

## History & Literature of Psychology II

Welcome to the capstone experience of the psychology major! In this Senior Seminar we shall read, analyze, and debate several of the great books in the discipline. As Thoreau put it (*Walden*), “To read well, that is, to read true books in a true spirit is a noble exercise.” This writing-intensive course will function as a small, discussion-based seminar.

The first course in this sequence, Psyc 490, surveyed the broad spectrum of schools and developments in the history of psychology. This course, by contrast, examines a few primary sources or “great books” in psychology with emphasis on critical examination and expository writing. By design and tradition, this course serves as the capstone experience for psychology students.

### Catalog Description:

(Prerequisites: 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 debate 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. Spring only. (W, EPW)

### Faculty Information:

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### Student Learning Outcomes:

- (1) Deepen your *knowledge of major psychological theories* by reading primary texts in the history of psychology as evidenced by acceptable performance on quizzes, preparation of papers, and participation in discussions (Psychology goal 1 of Knowledge Base in Psychology)
- (2) Demonstrate your ability to *critically analyze* “great books” in psychology as evidenced by preparation of papers and participation in discussions (Psychology goal 2 of Scientific Inquiry and Critical Thinking)
- (3) Develop your *speaking and leadership skills* in a small group as evidenced by acceptable co-facilitation performance and seminar discussion (Psychology goal 4 of Communication and goal 5 of Professional Development)
- (4) Demonstrate your *writing skills* appropriate for professionals in the behavioral sciences as evidenced by preparation of multiple expository papers (Psychology goal 4 of Communication and goal 5 of Professional Development as well as the goals of the Writing Intensive curriculum)

### Books (in the order you will read them):

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

- James, W. (2001; originally published in 1890). *Psychology: The briefer course*. Mineola, NY: Dover Publications.
- Frankl, V. E. (2006; originally published in 1946). *Man's search for meaning*. Boston, MA: Beacon Press.
- Skinner, B. F. (1976; originally published in 1948). *Walden two*. Indianapolis, IN: Hackett.
- Gilligan, C. (1993; originally published in 1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Wilson, E. O. (1978). *On human nature*. Cambridge, MA: Harvard University Press.

### **Online Readings:**

- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.  
<http://psychclassics.yorku.ca/Maslow/motivation.htm>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14. Obtain from the PsycARTICLES database available through the library.
- Wikipedia article on Peak Experiences

### **Performance and Evaluation:**

Your performance in this capstone course will be assessed through your class participation, written assignments, quiz performance, and class co-facilitation. The schedule for all assessments appears with the course schedule on a subsequent page. A writing conference with the professor is also required but is not graded.

Regular attendance and participation are essential for understanding the subject matter and for attaining a passing grade. Indeed, approximately one-quarter of your final grade will be determined by the quality and quantity of your in-class participation, as jointly assessed by yourself, your peers, and your professor. Missed classes will harm our class discussions. The criteria by which you will be evaluated are demonstration of: faithful attendance; familiarity with text assignments; content mastery; communication skills; ability to disagree constructively; synthesis/integration; creativity; and application of the material.

You have the opportunity to write eight papers; the best six papers will count toward your grade. The minimum length of the papers is 750 words; the maximum length is 1,000 words. Guidelines for their preparation are attached. All written assignments will be evaluated on a 10-point scale.

The papers are to be typed (double-spaced) and are due at the beginning of class. Please record your word count at the end of each paper and place your name on the back of the last page. Avoid cover sheets, references/works cited, and extra blank pages (save trees!). Alternatives to the written assignments are encouraged (as approved by the professor).

In addition to the papers, you will co-facilitate one class with the professor. You do *not* prepare a formal paper for the class that you co-facilitate; instead, you will prepare three discussion questions that will assist your cofacilitation of the class. Guidelines for cofacilitating the class are attached.

Eight multiple-choice quizzes will be administered at the beginning of the respective class periods. These quizzes are designed to reward your reading and to evaluate your comprehension of the assigned material; that is, the quizzes demonstrate and celebrate your learning! Your scores on six of these eight quizzes will count toward your course grade. A missed quiz is a dropped quiz. We do not permit make-

up quizzes, but you can arrange to take a quiz before the scheduled class if you plan to miss it. Thus, you can earn up to 170 possible points:

- class participation (40 possible points)
- best six of eight papers (60 possible points)
- best six of eight quizzes (60 possible points)
- one class co-facilitation (10 possible points)

Finally, we require an ungraded assignment: completion of a writing conference with the professor during office hours. Before mid-semester, bring two graded papers to the conference, come with specific questions about your writing, address the writing limitations and your questions with the professor, and then revise and resubmit one or possibly two papers for an improved paper and grade.

