

History & Systems of Psychology

PSYC 420, International Academic Study Tour

3 Credits

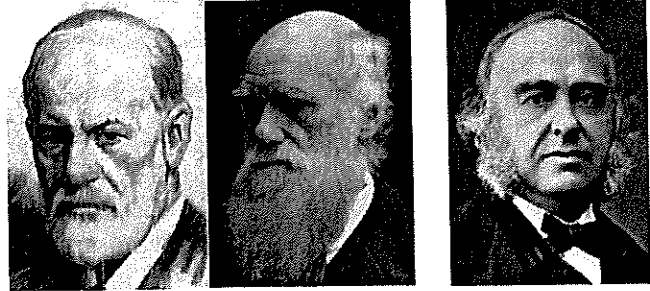
Shepherd University, Department of Psychology

Spring 2019

Course

Time: TBD
Location: TBD

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Room 106
Office Hours: TBD



Academic Study Tour

Dates: May 14-21, 2019 (+- 2 days)
Destinations: London, UK and Paris, France

Course Catalog Description

An overview of the historical and philosophical basis of psychology and the relationship of contemporary systems. Prerequisite: PSYC 101.

Additionally, all students enrolled in this course must also have signed up for the study abroad tour (see below).

Course Format

This international academic study tour includes both local and travel components. The local component includes readings and class meetings to be held at Shepherd University before and after travel. The travel component will include travel to London, UK and Paris, France. Students must participate in both the local and travel components to receive credit for this course.

See the last page of this syllabus for travel information.

Welcome!

At this point in your collegiate career, you've learned a lot about human behavior. Now, it's time for a healthy dose of context. In this course, we'll be learning where current ideas came from. We'll trace the progress of thinking about human behavior from (briefly) the ancients and Renaissance, through the founding of psychology up to modern times. We'll see ideas that have come and gone, and we'll learn how individuals can promote ideas, and how the spirit of the times in which they're developed can shape them. And, I hope, you'll gain an appreciation for the value of studying the history of ideas and the people who develop them, and will see how this can contribute to your own investigation of human behavior.

Specifically, the international academic study tour that will accompany this course will provide us the opportunity to not only study the history of psychology but also to experience some of the places in which it was made. Following a classroom overview of the early history of psychology, we will go in-depth into the contributions to modern psychology made by figures such as Darwin, Broca, and Freud.

Learning Outcomes

After successfully completing this class, you will be able to do the following things:

- Identify the major schools of thought that contributed to our current understanding of human behavior
- Identify important thinkers & scientists associated with these ideas and schools of thought
- Trace the development of the field of psychology over time and be able to identify important dates and events in the history of psychology
- Read and put into historical context original written works
- Be able to relate people, circumstances, and ideas from the history of psychology to contemporary ideas about human behavior

LEAP Essential Learning Outcomes

This course is intended to address the following essential learning outcomes from the LEAP initiative¹:

Outcome No. 1: Knowledge of Human Cultures and the Physical and Natural World...

- through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts,

focused by engagement with big questions, both contemporary and enduring.

Outcome No. 3: Personal and Social Responsibility, Including...

- intercultural knowledge and competence,
- foundations and skills for lifelong learning,

anchored through active involvement with diverse communities and real-world challenges.

Course Readings

Much of the information we cover will come from background reading from the following course textbook:

Fancher, R. E., & Rutherford, A. (2016). *Pioneers of psychology, 5th edition*. W. W. Norton. ISBN: 978-0-393-28354-9 (paperback)

The following articles will either be made available on Sakai or can be downloaded from the website given below:

Broca, P.-P. (1861). Loss of speech, chronic softening and partial destruction of the anterior left lobe of the brain. *Bulletin de la Société Anthropologique*, 2, 235-238.

<http://psychclassics.yorku.ca/Broca/perte-e.htm>

Darwin, C. (1874). Part One: Descent or Origin of Man (ch. 1-7). In *The Descent of Man, 2nd ed.* London: J. Murray.

<http://psychclassics.yorku.ca/Darwin/Descent/index.htm>

Darwin, C. (1877). A biographical sketch of an infant. *Mind*, 2, 285-294.

<http://psychclassics.yorku.ca/Darwin/infant.htm>

Freud, S. (1901). *The Psychopathology of Everyday Life* (A. A. Brill, Trans.). London: T. Fisher Unwin.

