



CEDAR CREST COLLEGE

Syllabus

Title: History and Systems of Psychology (PSY 350)
(3 credits)

Class Meeting Times: Mondays 7:00-9:30 PM

Classroom: Curtis 135

Faculty: Dr. Micah R. Sadigh

Office: Curtis 119

Office Hours: Mondays (1-3:30PM; & 5:30-6:30 PM); Tuesdays (1-2); Wednesdays (10-11 AM); Thursdays (4-5 PM); or by appointment (610-606-4666, Ext. 3715)

E-mail: micasa@cedarcrest.edu

Description: This course is an introduction to the historical foundations of the field of psychology. We shall explore the roots of psychology from philosophical, religious and scientific dimensions. Specific attention will be paid to the origin of the various prevailing schools of psychology and what factors contributed to their birth and formation. Three tests, a class presentation, two quizzes, and class attendance will constitute the final grade for the course.

Goals:

1. Students will gain a comprehensive knowledge about the historical foundations of psychology
2. Students will gain a comprehensive knowledge with regard to the philosophical foundations of psychology
3. Students will learn about the key schools of psychology and the events that contributed to their birth and formation
4. Students will learn about the contributions of the humanities to the science of psychology

Course objectives:

Upon completing the course, students will be able to:

1. provide a comprehensive definition of psychology
2. describe the key schools in psychology
3. provide information about the philosophical foundation of the different schools in psychology
4. describe the contributions of psychology to the betterment of humanity

A General Outline of the Course (Specific Dates for Quizzes Will be Announced):

Week 1

(Chapters 1 and 21)

- The meaning of psychology
- The birth of scientific psychology
- The American Psychological Association and its divisions
- Psychology and epistemology (Part 1)

Week 2

(Handouts)

- Psychology and epistemology (Part 2)
- The Greek cosmologies
- The nature of the psyche

Week 3

(Chapter 2)

- The first Greek cosmologists and philosophers (Part 1)
- Socratic and Platonist approaches to the understanding of the psyche
- The Socratic approach as an approach to teaching and learning
- Plato in the 4th century
- **Quiz 1**

Week 4

(Finish Chapter 2)

- The Greek cosmologists and philosophers (Part 2)
- Aristotle: The father of psychology?

Week 5

TEST # 1 (Feb. 9)

(Chapter 3)

- After Aristotle
- Neo-Platonism: An expanded view of the psyche
- St. Augustine: The first psychoanalyst?

Week 6

(Chapter 4)

- Renaissance: A new birth in science and philosophy
- Modernism and Humanism
- Humanism then and now

Week 7

(Chapter 5)

- Empiricism, Sensationalism and Positivism
- The contributions of John Locke: Before Skinner there was Locke!
- **Quiz 2**

Week 8

(Chapter 6)

- Rationalism: Cogito ergo sum!
- Spinoza on emotions
- Rediscovering Spinoza in the 21st Century

Week 9

TEST #2 (March 16)

(Chapter 7)

- Romanticism: Rousseau & Schopenhauer
- Existentialism: Kierkegaard and Nietzsche
- French existentialism
- Contributions of existentialism to existential psychology

Week 10

(Chapter 8)

- The Birth of Experimental Psychology
- Structuralism and Functionalism
- The emergence of Gestalt psychology

Week 11

(Chapter 12)

- The birth of behaviorism: From Pavlov to Skinner
- Neo-behaviorism

Week 12

(Chapters 16 & 17)

- Forces in psychology
- Freud and psychoanalysis
- Neo-Freudians

Week 13

(Chapter 18)

- Humanistic psychology
- Cognitive psychology

Week 14

- Quo Vadis Psychology?

Week 15 (5/4)

- TEST # 3

Textbook:

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

In addition to the textbook, I will be providing you with classic papers in the field of psychology. These are required reading assignments and I will be asking you questions regarding them in the exams.

The final grade for the course will be calculated based upon the following percentages:

TEST 1: 20%

TEST 2: 20%

TEST 3: 20%

PRESENTATION: 20%

QUIZZES: 20%

Instruction for Presentations: Give a presentation on a woman who has made significant contributions to the field psychology. The length of your presentation should not be more than 20 minutes. I need to know about your topic by the **third week** of the course. For this presentation, you need to thoroughly familiarize yourself with the person that you are presenting. **Simply reading from your PowerPoint slides will not constitute a presentation!!**

Honor Code: Students are expected to abide by the Cedar Crest College Honor Code. Acts of misconduct (e.g., cheating during an examination, copying material on your homework, or allowing someone to use your homework) will not be tolerated. Infringements will be handled according to college policy.

Special Accommodations: If you require assistance due to a documented disability, I will be more than happy to help you in any way possible to meet your needs. Please see me after class. As far as tests and other assignments are concerned, I need to know about

your need for special accommodations right away.

Code of Respect: You are encouraged to share your thoughts, reflections, ideas, and informed opinions. Such sharing will help all of us grow. However, I ask you to take care not to impose your views on others and/or make remarks that may be injurious to others. You can expect unconditional respect from me and I ask you to do the same for your fellow students.

Classroom Protocol: All Cedar Crest College students are expected to be familiar with and fully supportive of the college's policy regarding the honor code and academic integrity. See the **Student Guide** for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Plagiarism: If plagiarism is suspected, I am bound to follow academic regulations. Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.

Cheating: Bear in mind that allowing another to copy one's work is an academic offense just as is copying from someone. Furthermore, submitting the same paper for two courses without arrangement is also an academic offense.

Extra Credit Opportunities: You are invited to participate in research projects that are being conducted by senior psychology majors. You may earn up to five points by providing me with the proof that you participated in such studies. See the student researcher for how long (usually 30 minutes to an hour) she may require your participation for the specific requirements of her study.

Grades:

A	93.0-100%	C	73.0-76.6%
A-	90.0-92.9%	C-	70.0-72.9%
B+	86.7-89.9%	D+	67.0-69.9%
B	83.4-86.6%	D	65-66.9%
B-	80.0-83.3%	F	below 65%
C+	76.7-79.9%		

Psychology Department Attendance Policy

The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. *It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis.* It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

Application to this Class: Formal attendance will be taken during all class sessions. This class meets once per week (14 class meetings). As such, you may miss 2 classes without penalty. If you miss 3 classes, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss 4 classes, you will receive a failing grade for the course. If you miss four classes, you have missed approximately 25% of the class meetings.

UNNECESSARY CONVERSATIONS

Unnecessary conversations during the lectures will be distracting to your fellow students as well as your professor. Those who engage in such conversations will be dismissed from the class.