### **Course Policies:**

This course is designed as a capstone experience or senior seminar for psychology majors, and your behavior should reflect the commitment and experience of a psychology senior. You are responsible for all announcements made and material covered in class. Make-up quizzes are *not* offered; a missed quiz is a dropped quiz. Late papers are *not* accepted. If you know in advance that you will miss a class, please deliver or email your paper *before* that class begins.

Kindly refer to the University's *Academic Code of Honesty*. Plagiarism or dishonest quiz behavior on your part will result in a grade of F for the course and the CAS Dean's Office will be notified.

We will follow all promulgated University policies concerning students with disabilities, sexual Harassment and misconduct, and responsible employee reporting. Consult those policies as needed at [www.scranton.edu/studentlife/studentaffairs/student-conduct/university-policies.shtml](http://www.scranton.edu/studentlife/studentaffairs/student-conduct/university-policies.shtml) and [www.scranton.edu/academics/provost/academic\\_policies.shtml](http://www.scranton.edu/academics/provost/academic_policies.shtml)

You are encouraged to participate fully and civilly in class. You are not competing for grades, but cooperating for learning. At the same time, we will not tolerate disruptive or offensive behavior that is antithetical to our university ideals or that is contrary to a conducive learning environment.

Any student who, because of a disability, may require special arrangements in order to meet the course requirements, should contact the professor privately as soon as possible. In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide medical documentation.

The Writing Center helps students become better writers. Consultants work one-on-one with students to provide feedback at any stage of the writing process. To meet with a writing consultant, stop by during the Writing Center's regular hours of operation or call 570-941-6147 to schedule an appointment.

Please turn off your cell phone while in class. Violation of this policy will demand a mild punishment that will enhance our learning, but one that will not infringe on your eighth amendment rights.

The syllabus is subject to revision. Any revisions will be announced in class. On occasion, you may also receive announcements through Desire2Learn, so please regularly check your University e-mail account.

## Course Outline and Assignments:

<b>Date</b>	<b>Required Reading</b>	<b>Assignment</b>
Jan. 28	Welcome, Capstone Experience, Great Books	
Feb. 4	Freud: 4-9, Lectures I – III	Quiz 1
Feb. 11	Freud: Lectures V, IX - XII	Paper 1 (dream analysis)
Feb. 18	James: Pages 1-17, 18-31, 43-60, 240-252, 334-335	Quiz 2, Paper 2
Feb. 25	Frankl: Part One	Quiz 3, Paper 3 (meaning)
March 4	Skinner: pages v-xvi, Chapters 1 – 17	Quiz 4
March 11	Spring Break; no class	
March 18	Skinner: Chapters 23 through 36	Quiz 5, Paper 4 (no media)
March 25	Maslow, Positive Psychology, & Wikipedia article	Quiz 6, Paper 5 (peaks)
April 1	Gilligan: pages ix to 63	Quiz 7
April 8	Gilligan: pages 128 - 174	Paper 6
April 15	Wilson: Preface, Chapters 1, 2, and 4	Quiz 8
April 22	Easter Monday; no class	
April 29	Wilson: Chapters 6, 7, 8, and 9	Paper 7
May 6	Evaluation, Closure, and Celebration	Paper 8 (letter to freshmen)