<http://psychclassics.yorku.ca/Freud/Psycho/>

Freud, S. (1910). The origin and development of psychoanalysis. *American Journal of Psychology*, 21, 181-190.

Freud, S. (1914). *The History of the Psychoanalytic Movement* (A. A. Brill, Trans. Nervous and Mental Disease Monograph Series). New York: Nervous and Mental Disease Pub. Co.

<http://psychclassics.yorku.ca/Freud/History/index.htm>

There may also be a few additional articles and books with greater detail on the sights we'll be seeing on our trip. You should do all assigned readings prior to the meeting in which they will be

¹ <http://catalog.shepherd.edu/content.php?catoid=11&navoid=1704>

discussed. We will do much of the background prior to leaving for Europe. Discussions during the trip will focus on the topics covered by the specific locations we will visit.

Some materials for this class may be available online via the Sakai system:
<http://courses.shepherd.edu/>

Course Assignments & Grading

Your final grade will be computed based on the total number of points you earn on graded work. The following sections outline the number of points that may be earned for each assignment.

<u>Assessment</u>	<u>Point value</u>
Chapter Summaries	100
Chapter Assessments	200
Trip Journal	200
Attendance and Participation	300

The following percent scale will be used to determine your course grade. To compute your numeric grade, simply divide your total points by 800 (the total available), multiply by 100, and round up to the nearest whole number. For example, if you finished with 675 points, your final grade would be $(422 / 500) * 100 = 84.4 = 85 = B$.

<u>Percentage</u>	<u>Grade</u>
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
Below 60	F

Chapter Summaries

For each of the assigned chapters, you should come to that day’s class with a written summary of not less than two pages, typed & double-spaced, summarizing what you felt to be the most important points in the chapter. These will help you demonstrate to me that you’re doing the reading and you can refer to yours during that day’s discussion. If you do the readings well ahead of time (and I recommend that you do), then you can write these at that time and then just read it and skim the chapter right before that day’s discussion to refresh your memory.

Chapter Assessments

At the end of each day’s class, I will distribute a set of questions that will cover the material from that day’s class. These assessments function sort of like take-home tests; you may use your notes and our textbook, however you must complete the assessment entirely on your own, with no outside help. Each assessment will consist of some combination of essay questions, short-answer questions, matching items, fill-in-the-blank items, or multiple-choice questions. The due date for each test is listed in the Course Schedule below (generally, two days after it’s handed out). These assessments will serve as the primary measure of how much of the course content you learned.

Trip journal

You will be required to journal your experiences during the travel portion of the class. Following the trip, I will not read this in detail but will rather skim to verify that you recorded meaningful experiences related to the trip. You are welcome to also record personal experiences and observations; these can serve as powerful reminders of your experiences in the years ahead. But be advised that I will

have (temporary) access to this journal following our return, so don't get too personal. (In fact, you might want to keep two journals, one to turn in to me and a separate personal journal for yourself.)

Attendance and Participation

In large part, our pre- and post-trip class meetings will consist of discussions based on material that you will have read ahead of time. Some of that material will be supplemented during our trip to London and Paris by visits to historic locales. At all points, it will be important for each of us to be actively engaged in readings and discussions. As such, a large portion of your grade will be based on your active participation. This includes both the pre-trip classroom meetings as well as the activities that take place during the trip. Exposure to the cities we'll be visiting is an important part of this experience, but so too is the material we'll be covering.

You each start the class with all of the participation points. Those points are lost whenever you miss a class or miss a scheduled event during the trip (e.g., our trip to the Freud Museum). You can also lose points by failing to actively engage in our in-class discussions. There will only be a few of us, so it will be important that we all contribute.

For each class meeting you miss, you will lose 10% of your Participation points (and you will also find it difficult to do that day's assessment!) For each on-trip even you miss, you will lose 10% of your participation points. For each class, I will give you an integer score ranging from 0 (did not participate at all) to 4 (participated fully). At the end of the session, I'll use those to assess up to trip 10 things; about 10 classes

For each class meeting you miss (whether at Shepherd or during our trip), you will lose 10% of your Attendance and Participation points. Anytime you are more than ten minutes late to a meeting, you will lose 2%. Additionally, at the end of the term, your instructor will assess your level of active participation in all meetings on a 1 – 10 scale and this will be factored into these points as well. As such, you are encouraged not only to attend all class meetings, but also to have prepared by doing all assigned readings and then contributing to the discussion.

