

Psychology 4003.001

History of Psychology

Fall Semester, 2012
MW 4:00-5:15, SB 2.02.06

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Office: HSS 4.03.12
Hours: MW 2:00-3:30 &
by appointment

Course Description

The course provides a historical overview of the theoretical and empirical roots of the field of psychology. Lecture and discussion topics include relevant major theoretical positions and research strategies in psychology from the ancient Greeks to the present, with emphasis on the development of a scientific psychology since the late nineteenth century. A framework of historical analysis, which incorporates several basic theoretical and methodological questions, is used to evaluate as well as compare and contrast the history and evolving impact of different systematic orientations in psychology. The framework emphasizes theory, methodology, and context. Course prerequisites: in addition to catalogue prerequisites, Psychology 2523 (Personality), Psychology 2543 (Theories of Learning), and Psychology 3403 (Experimental Psychology) are also recommended as prerequisites.

Course Objectives

1. Students will acquire a historical and contextual understanding of critical theoretical and methodological developments in the field of psychology.
2. More than just a chronology of names, dates and events, students will develop valuable insights regarding both the philosophical and natural science antecedents of psychology.
3. Rather than an exhaustive presentation of theories and systems, students will gain a more thorough understanding of those theories and issues which have had the greatest impact on modern psychology.
4. Students will acquire an understanding of various passing and enduring trends in the development of the field of psychology over time and of their impact on modern psychology.

Required Text

King, D. B., Viney, W., and Woody, W. D. A History of Psychology: Ideas and Context (Fourth Edition). Boston: Pearson - Allyn and Bacon, 2009.

Term Paper

Pick any topic or person or a combination of the two. Your paper should put the topic or person in the contexts of both psychology and the culture. Describe how your topic fits into the history of psychology. Your textbook will provide some introductory background here, but you also should use other sources, such as other history of psychology books available at the UTSA library. To understand 'cultural context', make reference to the time and place in which your topic developed or your person lived.

If you see a topic of interest in one of the chapters in your text book, you can look up the references in the chapter and acquire the original article. Also, any article that interests you will likely have references to other articles.

Use multiple sources. This is important. One major objective of this course is for you to learn what it is like to do historical research in the field of psychology. I expect you to use at least three different kinds of sources. Journal articles are one kind of source. If at all possible, include some original articles or books on the topic or by the person as a source. You might also use book reviews, biographies, the Reader's Guide, "Notes and News," and other sources. A good resource available at UTSA is the library website. A database (and search engine) for psychology publications is provided by PsycInfo via CSA. Be sure to include references to all of the sources that you use, including information taken from the Internet.

There should be a **concluding section** to your paper. This could be an analysis or interpretation that presents your explanations and insights, or it might be a historical critique of an area of research or a person's work.

Length: 12 page minimum, not including title page, references, pictures, tables and figures. There is no maximum length.

Deadlines: On or before Wednesday, **October 17** submit a brief (one paragraph) written proposal that describes your topic and explains its significance for the history of psychology, including a list of a few of the sources you may use. Do this as soon as possible so I can help you find a topic that "works." Note that this proposal is part of your grade for the paper.

The final paper is due no later than the last day of class, Wednesday, December 5.

Use of Electronic Devices

Following are the rules regarding cell phones, laptops, and other electronic devices such as iPads and Tablets. Though falling under the auspices of policies covering academic dishonesty, from an interpersonal relations standpoint, following these rules conveys that you are governed morally by a sense of courtesy and responsibility to others.

During Lectures

1. Laptop computers, PDAs, or AlphaSmarts are allowed during the class lectures **ONLY** if they are used to take down lecture notes and are inaudible.
2. If you are going to use laptops (OF ANY SIZE), PDAs, etc. for lecture-note taking, you should SIT TOWARD THE FRONT OF THE CLASS. There should be **NO** web-searching or any other Internet-related activity that is not associated with the class. **Failure to comply with this rule will result in your losing your privilege to use your laptop, PDA, etc. for note taking.**
3. **Webcams, small camera phones, cell phones**, pagers, other text messaging devices, iPods (or any other music-related players) are **NOT allowed**. Please turn them off.
4. Absolutely, NO TEXT MESSAGING (using either cell phone or laptop) during class.
5. Absolutely, NO TWITTER-ring (using either cell phone or laptop) during class.
6. If you are expecting a critically important call, put your cell phone in vibrate mode and step outside of the class to take the call.
7. If your cell phone goes off during class, then it is obvious that you did not follow rule # 3. **TURN IT OFF.**
8. Recorders (of any kind) are **not** allowed in class. This rule includes any VOICE MEMO capabilities in your laptop or cell phone. **TURN IT OFF.**

During Exams

1. Cell phones, pagers, laptop computers, webcams, PDAs, small camera phones, text messaging devices, phone calculators, cd players, IPODs, and other computer hardware or electronic devices are **NOT allowed**. Please turn them off.

