the work. This could be as short as a few words but it should be no longer than two sentences. It may be something you think gives a particularly apt summary of the work. Or it may be something you particularly like. Or it may be something you think is really stupid. Cite pages in the work for your favorite quote.

When writing Parts 3 and 4, please avoid use of the personal pronoun (I, me, my). For example, don’t write “I think the best part of the article was …” nor “My opinion about the weakest part is …” Rather (assuming Hogan is the author): “A major strength of Hogan’s analysis centers on …” or “Hogan fails to take account of …”

Paper 11, Letter to Incoming Psychology Majors: The final written assignment (paper #10) consists of A Letter to Incoming Psychology Students. The letter (which will be shared with new psychology students) will summarize your experiences, offer some advice, and perhaps share some regrets about your years as a University of Scranton psychology major.

Craft it as a letter and address it to “Dear Incoming Psychology Major.” Like the other papers: double spaced, two pages. But for this one, do not include your Royal ID. Please type it neatly and proofread it completely. Either sign your letter at the end or put your name on the back of the last page: Your choice.
The criteria for grading your letters are thoughtfulness of content, clarity of expression, writing ability, and the like. The criteria do not include how positive or negative your letters are; strive to be balanced and honest.

Feel free and empowered to write anything, with two caveats. First, please do not mention any professor by name. Mention experiences, courses, club activities, and the like that may indirectly identify individual faculty, but no names -- whether in a positive or negative vein. Second, say it all with sincerity and respect. The dual intents are to reflect on your experiences here and to guide incoming students.

We request your letter in two forms. Send it as an attachment to donna.rupp@scranton.edu and bring a hard copy to our last class meeting.

**Presentations in Class**

You will make several, brief but formal in-class presentations on topics assigned in the preceding class. Each presentation will be 3-5 minutes, standing in front of the room. You may use PowerPoint, overheads, or handouts, although simple oral presentation may be appropriate. You will be evaluated for quality of content and quality of presentation style. These brief presentations are in addition to your regular participation in class discussions.

**Individual Oral Exam**

This exam will occur in the last week of class in the instructor’s office for approximately 30 minutes, times TBA. For this exam, bring copies of all the papers you prepared during the term and be prepared to discuss any of them.

**HINTS ON BEING SUCCESSFUL: CLASS ATTENDANCE, PROCEDURES, STUDY**

1. You cannot do well in this course without regular attendance in class because class participation is part of your grade.

2. You are responsible for knowing all announcements made in class, including those related to any changes in the attached schedule.

3. Classes will begin and end promptly. Suitable attire and civil behavior are expected in class.

4. No cell phone activity. Leave computers in the room off, except when in use for a class project.

5. Quizzes are designed to ensure that you read the assigned material. In depth understanding of the material is displayed in the corresponding paper.

6. Detailed directions for completing the papers are provided in a separate section.

7. Detailed directions for completing in-class presentations are provided in a separate section.

8. Some in-class presentations will use “Today in the History of Psychology” found at this site: [http://www.cwu.edu/~warren/today.html](http://www.cwu.edu/~warren/today.html)
<table>
<thead>
<tr>
<th>Spring 2014</th>
<th>Assignment given in this Class, due next class *</th>
<th>Topic/Activity</th>
<th>Quiz/Paper Due this class</th>
<th>In class present.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Feb</td>
<td>Read the “major works” Documents (in handout)</td>
<td>Preview of semester: schedule, assignments, resources. Introductions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Read Kuhn</td>
<td>Discuss “major works”</td>
<td>Quiz &amp; Paper on “major works”.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Read Wundt</td>
<td>Discuss Kuhn</td>
<td>Quiz &amp; Paper on Kuhn</td>
<td></td>
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<tr>
<td>25</td>
<td>Read James</td>
<td>Discuss Wundt</td>
<td>Quiz &amp; Paper on Wundt</td>
<td></td>
</tr>
<tr>
<td>4-Mar</td>
<td>Read Watson</td>
<td>Discuss James</td>
<td>Quiz &amp; Paper on James</td>
<td></td>
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<tr>
<td>11</td>
<td>Read Maslow</td>
<td>Discuss Watson</td>
<td>Quiz &amp; Paper on Watson</td>
<td></td>
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<tr>
<td>18</td>
<td></td>
<td></td>
<td>Spring Break. No class.</td>
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<tr>
<td>25</td>
<td>Read Freud</td>
<td>Discuss Maslow</td>
<td>Quiz &amp; Paper on Maslow</td>
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<tr>
<td>1-Apr</td>
<td>Read Freud</td>
<td>Discuss Freud</td>
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<tr>
<td>8</td>
<td>Read Skinner</td>
<td>Discuss Freud</td>
<td>Quiz &amp; Paper on Freud</td>
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<tr>
<td>15</td>
<td>Read Skinner</td>
<td>Discuss Skinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Read Bandura</td>
<td>Discuss Skinner</td>
<td>Quiz &amp; Paper on Skinner</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Read Seligman &amp; Csik.</td>
<td>Discuss Bandura</td>
<td>Quiz &amp; Paper on Bandura</td>
<td></td>
</tr>
<tr>
<td>6-May</td>
<td>Read Rogers</td>
<td>Discuss Seligman &amp; Csik.</td>
<td>Quiz &amp; Paper on S&amp;C</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Last class day. Wrap-up. Evaluation.</td>
<td>Letter to Incoming … &amp; Individual examination</td>
<td></td>
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</tbody>
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* Exact pages, chapters, articles will be identified in class.