Additionally, the Student Handbook prohibits activities that are disruptive in the classroom, and so behaviors such as those are prohibited. Every student can help enhance the learning environment, both for themselves and their classmates, by doing things such as the following:

- doing all assigned readings **in advance of class**
- quietly and attentively listening when the instructor or a classmate has the floor
- asking questions when there's something you do not understand
- participating in group or individual activities and discussions
- being respectful of others even if you disagree with their point of view

Students whose behavior detracts from the creation of an effective learning environment may have up to 10 percentage points deducted from their final grade, at the discretion of the instructor.

There may be additional assignments, at the discretion of the instructor. If any, these will be announced in class.

Attendance and Participation

You **MUST** attend your classes regularly and engage in the requirements for each class; otherwise, your financial aid may be revoked either partially or in full. This would result in an amount due by you to the University immediately. Please refer to <http://www.shepherd.edu/financialaid> for more details.

Because material from lectures and in-class examples may be included on the exams, regular attendance is extremely important. In addition, class attendance gives you the opportunity to ask questions and engage in classroom discussions, all of which lead to more effective learning. While there are no specific penalties for not attending class, you are responsible for information missed during an absence

from class and you are responsible for arranging to make up missed material. For more information, see the Late & Make-up Assignment Policy, below.

Psychological science teaches us that effective learning requires active attention. It has very recently also taught us that, while we think we can effectively multitask—perform multiple cognitive tasks at once—this is an illusion. What we are really doing is rapidly switching attention from one task to the next, such that none of the tasks is fully processed and overall performance is diminished. Additionally, seeing and hearing other students using cell phones and laptops, reading the newspaper, and carrying on side conversations can be immensely distracting. Thus, such behaviors detract from an effective learning environment. The Student Handbook prohibits activities that are disruptive in the classroom, and so behaviors such as those are prohibited. Every student can help enhance the learning environment, both for themselves and their classmates, by doing things such as the following:

- doing all assigned readings **in advance of class**
- quietly and attentively listening when the instructor or a classmate has the floor
- asking questions when there's something you do not understand
- participating in group or individual activities and discussions
- being respectful of others even if you disagree with their point of view

Students whose behavior detracts from the creation of an effective learning environment may have up to 20 percentage points deducted from their final grade, at the discretion of the instructor.

Academic Integrity

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the Shepherd University Student Handbook:

<http://www.shepherd.edu/student-handbook>

Academic honesty is essential for the intellectual life of any university, for both students and faculty. Ideas presented as your own should be your own. Passing off someone else's work as your own, whether by plagiarism or cheating on tests, is a serious offense that will be dealt with seriously. Of course, this is not to say that you must complete this course entirely on your own. Indeed, you are encouraged to study together and to discuss information and concepts covered in class with your classmates. You can give "consulting" help to or receive "consulting" help from other students. However, when completing assignments to be handed in, the work you hand in should be entirely your own. Should inappropriate collaboration occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this policy can also be extended to include failing the course and University disciplinary action.

Additionally, during examinations you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

For additional details, refer to the Shepherd University Catalog section on Academic Dishonesty, http://catalog.shepherd.edu/content.php?catoid=111&navoid=1660#Academic_Dishonesty

Assistance and Accommodations

Disability Support Services at Shepherd University believes that every student should succeed, and works closely with students to meet their needs. Students requesting any disability related accommodation should contact the Disability Support Services office at 304-876-5214. This includes students with learning disabilities needing classroom accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations.

Accommodations need to be documented and provided to instructors. Please see <http://www.shepherd.edu/disability> for more information.

Course Policies

Communication: In-person

My office hours are listed at the top of this syllabus. While these are good times to drop in for help, I am also happy to chat after class and you can always make an appointment to see me at some other time. Either coordinate with me before or after class, or just send me an e-mail with a list of days and times when you are available and I'll let you know what works for me. My intent is to be as accessible to you as possible.