## Guidelines for Cofacilitating

- Ψ Each student will cofacilitate one class meeting with the professor. You do *not* prepare a paper for the class that you co-facilitate, but you *do* complete the quiz if one is scheduled for that day.
- Ψ Meet with the professor the week before you are scheduled to cofacilitate in order to receive a copy of the professor's notes/resource materials. After the class, return the notes to the professor.
- Ψ Read the assignment and prepare at least 3 typed discussion questions *before* reading the professor's materials. One of those questions should be an application question.
- Ψ Your professor will arrive in the seminar room a few minutes before class to review and refine your questions. After the class, hand the professor your questions.
- Ψ The professor will begin the class with announcements and an introduction, and he will end the class as well. In between, you are primarily responsible for facilitating the class discussion.
- Ψ You typically have time to ask five to seven discussion questions during the class period. Please plan accordingly. Select questions from the professor's notes and ask one or two of the discussion questions you have prepared.
- Ψ Your task is to facilitate discussion, not to lecture. Accordingly, engage your peers in addressing the questions, as opposed to answering the questions yourself. When facilitating, hold back on your own thoughts and privilege those of your fellow students.
- Ψ When posing a question, please provide a context and introduction for it. Instead of simply asking the question, give a few sentences explaining it or placing it in the context of the assigned readings.
- Ψ Many of the interesting points in the reading will generate multiple questions. However, when posing questions in class, please ask one at a time. Avoid asking multiple-part questions.
- Ψ We seek informed discussion and respectful debate among graduating psychology majors. If your peers respond with a simple "I agree" or "I don't see it that way," gently prompt and encourage them to elaborate on their responses. E.g., "What makes you say so?" "Could you elaborate on your reasons?"
- Ψ Try to involve *all* students in the class discussions; learn to draw out contributions. Do not let a single student dominate. Instead, call on different students; ask quiet students for their opinions; and go around the seminar table once or twice, asking everyone for a focused response.
- Ψ Thought-provoking questions require time to answer. Pause before expecting or requesting responses; we all need time to formulate answers to questions of any complexity. Offer encouragement, maintain eye contact, and let the question stand for 15 seconds.
- Ψ Reward and praise students for contributing. A simple "thank you" typically suffices. The reward is contingent on a genuine effort to contribute, not on providing a "correct" or super answer.
- Ψ Concern yourself not with getting through your entire list of questions. Focus instead on facilitating a lively, quality discussion.
- Ψ Your cofacilitation will be graded on the same scale as your papers: 10/9 (an A) is excellent work; 8 (a B) is good work; 7 (a C) is satisfactory work; and 6 (a D) is below standards.
- Ψ The grading criteria for evaluating the cofacilitation follow (adapted from Lathrop, 2006): Facilitation; preparation; organization; interest; engagement; initiative; quality of the three questions; peer feedback.
- Ψ Spend a few minutes with your professor immediately after class to review the peer feedback, rate your performance on these criteria, discuss the cofacilitation experience, and receive his written feedback on your performance.

# Guidelines for Written Assignments

## Reaction Papers

The reaction papers afford you a rich opportunity to grapple with the readings, to reflect on their implications, and to integrate this information with previous psychology courses, research and clinical practica, and personal experiences. Your written work should be concise, lively, and thoughtful. *Stimulating* will assume equal precedence with *scholarly*.

The purpose of these written assignments is *not* to abstract or summarize the article. Assume that you, your classmates, and I have read the material. Instead, you are asked to react and respond to the material. Please write in a substantive and scholarly manner commensurate with someone graduating college with 40+ credits in psychology. Restrict yourself to a single paragraph on the author's writing style; focus on substance and content.

Establish a balance between depth and breadth in your papers. The number of reactions or arguments in your papers will ideally range between five and nine. This range will ensure that each of your points receives sufficient coverage or depth, without ruminating on a single topic.

Typical reactions include: Identify and elaborate on a favorite or impactful quote; comment on the writing and rhetorical style in a tight paragraph; review the sufficiency of the research evidence presented by the author; provide one (and only one) personal example to illustrate a central point; offer compelling reasons for why you agree or disagree with the author.

Some helpful hints on preparing your reaction papers:

(1) Let Us Know You Read It: Some of the more frequent means of doing so are thoughtful analyses, inclusion of quotes, and reference to specific or unusual details. Select points throughout the assigned pages, in contrast to a single chapter, to demonstrate that you absorbed the entire assignment.

(2) Let Us Know You Thought About It: Scholarly impressions of the material, the positives and the flaws of the work, agreement or disagreement with the author -- all are ways of expressing your analytical reasoning. Avoid the pedestrian summary; stretch your mind and wrestle with the material.

(3) Let Us Know You Related It to Something: The "something" is varied and includes research studies, controversial issues in psychology, and current events. The written assignments should reflect operative knowledge in addition to declarative knowledge.

(4) Let Us Know You Are Engaged in Active Questioning: Knowledge acquires its vitality through active questioning; try to penetrate the core of the material, become caught up in constructive inquiry. (Refer to the attached page for suggestions on wording your questions to enhance our critical thinking.)

