

Syllabus

COURSE: Psyc 491 History and Literature of Psychology II [1-7-2017]
Spring 2017 Sections 1 & 3 1.5 cr

TIME/PLACE/CRN:

Section 1	Tu	1:00 – 2:15 PM	LSC 127	30985
Section 3	Tu	10:00-11:15 AM	AMH 204	30989

INSTRUCTOR: Dr. Tom Hogan, Professor of Psychology
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Office hours: Wed 10-11, Th 10-11, 1:15-2:15; other 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 cross referenced 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 and participation in discussions. 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 ways we approach the course as it unfolds.

ASSESSMENTS AND GRADING

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 3-5 short, in-class presentations on topics assigned in the preceding class, with assessment made by class members and the instructor. You will be graded, by the instructor, on the quality of your class discussions. 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	30
Best 10 papers	45
In-class presentations	10
Class discussion	15

REFERENCES FOR UNIVERSITY POLICIES

Academic Honesty Go here:

<http://catalog.scranton.edu/content.php?catoid=30&navoid=3450#Academic Code of Honesty>

A student found cheating or engaging in another form of academic dishonesty will receive an F for the course; and the Dean's office will be notified.

Students with Disabilities Go here: <http://www.scranton.edu/disabilities>

Writing Center Services Go here: writing-center@scranton.edu

Sexual Harassment and Sexual Misconduct Policy Go here: www.scranton.edu/diversity.

Reporting options and resources are available at www.scranton.edu/CARE.

Other University Policies Go here:

<http://www.scranton.edu/studentlife/studentaffairs/student-conduct/university-policies.shtml>

and here: http://www.scranton.edu/academics/provost/academic_policies.shtml

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 D2L. Make sure you check your University e-mail account.

REQUIRED MATERIALS:

Freud, S. (1966; originally published in 1917). *Introductory lectures on psychoanalysis*. New York: Norton.

James, W. (1890). *Principles of psychology*.

<http://psychclassics.yorku.ca/James/Principles/index.htm>

Skinner, B. F. (1976; originally published in 1948). *Walden two*. Indianapolis, IN: Hackett.

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; or on electronic reserves through the 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, in 12-point 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.

Penalty for late submission of papers: 10% reduction in grade for each day late, except for documented emergencies with explicit approval for late submission.

Paper 1:

You will read brief 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 2-10. 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 several chapters, a single chapter, an article, or several articles.) 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. Don’t just cite events at random – relate them to the work.

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 ...”

See D2L for examples of papers following the latter guidelines.

Paper 11, Letter to Incoming Psychology Majors: The final written assignment (paper #11) 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. Put your name on the back of the last page.

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 a Word document in 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.

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. Leave electronic gizmos and computers in 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>

COURSE SCHEDULE Psych 491 Spring 2017

Class	Spring 2017	Topic/Activity for this class	Assignment given in this class *	Paper due, Quiz to take	In class present
1	31Jan	Preview of semester: schedule, assignments, resources. Introductions.	Read the “major works” documents (in handout)		
2	7 Feb	Discuss “major works” Prep on James	Read James	Quiz & Paper on “major works”.	
3	14	Discuss James Prep on Watson	Read Watson	Quiz & Paper on James.	
4	21	Discuss Watson Prep on Freud	Read Freud	Quiz & Paper on Watson.	
5	28	Discuss Freud I Prep on Maslow	Read Freud		
6	7 Mar	Discuss Freud II Prep on Maslow	Read Maslow	Quiz & Paper on Freud	
7	14	Spring Break. No class			
	21	Discuss Maslow Prep on Skinner	Read Skinner	Quiz & Paper on Maslow	
8	28	Discuss Skinner I	Read Skinner		
9	4-Apr	Discuss Skinner II	Read Miller & Chomsky	Quiz & Paper on Skinner	
10	11	Discuss Miller & Chomsky Prep on Bandura	Bandura (view videos)	Quiz & Paper on Miller & Chomsky	
11	18	Discuss Bandura Prep on S&C	Read Seligman & Csik.	Quiz & Paper on Bandura	
12	25	Discuss Seligman & Csik. Prep on Class Selection	Read Class Selection	Quiz & Paper on S&C	
13	2-May	Discuss Class Selection	Letter to Incoming Fresh.	Quiz & Paper on Class Selection	
14	9	Last class day. Wrap-up. Evaluation.	No new assignment	Letter to Incoming Freshmen	

* Exact pages, chapters, articles identified in “Readings” list.