Communication: E-mail and phone

In addition to office hours and appointments, I'm available by phone whenever I'm in my office and you can leave voicemail if I'm not. If you need a quicker response, use e-mail. If you do send me course-related email, remember these important e-mail guidelines:

- If you have a question about grades, be sure to use your official Shepherd e-mail account so I will know that you are who you say you are.
- Include something in the Subject line (SPAM filters often delete messages with no subject).
- Be sure to tell me what class and section you are in (I have lots of students and it takes me a few weeks to learn everyone's name).
- Sign your name at the end of the message (this is just good manners whenever you are sending a message, electronic or otherwise).
- I will not reply to messages that are not written in standard English (e.g., "wat r u covring n clas 2moro? thxbye").
- If you have not heard back from me in 2 business days, feel free to send me a polite reminder (I may have missed your original message). If you need a reply sooner, be sure to say so in your original message.

Finally, check the course Sakai page (available at <http://courses.shepherd.edu>) – it is meant to be a resource to help you with the course. Useful information and some course materials (e.g., readings, my PowerPoint presentations) will be made available there.

Mobile Phone and Computer Use Policy

Use of mobile phones during class is prohibited. You must silence your phone when entering the classroom. If you are expecting an emergency call during class, put your phone on vibrate and let me know before class that you may have to leave to take the call.

Use of computers during class is also prohibited. Research suggests that class notes taken by hand lead to better learning than notes taken by computer. This policy does not apply to students who receive the appropriate accommodation from Disability Support Services.

Late & Make-up Assignment Policy

Completing tasks on a schedule is an important life skill and one that you should be practicing while you're in college. I'll help you prepare for your assignments as much as possible, but I expect you to be prepared when the time comes. All assignments have a due date and I expect you to complete assignments on time. Of course there are some "life happens" situations when this isn't possible...

Emergencies: I accept late work, up to a point, in cases of a documented excused absence, such as the following:

- a) Funeral for an immediate family member (e.g., parents, siblings, grandparents, aunt/uncles, first cousins);
- b) Incapacitating illness or injury (not including any non-emergency doctors' appointments that could be scheduled at other times);
- c) Illness of an immediate family member for whom you must care;
- d) Seriously hazardous, weather-induced driving conditions (for commuter students only).

When emergency situations such as these cause you to miss an assignment due date or a test, you should contact me as soon as possible to let me know what's going on. I will work with you to make arrangements to make up missed work, although I reserve the right to determine what circumstances constitute an excused absence.

In fairness to everyone, I must require documentation for all excused absences. Documentation for excused absences include things like the following:

- a) **Funeral:** a copy of the obituary or a note from a minister or funeral director.
- b) **Medical emergency:** a note on letterhead by an MD, DO, PA, or RN.
- c) **Accident or police emergency:** an accident report or note on letterhead from an appropriate law enforcement officer.
- d) **Unforeseen jury or witness duty:** a note on letterhead from a judge or attorney. If you learn about your jury or witness duty at least one week beforehand, you must complete any assignments or tests prior to your absence.
- e) **Unforeseen military deployment or activation:** a note on official letterhead from your commanding officer. If you learn about the military activation or deployment at least one week beforehand, you must complete any assignments or tests prior to your absence.

Missed tests: If you miss a test due to an excused absence (see above), then you must make it up within one week of the original test date, except under very unusual circumstances. If you take the test before I've handed them back to the rest of the class, then you can take the same test they did. If not, then I will make a new test for you constructed of randomly-drawn items from the textbook test bank. If you miss a test due to an unexcused absence, then you may complete a randomly-drawn test for half-credit.

Late papers: In some cases, I will accept papers and possibly some other assignments after the deadline has passed. In general, I will subtract 5% from your grade for each 12 hrs. the paper/assignment is late, up to (usually) a maximum of five days. Come see me for details on a specific assignment.

Planned absences: If you know ahead of time that you will be absent—such as required field trips, intercollegiate competitions, or official activities in which you are representing Shepherd University— I will be willing to move deadlines slightly to accommodate legitimate needs. You should speak with me **at least one week** prior to your absence to make arrangements.