Use of Electronic Devices (continued)

2. Store your cell phone, laptop, etc. under your seat or **INSIDE** your backpack or purse. They are **NOT** to be taken out during the exam.
3. Do **NOT** store your cell phone in your pocket. If you have to go to the restroom during the exam, your cell phone **SHOULD NOT BE ON YOU WHEN YOU GO**. Otherwise, having your cell phone with you when you leave for the restroom will be considered cheating.
4. If your cell phone goes off during class, then it is obvious that you did not follow rule # 1. **TURN IT OFF**.
5. Do **NOT** use your cell phone's notepad to write down your exam-identification number. Write it in your notebook, syllabus, or planner.
6. If you are found text messaging, using any camera or voice memo capabilities in your cell phone, or using your Internet browser in your cell phone during the exam, **YOUR EXAM WILL BE TAKEN AWAY AND WILL NOT BE GRADED. YOU WILL BE ASSIGNED A GRADE OF "F" (ZERO) FOR THAT EXAM. NO EXCEPTIONS.**

Exams and Final Grade

There are two midterm exams and a final, each covering approximately one third of course content. The three exams will make up 75% of the final course grade, and the term paper will comprise the remaining 25%.

Lecture Topics and Readings

NOTE: Selected course materials, including PowerPoint lecture presentations, will be available at the following UTSA website: <http://www.utsa.edu/lhri/PSY4003.html>

Week 1: 8/29

Course Overview
Introduction to Paradigms and Philosophy

Week 2: 9/5

A Framework for Historical Analysis
Read: Chapter 1

Lecture Topics and Readings (continued)

Weeks 3: 9/10, 9/12

The Philosophical and Meta-theoretical Issues

Read: Chapter 2

Ancient Perspectives and Ideas

Read: Chapter 3

Week 4: 9/17, 9/19

Contributions of the Roman Period, the Middle Ages, and the Renaissance

Read: Chapters 4 & 5

Week 5: 9/19, 9/21

Modern Intellectual Foundations: Empiricism and Rationalism

Read: Chapters 6 & 7

Week 6 9/24, 9/26

Modern Intellectual Foundations: Quantification and Naturalism

Read: Chapters 8 & 9

Week 7: 10/1, 10/3

First midterm exam, Monday, October 1

The Formal Beginning: Contributions of Wilhelm Wundt

Read: Chapters 10

Week 8: 10/8, 10/10

The Contributions of Wundt's Students, and Contemporaries

Read: Chapters 11

From Structure and Function: William James' Attempt at Shaping and Defining

American Psychology

Read: Chapter 12

Week 9: 10/15, 10/17

The Birth of Behaviorism: Psychology as the Science of Behavior,
Not of the Mind or Soul

Read: Chapter 13

Lecture Topics and Readings (continued)

Week 10: 10/22, 10/24

Neo-behaviorism and Theories of Learning: Scientific Explanations of the
Acquisition of New Behaviors
Read: Chapter 14

Week 11: 10/29, 11/31

Gestalt Psychology: Holism, Phenomenology, Nativism, and Cognition
Read: Chapter 15

Week 12: 11/5, 11/7

Second Midterm Exam, Monday, November 5
Sigmund Freud's Psychoanalysis: Irrationality and Unconscious Determinism
Read: Chapter 16

Week 13: 11/12, 11/14

Neo-analytic Approaches: Adler, Jung, and Horney
Read: Chapter 16

Week 14: 11/19, 11/21

Humanistic Psychology: An Alternative View of Human Behavior
Read: Chapter 17

Week 15: 11/26, 11/28

Existential Psychology: A Search for the Ultimate Meaning of Human Existence
Read: Online materials

Week 16: 12/3, 12/5

The Current Status and Future of the Field of Psychology
Read: Chapter 18

**FINAL EXAMINATION:
FRIDAY, DECEMBER 14
1:30 – 4:00 pm**