Readings for Psyc 491: HL2

[1-7-2017]

➤ Defining the “greats”

Our first task is to define who the “great” authors are. The following articles attempt to do so. Read the first two, then prepare your paper on them as per instructions in the syllabus. Both articles are available on line through the University’s library.

- Diener, E., Oishi, S., & Park, J. (2014). An incomplete list of eminent psychologists of the modern era. *Archives of Scientific Psychology*, 2, 20-32.[20-25,Tables 1&2,31 last 3para]
- Haggbloom et al. (2002). The 100 most eminent psychologists of the 20th century. *Review of General Psychology*, 6(2), 139-152.

Two other relevant sources for this topic (in case you want to check them):

Norcross, J. C., & Tomcho, T. J. (1994). Great books in psychology: Three studies in search of a consensus. *Teaching of Psychology*, 21(2), 86-90.

Griggs, R. A., & Christopher, A. N. (2016). Who’s who in introductory psychology textbooks: A citation analysis redux. *Teaching of Psychology*, 43(2), 108-119.

➤ James

<http://psychclassics.yorku.ca/James/Principles/index.htm>

James, William. (1890). *The principles of psychology*.

[Perhaps the most important English-language psychology text in history.]

Preface, Chs 1 (Scope), 4 (on Habit), and (instead of Ch 9) do the “abbreviated” version “The Stream of Consciousness” up to but not including the section labeled “The object before the mind always has a 'Fringe.'”

➤ Watson

<http://psychclassics.yorku.ca/Watson/views.htm>

Watson, John B. (1913). *Psychology as the behaviorist views it*. *Psychological Review*, 20, 158-177. [The classic manifesto of behaviorism.]

➤ Freud

[2 weeks]

Lectures I, II, V, VI, VII, XIX, XX [May want to do "A brief life" (14 pp)]

➤ **Maslow**

<http://psychclassics.asu.edu/Maslow/motivation.htm>

Maslow, Abraham H. (1943). [A theory of human motivation](#). *Psychological Review*, 50, 370-396. [The first published description of the "hierarchy of needs."]

➤ **Skinner** [2 weeks]

Skinner, B. F. (1935). [Two types of conditioned reflex and a pseudo type](#). *Journal of General Psychology*, 12, 66-77. [Major statement of operant behaviorism.] In PsychClassics.

Walden Two: Preface, Chs 1-6, 8, 12-17, 23, 35-36.

And, we will do some Skinner videos.

➤ **Miller & Chomsky**

<http://psychclassics.asu.edu/Miller/>

Miller, George A. (1956). [The magical number seven, plus or minus two: Some limits on our capacity for processing information](#). *Psychological Review*, 63, 81-97. [A classic in memory research and one of the earliest contributions to the "cognitive revolution."]

Chomsky, N. Verbal behavior by B. F. Skinner: A review. *Language*, 35(1), 26-58.
[26-28, 54-58]

➤ **Bandura**

Two videos [1st is 37 min; 2nd 46 min.]

1. [Bandura's social cognitive theory \[electronic resource\] : an introduction](#) / by Albert Bandura

Bandura, Albert, 1925-

➔ [Alexander Street Press](#) Click here to connect to this video

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2. <https://www.youtube.com/watch?v=-U-pSZwHy8>

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➤ **Seligman**

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14. [The manifesto on positive psychology.]

➤ **Class Selection**

Our final reading will be determined by the class, based on the class' discussion of the articles on "the greats" – the first assignment. Who/what are we missing that we'd really like to cover?