For more information, see the Attendance section of the Shepherd University Catalog:
<http://catalog.shepherd.edu/content.php?catoid=11&navoid=1660#Attendance>

Electronic Communication & Internet

I will, on occasion, communicate with you via your official Shepherd University e-mail account. It is your responsibility to **check your Shepherd e-mail account** on a regular basis for important information. In addition, all students are required to have access to the **Internet** to make use of our Sakai site as well as additional resources. There are a number of computer labs on campus for internet/e-mail access. If you are unable to access your Shepherd e-mail account, contact the IT User Support Desk at 304-876-5457 for help.

Caveat: The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

Course Schedule

Due dates are indicated in bold.

Week	Date	Topic	Reading
1	Jan. 15	Course Introduction	
	Jan. 17	Ideas from Antiquity	F&R ² Ch. 1
2	Jan. 22	Philosophers: Descartes, Locke, & Leibniz	F&R Ch. 2
	Jan. 24		
3	Jan. 29	Physiology of mind: Broca	F&R Ch. 3 Broca (1861)
	Jan. 31		
4	Feb. 05	The perceiving mind	F&R Ch. 4
	Feb. 07		
5	Feb. 12	The founding of scientific psychology: Wundt	F&R Ch. 5
	Feb. 14		
6	Feb. 19	Evolution: Darwin	F&R Ch. 6 Darwin (1874, 1877)
	Feb. 21		
7	Feb. 26	Individual differences: Galton	F&R Ch. 7
	Feb. 28		
8	Mar. 05	American psychology	F&R Ch. 8
	Mar. 07		
	Mar. 12	<i>Spring Break – no classes</i>	
	Mar. 14		
9	Mar. 19	Behaviorism	F&R Ch. 9
	Mar. 21		
10	Mar. 26	Social psychology	F&R Ch. 10
	Mar. 28		
11	Apr. 02	Freud	F&R Ch. 11 (Freud, 1901, 1910, 1914)
	Apr. 04		
12	Apr. 09	Development and intelligence	F&R Ch. 13
	Apr. 11		
13	Apr. 16	The cognitive revolution	F&R Ch. 14
	Apr. 18		
14	Apr. 23	Modern application of psychology	F&R Ch. 15
	Apr. 25		
Finals	TBA	Final pre-trip planning meeting	

² “F&R” refers to the Fancher & Rutherford textbook.

May 2019 Psychology Academic Study Tour

When & Where?

Dates

Depart: May 14, 2019. Return: May 21, 2019.

Itinerary

We will be traveling to **London**, England and then to **Paris**, France. In each city, we will see lots of sights, most relevant to the history of psychology. Visit the following website for the general trip itinerary, pricing, and to sign up. <http://www.efcollegestudytours.com/2087069nm>

Who?

This academic study tour is being offered to Shepherd students wishing to receive credit for the PSYC 420 History & Systems of Psychology course. Students must register for both the course (via RAIL) and the travel portion (through the Shepherd University Study Abroad Office and the tour company, EF College Study Tours, at <http://www.efcollegestudytours.com/2087069nm>).

Non-students may participate as well, but will be required to register with Shepherd University Office of Continuing Education. <http://www.shepherd.edu/lifelonglearning/>

How?

Shepherd Study Abroad Office

Students must be admitted to the study abroad tour through the Shepherd University Study Abroad Office. All travelers must provide the Study Abroad office with a copy of a valid passport that will not expire for at least six months after the end of the scheduled trip. Anyone traveling on a non-U.S. passport must have a properly prepared Form I-20 for readmission to the U.S. <http://shepherd.abroadoffice.net/> (note the following pages: The Basics, How to Apply)

Required Travel Arrangements

All travelers, whether students or non-students, must enroll with EF College Study Tours using the following link: <http://www.efcollegestudytours.com/2087069nm>

All travelers will purchase insurance through the Shepherd University Business Office, as required by university policy. (Please do not purchase the insurance offered by the tour company.)

Travelers must provide emergency contact information to both the Shepherd University Study Abroad Office and the tour company.

Travelers must report any potential travel complications, e.g., legal issues that may pose problems for re-entry into the U.S.

Travelers will pay a tip fee to be calculated and assessed once tour arrangements are finalized. The fee will be distributed to bus drivers and tour directors by Dr. Lovelace. The fee must be paid by check written to the Shepherd Foundation.

If arrangements are made for group travel between the university and the departure airport, students who utilize the service must pay the bus or van fee by a check written to the Shepherd University Foundation.