



DEPARTMENT OF ARTS AND EDUCATION: PSYCHOLOGY

PSYC 3750 A2: HISTORY OF PSYCHOLOGY – 3 (3-0-0) 45 Hours

COURSE OUTLINE – Fall, 2011

INSTRUCTOR: Dr. Bruce Galenza **PHONE:** 780-539-2994
OFFICE: C-403 **E-MAIL:** bgalenza@gprc.ab.ca

OFFICE HOURS: Mon 10:00 – 11:30/12:30 – 2:00, Tues/Thur 9:30 – 2:00, Wed 10:00 – 1:00, Fri 8:00 – 10:00, weekend mornings.

Course Credit: 3

Student Contact: 3 hours per week

Prerequisites: PY1040 & Math 30 or equivalent or consent of instructor

Uni. Transfer: UA, UC, UL, AU, CU, CUC, KUC

Mode of Delivery: Lectures

Textbook

Hergenhahn, B. R. (2009). *An Introduction to the History of Psychology* (6th ed.). Belmont, CA: Wadsworth

Calendar Description

Psychology is a relatively young science but its history is varied, intriguing, and extends well beyond the first psychologists. From its roots in early philosophy, physiology, and medicine, through the dawn of evolutionary theories and radical behaviourism, to the cognitive revolution and modern neuroscience, we examine the trends, competing theoretical perspectives, and socio-political influences on the current discipline of psychology.

Goals: This course may be different from any other course you have ever taken. There will be no memorizing lists of facts, definitions, names, or dates; students must learn the roots and histories of psychological ideas, organize them for themselves so that they understand it, and apply it to their understanding of current psychological theory. Further, students are required to develop the skills of discussing, both through written and verbal communication, their knowledge of course material.

Please be aware that your normal strategies for passing classes may not work here and new strategies may have to be developed; do so quickly. We will mostly follow the text chapter by chapter with a few additions. Extra readings will be recognized, going beyond lecture material will be rewarded.

Behavioural Objectives: As a result of taking this course, students will demonstrate the ability to:

1. summarize, define, explain, and discuss the course's theories, concepts, principles, and perspectives in their own words.
2. develop the skills of structuring, organizing, and interrelating knowledge of these perspectives, not simply a rote listing of details and definitions, as demonstrated by writing structured, organized, related, interrelated, and applicable summary answers and taking part in class discussions.
3. begin to develop the skills of evaluation of the concepts and principles of these perspectives on the basis of how well they describe and explain the students' behaviour and that of others by using higher order cognitive skills of independent thought, logic, reason, and data, rather than relying on authority, tradition, emotion, personal feelings, or personal experiences.
4. express themselves in written and verbal form using higher academic standards of grammatically correct and properly spelled Standard English.

Topics

Unit 1: The Evolution of Psychology: From Speculation to Science

Unit 2: The Middle Ages, the Beginnings of Science

Unit 3: Empiricism, Sensationalism, Positivism, and Rationalism

Unit 4: Romanticism, Existentialism, and the Rise of Experimental Psychology

Unit 5: Early Approaches to Psychology and the Darwinian Influence

Unit 6: Functionalism and Behaviorism

Unit 7: Neobehaviorism and Gestalt Psychology

Unit 8: Early Approaches to Mental Illness and Psychoanalysis

Unit 9: Early Alternatives to Psychoanalysis and Humanistic Psychology

GENERAL COMMENTS:

There is so much more to learn than we can cover in our limited class time. Make the most of your college experience by reading the text and other sources beyond what is called for in the exams. It will also make your answers all the more insightful. Note that there is a huge mass of information in this course and much of it cannot be covered in lectures; however, you are still responsible for this material for the exams.

My preferred teaching style is interactive lecture, derived from the teaching philosophy that little is learned until responses are made (either verbally or written).

I am extremely available for student consultation, and I will be more than happy to further discuss course material.

Assessment

Research psychology recognizes the authority of, and bases its judgements on, carefully collected data, as opposed to opinion, tradition, or authority. Psychology always makes its decisions by measuring and comparing, and so shall I. In keeping with this philosophy: rather than imposing my authority on you and telling you what you must know and then arbitrarily assigning cut-off points for grades through non-standardized tests, you as a class will inform me what you are capable of, through my careful measurement of your performance. Students will be assessed according to their relative position within the class. This method will be explained fully in the first class period; a handout is available if requested.

Assessment will be based on four equally weighted examinations. Following the final grade assignments, students will be subjectively assessed for bonus points on the basis of their involvement in, and contributions to, the class and in-class work, as well as attendance.

Exam Schedule (as this is my first year teaching this course, this schedule is subject to radical changes, which will be clearly announced.)

Exam 1: Myth to Ch 4: Sept 29th

Exam 2: Ch 5 to 9: Oct 25th

Exam 3: Ch 10 to 14: Nov 17th

Exam 4: Ch 15 to 21: Exam week

Grading

<i>Alpha Grade</i>	<i>4-Pt Equivalent</i>	<i>% Guidelines</i>	Designation
A+	4.0	94 - 100	Excellent
A	4.0	88 - 93	
A-	3.7	82 - 87	<i>First Class Standing</i>
B+	3.3	76 - 81	
B	3.0	73 - 75	<i>Good</i>
B-	2.7	70 - 72	
C+	2.3	67 - 69	Satisfactory
C	2.0	64 - 66	
C-	1.7	60 - 63	
D+	1.3	55 - 59	<i>Minimal Pass</i>
D	1.0	50 - 54	
F	0.0	0 - 49	Fail

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

These are serious issues and will be dealt with severely.