(5) Let Us Know You Are Improving Your Writing: We expect your skill in writing reaction papers to develop over the semester. Please learn from written feedback provided on your papers, from general comments presented in class, and from your own efforts to sharpen your skills. Take advantage of the mandatory writing conference with your professor (which enables you to rewrite and resubmit two of your papers).

## **Papers 1, 3, 4, 5, and 8**

Alternatives to the standard reaction papers are encouraged for four of the written assignments and required for your final paper.

For paper 1 on Freud, you may prepare a dream analysis by reading the distributed letter from Miss Fields first and then reading the assigned chapters, which will provide you with interpretations for most of the symbols in her dream. Respond to Fields' 1927 letter as though you were Freud. Design it as a letter from Freud and begin it, "Dear Miss Fields." Provide a dream interpretation using the assigned chapters and the Index of Symbols (p. 601) in letter form. Assume the veracity of Freud's position and note that Miss Fields reports already having sex with her Italian boyfriend on two occasions. Begin by analyzing specific elements of the dream and then address the general meaning of the entire dream.

For paper 3 on Frankl, reflect on your personal search for meaning. Using specific themes, quotes, and passages from the assigned readings in Frankl, write about what will constitute a life of meaning for you. If we meet at a University of Scranton reunion in 30 years hence, what criteria would you use to determine whether you have lived a meaningful life? Elaborate on four or five core meanings in your anticipated life. Avoid the pedestrian laundry list; instead focus on the core sources of meaning for you.

For paper 4, Skinner rails against passive leisure on many counts: It represents unproductive time, rarely contributes to personal or cultural survival, and much of it is hurtful (e.g., alcohol, gambling, television). For this paper, you will operationally define passive leisure, avoid all media (e.g., television, internet) not school or work-related for an entire week, and then summarize your experiences, results, any slips, and lasting lessons of your behavioral experiment. Integrate specific passages from the second half of the book into your paper. Were your results similar to what Frazier/Skinner would predict?

For paper 5 on Maslow, you may describe two of your peak experiences as vividly and accurately as possible. Think of the most wonderful experiences of your life: the happiest, ecstatic moments (Polysen, 1985). Describe where you were at the time of the peak experience, what you were doing, how you felt during and after the experience, and what it meant to you then and now. After describing the two peaks, integrate them with the week's assigned readings in a couple of paragraphs. That way, you will integrate your personal and creative expression with the scientific theory and research.

The final written assignment (paper 8) is required as one of your six papers and 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. This is a goodbye letter to the University of Scranton. Craft it as a letter and address it to "Dear Incoming Psychology Major." It should be more than 750 words, two full double-spaced pages at minimum. 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.

Feel free to write anything, with two caveats. First, 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](mailto:donna.rupp@scranton.edu) and bring a hard copy to our last class meeting.

**Table 1. Guiding Critical Thinking**

Generic Questions	Specific Thinking Skills Induced
What are the strengths and weaknesses of . . . ?	Analysis/inferencing
What is the difference between . . . and . . . ?	Comparison—contrast
Explain why . . . . (Explain how . . . .)	Analysis
What would happen if . . . ?	Prediction/hypothesizing
What is the nature of . . . ?	Analysis
Why is . . . happening?	Analysis/inferencing
What is a new example of . . . ?	Application
How could . . . be used to . . . ?	Application
What are the implications of . . . ?	Analysis/inferencing
What is . . . analogous to?	Identification of and creation of analogies and metaphors
What do we already know about . . . ?	Activation of prior knowledge
How does . . . affect . . . ?	Analysis of relationship (cause—effect)
How does . . . tie in with what we learned before?	Activation of prior knowledge
What does . . . mean?	Analysis
Why is . . . important?	Analysis of significance
How are . . . and . . . similar?	Comparison—contrast
How does . . . apply to everyday life?	Application to the real world
What is a counterargument for . . . ?	Rebuttal to argument
What is the best . . . , and why?	Evaluation and provision of evidence
What is a solution to the problem of . . . ?	Synthesis of ideas
Compare . . . and . . . with regard to . . . .	Comparison—contrast
What do you think causes . . . ? Why?	Analysis of relationship (cause—effect)
Do you agree or disagree with this statement: . . . ?	Evaluation and provision of evidence
What evidence is there to support your answer?	Evaluation and provision of evidence
What is another way to look at . . . ?	Taking other perspectives

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